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Current as at September 2016
INTRODUCTION

“The educated child is one who knows who he or she is, their giftedness and what they are here for.” (Richard Edlin, Principal, National Institute for Christian Education).

The Years 9 and 10 curriculum at Trinity consists of a combination of Core (compulsory) and Elective units. Through the elective unit structure, we hope students will discover or improve their giftings and preferred ways of learning and be better prepared for further study in Years 11 and 12, at university or in the workforce. We also hope that they may take a risk in the adventure of learning and discover more than they thought was possible!

To this end, we encourage students to balance their elective choices from the wide range of courses available. It is difficult for most students entering Year 9 to consider future vocations and consequently these elective units should not be regarded as committing a student to a set pathway from which they cannot deviate later; rather, they act as a filter distinguishing between what will work for a particular student and what may not suit their passions and capabilities. We have also developed students’ readiness for the workforce by offering vocational education in the area of Community Service for Year 10 in 2016, in conjunction with the establishment of the Trade Skills Centre in 2015. In 2017 we will also integrate some vocational competencies into our Digital Technologies and Music offerings.

Students and parents are invited to discuss any aspect of a course or elective unit with the relevant subject teachers, Curriculum Coordinators, Year Advisers, the Careers Adviser, the Senior Studies Coordinator or the Head of Senior School.

I encourage both students and parents to think wisely about the elective units to be studied and I pray for God’s guidance and blessing as these choices about the students’ education are made.

Ms Bernadette Mearns
Head of Senior School
KEY PERSONNEL 2017

Acting Principal
Mr Jason Ward

Acting Deputy Principal (Welfare)
Mr Rob Wiseman

Head of Senior School
Ms Bernadette Mearns

Director of Studies
Mrs Naomi Cole

Year 9 Adviser
Mrs Leisa Williams

Year 10 Adviser
Mrs Pamela Cutting

Senior Studies Coordinator (9/10)
Mrs Naomi Benites

Careers Adviser (Work Experience)
Mrs Josephine Batten

FACULTY COORDINATORS

Christian Life Studies (CLS)
Mr Geoff Crow

Creative and Performing Arts (CAPA)
Mrs Alison Evans

English
Mrs Rebecca Marston

Humanities and Social Sciences
Mrs Sarah Czarnot

Digital Technologies
Mr Ben English

Information Services (Library)
Mrs Maree Crofts

Languages
Mrs Naomi Cole

Mathematics
Mrs Carolyn Seal

Physical Education and Sport
Mr Mark Vanderstoep

Science
Mr Daniel Kneebone

Technology
Mr Christian Lomax

Vocational Education / ASBA Coordinator
Mr Tony Davies
CURRICULUM STRUCTURE

Core Subjects
Christian Life Studies
English
Mathematics
Science
Humanities and Social Sciences
Physical Education (Sport and Physical Fitness)
Personal Development/Health

Elective Subjects
Christian Life Studies
English
Humanities and Social Sciences
Digital Technologies
Creative & Performing Arts
Physical Education (Human Movement)
Languages
Technology (Graphics, Woodwork, Metalwork, Photography, Food Studies, Textiles, Robotics)

Throughout Years 9 and 10, the Core subjects of Christian Life Studies (CLS); English; Mathematics; Science; Humanities and Social Sciences; Sport, Physical Fitness, Health and Personal Development continue as compulsory and sequential areas of study. CLS, English, Humanities & Social Sciences and Physical Education use mixed ability class groupings.

These subjects are supplemented by elective units which prioritise balanced and broad curriculum offerings for our students.

Students will be assessed according to Australian Curriculum Achievement Standards. Parents are reminded that a C grade is standard – the satisfactory level of achievement expected for a student to attain at that year level. Each of the Achievement Standards entails high expectations of learning. To be awarded a C grade using these standards represents a significant achievement.

CORE COURSE ALLOCATION PROCESS

Students will be allocated to appropriate classes within each of the core subjects based on their performance in the previous year. In most cases the appropriate level of study will be obvious; however, in some borderline cases, parents and students will be consulted about the most appropriate level of study in subjects which are organised into ability groups.

CHANGE TO LEVELS IN CORE CLASSES

Students who wish to change the level or class in which they are studying English, Mathematics, Science or Humanities need to approach the relevant Curriculum Coordinator and discuss the matter with them. The final change to any subject will be made by the Senior Studies Coordinator.
CHRISTIAN LIFE STUDIES

Christian Life Studies is based on the premise that we are created by a personal God, in His image, for the purpose of having a meaningful and eternal relationship with Him. Significant questions about life and living are addressed in this context. A personal Christian faith is not a prerequisite for success in this course, only an open and honest approach to learning.

Year 9 Christian Life Studies (CHL01 and CHL02)
These semester units seek to encourage students to examine, own and articulate their faith, Christian or otherwise. The ways in which we form our beliefs about life, ourselves, others and God are explored and the role of reason and evidence is considered. Students are given opportunity to develop a deeper understanding of the Christian faith and to compare and contrast it with other world religions. Students are guided in using the Bible to help answer significant life questions about evil and suffering, meaning and purpose, right and wrong. The overarching purpose of these units is to progress each and every student in their knowledge of God and the relationship He offers.

Year 10 Christian Life Studies (CHL03 and CHL04)
The overarching theme of these units is ‘The Quest’. They provide students with opportunities to explore how and why individuals vary in their beliefs and behaviour. They include a thorough exploration of the nature of faith and a basic apologetic for the Christian faith. A basic introduction to several key psychological models and principles for understanding human behaviour is given. Each of these models is compared and contrasted with a Christian understanding of human nature and behaviour. The Creation/Fall/Redemption/Restoration paradigm is revisited in this context. Students are also introduced to a range of contemporary mental health issues (e.g. addiction, depression, anger, suicide, eating disorders, anxiety) and complete a guided private study project. God’s solution to the human condition, through faith in Jesus Christ and obedience to His Word, is examined and reflected upon at a personal level.

ENGLISH
The English course is built around the three interrelated strands of Language, Literature and Literacy as specified by Australian Curriculum. Together the strands focus on developing students’ knowledge, understanding and skills in reading, viewing, speaking, writing and creating.

The course consists of four units over a two year period (ENG1 to ENG4). In this course students will examine different novels, plays and films at a variety of levels, and will be guided through the analysis of various texts. There will be a strong focus on essay writing, oral presentation skills and critical literacy. Examples of units and texts studied may include:

- Australian Identity: short stories, poetry, films such as *The Castle*.
- Science Fiction and Fantasy: *The War of the Worlds*, *The Hobbit*, *I, Robot*.
- Heroes and Villains: *Tomorrow, When the War Began*, *The Pearl*.
- Voices of Youth: *The Outsiders*, *Romeo and Juliet*, *Diary of a Young Girl*.
MATHEMATICS

All Year 9 and 10 students will study Mathematics at one of three levels: Advanced, Intermediate or Modified. The course content is determined by the Australian Curriculum in Mathematics.

Advanced Mathematics

The Advanced Mathematics course consists of four units over a two year period (MAA01 to MAA04). This course aims to challenge mathematically able students and prepare them for studying Mathematical Methods and Specialist Mathematics in Years 11 and 12. It has an emphasis on higher order conceptual development.

Topics include:

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<tr>
<th>Year 9</th>
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<tr>
<td>Patterns and Algebra</td>
<td>Patterns and Algebra</td>
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<td>Using Units of Measurement</td>
<td>Using Units of Measurement</td>
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<td>Money and Financial Mathematics</td>
<td>Real Numbers and Surds</td>
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<td>Pythagoras and Trigonometry</td>
<td>Further Trigonometry</td>
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<td>Real Numbers</td>
<td>Functions and Logarithms</td>
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<td>Products and Factors</td>
<td>Money and Financial Mathematics</td>
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<td>Data Representation</td>
<td>Linear and Non-linear Relationships</td>
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<td>Linear and Non-linear Relationships</td>
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<td>Geometric Reasoning</td>
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Intermediate Mathematics

Intermediate Mathematics will prepare students to study only Mathematical Applications (T) or General Mathematics in College.

The Intermediate Mathematics course consists of four units over a two year period (MAI01 to MAI04). This course aims to equip students with confidence in their mathematics and to support their further studies in other disciplines.

Topics include:

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<th>Year 9</th>
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<td>Pythagoras and Trigonometry</td>
<td>Money and Financial Mathematics</td>
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<td>Real Numbers</td>
<td>Simultaneous Equations</td>
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<td>Data Representation</td>
<td>Linear and Non-linear Relationships</td>
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**Modified Mathematics**

Modified Mathematics will prepare students to study only General Mathematics in College.

The Modified Mathematics course consists of four units over a two year period (MAG01 to MAG04). This is a practical course. It aims to prepare students to use mathematics in the real world and to be able to continue with the General course in Years 11 and 12.

Topics include:

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<th>Year 9</th>
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SCIENCE

All students in Years 9 & 10 study Science at one of two levels: Advanced or Intermediate. Student performance in Year 8 Science determines which level they complete in Year 9. Students with specific learning needs often perform a modified program within this course. The actual topics covered in each of the courses are similar, with the main difference being the depth to which the topics are studied.

YEAR 9

Year 9 students study Science under the Australian Curriculum. In addition to the topics below, increased focus on Science Inquiry Skills and Science as a Human Endeavour will occur during class.

- **Coordination of Body Systems**: how the body systems work together to ensure proper functioning of the body.
- **Ecosystems**: How organisms interact with each other and the physical environment. The flow of energy and matter through ecosystems.
- **Atomic Structure**: Understanding the structure of atoms helps to explain chemical reactions and radioactivity.
- **Conservation of Mass**: Identifying the reactants and products of chemical reactions. Conservation of mass during chemical reactions.
- **Radioactivity**: Acknowledging the productive effects and uses of radiation in energy production and medicinal uses.
- **Chemical Reactions**: The importance of chemical reactions to everyday life; combustion, acids and bases, and energy transfer during chemical reactions.
- **Plate Tectonics**: Understanding plate tectonics helps explain geological activity (eg. volcanoes and earthquakes) and the movement of continents.
- **Energy Transfers**: The movement of heat, electricity, and light and sound waves is very important to our every day lives.
- **The Body at War**: Investigations into how the human body fights disease.

YEAR 10

Year 10 students study Science under the Australian Curriculum. In addition to the topics below, increased focus on Science Inquiry Skills and Science as a Human Endeavour will occur during class.

- **Chemical Patterns**: How and why elements are arranged in the Periodic Table and why they have the properties they do.
- **Chemical Reactions**: Types of chemical reaction and writing formulae and balanced chemical equations.
- **Getting into Genes**: Genes, chromosomes and DNA. How DNA works as a genetic code.
- **Creation/Evolution**: Theory of evolution, natural selection, creation of life.
- **Forces, Energy and Motion**: Speed and acceleration, collisions and stopping, Newton’s laws of motion.
- **The Mysterious Universe**: Features of the night sky, star life cycles and the changing universe.
- **Global Systems**: Ecological systems and how humans have affected them. Global warming and ozone depletion.
- **Individual Projects**: Students will have an opportunity to investigate an aspect of science that interests them, with a focus on practical projects, where possible.

Advanced Science

The Advanced Science course (SCA01 to SCA04) aims to prepare students for higher levels of scientific study in Years 11 and 12. It has a stronger emphasis on higher order thinking and complex reasoning skills.

Intermediate Science

The Intermediate Science course (SCI01 to SCI04) aims to equip students with a suitable level of scientific understanding and skills to support their further studies in other disciplines. It does not preclude students from studying sciences in Years 11 and 12, however, students need to perform very well in Intermediate Science if they are going to experience success in ‘T’ (tertiary) level Science.
HUMANITIES AND SOCIAL SCIENCES

All Year 9 and 10 students study Humanities for the whole year. Students in Year 9 learn about biomes, food security and the interconnections between places in Geography, and explore the making of the modern world in History. In Year 10, students study modern Australian history through the 20th Century to the current day and explore the geographical issues of environmental change, management and human wellbeing. In Economics, students in Year 9 and 10 explore macroeconomic issues such as Australia’s economy and interconnections with the world and our international obligations to the global community.

Year 9 History: The Making of the Modern World (1750-1918)

The Year 9 History curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

Students complete an in-depth study on:

- **The Industrial Revolution (1750-1914):** The study includes the causes and effects of the Industrial Revolution, and the Australian experience.
- **Asia and the world:** Students will investigate one of the major Asian societies during 1750-1918, with an emphasis on the change and continuity experienced during this time and the effects of contact on these communities. Students will examine different perspectives on the events during this era and the relationship between this Asian society and the rest of the world around the turn of the 20th Century.
- **World War 1:** Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

Year 9 Economics and Business

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an ‘economy’ and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

Year 9 Geography: Biomes and Food Security and Geographies of Interconnections

There are two units of study in the Year 9 curriculum for Geography:

- **Biomes and food security:** Biomes and food security examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.
- **Geographies of interconnections:** Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways; and how these connections help to make and change places and their environments.

Year 10 History - The Modern World and Australia

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Students complete an in-depth study on:

- **World War II (1939 - 1945):** Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement.
- **Rights and Freedoms (1945 – the present):** Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.
- **Migration Experiences (1945 – the present):** Students investigate how post World War II migration shaped Australian society and its global influence during the twentieth century.
**Year 10 Economics and Business**

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

**Year 10 Geography – Environmental Change and Management and Geographies of Human Wellbeing**

There are two units of study in the Year 10 curriculum for Geography:

- **Environmental change and management**: Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment.
- **Geographies of human wellbeing**: Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places.
HEALTH AND PHYSICAL EDUCATION

During the course of Year 9 and 10, students will participate in the compulsory Health and Physical Education units, SPT01 to SPT04 and HTH01 to HTH04. Each Health and Physical Education unit runs for one semester. Students will participate in a double period of physical activity (Sport) and a single period of Health each week.

Physical Education (Movement and Physical Activity)

Australian Curriculum focus areas include the following:

- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

Sports covered in Physical Education may include, but are not limited to:

- Aerobics
- AFL
- Athletics
- Basketball
- Circuits
- Cross Country
- Dance
- Frisbee
- Gaelic Football
- Gymnastics
- Netball
- Oztag
- Skipping
- Soccer
- Squash
- Tennis
- Volleyball

Health – (Personal, Social and Community Health)

During the course of Year 9 and 10, students will have the opportunity to cover the following Australian Curriculum topics:

- Alcohol and other Drugs
- Food and Nutrition
- Health Benefits of Physical Activity
- Mental Health and Wellbeing
- Relationships and Sexuality
- Safety
ELECTIVE UNIT SELECTION PROCESS

The elective units seek to maximise options for students. We offer classes of combined Year 9 and 10 students which allows greater choice of subjects to be offered. The vertical grouping enables positive interactions and some peer tutoring to occur. Students are able to pursue their interests and branch out into new areas. By studying units from a range of curriculum areas, students are able to increase their strengths and perhaps experiment with subjects that may be new to them.

Students are required to study two elective units in each of the four semesters across Years 9 and 10. On each elective line they select one of up to eleven units being offered. During the course selection process, it is important to understand that Year 10 students will be given priority for their choices as this is their last opportunity to study units of interest or to complete pathways that they have already started. It is also important to note that some units are not open to all students; some are only open to either Year 9 or Year 10 students. Every effort will be made to ensure that all students receive a high priority choice; however, timely submission of the elective form is crucial to secure a place.

1. Read the Course and Unit descriptions in this handbook.

2. The Elective Unit Selection Form will be distributed in October. In each semester, for each line in the grid on the form, you need to:
   - indicate with an X any unit you have already completed
   - mark with a P any unit for which you don’t meet the prerequisites
   - number all other units in priority order from 1 (highest) to 6 (lowest)

3. Be careful to choose only units that you are willing to study. For example, enrol in Outdoor Education only if you are fit and healthy enough to complete the rigorous practical requirements and are prepared and able to participate.

4. Exact dates for return of elective Unit Selection forms will be advised when forms are distributed.

5. Some units have mandatory prerequisites and all of these will be asterisked.

6. Some units have limited numbers due to transportation or equipment constraints.

7. Some units are only offered in alternate years.

8. When there is a lack of demand for the unit, the elective unit may not run and students will be offered an alternative selection depending on spaces available.

9. Students may not study any elective unit more than once over the two year period.

CHANGES TO ELECTIVE UNITS

Students are expected to make responsible and careful choices of elective units. However, there may be valid reasons for a change to be considered. Any such requests for change should be made on the appropriate form up until the end of Week 2 Term 1 for Semester 1 choices and Week 1 Term 3 for Semester 2 choices. The success of any request for change depends on satisfaction of any prerequisites and space in the relevant class. The process for changing will be explained to students at the beginning of the 2017 school year.
ELECTIVE UNITS

CHRISTIAN LIFE STUDIES

In addition to the compulsory units of study, students may elect to do either of the following units:

CHL06 – CHRISTIANITY IN THE COMMUNITY

In this unit students will be given opportunity to investigate and to put into practice some of the real-world implications of the Christian faith. There are four strands to the course:

1. Biblical/Historical context, which includes:
   - A more in-depth exploration of the meaning and significance of the Gospel.
   - An examination of the impact of worldviews throughout history.
   - An investigation of what the Bible has to say about how Christians are called to live out their faith.
   - Identifying the benefits of community service and involvement for self and others.

2. Collective Response:
   - Examine how the Church and various related organisations have changed society by putting their faith into action.

3. Community involvement:
   - Participation in service to the community.

4. Personal Response to social injustice:
   - Analyse the impact of Christians who have lived out their faith in practical ways.
   - Investigate a social justice issue, including exploring ways of making a personal difference.

There will be an emphasis on guest speakers and possible visits to different churches in order for students to gain exposure to the richness and diversity of the Christian faith. Opportunities to actively engage in relevant community projects will also be provided when possible.

CHL07 – ACTIVE VOLUNTEERING* (Year 10 only)

This unit is a VET course, with successful completion resulting in the awarding of a Certificate 1 in Active Volunteering (for Year 10 students)

It will require students to become familiar with issues relating to volunteering in a variety of settings, which may include childcare, aged care, disability care and school-based volunteering activities. Skills addressed will include project planning and prioritising, working with feedback, creating effective client relationships, record keeping and creating or participating in volunteer projects. Students will also be expected to become familiar with selected Volunteer Agencies within the ACT and to show familiarity with workplace health and safety regulations and practices.

The course has a significant component of Structured Workplace Learning. This requires students to actively engage in a minimum of 20 hours of appropriate volunteering activities both within and out of school hours. A willingness to volunteer time and talents in the selfless service of others is a prerequisite for this unit.
HUMANITIES/ENGLISH INTEGRATED ELECTIVES

These elective units integrate the study of both Humanities and English. Throughout the course students will engage in work which extends their skills and understanding of both courses. Students will be expected to complete project work, demonstrating their learning throughout the semester.

HES01 – POP CULTURE

This is a Humanities and English integrated unit. The premise driving this unit is that we can learn much about ourselves and our society through the sustained and critical study of popular culture and media.

Students investigate how popular culture (1945-present) has shaped Australian society. They examine the nature of popular culture in Australia and how this changed throughout the twentieth century. Some of the changes that are investigated may include:

- Television and persuasive messages
- Music and the poetry song lyrics
- How Economics has dictated social changes over time
- Celebrity culture and critical media analysis
- Hollywood and Bollywood narratives

PREREQUISITES: Students must not have completed this unit previously.

HES02 – POWER AND POLITICS

This is a Humanities and English integrated unit. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society. Students will study a novel which relates to the themes covered in the unit. Some of the issues covered include:

Government and democracy
- Influences that shape Australia’s political system
- Australia’s democracy and how it is shaped by the global context
- The role of propaganda in shaping citizens’ choices
- The purpose of wording, language features and structures in key government documents and policies over time (e.g. Magna Carta, laws, bills)

Laws and citizens
- Australia’s court system and how it promotes a democratic and just society
- Australia’s international legal obligations
- Importance of logical and persuasive arguments

Citizenship, diversity and identity
- How citizens participate in an interconnected world
- Features of resilient democracies
- Role of identity and how it shapes character

PREREQUISITES: Students must not have completed this unit previously.
**PROJECT LEARNING**

Project Learning is perfect for students who feel over-committed outside school hours due to sporting or cultural extra-curricular commitments, or who struggle with organisation. The units are built from elements of the Work Studies Australian Curriculum, as well as emphasising general capabilities such as literacy, critical and creative thinking, and personal and social competence. They provide both coursework and some ‘tutorial’ time to plan for success with expert guidance. In addition, students with particular projects and personal interests that are not currently met in our elective structure could use the tutorial time presented in this course to pursue their interests, with time, supervision and guidance provided.

**PRL01 PROJECT LEARNING 1 – SEMESTER 1, 2017**

Project Learning 1 is intended to complement students’ work in other subjects by providing a guided opportunity to set goals, manage time, broaden effective study skills including proofreading and editing, and access intrinsic motivation to succeed. Opportunities will be provided for students to set learning goals and meet them through regular teacher conferencing, self-reflection and assessment, and peer tutoring/mentoring arrangements. Some periods will be allocated as ‘tutorials’ where time for assignments and classwork from outside our course will be apportioned. Students will complete assessment tasks showing their application of course materials to work from other subjects being studied.

**PRL02 PROJECT LEARNING 2 – SEMESTER 2, 2017**

Project Learning 2 is focused on the way our memory works. Together, students and teacher examine and apply aspects of psychology and neuroscience that will extend their capabilities. Students will explore rote and meaningful learning. They will also ethically conduct memory experiments, examine ‘broken brains’ and interpret the accuracy of a range of texts about memory. Assessment in 2016 included ‘vlogging’ and experimental design.
CREATIVE AND PERFORMING ARTS

DRAMA

The Drama units are primarily performance based (covering approximately 65% of the mark) and involve students in learning and workshopping a wide range of dramatic techniques linked to the particular period or genre covered by each unit. There is also a focus on developmental drama, fostering self-confidence in communication and creative thinking in performance. Written elements include journals, portfolios and creative response work.

The study of at least three Drama units in Years 9 and 10 forms a sound basis for continued Drama studies in Years 11 and 12.

ARD01 – DRAMA LARGER THAN LIFE – YEAR 9, SEMESTER 1

This unit looks into areas of theatre and performance development such as Commedia dell’Arte (Italian mask theatre circa 1500) and Melodrama (late Nineteenth / early Twentieth Century). Students research and create based on these traditional approaches, as well as looking at contemporary styles influenced by them. Performance work in the unit is based around strong physical characterisation, creative staging and the development of ensemble skills.

ARD02 – DRAMA GENRES AND STYLES – YEAR 9, SEMESTER 2

Genres and Styles is a broad ranging unit which focuses on both historical and contemporary theatre. This unit aims to expose students to a diverse range of performance and scene creation skills. It commences the process of tying together the necessary skills from idea creation and rehearsal, to fully self-realised performance. Performance work in this unit is ensemble based. Students also maintain a portfolio of notes and ideas throughout this semester.

ARD03 – SHAKESPEARE – YEAR 10, SEMESTER 1*

The Shakespeare unit involves students fully in the creation of Shakespearean characters, and understanding Shakespeare from an actor’s point of view. Students will discover, through research and performance, both the drama and comedy of Shakespeare, and will prepare, through monologue, duologue and scene, meaningful characterisations. This class will also prepare a play by William Shakespeare to be performed for the Trinity community at the end of the semester. This course will require students to attend weekend and after school rehearsals in the lead up to the evening performances in week 19.

ARD04 – THEATRE PRODUCTION – YEAR 10, SEMESTER 2*

The final elective unit in Drama focuses all student effort on the creation of two final productions to be performed towards the end of the semester. Students perform all key theatre roles (director, lighting, sound, costume, set, prop, acting, etc.) as well as workshopping and devising the final pieces. Evening performances of these plays will be presented to family, friends, students and staff.

*PREREQUISITES: In general, except in special circumstances, students wishing to enrol in ARD03 or ARD04 must have completed either ARD01 or ARD02.
MUSIC

The study of Music involves two major areas:

| Making                      | Performance - Students develop solo and group performance skills on an instrument of their choice.  
                             | Composition - Students extend and apply their understanding of standard musical notation and music theory to create compositions relating to the unit topic using notation software and/or iPad apps like Garage Band. |
|-----------------------------|---------------------------------------------------------------------------------------------------------------|
| Responding                  | Students develop an understanding of the context and history relating to the specific unit.  
                             | Students develop their ability to identify and notate musical elements aurally (by ear) and theory (written). |

*PREREQUISITES*: Current or recent study of voice or musical instrument of choice and daily access to the selected instrument for home practice is recommended

**ARM06 – MUSIC FOR SCREEN – SEMESTER 1, 2017**

This unit explores the importance of music and its effects on both television and film. Students will study the history of screen music and the impact of technology on this field, perform music from screen works, compose a soundtrack to accompany a short film using notation software and learn to write and aurally identify structural elements of music.

In this class students will learn about the application of audio skills in film, TV and multimedia and have an opportunity to explore basic concepts for the design and creation of simple soundtracks. They will also have the opportunity to develop techniques for creating and adding audio to vision in a range of contexts, and manipulating audio to suit artistic and technical requirements.

**ARM09 – MUSIC FOR SMALL ENSEMBLES – SEMESTER 2, 2017**

In this unit students will be able to create a small ensemble of their choice and explore its repertoire. It could be anything from Jazz, Chamber, Rock to Worship music. They will explore the development of your chosen genre of music, compose for an ensemble and finish the semester with a recording (that they created) of an ensemble performing.

Students will also learn about live sound requirements and the application of audio skills for live music events. They will learn about the equipment involved in small and large PA systems as well as develop basic techniques to operate PA systems, including set-up, testing and pack down for real music events.

**ARM08 – MAKING MUSIC THROUGH TECHNOLOGY – SEMESTER 1, 2018**

This course is designed to provide our students with current and relevant music technology skills that are easy to implement on Digital Audio Workstation using many of the resources we already have on hand at school, such as keyboards, computers and/or iPads.

Making music through technology will give students an experience of being:

- Music Producer
- Audio Engineer
- Music Composer

Students will develop their understanding of music theory through the use of technology and build their toolkit of skills as they progress through the semester. They will also undertake more advanced music production techniques including sampling, looping, multi-track recording, sequencing and creating special effects. If students own an iPad or laptop with music or audio software on it, they will be encouraged to bring it to lessons each week.

This course is a great introduction to the VET Music Industry Cert II offered at Trinity to College students.
This unit covers popular music of the 20th Century. Students will perform music of influential composers within each genre, compose chord progressions and melodies and improvise in a variety of styles. Students will have opportunities to develop their group performance skills and develop their knowledge of sound systems and recording techniques.

**VISUAL ART AND PHOTOGRAPHY**

Visual Art and Photography are courses for students who have either skill or interest in improving their ability to use art as a means of expressing and communicating ideas or feelings.

The courses contain both practical and theoretical elements and provides students with the opportunity to enjoy being creative using both art elements and art principles. The study of at least three Visual Art and Design units in Years 9 and 10 forms a sound basis for continued Visual Arts studies in Years 11 and 12. All Visual Art courses include a theory component aimed at exploring the work of Australian and international artists. Students are taught visual literacy enabling them to interpret and respond to artworks.

**ARV03 – PORTRAITS, PAINTING AND DRAWING – SEMESTER 1, 2017 & 2018**

This unit develops skill and understanding in drawing and painting. Practical work includes:
- grid drawing portrait
- thumbprint portrait
- acrylic still life painting

**ARV01 – PRINTMAKING – SEMESTER 1, 2018**

This unit develops skill and understanding both in Art and Design and incorporates printmaking techniques. Practical work includes:
- designing a repetitive pattern for wrapping paper
- creating a reduction lino cut print
- mono-printing
ARV02 – CERAMICS AND SCULPTURE – SEMESTER 1, 2017

This unit develops skill and understanding in three dimensional Art. Practical work includes:
- sculptural work based on the figure
- assemblage relief sculpture
- decoration of functional ceramics
- an artful teapot

ARV05 – EXTRAORDINARY ART – SEMESTER 1, 2017 & 2018

This unit explores personal stories told through Art. It references Surrealism and other Art which challenges our perception of reality. Practical work includes:
- Illustration work inspired by Escher
- a painting major inspired by Surrealism
- poster art

ARP01 – PHOTOGRAPHY* - SEMESTER 2, 2017

This unit focuses on photographic composition, camera handling and the processing of black and white film and prints.

Students will improve their level of skill in spatial organisation of images and other basic photographic techniques. Practical skills include use of a 35mm SLR camera, developing film and printing photographs. This unit will concentrate on black and white photography.

*PREREQUISITES: STUDENTS WILL NEED TO SUPPLY THEIR OWN SLR film 35MM CAMERA FOR PHOTOGRAPHY. STUDENTS WHO ARE UNABLE TO PROVIDE A SUITABLE CAMERA WILL FORFEIT THEIR PLACE IN THIS CLASS.

DIGITAL TECHNOLOGIES

Digital Technologies is a new and exciting subject area that encourages students to move beyond being users of digital technologies to become creators of digital technologies. Students should notice that not all units run every year and plan their subject choices accordingly.

DTE01 – AI PROGRAMMING and RoboCup Rescue – SEMESTER 1, 2017

In AI Programming students will learn how to program Lego Mindstorms EV3s to autonomously navigate through a course in the fastest time. They will use sensors to stay on the path, avoiding obstacles in the path, and reach the end goal. Students will develop a project that can be entered into the Robocup Junior Australia competition in Term 3. See http://www.robocupjunior.org.au/ for more information.

DTE02 – AI PROGRAMMING and RoboCup Soccer – SEMESTER 1, 2018

In AI Programming students will learn how to program Lego Mindstorms EV3s to play a 2 v 2 game of modified soccer. Students will learn how to code the EV3s to respond to an infrared soccer ball, and use compass sensors to either defend or shoot goals which provides an interesting AI challenge. Students will develop a project that can be entered into the Robocup Junior Australia competition in Term 3. See http://www.robocupjunior.org.au/ for more information.

DTE03 – VIDEO GAME CHALLENGE with Game Maker – SEMESTER 1, 2017

In Video Game Challenge students will learn how to make a completely original computer game. They will learn to create their own game graphics, sound effects, sound tracks, and program a computer game. In teams, they will be able to specialise in either multimedia or programming, and develop a computer that can be entered into the Australian Stem Video Game Challenge in Term 3. The game produced will use the GameMaker Studio IDE. See www.stemgames.org.au for more information.
DTE04 – VIDEO GAME CHALLENGE with Unity – SEMESTER 1, 2018

In Video Game Challenge students will learn how to make a completely original computer game. They will learn to model 3D game objects, create sound effects and sound tracks, and program a computer game. In teams they will be able to specialise in either multimedia or programming, and develop a computer that can be entered into the Australian Stem Video Game Challenge in Term 3. The game produced will use the Unity game engine. See www.stemgames.org.au for more information.

DTE05 – PYTHON FOR INFORMATICS – SEMESTER 2, 2017 & 2018

In Python for Informatics students will learn how to use the Python programming language, creating digital solutions to make tedious tasks easier. Python is a free programming language that is widely used in schools and universities to teach students how to program, and in industry. Students in this course will not only learn the programming language but how to use it in their lives to increase productivity in handling data and information. See http://www.pythonlearn.com/ for more information.

DTE06 – WEB DEVELOPMENT AND SERVERS – SEMESTER 2, 2017 & 2018

In Web Development and Servers students will learn how to create a website from the planning stage, to deploying a new website onto a server. They will learn how to create a Linux based web server on an old PC or Raspberry Pi, and then proceed to create a new website for a client, or improve an existing website. All students will learn the basics of HTML, CSS, WordPress, Photoshop, Illustrator, and Flash. In teams, they will either specialise in either programming or multimedia in the development of a website. To get a feel for different web development approaches, the team will create two identical websites, one coded in HTML and CSS, and the other using WordPress.

ITS01 – COMPUTER HARDWARE & IT SUPPORT certificate II in Information, Digital Media and Technology – LINES A & B, SEMESTER 1 & 2, 2017 & 2018

In Computer Hardware & IT support students will develop an IT support team that will serve the school with IT support. They will work towards approximately half of a Certificate II in Information, Digital Media and Technology (ICA20111). They will identify IT needs, research IT upgrades or builds, upgrade or build computers, troubleshoot IT issues, maintain IT, and learn how to work in an IT environment. Students will be required to do this on both elective lines and will need to go through an application process with a 2-week trial period. Places are limited to four students each semester.

LANGUAGES

Learning a foreign language is at the same time exciting and strenuous. The joy of gradually gaining mastery of another language is founded on a commitment to regular practice. Ideally, a student will commence their language studies in Year 9 and continue for four semesters in order to gain maximum benefit from the course. If a student enrols in the course and finds it unsuitable for them, they must complete their current semester. Students may not easily enter the course midway. Permission will be at the discretion of the Head of Senior School and language teacher.

Enrolment numbers may vary in the Languages faculty and students are advised that one of the Language courses may be offered by distance education if numbers fall below an agreed minimum.
SPANISH
The text ‘AMIGOS 2’ will be the basis for the study of SPANISH in Years 9 and 10. Each unit of work will be assessed in the two skill areas of Communicating and Understanding. The themes covered over the four units are:

LAS01 – SPANISH 1
Students learn to ask for and give personal information. They also learn about school and gain an insight into the Spanish school system.

LAS02 – SPANISH 2*
This unit is useful for travellers because it focuses on how to get around town.

LAS03 – SPANISH 3*
Students learn to converse about clothes and fashion, as well as movies.

LAS04 – SPANISH 4*
This unit investigates adventurers, sport and some environmental issues.

*PREREQUISITES: Each unit is a prerequisite for the following units.

Photos above: Students enjoy making and eating food for the end of term Languages food fest.

GERMAN
The text ‘GANZ GENAU’ is the basis for the study of German in Years 9 and 10. Each unit of work will be assessed in the two skill areas of Communicating and Understanding. The topics covered over the four units are:

LAG01 – GERMAN 1
Let’s go sightseeing! Let’s go travelling! Students are equipped to find their way around town.

LAG02 – GERMAN 2*
This unit addresses issues about earning money and relaxation.

LAG03 – GERMAN 3*
Fun and duty in balance: Students are invited on an excursion, to play sport and do chores.

LAG04 – GERMAN 4*
This course focuses on shopping, school and holidays.

Students presenting a skit in the target language.
TECHNOLOGY

Technology draws together the distinct but related subjects of design and technologies and digital technologies. It ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. In creating solutions, as well as responding to the designed world, students will contribute to sustainable patterns of living for themselves and others.

FOOD STUDIES

Food Studies provides the opportunity for students to develop their design skills in our excellent kitchen facilities. They will explore issues such as nutrition, food preparation, food presentation, sustainability and community.

A foundation is laid for students seeking to pursue further studies in Hospitality. The practical nature of the units means they are rewarding for students who simply enjoy working with food. Food studies units will equip students with the knowledge and skills for independent, practical living. In general, except in special circumstances, students wishing to enrol in TEF03, TEF04 or TEF05 must have completed at least TEF01 or TEF02.

TEF01 - FROM HEARTY TO PARTY

This unit explores our uniqueness as individuals in Australia: our differing social, historical and cultural origins, and the factors that influence food choices. Students design their own sequence of practical lessons that incorporate their favourite foods. The nutritional needs of the human body are explored and ways of optimising the nutritional benefits of foods through sound nutritional practice are devised. The causes of nutritional imbalances and dietary diseases are also examined. Decorative design is applied in the making of a mud, caramel or butter-cake gateau.

PREREQUISITES: There are no prerequisites for this unit.

TEF02 - ZAP IT, WRAP IT AND CAP IT

This unit encourages students to consider preferred futures through godly stewardship of food design and resources. They explore emerging trends and technologies in food production, processing, packaging and marketing, and their effect on sustainability. Students develop a prototype convenience food and examine the laws governing the packaging and sale of food products. They also design the packaging and marketing strategy for their prototype. Students examine the benefits and limitations of microwave technology. The unit applies the design process in the creation of a gingerbread house through all stages of planning, construction and evaluation.

PREREQUISITES: There are no prerequisites for this unit.
TEF03 - FOOD IN ABUNDANCE*

This unit covers food preparation, presentation and service of food. New trends in food styles and the benefits of fresh seasonal foods are examined. Restaurant planning, a CIT Excursion and food preservation for exhibition at the Canberra Show are highlights of this course. It encourages students to be godly stewards of their time and resources and to develop skills to work as a productive team member.

*PREREQUISITES: Students must complete TEF01 or TEF02 before they are able to undertake TEF03.

TEF04 - THE WIDER WORLD OF FOOD*

This unit examines foods from many cultures. Students are given the opportunity to appreciate the geographical, historical, economic, social and religious influences on food patterns. The unit considers global social injustice issues arising from uneven food distribution and the factors contributing to this. Speciality cake finishes are also included in the unit as students design and make a special occasion cake.

*PREREQUISITES: Students should complete TEF01 or TEF02 before they are able to undertake TEF04.

TEF05 - CAFÉ CULTURE*

Cafés feature prominently in the modern multicultural Australia, offering many work opportunities to young people. Students will develop skills in planning, preparing and serving food and beverages in café style. During this unit, students will have the opportunity to experience local cafés as research for their own café planning and operation.

*PREREQUISITES: Students must complete TEF01 or TEF02 before they will be allowed to undertake TEF05.
TEXTILES AND FASHION

Textile products are used for many different purposes. We give expression to aspects of our personalities, feelings and taste through textile art, fashion and design.

The study of textiles and fashion will provide opportunities for self-expression and the development of personal confidence. It is an opportunity to enrich students through exposure to the best ideas about creativity, fashion and the responsible manufacturing of products. The modern facilities and innovative technologies of the Textiles and Fashion space provide students with the opportunity to create unique projects which express their talents. The units are designed to be of interest to boys as well as girls, reflecting the reality of the workplace where both men and women work in these industries.

There is a strong emphasis on students transferring theoretical knowledge to practical activities across a range of projects. Fashion and Textiles units are primarily practical (practical work will cover approximately 65% of the mark).

TET01 – WEARABLE AND DECORATIVE TEXTILES

This unit is designed to encourage students to explore various creative textile forms and to apply these techniques to produce clothing and/or decorative items. As a culmination to this unit students have the opportunity to combine 2 or more techniques in the construction of one project. Students will be introduced to basic business skills involved in marketing their products, i.e. packaging, promotion, and presentation. Excursions will be arranged to both manufacturing and sales outlets.

An important aspect of these units is that students will not necessarily require knowledge of or interest in garment making as these units are designed to explore the creative and more craft oriented aspects of textiles.

A highlight of this unit is the preparation and presentation of projects for exhibition at the Royal Canberra show.

The techniques taught and their products will be selected from the following:

**Techniques**
- Felting
- Patchwork
- Fabric painting
- Quilting
- Book making
- Jewellery making
- Recycled denim
- Embroidery
- Marbling
- Fabric manipulation
- Toy making
- Paper making

**PREREQUISITES:** There are no prerequisites for this unit.
TET07 – FASHION DESIGN STUDIO

This unit will introduce students to the exciting and dynamic world of designing fashion. The Whitehouse Institute of Design will visit our class to conduct workshops in drawing and design, to enhance folio work and to inspire creative expression of ideas. The Whitehouse Institute of Design will award one student a scholarship to attend a one week workshop in Sydney.

In this unit students will be encouraged to use their own ideas for the construction of garments in a problem solving framework. They will travel from concept and goal setting, through design and fabric selection, to finishing and evaluation. The fashion design studio provides students with the opportunity to explore methods and techniques of enhancing their fabric. They will select from computer aided design, printing, dyeing, appliqué, beading and other innovative processes. One highlight of this unit is the community service project, where students design to a brief from an organisation and, as a class, establish a production line to complete multiple items to benefit the organisation.

PREREQUISITES: There are no prerequisites for this unit.

TET05 – DESIGNING AND DECORATING FOR INTERIORS

Students will study various aspects of interior design including colour theory and trends, fabric selection, room orientation, elements of design and the rejuvenation or recycling of furnishing items. Students will learn interiors illustration rendering techniques, mixed media applications and how to present concept boards.

There will be an emphasis on students transferring theoretical knowledge to practical applications that will enable them to re-design a specific space. They will construct various home furnishing items such as curtains, blinds, doona covers, lampshades, pelmets and cushions. This unit culminates with students working as a team to participate in a community service project to rejuvenate an important space within the local community. Past projects included a crèche, church/community meeting rooms and a home at the Galilee centre.

PREREQUISITES: There are no prerequisites for this unit.
DESIGN TECHNOLOGY
TED01 ARTISTIC WOODWORK

This is an introductory woodwork course in which students will produce aesthetically pleasing projects from wood using hand tools, power tools and machines as appropriate. The focus of this unit will be the development of useful skills and students will actively engage in the design process.

Project includes:
- Timber pirate’s chest.
- Removable storage compartment

PREREQUISITES: There are no prerequisites for this unit.

TED03 - OFF THE SHELF

This course is an introductory cabinetwork course in which students will undertake projects involving simple methods of joining timber such as screwing, gluing, and butt and rebate joints. The course will extend the students’ experience in the use of tools and enable them to fully participate in the design process.

Projects may include:
- Dart board cabinet
- Display cabinet for trophies/models
- Spice rack

PREREQUISITES: There are no prerequisites for this unit.
TED04 – STEEL FABRICATION

In this unit, students will use a wide range of metalwork tools and construction techniques. They will design and construct their own portable barbeque while developing skills in fabrication, machining and welding processes.

Students will also design and make a sheet metal storage case for the barbeque. They will develop their understanding of the design process and will employ skills including marking out, sheet metal folding and metal fastening.

PREREQUISITES: There are no prerequisites for this unit.

TED05 FABULOUS FURNITURE*

This unit involves the design and construction of a major project. Students produce a piece of furniture that involves a variety of joining methods and the use of hardwood timber or manufacture boards. A sound understanding of the design process, excellent woodworking skills and the ability to work independently will be required. Projects may include a coffee table or bar stool.

*PREREQUISITES: students wishing to study TED05 should have completed TED01 or TED03 first.

GRAPHICAL COMMUNICATION

Communication through graphics is one of the oldest forms of language. The story of our world is recorded in graphic images. As major events, discoveries and personalities have shaped time, the graphic image has recorded them. But more than just a tool of record, the graphic can be designed to be influential, to deliver a message more convincingly, or simply stand for its own appeal.

This course endeavours to develop skills, knowledge and understanding which will enable the student to:

- Translate their ideas and thoughts into useful and tangible designs
- Allow students to become critical and discerning, recognising that all decisions about the use of graphics and technology have eventual consequences for both the individual and the community
- Use appropriate standards and conventions to make drawings which will convey information to people with technical training
- Become familiar with using computer programs for graphical communication.

Each unit includes new skills practice and a design approach to applying the skills learnt. Constructed and freehand drawing skills and computer drafting will be employed.

TEG01 - INTRODUCTION TO GRAPHICAL COMMUNICATION

This elective requires students to learn, imagine and create by responding to a task that requires a graphic solution. In completing this unit students will advance their knowledge of the key areas of Design whilst demonstrating essential learning achievements and using Information Technology. Students will be encouraged to develop skills in creative thinking to produce original and innovative ideas. They will appraise, evaluate and justify their ideas, design processes and products.
TEG03 - ARCHITECTURAL DESIGN AND DRAWING

The emphasis in this unit is on the “built environment”, which includes buildings and landscaping, and coming to an understanding of what architects do. Students will explore and investigate products and processes in terms of their appropriateness to purpose, use and context, their environmental effects and the way need affects their design, production and use. Freehand sketching and rendering are employed to add realism to the drawings. Students will be given experience in CAD and other relevant industry standard programs.

TEG04 – ADVANCED ARCHITECTURAL DESIGN AND DRAWING

This elective involves the design and construction of a major Architectural project. Students will be encouraged to develop their capacity for doing architecture. Each student will choose a particular theme or area of architectural capacity, providing prompts for professional understanding. Tuition will focus on basic structural engineering, place-making, learning through drawing, framing, model making and detailed CAD instruction. This unit will run concurrently with TEG01 and TEG03 and may not be on the elective selection form. Students will need to consult with the Technology Coordinator prior to noting this preference on their form.

PREREQUISITES: In general, except in special circumstances, students wishing to enrol in TEG04 must have completed TEG03.

ENGINEERING

TEE01 and TEE03 – ROBOTICS - SEMESTER 1 and 2 2016

These courses will deal with the construction, operation and application of robots, as well as computer systems for their control, sensory feedback and information processing. In recent times the combination of advances in electronics, engineering and computer science has led to rapid developments in robotics. Knowledge in this field will assist students to understand how creating machines that operate autonomously can be manipulated to engineer preferred futures. Students will work in teams to produce models that are controlled by a computer to perform a series of pre-planned actions and/or respond to various stimuli.
PHYSICAL EDUCATION

In addition to the Core units of Health and Physical Education students may wish to study the following Human Movement elective units.

PREREQUISITES: Human Movement is an elective course for students in Years 9 and 10 and is available to students who have demonstrated a high level of commitment and excellence in Health and Physical Education in Years 7 and 8 through consistently good grades, a high level of participation and a positive attitude to uniform and equipment expectations. Selection of this course also requires the same level of commitment and excellence in HPE during Year 9 and 10, as well as within any other Human Movement electives the student may study throughout the year. Students who fail to demonstrate this commitment will jeopardise their chances of securing a place within a Human Movement elective.

The course is structured around semester units: Sports Coaching, Girls’ Sport, Boys’ Sport and Outdoor Education. For each unit there are both practical and theoretical components. In order to pass the units, students must satisfactorily pass both these components.

Students will not be able to repeat a particular semester's unit.

PHH01 – GIRLS’ SPORT and PHH02 – BOYS’ SPORT

These two units have been established to give girls and boys the opportunity to excel in a single sex class and allow them to discuss health issues particular to their needs. The sports offered will be a combination of team and individual sports. A selection of the following topics will be covered:

**PHH01 – Girls’ Sport**
- Dance
- Netball
- Tennis or Squash or Badminton
- Performance Evaluation
- Fitness and Training
- Health & Personal Development Issues
- Safety & Injuries
- Self Defence

**PHH02 – Boys’ Sport**
- Rugby League or Rugby Union or AFL
- Tennis or Squash or Badminton
- Baseball
- Indoor Cricket
- Wrestling
- Performance Evaluation
- Fitness and Training
- Safety & Injuries

PHH04 - SPORTS COACHING

Students will cover theoretical units of coaching principles, injury prevention and safety as well as different styles of coaching programs. Students will have the opportunity to gain two level 0 coaching certificates (Semester 1 – Cricket and AFL; Semester 2 – Netball and Oztag) and will prepare lessons to coach a small group of Junior School students. In practical lessons a high level of participation is expected. The sports covered in this unit will depend on availability of Development Officers to conduct certified coaching courses.

PHH05 - OUTDOOR EDUCATION*

This unit will introduce students to a variety of adventure activities which aim to develop self-confidence, group cooperation and leadership ability. It includes the Australian Curriculum focus area of challenge and adventure activities. The theory component of the unit covers first aid and safety, expedition planning, and preparation of group activities.

- Indoor Rock Climbing
- Bushwalking
- Leadership/Group Skills
- Mountain Biking
- Navigation skills
- Horse Riding
- Orienteering
- Snorkelling

*PREREQUISITES: Students must be able to competently swim 50m because they will engage in snorkelling as part of this unit. Students must be fit and healthy enough to undertake all the practical aspects of this course.
Year 10 students coaching the Junior School students in AFL and netball.
Trinity Christian School will award a Year 10 Certificate to those students who have met the following requirements:

- Maintained a satisfactory attendance record with valid written explanations for any absences.
- Maintained a satisfactory record of behaviour.
- Completed the large majority of units studied in Years 9 and 10 at a satisfactory level.

The Principal of the school makes the decision on the awarding of the ACT Year 10 Certificate. Decisions about the award of Status (S) are made by the Principal in conjunction with the Senior Studies Coordinator.

High School Record

This document is issued by the school and lists courses undertaken and grades earned by a student in Years 9 – 10. A High School Record will be issued to students who are transferring to another school within the ACT or leaving the ACT system. Students who are not eligible to receive a Year 10 Certificate will receive a High School Record.

Year 10 Certificates must be signed for by the student or an approved agent.

Assessment and Appeals Procedure

Working in partnership with parents, greater responsibility will shift towards the student being accountable for their own learning and performance in older years.

Assessment

TCS has 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.

Students are required to substantially complete and submit all assessment items that contribute to the assessment of a unit unless due cause and adequate documentary evidence are provided. Exemption from an item and/or alternative assessment without penalty are available to students who provide this.

Late Submission of Work

Students are encouraged to submit work on time as this is a valuable organisational skill. Students are also encouraged to complete work even if it is late as there are educational benefits in doing so.

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, after which, the assessment task will receive up to 50% of the possible mark and consequences will apply for the student.

Students must complete all class assessments and will be required to attend ‘Catch-up Club’ or supervised sessions in order to complete tasks if work is not submitted punctually.

For each subject or unit of study, students will receive a Unit or Subject Outline each semester which identifies:

- Assessment task types
- Weeks during which assessment tasks are due
- Weightings of tasks
- Penalties for late submission
These will be made available online to all parents via Moodle. In addition, to help students’ planning, by Week 4 of each semester parents will be sent an assessment calendar detailing the subjects, tasks and due dates across Year 9 and 10.

Assessment tasks need to show clear evidence of how grades and scores are determined. Relevant rubrics are to be included. If a student feels that the mark or grade given by a teacher for an assessment task or a semester grade is unjustified or wrong, then the student should take the following steps:

1. The student should approach the teacher concerned and seek an explanation of how that particular mark or grade was determined.
2. If, after speaking to the classroom teacher, the student still feels the assessment is unjust, the student should consult the relevant Faculty Coordinator or Senior Studies Coordinator and ask for a review of the assessment.
3. A formal internal appeal may be made to the Head of Senior School in writing within five school days of the result concerned being published.

Students should be aware that an appeal might have one of three outcomes: a higher mark, grade or score; no change; or a lower mark, grade or score.
EXPECTATIONS OF YEARS 9 AND 10 STUDENTS

The highest standards of behaviour and example are expected from students in the Senior School. The school expects students in Year 9 and 10 to consistently 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.

ATTENDANCE

General: It is expected that students will attend all scheduled classes/ contact time/ structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. For any absence, a note from the parent/guardian is needed. Unexplained absences will be followed up by the Year Adviser.

Absences of extended duration, such as for family travel, should be discussed prior to departure with the Senior Studies Coordinator, the Head of School and ultimately must be approved by the Principal.

Where 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 the Sign Out book before they leave and must sign in on their return, if coming back on the same day.

Lateness: Students who, for any reason, arrive after the commencement of school must report to the student office for a late note and then to their appropriate lesson.

Punctuality to class and speedy movement between classes are required. Students arriving at class after the class has begun, without an appropriate note from the office, will need to get a late note or risk being marked absent from the class. If a student is detained by a teacher, they must obtain a late note from that teacher before entering the next class. Repeated lateness will be treated as a disciplinary matter.

If a teacher is late to class, students are expected to remain quietly outside the classroom, while sending a representative to the Head of Senior School or the Student Office to report the matter and await further instructions.
PLAGIARISM AND CHEATING

Plagiarism is using material from resources, word for word, without acknowledging the source. It is also using the ideas discussed in sources without acknowledgment. Cheating is also copying work from somewhere and submitting it as if it is your own.

1. Students who attempt to gain an unfair advantage over other students by actions such as plagiarism or cheating, or who abet such activities, will be subject to disciplinary action. Discipline may take the form of:
   • a written reprimand, providing the student does not gain any unfair advantage
   • making arrangements for alternative assessment
   • cancellation of the result in the particular component of the assessment concerned.

Any action taken will relate only to the particular assessment item concerned.

2. The penalty will be decided by the teacher and the Head of Senior School, action taken, and the information filed.

3. Subsequent or more serious cheating such as an attempt to gain access to, or alter, computer records of student assessments may lead to:
   • cancellation of the total assessment in the unit or course concerned
   • cancellation of all the student's results for a period of study, with that period of time being determined by the teacher and Head of Senior School.

In 2017, Year 9 and 10 will be required to use Turnitin.com, a commercial anti-plagiarism website, prior to submitting their work. Students will be fully apprised of the process prior to implementation.

ACCEPTABLE COMPUTER USE GUIDELINES

1. Bring Your Own Device (BYOD)

It is compulsory for Year 9 and 10 students to bring their own device, preferably a laptop, on which they may be required to work in class. It will be a requirement to use a laptop for all assignments. As always, students must ensure that their device is registered for use on the school network. Laptops and tablets not registered on the school network will not be permitted.

Students are responsible for the management of battery charge and power. Lack of power is not an excuse for late assessment tasks. There are many benefits to having one's own device as there is familiarity with the device, consistent use at school and home and assured access to the device during busy times at school.

2. Restrictions/Security

TCS provides computer hardware and software for educational use only and not for other private use. Students should at all times have a clearly defined educational objective and search strategy when using computers, the Internet or email. The following points should be adhered to when using school computers:

- Students are not to damage, move or interfere with any school computer system.
- Students are not permitted to alter, rename, move, delete or trash any applications or files that are not in their own home drive.
- Login names and passwords are not to be given to others. They should be treated the same as a bank PIN by the owner.
- Students are not permitted to access, upload, download, transmit, display or distribute material that is inappropriate, offensive or obscene on the Internet or by email.
- Students are not permitted to bring in music, videos or programs of their own for use on school computers. Downloading these onto any computer without permission is not permitted.
3. **Netiquette:** Access to computers, the Internet and email will be offered only to those students who agree to act in a considerate and responsible manner. Students must report to teachers any misuse of computer equipment that they witness, as well as any material received on the Internet or by email that is inappropriate or makes them feel uncomfortable.

4. **Privacy:** Full names, addresses, named photographs or telephone numbers of either students or staff will not be distributed via the Internet or email. Students are to report to teachers any person who asks for personal information over the Internet or by email. Passwords are to be kept private.

The use of the school’s computing facilities is for school/educational purposes only. As we provide students with Internet access, email facilities and Home drive space, restrictions are necessary. Network administrators may need to access any file or email on the school network for the purposes of maintenance, monitoring and checking for adherence to the Acceptable Computer Use Guidelines. We do monitor network and Internet access, and logs are kept of users, times and sites accessed. Students use these facilities on this understanding.

5. **Copyright:** Students are not permitted to copy and use items from electronic sources without prior permission. This includes commercial music and video files which must not be copied onto the school network. Such actions constitute a breach of copyright and are special cases of theft.

6. **Discipline:** Inappropriate behaviour or improper use of computer technology will incur the consequences as outlined in the Trinity Senior Welfare Procedures. Any student who chooses not to abide by these conditions can expect to lose the privilege of computer access. A student enrolled in an DTE/ITS elective would need to choose another subject.

**Note:** From time to time, and at the Principal’s discretion, changes to these guidelines may be necessary to ensure that the intent of this policy is adhered to by all.

**STUDENT SERVICES**

**Careers Guidance:** The Careers Adviser is available for advice on matters pertaining to further education including:

- course entry requirements
- subject selection information for tertiary and CIT courses
- strategies and alternate pathways into specific courses
- University Admissions Centre procedures and applications
- CIT course information and student services available
- financial assistance such as scholarships, cadetships, traineeships, government assistance
- support arrangements for disadvantaged students
- application closing dates for interstate tertiary institutions
- Gap Year information

The Careers Adviser will organise where appropriate and advertise 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. An availability timetable is on the door of the office and appointments may be made via email at careers@tcs.act.edu.au.

**WORK EXPERIENCE**

TCS sets aside time when students may undertake Work Experience. For Year 10 students, this generally happens in Week 10 Term 2. Students wanting to participate in Work Experience should contact the Careers Adviser and will be given information in Year Meetings.

**ASBA**

Australian School-Based Apprenticeships (ASBA) are available in selected areas for students in Year 10. Students will attend their identified workplace for at least 8 hours per week and their achievement of workplace competencies is overseen by relevant Registered Training Organisations in conjunction with the school. 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. Students seeking more information should contact the Vocational Education Education Coordinator.
Year 10 Peer Group Leaders running activities with the Year 6 students.