



TRINITY  
GRAMMAR SCHOOL

# TRINITY GRAMMAR SCHOOL GUIDE TO COURSES

9  
2023

10  
2023/24



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## YEARS 9 AND 10 AT TRINITY GRAMMAR SCHOOL

Year 9 marks a student's entry into Stage 5 and heralds the opportunity for increased choice as students actively shape their own academic pathway through the Stage 5 elective programme. 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 a range of electives. The Stage 5 curriculum structure has been designed to meet the demands of our extended Field Studies Programme to offer students greater choice as well as to provide opportunities for both deep learning and breadth of challenge. Students select from the 200 hour, 100 hour and 25 hour structures.

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 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

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## THE RECORD OF SCHOOL ACHIEVEMENT

At the end of Year 10 students earn a Record of School Achievement (RoSA) from the New South Wales Education and Standards Authority (NESA). This record lists the NESA endorsed courses for which the student has achieved the set outcomes, via satisfactory participation in learning experiences and the assessment programme. At Trinity, all of the compulsory subjects and 200 hour elective courses follow NESA syllabi and will be listed on the RoSA. Some of the 100 hour courses are also endorsed by NESA and are therefore listed on the RoSA. Whether an elective course is based upon a NESA developed syllabus or designed by Trinity teachers to meet the needs of students entering diverse academic pathways, all courses offered at Trinity meet the stringent criteria for high quality learning design, academic rigour and meaningful preparation for Stage 6.

## MANDATORY SUBJECTS

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

- > Christian Studies
- > English
- > Geography (Year 9 only)
- > History (Year 9 only)
- > Mathematics
- > Personal Development Health and Physical Education
- > Science

## ELECTIVE SUBJECTS

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 to develop robust learning habits and academic skills. However, there may be some other factors which are useful for students to 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 & Future Pathways 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 9-10 are likely to impact very significantly on their future options.**

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 Diploma requires a foreign language to be studied. **However, *ab initio* (beginner) Languages are always offered for IB Diploma Students.**

Students are encouraged to seek advice from Heads of Faculties, the Careers and Student Pathways Adviser, their Middle School Housemaster, the Director of Curriculum, the Head 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.

It is important that students choose their electives carefully as it will not be possible to accommodate any requests for change. This applies to all elective courses - the 200 hour, the 100 hour and the 25 hour electives. Heads of Faculty, House Masters, Tutors and the Director of Curriculum are all most willing to discuss which course would be most appropriate for your son.

## 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 the Director of Curriculum. 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 Faculty 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 an exploration of how themes found in our wider culture are treated in the pages of the Bible and helps students to make comparisons between our culture and the Christian worldview. The next unit studies Jesus' teaching in parables with particular focus on understanding them in their original context before applying them to today. Students then have the opportunity to study the Christian life, particularly its expression in the life of the church, both today and in history. At the Field Studies Centre, students reflect on their experience by using a Biblical framework on various themes including community, participation, service, care and relationships.

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 explores love, sex and relationships within the Bible and the current students' social context. It helps students to make comparisons between the Christian framework and the approaches found in wider culture. The remainder of the year is given over to exploring various worldviews and the way they compare and contrast 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

## 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 close study of a Bildungsroman novel that challenges students to explore the specific genre, form and stylistic devices of the text whilst engaging with ideas of transformation, growth and identity in this style of writing. To deepen their appreciation of how cultural and spatial contexts shapes both people and the composition of texts, students explore a Shakespearean Tragedy. This unit exposes students to critical thinking skills and the timeless relevance of Shakespeare and his moral messages. Students will also complete a genre study of Satire, with a focus on George Orwell's novel Animal Farm, as well as other historical and contemporary texts and conclude with a new unit 'Take a Walk in My Shoes' which covers a broad range of text types with the vision to inspire empathy, a wider appreciation of diverse cultures and to also build analytical skills across a range of text types including visual art, opinion pieces, short fiction and excerpts from autobiographical texts.

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

Geography allows students to understand the present world we live in and plan for the future by assessing how people interact with each other and their environments, both on local and global scales. 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. Geography teaches essential 21st century skills that will equip students to be confident about changes that affect our planet earth.

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 (Field Studies Programme)
- Environmental Change and Management (Field Studies Programme)
- Changing Places (Summer Hill Programme)
- Human Wellbeing (Summer Hill Programme)

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

Students will complete ONE semester of Stage 5 Geography that will be delivered at both Summer Hill and Woollamia campuses. The world class programme has been designed to teach students in the unique environment that is Jervis Bay, providing the learner a rare opportunity to understand the curriculum in the natural landscape of the region. Learning will take place theoretically in the classroom and then connect with the natural environment around them taking advantage of the coastlines, forests, wetlands and rivers within Jervis Bay.

Students will also complete the human geography programme at Summer Hill campus. Learning will focus on human development and changing places around our world and the nature of Sydney's urban environment going through development transition. Students will become urban planners where they make decisions on how to make our urban landscape more liveable.

|                  | SUMMER HILL CAMPUS PROGRAMME   | FIELD STUDIES PROGRAMME   |
|------------------|--|---|
| YEAR<br><b>9</b> | <b>Changing Places</b><br>→ Causes and consequences of urbanisation<br>→ Urban settlement patterns<br>→ Internal and international migration<br>→ Australia's urban future<br><br><b>Human Wellbeing</b><br>Investigate<br>→ Human wellbeing and development<br>→ Spatial variations in human wellbeing<br>→ Human wellbeing in Australia<br>→ Improving human wellbeing | <b>Sustainable Biomes</b><br>→ Biomes produce food<br>→ Challenges to food production<br>→ Food security<br>→ The distribution and physical characteristics of biomes<br>→ Changing biomes<br><br><b>Environmental Change and Management</b><br>Investigate<br>→ The role and importance of environments<br>→ Environmental change and management |
| Assessment Tasks | <b>Urban Planning Task</b><br><b>Human Rights Podcast Task</b>   | <b>Coastal Environment Management Task</b><br><b>Sustainability Jervis Bay Task</b>   |

# HISTORY

The Stage 5 History curriculum focuses on the 'making of the modern world' from 1750 to 1945, a period of industrialisation and rapid change in the way people lived, worked and thought. It was an era of nation-states and empire. Indeed, the colonisation of Australia was a part of the expansion of European power. The period culminated at the end of World War II (1939-1945).

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

# MATHEMATICS

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 Diploma 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  $30^\circ$ ,  $45^\circ$  and  $60^\circ$ , 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

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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:

### Summer Hill Campus:

- Volleyball
- Boost Your Performance
- Looking Good, Feeling Great
- Talking Sexual Health

### Field Studies Camp:

- Grit and Growth
- Mind Matters

## Topics covered in Year 10 include:

- Risky Business
- Sports Analysis
- Men's Health Issues
- Respectful Relationships
- Bronze Medallion
- Fundamentals of Healthy Living
- Modified Games

# SCIENCE

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The Science courses in Stage 4 (Year 7 and 8) and Stage 5 (Year 9 and 10) are designed to develop skills in thinking and working scientifically and in scientific literacy. Such goals aim to foster curiosity and inquiry in students and develop an appreciation of the need to question and test claims and analyse data as citizens in a world with ever-increasing availability of information.

The NSW Syllabus covers three broad areas:

- Knowledge and Understanding (including Physical World, Living World, Chemical World and Earth and Space)
- Skills (thinking and working scientifically including both first hand and secondary source investigations)
- Values and Attitudes.

## YEAR 9 SCIENCE

With the new residential component of the Year 9 programme, the Science course in Year 9 has been redesigned. It now incorporates an extended ecological fieldwork project at Woollamia, giving students first-hand experience of collecting their own data in the field and producing a report on their findings. There are also opportunities to utilise the evenings to explore the night sky away from the city lights.

The course continues to develop skills and concepts covered in Stage 4 in a similar manner by integrating the key syllabus components into tailored context-based units to engage the mind and inspire curiosity. Through practical investigations, research projects, extension activities and Learning Across the Curriculum components, scope is provided for the range of abilities and interests of individual students and classes.

## Topics covered in Year 9 Science include:

- Energy & Waves
- Particles & Matter
- Human Body Systems

## YEAR 10 SCIENCE

In Year 10 topics covered in Science have been selected to give students an introductory experience to each of the four Science Courses available in Stage 6 HSC or IB Diploma Courses (Physics, Chemistry, Biology and Earth and Environmental Science). The purpose of this approach is to give each student a clear experience of the different content and nature of these disciplines and his own particular aptitude and ability for each.

This will provide students with an informed basis on which to make course selections for Year 11 and a solid conceptual foundation on which to build upon in their HSC and IB Diploma 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

- Motion and Electricity (Physics)
- Natural Selection, Evolution, Heredity (Biology)
- Chemical Reactions and Rates of Reaction (Chemistry)
- Ecology, Plate Tectonics (Earth & Environmental Science)

Each subject is divided into two separate components and delivered in a way to ensure each student experiences a taster of the four disciplines before making subject choices. An extended research project is also incorporated in the Year 10 course to help prepare students for Depth Study investigations in Stage 6.

# ELECTIVE COURSES

200  
HOURS



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The electives in this suite are studied over the course of Years 9 and 10, for seven periods per fortnight. Students choose one elective from this section of the catalogue.

The 200 hour courses provide opportunity for students to develop discipline specific skills over an extended period of time. They apply core concepts to a range of situations and contexts, learning through sustained engagement with essential knowledge, understanding and skills.

The 200 hour courses provide extensive foundation in a discipline area students may wish to continue into Stage 6. All of these courses are endorsed by the New South Wales Education and Standards Authority. Students who meet the set outcomes, via participation in class learning experiences and the assessment programme, will have these courses acknowledged on their RoSA at the 200 hour level.

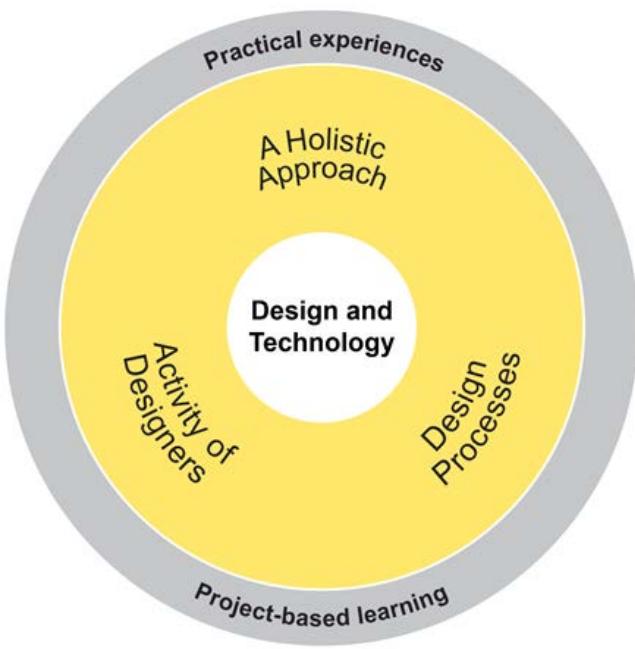
# DESIGN AND TECHNOLOGY

The Design and Technology course is an intensive experience where students get the chance to learn how Design Thinking can provide an edge to a vast range of endeavours. From industry, and business to health care, design thinking is becoming increasingly important in providing a competitive advantage. Learning to understand market dynamics, human factors, data analysis, user needs and wants through product and environment design experiences give students an innovation-led outlook that is increasingly sought-after.

This course will focus on the design and production of quality projects that give students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The diverse learning experiences encourage both independent and collaborative learning and the development of skills in designing, planning, managing, and evaluating, which are transferable across many situations.

There will be a minimum of four design projects throughout the course, where students may get the opportunity to design and construct projects using plastics, metal, wood, composites and electronic components. The projects will range from furniture to industrial design.

The major emphasis is on students actively planning and constructing quality practical projects using the latest technology, including the laser cutter and 3D printers. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.



## DRAMA

*"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".<br>Study and perform in the style of comedy from the 1500's. |
| Ancient Greek Drama                  | Performance of excerpts from "The Frogs" and "Oedipus Rex".<br>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.                       |

## FOOD TECHNOLOGY

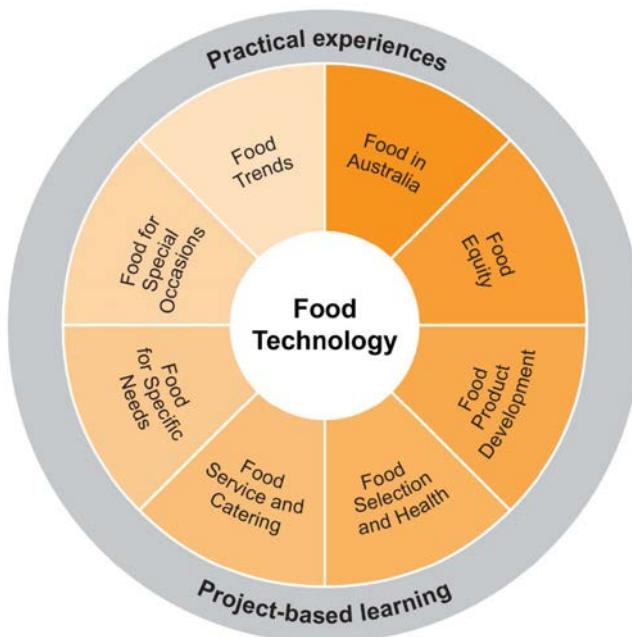
The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production 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 six focus areas will be covered over the two years of the course. Course content is selected from the focus areas where appropriate practical experiences are designed to refine and enhance student knowledge, understanding and skills.

### Practical Experiences may include:

|          |   |
|----------|---|
| Year 9:  | Food in Australia, Food Equity, Food Selection & Health and Food Product Development            |
| Year 10: | Food Service and Catering, Food for Specific Needs, Food Trends and Food for Special Occasions. |



# HISTORY ELECTIVE

History Elective offers students an exciting opportunity to inquire into the events that have shaped Australians and the world around us. The Elective course provides students with learning experiences to broaden their thinking about who we are and how we have progressed. History Elective equips students with valuable skills that are crucial in the modern world. Students are supported and challenged to plan and conduct historical inquiries, form and test arguments, and examine various sources from different eras and epochs.

The study of History Elective enables students to investigate people's actions, motives, and lifestyles over time, from individuals and family members to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version. There are many different perspectives on a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History not only develops academic skills but an appreciation for and an understanding of our citizenship.

A selection of topics below may be offered in the 200 Hour Course:

## AREA TO BE COVERED

### Oral History: Voices of the Past

- Oral History in the Ancient and Modern eras
- Independent Oral History Project – Students plan and conduct an interview with an individual known to them about a significant historical experience.

### America the brave?

- Case Study 1: The American Revolution
- Case Study 2: Hamilton – History on Stage

### War, what is it good for?

- Case Study 1: Battle of Thermopylae in Greece (Ancient)
- Case Study 2: The Viking Conquests (Middle Ages)
- Case Study 3: The Pacific Campaign of World War II (Modern)

### Assassinations that shook the world

- Case Study 1: The Assassination of Julius Caesar (Ancient)
- Case Study 2: The Assassination of John Fitzgerald Kennedy (Modern)

### Dangerous Ideas

- Case Study 1: The Reformation in Europe (Middle Ages)
- Case Study 2: The French Revolution (Early Modern)

### 'Great' Individuals?

- Case Study 1: Alexander the Great (Ancient)
- Case Study 2: Catherine the Great (Early Modern)
- Case Study 3: Winston Churchill (Modern)

### Popular Culture

- Case Study 1: Ancient
- Case Study 2: Middle Ages
- Case Study 3: Modern

### Space: an eternal frontier?

- Case Study 1: Ancient concepts
- Case Study 2: Scientific developments
- Case Study 3: The Space Race



# INDUSTRIAL TECHNOLOGY

Industrial Technology is a course that builds on the knowledge, skills and experiences developed in the Technology (Mandatory Course) in 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.

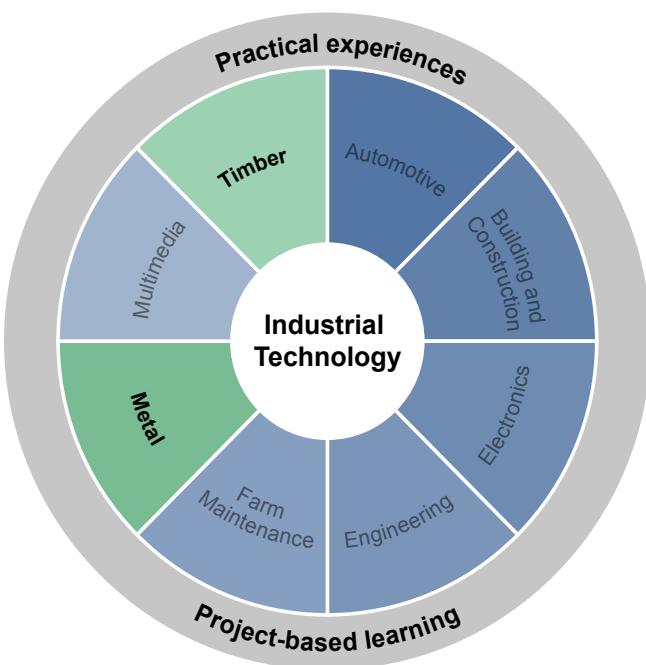
Through project-based learning, students develop skills in the design, planning, management and production of practical projects, with the aim of encompassing interests and aspirations of all students. In doing so, they are provided with opportunities to develop responsibility for their own learning 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 **Timber Technologies**.

## Timber Technologies Practical Experiences may include:

|         |   |
|---------|---|
| Year 9  | You're Served! Tray, Step Ladder and Bowl and Pen Turning |
| Year 10 | Table Design and Student-led Project                      |



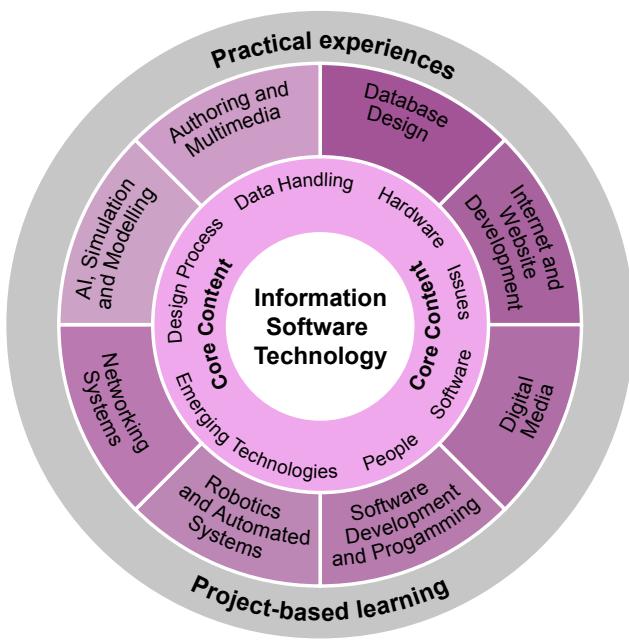
# INFORMATION AND SOFTWARE TECHNOLOGY

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 may be used, such as the Adobe Creative Suite, Arduino, Lego Robot Mindstorms and Python Programming language.

## 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 Diploma course.



# LANGUAGES

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

Classical Greek will be offered outside of the normal timetable.

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 four languages offered in Year 8 are also offered in Years 9 and 10.

### 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.

### 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 and students will be placed in classes appropriate to their Chinese language background. All sections of the course are examinable.

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

- **Reading comprehension:** the reading of a variety of texts will be the focus: comics, menus, magazines, newspapers and advertisements). Literature appreciation is also promoted. 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 online exercises in the Canvas Classroom.
- **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.

# LANGUAGES CONTINUED

## 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:** Students will continue to read a variety of contemporary texts from dialogues and relatively simple newspaper and magazine articles, to short literary pieces such as stories, poems and songs.
- **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 in the Canvas Classroom.
- **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

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.

Performance, Composition and Listening skills are developed over the 200 hour course and students will have experiences in all these areas through the various topics they study. Some topics will be familiar to them and some will be unfamiliar.

## Topics that are studies in Year 9:

- Music for Radio, Film, Television and Multimedia
- Romantic Era
- Jazz
- Australian Music

## Topics that are studies in Year 10

- Small Ensemble
- Music of a Culture (Latin and Balkan)
- Large Ensemble
- Song

## Learning an Instrument

Students entering this two-year elective course should be currently having lessons or willing to start lessons. To enhance their overall experience of Music, students are encouraged to be involved in one of the School's ensembles – that is one of the Concert Bands or Orchestras, Choir or Rock/Jazz Bands. 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 skills and enjoyment in the band, orchestra or choir. The study of Music is also known to increase a student's overall academic performance.



# TV PRODUCTION

Instead of being passive consumers of broadcasts- whether on free to air, subscription or internet services, students will become active makers and analysts of screen content.

TV Production gives practical experiences in the technical operation of camera, sound, lighting and editing, as well as opportunities for creative expression in writing and directing. The critical analysis part of the course examines how meaning for an audience is created in different television contexts and genres.

A student who completes this elective, whether 100 or 200 hours, will have extensive prior learning in Film and Television to link with the study of IB Film in Years 11-12 or the Short Film option in HSC Drama. The school is well resourced to offer the course with a fully equipped TV studio with greenscreen capabilities and state of the art equipment.

| YEAR 9               |  |
|----------------------|--|
| CONTENT              | OUTCOMES   |
| The Art of Interview | <ul style="list-style-type: none"><li>• Using a three camera studio - vision and sound systems</li><li>• Recording a TV gameshow</li><li>• Television techniques of persuasion</li><li>• Making a TV advertisement selling the unsellable</li></ul>  |
| Advertising          | <ul style="list-style-type: none"><li>• The business of TV Sport - the role of alcohol, fast food and gambling</li><li>• TV campaign to promote a little known sport</li><li>• Examining an issue in depth and using TV tabloid journalism</li></ul> |
| Sports Broadcasting  |  |
| Current Affairs      |  |

| YEAR 10            |  |
|--------------------|--|
| CONTENT            | OUTCOMES   |
| Music Video        | <ul style="list-style-type: none"><li>• Gender stereotyping and the business of selling music</li><li>• Creating an original music video</li><li>• Social analysis of different reality television programmes</li><li>• Developing an original Reality Television segment</li><li>• Create a short three-minute film or trailer, using all technical skills learnt in the course</li></ul> |
| Reality Television |  |
| The Short Film     |  |

# VISUAL ARTS

## WHY DO VISUAL ARTS?

Visual Arts now plays such a significant role within contemporary society through the creation and development of visual imagery that engages, excites, intrigues us in the many forms it takes. Visual Arts develops creative problem solvers so necessary in adapting to our changing world. Our society needs creative, critical thinkers whether they are employed in a creative industry or working to improve the world in whatever industry they seek to explore.

Making art is also a wonderful way to ensure balance in life by engaging in creative pursuits outside of work. Studying Visual Arts develops the receptive, intellectual and imaginative mind as well as the ability to see beyond what is, to see what might be and to respond to the world around us.

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.

This course explores a variety of visual arts based media including photographic and design based units and 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 time-based media like film or 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.

## 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, and 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 Visual Arts students and we try to engage an artist each year to work with students as part of an awareness of both

the diversity of artistic practice but also as a way for students to ask questions of working artists. The department has specialist rooms for:

- Visual Design – iMac computers, digital video cameras, scanners and printers provide expert equipment to develop skills in this field.
- Photography - a large darkroom and large format printing capacity.
- Ceramics - a number of wheels and kilns that cater for a range of ceramic practice.
- Visual Arts generalist rooms - set up for printmaking, painting and drawing.

| YEAR 9                     |        | CONTENT OUTCOMES   |
|----------------------------|--------|--|
| Backyard Impressions       | Unit 1 | This 2D unit of work encourages students to explore the landscape as a source of ideas and identity in order to create lively artworks. The programme provides an exploration of early Australian impressionist landscape paintings and the way in which Roberts, Streeton and McCubbin tried to create a sense of the new nation through their iconic paintings.              |
| Unearthed: Museum Artefact | Unit 2 | This 3D unit revolves around key historical artefacts and how they provide a way to understand the social conditions, environments and perspectives of the time. Students recreate an artefact from another culture or historical period using their own research and relevant materials.  |
| Ways of Seeing:            | Unit 3 | In this photographic unit students learn about the work of Sydney based photographer Louise Hawson and learn the basics of in-camera functions, Photoshop editing and create a personal blog site where they share images and comments about their own photographic practice. They learn to analyse a range of photographs and write responses to them using tools of enquiry. |
| Reproductions: Printmaking | Unit 4 | This unit of work will explore printing as a form of personal & cultural expression. Students will build upon their understanding of Australian identity and develop a more personal response to the issue. They will be working from a postmodern perspective as they will be encouraged to question stereotypes and recontextualise iconic symbols.                          |

# VISUAL ARTS CONTINUED

## YEAR 10

### CONTENT OUTCOMES

|                                    |  |
|------------------------------------|--|
| Expressions of the Self:<br>Unit 1 | An investigation of 2D drawing conventions to make artworks representing SELF IDENTITY from the viewpoint of the structural, postmodern and subjective. Students investigate artists, world and artwork relationships to make artworks responding to their concept of self identity. In critical and historical studies students investigate the work of Indigenous portrait artists with a focus on interpreting and explaining how artist's relationships to and about the human form, and themselves, are represented.              |
| It's All In Your Head:<br>Unit 2   | This unit of work encourages students to work both symbolically and three dimensionally. 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. Students are reminded of the 3 different ways that we can look at art; the frames, the conceptual framework and art practice. They practice analysing art works using these techniques. These investigations inform the students own sculptural form of the bust. |
| Modern Muse:<br>Unit 3             | In this unit of work students will create portraits of an inspirational figure using a variety of media as a way of elaborating both their understanding of practice and a body of work. Their related critical & historical study will investigate the Australian contemporary portrait painter, Ben Quilty, through the agencies of the Conceptual Framework. Students will also be required to align themselves stylistically with a known artist and reference their practice in their VAPD.                                       |



# ELECTIVE COURSES

## 100 HOURS



These electives are studied for one semester in Year 10. Students choose two elective courses from this section of the catalogue and study one course in each semester.

This structure provides opportunity for students to focus cognitive effort in a short period of time, engaging with these courses for six periods per week. They develop skills to meet syllabus demands via an intensive approach to study.

All the courses at 100 hour level provide opportunity to acquire firm foundations in areas of particular interest or in areas students may wish to continue in Years 11 and 12. They have been designed to introduce students to ways of thinking, concepts and skills relevant to both HSC and IB Diploma pathways.

The 100 hour courses endorsed by the New South Wales Education and Standards Authority are acknowledged on the student's RoSA at the 100 hour level, when students meet the set outcomes.

## **COMMERCE 100 (BUSINESS / ECONOMICS)**

Commerce provides students with the knowledge and skills to participate as active members of society in roles such as consumers, producers, workers, administrators, managers, and voters. The course offers opportunity for students to increase their knowledge and understanding of the ways in which individuals, businesses and governments interact within the community. Students explore their attitudes, beliefs, and values to develop decision-making and problem-solving skills in various commercial contexts.

Commerce has a wide range of topic areas where students learn about consumer, financial, economic, business, legal, political and employment matters. To allow for students to focus on their interests, the Economics Faculty provides two 100-hour Commerce courses for students in Year 10. Each course has been designed to provide students with the opportunity to focus on the business and economic context and/or to focus on the business and legal context.

If they choose to do so, students may select both 100-hour courses over the two semesters in Year 10. In this case, they will achieve recognition for 200 hours of Commerce on their RoSA.

### **COMMERCE (BUSINESS / ECONOMICS)**

The Commerce (Business/Economics) course focuses on topics aimed at developing skills in decision-making and problem-solving within an economic and business context.

Students choosing Commerce (Business/Economics) will study the following topics:

- Consumer and Financial Decisions (Core)
- Economic and Business Environment (Core)
- Investing
- Promoting and Selling

**(NESA Endorsed)**

## **COMMERCE 100 (BUSINESS / LEGAL)**

### **COMMERCE (BUSINESS / LEGAL)**

The Commerce (Business/Legal) course focuses on topics aimed at developing skills in decision-making and problem-solving within a legal and business context.

Students choosing Commerce (Business/Legal) will study the following topics:

- Employment and Work Futures (Core)
- Law, Society and Political Involvement (Core)
- Travel
- Towards Independence

### **Extension Opportunity**

From mid-Term 1 2023, students who achieve high level outcomes in the first half of the term of Year 10 Commerce and maintain a strong GPA, a strong EPA and a strong attendance record, may be considered for acceleration into the Year 11 HSC Business Studies Course. If the School runs an accelerated option in HSC Business Studies, it will be timetabled during Year 10 Commerce periods during both Semester 1 and Semester 2. This programme will only be accessible to students who have selected Commerce as a 100-hour elective in Semester 1 in Year 10. The content and skills covered in the extension programme are transferable to both the HSC and IBD pathways in senior years.

**(NESA Endorsed)**



## YEAR 10 DRAMA

The course develops substantial understanding and skills in performance for the stage. This is achieved through focus on accessible and popular forms of Drama including Improvisation and Playbuilding, Commedia and Melodrama.

The approach is a combination of critical thinking in analysing the elements of Drama which make each form distinctive, and a practical performance outcome through either workshops or scene performance.

The course will benefit the study of Drama in senior English, provide sound foundational skills with character, voice and movement, as well as understanding of the elements of Drama for further study in IB Diploma Theatre, IB Diploma Literature and Performance or HSC Drama.

## YEAR 10 FILMMAKING

Students will develop technical skills in sound, editing, direction, sound design and writing- in the contexts of a 3-camera studio and in filming on location. Students will investigate theoretical aspects of Film Theory like mise-en-scene (framing and composition), montage (editing) and sound design for film. The teaching of theory is complemented through a series of short exercises and workshops in each skill area.

The course culminates in the production of a 6-7 minute short film. An excellent precursor to the study of IB Diploma Film in Years 11 and 12.



## 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 IBDP 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 21st 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 THAT MAY BE CHOSEN TO STUDY:

- Physical Geography
- Oceanography
- Interactions and Patterns along a Transcontinental Transect
- Political Geography
- Fieldwork: Geographical Local Study to Global Content
- GIS Mapping Training
- 'Rabbit Hole' TGS Unit

(NESA Endorsed)

# HISTORY 100

Elective History offers students an exciting opportunity to inquire into the events that have shaped Australians and the world around us. The Elective course provides students with learning experiences to broaden their thinking about who we are and how we have progressed. Elective History equips students with valuable skills that are crucial in the modern world. Students are supported and challenged to plan and conduct historical inquiries, form and test arguments, and examine various sources from different eras and epochs.

The study of Elective History enables students to investigate people's actions, motives, and lifestyles over time, from individuals and family members to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version. There are many different perspectives on a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History not only develops academic skills but an appreciation for and an understanding of our citizenship.

A selection of topics below may be offered in the 100 Hour Course (no more than four in total):

## AREA TO BE COVERED

### Oral History: Voices of the Past

- Oral History in the Ancient and Modern eras
- Independent Oral History Project – Students plan and conduct an interview with an individual known to them about a significant historical experience.

### America the brave?

- Case Study 1: The American Revolution
- Case Study 2: Hamilton – History on Stage

### War, what is it good for?

- Case Study 1: Battle of Thermopylae in Greece (Ancient)
- Case Study 2: The Viking Conquests (Middle Ages)
- Case Study 3: The Pacific Campaign of World War II (Modern)

### Assassinations that shook the world

- Case Study 1: The Assassination of Julius Caesar (Ancient)
- Case Study 2: The Assassination of John Fitzgerald Kennedy (Modern)

### Dangerous Ideas

- Case Study 1: The Reformation in Europe (Middle Ages)
- Case Study 2: The French Revolution (Early Modern)

### 'Great' Individuals?

- Case Study 1: Alexander the Great (Ancient)
- Case Study 2: Catherine the Great (Early Modern)
- Case Study 3: Winston Churchill (Modern)

### Popular Culture

- Case Study 1: Ancient
- Case Study 2: Middle Ages
- Case Study 3: Modern

### Space: an eternal frontier?

- Case Study 1: Ancient concepts
- Case Study 2: Scientific developments
- Case Study 3: The Space Race

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## LANGUAGES - 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 derive great satisfaction from studying Greek and so gaining a complete Classical education.

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 while still at school, since it is the same language as that used for the writing of the New Testament.

This 100-hour intensive course is ideal preparation to enrol in either IB Diploma or HSC classes in Years 11 or 12. A student should have studied introductory Greek in Year 9.

**(NESA Endorsed)**



## LANGUAGES - CLASSICAL STUDIES: GREECE & ROME

### Rationale

The Greco-Roman world has wielded a powerful influence over subsequent human history and thinking. Engagement with the literature of the societies of the Greeks and Romans provides the opportunity to grasp the extent of that influence. In other words, an understanding of the classical world offers insights into language and literature, philosophy, science and medicine, as well as law and politics, history, the military, and even sport.

### The Course

The aim of the course is to introduce students to the Greeks and Romans through reading authentic texts in translation. In the first unit Ancient Greece is studied with a particular emphasis placed on 5th-century Athens. In the second unit Rome is studied in the context of the centuries either side of the BC/AD divide. Each unit is divided further into:

1. reading authentic texts in translation to engage with history, e.g. selections from Thucydides' account of the Peloponnesian War, or Caesar's account of his invasion of Gaul;
2. group readings of influential literature in translation, e.g. reading a whole tragic drama by Euripides or Sophocles, or selections from the poets of the Augustan era.

The course is taught using English translations and, as such, there are no prerequisites. Detailed reference to the culture and values of the Greeks and Romans as expressed in their own language are a valuable focus. Examples of these concepts and values are *demos*, *polis*, *tyrannos*, *pietas*, *to kalon*, *facta non verba*, *pium et iustum bellum*, and so on.

The course is taught with the expectation of class discussion and critical engagement with the source texts. For instance, it is expected that students will engage critically with controversial topics like slavery or imperialism. Such critical engagement develops logical thinking skills and also leads to a better understanding of the world we live in today.

### Who should consider this course?

It would be expected, of course, that a study of classical literature and history would attract students already enrolled in Latin or Greek. However, our aim is to give to any student interested in reading and the ancient world the chance to broaden his horizons. This course would be ideal for students whose favourite subjects include Christian Studies (we will be looking at early Christianity under Rome), English (as many literary traditions have classical antecedents) and History. The course would also be an excellent preparation for students considering the selection of HSC Extension English, HSC Ancient History, IB Diploma HL English or, indeed, the study of any foreign language in Years 11 and 12.



## MUSIC 100

## MUSIC 100 (ADDITIONAL)

In this course, students will have the opportunity to revisit their studies in Music from Stage 4. The course will be designed to meet the needs of the range of students selecting the Music 100 course, whether they be classically trained or contemporary trained musicians. An agile and flexible approach to learning design will support individual growth. Specialist teachers in composition will work with students to both support and extend the development of compositional skills. There will also be opportunities to extend and enrich those who have been performing on their instruments for many years, again through co-teaching and personalised learning design. Music 100 will offer sound preparation for studies in the HSC Music 1, 2 or IB Diploma Music courses.

Topics that will be covered in this course will be:

- Music of a Culture (Latin and Balkan)
- Music for Small Ensembles
- Jazz
- Music for Large Ensembles

### Learning an Instrument

Students taking Music should be learning an instrument or have had lessons on an instrument previously. Students who perform on technology can also do this course.

Music is fun, interesting and challenging. It is also one of the great pleasures in life. In a busy world, many professional people with musical ability use it for recreation or escapism, not necessarily as a career. Studying music has also been linked to increasing overall academic achievement. Music 100 provides an excellent avenue for musicians and music students of all abilities to experience the joy and benefits of Music!

(NESA Endorsed)



The Music 100 Additional Course is recommended for those who definitely envisage taking music as a subject for HSC or IB Diploma. Completing 200 hours of music in Year 10 is a sure way to be fully prepared of all aspects of the HSC and IB Diploma Music Courses. An agile and flexible approach to learning design will support individual growth. Specialist teachers in composition will work with students to both support and extend the development of compositional skills. There will also be opportunities to extend and enrich those who have been performing on their instruments for many years, again through co-teaching and personalised learning design.

Additional units of study include:

- Music for Radio, Film, Television and Multimedia
- Romantic Era - Programme Music
- Australian Music
- Song

### Learning an Instrument

Students taking Music should be learning an instrument or have had lessons on an instrument previously. Students who perform on technology can also do this course.

Music is fun, interesting and challenging. It is also one of the great pleasures in life. In a busy world, many professional people with musical ability use it for recreation or escapism, not necessarily as a career. Studying music has also been linked to increasing overall academic achievement. Music 200 provides an excellent avenue for musicians and music students of all abilities to experience the joy and benefits of Music!

(NESA Endorsed)

## TAS - 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's 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 is an elective course designed to build upon the Technology (Mandatory) course. A minimum of three focus areas will be covered over one year of the course. Course content is selected from the focus areas where appropriate practical experiences are designed to refine and enhance student's knowledge, understanding and skills.

Practical Experiences may include: Food in Australia, Food Selection and Health, Food for Specific Needs and Food Trends.

**(NESA Endorsed)**

## TAS - GRAPHICS TECHNOLOGY

The 100-hour Graphics Technology course provides students with the skills and techniques to visualise and communicate in three dimensions with ease. The knowledge to manipulate forms digitally is having a huge impact in the content we consume, from computer games, visual effects, movies, architecture and advertising to software and 3D Imagining.

The use of graphical images to communicate information overcomes the barriers of time and linguistic, cultural and social differences. The study of Graphics Technology is particularly relevant 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 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.

Through the study of learning modules such as Instrument Drawing, Product and Illustration, CAD and Architecture 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. 360 degree, Virtual and Augmented Reality will be investigated to equip the students to address future needs. The course encourages the development of collaborative and management skills, fostering an understanding of the advantages and responsibilities that are associated with these processes.

**(NESA Endorsed)**



## TAS - DESIGN AND TECHNOLOGY

The 100-hour Design and Technology course is an intensive experience where students get the chance to learn how Design Thinking can provide an edge to a vast range of endeavours. From industry, business to health care, design thinking is becoming increasingly important in providing a competitive advantage. Learning to understand market dynamics, human factors, data analysis, user needs and wants through product and environment design experiences gives students an innovation-led outlook that is increasingly sought-after.

The course will focus on sustainable and responsible enterprise approach, giving students the confidence to shape our preferred futures. Skills and techniques learnt in this course will be transferable, with a concentration on problem-solving and entrepreneurship. The course is project-based, built around the design sectors that have an effect on how we behave, interact and connect with each other.

Graphic Design, Architecture and Materials Technologies learning modules make up the core project-based framework for students to investigate process through models and prototyping. Students will learn to take advantages of teamwork and iterative design through the exploration of their design interests. Access to modern automated technologies such as CAD, CAM and 3D printing will help give the students an industry readiness.

Students are encouraged to be self-paced and self-directed in the growth-focussed learning environment on offer. Connections to industry and tertiary education will be investigated to provide a mentoring experience to some aspects of the course.

(NESA Endorsed)

## TAS - 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 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.

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 skills.

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 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 and Python programming language.

(NESA Endorsed)

## TAS - MULTI MEDIA TECHNOLOGIES

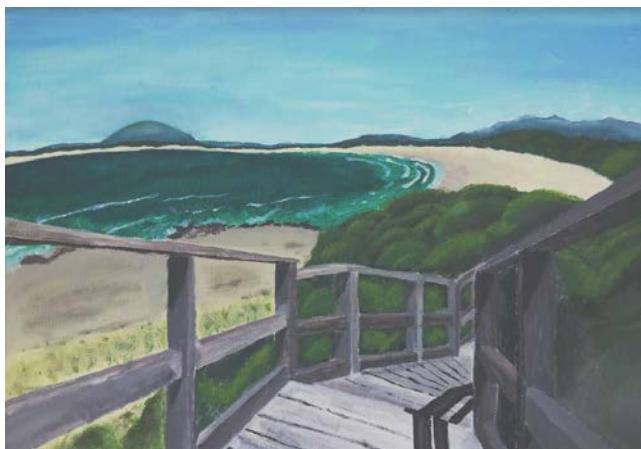
The 100-hour Multimedia course offers an intensive learning experience into content creation, digital literacy and media, utilising the technologies that matter for the future. The course is for students who are content-focused and who wish to develop skills to control and shape the digital space we now all inhabit.

The multimedia elements of text, image, audio, video, animation and interactivity are investigated and manipulated by the students to create new forms of storytelling and communication. Students will apply design principles in the modification, development and production of projects.

Projects will be constructed around the student's interests where they will be guided in Graphic Design communication skills, Interactive Web Design, Animation and Video. Virtual Reality and other emerging technologies will be explored to create new digital landscapes. Responding ethically will be important as the students equip themselves to advance the conversation around increasingly blurred digital boundaries. Communications and presentation techniques will be honed with students identifying and participating in collaborative work practices, whilst exploring and analysing new and emerging technologies and their impact on society.

Opportunities lie in connecting with industry and working with the 100-hour Information Software Design team to enhance the projects. This course will put the student at the centre of the discourse with applied knowledge. Armed with the digital tools at their disposal, they will be strengthening their learning to make ethical and exciting content choices, with a communication, design industry readiness.

**(NESA Endorsed)**



## VISUAL ARTS - CERAMICS

Ceramics is re-emerging locally and globally as a popular artform and part of a contemporary designer's practice.

This Visual Arts course will focus on making objects using clay and plaster that function as artworks or as designed objects that are informed by the broader practices of others. Students will learn a variety of techniques including slump moulding, slab building, slip casting and wheel throwing as well as different glaze and firing techniques. These skills will then be applied to the creation of the students own work. In researching other artists, students will also learn to write about and analyse works of art in sophisticated ways. In this way, they will learn not only how to create artworks but also to be more thoughtful, empathetic and expressive people. Trinity has a wonderful designated ceramic space with a broad range of equipment and facilities that allow students to really explore the broad functionality of this media area.

This course will effectively prepare students for the HSC and IB Diploma Visual Arts courses in Years 11 and 12.

**(NESA Endorsed)**

## VISUAL ARTS - PAINTING & PRINTMAKING

Painting and printmaking have long-standing traditions over generations but this hasn't stopped artists pushing the boundaries with new and exciting techniques that compliment and build upon these traditions. This Visual Arts course will focus on making art works using painting and print making techniques including realism, abstraction, reduction printing, solar etching and intaglio. In researching and responding the works of other painters and printmakers, students will also learn to write about and analyse works of art in sophisticated ways. By doing so, they will learn not only to create artworks but also to be more thoughtful, empathetic and expressive people.

This course will effectively prepare students for the HSC and IB Diploma Visual Arts courses in Years 11 and 12.

**(NESA Endorsed)**



## VISUAL ARTS - PHOTOGRAPHIC & DIGITAL MEDIA

The use of photographic and digital media practices to communicate ideas has never been more necessary than in our contemporary society where images are shared and explored every minute of every day in the workplace and in our private but public lives.

Photographic and Digital Media is an exciting introduction to the ways in which a range of digital devices and darkroom techniques can be used to communicate ideas visually. It is an ideal first step for students who are interested in exploring a career in advertising, journalism, fashion, marketing, media and communication or the fine arts. Students develop their skills in using digital cameras, studio lighting and other photographic equipment. They will also learn to use Adobe Photoshop, Lightroom, After Effects and Premiere.

There is a focus on the use of photography to express the student's personal response to their world and develop confidence in understanding and analysing the work of other photographers. In this way, students learn not only to create great photographs but also to be more thoughtful, empathetic and expressive people.

This course will effectively prepare students for the HSC and IB Diploma Visual Arts courses in Years 11 and 12.

**(NESA Endorsed)**



## VISUAL DESIGN

Visual Design and the work of designers across a huge range of industries has exponentially grown over recent years and resulted in our visually saturated contemporary society.

In Visual Design, students will enjoy working as a designer to solve problems and represent ideas relevant to their daily life. It is an ideal first step for students who are interested in exploring a career in architecture, advertising, illustration, graphic design, fashion, marketing, media and communication or digital artmaking. Students will learn to use Photoshop, InDesign, Illustrator and SketchUp to create a range of 2D and 3D design responses. They will also learn to use visual imagery to communicate concepts symbolically and develop confidence in understanding and analysing the work of other designers. These skills not only help students to create their own design work but also gives them the skills to decode and respond to the constant stream of advertising and visual communication that permeates their world.

This course will effectively prepare students for the HSC and IB Diploma Visual Arts courses in Years 11 and 12.

**(NESA Endorsed)**



# ELECTIVE COURSES

25  
HOURS



These courses are designed by Trinity teachers to develop student capacity in the approaches to learning that underpin academic success: research and inquiry, critical thinking, creative thinking, collaboration and outstanding communication.

They are deliberately interdisciplinary, providing opportunity for students to explore the kinds of connections between disciplines that allow them to engage with complex problems, contemporary issues or questions of personal relevance.

They are intended to increase capacity for independent inquiry by engaging for a single term within an area of strong interest. Through these courses, students learn to pose questions, research to explore these questions, synthesise findings and communicate outcomes in a variety of mediums.

Considerable student choice, both in the courses on offer, and within each course, offers a landscape in which students are supported to step into the kinds self-directed learning essential to future academic success.

Students will study **three** of these courses, one in each term on the Summer Hill Campus.

## BREAKTHROUGH

Step into the momentous conflict of World War I, adorned with the boots and brains of the key European and American decision-makers, as you desperately attempt to achieve military breakthrough on the Western Front!

Students selecting this course research decision-making and war strategy; they engage with a model that allows them to make decisions and formulate strategy, taking into account complex factors, personalities and circumstances. They learn about, and practice, strategies to manoeuvre enormous armed forces, deploy new technologies, maintain the support and well-being of both citizens and soldiers, and secure the financial position of countries throughout four years of armed conflict. This challenge is a great landscape for students ready to hone their critical thinking skills and protocols for collaborative decision making in a real-world situation.

All this and more awaits you in 'Breakthrough!': the only question is, are you game?



## CONTENT HUB - JOURNALISM NOW

Are you the next big media influencer? What conversations do you think we need to have in public forums? What technology have you been waiting to get your hands on? Can you tell fake news from the real thing? When you take up this challenge, you will become part of a small editorial team, identify the stories you want to tell and get creative about the ways that you can tell them – your stories, told your way.

The way that we communicate our ideas, opinions, experiences and stories has developed rapidly and the world is increasingly open to change - some might say like never before. Students electing this course embark upon the opportunity to write meaningful journalism or build a media hub that reflects contemporary access to information. They explore a range of media for accessing and interacting with journalistic content, including videos, podcasts, animation, blogs, picture stories, live streams and high quality print content.

The students develop understanding of the journalistic process by engaging in real world timelines to find, produce and publish content. At the end of the course, each student's 'content blast' will be published on a school platform so that it can be viewed by the rest of the school community.



## CRIMINAL LAW

Have you ever watched the news and wondered how the legal process works to promote a fair and just society for all citizens? Have you ever considered why due process in the execution of the law is essential? Do you have an interest in studying law or forensics in the future?

This course asks and investigates probing questions about the criminal justice system in Australia. It uses contemporary case studies, some of which have received quite intense media coverage, to understand key aspects of criminal justice and application of law. It offers students an opportunity to play the role of criminal investigator as a means of deepening their understanding of the principles that underlie a fair and just process for all.

There is scope within the course for students to undertake their inquiry in areas of particular interest, collaborate with like-minded students and engage with experts in a complex, fascinating area of human society.



## FRESH KICKS: SHOE DESIGN

Have you ever looked down at those boring, black school shoes and just wished you could kick them off and slip into some comfy kicks that you designed yourself? Well, here's your chance to join the ranks of celebrities like Kanye, Selena Gomez and Travis Scott in the lucrative and dynamic world of shoe design! This Visual Design and Commerce collaboration offers opportunity to develop both entrepreneurial and creative thinking skills.

Students will investigate current market and visual trends, conduct research into successful graphic designers and create their own design portfolios. They will undertake creative processes to discover individual style, develop a signature look, workshop ideas with peers and use feedback loops to operate as entrepreneurial designers in a real time campaign.

This challenge is for those who want to sharpen their marketing skills and their pencils by stepping into the real world of design. And, you'll literally walk away with a pair of fresh kicks completely designed by you!

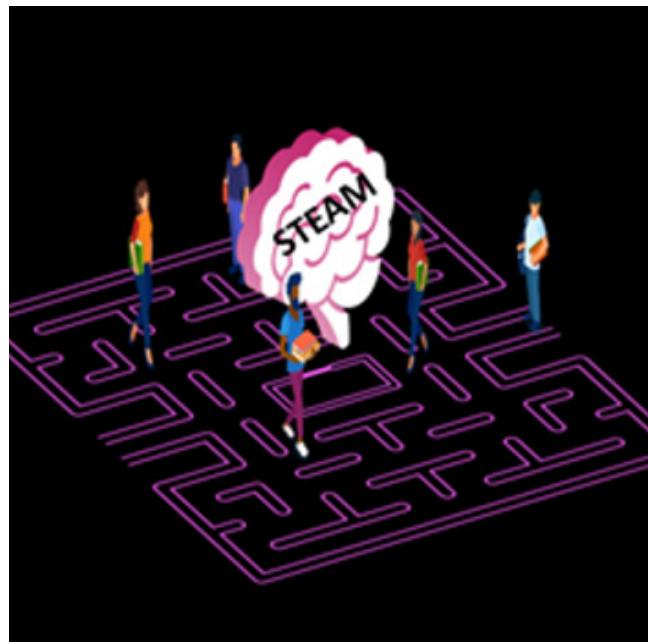


## GAMIFICATION

Take the first step from being a game player to becoming a game developer! Playing games is entertainment but making games can be just as absorbing. This course will help students to learn the art of balancing the fun of playing games with the challenge of coding and designing the game.

This course is designed to cater for students with a range of experiences in coding and game design. Students will use GameMaker to create their games from scratch, using either a custom drag-and-drop visual programming language or the scripting language which is based on 'C' programming language. They will develop basic programming skills, building upon the skill level with which they enter the course. They will learn what an object is, and how they can assign events and actions to objects to make them interactive.

Game design and development builds both theoretical and application skills in art, mathematics and programming. The process offers students an outlet to demonstrate their interest, skills and creativity. Students stepping into this course are embarking upon creative, energizing experiences that will get them thinking in new, exciting ways.



## JUSTICE LEAGUE

Justice League is all about contributing to a positive living experience for all members of society and how you can help make a difference in the world. What would you advocate for and how would you do it? How would you get others to care?

The course begins by examining the issues that impact upon a fair and just living experience for all people and living things. Students choose an issue relating to social justice, undertake inquiry into this issue and choose a format to share what they have learned with others. They investigate the rise and fall of past campaigns in Australia and globally to consider what we can learn from those who came before us. They examine how the world around us actually works and think about how policies help or hurt our capacity to make real change for issues that matter. In fact, we are all connected and you may be surprised to learn how issues may directly or indirectly impact you!

As they look to communicate their findings, students might prepare a social media campaign, a blog, a video or a business plan to represent solution-focussed ideas. Students stepping into this challenge will be enhancing their ability to identify ways they can affect change - in small or big ways - in the world around them.



## QUEST

## SIEGE ENGINEER

Personal Research .... What inspires you? What intrigues you? What makes you wonder? What, or who, do you want to know about more deeply? This course provides an opportunity for students to design their own research project in order to explore the questions and wonderings most critical to them. They learn how to initiate and complete an inquiry by selecting and utilising research tools appropriate to their area of investigation, critically evaluate research sources, synthesise findings and, finally, present them to a target audience.

Key to this course is the broad scope for personal choice. Students will learn about and be supported to engage with the research process, but they will propose both the area of inquiry and the end product. As experts in the research process, Library staff will work alongside students to hone digital, information and critical literacy skills. Students will be encouraged to become curious problem seekers and posers of insightful questions.

By the end of this course students will be empowered with research skills they can transfer to a range of other courses and contexts. In this 25 hour option, there is be no such thing as "I don't know" .... only "I don't know YET".



Throughout the ages, engineers have designed and built powerful siege engines capable of launching projectiles over long distances. If you choose the siege engineer course you will develop collaborative skills and work through an iterative cycle to design, build, test and evaluate your own siege engine.

Throughout the course students will learn the necessary engineering and physics principles to make their siege engine design as powerful and efficient as possible. They will spend time test firing, analysing data and optimising their siege engine design before pitting final prototypes against peers in a competitive demonstration of range and accuracy.

When students select this challenge they are stepping into an opportunity to apply theoretical principles of physics and mathematics via a robust design process.



## STRONGER: MIND AND BODY

## TINY HOUSES

Have you ever considered how an athlete goes about improving their performance in sport, or what kinds of improvements are possible?

Are you interested in understanding the ways coaching, technology, data analysis and nutrition enhance athletic performance?

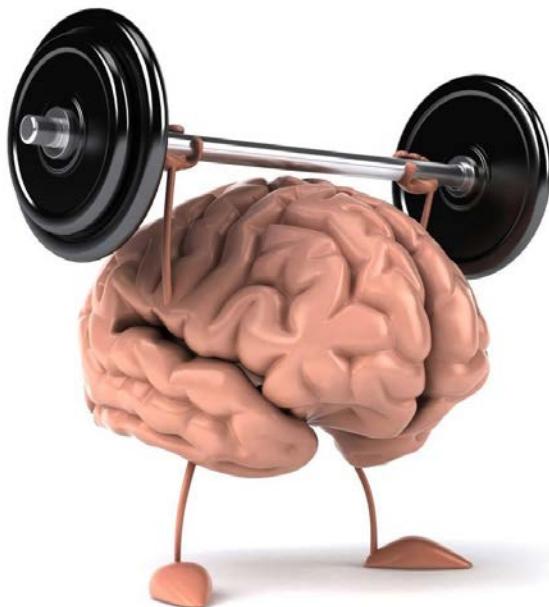
What roles do the body and the mind play in successful sport performance - and is one more important than the other?

These are some of the inquiry focuses students can choose in the Stronger: Mind and Body course. In this elective, students explore the many ways that humans can build, train, feed, track, and test their minds and bodies to improve their sports performance. Students engage critically with their chosen strand or topic, frame and undertake research to understand current thinking, collaborate with others, undertake first hand investigation and synthesise findings to create resources that will inspire improvement in sports performance.

With the current context of rapid economic and social change, as well as the need for sustainable use of resources, the Tiny House movement has not only become relevant but escalated in popular consciousness over recent years. People are turning to Tiny Houses in order to create comfortable, bespoke residences that meet their needs, without undue economic and environmental costs. Designers, architects and engineers working in this field use currently available resources to build homes that cater to their client's needs.

In this course, students have an opportunity to design and build a personalised scale model of a Tiny House that is both comfortable and cost-effective. They research environmental and economic factors impinging upon the Tiny House movement, learn about the design elements required to build a house on a small scale, prototype models and use feedback loops to refine design in an iterative process.

Come build the Tiny House of the future!



## WASTE OF TIME?

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Is it a Waste of Time to consider the environmental consequences of human actions on our planet? Join this course to undertake a research journey into the ways in which human enterprise impacts natural environments and where plastic is not so fantastic. Your research journey will continue as you investigate alternative approaches and solutions to give you the courage to step up and market your own informed, viable propositions in response. Learning along the way may include asking questions such as 'What are the scientific ramifications of inaction?' 'What is our future going to look like?' 'Does recycling work?' 'Where will future resources come from?'

Students will be offered a wide choice of forms to present their research findings and proposed solutions, from making a short film, crafting a blog, scripting a TED Talk or a podcast, composing a scientific report or feature article.

This unit is about your future: what is being done, what needs to be done and what is achievable. When students select this challenge, they take steps to become an informed global citizen and join ranks of those who see the future as a place for their voice and contribution, and those who use the past to measure the future.



# CONTACT US

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