VISION STATEMENT

“To provide students with a Christ-centred education in a learning community of love, nurture and service.”

The contents of this Handbook are current as at February 2017

While every care has been taken in the preparation of the information in this handbook, Trinity Christian School reserves the right to change any details contained herein.
In 2004 Trinity Christian School extended its educational program into Senior Secondary. The decision to offer Year 11 and Year 12 education was the culmination of many years of prayer and planning. It is the fulfilment of our School Vision, “To provide students with a Christ-centred education in a learning community of love, nurture and service”, across the whole spectrum of school experience.

The ethos of Trinity Christian School emphasises a high quality Christian education and the importance of a partnership between parents and teachers in the nurture and education of students. This is just as valid for college age students as for children in other year levels. Assisting each student reach his or her full potential, to develop spiritually, academically, socially, emotionally, culturally and physically through a wide variety of learning experiences, is the overall aim of the school. Our emphasis in Year 11 and Year 12 continues to focus on excellence in Christ-centred education, consolidating the knowledge, skills and values that the students have gained in their younger years. We are excited about the opportunities that arise for our students as we take them into their final years of Secondary Education, preparing them to use their God-given gifts in their tertiary studies, their workplace their lives.

Over the past several years, our College students have achieved very well in their academic studies. The school has gained a wonderful reputation for encouraging students to achieve their personal bests. We also see our students growing and developing in their relationship with God, being empowered by the Holy Spirit to faithfully follow the example of Jesus. Apart from the rigours of the academic courses of study, Years 11 and 12 at Trinity provide students with opportunities for leadership and ministry, equipping them well for Christian service.

May God bless and empower you as you commence Year 11 or Year 12 at Trinity Christian School in 2017.

Jason Ward

Jason Ward
Acting Principal
CONTENTS

VISION STATEMENT ........................................................................................................................................ 2
WELCOME TO TRINITY CHRISTIAN SCHOOL ................................................................................................. 3
CONTENTS ..................................................................................................................................................... 4
INTRODUCTION .............................................................................................................................................. 6
THE TRINITY CHRISTIAN SCHOOL COMMUNITY .......................................................................................... 6
A CHRIST-CENTRED ENVIRONMENT ........................................................................................................... 6
GUIDING VISION ........................................................................................................................................... 7
KEY SENIOR SCHOOL STAFF .......................................................................................................................... 8
FACULTY COORDINATORS .............................................................................................................................. 8
OTHER KEY PERSONNEL ............................................................................................................................... 8
WHAT COLLEGE STUDENTS SAY ABOUT COLLEGE @ TCS ..................................................................... 9
INVolvement IN THE SCHOOL COMMUNITY ................................................................................................ 10
EXPECTATIONS OF COLLEGE STUDENTS ...................................................................................................... 11
COLLEGE STUDENT PRIVILEGES .................................................................................................................. 11
  COMMON ROOM ......................................................................................................................................... 11
  TUTORIALS ................................................................................................................................................... 11
  LUNCH PASSES ......................................................................................................................................... 12
  USE OF MOTOR VEHICLES .......................................................................................................................... 12
  OTHER PRIVILEGES ................................................................................................................................... 12
THE ROLE OF PARENTS ................................................................................................................................... 12
COURSE SELECTIONs ....................................................................................................................................... 12
  CHOOSING YOUR UNITS ............................................................................................................................. 13
SUMMARY OF COURSEs ................................................................................................................................... 14
PREREQUISITES FOR SELECTED COURSEs OF STUDY ............................................................................. 15
COURSE DETAILS .......................................................................................................................................... 16
  CHRISTIAN LIFE STUDIES T / A / M ............................................................................................................. 16
  ENGLISH .................................................................................................................................................... 19
    ESSENTIAL ENGLISH A ............................................................................................................................ 19
    ENGLISH T ............................................................................................................................................... 20
    LITERATURE T ......................................................................................................................................... 21
  MATHEMATICS ........................................................................................................................................... 23
    ESSENTIAL MATHEMATICS A .................................................................................................................. 23
    MATHEMATICAL APPLICATIONs T ............................................................................................................ 24
    MATHEMATICAL METHODS T .................................................................................................................. 24
    SPECIALIST METHODS T .......................................................................................................................... 25
    SPECIALIST MATHEMATICS T ................................................................................................................ 26
  SCIENCE ..................................................................................................................................................... 27
    BIOLOGY T / A ......................................................................................................................................... 27
    CHEMISTRY T .......................................................................................................................................... 28
    PHYSICS T ............................................................................................................................................... 29
  ELECTRONICS & MECHATRONICS T/A ........................................................................................................ 31
  HUMANITIES AND SOCIAL SCIENCES ........................................................................................................ 32
    GEOGRAPHY T/A ..................................................................................................................................... 32
    HISTORY T/A .......................................................................................................................................... 33
    ANCIENT HISTORY T / A .......................................................................................................................... 33
    MODERN HISTORY T / A ............................................................................................................................ 34
    PSYCHOLOGY T/A .................................................................................................................................... 36
    ECONOMICS T ......................................................................................................................................... 37
    CONTEMPORARY TRANSITIONS M .......................................................................................................... 38
  LANGUAGES ............................................................................................................................................... 39
    SPANISH T ............................................................................................................................................... 39
  DIGITAL TECHNOLOGY ............................................................................................................................... 41
  CREATIVE AND PERFORMING ARTS ........................................................................................................... 46
    DRAMA T/A ............................................................................................................................................. 46
    MUSIC T/A .............................................................................................................................................. 47
    PHOTOGRAPHY T/A ................................................................................................................................. 48
    VISUAL ART T/A ..................................................................................................................................... 49
  DESIGN AND TECHNOLOGY ...................................................................................................................... 50
<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESIGN AND GRAPHIC COMMUNICATION T/A</td>
<td>50</td>
</tr>
<tr>
<td>DESIGN AND TECHNOLOGY T/A</td>
<td>51</td>
</tr>
<tr>
<td>ENGINEERING STUDIES T</td>
<td>52</td>
</tr>
<tr>
<td>HOSPITALITY A/V</td>
<td>53</td>
</tr>
<tr>
<td>TEXTILES AND FASHION T / A / V / M</td>
<td>54</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>56</td>
</tr>
<tr>
<td>SPORTS STUDIES T</td>
<td>56</td>
</tr>
<tr>
<td>EXERCISE SCIENCE T</td>
<td>57</td>
</tr>
<tr>
<td>OUTDOOR EDUCATION T/A/V</td>
<td>58</td>
</tr>
<tr>
<td>REGISTERED UNITS AND COURSES</td>
<td>60</td>
</tr>
<tr>
<td>CHRISTIAN GROWTH AND SERVICE R</td>
<td>60</td>
</tr>
<tr>
<td>PERSONAL DEVELOPMENT</td>
<td>60</td>
</tr>
<tr>
<td>YEAR 11 AND 12 CAMPS</td>
<td>60</td>
</tr>
<tr>
<td>SPORT AND RECREATION R</td>
<td>60</td>
</tr>
<tr>
<td>RECOGNITION – OUTSIDE LEARNING R</td>
<td>60</td>
</tr>
</tbody>
</table>

### THE TERTIARY PACKAGE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEFINITIONS</td>
<td>61</td>
</tr>
<tr>
<td>THE ACT SCALING TEST (AST) AND THE AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)</td>
<td>63</td>
</tr>
<tr>
<td>CERTIFICATION</td>
<td>64</td>
</tr>
<tr>
<td>ASSESSMENT</td>
<td>64</td>
</tr>
<tr>
<td>LATE SUBMISSION OF WORK</td>
<td>65</td>
</tr>
<tr>
<td>ABSENCES DURING ASSESSABLE TASKS</td>
<td>65</td>
</tr>
</tbody>
</table>

### STUDENT SERVICES

<table>
<thead>
<tr>
<th>Service</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT WELFARE</td>
<td>66</td>
</tr>
<tr>
<td>COLLEGE STUDIES COORDINATOR</td>
<td>66</td>
</tr>
<tr>
<td>CAREERS ADVISER</td>
<td>67</td>
</tr>
<tr>
<td>CAREERS GUIDANCE</td>
<td>67</td>
</tr>
<tr>
<td>TERTIARY INSTITUTION REQUIREMENTS</td>
<td>67</td>
</tr>
<tr>
<td>WORK EXPERIENCE</td>
<td>67</td>
</tr>
<tr>
<td>VET COORDINATOR</td>
<td>68</td>
</tr>
<tr>
<td>VOCATIONAL EDUCATION TRAINING (VET)</td>
<td>68</td>
</tr>
<tr>
<td>AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS (ASBA)</td>
<td>68</td>
</tr>
</tbody>
</table>

### ICT HARDWARE AVAILABLE FOR STUDENT USE

<table>
<thead>
<tr>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE COLLEGE DAY</td>
<td>69</td>
</tr>
<tr>
<td>BELL TIMES</td>
<td>70</td>
</tr>
<tr>
<td>SAMPLE TIMETABLE</td>
<td>71</td>
</tr>
<tr>
<td>ATTENDANCE</td>
<td>71</td>
</tr>
<tr>
<td>SCHOOL UNIFORM</td>
<td>72</td>
</tr>
</tbody>
</table>

### ACADEMIC HONESTY, PLAGIARISM AND CHEATING

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT CODE OF CONDUCT</td>
<td>73</td>
</tr>
</tbody>
</table>
**INTRODUCTION**

**THE TRINITY CHRISTIAN SCHOOL COMMUNITY**

Trinity Christian School is a Christian Parent Directed school, staffed by committed Christians and existing primarily to provide a Christ-centred education for children from Christian homes. By so doing it assists parents to fulfil their God-given charter of bringing up their children in all ways in the fear and nurture of the Lord. It provides a **Christ-centred education in a learning community of love, nurture and service** for all students who come from a variety of backgrounds. It is expected that in the Senior School, students, parents/guardians and staff are aware of the Trinity Vision and work together in partnership. Students are expected to take ownership of their learning and actively seek to be positive members of the Trinity learning community.

“To provide students with a Christ-centred Education in a learning community of Love, Nurture and Service.”

At Trinity Christian School we are a community of learners, working together for God’s glory by providing students with a Christ-centred education.

**Love** – As God the Father has lavished His love upon us (1 John 3:1), we seek to draw students into a deeper relationship with God who loves them and wants them to enjoy the promise of eternal life (John 3:16).

**Nurture** – Each of us is fearfully and wonderfully made (Psalm 139:14). Recognising each student as a unique creation of God, we seek to nurture them so that they are able to reach their full potential and live an abundant life (John 10:10).

**Service** – As Jesus came, not to be served but to serve (Matt 20:28), we seek to nurture students’ gifts and abilities, preparing them for works of service (Eph 4:12) through responsible stewardship.

**A CHRIST-CENTRED ENVIRONMENT**

Students at Trinity Christian School are able to study within an environment in which Jesus Christ is honoured as Lord of all. Subjects taught are presented from a Christian perspective, with the aim of assisting students to learn what it is to be God’s person, in God’s place, under God’s rule. We are confident that students entering Trinity Christian School for the first time in College, will enjoy a friendly, supportive environment.

We expect a lot from our students with regard to their integrity and trustworthiness. We expect that they will be responsible in their behaviour and attitudes and establish a positive example for other students to follow.
GUIDING VISION

At Trinity Christian School we believe that Christians are the ‘light of the world’. As our young people prepare to enter colleges, universities, and the workplace, our vision is to polish the lamps of their faith. We aim to cultivate in students a personal desire for Jesus Christ to be Saviour, King, Leader and Light of their lives. It is Jesus who will renew the spirit of the minds of the students, enabling them to seek after truth, love and wisdom.

Our vision is that when the students move from the nurturing environment of Trinity Christian School, their lights will not falter, flicker and fade, but will rather burn the brighter. We see our students walking boldly through life, giving glory to Jesus, and letting His Light shine. The firm foundation in apologetics, ethics and biblical living, that is integral to our program in these last years of schooling, will undergird the lives of these young people.

“In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.”

Matthew 5 v.16
KEY SENIOR SCHOOL STAFF

Ms Bernadette Mearns
Head of Senior School

Mr Glen Wittick
College Studies Coordinator

Mrs Naomi Cole
Director of Studies

Mr Nathan Campbell
Year 11 & 12 Adviser

FACULTY COORDINATORS

Christian Life Studies (CLS)  Mr Geoff Crow
English  Mrs Rebecca Marston
Mathematics  Mrs Carolyn Seal
Science  Mr Daniel Kneebone
Humanities and Social Science (HSS)  Mrs Sarah Czarnota
Digital Technology (DT)  Mr Ben English
Design and Technology  Mr Christian Lomax
Physical Education and Sport  Mr Mark Vanderstoep
Creative and Performing Arts  Mrs Alison Evans
Languages  Mrs Naomi Cole

OTHER KEY PERSONNEL

Acting Principal  Mr Jason Ward
Acting Deputy Principal Welfare  Mr Rob Wiseman
Careers Adviser/Work Experience  Mrs Josephine Batten
Years 9/10 Studies Coordinator  Mrs Naomi Benites
School Counsellor  Mrs Jenny Ward
Information Services (Library)  Mrs Maree Crofts
VET/ASBA Coordinator  Mr Tony Davies
<table>
<thead>
<tr>
<th>Quote</th>
<th>Author</th>
<th>Year</th>
<th>Details</th>
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<tbody>
<tr>
<td>The Year 11s and 12s get to know each other better and we all make</td>
<td>Angela Voce, Year 12, (2015)</td>
<td></td>
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<td>more friends. The teachers are more understanding so it makes us</td>
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<td>feel more respected as students.</td>
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<td>There is a brilliant sense of community at Trinity and everyone is</td>
<td>Lauren Shakespear, Year 11, (2015)</td>
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<td>there to help.</td>
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<td>Year 11 has been very challenging, but the support gives you the</td>
<td>Sophie Chinn, Year 11, (2015)</td>
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<td>strength to keep going despite the level of difficulty increasing.</td>
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<td>The thing that makes College awesome at Trinity is that the</td>
<td>Tim Murphy, Year 11, (2015)</td>
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<td>teachers are just fantastic and are so willing to help with</td>
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<td>everything.</td>
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<td>The Outdoor Ed class is a ripper. The camps that you go on are the</td>
<td>Mitch Lonergan, Year 12, (2014)</td>
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<td>best and we do a variety of activities like canoeing, snorkelling,</td>
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<td>wakeboarding and snowboarding.</td>
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<td>The woodwork class was good. I enjoyed designing and building</td>
<td>Jonah van Bockel, Year 12, (2014)</td>
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<td>projects and chilling with mates.</td>
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<td>Having chosen to do double Specialist Mathematics, I knew my</td>
<td>Jack Grant, Year 12, (2015)</td>
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<td>workload would be challenging. The support from staff has helped</td>
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<td>me balance my workload, as the teaching has been excellent across</td>
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<td>the board.</td>
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<td>College has such a great sense of belonging. We are all like one</td>
<td>Brooke Winslade, Year 12, (2013)</td>
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<tr>
<td>big family and it has great Christian values. I love it!</td>
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<tr>
<td>Year 11 has been very challenging, but the support gives you the</td>
<td>Sophie Chinn, Year 11, (2015)</td>
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<td>strength to keep going despite the level of difficulty increasing.</td>
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<tr>
<td>The thing that makes College awesome at Trinity is that the teachers</td>
<td>Tim Murphy, Year 11, (2015)</td>
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<tr>
<td>are just fantastic and are so willing to help with everything.</td>
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**WHAT COLLEGE STUDENTS SAY ABOUT COLLEGE @ TCS**

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<th>Year</th>
<th>Details</th>
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<tbody>
<tr>
<td>We are surrounded by a constant support team of teachers who always</td>
<td>Laura Brown, Year 11, (2015)</td>
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<tr>
<td>have our best interests at heart</td>
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<tr>
<td>Textiles in Year 11 and 12 is amazing. The tasks are challenging</td>
<td>Eleanor Hewitt, Year 12, (2015)</td>
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<tr>
<td>but you have freedom to make what you want and the satisfaction</td>
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<tr>
<td>you get when you design then make a garment is amazing!</td>
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<tr>
<td>Year 11 and 12 at Trinity is fantastic. Since the year group is not</td>
<td>Samuel Hughes, Year 12, (2015)</td>
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<tr>
<td>as large as some schools we often band together as friends, everyone</td>
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<td>knows everyone and it’s a great environment to work in and be a part</td>
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<td>of.</td>
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<tr>
<td>College has such a great sense of belonging. We are all like one</td>
<td>Brooke Winslade, Year 12, (2013)</td>
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<tr>
<td>big family and it has great Christian values. I love it!</td>
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<td></td>
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<tr>
<td>The quality of teaching and teachers has encouraged me to become</td>
<td>Briana Mott, Year 12, (2015)</td>
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<td>more critical with my thinking and understanding of work.</td>
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<td>Having gone to another school, I decided to return to Trinity</td>
<td>Shirelle Poels, Year 12, (2015)</td>
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<td>Christian School. One of the major reasons for this is that the</td>
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<td>support from the teachers is excellent.</td>
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<tr>
<td>Teachers treat you as adults and I have felt constantly supported</td>
<td>Claire Allford, Year 11, (2015)</td>
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<td>by teachers and other students.</td>
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As well as being positive role models in the school, College students are expected to be actively involved in the wider Trinity Christian School community. There are many avenues for such involvement, some of which are common to all students and some of which students may choose or for which they are selected.

**Leadership Opportunities:** Year 12 students may be elected to the positions of School Captains, Sports Captains, Creative Ministry Captains, Community Captains, Event Captains and House Captains. These Captains exercise leadership not only in the Pastoral Care groups but also at sports carnivals, year level meetings, assemblies and other formal functions. Students may also have the opportunity to attend various Student Leadership Conferences.

**Pastoral Care Groups:** All students in the Senior Section are part of a Pastoral Care Group comprising students in Years 9-12. These usually meet four times a week and activities include devotions, providing information and relationship building between students and staff. These groups also allow College students to exercise leadership and pastoral care roles under the guidance of a teacher.

**Other Involvement:** All College students participate in the Personal Development components of the Christian Growth and Service R course for one period each week. Along with regular involvement in Pastoral Care Group and attendance at the year level camps, these Personal Development units will contribute towards at least a minor in Christian Growth and Service.

Students also have the opportunity to participate in a diverse range of activities including:
- Mission trips
- Sporting teams
- Duke of Edinburgh’s Award
- Social Justice League
College occupies a special place within Trinity Christian School. It is assumed that each student understands the significant privilege of attending College at Trinity.

All students in Years 11 and 12 at Trinity are required to be supportive members of the school community and support its policies. The highest standards of behaviour and example are expected from the College students.

The school expects students in Years 11 and 12 to consistently role model:

- pursuit of personal best
- constructive attitudes towards their work and other students
- participation in and support of the school community
- courtesy and respect for staff
- support of a Christian worldview
- a willingness to evaluate their faith journey.

The school will look for every opportunity to cultivate in students a personal desire for excellence and for Jesus Christ to be Saviour, King, Leader and Light of their lives. We pray that our students will be enabled to walk boldly through life, giving glory to Jesus, and letting His Light shine.

Our College students are able to enjoy privileges appropriate to their age and level of maturity and responsibility. These privileges are conditional upon the good behaviour of the student.

A room is set aside for use by Year 12 students with all the appropriate facilities. Use of the room is conditional upon it being kept clean and tidy, and upon the students’ general behaviour and wearing the correct uniform appropriately.

Tutorials are timetabled on each line of study to enable students to do homework, assignments or private study during the day. Students go to the library for tutorials, unless another room has been timetabled.
LUNCH PASSES

College students may leave the school grounds at lunchtimes providing they abide by the school expectations of students. Students are to complete a form and get their parents to sign it before returning it to the College Adviser.

USE OF MOTOR VEHICLES

Students may drive a motor vehicle to school and park on the school property providing that their driving behaviour is above reproach and that they follow the school expectations regarding driving. Students are to complete a form and get their parents to sign it before returning it to the College Adviser.

OTHER PRIVILEGES

College students enjoy various other privileges including closer relationships with staff, greater trust and being treated like young adults.

THE ROLE OF PARENTS

Our Trinity community is a partnership made up of parents, staff and students. Family involvement is integral in achieving student academic success and making a positive difference in student achievement.

Parents may support students’ learning by establishing an environment at home where there is a suitable quiet area for homework, taking an interest in what the student is doing at school, reading Trinity Talk and school emails, and being aware of events in the school calendar, being involved in activities such as sport, outside school activities, and by praying regularly for the school and the students.

Unit Outlines and Assessment Tasks will be posted on Moodle for the information of parents, enabling them to keep track of students' workloads and due dates.

Parents are encouraged to attend parent/teacher interviews and to visit the school if special events are organised.

COURSE SELECTIONS

Choosing the “right” courses for study for Years 11 and 12 is very important. Students should base their choices on their interests, their talents and known prerequisites for future study or work. The study of English and Mathematics is required and each student will also be required to complete at least a minor in Christian Life Studies.
During the two final years in the school, students will also be required to take Registered Units to develop their personal, recreational, sporting and community service interests. A wide range of Registered Units will be offered, not the least of which will hopefully be a unit with a focus on missions and a cross cultural mission trip.

The ACT does not require students to sit subject-based external final examinations. Assessment is based on the scores gained in each unit at the end of each semester, in combination with the AST (ACT Scaling test) delivered by the Board of Senior Secondary Studies.

### CHOOSING YOUR UNITS

Units and Courses will depend on student selections and will be determined in part by student numbers. Courses will be offered initially at T and A levels.

Students are to undertake six units of study in each semester in Year 11 and at least five in Year 12. Students are encouraged to develop effective study habits, contributing time to homework and research, enabling them to meet course requirements.

Students are required to complete at least a minor in Christian Life Studies and in Mathematics by the end of Year 12. All students are required to complete at least a major in English. Failure to study a course of English or Mathematics in the College years may prevent a student from entering various avenues of employment and/or further study.
<table>
<thead>
<tr>
<th>T COURSES</th>
<th>CHRISTIAN LIFE STUDIES</th>
<th>A COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Life Studies</td>
<td>English</td>
<td>Christian Life Studies</td>
</tr>
<tr>
<td>English Literature</td>
<td>Mathematics</td>
<td>Essential English</td>
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<td>Literatures</td>
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<td>Contemporary Transitions (M)</td>
<td>Languages</td>
<td>Beginning Spanish</td>
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<td>Languages</td>
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<td>Creative and Performing Arts</td>
<td>Drama</td>
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<td>Design and Technology</td>
<td>Visual Art</td>
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<td>Design Technology &amp; Graphics (Design Tech stream)</td>
<td>Music</td>
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<td>Music</td>
<td>Design Technology &amp; Graphics (Design Tech stream)</td>
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<td>Design Technology &amp; Graphics (Design Tech stream)</td>
<td>Certificate II in Music (V only)</td>
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<td>Design and Technology</td>
<td>Physical Education</td>
<td>Outdoor Education (V)</td>
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<td>Design Technology &amp; Graphics (Design Tech stream)</td>
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<td>Textiles &amp; Fashion (V)</td>
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<td>Textiles &amp; Fashion (V)</td>
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<td>Hospitality (V)</td>
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<td>Physical Education</td>
<td>Registered (R) Courses</td>
<td>Christian Growth and Service</td>
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<tr>
<td>Outdoor Education (V)</td>
<td>Registered (R) Courses</td>
<td>Sport and Recreation</td>
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<td>Sports Studies</td>
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<td>Recognition – Outside Learning</td>
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<td>Exercise Science</td>
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All students are encouraged to complete subjects that they enjoy and are good at. Students are permitted to study any combination of courses that they desire, within the given timetable structure. However, in order to assist students and parents to have a good understanding of the level of difficulty in some subjects, specific prerequisites have been set for these courses.

Prerequisites, therefore, are to guide students in good subject choices. Prerequisites will not limit students’ choice of subjects. The prerequisites are based on their achievement in past semesters, and Executive staff will look at the grades of the student in a particular subject, usually over the past 3 semesters.

If a student does not meet the required prerequisites for a particular subject, they may still choose the subject. However, they need to collect a waiver form from the College Studies Coordinator and fill in the details for the particular subject. The student will then arrange a short interview with the relevant Faculty Coordinator, and will need to convince the Faculty Coordinator that they are capable of successfully studying the subject. The student needs to take their academic transcript with them to this interview. At the conclusion of the interview the Faculty Coordinator may or may not approve the student to study the subject and sign the waiver.

All students requiring a waiver should bring their waiver form(s) to the Subject Selection Interviews in September. Students with multiple waivers are required to have a discussion with the Head of Senior School during this evening.

Should the Faculty Coordinator not be convinced that the student is capable of successfully completing the course, the student is still allowed to study the subject, but will be doing so against the advice of the school. In this case, assuming the student has had an interview with the Faculty Coordinator, and that they bring the waiver form to the Subject Selection Interview, including the Head of the Senior School, a subsequent discussion will take place.
Calculating Grade Point Averages
The following grades are given corresponding values: A = 5; B = 4; C = 3; D = 2; E = 1. Take the case of Billy, a student who wishes to study Chemistry in College. He has the following grades in Intermediate Science during Year 9 and Year 10:

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade (Semester)</th>
<th>Value</th>
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<tbody>
<tr>
<td>Year 9 (S1)</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>Year 9 (S2)</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>Year 10 (S1)</td>
<td>C</td>
<td>3</td>
</tr>
</tbody>
</table>

Therefore, Billy’s Grade Point Average in Science is

\[
\frac{3 + 3 + 3}{3} = 3.0
\]

As the prerequisite for Chemistry is a GPA in Intermediate Science of 3.67, Billy will need to collect a Waiver Form, arrange an interview with the Head of Science, and take his academic transcript to this interview.

COURSE DETAILS

CHRISTIAN LIFE STUDIES T / A / M

Students are required to complete at least a minor in Christian Life Studies.

This is an integrated course of study which seeks to give students a comprehensive overview of Christian perspectives, principles and practice. Each unit aims to equip students to think more deeply and critically about their world and the life choices ahead of them. The course is compulsory in that students are required to complete a minor in Christian Life Studies, preferably while in Year 11. This course is offered at A, T or M levels. All students will be exposed to the same content. However, expectations, teaching and learning strategies and assessment strategies will differ.

Prerequisites: There are no prerequisites for the Christian Life Studies courses.

Units include:

CHL60/30 Christian Service
This unit focuses on the nature and scope of Christian service including a comparison and contrast to secular service. The biblical imperative for Christian service along with a range of service organisations and their roles in society will be studied. Opportunities exist for students to complete the Certificate II in Active Volunteering through their participation in voluntary service in the local community.
CHL61/31 Old Testament Survey
An understanding of the Old Testament is crucial to a fuller understanding of the Christian faith. Topics covered will include preparatory background (ancient Near East culture, Old Testament Canon and literary genres, the Apocrypha), the formation, growth and decline of the nation of Israel, wisdom literature, prophets of Israel and the Old Testament as the foundation of the Christian faith.

This unit is an historical study of the New Testament books, seeking to understand their plan, origin, purpose and content within their broader historical and cultural context. It seeks to give a panoramic view of the whole New Testament. Topics will include preparatory background (the inter-testamental period, New Testament canon, New Testament literary genres and key themes), the Gospels, the Acts of the Apostles, the Epistles and the book of Revelation.

CHL63/33 Introduction to Christian Theology
This unit is an introduction to systematic theology. It opens up the question of the relationship between faith, revelation and reason, and seeks to develop a greater knowledge of Christian apologetics in doing so. This unit also examines teaching about concepts such as Biblical inspiration and revelation, the nature of God as revealed in Scripture, the nature of humans, the relationship between God and humans and God’s ultimate purposes for humanity and the world.

CHL64/34 Religion, Psychology & Relationships
This unit focuses upon developing a Christian understanding of adult human relationships. Topics covered may include, but are not limited to: elements of healthy and unhealthy human relationships, choices of lifestyle and relationships in contemporary society, marriage as a social and religious institution and family in contemporary Australian society. This unit also explores, at some depth, the God relationship, as well as looking at practical skills such as conflict resolution.

CHL65/35 Religion, Worship and the Arts
This unit studies the development of Christian worship through different art forms such as music, dance, painting and sculpture, from Jewish roots through to the current day.

CHL66/36 Christian Life Principles – Missions
This unit builds upon the Biblical imperative to ‘Go into all the world and preach the Gospel’ and as such focuses on ‘cross-cultural’ missions. Content will be drawn from Biblical imperatives for Christian missions, the historical development of Christian missions, biographical studies of Christian missionaries, cultural considerations in Christian missions and Christian mission strategies and movements.
CHL67/37  Encounter Ethical Issues  
This unit is designed to help students explore both their own values system and the values system of the society around them from a Christian perspective. Topics to be studied include the nature of ethics: the development of Christian ethics, different approaches to ethical decision making, ethics and worldviews and how to analyse and respond to ethical issues in contemporary society.

CHL68/38  World Religions  
Students will explore the origins of religion and carry out a study of the major world religions of Hinduism, Buddhism, Islam, Judaism and Christianity. Students also investigate at least one other faith tradition of their choice, which can include traditions such as Aboriginal and Torres Strait Islander spirituality, Sikhism, Ethnic Religions, Baha’i and some sects and cults. The unit also includes visits to the places of worship in Canberra of the various world religions studied.

CHL69/39  History of Christianity to 1525  
This unit studies the growth of the Christian Church from its Jewish roots up to and including the Reformation. Sequential topics to be studied are Judaism as the foundation of Christianity, the life of Jesus and his followers, the Early Church, the Church through the Middle Ages and the Reformation.

CHL70/40  History of Christianity from 1525  
This unit traces the growth of the Christian Church from the Reformation to the present day. Topics to be studied include the challenge of the Renaissance, revivals, the challenge of the sciences, evangelical awakening and social justice, Christian Churches in Australia and challenges for the contemporary Christian Church.
It is mandatory that students will complete a major in English by the end of Year 12.

English in Years 11 and 12 at Trinity Christian School is offered at two levels: English T and English A. Students have the following options to complete a course during the four semesters of Year 11 and 12.

Students may choose to complete a major in Essential English A, English T or Literature T. Alternatively they may choose to complete a major minor or double major at T level comprising of a mix of English and Literature units.

**ESSENTIAL ENGLISH A**

The Essential English course is designed specifically to assist students to achieve functional literacy for future study and employment, as well as establishing the foundation of reading for life. The course will suit students who do not wish to pursue English at T level.

Students must complete a major in English during the four semesters of Year 11 and 12, comprising four semester units.

The following units are the prescribed Australian Curriculum content for Essential English A.

Units include:

**ENE31 Comprehending and Responding**

This unit focuses on comprehending and responding to ideas and information presented in texts. Students read, view and listen to texts to connect, interpret and visualise ideas. They learn how to respond personally and logically, by questioning, using inferential reasoning and determining the importance of content and structure. The unit emphasises the relationships between context, purpose and audience and their impact on meaning. Students apply their understanding of language through the creation of texts for different purposes.

**ENE32 Making Connections**

This unit focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying ideas, arguments and values, students learn about the purposes and intended audiences of texts and develop their own interpretations. Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. Knowledge and understanding of language and literacy skills are consolidated through the analysis and creation of a range of texts.
**ENGLISH T**

English T focuses on developing students' analytical, creative and critical thinking and communication skills in all language modes. It encourages students to engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it. The literature studied in the course will provide opportunities to develop clear thinking about the world and our responsibilities as Christians towards our community.

The following are the prescribed Australian Curriculum content for Tertiary English.

**Prerequisites:** Students who intend studying English at the Tertiary level must have a Grade Point Average of at least 3.3 from English in Years 9 and 10.

Units include:

**ENT61 Communication of Meaning**

In this unit, students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.
ENT62 **Representation Through Text**
In this unit, students analyse how ideas, attitudes and voices are represented in texts. By responding to and creating texts in different modes and mediums, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts. Students examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes. Through the creation of their own texts, students are encouraged to reflect on why they have represented ideas in particular ways.

ENT63 **Comparative Texts**
In this unit, students explore representations of themes, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and context. Students recognise and analyse the conventions of genre in literary and non-literary text. Students compare and evaluate the effect of different mediums on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive and analytical responses.

ENT64 **Perspectives**
In this unit, students examine different interpretations and perspectives to further develop their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes through debate and argument. Through close study of individual texts, students explore relationships between content and structure, voice and perspective and the text and its context. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive and analytical responses.

**LITERATURE T**

The following are the prescribed Australian Curriculum content for Literature.

**Prerequisites:** Students intending to studying Literature at the Tertiary level must have a Grade Point Average of at least 3.3 from English in Years 9 and 10.

Units include:

**ENL61 Ways of Reading and Creating**
In this unit, students develop their knowledge and understanding of different ways of reading and creating literary texts. They analyse the relationships between language, text, contexts, individual points of view and response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.
ENL62  Intertextuality
In this unit, students develop their knowledge and understanding of the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. Ideas, language and structure of different texts are compared and contrasted. Connections between texts are established by analysing their similarities and differences. Students create analytical responses that are evidence-based and convincing. Students develop an understanding of how imaginative texts are informed by analytical responses.

ENL63  Power of Literature
In this unit, students develop their knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by personal voice and informed observation. In creating imaginative texts, students experiment with language, adapt forms, and challenge conventions and ideas.

ENL64  Literary Interpretations
In this unit, students develop their appreciation of the significance of literary study through close critical analysis of a range of literary texts. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.
It is recommended that students complete a major in Mathematics by the end of Year 12. However, all students are required to complete at least a minor in Mathematics. Courses in Mathematics in the college years open doors to many avenues of employment and/or further study.

**ESSENTIAL MATHEMATICS A**

The Essential Mathematics course provides students with the mathematical skills needed in the workplace and for everyday living. It includes a more complete coverage of those parts of Mathematics which increasingly pervade modern life. It is recommended for students who have studied modified Mathematics or who did not achieve highly in Intermediate Maths. This course is suitable for all students who are not intending to proceed to tertiary studies.

Units include:

**MAE31 Essential Mathematics – Unit 1**
In this unit, students learn several important concepts that form the basis of Mathematics for everyday life. These include measurement of length, area, mass etc.; the use of algebra; constructing, reading and interpreting graphs; and the skills needed by students to work confidently with decimals and percentages, formulas and rates. These skills will be developed in a range of contexts relevant to students.

**MAE32 Essential Mathematics – Unit 2**
In this unit, students focus on key aspects of data representation and comparison; calculating percentages, rates and ratios; and mathematical skills relevant to describing, measuring and representing time and motion. These skills will be developed in a range of contexts relevant to students.

**MAE33 Essential Mathematics – Unit 3**
In this unit, students will further develop their skills in measurement and the use of scale diagrams in the design process; extend their knowledge of graphing and various methods of collecting and representing data for analysis. These skills will be developed in a range of contexts relevant to students.

**MAE34 Essential Mathematics – Unit 4**
In this unit, students will focus on various aspects of travelling, including earth geometry and time zones; probability and chance applications; calculations relevant to financial Mathematics, including loans and compound interest.
**MATHEMATICAL APPLICATIONS T**

This course is designed to prepare students for further studies in areas that don’t involve a significant amount of mathematics. It is strongly recommended that students who have studied Intermediate Mathematics in years 9 and 10 complete the Mathematical Applications course.

Units include:

**MAA61 Mathematical Applications – Unit 1**
Students use spreadsheets in the context of earning and managing money. They are introduced to matrices and extended in their study of algebra. Measurement includes similarity and practical applications.

**MAA62 Mathematical Applications – Unit 2**
Students conduct a statistical investigation and use linear equations and graphs to model practical situations. They study practical applications of trigonometry such as bearings and navigation.

**MAA63 Mathematical Applications – Unit 3**
Students analyse and describe relationships between pairs of variables and apply sequences to model growth and decay in relation to real-life situations. They use networks as tools for analysing and optimising practical applications, such as bus timetables.

**MAA64 Mathematical Applications – Unit 4**
In this unit students apply their knowledge of finance to investigate investment and borrowing. They are introduced to time series analysis and use networks to model decision making in practical situations.

**MATHEMATICAL METHODS T**

This course is designed to prepare students for further studies in areas that involve a significant amount of Mathematics; areas such as information technology, accounting, commerce and applied sciences. The Mathematical Methods course is only recommended for students who have studied Advanced Mathematics (10A Course).

Units include:

**MAM61 Mathematical Methods – Unit 1**
This unit reviews algebra and introduces functions and their graphs. Probability is reviewed and extended into the concept of independence. Radian measure is introduced and graphs of trigonometric functions are explored.
MAM62  Mathematical Methods – Unit 2
Students examine properties and graphs of exponential functions. Arithmetic and geometric sequences are introduced. They study differential calculus which includes rates of change, limits, derivatives and they learn to solve problems using differentiation.

MAM63  Mathematical Methods – Unit 3
This unit extends differentiation to exponential and trigonometric functions. The fundamental theorem of calculus is developed and applied to integration and areas enclosed by functions. Discrete random variables and their uses in modelling random processes are studied.

MAM64  Mathematical Methods – Unit 4
Students study the logarithmic function and its derivative. Continuous random variables and their applications are introduced. Statistical inference is used to estimate proportions in two-outcome populations.

**SPECIALIST METHODS T**

This course is designed to prepare students for university studies that assume a high level of understanding of, and creativity in, Mathematics. It will provide a sound basis for further study in scientific research, actuarial studies, engineering, architecture, economics and mathematics itself. This course is only recommended for students who have studied Advanced Mathematics (10A Course) and have a passion for Mathematics.

The content of units in this course are similar to that of the Mathematical Methods course, but is covered in greater depth with more complex problem solving required.

These units constitute a double major in conjunction with the Specialist Mathematics Course.

Units include:

**MAS61**  Specialist Methods – Unit 1
This unit reviews algebra and introduces functions and their graphs. Probability is reviewed and extended into the concept of independence. Radian measure is introduced and graphs of trigonometric functions are explored.

**MAS62**  Specialist Methods – Unit 2
Students examine properties and graphs of exponential functions. Arithmetic and geometric sequences are introduced. They study differential calculus which includes rates of change, limits, derivatives and they learn to solve problems using differentiation.

**MAS63**  Specialist Methods – Unit 3
This unit extends differentiation to exponential and trigonometric functions. The fundamental theorem of calculus is developed and applied to integration and areas enclosed by functions. Discrete random variables and their uses in modelling random processes are studied.
MAS64  Specialist Methods – Unit 4
Students study the logarithmic function and its derivative. Continuous random variables and their applications are introduced. Statistical inference is used to estimate proportions in two-outcome populations.

SPECIALIST MATHEMATICS T

This course is designed to prepare students for university studies that assume a high level of understanding of, and creativity in, Mathematics. It will provide a sound basis for further study in scientific research, actuarial studies, engineering, architecture, economics and mathematics itself. This course is only recommended for students who have studied Advanced Mathematics (10A Course) and have a passion for Mathematics.

These units constitute a double major in conjunction with the Specialist Methods Course and may not be studied separately.

Units include:

MAS65  Specialist Mathematics – Unit 1
Students will develop their understanding of, and ability to construct, mathematical arguments. They will extend their studies in Euclidean Geometry, laying foundations for principles of later units, and be introduced to combinatoric techniques and vectors in two-dimensional space.

MAS66  Specialist Mathematics – Unit 2
Students will extend their knowledge and application of trigonometric functions. An introduction to matrices will provide new perspectives for two-dimensional space and linear programming. Students will also be introduced to proof by induction and the complex number plane.

MAS67  Specialist Mathematics – Unit 3
Students extend their knowledge of complex numbers and vectors into polar form and three-dimensional space. Knowledge of functions and calculus techniques will be deepened and extended to solve a variety of problems related to integration and geometry.

MAS68  Specialist Mathematics – Unit 4
This unit provides opportunity for students to further extend their knowledge of calculus techniques, including application of differential equations to biology and kinematics. Students will also draw together their knowledge of statistics in the study of the distribution of sample means.
Biology is the study of living things and their relationships with each other and the environment. This course is designed for students who have an interest in Biology or who wish to prepare for studies in a related area such as veterinary science, medicine, wildlife management, or working in a zoo.

The course is available as a major or a minor. A minor may consist of any two units offered. There is no set sequence for completing units in a minor or a major. A major consists of all four units.

The A course is designed for students who have an interest in Biology but do not need or wish to study it at the T level. The T course is offered for students who have an interest in Biology and/or wish to prepare for tertiary studies in a related area.

Students in both courses follow the same program in the same classroom. All students have access to the same information and participate in the same practical activities. However, strategies for assessment are different for students taking the two courses.

The T course integrates the Australian Curriculum Senior Science: Biology while the A course has been based on and adjusted from the Australian Curriculum.

Prerequisites: Students intending to study Biology at the T level need a Grade Point Average of 3.0 in Advanced Science in Years 9 and 10, or a Grade Point Average of 4.0 in Intermediate Science in Years 9 and 10. Otherwise students are recommended to study Biology at the A level.

Units include:

**SCB61/31 Biodiversity and Connectedness**
In this unit, students will investigate and describe a number of different ecosystems to understand the dynamics, diversity and underlying unity of these ecosystems. Students will develop an understanding of the movement of energy and matter in ecosystems and learn how biotic and abiotic factors affect the distribution and abundance of populations in ecosystems. Classification keys will also be used to identify species to assist in describing the biodiversity in ecosystems. Field work is an important part of this unit and will allow students to collect first-hand data and experience local ecosystem interactions.

**SCB62/32 Cells and Organisms**
In this unit, students will examine cell inputs and outputs to develop an understanding of the chemical nature of cellular systems and the processes required for cell survival. Students will investigate ways in which matter moves and energy is used in photosynthesis and respiration and the important role of enzymes in controlling biochemical systems. The structure and function of plant and animal systems will be examined to enable students to describe the provision or removal of materials to and from an organism’s cell.
SCB63/33 Heredity and Continuity of Life
In this unit, students will investigate the processes involved in the transmission of genetic material from one generation to the next. They will consider different patterns of inheritance and explore how the use of predictive models of inheritance can be used in decision-making. DNA structure and protein synthesis will be studied along with biotechnologies such as PCR, gel electrophoresis, DNA profiling and bacterial transformation. Students will also investigate the genetic basis for the theory of evolution by natural selection and explore variation in gene pools, along with selection pressures and isolation effects leading to potential speciation or extinction.

SCB64/34 The Internal Environment
In this unit, students will investigate homeostatic mechanisms that organisms use to maintain normal internal functioning when they experience changes in their internal and external environments. They will study how organisms respond to invading pathogens and parasites and will develop an understanding of immune responses to these organisms. Students will consider factors that contribute to the spread of infectious diseases and how this understanding enables societies to monitor and contain disease outbreaks or epidemics.

CHEMISTRY T

This course is suitable for students who wish to continue further study in a pure or applied Science course. It is also suitable for those who wish to further their understanding or pursue an interest in Chemistry in a wide range of fields varying from hairdressing and textiles to agriculture, infrastructure or medical processes. Students undertaking study in this course should also study the Mathematical Methods course.

The course is available as a major or a minor. The units are studied sequentially, so a minor consists of SCC61 and SCC62 and a major involves the completion of all four units.

Prerequisites: Students intending to study Chemistry need a Grade Point Average of 3.67 in Advanced Science Years 9 and 10, or a Grade Point Average of 4.0 in Intermediate Science in Years 9 and 10.

Units include:

SCC61 Chemical Fundamentals
In this unit, students investigate various models at the atomic and molecular level to enable explanation and prediction of the structure of materials and how this structure influences properties and reactions.

SCC62 Molecules
In this unit, students develop their understanding of the physical and chemical properties of materials, the essential need for water on Earth, rates of reactions and models of energy transfer.
SCC63  **Equilibrium and Redox Reactions**  
In this unit, students analyse equilibrium in natural and industrial processes, acids and bases and redox reactions. They explore how chemistry contributes to contemporary debate in industrial and environmental contexts, including the use of energy and evaluation of risk and actions for sustainability in the environment.

SCC64  **Structure, Synthesis and Design**  
In this unit, students investigate the specific needs chemistry contributes to society via pharmaceuticals, fuels, polymers and nanomaterials. This involves the principles and application of chemical synthesis, particularly in organic chemistry. The review of models and theories related to chemical synthesis, structure and design and associated applications and interactions with social, economic, cultural and ethical considerations are performed. They explore the ways chemistry contributes to contemporary uses of local, regional and international resources, evaluation of risk and actions for sustainability.

**PHYSICS T**

Physics is the area of knowledge concerned with the understanding of the structure of the natural world and the best explanations of natural phenomena. Physics develops in students the ability to carry out scientific enquiry with creativity, responsibility, confidence and competence. The study of Physics promotes the connection between science and technology and provides preparation for those students aspiring to study Physics at a tertiary level. It provides a grounding for other science study, as well as professions such as engineering, electrical trades, geophysics, surveying and applied sciences. Students undertaking study in this course should also study the Mathematical Methods or the Specialist Mathematics course.

The course is available as a major or a minor. The units are studied sequentially, so a minor consists of SCP61 and SCP62, and a major involves the completion of all four units.

**Prerequisites:** Students intending to study Physics need a Grade Point Average of 4.0 in Advanced Science and Advanced Mathematics in Years 9 and 10, or a Grade Point Average of 4.67 in Intermediate Science and Intermediate Mathematics in Years 9 and 10.

Units include:

**SCP61  Linear Motion and Waves**  
In this unit, Newton’s Laws of Motion are used to describe relationships between force and linear motion. In addition, the wave model is investigated to understand how waves can transfer energy and how they explain the behaviour of light and sound.
SCP62 Thermal, Nuclear and Electrical Physics
In this unit, students investigate three key areas of Physics. The kinetic particle theory and thermodynamics concepts are developed to explain different heating processes. An understanding of the nuclear model of the atom is used to explain radioactivity along with nuclear fission and fusion. The importance of electrical charge in the transfer and transformation of energy in electrical circuits is also developed. Applications of these concepts are also explored.

SCP63 Gravity and Electromagnetism
In this unit, Newton’s Laws of Motion are used to explain the motion of objects affected by gravitational, electric and magnetic fields. The electromagnetic wave model is investigated to see how it can be used to explain the production and propagation of different waves that make up the electromagnetic spectrum.

SCP64 Revolutions in Modern Physics
In this unit, students research and investigate a range of phenomena associated with quantum theory and the Standard Model. Phenomena studied include blackbody radiation, the photoelectric effect, atomic emission and absorption spectra and the interactions between fundamental particles. The equivalence principle and inertial frames of reference are also studied.
**ELECTRONICS & MECHATRONICS T/A**

*Disclaimer:* The new course for 2017 is currently being finalised. The course descriptions below are subject to change, but may be used as a guide to the type of content covered.

Electronics is an area of learning through which students develop the knowledge, skills and understanding of electrical and electronic technology. The course will give students a grounding in electrical and electronic technology theory, as well as being a sound preparation for further study or a vocation in electrical technology.

The course is available as a major or a minor. A minor may consist of any two units offered. There is no set sequence for completing units in a minor or a major. A major consists of all four units.

The A course is designed for students who have an interest in Electronics but do not need or wish to study it at the T level. The T course is offered for students who have an interest in Electronics and/or wish to prepare for tertiary studies in a related area.

Students in both courses follow the same program in the same classroom. All students have access to the same information and participate in the same practical activities. However, strategies for assessment are different for students taking the two courses.

**Prerequisites:** Students intending to study Electronics at the T level need a Grade Point Average of 3.0 in Advanced Science in Years 9 and 10, or a Grade Point Average of 3.0 in Intermediate Science with at least a ‘C’ in Semester 1 of Year 10. Otherwise students are recommended to study Electronics at the A level.

Units include:

**SCE61/31 Electricity and Electric Circuits**
In this unit students study electrostatics, current electricity and its characteristics, instrumentation and circuit construction. They will also gain an awareness of safety issues in working with electricity and electronics.

**SCE62/32 Semiconductors Integrated Circuits and Power Supplies**
In this unit, students solve problems relating to semiconductors and integrated circuits, learn to work safely with electrical tools and equipment and appreciate the role of semiconductors and integrated circuits in the wider community, particularly the communications industry.

**SCE63/33 AC Theory and Audio Systems**
In this unit, students examine AC theory, filters and work with different kinds of audio systems.

**SCE64/34 Digital Electronics & Computer Technology**
In this unit, students will work with logic systems and digital circuitry. They will have an introduction to computers and have an opportunity to carry out a major project.
The Humanities and Social Science courses involve the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Science courses have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. Field study trips may incur extra costs.

**Prerequisites:** There are no prerequisites for the Geography course.

Units include:

**STG61/31 The Changing Biophysical Cover of the Earth**
This unit focuses on the changing biophysical cover of the earth’s surface. Changes in land cover involve the replacement of one type of land cover with another or the alteration of the existing cover without changing its type. They are produced by processes such as deforestation, the expansion and intensification of agriculture, rangeland modification, land and soil degradation, desertification, urbanisation, land drainage, irrigation, land reclamation, ice sheet retreat and mining. Students will also examine the ways people seek to reverse the negative effects of land cover change through land management, revegetation, wetland restoration and other rural and urban environmental programs. This unit requires a two-day field study to the Snowy Mountains Region.

**STG62/32 Sustaining Places**
This unit focuses on the economic, social and environmental sustainability of places. The places people settle have unique characteristics, and each is influenced by its own combination of environmental, economic, political and social factors. Such factors lead to changes, including growth, stagnation or decline, measured in terms of spatial size, population, commerce or other measures. Such factors are also associated with challenges which affect places in different ways. This unit requires a two-day field study to the Sydney Region.

**STG63/33 Environmental Risk Management**
This unit focuses on identifying risks and managing those risks to eliminate or minimise harm to the environment whilst benefitting from economic activities. Relationships between environments and people can involve risks in both directions. The exploitation of natural resources by mining, agriculture, forestry, fishing and tourism industries can place environments and their processes at risk, while natural hazards and climate change can adversely affect humans and their activities. Such risks can affect the sustainability of places, environments and communities at a range of scales. This unit requires a two-day field study to the Sapphire Coast Region.
STG64/34 **A World in the Making**
This unit focuses on the widening, deepening and speeding up of global interconnections, enabling students to investigate a range of places and to consider how changes in connections affect specific localities and groups of people. This emerging world is examined with the awareness that people are progressively integrated into a global society through telecommunication technologies, flows of commodities and people, the decisions they make as consumers, ideas disseminated through media, and decisions made in locations both near and far. This unit requires field studies of the National Capital Region and the Eurobodalla Coast Region.

**HISTORY T/A**

History is a means of satisfying a natural curiosity regarding the diversity of human experience in time. Through the study of History, students acquire perspectives which give them a clearer understanding of many aspects of societies, past and present. This course follows the content prescribed by the Australian Curriculum.

**Prerequisites:** There are no prerequisites for the History course

**ANCIENT HISTORY T / A**

Units include:

**STH61/31 Investigating the Ancient World**
This unit focuses on the nature of historical evidence and issues associated with the reliability and usefulness of this evidence. Preservation and conservation of ancient artefacts and the role of museums will also be studied. These concepts will be explored through a detailed study of an ancient site, ancient events and changes, a famous individual or a group of early people.

**STH62/32 Ancient Societies**
This unit focuses on the political, social, economic and other significant features of ancient societies. Students will develop an understanding of how interpretations of the past change over time as more evidence is found. Detailed study of two ancient societies will be conducted to reinforce historical processes and skills.

**STH63/33 People, Power and Authority**
This unit focuses on the nature and extent of change and continuity within the historical period. The development of power and authority and the role of significant individuals in society will be investigated. Detailed study of one ancient society and one significant and powerful individual will be conducted.
STH64/34  **Reconstructing the Ancient World**  
This unit focuses on the nature, purpose and significance of historical sources and the extent to which they contribute to an understanding of the historical period. Issues associated with the interpretation of sources and the fragmentary nature and reliability of the evidence will be investigated. Detailed study of one period in ancient history will be conducted.

**MODERN HISTORY T / A**

Units include:

**STH65/35  Understanding the Modern World**  
This unit focuses on key developments and ideas that have helped define the modern world. The causes and experiences of different individuals and groups will be investigated through various historical inquiry processes. Detailed study of two significant developments in recent history will be undertaken.

**STH66/36  Change in the 20th Century**  
This unit focuses on key features of the movements for change in the 20th century. The conditions that gave rise to these movements including the motivations and roles of individuals and groups will be investigated by using evidence from historical sources. Two important movements will be studied in detail.

**STH67/37  Modern Nations**  
This unit focuses on characteristics of modern nations, including the internal divisions and external threats that the nations encountered. The changes experienced by nations and the different paths of development will be investigated. Two modern nations (one Western and the other Asian) will be studied in detail as part of this unit.

**STH68/38  The Modern World since 1945**  
This unit focuses on distinctive features of the modern world that have emerged since World War II. The historical forces that provided impetus for the changes that have occurred will be studied. One of six major themes will be investigated in detail.
**BUSINESS T**

Business encompasses the theoretical and practical aspects of business and management in contexts that students encounter in everyday life. It makes a significant contribution to the ability to participate effectively in the business environment.

**Prerequisites:** There are no prerequisites for the Business course.

Units include:

- **STB61 Small Business and the Business Plan**
  Topics covered in this unit include business environments, the importance of businesses, business life cycle and entity types, the importance of small to medium enterprises in Australia, critical business establishment factors, role and elements of the business plan, monitoring and evaluating the business plan, executive summary, business image, operations and finance.

- **STB62 Globalisation and the Future of Business**
  This unit explores the nature, trends and drivers of globalisation in relation to business. In particular, it examines the reasons why businesses choose to expand overseas, the methods of expanding and the ethical issues that may arise as a result of this change. The second part of this unit explores how business practices have been shaped over time and the future directions for business in areas such as sustainability, consumerism, employment and new opportunities for entrepreneurism.

- **STB63 Management and Industrial Relations**
  The management of business is covered in this unit through investigation of management theories, critical management issues including change in the business environment, and ethical management responsibilities. It also examines the issues caused by conflict in the workplace and the management strategies employed to prevent conflict from escalating. Students will study different types of industrial action, the history of industrial relations, current legislation, conflict resolution strategies and the impact of disputes on stakeholders.

- **STB64 Marketing, Ethics and Business**
  This unit explores the nature and role of marketing including market types, approaches to and elements of a market plan, marketing mix and implementation and evaluation for marketing plan. Students also examine the issue of ethics within business, using case studies in social and corporate responsibility, environmental issues, and moral dilemmas. Christian ethics within the workplace are also examined.

**Please note** that there may be changes to this course as it is currently being rewritten for implementation in 2017.
PSYCHOLOGY T/A

The study of Psychology provides a comprehensive understanding of individuals, families and communities. Psychology explores common human experiences both across and within cultures. It promotes objective thinking and evidence based research, drawing on various methods of enquiry as the basis for exploring, understanding and interpreting human behaviour.

Prerequisites: There are no prerequisites for the Psychology course.

Units include:

**STP61 Individual Differences**
This unit examines individual differences in human cognition and behaviour. Students examine at least two electives for the semester to explain individual human behaviour as an outcome of influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to individual differences. Through their studies, students explore the nature of the individual and how these differences relate to society. The key concepts covered in this unit are: differences in mental abilities and intelligence, personality, development, learning and motivation.

**STP62 Into the Mind**
This unit examines the biological basis of human cognition and behaviour. Students examine at least two electives for the semester to explain how individuals respond to the environment as an outcome of biological influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the biological basis of behaviour. Through their studies, students explore how heredity, environmental and biological factors influence behaviour. The key concepts covered in this unit are: sensation and perception, consciousness, memory, emotion and neuroscience.

**STP63 Psychology of Wellness**
This unit examines the factors that influence physical and mental wellbeing. Students examine at least two electives for the semester to explain how health can be positively and negatively affected by biological and environmental influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the psychology of wellness. Through their studies, students explore how heredity, environmental and biological factors influence physical and mental wellbeing. The key concepts covered in this unit are: positive psychology, mental health, stress, resilience and coping and human relationships.

**STP64 Psychology in Society**
This unit examines the role of psychology in society. Students examine at least two electives for the semester to explain how humans think act and feel in a social setting. Students explore the assumptions, applications and limitations of psychological research and literature
related to psychology in society. Through their studies, students explore how individual perceptions and interaction influence social relationships. The key concepts covered in this unit are: attitudes, prejudice, forensic psychology, human relationships, organisational psychology and social influences.

Please note that there may be changes to this course as it is currently being rewritten for implementation in 2017.

**ECONOMICS T**

Economics is the study of how individuals, groups and societies use limited resources to satisfy unlimited wants. Economics provides students with skills in research, analysis, and communication which are needed for informed and rational debate, judgement and decision-making.

**Prerequisites:** Students intending to study Economics need a Grade Point Average of at least 4.00 in English.

Units include:

**STE61 Introduction to Economics**
This unit introduces students to the nature of economics and the economic problem by giving them an overview of the Australian economy.

**STE63 Macroeconomic Theories and Issues**
This unit is designed to ensure that students gain an understanding of how the macro economy functions and the issues relating to the economic problems of inflation and unemployment.

**STE64 Globalisation and Trade Economics**
Through this unit students will gain an understanding of the key features of globalisation and trade within the global economy.

**STE66 Political and Population Economics**
This unit analyses the relationship between economics and politics. It also looks at the effect of demographic, population and urbanisation change on economic issues.

Please note that there may be changes to this course as it is currently being rewritten for implementation in 2017.
The Contemporary Transitions course provides opportunities for students to gain the skills necessary to make a smooth transition to post school options (employment and further study) and to participate in society in a meaningful and effective manner.

**Prerequisites:** There are no prerequisites for the Contemporary Transitions course.

Units include:

**CTL31 Community Involvement**
This unit enables students to have a greater understanding of the local community. They will plan for and access public transport with support and as an assessment task.

**CTL32 Health**
This unit assists students to develop a greater awareness of their health and gives them the skills to understand the decisions that impact a healthy lifestyle. Students will investigate strategies to improve health, lifestyle and positive mental health.

**CTL33 Relationships and Identity**
Through this unit students will demonstrate positive interpersonal and communications skills which are required to initiate and maintain a range of relationships. This unit will also cover conflict resolution and strategies for expressing needs, wants and feelings.

**CTL34 Life Matters**
This unit explores skills required for becoming more independent with living and career options. It covers rights and responsibilities in the workplace and in the community.
These courses are dependent on student interest. Where a student desires to study a language and there is no class available, they may study the language through Distance Education. Students in this situation need to consult the College Studies Coordinator about this option.

**SPANISH T**

**BEGINNING SPANISH T**

**Prerequisites:** There are no prerequisites for the Beginning Spanish Course. It is intended for students with little or no previous experience in the language. While there are no compulsory units in this course, it is recommended that the units be studied sequentially.

This course encompasses the essential concepts and skills inherent in studies of Languages: communication, the role of language in cultural understanding, the underlying structures of language and an appreciation of the diversity of human experience.

Units include:

**LAS61 The Individual's Experience (Beginning)**
The students will make their initial steps in the acquisition of a new language by communicating about personal issues, such as identification, likes and dislikes, and developing pronunciation and reading skills. They will proceed to communicating plans in relation to school, jobs, careers and life issues such as the calendar and the weather.

**LAS62 Society and Community (Beginning)**
The student will communicate about their home life and daily routines, holidays and celebrations, as well as expressing plans and desires with regard to activities at work and other future interests. There will also be a focus on talking about past experiences.

**LAS63 The World Around Us (Beginning)**
In this unit, students will concentrate on food and nutrition with related customs and traditions. They will explore describing memories and traditional Hispanic stories. Students will also study our planet – its geography, climate, ecology – as well as language associated with travel.

**LAS64 Lifestyle and Traditions (Beginning)**
The first part of this unit focuses on personal health and responding to emergencies, shopping and giving advice. The second part gives an insight into Spanish history and exploring the future of colonised lands, with consideration to linguistic differences in those lands.
CONTINUING SPANISH T

Prerequisites: The Continuing Spanish course is intended for students who have completed three or four years or the equivalent of language study. The units from the second year of the Beginning course may be combined with two units from the Continuing course to form an Intermediate Spanish course in order for students to attain a Major in Spanish.

Units include:

LAS65 The Individual’s Experience (Continuing)
Students will learn about the lifestyles of their contemporaries in Spanish speaking countries and gain an awareness of education in these countries from primary through to tertiary options.

LAS66 Society and Community (Continuing)
Students will explore popular youth entertainment and the arts including sport. They will investigate differences in lifestyles, changing roles within the family, impact of migration and social issues in Spanish-speaking countries and Australia.

LAS67 The World Around Us (Continuing)
Students will be exposed to literature and other elements of culture and tradition. They will look at how media products are constructed and how the media influences their lives, comparing and contrasting Spanish and Australian media.

LAS68 Lifestyle and Traditions (Continuing)
Students will look at various professions and talk about the working world. They will discuss environmental problems and talk about new technologies. Students will develop an ability to make individual choices and give advice on health and neighbourhood issues.
Digital Technology is the study of information and intelligent systems, software development and application, hardware implementation, human computer interface/interaction and social, ethical and environmental issues. Digital Technology is integral to all aspects of contemporary society. Rapid and continuing advances in Digital Technology are changing the ways people share, use, develop and process information. The study of Digital Technology empowers individuals to participate in a rapidly changing technological world. It provides a wide range of subjects that can be studied at an A, T or V level. Subjects offered at both an A and T level will cover the same content. The difference will be in the depth of understanding that is required, the amount of teacher guidance that is provided, and the level of cognitive tasks that are the focus of assessment items.

Students can study Digital Technology to attain a Minor, Major, Major Minor or Double Major.

Students studying a Major or higher in Digital Technology can elect to complete the Certificate II in Information, Digital Media and Technology. If all the requirements for the certificate are not met, a student will be issued with a statement of Attainment for what they have achieved.

There are two possible strands that students can follow to complete their ICA 20111 Certificate II in Information Digital Media and Technology.

<table>
<thead>
<tr>
<th>BSSS Unit</th>
<th>Digital Media Units</th>
<th>Programming Units</th>
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<tbody>
<tr>
<td></td>
<td>• Digital Media Graphics and Animation</td>
<td>• Programming Fundamentals</td>
</tr>
<tr>
<td></td>
<td>• 3D Modelling, Animation and Texturing</td>
<td>• Computer Games Programming and Design</td>
</tr>
<tr>
<td></td>
<td>• Website Design</td>
<td>• Robotics and Intelligent Systems</td>
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<td></td>
<td>• Dynamic Website Construction</td>
<td>• Microcontrollers</td>
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**Prerequisites:** There are no prerequisites for the Information Technology course, although it is recommended that students complete Website Design prior to studying Dynamic Website Construction.
Units include:

**ITM61/31 Digital Media Graphics and Animation A/T/V**

The emphasis will be on the development and presentation of digital graphics and manipulation of digital photographs and stills from moving images, which communicate a desired message with sophistication and an understanding of audience. Students will examine a variety of software and peripheral devices to produce and distribute graphics in a variety of contexts.

Students will be helped to develop teamwork strategies to assist with problem solving in groups. They will be encouraged to communicate information and ideas about digital imaging, editing and production.

Students are exposed to the same course content at A and T levels, however, assessment requirements will differ.

**ITM62/32 3D Modelling, Animation and Texturing A/T/V**

Emphasis will be given to the development and presentation of items using 3D animations. Students will examine a variety of software and peripheral devices to produce graphics and animation modules, to be used in larger productions in a variety of contexts.

Emphasis will also be given to the acquisition and development of practical skills related to the production of 3D animations and then transferring and building on the acquired skills in designing solutions to problems. Use should be made of a variety of problems to enable students to apply the appropriate design methodologies.

Students will be helped to develop teamwork strategies to assist with problem solving in groups. They will be encouraged to communicate ideas and information about digital imaging using appropriate terminology.

Students may examine the use of on-line tutoring and demonstration programs as an efficient and economical means of gaining information about technological advancements in the production of 3D animations.

Students are exposed to the same course content at A and T levels, however, assessment requirements will differ.
ITM63/33  **Website Design A/T/V**  
Emphasis will be placed on the hard coding of HTML and CSS as this will provide a strong understanding of the language and will assist when using web creation software. It will also ensure the course is rigorous and intellectually demanding.

A key point of difference between the T and A units is the creation of javascript code. The T unit requires students to write their own javascript to perform simple low level programming actions such as rollovers or form processing. In the A unit, students will likely want to do this too but they will not be assessed on this area of the unit.

Students are likely to access online materials to help with their understanding of the unit.

ITM64/34  **Dynamic Website Construction A/T/V**  
The primary focus of this unit is the use of scripts to add dynamic features to websites so an emphasis on good coding practice is required. The unit will focus on javascript or similar scripting language in the first section of the unit and then move onto a language, like PHP, in the second section of the unit.

Students in the T unit are expected to write their own scripts or to edit advanced scripts for use in websites, while students in the A unit may use scripts written by others.

Students will access online materials to help with their understanding of the unit.
ITP61  Programming Fundamentals T/V
The emphasis will be on the process of logical problem solving and developing an ability to analyse problems, design and make solutions, and evaluate them. Use will be made of a variety of problems to enable students to apply the appropriate design and coding methodologies.

Students will learn the basics of a higher level language so suitable focus should be on the acquisition and development of practical skills related to that language and applying the acquired skills in the design of effective computer programs.

Students should develop their ability to communicate information about algorithms and design using the appropriate terminology and conventions. Therefore, assessment tasks will place importance on such documentation.

Where possible, opportunities will be provided for students to gain firsthand experience in providing programming solutions in a variety of real life situations.

ITP62/32  Computer Games Programming and Design A/T/V
For A unit
For some of the theory sections, students will be expected to research topics (e.g. history and social issues) with some guidance. For other theory topics (e.g., types of games, characteristics of good games), students will construct their own classification systems with some guidance after examining a range of games.

Students will have the opportunity to work in teams to produce their own game that can be entered into the STEM Games competition. They will model their game on the ideas of an existing game, although the topic should be original.

For T unit
For some of the theory sections, students will be expected to research topics (e.g. history and social issues) independently. For other theory topics (e.g. types of games, characteristics of good games), students will construct their own classification systems with little guidance after examining a range of games.

Students will have the opportunity to work in teams to produce their own game that can be entered into the STEM Games competition. Some degree of originality will be expected in the topic and structure of the game.
Robotics and Intelligent Systems A/T/V

Emphasis will be on the acquisition and development of practical skills related to the development of a robot. Students will learn robot theory such as the history of robots, ethical issues and uses of robots. They will also design and create their own robot, considering input systems, output systems, energy systems, robot design, component placement, mechanics, software, and programming robots.

Students will be creating robots using Lego EV3 kits. Students undertaking an A unit will be able to program using a graphical programming language, while T units require a text based programming language.

Students from both the T unit and the A unit will have the opportunity to develop robots that can be entered in to the RoboCup Junior Competition.

Microcontrollers A/T/V

In this unit, students will learn the various aspects of the most popular computer on the planet, the embedded computer or microcontroller. These computers run everything in our everyday lives, from smart phones to cars to refrigerators to TVs. The microcontroller is a very small computer system that runs software applications just like their bigger desktop cousins. Due to their extremely small size, low power requirements, excellent reliability and extremely low cost, they provide the processing power for most of our everyday electronic devices. Students will experiment with the hardware aspects of microcontrollers and develop interfaces that allow them to interact with the real world. They will write software for the microcontrollers, allowing it to control devices such as thermometers, light and sound measurement, motor control, and information displays. They will also explore the open source hardware and software movement.

In many areas of the unit, the topics will be the same whether students are undertaking the A or T unit. The difference will be in the depth of understanding that is required, the amount of teacher guidance that is provided, and the level of cognitive tasks that are the focus of assessment items.

There is significant practical project work in this unit where students will be working in groups to gain essential team-working skills.
CREATIVE AND PERFORMING ARTS

Please Note the following information for Drama, Visual Art, Music and Photography may change slightly as new BSSS courses for these subjects are being written for implementation in 2017.

DRAMA T/A

This course is presented as an integrated A and T course, and there will be students studying A and T courses in each drama class.

Drama is a unique form of artistic expression through which people construct, explore and convey meaning. There will be an emphasis on a creative, exploratory approach to acquiring skills through games, improvisation and workshops. Although it is mostly a practical subject, students are required to complete creative written work each semester.

Prerequisites: There are no prerequisites for the Drama course.

Units include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>ARD62/32</td>
<td>Theatre for Young People – Semester 1, 2017</td>
<td>Students explore performance and production techniques that communicate with a target audience consisting of young people.</td>
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<tr>
<td>ARD64/34</td>
<td>Theatre Production and Performance – Semester 2, 2017</td>
<td>Students understand and explore theatrical conventions through the production of a polished piece of theatre.</td>
</tr>
<tr>
<td>ARD61/31</td>
<td>Dramatic Explorations – Semester 1, 2018</td>
<td>Students focus on genres in Drama and then engage in the performance process.</td>
</tr>
<tr>
<td>ARD65/35</td>
<td>Experimental Theatre – Semester 2, 2018</td>
<td>Students track the development of “avant-garde” and “experimental” theatre and use workshops and improvisation to generate their own “experimental” works.</td>
</tr>
</tbody>
</table>
The Music course aims to give students access to a wide range of music from classical, jazz and popular to Australian music and beyond.

**Prerequisites:** It is beneficial, but not essential, that students intending to undertake the T course should have achieved a Grade 3 standard on their instrument or, at least, are having lessons with a private teacher instead. If students are unsure of their musical standard they should check with Mrs Evans (Creative and Performing Arts Coordinator).

For students doing the A course, there isn’t a prerequisite.

Units include:

**ARM64/34  Romantic Music - Semester 1, 2017**

The Romantic period started around 1830 and ended around 1900, as compositions became increasingly expressive and inventive. Expansive symphonies, virtuosic piano music, dramatic operas, and passionate songs took inspiration from art and literature. Famous Romantic composers include Tchaikovsky, Brahms, Mahler, and Verdi – to name but a few! Students will carry out a solo and/or ensemble performance, analyse works by Romantic composers such as Chopin, Schumann and Wagner and compose a piece of Program Music to demonstrate an understanding of this genre.

**ARM69/39  Music for the Theatre - Semester 2, 2017**

In this unit, students will study, in depth, the development of Music for the Theatre from its early stages in opera to the modern-day musical. They will carry out a solo and/or ensemble performance, and related practice, appropriate to the instrument studied. The students will also be required to compose a vocal work in the style of musical theatre including the words and notated accompaniment. As part of this unit, students will go on a day trip to Sydney where they will tour the Opera Australia Centre and see a major musical production.

**ARM65/35  Australian Music - Semester 1, 2018**

During this unit, students will explore all that Australian Music has to offer from traditional Indigenous music, through to classical Australian Music and Popular music. Students will perform and compose experimental music that is characteristic of Australian music and study such greats as Nigel Westlake, Peter Sculthorpe, Midnight Oil and even The Wiggles! (Australia’s biggest music export)

**ARM62/32  Jazz Perspectives - Semester 2, 2018**

Students will research the history and development of Jazz Music and demonstrate an understanding of the musical elements within the different Jazz genres. They will develop an understanding of the impact and influence of significant Jazz musicians/composers/bands on society and perform pieces within the Jazz genre, demonstrating their understanding of improvisation techniques.
PHOTOGRAPHY T/A

This course enables students to develop an appreciation and understanding of the historical, theoretical, practical and aesthetic aspects of black and white film photography and digital photography.

Prerequisites: There are no prerequisites for the Photography course, although it is recommended that students complete a minor in film photography prior to studying digital photography.

Units include:

ARP63/33 Introductory Digital Photography – Semester 1, 2017
This unit focuses on: the contemporary context of digital photography and its future directions; design elements and principles of composition; camera parts, functions and accessories; scanners and their uses; digital techniques using Photoshop CS5; output options; production of a series of digital images; and presentation appropriate to images.

ARP64/34 Continuing Digital Photography – Semester 2, 2017
This unit focuses on: the history and context of digital imaging, contemporary applications, and use of ‘manipulation’ in photography in the past, present and future; composition and design regarding colour, typography, relationship of text and image, and layout and form; differences between traditional chemical and digital processes; advanced manipulation of images using Photoshop CS5; technical appraisal and critical analysis.

ARP61/31 Foundation Photography – Semester 1, 2018
This unit focuses on: history of photography; basic photographic composition and design elements; introduction to visual perception; camera types, camera parts, functions and accessories; processing black and white film; print processing and procedures; print finishing, spotting, mounting and presentation.

ARP62/32 Continuing Photography – Semester 2, 2018
This unit focuses on the study of well-known photographers’ work with specific reference to: composition and design elements and principles; study of composition through design elements and principles; advanced photographic techniques; photographic methods of controlling contrast; photographic manipulation techniques; evaluating and improving negative and print quality.
VISUAL ART T/A

This integrated T and A course develops skills in visual perception and discrimination. The development of personal style will be encouraged through the use of different mediums. Students will have the opportunity to create a portfolio of their work which can be used for entrance into tertiary studies.

Prerequisites: There are no prerequisites for the Visual Art Course.

Units include:

ARV62/32 Drawing – Semester 1, 2017
During this unit students use drawing as a discipline in art and design, experience drawing in 2D, 3D and 4D (time-based) forms. They will use various drawing mediums such as pastel, charcoal, ink, paint and other mark makers.

ARV61/31 Painting – Semester 2, 2017
Students are introduced to painting styles. They will practise understanding and analysing paintings, use visual language and design processes and use appropriate tools for a variety of painting techniques and styles.

ARV63/33 Printmaking – Semester 1, 2018
Students are introduced to printmaking techniques and materials. They will also explore the history, cultures and technologies of printmaking, using appropriate language to evaluate, critique and discuss their own work and that of others.

ARV68/38 Ceramics Sculpture and Mixed Media – Semester 2, 2018
During this unit, students explore elements and principles of design using various drawing and sketching techniques. They have opportunity to investigate, apply and manipulate ceramic sculpture and mixed media and they will be introduced to engineering aspects and construction of sculptural forms using maquettes (models). Students will develop technical skills involved in forming hollow and solid construction methods and use mixed media applications within a ceramic context.
DESIGN AND GRAPHIC COMMUNICATION T/A

This course brings together a range of graphic communication techniques in the contexts of design and problem solving. Students communicate their ideas and concepts in a variety of ways such as oral, written, visual and three dimensional presentations.

Please note this BSSS course is currently being rewritten. Therefore the unit names and content may vary from what is described below.

Prerequisites: There are no prerequisites for the Design and Graphic Communication Course.

Units include:

TEG61/31 Computer Aided Drawing and Design (CADD)
This unit focuses on using CAD systems to design and produce drawing to industry standard. Students will use the latest software to produce 2D and 3D drawings.

TEG62/32 CADD Applications
This unit is a continuation of Computer Aided Drawing and Design with an increased focus on 3D design.

TEG63/33 Graphic Design
Students develop skills in manual and computer-based techniques leading to the production of graphic products on paper and in electronic form.

TEG64/34 Graphic Design Applications
This unit is a continuation of Graphic Design.

TEG65/35 Architecture
This unit includes the interpretation of a design brief and generation of a variety of solutions for residential, commercial or institutional design problems. The focus will be on developing environmentally sustainable design practice.

TEG66/36 Architectural Applications
This unit is a continuation of Architecture.
This course gives students a ‘hands on’ approach to learning about technology. Students design, make and evaluate certain projects during the course, culminating in a major design project. It provides an opportunity for students to take on a substantial and very worthwhile project and to prepare for further tertiary studies in graphic, industrial, interior and other design fields or various technical vocations.

Please note this BSSS course is currently being rewritten. Therefore the unit names and content may vary from what is described below.

Prerequisites: There are no prerequisites for the Design and Technology Course.

Units include:

**TED61/31 Product Design**
This unit explores the purposeful use of technologies, creative processes and design solutions to develop products. The study of Design and Technology provides opportunities for students to engage with and use emerging technologies including tools, materials, and techniques to competently design and create the products they design.

**TED62/32 Systems Design**
This unit introduces students to a wide range of systems including electrical, electronic, mechanical, control and storage systems. Project work includes electronic circuitry and CNC machining, together with workshop-based projects.

**TED63/33 Environmental Design**
This unit provides students with the opportunity to undertake design projects of their own choice based on sound environmental design principles. Students undertake a series of projects and practical tasks where the emphasis is on developing an understanding of environments, their design characteristics and how they impact on society and the natural environment.

**TED64/34 Design and Manufacture**
This unit provides students with a series of projects and practical tasks where the emphasis is on developing an understanding of a range of manufacturing materials, their properties, characteristics and applications. Students are expected to design and manufacture projects using a variety of materials and processes. The quality of project work and skill diversification is also strongly encouraged.

**TED65/35 Major Design Project**
This unit provides students with the opportunity to concentrate solely on their major design project. Emphasis is placed on project presentation and documentation of the planning and design processes used. Quality of project work and skill diversification is also strongly encouraged.
ENGINEERING STUDIES T

This is a course of study that provides for pathways focusing on engineering in the context of emerging technologies. Each unit contains opportunities to investigate different aspects of engineering drawing, engineering materials, engineering mechanics and project management.

**Prerequisites:** Students intending to study Engineering need a Grade Point Average of 3.67 for Advanced Science and Advanced Mathematics in Years 9 and 10, or a Grade Point Average of 4.00 in Intermediate Science and Intermediate Mathematics in Years 9 and 10.

Units include:

**TEE61 Mechanical Engineering**
Bio-mechanical engineering will be investigated in this unit. Students will be able to scrutinise naturally occurring mechanics to enhance mobility.

**TEE62 Transport Engineering**
In this unit students will investigate the design of modern automobiles, including propulsion, handling and suspension and electrical systems. Infrastructure and environmental impacts will also be examined.

**TEE63 Structural Engineering**
Students who undertake this unit will investigate the engineering involved to design a safe structure. Forces, loadings, materials and joining systems will be examined.

**TEE64 Aerospace Engineering**
In this unit students will study the physics of flight and the materials associated with the aerospace applications.
**HOSPITALITY A/V**

The Hospitality and Textiles block is a facility that is compliant with industry standards, enabling Trinity to offer the Hospitality A/V course. V units are simply A units that are assessed for vocational competencies as well as their normal academic assessment. These competencies are part of the Tourism, Hospitality & Events Training Package and are recognised nationally. For a Vocational Certificate, students will need to complete a full two year course of study. If only some units of competence are attained during the course, a Statement of Attainment will be issued.

Students who wish to undertake units are advised that there is a time cost involved. In addition to the time involved in normal class work, practical work, tests and assignments, competency requires time to be set aside for additional practical work to learn and apply the competencies and for competency assessment which is quite extensive. Students will be required to purchase and wear a specific chef’s uniform and work on functions out of class time eg lunchtimes, before and after school.

Students may complete the relevant competencies and attain SIT10213 Certificate I in Hospitality, SIT20213 Certificate II in Hospitality and SIT20312 Certificate II in Kitchen Operations.

Students will be required to complete industry placements to achieve some VET units.

**Prerequisites:** There are no prerequisites for the Hospitality course.

Units include:

**TEH31 Hospitality Essentials**
This unit enables students to use hygienic practices for food safety, participate in safe work practices and prepare simple dishes. Students will also source and use information on the hospitality industry.

**TEH32 Hospitality Service Procedures**
In this unit students focus on working effectively with others and interacting with customers. They learn about maintaining the quality of perishable supplies and cleaning of kitchen premises and equipment.

**TEH33 Café Service**
Students learn basic methods of cookery and use hospitality skills in the workforce. They also learn to prepare and serve non-alcoholic beverages, and learn environmentally sustainable work practices.

**TEH34 Leadership in Café Training**
Students embarking on this unit continue to apply hospitality skills in the workplace, including processing financial transactions and preparing and serving espresso coffee.
Textiles and Fashion is a broad and evolving area of study that reflects the important role that textiles play in industry and broader society. Textiles fulfil the essential role of providing protection, comfort and social meaning within a cultural context. It is a multidisciplinary study that draws on concepts and skills underpinning design, technology, markets, culture, environmental sustainability, ethical issues and relevant skills for the current fashion industry. Textiles and Fashion allows students to become discerning consumers in a global marketplace. They develop confidence to pursue a variety of study options, employment, and lifelong leisure activities, including work in the textiles, clothing and footwear industry.

This course is designed to meet the needs of students interested in a career within fashion, interior design, styling, textiles, or related industries such as manufacturing, marketing, media or retail. This course is equally suited to students seeking to gain insight into fashion, textiles, marketing and related industries and to develop competencies for a pathway to work or further education.

This course is offered at A, T, V and M levels. All students will be exposed to the same content, however, expectations, teaching and learning strategies and assessment strategies will differ. Each unit has Units of Competence relating to LMT21707 Certificate II in Applied Fashion Design and Technology, which need to be demonstrated if the student seeks to attain the Certificate II. If only some units of competence are attained during the course, a Statement of Attainment will be issued.

**Prerequisites:** There are no prerequisites for the Fashion Design and Textiles Course.

Units include:

**TET61/31 Design Applications**
This unit will introduce students to concepts of design and factors influencing design as well as Workplace Health and Safety practices. Students will follow design briefs and design processes to construct a textile/s item and/or garment, learn dyeing and printing techniques and associated environmental issues, and be introduced to sewing machine technologies. Students will be introduced to sketching techniques, tools and equipment to enable them to depict a style of textiles item or garment.

**TET62/32 Recycle and Reuse**
This unit focuses on reusing, updating and disposal of textile products. Students will participate in constructing textile/fashion product using recycle, up-cycling and repurposing techniques. They will also research disposable/degradable/biodegradable textile products – production and uses, and investigate Workplace Health and Safety practices relating to the reuse and recycling of a range of textiles. Students will investigate and experiment with design concepts surrounding no-waste pattern drafting and clothing construction.
TET63/33  Working with Textiles
In this unit students will experiment with techniques used in the construction of fabric e.g. knitting, weaving, felting and non–woven materials. Students will identify natural and man-made fibres, examining the their properties, performance and care. They will study the technological developments of fibres, yarns and fabric, the use of Smart textiles and the use of appropriate equipment for construction processes.

This unit includes an excursion interstate to investigate the nature of the Textiles Industry in Australia.

TET64/34  Design for Performance — Costumes & Sets
During this unit, students will use design briefs to construct costumes, sets and/or props and examine factors influencing design choices. Different types of costumes and sets will be examined, as well as sources of inspiration and traditional, historic and current materials and decorative aspects of design such as laces, sequins, trims and their appropriate application to costumes. Effective time management is a significant aspect of this unit.

TET65/35  Marketing a Designer Label
In this unit students will investigate the fashion marketing process. There will be an emphasis on identifying aspects of marketing in a global economy with specific reference made to e-commerce. They will design and create innovative design solutions in the development of a niche range of textiles products. Students will examine methods of operating a small business and create a company image.
PHYSICAL EDUCATION

SPORTS STUDIES T

This course is designed for a wide range of students who have an interest in physical activity, personal fitness, sport and recreation. The course focuses on both practical and theoretical aspects to encourage students to develop a deeper understanding and interest in these areas.

Prerequisites: Due to the academic nature of this course, students intending to study it should have a Grade Point Average of 3.67 in Advanced English in Years 9 and 10, or a Grade Point Average of 4 in Intermediate English in Years 9 and 10.

Units include:

PHS61  Business, Marketing & Issues in Sport
This unit focuses on social trends and groups in sport, current social and ethical issues, and factors that affect the participation of specific groups in sport. It also deals with the driving forces behind sport, in particular the marketing, advertising and promotional facets.

PHS62  Skill Acquisition & Sport Administration
This unit deals with the organisation of competitions at school level. It also focuses on the development of growth and motor learning, factors that affect skill development, and analysis of motor skills and their components.

PHS63  Sports Coaching
This unit deals with basic coaching principles, involvement in primary or community coaching, and qualification in two Level ‘O’ coaching awards in selected sports.

PHS64  Sport, Recreation & Health in Australia
This unit evaluates the connection between health and physical fitness, lifestyle choices, lifestyle diseases and key issues affecting the health of Australians. It also deals with concepts of leisure and recreation, examination of local community needs and facilities, and experience of a range of local recreational opportunities.
EXERCISE SCIENCE T

This course studies the science of physical exercise and includes the complex anatomy of the human body, evaluating individual fitness and analysing movement.

Prerequisites: Due to the academic nature of this course, students intending to study it should have a Grade Point Average of 3.67 in Advanced English in Years 9 and 10, or a Grade Point Average of 4 in Intermediate English in Years 9 and 10.

Units include:

PHH61 Anatomy and Physiology
A thorough understanding of human body systems is an integral component of this unit. Students will recognise and analyse how these body systems relate and how this knowledge can be used to enhance human performance.

PHH62 Sports Performance and Nutrition
Students will identify the importance of physical fitness and its role in enhancing training and athletic performance. A study of the digestive system will be undertaken in relation to nutrition, energy expenditure and metabolism. Specific dietary requirements will also be studied.

PHH63 Exercise Physiology and Sports Medicine
This unit requires students to acquire an in-depth knowledge of physiology, including muscle function, adaptations brought about by training principles and methods, and sports injuries. Students will identify safe practices in sport, appropriate management of injuries and the promotion of safety in sport.

PHH64 Biomechanics and Sports Psychology
Students will have an introduction to biomechanical and physics terminology and principles that affect human movement and athletic performance. Aspects of psychology include motivation, anxiety, mental preparation and personality theory.
OUTDOOR EDUCATION T/A/V

The T and A courses will provide the opportunity for students to participate in activities that enhance the growth of personal and social skills, promote the development of environmental awareness and enable acquisition of skills related to outdoor recreation. A fundamental aspect of these courses is the development of a positive relationship between people and the natural environment. Strong interest and individual commitment are essential to both the T and A Outdoor Education courses. Field trips and practical session participation will involve time outside the regular timetable. Field trips entail costs which must be borne by the students. Students may be involved in activities that are physically, emotionally or interpersonally challenging.

Students will have the opportunity to attain SIS20210 Certificate II in Outdoor Recreation or a Statement of Attainment towards a partial completion of the above Certificate.

Prerequisites: Students must be able to swim 100 metres competently and tread water continuously for 5 minutes. If students have previously completed the Yr9/10 Outdoor Education elective at Trinity they need to have received a minimum C grade for achievement. While previous Outdoor Education experience (ie. 9/10 elective, Duke of Ed, Scouts, Boys/Girls Brigade or Cadets) is recommended, it is not necessary.

Units include:

PHO61/31 Fundamentals and the Ocean
This unit offers an introduction to the nature of outdoor recreation and its industries, access and participation in a range of outdoor activities and introduce underpinning skills such as navigation, planning, equipment, food and hazard identification. Students will also have an opportunity to demonstrate and apply correct attitudes and techniques vital to extended personal and interpersonal skills in achievable yet demanding situations. They will participate in lightweight camping and snorkelling, learning about equipment, clothing, and safety/emergency procedures, risk management and skills and environmental issues.

PHO62/32 Risk Management and Snow
Students examine risk management principles relating to outdoor activities, demonstrate knowledge and skills of first aid and workplace health and safety relevant to outdoor activities and develop knowledge of the recreation industry. Students will have an opportunity to demonstrate and apply correct attitudes and techniques vital to extended personal and interpersonal skills in achievable yet demanding situations. They will participate in snowboarding, learning about equipment, clothing, safety/emergency procedures, risk management and skills and environmental issues.
PH063/33 *Leadership and Rivers*
Students will develop their personal and interpersonal skills in leadership of outdoor recreation activities, examine and explore concepts of responsibility and the development of teamwork in outdoor recreation activities and demonstrate minimal impact practices whilst participating in supervised outdoor activities. They will also demonstrate knowledge and skills to participate safely in canoeing activities.

PHO64/34 *Wilderness and the Bush*
Students develop an understanding of wilderness values and management specifically exploration and travel with extended participation, planning and evaluating of wilderness journeys such as bushwalking, horse trekking and cross country skiing. Students will also have an opportunity to demonstrate and apply correct attitudes and skills vital to bushwalking, extended personal and interpersonal skills in achievable yet demanding situations. They will participate in bush survival, orienteering, an above water ropes course, learning about equipment, clothing, safety/emergency procedures, risk management and skills.
In addition to the T/A/V units that students complete through their studies, they will also complete a number of Registered units while at school. The completion of these units may result in students attaining a minor. A range of R units is available for students to complete.

**CHRISTIAN GROWTH AND SERVICE R**

Students who undertake sufficient registered units, the equivalent of two standard units, from this course will achieve a minor in Christian Growth and Service. Some possible units may include community service, ISCF leadership, worship band, missions, Pastoral Care Group, student leadership and SRC representation.

**PERSONAL DEVELOPMENT**

Personal Development lessons for Year 11 and 12 will take place weekly. Attendance is compulsory for all students. The focus of these lessons will be preparation for the AST, although a number of other topics will also be presented including: learning styles, study skills, preparation for assessment tasks, correct referencing, bibliography and essay writing skills, preparation for oral presentations and effective use of media such as PowerPoint, and public speaking in general.

**YEAR 11 AND 12 CAMPS**

Years 11 and 12 will participate in separate camps of 4 days, 3 nights’ duration. This will be held in support of the Christian Growth and Service R courses run by the school under the auspices of BSSS. The main foci of these camps will be spiritual development and relationships. These will be catered, dormitory style camps.

**SPORT AND RECREATION R**

All Year 11 students will undertake Sport and Recreation R consisting of College Sport each semester. Participation in the Swimming and Athletics carnivals also contributes to Sport and Recreation R.

**RECOGNITION – OUTSIDE LEARNING R**

Students who undertake sufficient registered units, the equivalent of two standard units, from this course will achieve a minor in Recognition - Outside Learning R. Some possible units include: Duke of Edinburgh’s Award, student conferences, work experience, external performing arts, ASBA, Army, Air Force or Navy Cadets.
A **Tertiary Course Package** is a package of courses which allows a student to meet the requirements for university entrance. The following are the minimum requirements:

- The completion of 20 standard units, of which at least 18 must be T or A and at least 12.5 of which must be T. These units must be arranged to form at least 5 Majors, or 4 Majors and 1 Minor, or 3 Majors and 3 Minors, of which the 3 Majors and 1 Minor must be T courses. Students working to complete a tertiary package should start at least 4 T courses at the beginning of Year 11.

- The completion of the ACT Scaling Test (AST) in Year 12.

When a student has completed a T course they are awarded a **Course Score**. It indicates their ranking in the course relative to other students. **Course** scores are calculated using the top 80% of unit scores.

A student receives an **Aggregate Score** only if they have completed a Tertiary Package. It is calculated by adding the student’s best 3 major scaled course scores, plus 0.6 of the next best scaled score, which may be a major or minor, in a course.

**DEFINITIONS**

A **Course** is an approved program of study in a particular subject area, consisting of a combination of units of study with coherence of purpose. The maximum number of units **per course area** is 8 standard units.

**Units** form part of courses. A standard unit usually spans one semester. It has a value of 1 and consists of a minimum of 55 hours of timetabled lessons (including exams).
The following table illustrates the minimum requirements for varying course patterns that are available at Trinity:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Number of Standard Units</th>
<th>Number of Semesters</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>2</td>
<td>2</td>
<td>110</td>
</tr>
<tr>
<td>Major</td>
<td>4</td>
<td>4</td>
<td>220</td>
</tr>
<tr>
<td>Major-Minor</td>
<td>6</td>
<td>6</td>
<td>330</td>
</tr>
<tr>
<td>Double Major</td>
<td>8</td>
<td>8</td>
<td>440</td>
</tr>
</tbody>
</table>

**Tertiary (T) Courses** are courses approved by the BSSS as being suitable preparation for university entrance. Scores from these courses are used in the calculation of a student's Australian Tertiary Admissions Rank (ATAR).

**Higher (H) Courses** are those given to a Year 11 and 12 course which is designed and accredited by an Australian university and where successful completion of the course will be recognised towards an undergraduate degree. H courses are eligible to contribute to a student’s ATAR calculation.

**Accredited (A) Courses** are courses approved by the BSSS as suitable for study in Years 11 and 12. They emphasise the learning of general education skills and their application. Students not considering Tertiary Entrance must still complete an approved program of study, all of which may consist of Accredited units. It is strongly recommended that students choosing an Accredited package check the requirements of employers, CIT and TAFE colleges since many will require a major in some courses such as English or Mathematics.

**Modified (M) Units** may be written in any A course for those students who satisfy specific disability criteria.

**Registered (R) Courses or Units** are registered with the BSSS and provide learning situations appropriate to Year 11 and 12 students usually designed to provide personal development, recreational or community service activities. At TCS R units may combine into the R courses: Christian Development and Service, Recognition - Outside Learning and Sport and Recreation.

**Vocational (V) Programs** lead to a Vocational Certificate or Statement of Attainment as defined by the Australian Qualifications Framework (AQF). The content of the vocational learning program is based on the competencies defined in the relevant Training Package or approved course and follows the requirements of the Australian Quality Training Framework (AQTF). Vocational programs may be A, T and/or M. In 2017, Trinity is offering Hospitality A/V, Information Technology A/T/V and Outdoor Education T/A/V. In addition to these BSSS courses, Trinity Christian School, in conjunction with Communities@Work as the RTO, is offering the Vocational Certificate III in Early Childhood and Education and Care. Also, in conjunction with College of Sound and Music Production, we are offering the Certificate II in Music, a vocational course related to the music industry.
Trinity Christian School advises that we are training under the auspices of Transformational Institute Australia (RTO ID:31269), Communities@Work (RTO ID:88148) or The College of Sound and Music Production (RTO ID:50392) as our Registered Training Organisations.

THE ACT SCALING TEST (AST) AND THE AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

The **ACT Scaling Test** is a test completed by all ACT Year 12 students wishing to gain an Australian Tertiary Admissions Rank (ATAR). The test is designed by the Australian Council for Educational Research (ACER) and aims to measure a range of general skills considered to be relevant to success in a variety of courses and to studies at University.

The AST scores of those students who complete a T package provide the basis for scaling course scores awarded to students by the Colleges they attend. A student’s scaled course scores are used in the calculation of that student’s ATAR.

The AST is made up of three papers – one 135-minute Multiple Choice test containing 80 questions, a 105-minute Short Response Test and a 150-minute Writing Task. Students must attempt all three papers.

The **Australian Tertiary Admissions Rank (ATAR)** is the rank by Year 12 candidature and is the figure which will determine acceptance for tertiary study. For example, an ATAR of 92 means that the student is placed in the top 8% of candidates in the ACT.
CERTIFICATION

The ACT Senior Secondary Certificate is issued by the BSSS at the end of Year 12 to all students who have completed an approved program of studies in Years 11 and 12. This is a document called a testamur. In addition, the ACT Senior Secondary Record of Achievement will also be issued. It lists the grades achieved in all units studied.

The Tertiary Entrance Statement is an additional certificate issued at the end of Year 12 by the ACT BSSS to all students who have qualified for the ATAR, that is, they have completed a tertiary package. It allows students to apply for admission to tertiary institutions. It is a record of a student's performance in all T and H courses and their “scaled scores”. This statement gives a student's ATAR. The ATAR is calculated from a student's best three T or H majors and 0.6 of the next best scaled score in a T or H course.

The ACT Statement of Achievement may be issued to any students who leave college before the end of Year 12.

A Vocational Statement of Attainment will be issued to students who have fulfilled some of the requirements for competencies towards a Vocational Certificate.

A Vocational Certificate will be awarded to students who have completed all the required competencies for the full certificate course.

ASSESSMENT

All secondary colleges have a system of continuous assessment throughout all units. A variety of assessment items is used and will vary depending on the nature of the unit studied.

In Tertiary level courses these tasks provide a set of scores that discriminate between students. These scores are NOT percentage marks but a ranking of the student’s achievement level relative to others in the group. Consequently, students will receive a score and a grade in Tertiary units and courses. In A courses, only grades (A – E) are awarded.

Students are required to substantially complete and submit all assessment items unless there are legitimate and acceptable reasons and documentary evidence is provided. If a student fails to submit assessment tasks worth in total 70% or more for the unit, they will receive a Void grade for that subject.
**LATE SUBMISSION OF WORK**

Students are required to submit work on time for many reasons, including that significant penalties must be applied for late work. Students must complete work even if it is late.

In certain circumstances, students may apply for an extension from the College Studies Coordinator in advance, providing due cause and adequate documentary evidence for late submission.

A late penalty will apply unless an extension is granted. The penalty for late submission is 5% (of possible marks) per calendar day late (including weekends and Public Holidays) up to 7 days. Students who submit an assessment task more than 7 days after the due date will be given a notional zero.

Submission of assessment tasks by email will only be acceptable in exceptional circumstances **AND** if a hard copy is also submitted.

**ABSENCES DURING ASSESSABLE TASKS**

If a student is sick on the day of a test, in-class assessment or examination, the student must give a doctor’s certificate to the College Studies Coordinator and arrange to sit the assessment **as soon as possible on their return to school**. If a student is sick on the day an assignment is due, they may arrange for a friend or family member to submit their assignment on the due date. If this is not possible, they must give a doctor’s certificate to the College Studies Coordinator and arrange an extended due date. In an exceptional case where it is not possible to obtain a doctor’s certificate, it is essential that parents contact the Head of the Senior School or the College Studies Coordinator as early as possible. If the Principal has given prior approval for a student to be absent on the day an assignment is due, the student will endeavour to submit it prior to the absence. If this is not practical, the student will discuss options with the relevant teacher and the College Studies Coordinator. If the Principal has given prior approval for a student to be absent on the day of an in-class task (test, examination etc.) the student is to discuss options for the completion of the in-class assessment as soon as possible after their return to school.

Trinity Christian School would again like to emphasise that parents or care givers should not arrange family holidays during term time, especially those involving college students. Absences due to family holidays during term time are not justified by the BSSS, and place undue stress on the students as they are still required to complete all work and assessment during their absence.
Pastoral Care for students in Years 11 and 12 is provided by a committed team of teachers. Students are allocated to a Pastoral Care Group with students from Years 9-12. The College students are expected to provide strong, positive role models for the students in Years 9 and 10. The Pastoral Care Groups will be run by College student leaders and teachers, who will meet with them regularly for prayer and fellowship.

Guidance, counselling and other services will be provided through the Student Welfare Team. The Head of Senior School, College Studies Coordinator, Year 11 and 12 Adviser, Careers Adviser, School Counsellor and Pastoral Care Group Teachers will ensure that students have full access to pastoral support, advice on course selection, assistance with effective study techniques, work experience and career choices.

COLLEGE STUDIES COORDINATOR

The College Studies Coordinator’s role is to ensure that all College students are studying courses and units at the appropriate level, and that students are studying the combination of Majors, Minors and miscellaneous units to ensure that they qualify for an ACT Senior Secondary Certificate and complete a Tertiary package if that is their desire.
CAREERS GUIDANCE

Students should avail themselves of the information about future employment and study that is available through the Careers Adviser.

The Careers Adviser is available for advice on all matters pertaining to higher education, including:

- course entry requirements
- strategies for entry into specific courses
- closing dates for applications in all States
- accommodation
- Higher Education Contribution Scheme (HECS)
- financial assistance, such as scholarships and bursaries
- cadetships, traineeships
- special admission arrangements for disadvantaged students
- UAC procedures and applications
- applications to interstate tertiary institutions.

The Careers Adviser will also arrange opportunities for students to attend special tertiary “events”, both at College and further afield. Guest speakers from Tertiary institutions will be arranged. To ensure privacy and uninterrupted discussion, students should make specific appointments to see the Careers Adviser.

TERTIARY INSTITUTION REQUIREMENTS

It is important that students carefully check the prerequisites or assumed knowledge for the course of intended study planned at the end of Year 12. While entry to most university courses requires only a satisfactory ATAR, some courses have pre-requisites, while for others it is assumed that certain subjects have been studied in college; without this knowledge the course may be more difficult.

Relevant information may be found in the following:

- various publications by the BSSS
- UAC information guide
- Making Choices Count
- Job Guides
- handbooks from tertiary institutions
- various web sites including:
  - www.vtac.edu.au/general/interstate.html

WORK EXPERIENCE

Trinity actively supports student involvement in work experience programmes throughout Years 10 to 12. Students wishing to undertake work experience should make arrangements with the facilitator of Work Experience.
VET COORDINATOR

VOCATIONAL EDUCATION TRAINING (VET)

Trinity Christian School is able to deliver certain VET Certificates through Transformational Institute Australia, Communities@Work and College of Sound and Music Production or St Claire’s College as Registered Training Organisations. Currently Trinity Christian School offers the following VET certificates:

- SIT10213 Certificate I in Hospitality, SIT20213 Certificate II in Hospitality, SIT20312 Certificate II in Kitchen Operations through the Hospitality A/V course
- ICA20111 Certificate II in Information, Digital Media and Technology through the Information Technology T/A/V course
- SIS20213 Certificate II in Outdoor Recreation through the Outdoor Education T/A/V course
- CHC30712 Certificate III in Early Childhood Education and Care, which is a stand alone course
- SIT20513 Certificate II in Music, which is a stand alone course

For each of these Certificates, a certain number of hours must be fulfilled in a Structured Workplace environment outside of the school. This Structured Work Place Learning is usually completed during school holiday times.

To register your interest in these courses or for further information, please contact the VET Coordinator or the subject teachers.

AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS (ASBA)

Australian School-Based Apprenticeships (ASBA) are available in selected areas. Enrolment in the ASBA program must be endorsed by the College for Year 12 Certification. Students will attend their identified workplace for at least 8 hours per week and their achievement of workplace competencies is overseen by a relevant Registered Training Organisation in conjunction with the College. Students may also attend an external Registered Training Organisation (RTO) for part of one day per week to complete the Nationally Recognised Certificates related to their selected apprenticeship. It is strongly recommended that students undertake at least an A course of study which includes English and Mathematics. For more information on ASBA’s, contact the VET coordinator.

ICT HARDWARE AVAILABLE FOR STUDENT USE

The school provides significant access to information and communication technologies for students.

The school library/learning resource centre provides an excellent range of written resources and has a bank of 24 computers available for student use as well as library enquiry terminals. The centre is open for student use from before school until 4pm. Students are also able to borrow a digital camera or digital video camera for subject related use during school hours. The seminar room has a portable data projector and laptop, and can be booked by teachers for students to make computer-based presentations. Textbooks are issued from the Library using Student ID cards. A photocopier is available for student use in the Library.
Smartboards are available in various rooms for booking by classes.

There are four computer laboratories and one set of laptops available for regular classes in the Senior and Middle School of the school and one laboratory is open during lunch times. Through these facilities students are able to use current Microsoft software on suitable hardware, access the internet, operate a personal school email account, and also make use of scanners and digital cameras. Each computer lab is equipped with a multimedia projector, laser printer and colour printer for teaching and presentation purposes.

In addition, in 2017, it will again be compulsory for all Years 11 and 12 students to bring their own device for use on the TCS IT network.

THE COLLEGE DAY

The normal school day is between 8:40 am and 3:15 pm (although a small number of college classes may run until 4:05 pm or 4:30 pm)

The school operates on a 10 day timetable. All Year 11 and 12 courses will be timetabled for approximately 440 minutes per fortnight, over 9 periods of varying lengths.

Students are required to be in attendance every day and are expected to participate fully in all aspects of school life, including Pastoral Care Groups, Assemblies and Year Meetings, Tutorials and Sport.
# 2017 Lesson Times

**Monday - Thursday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Period 1 – (PCG)</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Recess</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Lunch 1</th>
<th>Lunch 2</th>
<th>Period 7</th>
<th>Period 8</th>
<th>Period 9 (College only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45</td>
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<td>9:05</td>
<td>9:55</td>
<td>9:58</td>
<td>10:48</td>
<td>10:48</td>
<td>11:00</td>
<td>11:10</td>
<td>12:05</td>
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</table>

**Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3 – Assembly / Year Meeting</th>
<th>Recess</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Lunch 1</th>
<th>Lunch 2</th>
<th>Period 7</th>
<th>Period 8</th>
<th>Period 9 (College only)</th>
</tr>
</thead>
</table>

A 3 minute interval is allowed for those students moving classes between periods 5 & 6 (Years 6-10)
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1 (PCG)</td>
<td>Pastoral Care Group</td>
<td>Pastoral Care Group</td>
<td>Pastoral Care Group</td>
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<td>Pastoral Care Group</td>
<td>Pastoral Care Group</td>
<td>Pastoral Care Group</td>
<td>Integral Calculus and Special Functions</td>
</tr>
<tr>
<td>Period 2</td>
<td>Physical Chemistry</td>
<td>Yr12 Tutorial</td>
<td>Investigating the Ancient World</td>
<td>Complex Motion and Waves</td>
<td>Integral Calculus and Special Functions</td>
<td>Physical Chemistry</td>
<td>Yr12 Tutorial</td>
<td>Investigating the Ancient World</td>
<td>Complex Motion and Waves</td>
</tr>
<tr>
<td>Period 3</td>
<td>Investigating the Ancient World</td>
<td>Complex Motion and Waves</td>
<td>Physical Chemistry</td>
<td>Yr12 Tutorial</td>
<td>Assembly or College Meeting</td>
<td>Investigating the Ancient World</td>
<td>Complex Motion and Waves</td>
<td>Physical Chemistry</td>
<td>Yr12 Tutorial</td>
</tr>
<tr>
<td>Recess</td>
<td>Journeys in Literature</td>
<td>Physical Chemistry</td>
<td>Yr12 Tutorial</td>
<td>Investigating the Ancient World</td>
<td>Complex Motion and Waves</td>
<td>Journeys in Literature</td>
<td>Physical Chemistry</td>
<td>Yr12 Tutorial</td>
<td>Investigating the Ancient World</td>
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<tr>
<td>Period 5 and 6</td>
<td>Journeys in Literature</td>
<td>Physical Chemistry</td>
<td>Yr12 Tutorial</td>
<td>Investigating the Ancient World</td>
<td>Complex Motion and Waves</td>
<td>Journeys in Literature</td>
<td>Physical Chemistry</td>
<td>Yr12 Tutorial</td>
<td>Investigating the Ancient World</td>
</tr>
<tr>
<td>Lunch</td>
<td>Personal Development III R</td>
<td>Integral Calculus and Special Functions</td>
<td>Integral Calculus and Special Functions</td>
<td>Yr12 Tutorial</td>
<td>Yr12 Tutorial</td>
<td>Integral Calculus and Special Functions</td>
<td>Journeys in Literature</td>
<td>Journeys in Literature</td>
<td>Personal Development III R</td>
</tr>
<tr>
<td>Period 8</td>
<td>Yr12 Tutorial</td>
<td>Journeys in Literature</td>
<td>Journeys in Literature</td>
<td>Yr12 Tutorial</td>
<td>Journeys in Literature</td>
<td>Complex Motion and Waves</td>
<td>Integral Calculus and Special Functions</td>
<td>Integral Calculus and Special Functions</td>
<td>Yr12 Tutorial</td>
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<tr>
<td>Period 9</td>
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**Please Note:**
No period 4 exists in the Middle School / Senior School timetable. This unusual period numbering occurs because of timetabling/computer program constraints. Period 9 is only used if timetable clashes require the after school lesson to be used. Currently, two subjects (Graphics and Music Industry) have their lessons on Thursday afternoons only with the lessons running from 1:30 to 4:30 pm. Students selecting these subjects must be prepared to commit to these lesson times to ensure BSSS time requirements are met.

**ATTENDANCE**

It is expected that students will attend all scheduled classes and activities unless there is a satisfactory reason and adequate documentary evidence is provided. Any student whose attendance falls **below 90%** of the scheduled classes in a unit will be putting their ACT (Senior Secondary) Certificate in jeopardy.

For up to 2 days of consecutive absence, a note from a parent/guardian is sufficient. More than 2 consecutive days’ absence, or if the absence falls on a day that an assessment task is due, a doctor’s certificate is necessary.

When possible, medical and other appointments should be made outside school hours. Requests to leave the premises for medical or other urgent appointments should be made in writing and signed by a parent/guardian. Students must sign out at the Student Office before leaving, and sign in when they arrive back at school.

Students are expected to arrive on time for all classes and school events. Students who are more than 10 minutes late without a valid documented reason will be marked absent for the whole lesson.
Years 11 and 12 Students are required to wear the correct school uniform. Details of this uniform are outlined in the Student Diary. It is particularly important for College students to wear their uniform correctly and with a sense of personal and school pride because they are significant role models for the rest of the school community.
Throughout their college years, students are required to complete numerous assessment tasks and it is important that work submitted by students is their own, original work. As a Christian School we value integrity and all forms of honesty very highly, as the Bible clearly commands us to be honest in all our transactions with others and to always act with integrity.

The concept of Academic Honesty is included in this and encompasses the notion that students will not try to gain an unfair advantage over other students. Such unfair advantage may be achieved through a student:

- Submitting someone else’s work as their own (plagiarism)
- Working too closely with other student/s during assessment (copying or collusion)
- Behaving inappropriately during examinations (cheating)

Students should understand the benefits they will derive from properly conducting academic research such as: developing the skills of analysis, synthesis and creative and critical thinking, gaining satisfaction from completing the work themselves and being proud of their achievements. Students should also appreciate that honesty and integrity are personality traits that are highly valued in our society.

Plagiarism can be defined as presenting the ideas, writing or work of another person as your own. This may be through copying, paraphrasing or summarising the work of someone else without properly acknowledging the source. Students should appreciate that this is not limited to written material but also includes photographs and other images, data tables and graphs, computer programs, music, etc. Plagiarism is a form of academic dishonesty that is strongly discouraged and will be penalised when detected.

Collusion occurs when two or more students work to deliberately mislead others about who actually completed the work. The most common form of collusion is when one student allows another to copy their work and submit it as their own. This is also a form of academic dishonesty and students who knowingly allow others to copy their work will be penalised.

Cheating is a very serious form of academic dishonesty and is normally associated with examinations. Most commonly, cheating involves copying another student’s answers or taking unauthorised notes into the examination. However, in this age of modern information technologies, cheating could also involve the use of mobile phones and other electronic devices.

At Trinity Christian School, students who attempt to gain an unfair advantage over other students through actions such as plagiarism, collusion or cheating will be subject to disciplinary action. Penalties that will be applied vary substantially depending on the circumstances, the severity of the malpractice and whether or not the student has behaved in this way before.

College teachers will assist students to develop the skills necessary to avoid academic malpractice but students also need to take responsibility for their own learning. There are numerous sources that provide information and guidance about what plagiarism is and how students can avoid it. Some of these include:
• The BSSS pamphlet “What’s Plagiarism? How you can avoid it” which can be found at http://www.bsss.act.edu.au/__data/assets/pdf_file/0003/194412/Plagiarism_-_students.pdf
  This is a vital document for students since it is based on the BSSS policy and the penalties that Trinity Christian School may apply are taken from this document.
• The Trinity Christian School senior student diary has clear guidance for students on how to correctly cite and reference their work to avoid plagiarism. Students are strongly encouraged to use the citation and bibliography format found in the diary.
• Another very good website that assists students to understand plagiarism and how to avoid it, as well as the benefits of behaving ethically in their academic endeavours, is HSC: All My Own Work. This is very detailed and can be found at http://amow.boardofstudies.nsw.edu.au/index.html
  Again, students are strongly recommended to carefully read this website.
• College students are required to submit their assignment work to the online plagiarism checker Turnitin.com and submit the report produced with their assignment. Students will be guided through this process early in Year 11 and the submission of work to Turnitin.com will be used as a teaching tool to improve student understanding of plagiarism. There may be one or two subjects where submission to Turnitin.com may not be suitable and students will be notified by their classroom teacher if this is the case.

All students are encouraged to seek advice about academic honesty and assistance with how to avoid plagiarism from their classroom teacher, the College Studies Coordinator or the Head of the Senior School.
Respect for Others and their Property
At Trinity everyone is loved and accepted, and therefore students are expected to:
- Treat others as you like to be treated
- Show thoughtfulness, patience, forgiveness and understanding towards others
- Respect differences and not engage in behaviours that put others down
- Ensure that everyone feels safe while at school
- Display courtesy and respect to staff at all times
- Be welcoming and courteous to visitors
- Use polite language
- Gain permission before borrowing someone else’s property
- Treat other people’s property with care and respect.

Respect for Self
At Trinity each individual is created in God’s image, and therefore students are expected to:
- Be the best person that they can be in life
- Give their best in their schoolwork
- Use their gifts and talents effectively.

Respect for Learning
At Trinity students value learning, and therefore students are expected to:
- Respect the needs of other students to learn
- Respect the needs of the teacher to teach
- Give their best each lesson
- Abide by the classroom rules, contributing to a safe, orderly and productive learning environment
- Be prepared and on time for lessons
- Meet all homework and assignment requirements.

Respect for Trinity
At Trinity students value our school, and therefore students are expected to:
- Wear the uniform correctly and with pride before, during and after school
- Behave responsibly at all times
- Have a supportive attitude towards Trinity
- Be involved in all school activities, as appropriate
- Abide by the school rules
- Treat buildings, furniture, equipment and gardens with care
- Respect the school environment, keeping it clean and tidy
- Report all damage to staff
- Be good ambassadors for Trinity when representing the school, and before, during and after school.

Respect for the Safety of All Students and the Wider Community
At Trinity students value the safety of our students before, during and after school, and therefore students are expected to:
- At all times and in all places the Hands Off rule applies
- Follow codes of conduct as set out by Action and other service providers
- Behave responsibly at all times
- Follow the instructions of duty teachers and service operators
- Be respectful, supportive and caring of others, showing courtesy at all times
- Abide by the road and traffic laws when riding and/or driving to and from school
- Allow the public to enter and be seated first
- Travel directly to and from school.
Trinity Christian School

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