

TRINITY GRAMMAR SCHOOL
GUIDE TO COURSES

TABLE OF CONTENTS

> Years 9 and 10 at Trinity Grammar School	2
> Compulsory Subjects	3
> Elective Subjects	3
> Making the Choices	3
> Other Options	3
> Resource Limitations	3
MANDATORY COURSES: NON-ELECTIVE SUBJECTS	4
Christian Studies	4
English	5
Geography	6
History	7
Mathematics	8
Personal Development, Health & Physical Education	10
Science	10
ELECTIVE COURSES	11
Commerce	11
Design & Technology	12
Drama	12
Food Technology	13
Global Studies (Elective Geography)	13
Graphics Technology	14
Industrial Technology (Metal & Timber)	14
Information and Software Technology	15
Latin	16
Classical Greek	16
Chinese	17
French	18
German	18
Music	18
Photographic and Digital Media	19
Technology & Applied Studies	20
TV Production	21
Visual Arts	22
Visual Design	23
CONTACT US	25

YEARS 9 AND 10 AT TRINITY GRAMMAR SCHOOL

Year 9 marks a student's entry into the courses he will present for the award of Stage 5 grades on his Record of School Achievement (ROSA) conferred by the New South Wales Education and Standards Authority (NESA) at the end of Year 10. It also heralds the opportunity for increased choice as students actively shape their own academic pathway through the Stage 5 elective program. While a strong core curriculum of mandatory subjects remain, students are enabled to select a level of study in Mathematics and to pursue interests or passions through two electives.

The curriculum is designed to build robust ways of working within specific disciplines as well as transdisciplinary learning behaviours such as critical thinking and creative problem solving. Both are important in preparing students not only for entry into the final credentialing pathway they will choose in Years 11 and 12, but the capacity to thrive in landscapes beyond school. Students are encouraged to consider with an open mind each of the elective possibilities before them and to select those courses for which they have an authentic passion and will provide genuine challenge.

Teaching and learning in Stage 5 continues to be pursued through the three Trinity pillars of strong relationships, personal growth and developing character. Increasingly sophisticated outcomes for courses require a student to be diligent and work closely with his teachers. Honours classes in English, Mathematics, Science and History as well as learning support strategies are flexibly designed to meet his educational needs. He is encouraged to set ambitious individual learning goals and is actively supported to achieve them. Accepting increased responsibility for his learning, working intelligently with self, peer and teacher feedback while balancing the demands of his academic and co-curricular commitments are his emerging character traits upon which he will build his learning success.

I wish every student entering Year 9 the joy of embracing new challenges of his own choosing and the fulfilment that comes with sustained effort and perseverance.

Deborah Williams
Academic Dean

SUBJECT SELECTION PROCESS

COMPULSORY SUBJECTS

The following subjects form the Core curriculum of compulsory studies for Years 9 and 10 at Trinity Grammar School:

- > Christian Studies
- > English
- > Geography
- > History
- > Mathematics
- > Personal Development Health and Physical Education
- > Science

ELECTIVE SUBJECTS

Important Note:

It is important that students choose their electives wisely and carefully. As the electives offered are two year courses, changes will not be possible. Parents and students are encouraged to read the information provided in this booklet as well as consult the Head of Department so that the right choices are made for each student from the outset.

The strong tradition of Language teaching at Trinity encourages many students to continue with the study of one or more Languages into Years 9 and 10. Please note that, as a general rule, no student can choose a language for Year 9 which he has not studied in Year 8. Any student wishing to begin the study of a new language in Year 9 must discuss this matter with the Head of Languages. However, Language study was only mandatory for Year 8 and at the end of Year 8, students will be given the opportunity to discontinue their Language. The two Electives taken for Years 9 and 10 will be presented as subjects for the award of Stage 5 Grades, which will ultimately be reported on the Record of School Achievement (ROSA).

The subjects from which students may choose their Electives are shown in the following table. Please note that a subject may only be chosen once.

Electives

Chinese Standard
Chinese Advanced
Commerce
Design & Technology
Drama
Food Technology
French
German
Global Studies (Elective Geography)
Graphics Technology
Industrial Technology (Metal)
Industrial Technology (Wood)
Information and Software Technology
Latin
Music
Photographic and Digital Media
TV Production
Visual Arts
Visual Design

* Classical Greek (*additional and out of school timetable*)

In selecting Elective subjects, students are encouraged to choose subjects which interest them and in which they will work hard. This is the best way of ensuring good Grades at the end of Year 10. However, there may be some other factors which students should consider:

1. Some students will have a clear idea of the sort of career direction they may wish to take, and others may have a vague idea. These students should ensure that they seek advice from the Careers Advisor about appropriate subjects to undertake for Years 9 and 10 to ensure that they do not cut off options.
2. For the majority of students who, at this early age, have little idea at all about their possible careers, there is the reassurance that **few choices made for Years 8-10 are likely to impact very significantly on their future options**, unless they leave school at the minimum age of 17.

Students who may wish to undertake the International Baccalaureate (IB) Diploma course in Years 11 and 12 might consider taking a Language with the intention of continuing its study through to Year 10. This is because the IB requires a foreign language to be studied. **However, *ab initio* (beginner) Languages are always offered for IB Students.**

Students are encouraged to seek advice from Heads of Departments, the Careers Adviser, their Middle School Housemaster, the Director of Curriculum, the Master of the Middle School or the Academic Dean to help them to make the most appropriate choices.

MAKING THE CHOICES

Once the above matters have been considered, students are asked to make their subject selections in consultation with their parents. Selections should be made online by the designated date due. Students whose choices are made after the designated date may be accorded a lower priority for placement in their chosen courses.

OTHER OPTIONS

For a small number of students, particularly those who have a special wish or need to study a foreign Language other than those offered here, the Open High School or the Saturday School of Community Languages might be able to assist. Enquiries regarding these institutions should be directed, in the first instance, to OHS & SSCL Coordinator, Ms Kao. It is important to note that the Open High School and Saturday School of Community Languages are operated by the NSW Department of Education and Communities, and have their own enrolment policies and fee structures. Significant additional fees charged by some outside providers can be an important factor to consider.

RESOURCE LIMITATIONS

It must be clearly stated that, while a broad configuration of choice is initially offered, the School will only proceed to form classes where it is deemed that sufficient students have chosen the particular subject, and that the class can be properly resourced. Similarly, some classes have strict limits on the number of available places. In these cases Heads of Department will advise the Academic Dean regarding which applicants for the course are most likely to be able to meet its requirements.

These restrictions may necessitate some students being asked to re-select one or more subjects once final numbers are known.

MANDATORY COURSES

CHRISTIAN STUDIES

The Christian Studies syllabus is designed to help students come to know the God of the Bible through faith in Jesus Christ. The syllabus aims to demonstrate how the Bible makes the best sense of the world around us, life's purpose and our wider responsibility. It aims to teach skills of reading Biblical texts as well as applying them and understanding their implications. It also aims to develop critical thinking skills and the ability to synthesise ideas. The Christian Studies syllabus thereby supports the School's vision to enable students to grow in wisdom, stature and favour with God and man.

The Year 9 course begins with a study of Jesus teaching in parables with particular focus on understanding them in their original context before applying them to today. The next unit explores some key teachings of the Bible in relation to God, humanity, Jesus and the future. Students then have the opportunity to study the Christian life and explore the practical dimensions of living it out.

Year 10 begins with a study of the historicity of Jesus' life, death and resurrection and the reliability of the New Testament documents. The next unit consists of a critical review of contemporary Christian literature. The remainder of the year is given over to exploring various worldviews and the way they contrast and compare with a Christian worldview. In particular, students are exposed to the first eleven chapters of Genesis and the way it might inform the way one views the world.



ENGLISH IN YEARS 9 TO 10

The aim of English in Years 9 to 10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language in a variety of texts, and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

OBJECTIVES

Skills, knowledge and understanding

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing. They will also learn to appreciate the significance of the intended audience and the way in which language shapes meaning through imaginative, creative, interpretive and critical expression.

Values and attitudes

Students will learn to value the benefits to be gained from a love of English, literature and learning and the power that language provides to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences. Students will also develop an appreciation of effective communication and the role of language in developing positive interaction and cooperation with others, thereby providing them with the independence to be gained from thinking imaginatively, creatively, interpretively and critically.

Texts

In each Year of Stage 5, students study examples of:

- > spoken texts
- > print texts
- > visual texts
- > media, multimedia and digital texts

Across each stage, the selection of texts gives students experience of:

- > texts which are widely regarded as quality literature
- > a widely defined Australian literature including texts that give insight into Aboriginal experiences in Australia
- > a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- > texts written about intercultural experiences
- > texts that provide insights about the peoples and cultures of Asia
- > every-day and workplace texts
- > a wide range of cultural, social and gender perspectives, popular and youth cultures
- > texts that include aspects of environmental and social sustainability
- > nonfiction, picture books, graphic novels
- > an appropriate range of digital texts, including film, media and multimedia

Cross-curriculum priorities

- > Aboriginal and Torres Strait Islander histories and cultures
- > Asia and Australia's engagement with Asia
- > Sustainability

General capabilities

- > Critical and creative thinking
- > Ethical understanding
- > Information and communication technology capability
- > Intercultural understanding
- > Literacy
- > Numeracy
- > Personal and social capability

Other learning across the curriculum area:

- > Civics and citizenship
- > Difference and diversity
- > Work and enterprise

In Year 9 English, students start to explore their world in greater depth and nuance. They begin by undertaking a study of Satire, with a focus on George Orwell's novel *Animal Farm*, as well as other historical and contemporary texts. Students also investigate the Representation of Gender in a wide array of fiction and non-fiction texts as well as engaging in an exploration of Protest that includes the study of Indigenous Australian poets and other artists. To deepen their appreciation of how cultural and spatial contexts shapes both people and the composition of texts, students consider how Shakespeare's plays, such as *Romeo and Juliet* and *The Merchant of Venice*, contain both ideas and concepts which are unique to their context as well as some that continue to resonate with audiences across space and time. Students continue to develop their skills of creative, critical, and reflective writing in response to the texts and concepts that they engage with over the course of the year.

As students progress into Year 10 English, they continue to engage with a combination of canonical and contemporary texts selected to expand their understanding and appreciation of themselves, others, and the wider world around them. In Year 10 English, students study the concept of "Conflict" and how this manifests itself in various forms as well as how it shapes people's identities both in works of fiction, such as Harper Lee's *To Kill A Mockingbird* and S.E. Hinton's *The Outsiders*, as well as in real-life. A study of canonical texts such as Shakespeare's *Macbeth* and selected poems by Robert Browning deepens their appreciation of how texts are a product of their context as well as the ways in which their ideas and issues continue to resonate in our contemporary context. Students also undertake an Auteur study and choose which film director they would most like to learn more about. Over the course of Year 10, students continue to develop and refine the skills of critical, reflective, and creative composition necessary to undertake, and succeed in, either the HSC or IB credential in Years 11 and 12

GEOGRAPHY

The children of today will spend most part of their lives in a Century of accelerating change. We need, therefore, to be concerned with the future as much, if not more than, the present or the past. Author unknown

Geography allows students to plan for the future by assessing how people interact with each other and their environments, both presently and in the past. It is able to do this effectively because of its unique ability as a discipline to traverse both the scientific and humanities' approaches to inquiry.

Students will meet NESA Stage 5 Geography curriculum outcomes through the acquisition of theoretical learning supplemented by participation in field study experiences using geographic tools and skills. Geography will develop knowledge, understanding, communication, research, numeracy and literacy, analysis and group work skills. Students will undertake studies of:

- > Sustainable Biomes
- > Environmental Change and Management
- > Changing Places
- > Human Wellbeing

Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local and global scales.

"The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments, This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning" (NESA Geography Years 7-10)

CONTENT

	TERM 4	TERM 1	TERM 2	TERM 3
YEAR 9	Changing Places → Causes and consequences of urbanisation → Urban settlement patterns	Changing Places (cont.) → Internal and international migration → Australia's urban future	Sustainable Biomes → Biomes produce food → Challenges to food production → Food security	Sustainable Biomes (cont) → The distribution and physical characteristics of biomes → Changing biomes
YEAR 10	Human Wellbeing Investigate → Human wellbeing and development → Spatial variations in human wellbeing	Human Wellbeing (cont.) Investigate → Human wellbeing in Australia → Improving human wellbeing	Environmental Change and Management Investigate → The role and importance of environments → Environmental change and management → Investigative study - Collaroy and Long Reef	Environmental Change and Management (cont.) Investigate: → Environmental management (continued)

HISTORY

YEAR 9 History

Principal Focus

THE MODERN WORLD AND AUSTRALIA

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914-1918) and World War II (1939-1945).

The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia on its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

TOPIC	AREA TO BE COVERED
1	<p>Depth Study 2A: Making a Nation</p> <ul style="list-style-type: none"> → The extension of settlement and the effects of contact pre-1901 → Experience of Non-Europeans in Australian pre-1901 → Living and working conditions in Australia at the turn of the century → Key events in the development of self-government in Australia → Key Social legislation 1901-1914 <p style="text-align: center;">OR</p> <p>Depth Study 1B: Movements of People</p> <ul style="list-style-type: none"> → Influence of the Industrial Revolution on the movements of people → Experience of slaves, convicts, free settlers → Changes in the way of life of people who moved to Australia (e.g. convicts, emancipists, free settlers) → Short and long-term impacts of movements of people in this period
2	<p>Depth Study 3: Australians at War: World Wars I & II</p> <ul style="list-style-type: none"> → Reasons for and extent of Australia's involvement 1914-45 → Scope and Nature of Warfare → Aspects of Homefront → ANZAC Legend and commemorations
3	<p>Depth Study 4: Rights and Freedoms 1945 - Present</p> <ul style="list-style-type: none"> → United Nations and The Universal Declaration of Human Rights → Aboriginal & Torres Strait Islander movement for rights and freedoms c1900 - Present → Methods used by Civil Rights activists to achieve change
4	<p>Depth Study 6: School-developed Study of Cold War 1945-91</p> <ul style="list-style-type: none"> → Origins of Cold War → Cold War conflicts: Korea, Cuban Crisis, Vietnam, Soviet Union → Collapse of Soviet Union and European communism

The Stage 5 History course develops particular skills in:

- **interpretation**, analysis and empathy (i.e. the use of historical terms and concepts),
- **research**: (i.e. collecting, organising and evaluating of information)
- **communication**: (i.e. selecting appropriate forms and presenting well-structured texts using evidence and a variety of multimedia processes); and
- **ICT**: (ie. Comprehending and using historical sources, including a website).

YEAR 10 History

Principal Focus

Students apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry. They examine the ways in which historical meanings can be constructed through a range of media. They apply these understandings to their investigation of past societies and historical periods through both depth and thematic studies. They sequence major historical events or heritage features, to show an understanding of continuity, change and causation.

They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups, sites and/or family to our shared heritage.

TOPIC	AREA TO BE COVERED
1	<p>Oral History: Voices of the Past</p> <ul style="list-style-type: none"> → What is Oral History? → Ancient Oral tradition → Indigenous Oral tradition → Oral History and the Holocaust

continued over >

TOPIC	AREA TO BE COVERED
2	<p>Assassinations That Shook The World Focus - Significant Leaders and their Opposition</p> <p>TWO Mandatory Case Studies:</p> <ul style="list-style-type: none"> → Mandatory Case Study 1: The Assassination on Juius Caesar (Ancient) → Mandatory Case Study 2: The Assassination of JFK (Late Modern) <p>TWO Optional Case Studies - 5-6 weeks</p> <ul style="list-style-type: none"> → Optional A: The Assassination of Thomas Becket (Medieval) → Optional B: The Execution of Charles I (Medieval / Emerging Modern) → Optional C: The Assassination of Franz Ferdinand (Late Modern)
3	<p>We're Not Gonna Take It! - Revolution, Revolt & Rebellion Focus - Turning Points for Change, Road block for Continuity</p> <p>TWO Mandatory Case Studies:</p> <ul style="list-style-type: none"> → Mandatory Case Study 1: The Spartacus Slave Revolt (Ancient) → Mandatory Case Study 2: The Reformation (Early → Modern) <p>TWO Optional Case Studies - from different periods</p> <ul style="list-style-type: none"> → Option A: The Helot Revolt (Third Messenian War) (Ancient) → Option B: The Jewish revolt of 66-70 AD (Ancient) → Option C: Causes of the American War of Independence (Early Modern) → Option D: Causes of the French Revolution (Early Modern) → Option E: The Industrial Revolution (Early Modern) → Option G: The Eureka Stockade (Modern Australian)
4	<p>A History of Terror & Terrorism Focus - Understanding Significant Contemporary issues</p> <p>Students may study the following:</p> <ul style="list-style-type: none"> → Defining 'Terror' and 'Terrorism' → Examining a recent terrorist act → Ancient terrorism - the Sicarri → Ancient use of terror – the Krypteia in Sparta → Medieval terrorism – the Gunpowder Plot → State-sponsored 'terror' – The 'Reign of Terror' in France → Anarchist terrorism – 'Propaganda of the Deed' → Dissent terrorism: The IRA, Northern Ireland and the Guildford Four → International terrorism: Black September and the Munich Olympics → Domestic terrorism – Right-wing: Timothy McVeigh → Recent terrorism: 9/11

The changing nature of Mathematics is reflected in the syllabus. The aim is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation for the subject, and their engagement in lifelong learning. All students study Mathematics in 7 – 10 (i.e. Stage 4 and 5).

COURSE CONTENT AND OVERVIEW

The Australian Curriculum in Mathematics is structured according to *Year of Schooling* whilst the NSW Mathematics *K – 10 Syllabus retains* the organisation of content in *Stages of Learning* with **several** exit points (Stages of 1 to 5 (5.1/5.2/5.3). The aims of the syllabus are for students to:

- > engage in learning experiences that reflect a sequential and logical approach to learning in Mathematics
- > learn at a level of challenge appropriate to their needs
- > develop their skills in Working Mathematically in an integrated way

There are three content strands and these include:

Number and Algebra where students

- > develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

Measurement and Geometry where students

- > identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems

Statistics and Probability where students

- > collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements

Topics such as transformations on the Cartesian plane, Venn Diagrams and bivariate data analysis are introduced in Stage 5.2 and 5.3 and for most this will be core work. The **Working Mathematically** strand has five components, namely **Communicating, Problem Solving, Reasoning, Understanding and Fluency** and these are **embedded** in each sub-strand along with specific outcomes for *Communicating, Problem Solving and Reasoning*. Broadly, **students** develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning. *Working Mathematically* is embedded in each of the three strands mentioned.

At Trinity Grammar School all students at the end of their Year 10 schooling will be working towards achieving most or all of the Mathematics Stage 5.1 Outcomes (as a minimum). We acknowledge from time-to-time some students with specific learning needs may follow a modified programme which includes adjustments to teaching, learning and assessment tasks.

A large number of our students work towards learning (at the minimum) most or all of the content of Mathematics Stage 5.2 and 5.3 in preparation for IB, Year 11 and HSC Mathematics courses.

MATHEMATICS (CONTINUED)

Years 9 and 10 (generally Stage 5)

The syllabus has been modified for where 5.1 is a subset of 5.2 which is a subset of 5.3. It is expected that the average student will complete all of 5.1 and 5.2 by the end of Year 10.

Stage 5.1

Students who have achieved Stage 5.1 outcomes explain and verify mathematical relationships, ask and explore questions which can be solved using mathematics, and link mathematical ideas to existing knowledge and understanding. They use mathematical language and notation to explain mathematical ideas, and interpret tables, diagrams and text in mathematical situations.

Students apply their knowledge of percentages, fractions and decimals to problems involving consumer situations related to earning and spending money, and simple and compound interest. They simplify and evaluate arithmetic expressions using index laws and express numbers in scientific notation using both positive and negative powers of ten. Students apply the index laws to simplify algebraic expressions. They determine the midpoint, length and gradient of intervals on the number plane and draw graphs of linear and simple non-linear relationships.

Their statistical skills are extended to include grouping data into class intervals and constructing and interpreting cumulative frequency tables, histograms and polygons. Students determine relative frequency and theoretical probability. Skills in measurement are further developed to include the use of formulae when calculating the area and perimeter of composite figures. Students apply right-angled triangle trigonometry to practical situations, including those involving angles of elevation and depression.

Stage 5.2

Students who have achieved the syllabus outcomes up to and including Stage 5.2 outcomes, ask questions that can be explored using mathematics, and use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies which include selecting and organising key information and they extend their inquiries by identifying and working on related problems.

They can apply their knowledge of percentages, fractions and decimals to problems involving conversion of rates and consumer situations related to compound interest, depreciation and successive discounts. They express recurring decimals as fractions, and round numbers to a specified number of significant figures. Also, students solve non-routine problems in algebra and apply the index laws to simplify, expand and factorise algebraic expressions. They solve linear equations and simple quadratic equations, inequalities and simultaneous equations. On the number plane they draw and interpret graphs of straight lines, simple parabolas, hyperbolas and graphs of physical phenomena. Formulae are used to find distance, gradient and midpoint.

Statistical skills are extended to include descriptions of distributions and the construction of box-and-whisker plots. Student analysis of data includes determining upper and lower quartiles and standard deviation.

They extend their skills in measurement to calculations of the area and perimeter of complex composite figures, the volume of pyramids, cones, spheres and composite solids, and the surface area of cylinders and composite solids. In geometry, they use deductive reasoning in numerical and non-numerical problems, drawing on their knowledge of the properties of similar and congruent triangles, the angle properties of polygons and the properties of quadrilaterals, including diagonal properties.

Stage 5.3

The students who have achieved the syllabus outcomes, up to and including Stage 5.3 outcomes, use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across topics.

They can calculate the probability of compound events, operate with irrational numbers and extend their knowledge of the number system to include all real numbers. They apply algebra to analysing and describing physical phenomena and rates of change. Algebraic skills are extended to expanding binomial products, factorising quadratic expressions, and solving literal equations, inequalities, quadratic and simultaneous equations. They generate, describe and graph equations of straight lines, parabolas, cubics, hyperbolas, circles and exponential functions, and are able to graph regions determined by inequalities.

Students calculate the surface areas of pyramids, cones and spheres and explore and use similarity relationships for area and volume. They determine exact trigonometric ratios for 30° , 45° and 60° , extend trigonometric ratios to obtuse angles and sketch sine and cosine curves. Students apply the sine and cosine rules for finding unknown angles and/or sides in non-right-angled triangles.

Their knowledge of a wide range of geometrical facts and relationships is used to prove general statements in geometry, extending the concepts of similarity and congruence to a more generalised application. Students prove Pythagoras' theorem and the properties of triangles and quadrilaterals.

PERSONAL DEVELOPMENT, HEALTH, AND PHYSICAL EDUCATION

The programme of study in Personal Development, Health and Physical Education at Trinity Grammar School is comprehensive and sequential in nature. It has been designed on a K-12 basis with Years 7-10 building on the foundation of learning acquired by students in the Preparatory and Junior Schools and providing the springboard into additional studies in Years 9-12.

Trinity Grammar School has developed an integrated and co-ordinated approach to the implementation of Personal Development, Health and Physical Education. The formal components of the course are supported by the Life Skills programme implemented through House periods, along with the Christian Studies and Chapel programmes. The Year 9 Woollamia Camp and Peer Support programmes also make significant contributions toward the Personal Development, Health and Physical Education programme. This co-ordinated approach is essential as it provides students at Trinity Grammar School with the opportunity to explore many wide-ranging Personal Development issues within a Christian framework.

The course is concerned with the development of the whole person and the improvement in the quality of life for all. It aims to develop in students the ability to make informed health decisions by providing them with the appropriate knowledge, skills and values. It is founded on a broadly based notion of health, which involves the physical component in addition to the social, emotional, and spiritual well-being of the individual.

Topics covered in Year 9 include:

- Physical Activity for Me
- Looking Good, Feeling Great
- Talking Sexual Health
- The Mind Matters
- Striking Games
- Volleyball
- Passing Games

Topics covered in Year 10 include:

- Risky Business
- Boost your Performance
- It couldn't happen to me
- Men's Health Issues
- Respectful Relationships
- Bronze Medallion
- Flag Footy
- Hybrid Games
- Modified Games

SCIENCE

The basic philosophy of the Junior Science Course in Stage 4 (i.e. Years 7 and 8) and Stage 5 (i.e. Years 9 and 10) is to provide experiences in Science which will contribute towards the development of each student's understanding, skills and attitudes and encourage a genuine curiosity for the natural world.

The NSW Syllabus covers three broad areas: Knowledge and Understanding (four parts – Physical World, Living World, Chemical World and Earth & Space), Skills (investigations involving both first-hand and second-hand data/information) and Attitudes & Values.

YEAR 9 SCIENCE

The Science course in Year 9 is similar in approach to the course covered in Years 7 and 8. It is an integrated context-based course. The course deliberately has a significant practical component. Through additional topics and extension activities, scope is provided for the range of abilities and interests of individual students and classes. In Stage 5 (Year 9 and 10) the students will be required to carry out an Individual Science Project, which will involve questioning, planning, research, practical investigation, analysis and reporting.

The Field Studies experience that every student undertakes in Year 9 fulfils a vital role in the overall Middle School Science programme. It provides a rich "in the field" experience which enables students to see, first hand, the importance and relevance of the Science they have been studying in the laboratory.

Topics covered in Year 9 Science are:

- Individual first-hand investigation (guided)
- Do You have the Energy?
- Is there Anybody Out There?
- Elementary!
- Man vs Wild

YEAR 10 SCIENCE

In Year 10 topics covered in the Science course have been selected to give the students an introductory experience in each of the four Science Courses available in Stage 6 [i.e. Years 11 and 12]. That is Physics, Chemistry, Biology and Earth and Environmental Science. The purpose of this approach is to give each student a clear idea of the different character of these disciplines and his own particular aptitude and ability for each.

This should provide students with an informed basis on which to make course selections for Year 11 and a firm foundation on which to begin their HSC and IB studies. The scope, depth of treatment and approach in the work covered is adapted to take into account the diverse abilities of the students in the various classes. However, there is sufficient common material to allow a large common component in the final examination.

Topics covered in Year 10 Science include

- Rocking, Blocking and Shocking (Physics)
- In Your Genes (Biology)
- Everyone Reacts (Chemistry)
- Down to Earth (Earth & Environmental Science)

ELECTIVE COURSES

COMMERCE

A study of Commerce should lead to the development of competence in students participating in the various roles that they adopt as members of society, such as: consumers, producers, workers, administrators, managers and voters. As well, students should increase their knowledge and understanding of the ways in which individuals, businesses and governments organise resources to provide goods and services which we desire to consume.

While pursuing a study of Commerce, relevant skills should be developed and attitudes and values explored which should guide students towards personal competence and develop their confidence to participate responsibly in a commercial environment. Therefore, a study of Commerce makes a significant contribution to the total education of students. Commerce will assist students to participate in the changing environment and will instil skills which develop the enquiring mind.

PROGRAMME

The programme has been developed to meet the needs of the students to reflect the changing commercial environment and to draw upon the strengths of the teaching environment in the School:

Students choosing Commerce will study the following core topics:

- Consumer Decisions
- The Economic and Business Environment
- Work and Work Futures
- Law, Society and Political Involvement

In addition, students will study a combination of the following options:

- Our Economy
- Investing
- Promoting and Selling
- Running a Business
- Law in Action
- Travel
- Towards Independence

The method used can vary from a contemporary issues approach to a case study approach.

EXTENSION OPPORTUNITY

Students who achieve high level outcomes in Year 9 Commerce and maintain a strong GPA may be considered for acceleration into the Year 11 HSC Business Studies Course when they are in Year 10. If the School runs an accelerated option in HSC Business Studies in 2022 it will be timetabled during Year 10 Commerce periods and accessible only to students who have selected Commerce as an elective in Year 9. The content and skills covered in the extension programme are transferrable to both the HSC and IB pathways in senior years.

Design and Technology provides broad experience in a range of contexts and builds on the know-how and know-why developed in the foundation Technology (Mandatory) course in year 8.

The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions. Students analyse data and information to discover a genuine need. They generate, justify and evaluate ideas; and experiment with technologies to manage and produce design projects to satisfy the need in a real-world context.

The diversity of approaches to design projects provides the scope to develop high order thinking, future thinking and understanding of conceptual principles. A flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.

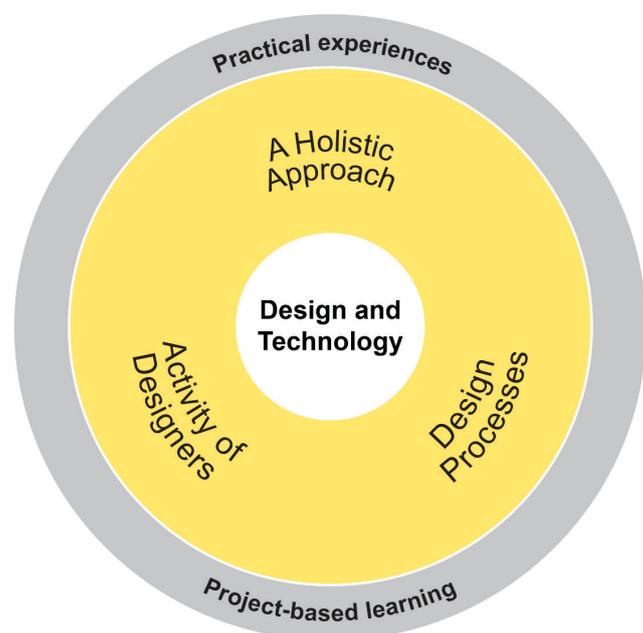
The Design Technology course uses the project-based learning methodology, which is based on the idea that real learning occurs through the project, rather than the project occurring through the learning. Through project-based learning students become self-directed and process minded, focussing on real-world experiences or problems and collaboration.

Students develop their understanding of holistic solutions to discover underlying principles for quality design applications. Through the design process, they study design industry enterprise whilst investigating contemporary and emerging technologies and innovation. Students are encouraged to be forward-thinking by designing for preferred futures that impact on society and environments.

Practical Experiences include:

Year 9: 3D Puzzle Design, Desk Accessory Design, and Interior Design

Year 10: Headset Stand Design, Funky Light Design, and Negotiated Project



Drama”, said Alfred Hitchcock, “is life without the boring bits”.

Drama is a subject which enhances a student’s confidence and self esteem. How? By providing a means of self-expression where a student can develop practical, academic, social and interactive skills. The course is structured so that it gives a balance of creative and critical thinking, group and individual learning experiences, theoretical studies and practical activities. By the end of the course in Year 10, students will have:

- > studied a culture beginning 2500 years ago with the Ancient Greeks and culminating with a study of modern theorists.
- > mastered performance skills of improvisation, playbuilding, characterisation and script analysis.
- > improved communication by using movement and vocal skills related to realistic and non realistic performance techniques.
- > developed skills in creative writing of scripts and refined abilities in research.
- > learnt productive skills in collaboration on group based projects.

Students of Drama:

- > Want to think “outside the square”. Drama allows them to think freely, to play with ideas and re-express them in imaginative ways, using performance, design, computer or film making skills.
- > Enjoy co-operative and active learning.
- > They want to climb the “corporate ladder”. Sounds strange that you should do Drama to get on in the business world? Just remember Mathematics and Science may just get them THE JOB, but Drama will give the creative mind and people skills to get them THE PROMOTION!

YR 9 CONTENT	OUTCOMES
Improvisation and Status	Learning 10 different theatre games, playbuilding and ensemble skills
Commedia Dell’Arte	Performance based around 6 stock characters, examining the influence on modern examples-e.g. “The Simpsons”. Study and perform in the style of comedy from the 1500’s.
Ancient Greek Drama	Performance of excerpts from “The Frogs” and “Oedipus Rex”. Study of drama techniques used by the Ancient Greeks.
Script Analysis and Characterisation	Focus on performance of a scene and how to play a character using the techniques of Laban and Stanislavski.
YR 10 CONTENT	OUTCOMES
Physical Theatre	using movement, mime and body language to communicate dramatic meaning
Non Naturalistic theatre	studying and using stage techniques of Expressionism and Symbolism to communicate dreams and the subconscious.
Political Theatre	studying the techniques and ideas of Brecht, Boal and Fo and putting them into practice through self devised theatre on a political or social issue.

[CLICK HERE TO DOWNLOAD AND READ A PDF WITH MORE ADDITIONAL INFORMATION ON DRAMA](#)

FOOD TECHNOLOGY

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

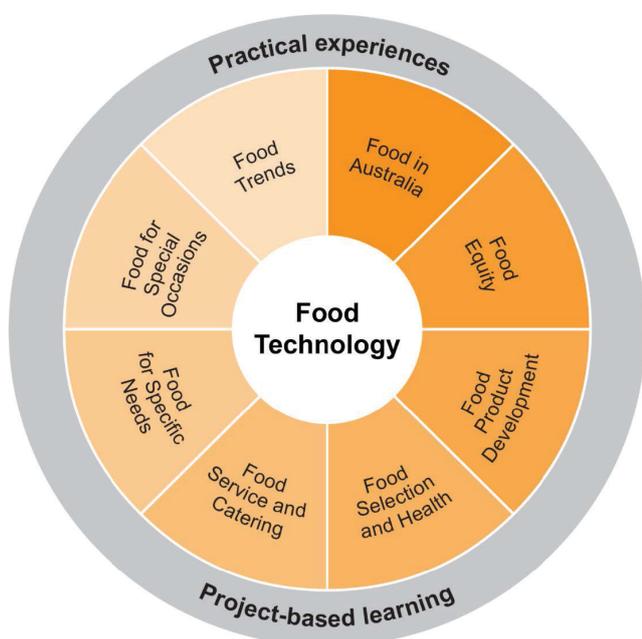
This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics. Through a study of food and its applications in domestic, commercial, industrial and global settings, the course caters for all students' needs and interests. It contributes to both vocational and general life experiences. Integral to the course is the ability to design, produce and evaluate solutions to situations involving food. These abilities form part of a broad set of skills that are transferable to other study, work and life contexts that students may encounter. Students develop confidence and proficiency in their practical interactions around food.

Food Technology in Years 9-10 is an elective course designed to build upon the Technology (Mandatory) course in Year 8. A minimum of four focus areas will be covered over the two years of the course. Course content is selected from the core and integrated with the content of the pre-selected focus areas where appropriate practical experiences are designed to refine and enhance student knowledge, understanding and skills.

Practical Experiences include:

Year 9: Foodie Campaign, Food Detective, and Hello Eats Media Reporting

Year 10: Food Product Design, Food Equity, and Food Trends.



GLOBAL STUDIES (ELECTIVE GEOGRAPHY)

The Global Studies course has been developed by Trinity Grammar School from the Elective Geography course offered by NESA.

The world is changing at an unprecedented pace as the forces of globalisation break down international borders and demand complex cultural, economic and political interactions. In addition, the growing world population places pressure on natural resources requiring humanity to rethink our lifestyles. The Global Studies course explores the underlying processes and issues that shape our world including cultural exchange, world trade, political interactions, economic inequality and global environmental crises. Students will investigate how these processes are constantly evolving and interacting in the world. Knowledge and understanding of these forces will be valuable tools for navigating the future in which our students will spend their personal and professional lives.

Global studies is an elective course for students who have a curiosity about the world and its cultural, economic and political landscapes. The course aims to develop the values and skills that Trinity students require, not only for their IB or HSC success, but also in their post school lives as global citizens.

Throughout the Global Studies course, students will develop their research and enquiry skills, including the ability to use a range of tools to investigate various depth studies. The course will also equip students favourably to undertake Stage 6 studies in any of the Social Sciences.

PROGRAMME

The Global Studies programme has been developed to meet the needs of the students in the 21 century who will require strong literacy, research and ICT skills. The course will also develop student's communication skills, preparing them for success in a globalised and multicultural society.

TOPICS TO BE STUDIED:

- Physical Geography
- Australia Neighbours
- Oceanography
- Interactions and Patterns along a Transcontinental Transect
- Political Geography
- Primary Production
- Fieldwork:
 - Geographical Local Study
- GIS Mapping Training

GRAPHICS TECHNOLOGY

The use of graphical images to communicate information overcomes the barriers of time and linguistic, cultural and social differences. In an age of globalised industry and rapid technological development, where computer-aided design (CAD), computer-aided manufacture (CAM), interactive graphic design (IGD) and multimedia applications are widely used, the study of Graphics Technology is particularly relevant. If you look at any three-dimensional built-object build, it probably would have originated from some form of Graphics Technology.

The major emphasis of this course is on students being actively involved in the planning, development and production of quality graphical presentations. Students will be provided with broad experiences to develop knowledge, understanding and skills in a range of media and areas of application.

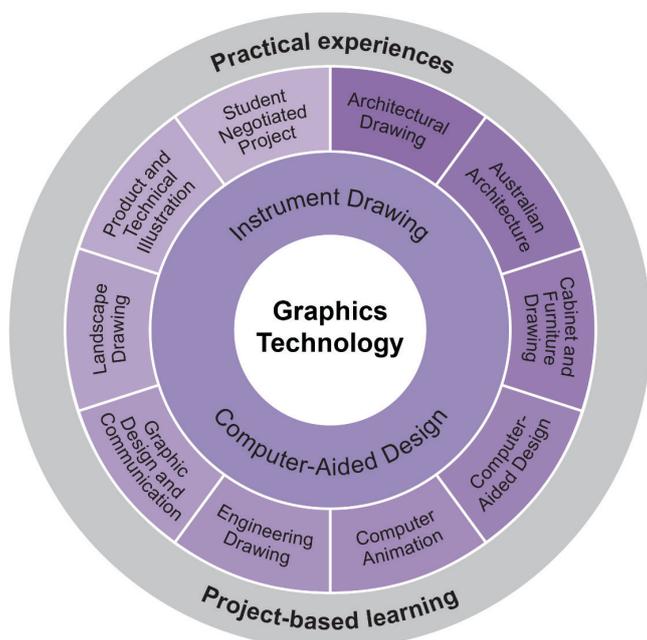
The Graphics Technology Course builds on the graphics knowledge, skills and experiences developed in the study of Technology (Mandatory) Years 7-8. Through the study of Graphics Technology students become increasingly productive, creative, discriminating and confident in the development and use of a range of technologies relevant to current practice in graphics and graphics-related industries.

The course encourages the development of collaborative and management skills, fostering an understanding of the advantages and responsibilities that are associated with these processes. Course content is selected from the core and integrated with the content of the pre-selected focus areas.

Practical Experiences include:

Year 9: Effective Drawing Communicates and 3D Modelling for Film and F1 Racing

Year 10: Packaging that Sells Itself, Insane Architecture, Product Design and ReHack-Engineering



INDUSTRIAL TECHNOLOGY

Industrial Technology is a course that builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8. It is a subject designed for students who wish to spend time in the workshop making quality products while perfecting the skills required to become independent craftsmen. The course provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

Industrial Technology develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities. In the study of the interrelationship of technologies, equipment and materials students learn to adapt to a variety of settings.

Through project-based learning, students develop skills in the design, planning, management and production of practical projects, with the aim of encompassing interests and aspirations of all students. In doing so, they are provided with opportunities to develop responsibility for their own learning through a range of student-centred practical and project-based experiences. The course develops in students an understanding of related work environments and Workplace Health and Safety (WHS) matters in the creation of their projects. The range of skills studied equip students for future leisure/lifestyle activities, potential vocational pathways and future learning in the technology field.

The workshop facilities are well resourced with specialised industry standard equipment. Course content is selected from the core and integrated with the content of two separate elective subjects – **Metal Technologies** and **Timber Technologies**. Please note these are two separate elective subjects, which allow students to focus on their individual needs and interests.

Timber Technologies Practical Experiences include:

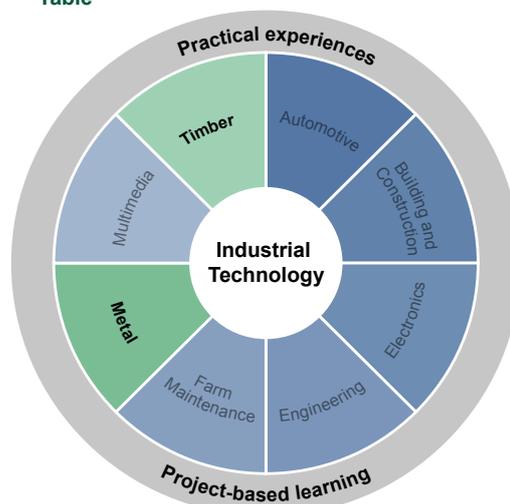
Year 9: You're Served! Tray, Step Ladder and Bowl and Pen Turning

Year 10: Table Design and Student-led Project

Metal Technologies Practical Experiences include:

Year 9: Thrones Candelabra, Can Crusher and Ninja Centre Square

Year 10: Macca Cracker Nutcracker, and Contemporary Table



INFORMATION AND SOFTWARE TECHNOLOGY

People can expect to work and live in environments requiring highly developed levels of computing and technological literacy. The study of Information and Software Technology in Years 9-10 assists students to develop the knowledge, understanding and skills to solve problems in real-life contexts using computational thinking. Through experiential and collaborative tasks, students engage in the processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

Computational thinking is a particular way of solving problems, designing systems, and understanding human behaviour by drawing on the concepts fundamental to computer science. It is about being able to break down information, recognise patterns, identify principles from these patterns, and develop step-by-step instructions to solve problems.

Information Software Technology (IST) is a project-based computing course. Students work through a variety of projects which develop problem solving, creativity and teamwork skills applying computational thinking to practical projects.

Projects focus on problem-solving, generating ideas, modelling, managing, communicating, collaborating and evaluating solutions. Course content is selected from the core and integrated with the content of the selected focus areas to cater for a range of interests. Students study past, current and emerging technologies, data, hardware, and software. They also learn about industry leaders in the field of information and software technology, and legal, ethical, social and industrial issues.

A variety of software is used, such as the Adobe Creative Suite, Arduino, Lego Robot Mindstorms, the Unity Development Platform, and Debot Robotics. Practical Experiences include:

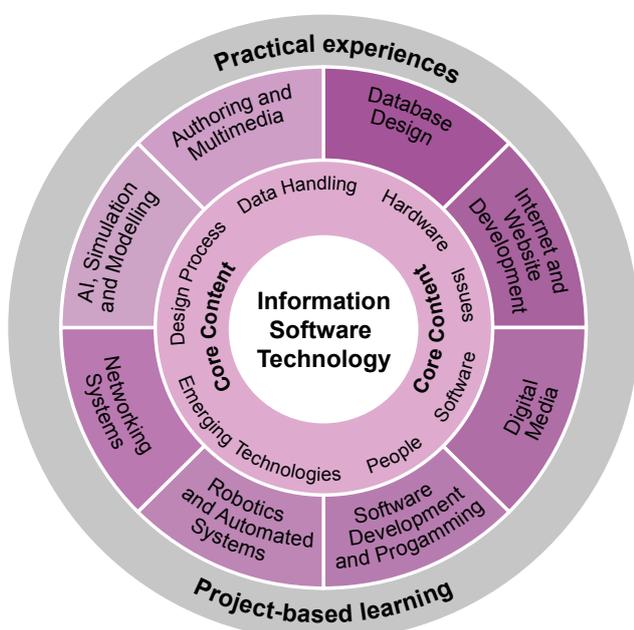
Year 9: Students design, build and program a Lego robot to compete against other robots in a specified team challenge and design robots to play soccer against another team. They produce a multimedia product to promote a significant School event and develop an Artificial Intelligence System.

Year 10: Students design, produce and evaluate an interactive video game using the Unity Development Platform. Students investigate electronics programming using Arduino boards to create devices that interact with their environment using sensors and actuators. They will explore the world of modern automated industrial manufacturing through the use of Debot robotics. The final project in Year 10 involves students developing a further area of study of their own choice.

Considerations

The Years 9-10 IST course is geared for students who are looking to explore the use of information and software technology more deeply. Students will be exposed to a wide variety of software, and related theoretical concepts, in developing solutions to a range of problems.

For further related study, there are four Higher School Certificate computing-based courses in Years 11 and 12, offered at Trinity. These are Information Processes & Technology (IPT), Software Design & Development (SDD), Industrial Technology Multimedia Technologies (ITMM) and Information and Digital Technology (IDT). In addition, Trinity offers the International Baccalaureate 'Information Technology in a Global Society' course. Whilst the Years 9-10 IST course is not a prerequisite for selection of these courses, it is seen as a distinct advantage, particularly for the Software Design & Development HSC course and the IB course.



LANGUAGES

Trinity provides its students the opportunity to undertake the study of three modern languages and two classical languages.

Please note that, as a general rule, no student can choose a language for Year 9 which he has not studied in Year 8. Any student wishing to begin the study of a new language in Year 9 must discuss this matter with the Head of Languages.

Choice of Languages

The broad range of elective courses available for Year 9 in 2020 makes it possible for a student to do one or two languages, out of a choice between Latin, French, German and Chinese. Classical Greek will be offered outside of the normal timetable.

LATIN

The emphasis in the study of Latin for students in Years 7 to 10 is on developing an ability to read the language with ease and enjoyment. Students who elect to study Latin in these Years learn its grammar, syntax and vocabulary thoroughly, and benefit in the following ways:

- The cultures of Greece and Rome, together with that of the Hebrews, form the three great cornerstones of Western civilisation, providing the basis for our language and literature, our philosophy and ethics, our law, our art and architecture, and our social and political structures. The Romans made an enormous contribution to the development of civilised thought and culture; the empire which they created meant the spread of this civilisation throughout Europe; and from there we in Australia have become heirs to this cultural tradition. The study of Latin (and Classical Greek) is a direct means of developing an appreciation of some of the origins of Western civilisation.
- Through learning the language of the ancient Romans it is possible to transport oneself to the world of two thousand years ago. Latin is the key to Roman history, life and literature. By the end of Year 10 students acquire enough linguistic skills to begin to read passages of Latin written by the Romans themselves. They can gain a great deal of satisfaction from reading the actual words written by great writers of past ages, and a study of what they said ensures a broad perspective on the universality of human nature.
- The very nature of the Latin language, with its grammatical inflections, its different word order, and its strict attention to relationships between words and sentences, compels a student to think seriously about language in general, and about English in particular. Skills in English are therefore enhanced: widening of vocabulary (60% of the vocabulary of English is derived from Latin), more accurate spelling, clearer and more concise writing of sentences in essays and assignments, and improved communication of ideas in both writing and speaking.
- The study of Latin can also provide a student with a sounder understanding of many works of English literature with their numerous classical allusions and references, and of the many mottoes and phrases in Latin which are still found everywhere today.

- The study of Latin calls for close inspection of the written word and careful analysis of the sentence structure, so that the learning of a language like Latin leads to disciplined thinking and organised habits of mind – skills which can be transferred to other areas and subjects and which are vital to success in any field of study.

There is also the enjoyment which comes from stretching the mind to its full capacity. Latin is not easy; it requires careful and methodical learning and considerable commitment. It is, however, a stimulating and intellectually demanding exercise, which fully extends the most able minds, and the skills and pleasure which it provides last a lifetime.

There are some who question the relevance of the study of Latin in this modern day. It is worth noting that the experiences which are of lasting benefit are those which broaden the mind, sharpen the intellect, and provide a real insight into the civilisation of mankind. Latin and Classical Greek can claim to provide these experiences, and a student who is schooled in this way will emerge as humane and liberally educated. This is what is truly relevant.

CLASSICAL GREEK

The Romans always admired the language and culture of the Greeks, which they regarded as superior to their own. Educated Romans knew Greek equally as well as their own language, and they were thoroughly familiar with the great works of Greek literature, philosophy and art. As they gradually expanded their Empire, the Romans became, therefore, the medium through which Greek culture and ideas were spread throughout the Mediterranean world, and both have thus had their influence on the development of Western civilisation. Many Latin students find a great satisfaction in studying Greek and so gaining a complete Classical education. Much of what has been said above about the value of Latin and the way it is taught at Trinity applies to the study of Classical Greek.

In addition, those students who think that they may wish to pursue theological studies will find it of enormous benefit to begin their study of Greek now, since it is the same language as that used for the writing of the New Testament. Classical Greek is not offered as a timetabled elective course. Classes are held out of normal lesson times. Students choosing Classical Greek are still required to choose two timetable subjects, one language and one other elective. Students who continue their study of Greek into Years 11 and 12 would usually have the benefit of timetabled classes.

CHINESE

The main objective of the Chinese language course is to promote the learning of Chinese language in an enjoyable and positive environment. Students who elect to study Chinese will find the course a rewarding and practical experience. Students will be placed in classes appropriate to their Chinese language background, which means native speakers and non-native speakers will be separated to maximise the learning experience of both groups. All sections of the course are examinable.

The Chinese language course in Years 9-10 covers the following areas:

- **Reading comprehension** for advancement of practical reading skills of various texts articles: (simple passages, comics, menus, magazines, newspapers and advertisements). Literature appreciation is promoted during the reading programme. Hanyu pinyin (romanisation of the Chinese language) is mainly used in the preliminary stages of the course with Chinese characters being introduced gradually.
- **Listening Comprehension** of modern Chinese through classroom exercises, audio and video resources and the online exercises of the Canvas Classroom, Quizlet and Quizziz.
- **Speaking:** the objective is that by the end of Year 10, students will be able to communicate with other speakers of Chinese in a variety of situations.
- **Writing:** Students are introduced to pinyin (the romanisation of the Chinese language) in the early stages of their Chinese language programme to promote immediate writing skills. Chinese characters are introduced gradually through systematic class exercises.
- **Cultural and Historical Appreciation:** In the Years 8-10 course, students are introduced to many of the fascinating cultural and historical aspects of China.

Students will have the opportunity of participating in educational programmes with Trinity Grammar School's link school in China: The Attached Middle School of the People's University of China, Beijing.

Eligibility for Students Wishing to Study Chinese in Year 9

Students wishing to continue their study of Chinese in Year 9 need to select the appropriate course of Chinese studies. The final determination will be made by the Chinese Language teachers in accordance to the eligibility criteria below, as stated in the NESA of NSW Chinese Syllabus documents.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/eligibility>

Trinity continues to conduct two Chinese courses:

- (i) Standard Chinese (Main stream/non-native)

For those students with little or no Chinese language background and those who have studied Chinese ONLY as a second language at primary school or in Year 7 and 8.

- (ii) Advanced Chinese (Heritage and Native Speakers of Chinese)

For those students who are deemed to be native speakers of the language or who are classified as "heritage speakers" as defined below.

HSC Chinese: Those wishing to do the Chinese Continuers Course in Years 11 and 12 must therefore be students who have been in a Mainstream Chinese class from Years 8 to 10.

HERITAGE SPEAKERS

Students typically have been brought up in a home where the language is used, and they have a connection to that culture. These students have some degree of understanding and knowledge of the language. They have received all or most of their formal education in schools where English (or another language different from the language of the course) is the medium of instructions. Students may have undertaken some study of the language in a community primary and/or secondary school in Australia. Students may have had formal education in a school where the language is the medium of instruction up to the age of ten.

Students have had no formal education in a school where the language is the medium of instruction beyond the year in which the students turns ten years of age (typically Year 4 or 5 of primary education).

NOTE:

For the purpose of determining eligibility:

1. Speakers of dialects and variants of a language are considered to be speakers of the standard language
2. Formal education is 'education provided in the system of schools... that normally constitute(s) a continuous "ladder" of full-time education for children and young people...' (UNESCO International Standard Classification of Education, 1997)

FRENCH AND GERMAN

Both French and German are languages of historical and literary importance: so much of modern English has been influenced by both, and much can be derived from an exploration of this linguistic heritage. Both French and German remain significant world languages, and certainly any sojourn in Europe is greatly facilitated and enriched by knowledge of either language. It is hoped that students will have a lot of fun in the classroom and at the desk at home. All sections of the courses offered are examinable.

French and German courses in Years 9 - 10 cover the following areas:

- **Reading Comprehension** for advancement of reading skills, (simple newspaper articles and advertisements) enjoyment and acquaintance with modern European literature (simple short stories, poetry, plays and songs, sometimes in abridged form) and/or youth magazines.
- **Listening Comprehension** of modern conversational French and German, through classroom exercises, using a variety of the audio materials. By Year 10 the objective is functional understanding of good modern French and German spoken at moderate speed.
- **Speaking:** the objective is that by the end of Year 10, students should be able to communicate orally in a variety of domestic, social and overseas situations, and converse freely on simple topics.
- **Grammar, Syntax, Vocabulary extension** through course books and the online exercises of the Canvas Classroom, Quizlet and Quizziz.
- **Cultural background** of French and German speaking countries, as it emerges from set texts and various audio-visual media. A good deal of emphasis is also placed on the musical heritage of French and German speaking countries.

Students also have the opportunity, depending on interest shown, to travel to French and German speaking countries, as exchange students. The Head of Languages would be only too happy to discuss these possibilities with parents and students.

While the study of French or German is obviously a valid end in itself, providing a student with the opportunity for intellectual satisfaction and intercultural understanding, and with a (it is hoped, welcome) source of diversion from the "topic and textbook" style of learning, it is also an eminently practical pursuit. Acquiring a foreign language is gaining a skill for life. This skill for life does not come easily – it will be the result of a dedicated and consistent effort.

Perhaps the most important educational reason, however, for studying these languages is the fact that the course can never be finished. Indeed, the course will alter subtly from year to year, and there is nothing we can do about it, because the languages we study are living things, and all living things grow and change. The challenge for the learner is a life-long one, and absolute mastery of a foreign language is, for most of us, almost impossible. The benefit to any curriculum is obvious - no student, however gifted, will ever be able to rest on his laurels.

Music is fun, interesting and challenging. In the Music Department students have plenty of resources with which to create and perform music in styles which interest them, and to learn more about styles which may be less familiar. The keyboard/computer laboratory, the recording studio and a range of practice areas (suitable for music of all types) provide excellent environments in which students can develop their musical skills.

TYPES OF MUSIC STUDIED

All types of Music is studied, from Bach to Modern Jazz, from symphonies and music for concert band to choral music and modern stage musicals. Students will 'visit' New Orleans and discover the beginnings of Dixieland, 'travel' to exotic Bali and hear percussion orchestras playing for the wayang puppet plays, discover how Beethoven wrote his magnificent symphonies, and go on set with the producers and composers of modern music.

ACTIVITIES IN MUSIC

In Music classes students will:

1	2	3
compose/arrange	perform	listen/analyse

- **Composition** will begin when students learn to improvise. From there you will move on to compose music for all sorts of groups and different styles. By the end of Year 10, they will have a portfolio of their songs and instrumental pieces. They will write pieces in styles of music that they enjoy, which may be performed at the annual Composition Evening. Composition lessons will be conducted in the School's keyboard laboratory.
- **Performance** will involve students playing their instrument/voice as well as the keyboards in the laboratory.
- Through **Listening** activities, they will explore some familiar and unfamiliar (yet exciting) areas of music. They will also learn the skill of writing down what you hear.

THE KEYBOARD/COMPUTER MUSIC LABORATORY

In Elective Music, students extend and develop the keyboard and computing skills learned in Year 7 and 8. These skills are the basis of the programme, especially in composition and aural work.

LEARNING AN INSTRUMENT

Students taking Music as an elective subject should be involved in one of the School's ensembles - that is one of the Concert Bands or Orchestras, in the Chapel Choir, or in a Rock or Jazz group. It is a good idea for singers to learn an instrument, but this is not compulsory. Lessons are available at the School for all types of instruments.

ADVANTAGES OF MUSIC

Apart from a musical career (or the advantages to be gained from careers in teaching, sound engineering, radio and television etc.), Music is also one of the great pleasures of life. In a busy world, many professional people with musical ability use for recreation the skills they gained in their youth. If students are involved in Music as a co-curricular activity, the work done in elective Music will enhance their skill and enjoyment in the band, orchestra or choir. The study of Music is also known to increase a student's overall academic performance.

PHOTOGRAPHIC AND DIGITAL MEDIA

Students of Photographic & Digital Media:

- Are interested in photography as a career in advertising, journalism, fashion, marketing, video gaming and other related visual fields
- Want to develop skills in using digital cameras to record experiences, manipulate images and present an immediate point of view visually
- Want to develop their own blog or website to showcase their ideas and interests through photography
- Want to learn how to analyse images and gain skills on how to interpret the real meaning behind the image
- Want to develop skills in recording and archiving images and video

YEAR 9	
CONTENT	OUTCOMES
Ways of Seeing: Digital Still Photography	Students learn about the elements and principles of photography and the importance of composition and framing in communicating effective ideas to an audience. Students choose parts of their local environment to shoot, focusing on the elements and principles of photography, composition and framing. They study the work of contemporary local photographers.
The Animated Archive: Digital Photography & Computer programme After Effects	This unit of work will expose students to film making in the documentary mode. Students will research and plan for the creation of a two minute documentary focusing on one aspect of Cockatoo Island, a site with a rich and layered history. Using digital SLR cameras and sound capture they will source imagery and sound to complement a spoken narrative, written and recorded by the students. They will use software to edit the film. Students will work in groups to discuss, plan, manage deadlines, share the workload and work toward a clear goal to communicate a cogent document in a concise and visually interesting way.
The Imaginary World: Digital Media, Drawing and Printmaking	This unit asks students to investigate and make work that responds to non-objective views of the world. Imagined landscapes, poetic imagery and subjective states of mind all point to an inner reality of the mind, one separate from yet informed and shaped by our experience of the world.. By combining images of objects or places with people the multiple exposure creates a juxtaposition in which a third image arises in the mind of the viewer, by poetic association. Students examine works by Surrealist and pop culture photographers.

YEAR 10	
CONTENT	OUTCOMES
The On Going Moment: Digital Photography, Digital Media	This unit is designed to introduce students to documentary photography and photographic essays. They will develop a systematic approach to taking photographs, learning about and creating shooting lists and pitching their ideas to the class before they begin taking their images. Students explore the world around them by choosing a particular place, location, theme or subject that will form their photographic essay; a visual narrative that they edit with text and publish as a book. They explore the historical context of documentary/ street photography and photojournalism.
Move Me a Music Video: Film, Animation, Photography	Students will use stop motion animation. They will investigate style and composition in their shooting. Their work will be influenced by a range of different stop motion animation both locally and internationally. They will look at the subjective frame as their work communicates personal meaning. They will draw on imaginative responses, intuition and sensory perception. In critical and historical interpretations students will look at video art as narrative through contemporary artists works.
Altered States & Spectral Images: Photography with Specific lighting, Digital photography	Students will be introduced to various techniques of portraiture photography and closely examine the different approaches that photographers use to document their subject. Students create a visual story using digital cameras and light painting techniques. The Spectral Images come from investigating the hauntings and ghost stories from Q Station and result in altered states of images documenting the portraiture of those who perished and now 'live on' at Q Station. An overnight excursion helps create the setting of the portrait's story.

TECHNOLOGICAL AND APPLIED STUDIES

Choosing your pathway in technologies is the start of your journey to discovering interests in a variety of new and emerging careers, which with the skills obtained, will help you find your place in being responsive to society's needs and wants. In our technology courses, 21st century skills of design thinking, inquiry and problem-solving are emphasised. Teamwork and collaboration are also utilised in a project context to ensure students obtain the skills and techniques that are currently in demand for the future. Self-directed learning is promoted where students are supported in finding their own direction.

Courses in this field not only prime the students for career pathways in STEM and new technology sectors, but also help students find an adaptability and agency to approach with confidence the many organisations that now rely on technology and digital media to be successful.

Five separate elective technology courses, each providing unique learning experiences for the students are on offer in 2021.

DESIGN AND TECHNOLOGY – In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Students obtain knowledge, understanding and skills involved in the design, development and use of technologies, that are influenced by; and that play a role in enriching and transforming societies and our natural, managed, and constructed environments. See Page 12 for more detail

FOOD TECHNOLOGY – The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. These are combined with practical experiences to enable students to be discerning consumers and creators of food. See Page 13 for more detail.

GRAPHICS TECHNOLOGY – The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language. The techniques and technologies used to convey ideas and information develop students' ability to read, interpret and produce graphical presentations. Students learn to communicate information using a variety of techniques, media and modern drawing technologies such as CAD and CAM to visualise and produce the products and environments for future living. See Page 14 for more detail.

INDUSTRIAL TECHNOLOGY – This course provides students with the opportunity to develop their knowledge and understanding of a selected industry and its related technologies. Through a process of observing and analysing industry practice and through personal practical experiences, students develop a broad range of skills and knowledge related to the focus area of the student's choice.

Industrial Technology is distinguished by its workshop-base but offers much more to the student who becomes fully involved with the experiences to be enjoyed while developing fine craftsmanship skills. Utilising tool skills, making technique, problem solving, precision and workmanship, all prepare the students for their journey in mastery.

We offer two Industrial Technologies – Timber Technology and Metal Technology. Please note, these are two separate elective subjects. See Page 14 for more detail.

INFORMATION AND SOFTWARE TECHNOLOGY (IST) – IST is a practical project-based computing course that provides students with designing, analysing, developing and evaluating information technology solutions to shape a software and digital media future. Students work through a variety of challenging projects developing computational thinking, problem solving, creativity and teamwork skills that respond to modern industry work patterns. See Page 15 for more detail.

[CLICK HERE TO VIEW A VIDEO WITH ADDITIONAL INFORMATION ABOUT TAS](#)

[YOU CAN ALSO FIND A PDF WITH MORE INFORMATION ON TAS HERE](#)

TV PRODUCTION

TV Production is a school developed elective course for Years 9-10 which has been endorsed by NESA. Units in Sports Broadcasting, Advertising and Current Affairs are offered in Year 9; while units on Reality Television, Music Television and Television Drama are covered in Year 10.

It will offer practical experiences in operating camera, sound, lighting, writing, directing and switching in a three camera studio; as well as a critical analysis of how television creates meaning for an audience in each of the genres mentioned above.

A student who completes this elective will have extensive prior learning in film and television, thus providing a strong link with the choice of VET Entertainment, HSC Drama or International Baccalaureate Film in Years 11 and 12 which are offered at the school. The school is

very well resourced to offer the course- having a dedicated theatre space with permanent lighting grid and bluescreen capabilities, as well as a control studio. It possesses broadcast cameras complete with tripods and dollies. In addition there are the necessary sound recording and mixing facilities, as well as monitors and digital vision switching equipment to offer professional experiences to the students electing to take this course. The school also employs two audio visual technicians who will offer technical support.

Instead of being passive consumers of television, students will become active makers and analysts of this significant area of influence on their lives.

YEAR 9	
CONTENT	OUTCOMES
The Art of Interview	<ul style="list-style-type: none"> → Using a three camera studio- vision and sound systems → Recording a TV gameshow
Advertising	<ul style="list-style-type: none"> → Television techniques of persuasion → Making a TV advertisement selling the unsellable.
Sports Broadcasting	<ul style="list-style-type: none"> → The business of TV Sport- the role of alcohol, fast food and gambling → TV campaign to promote a little known sport
Current Affairs	<ul style="list-style-type: none"> → Examining an issue in depth and using TV tabloid journalism
YEAR 10	
CONTENT	OUTCOMES
Television Drama	<ul style="list-style-type: none"> → Analysing Soap Operas as a form of TV Drama → Three camera studio shoot of a soap opera scene
Music Video	<ul style="list-style-type: none"> → Gender stereotyping and the business of selling music → Creating an original music video
Reality Television	<ul style="list-style-type: none"> → Social analysis of different reality television programs → Developing an original Reality Television segment

VISUAL ARTS

WHY DO VISUAL ARTS?

The source of all art, science and technology - in fact all of civilisation - is what is called creative imagination, or the creative attitude. As Albert Einstein pointed out:

“Imagination is more important than knowledge”

Visual Arts develop creative problem solvers. We all have the potential to be creative, imaginative visually aware human beings. Our society needs these creative, critical thinkers. Studying visual arts develops the receptive, imaginative mind, to develop the ability to see beyond what is, to see what might be.

In Visual Arts students:

- Make artworks that build a body of work, developed over time, using an extended range of materials and techniques and various investigations of the world.
- Place great value on the development of their intellectual and practical approach to making art, critical judgement, reflective action and understanding of critical and historical studies of art.
- Develop their own interests, to be self motivated and be active learners and continue their own learning post-school.

Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In our modern societies many kinds of knowledge are managed through imagery and visual codes and a great deal of student knowledge is acquired in this way.

Visual Arts empowers students to engage in visual forms of communication, it serves to interpret visual images and allows students to organise such information.

Why should you choose Visual Arts?

- Because you have an interest in expressing imaginative ideas, feelings, and experiences in an artistic way using 2D, 3D or film/video.
- Because you like to make things, you are good at spatial relationships, textural relationships, visual relationships and combining images with text.
- Because you are good at solving problems in a creative way.
- Because you are interested in the world around you and how other people from other cultures and time periods have understood and expressed their ideas about the world.
- Because you are interested in a career in Architecture, Advertising, Design, Film and Television, Art Journalism, Photography, Illustration, Interior Design, Visual Design, Curator at a Gallery to name a few.
- Because you want to balance your academic studies with a creative practical course.

YEAR 9	
CONTENT	OUTCOMES
Ceramic Vessel Drawing, Clay and Glazes	This unit of work encourages students to explore the Australian landscape as a source of ideas and concepts through the investigation and creation of a 3D ceramic sculpture symbolising their own local landscape environment. Students will research a range of art making techniques in ceramics and they will then apply a range of surface decoration techniques to their form including textures and colours. Students will study contemporary Australian artists who have use the 3D form to express their ideas.
Painting Our Backyard Drawing, Oil Painting	Students explore early Australian Impressionism and the infamous “9x5 Impression Exhibition” in both making and critical / historical studies. Two oil paintings are completed in this term, the first being an impressionist-style painting of the students’ local landscape (from a photograph) and the second being a 9x5 impressionistic mediated landscape. Australian Impressionism will be studied looking at the cultural elements and symbols of the time.
Recon Figures: Drawing, digital media, Printing, Graffiti	From Badger Bates to Mambo to Kid Zoom this unit looks at the way in which Australian artists have represented their identity symbolically. Students will work collaboratively to create a large mural that explores, questions and challenges contemporary perceptions of Australia. This unit will encourage students to develop their own personal style and unique symbols. They will learn a range of techniques including reduction lino printing, stencilling and graffiti art. They will also learn how to manipulate images digitally using Adobe Photoshop

The Visual Arts at Trinity Grammar School

The facilities for Visual Arts and Design at Trinity are unique in this country. Students have access to the Delmar Gallery, which continually exhibits high quality works by well-known artists. The students can exhibit their work at Delmar as well. The School has a major collection of Australian Art, which provides an unparalleled advantage to the serious art student. The department has specialist rooms for –

- Visual Design – twenty iMac computers, digital video cameras, scanners and printers provide expert equipment to develop skills in this field.
- Photography - a large darkroom with fifteen enlargers
- Ceramics - eight wheels, two large electric kilns and a large gas kiln.
- Three general Art rooms- set up for painting and drawing. Life drawing facilities are included in this area.

YEAR 10	
CONTENT OUTCOMES	
<p>Drawing Self-Identity :</p> <p>Various Drawing Material, Paper</p>	<p>A structural, cultural and subjective investigation into self portraiture with focus on drawing as a medium The students engage in variety of exercises using various drawing, approaches and media.</p> <p>The students explore the concept of Self identity as Portraiture, with reference to artists studied in Theory lessons, and present it using conventional drawing methods but with creative compositional devices and techniques.</p> <p>They study the art from non-western cultures and styles (Aboriginal and Asian) to provide inspiration and information about material practice.</p>
<p>Developing a Practice:</p> <p>Sculpture, Mixed Media</p>	<p>This unit of work encourages students to work both symbolically and three dimensionally. At the beginning of the unit each student is given a Styrofoam mannequin head that they can paint, sculpt into or collage on top of to create an artwork. At the same time students study the work of four artists Raoul Hausmann, Ah Xian, Janine Antoni and Alberto Giacometti who have explored the genre of the bust in their art making practice.</p> <p>Students learn about installation artists Chiharu Shiota, Motoi Yamamoto and Christo and Jean Claude. As an extension task they then photograph their Head assemblage in different locations in order to extend the meaning within the artwork.</p>
<p>Modern Muse - Portrait Painting</p> <p>Drawing, Painting</p>	<p>A continuation of the earlier investigations into identity and portraiture, but with the subject shifting to an inspirational person/ hero/muse. Students develop their expressive painting practice using both conventional and unconventional painting techniques and materials. The focus is on the subjective, cultural and structural frame with some elements of postmodern frame regarding challenging conventions and new materials.</p> <p>In critical and historical studies the students explore briefly the concept of Modernism and AUSTRALIAN modernism to inform their understanding of portraiture.</p>

In Visual Design, students will enjoy working as a designer, solving design problems and representing ideas relevant to their daily lives. The main difference between Visual Design and Visual Arts is in Visual Design you are creating a design / artwork for someone else and in Visual Arts you are creating it for yourself. When creating a design for a client you need to work with a brief and research the topic under consideration. Much of the Visual Design course is structured around understanding visual signs and symbols of our contemporary world, learning how to decode or unpack those signs and symbols. When you understand visual design you have a much greater awareness of how advertisers manipulate the viewing population, how to engage others visually to your ideas and concepts and how you can develop a greater aesthetic sense of what looks good and why it looks good.

Visual Design students will:

- Develop practical skills through the making of visual design works in the form of computer graphics, animations, illustrations, jewellery, packaging design and interactive multimedia environments.
- Learn to analyse and interpret their visual environment by studying both recent and historical examples of visual design works.
- Develop a folio of work that represents the knowledge and skills learned throughout the course.

WHY SHOULD YOU CHOOSE VISUAL DESIGN?

- Because you'd like to be part of a innovative, challenging and exciting course at Trinity Grammar School.
- Because you like making art and design works using a range of materials and processes such as pencil, paint, inks, washes, clay, stone and metal.
- Because you are interested in discovering how and why artists and designers create works.
- Because you are interested in computer graphics, graphic design, advertising, multimedia and web page design.

[CLICK HERE TO VIEW A VIDEO WITH ADDITIONAL INFORMATION ABOUT VISUAL ARTS](#)



VISUAL DESIGN CONTINUED

YEAR 9	
CONTENT	OUTCOMES
<p>Book Illustration Once Upon a Time</p> <p>Drawing, Mixed Media, Digital Design, Photoshop</p>	<p>Students explore the area of book illustration, and the purpose it serves. They work to produce two to three pages of a children's book, including a book cover. They use a variety of mixed media, including textured material to produce the pages. The objective is to make it as 'real world' as possible by having students work to a brief.</p>
<p>Unearthed</p> <p>Drawing, Ceramic material, Mixed Media</p>	<p>Students will be looking at two things during this unit – making a scale drawing and producing a replica of an ancient artefact. Both of these tasks requires the students to think about the audience as well as the practical demands of creating products. Making the replica involves recreating an artefact from another culture or historical period. Students use relevant materials and their own research to recreate, for example, Roman coins, African spearheads, Indian textiles or Islander carvings. Think of the props created for fantasy movies such as Lord of the Rings.</p> <p>Student will explore the work of artists/designers from WETA (NZ company for Lord of the Rings).</p>
<p>Alternative Canvas:</p> <p>Drawing, Digital Media, Lino Print</p>	<p>Students look at art and design as it applies to decorating the human body. The class explores cultural awareness and tradition, and the various uses of skin decoration.</p> <p>Students develop skills in illustration and composition, using graphic pen techniques, digital tracing in Illustrator and laser etching. Students develop an awareness of the design process, from brainstorming to sketches to a finished product. They also develop research skills by using reference material to trace the development of skin decoration within an indigenous culture.</p>

YEAR 10	
CONTENT	OUTCOMES
<p>Typography and Logos</p> <p>Typography - Word Power: Drawing</p>	<p>In this unit of work students will look at Typography and create their own unique font using found objects. They begin by analyzing the style of different fonts and developing a timeline of the history of typography. They then develop ideas for their own typographic design using mind maps and concept sketches. Next the students construct and photograph their typographic artwork either at home or at school. Finally, students edit the work within Adobe Photoshop. In order to inspire their own creations, students investigate the work of Stephen Banham a contemporary graphic designer who creates custom fonts and typographic logos.</p>
<p>Architecture / Design</p> <p>Fly through my bedroom:</p> <p>Drawing, CAD 3D modelling, animation</p>	<p>Students will explore Architectural Design and study the influence of the world on the history of Architecture. Students will explore the potential of CAD 3D modeling (Google Sketchup) by modeling their bedroom and then situating it within their own imaginary building. They will draw elevations and plans in their VDPD and transform these sketches into 3D models. They will then create an animated fly through of their model.</p> <p>In critical & historical study the students will investigate architectural design from the Ancient to Post Modern eras using the conceptual framework. In particular, they will focus on the Modernist designs of Frank Lloyd Wright and the Post Modern designs of Frank Gehry. Architectural Design Principles & language will also be taught and investigated.</p>
<p>Sub Culture Design</p> <p>Computer generated, including Photoshop, Illustrator, After Effects</p>	<p>In this unit students will create their own fashion brand targeted towards youth or sub cultures and produce a logo design for this brand. They will then go on to apply this logo to a small range of different applications. These applications may include surfboards, skateboards, T-Shirts, caps or animations. In order to create these designs, they will learn how to use Adobe Illustrator, the Laser cutter and Adobe After Effects. They also look at the social impact of sub culture fashion. They explore the convergence of post-modern fashion and the development of a 'world-wide' Surf/Skate/Snowboard culture.</p> <p>In the theory component of the course students will look at the design companies Mambo, Alien, RipCurl and Burton as examples of brands that target youth sub cultures.</p>

CONTACT US

ACADEMIC DEAN

Mrs Deborah Williams 02 9581 6135 dwilliams@trinity.nsw.edu.au

DIRECTOR OF CURRICULUM

Mr Andrew Scott 02 9581 6120 arscott@trinity.nsw.edu.au

MASTER OF THE SENIOR SCHOOL

Dr Heath De Lany 02 9581 6167 hdelany@trinity.nsw.edu.au

MASTER OF THE MIDDLE SCHOOL

Mr John Allen 02 9581 6150 jallen@trinity.nsw.edu.au

HEADS OF DEPARTMENT

Dr Chris Thanopoulos	Christian Studies	02 9581 6149	cthanopoulos@trinity.nsw.edu.au
Mr Brendan Duhigg	Drama	02 9581 6131	bduhigg@trinity.nsw.edu.au
Mr Kai Ikeuchi (Acting)	Economics	02 9581 6090	kikeuchi@trinity.nsw.edu.au
Ms Norma Kamhieh	English	02 9581 6036	nkamhieh@trinity.nsw.edu.au
Mr Adrian Shipp	Geography	02 9581 6290	ashipp@trinity.nsw.edu.au
Mr David Van Tol	HSIE	02 9581 6114	dvantol@trinity.nsw.edu.au
Ms Stephanie Gaspari	Library Services	02 9581 6038	sgaspari@trinity.nsw.edu.au
Mr Ashley Lucas	Languages	02 9581 6082	alucas@trinity.nsw.edu.au
Mr Edward Habkoug	Mathematics	02 9581 6056	ehabkoug@trinity.nsw.edu.au
Mrs Carlie Purkis (Acting)	Music	02 9581 6147	cpurkis@trinity.nsw.edu.au
Mr Andrew Simos	PDHPE	02 9581 6041	asimos@trinity.nsw.edu.au
Mrs Deborah De Ridder (Acting)	Science	02 9581 6089	dderidder@trinity.nsw.edu.au
Mr Tim Warren	TAS	02 9581 6160	twarren@trinity.nsw.edu.au
Ms Jennifer Nixon	VET	02 9581 6009	jnixon@trinity.nsw.edu.au
Mr Steve Collins	Visual Arts	02 9581 6059	scollins@trinity.nsw.edu.au
Ms Renee Culgan	Trinity Education Support Services	02 9581 6180	rculgan@trinity.nsw.edu.au

CAREERS AND STUDENT PATHWAYS ADVISOR

Ms Susan Draysey 02 9581 6040 careers@trinity.nsw.edu.au



ISSUED: MAY 2020