Trinity College
BEENLEIGH

Junior Studies Guide
2014
For students entering
Year 9, 2014
Year 10, 2015
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## Elective Subjects
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- Economics and Business
- Geography
- Home Economics
- Industrial Technology and Design – Metal
- Industrial Technology and Design – Wood
- Information and Communication Technology (ICT)
- Japanese
- Media
- Visual Art
PART 1:

INTRODUCTION

This handbook is provided to assist students and their parents in making an appropriate selection of subjects for the Junior Phase of Learning. The contents of this handbook should be studied thoroughly to gain an accurate understanding of the nature, scope, requirements and relative difficulty of each subject.

Students are able to select from a wide range of subject areas to create an individual program of study that best serves their needs and aspirations. The College has a tradition of excellence in teaching and learning, in which the needs of the individual student is the central focus of the learning process.

At Trinity College a number of support structures exist so that students and their parents are fully aware of the choices available and the applications of the selected course work. It is very much our intention to have parent’s integrally and frequently involved in the subject selection process of their child.

The course offerings shown in this handbook are prospective in that the actual availability of courses in any particular year will be subject to demand and the capacity of the College to run the course.

HOW TO CHOOSE ELECTIVE SUBJECTS

Choosing your elective subjects for Years 9 and 10 is an opportunity for you to explore and discover your own particular talents, skills and interests. When selecting your elective subjects you should consider subjects you enjoy and will be successful in, keeping in mind the choices you make could have a bearing on your future career goals and aspirations.

When choosing your elective subjects there are a few things you should consider:

- What are my personal interests and hobbies
- What am I good at and will be successful in
- What are my career goals and aspirations

The subjects you choose may lead to new career pathways or interests e.g. Art may lead you to cultivate an interest in the Arts. You may become an Artist or enjoy it as a hobby. Even if you did not pursue a career in Art, it could help you pursue a career in design e.g. Fabrics, Dressmaking and Graphic Art. Similar things might be said about Drama, Physical Education and Home Economics.

You are not being asked to make major career choices at this particular moment. The way the courses are structured at Trinity College, most career paths will still be open to you even after you have completed Years 9 and 10. Even those courses in Years 11 and 12 which follow on from Year 10 elective courses, may be open to students in Years 11 and 12 after consultation with the College.

Steps in Choosing Subjects:

1. Think about yourself, the things you value like to do, think are worth doing and are achieving towards.
2. Talk to your parents and teachers about yourself and the subjects.
3. With your parents, complete the online Web Preferences process.
STUDENT EXPECTATIONS

<table>
<thead>
<tr>
<th>COMMITMENT</th>
<th>STUDENT RIGHTS TO</th>
<th>STUDENT RESPONSIBILITIES TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Actively Learn</td>
<td>• To be provided with a variety of learning experiences and opportunities</td>
<td>• To participate fully in learning activities and experiences (curricular and extra-curricular)</td>
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<td></td>
<td>• To learn with minimal disruption in an environment conducive to learning</td>
<td>• To refrain from being disruptive</td>
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<tr>
<td></td>
<td>• To have the opportunity to be listened to</td>
<td>• To listen attentively</td>
</tr>
<tr>
<td></td>
<td>• To be offered necessary assistance with learning</td>
<td>• To assist in creating an environment conducive to learning</td>
</tr>
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<td></td>
<td>• To learn at an appropriate level which meets your needs</td>
<td>• To make a genuine effort to learn in all classes</td>
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<td></td>
<td>• To know that there is a clearly stated and consistently implemented College</td>
<td>• To be prepared for all lessons</td>
</tr>
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<td></td>
<td>Assessment Policy</td>
<td>• To be punctual and attend all lessons</td>
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<td></td>
<td></td>
<td>• To complete all assessment tasks and homework on time and to the best of your ability</td>
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<td></td>
<td>• To ensure that computer use supports learning and satisfies the conditions of use stated in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the student computer use agreement form</td>
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To Communicate Justly

<table>
<thead>
<tr>
<th>STUDENT RIGHTS TO</th>
<th>STUDENT RESPONSIBILITIES TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To be listened to</td>
<td>• To listen to others</td>
</tr>
<tr>
<td>• To have a chance to speak</td>
<td>• To refrain from interrupting while others are speaking</td>
</tr>
<tr>
<td>• To be spoken to with courtesy</td>
<td>• To keep student planner up to date</td>
</tr>
<tr>
<td></td>
<td>• To take home school correspondence</td>
</tr>
<tr>
<td></td>
<td>• To demonstrate care and sensitivity in representing others in all forms of communication</td>
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</tbody>
</table>

Given these expectations, it is clear that students are required to make a substantial commitment to their education while at school and at home. This may need to be taken into consideration by students and their parents when making decisions about extensive part-time employment or extra-curricular activities. The following would be a guide to the minimum time a student would need to devote to their homework and study during a typical week:

<table>
<thead>
<tr>
<th>Year</th>
<th>-</th>
<th>1½ to 2 hours five times per week</th>
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</thead>
<tbody>
<tr>
<td>Year 9</td>
<td></td>
<td>2 to 2½ hours five times per week</td>
</tr>
</tbody>
</table>

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JUNIOR SUBJECT CURRICULUM

The curriculum offered to Year 9 and Year 10 students at Trinity College seeks to provide all students with a quality and broad education. Traditionally as the years progress, students are given a greater scope to specialise, adapt course choices to their own talents and abilities, and to develop their plans for future careers and vocations.

CORE KEY LEARNING AREAS

In Years 9 and 10, all students are required to study the following CORE Key Learning Areas.

- Religious Education
- English
- Health and Physical Education
- History
- Mathematics
- Science

ELECTIVE SUBJECTS

All students will choose two elective subjects to study for Years 9 and 10.

- Drama
- Economics and Business
- Geography
- Home Economics
- Industrial Technology and Design – Metal
- Industrial Technology and Design – Wood
- Information and Communication Technology
- Japanese
- Media
- Visual Arts
ENQUIRIES

Leadership Team:
- Principal: Mrs Catherine Thompson
- Deputy Principal: Mr Phillip Cooper
- Assistant Principal – Curriculum: Mr Michael Darcy
- Assistant Principal – Pastoral Care: Mrs Megan Pettiford
- Assistant Principal – Religion Education: Mrs Nancy Rodgers

Year Level Coordinators:
- Year 8: Miss Nicole Ahearn
- Year 9: Mr Stephen Czapracki
- Year 10: Mr Alf Di Mauro
- Year 11: Mrs Jasmine Brown
- Year 12: Mr Matthew Mackle

Heads of Department:
- Religious Education: Miss Sharon Parsons
- Arts: Ms Lisa Rachow
- English (Acting): Mrs Cathy Agius
- LOTE: Miss Jennifer Dodd
- Mathematics: Mrs Fiona Swan
- Physical Education: Mr Paul Gardner
- Science: Mr Warren Segal
- Humanities: Miss Elizabeth Bale
- Technology: Miss Natalie Clarke
- Vocational Education: Mrs Emily Sill

Enquiries about the material covered in this handbook should be directed to:

Mr Michael Darcy
Assistant Principal – Curriculum
Telephone: 07 3442 5222
Facsimile: 07 3442 5200
Email: mgdarcy@bne.catholic.edu.au
PART 2: SUBJECT DISCRIPTURES – CORE SUBJECTS

RELIGIOUS EDUCATION

What is the Subject About?
This subject promotes the knowledge, skills, attitudes and values that enable students to participate as active and informed members of the Church and society. Religious Education in Years 9 and 10 will involve students gaining knowledge about Christianity, with a specific emphasis on the Catholic tradition. They will also gain some awareness of the religious traditions of other cultures and peoples.

Why Study This Subject?
It is important that all students have the opportunity to become literate in their own religious traditions and to develop an understanding of the religious traditions of others. As religion is so much a part of the fabric of the Australian culture, such an understanding can contribute greatly to the building of a more tolerant society.

What Do Students Learn?
Throughout the course students will be involved in learning that will develop knowledge, understanding and skills across the four strands of the Religious curriculum as set by Brisbane Catholic Education. These are interrelated and their content is taught in an integrated approach.

Strands
1. Sacred texts
2. Beliefs
3. Church
4. Christian life

These broad areas of study are explored and developed through the lens of the perspectives below:

YEAR 9
- Beliefs
- Human experience
- Understanding God
- Church/kingdom
- Good and evil
- Miracles and parables
- Morality
- Foundations
- Moral life
- Catholic social teaching
- Monotheistic faith traditions
- Sacraments
- Incarnation, resurrection and ascension of Jesus

YEAR 10
- The mystery of God
- Responding to the signs of the times
- Making amends and moving forward
- Religious voice in the world

Throughout the course, students will explore each of these areas as they undertake the different units that have been developed.

Examples of Activities and Assessment
Assessment in Religious Education is designed to evaluate the students’ progress in the areas of knowledge, processing of information and communication.

Assessment techniques vary but may include such items as:
- Short answer tests
- Written assignments
- Oral presentations
ENGLISH

YEAR 9

Course Description
This one year course provides students with an opportunity to develop and refine their ability to compose and comprehend spoken and written English fluently, appropriately, effectively and critically.

In Year 9, students interact with peers, teachers, groups and community members in a range of face-to-face and online/virtual environments. Students will develop the ability to use spoken, written and visual language across a range of categories. Students will engage in units of work which will improve their abilities to use writing and speaking to create, to entertain, to move, to communicate, to inform and to persuade.

Topics
AUSSIE, AUSSIE, AUSSIE (Australian Identity)
Students will engage in a range of Australian literary texts including short stories, dramatic performances and the oral narrative traditions and contemporary literature of Aboriginal and Torres Strait Islander peoples.

Students explore how events, situations and people can be represented from different perspectives and draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. Students identify, interpret and critically evaluate how text structures and language features of texts, including literary techniques, are designed to appeal to audiences and create an Australian identity.

TREK IT OUT (Technical and Scientific Language)
Students examine short scientific articles that include technical information from credible/verifiable sources described using abstract, scientific language and vocabulary supported by graphic representations.

Students examine the purpose, language and structure of science fiction stories and films. Students transform a short scientific article into a speculative science fiction short story.

THE WORLD AROUND US (Global Texts)
Students select, read and view literary and non-literary texts including those from and about Asia to compare and contrast human experience in response to ethical and global dilemmas.

Students explore how events, situations and people are represented from different perspectives. Students create a report that compares and contrasts different representations of Asia, making judgments about the selected texts’ structures, language features, literary techniques and interpretations.

SAY IT TO YOUR FACEBOOK (Language Online)
Students investigate contemporary media to develop a critical understanding of the differences between media texts and the responsibilities of online interactions.

Students identify changes in language to describe new media, and how jargon and technical language reinforces membership of specific communities.

Students innovate with texts, using visual and non-verbal forms of language to establish relationships with different audiences and evaluate the effectiveness of an online hybrid space.

Examples of Activities and Assessment
- Reviews
- Reports
- Discussions
- Informative articles
- Spoken presentations

- Persuasive texts
- Imaginary texts
- Expository texts
- Multi-Modal presentations
YEAR 10

Course Description

This one year course provides students with an opportunity to develop and refine their ability to compose and comprehend spoken and written English fluently, appropriately, effectively and critically.

In Year 10, students interact with peers, teachers, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts for foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, the contemporary literature of these two cultural groups, classic and contemporary world literature, including texts from and about Asia.

Topics

TALKIN' BOUT YOUR GENERATION (Representations of Adolescents)
Students analyse and explain how language and images create representations of adolescents. Students analyse and evaluate humorous language and texts, and media texts and images.

RIGHT OR WRONG? (Contemporary Literature)
Students compare and contrast the social, moral and ethical themes in a range of contemporary literature texts, including the close study of a novel. Students evaluate how text structures, language and visual features can be used to influence audience response.

WHEREFORE ART THOU ROMEO? (The Classics)
Students investigate classic world literature, including a play by Shakespeare, to explore themes of human experience and cultural significance. Students reflect on the classic and contemporary relevance of the themes in world literature and discuss how language devices layer meaning and influence audiences.

A CURRENT AFFAIR (Perspectives on Issues and Events in Media Texts)
Students analyse and evaluate how human experience is represented in new media texts and documentaries, including the use of images. Students develop a critical understanding of the contemporary media and analyse the differences between news media texts.

Examples of Activities and Assessment

- Reviews
- Reports
- Discussions
- Informative articles
- Persuasive texts
- Imaginary texts
- Expository texts
- Multimodal presentations
- Spoken presentations
HEALTH AND PHYSICAL EDUCATION

YEAR 9

Course Description
After the compulsory Semester unit of “Healthy Living” in Year 8, all students must participate in this program for Year 9. The subject hopes to have students learning in, about and through physical activity. As such, much of the theory has a focus on the practical application of knowledge and understanding. We have both theory and practical lessons on a weekly basis and students are expected to participate fully.

The subject consists of three strands:
- Promoting the health of individuals and communities
- Developing concepts and skills for physical activity
- Enhancing personal development

Topics
Students will follow a program that delivers sun-smart sporting experiences in the areas of Athletics, Soccer, Gymnastics and Basketball (due to various logistical issues, this may be altered). We expect full participation from all students. During the theoretical time we study an assortment of issues dealing with sports nutrition, biomechanics and body systems.

Examples of Activities and Assessment
A variety of practical, written and life-related tasks are to be undertaken where a variety of genres will be explored to enable students with various strengths and weaknesses to have the best opportunity to succeed.

Examples of the assessment:
- Physical performance
- Use of tactics
- Orals
- Personal diaries
- Written exams
YEAR 10

Course Description
Year 10 Physical Education is a compulsory subject that all students will undertake. It encompasses both theoretical and performance based activities where all students are expected to fully participate in both elements.

Topics
In preparation for the Senior Phase of Learning, academic and performance expectations are significant. The course currently consists the following components:

- Dance (Modern Jive)
- Oz Tag
- Aquatics
- Original game design
- Sports psychology
- Skill acquisition
- Effective coaching techniques
- Sports marketing

Examples of Activities and Assessment
The performance based activities utilize similar criteria as used in Senior Physical Education which awards grades in three areas:

- Acquiring
- Analysing
- Evaluating

The theory elements focus heavily on personalised research, where research and written tasks are the core focus. This in preparation for the communication skills required for Senior studies. They are also marked to the three strand criteria and a profile is developed of the students’ abilities where all grades are merged to obtain an overall grading.
HISTORY

YEAR 9

Course Description

The Year 9 History curriculum focuses on the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I in 1914-1918 - the “War to End All Wars”.

The aim of the Year 9 course is to further develop the skills and knowledge learnt in Year 8, especially developing inquiry questions in research, analysing sources for origin, purpose, context and usefulness, critical analysis and understanding of points of view, attitudes, values and perspectives of others.

Topics

THE MAKING OF AN AUSTRALIAN NATION

This unit looks at the extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples. Assessment will focus on the experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, and Afghans), key events and ideas in the development of Australian self-government and democracy, and the impact of the Immigration Restriction Act.

MAKING A BETTER WORLD? THE INDUSTRIAL REVOLUTION

This unit examines the impact of the Industrial Revolution (1750 – 1914), including the technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia. Assessment will focus on using sources to understand the experiences of men, women and children during the Industrial Revolution, and their changing way of life. Students will also consider the short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.

THE WAR TO END ALL WARS – AUSTRALIA IN WORLD WAR I

In this unit, students investigate key aspects of World War I (1914-1918) and the Australian experience of the war, including the nature and significance of the war in world and Australian history. Students will look at the causes of World War I and the reasons why men enlisted to fight, the places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign. Assessment will focus on allowing students to research an area of interest such as the impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate), or the commemoration of World War I, including debates about the nature and significance of the ANZAC legend.

Examples of Activities and Assessment

Activities and assessment will focus on two strands – historical knowledge and understanding, and historical skills. Students will complete three assessment items per Semester and complete in class.

Activities include:

- Using historical sources
- Response to stimulus exams
- Essay writing skills
- Assignments
- Knowledge exams
- Oral presentations
- Research reports
- Planning and undertaking research

12
YEAR 10

Course Description
The Year 10 History curriculum focuses on the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

The aim of the Year 10 course is to refine the skills and further develop knowledge learnt in Year 8 and 9, especially developing inquiry questions and planning a research inquiry, evaluating a variety of primary and secondary sources for origin, purpose, context, reliability and usefulness, critically analysing the reasons for different points of view, attitudes and values and the perspectives of others. Students also make use of a variety of sources to explain the multiple causes and effects of events and the motives of individuals and groups.

Topics

WORLD WAR II
In this unit, students investigate wartime experiences through a study of World War II (1939-1945) in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement. Students will complete an examination of significant events of World War II, including the Holocaust and use of the Atomic bomb, the experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda) and the impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship).

POP CULTURE IN A GLOBALISING WORLD
Students investigate the notion of popular culture, especially from 1954 to the present. This involves looking at the nature of popular culture in Australia at the end of World War II, including music, film and sport, developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock ‘n’ roll. Students also consider the changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments and Australia’s contribution to international popular culture (music, film, television, sport). Assessment will focus on using sources from these time periods and how they reveal changing beliefs and values.

STRUGGLE FOR RIGHTS AND FREEDOMS
Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. The focus is on the period from 1945 to the present and particularly the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning, the Stolen Generations and the US Civil Rights Movement and its influence on Australia. Students will study the significance of following the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology and the methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples. Assessment will focus on using sources to evaluate an important event or person in this struggle. The unit will conclude with an exploration of the continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world.

Examples of Activities and Assessment
Activities and assessment will focus on two strands – historical knowledge and understanding, and historical skills.

Students will complete three assessment items per semester and complete in-class activities including:

- Using historical sources
- Response to stimulus exams
- Paragraph writing skills
- Essays

- Assignments
- Knowledge exams
- Oral presentations
- Planning and undertaking research
MATHEMATICS

YEAR 9

Course Description
Learning Mathematics creates opportunities for and enriches the lives of all Australians.

The Australian Curriculum:
Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of Mathematics are built.

Mathematics Has Its Own Value and Beauty and The Australian Curriculum:
Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Topics
At Trinity College, Mathematics is a compulsory subject for all students in Years 8, 9, 10, 11 and 12. Mathematics is an integral part of our general education. It can enhance our understanding of our world, and the quality of our participation in society.

Mathematics is organised around three content strands and four proficiency strands.

The Content Strands Are:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The Proficiencies Are:
- Understanding
- Fluency
- Problem solving
- Reasoning

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Measurement and Geometry</th>
<th>Statistics and Probability</th>
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<tbody>
<tr>
<td>Number and Place Value</td>
<td>Using Units of Measurement</td>
<td>Chance</td>
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<tr>
<td>Fractions and Decimals</td>
<td>Shape</td>
<td>Data Representation and Interpretation</td>
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<td>Real Numbers</td>
<td>Geometric Reasoning</td>
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<td>Money and Financial Mathematics</td>
<td>Location and Transformation</td>
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<td>Patterns and Algebra</td>
<td>Pythagoras and Trigonometry</td>
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<tr>
<td>Linear and Non-Linear Relationships</td>
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Examples of Activities and Assessment

At Trinity College, students will be assessed via a range of assessment tools such as written examinations, short response tests, written reports and assignments. Each term typically would have two main assessment items.

The assessment will seek to test the four proficiency strands:

- Understanding
- Fluency
- Problem solving
- Reasoning

The results from these assessment items will then be used to determine the student's achievement level within each strand, and an overall achievement level will be awarded.

The Year 9 program aims to prepare the students for the study of Year 10-12 Mathematics.
YEAK 10

Course Description
Learning Mathematics creates opportunities for and enriches the lives of all Australians.

The Australian Curriculum:
Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of Mathematics are built.

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Topics
At Trinity College, Mathematics is a compulsory subject for all students in Years 8, 9, 10, 11, 12. Mathematics is an integral part of our general education. It can enhance our understanding of our world, and the quality of our participation in society.

Mathematics is divided into Mathematics and Mathematics A in Year 10. Mathematics A contains some advanced subjects within each strand, indicated by bold type in the table below. Students are placed into the different subjects according to their demonstrated ability in Mathematics in Year 9 in conjunction with students’ prerequisites for future study.

Mathematics is organised around three content strands and four proficiency strands:

The Content Strands Are:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

The Proficiencies Are:
- Understanding
- Fluency
- Problem solving
- Reasoning

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Measurement and Geometry</th>
<th>Statistics and Probability</th>
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<tr>
<td>Linear Equations, Inequalities</td>
<td>Coordinate Geometry</td>
<td>Chance</td>
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<tr>
<td>Financial Mathematics</td>
<td>Deductive Geometry</td>
<td>Data Representation and Interpretation</td>
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<td>Patterns and Algebra - Quadratics</td>
<td>Measurement</td>
<td>Probability</td>
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<td>Indices</td>
<td>Trigonometry</td>
<td>Univariate and Bivariate Data</td>
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<td>Simultaneous Equations</td>
<td>Circle Geometry</td>
<td>Statistics in the Media</td>
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<td>Real Numbers and Polynomials</td>
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Examples of Activities and Assessment

At Trinity College, students will be assessed via a range of assessment tools such as written examinations, short response tests, written reports and assignments. Each term typically would have two main assessment items.

The assessment will seek to test the four proficiency strands:

- Understanding
- Fluency
- Problem solving
- Reasoning

The results from these assessment items will then be used to determine the student’s achievement level within each strand, and an overall achievement level will be awarded.

The Year 10 program aims to prepare the students for the study of Year 11-12 Mathematics. Typically, a student will enter Mathematics A following an achievement level of at least an SA at the conclusion of Year 10 Mathematics. Students will study Mathematics B following successful completion of Year 10 Mathematics A at an achievement standard of at least SA+; and if the student’s achievement is below SA in Mathematics, they will study Pre-Vocational Mathematics in Year 11.
**SCIENCE**

**YEAR 9**

**Course Description**

In Year 9, students consider the operation of systems at a range of scales, from atomic through microscopic to macroscopic. They explore ways in which the human body as a system responds to its external environment and the interdependencies between living and non-living components of ecosystems. Students are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. Students engage with the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

The development of science concepts over the years and the nature of scientific knowledge as being an evolving and constantly expanding discipline underlie the content taught. There is an emphasis on the use of scientific knowledge by society and the influence it has on the future decisions about the stewardship of the Earth and its peoples.

The development of skills will be continued from previous years including planning and conducting experiments, processing and analysing data and evaluating information. Students will have many opportunities to establish and question propositions, make predictions and communicate their findings in a variety of scientific genres.

**Topics**

**INSIDE THE ATOM**

Students investigate that all matter is made of atoms which are composed of protons, neutrons and electrons. They explore the history of atomic theory and how atoms are constructed. They use this knowledge to explain natural radioactivity which arises from the decay of nuclei in atoms.

**CHEMICAL CHANGES**

Students use knowledge of chemical reactions involving the rearranging of atoms to form new substances during a chemical reaction. They investigate the concept that mass is not created or destroyed. The importance of chemical reactions, including combustion and the reactions of acids, in both non-living and living systems are considered along with those that involve energy transfer.

**SYSTEMS OF LIFE**

Students explore interactions within ecosystems which consist of communities of interdependent organisms and non-living components of the environment. They use this knowledge to describe and explain how matter and energy flow through these systems.

**RESPONDING TO THE WORLD**

Students study multi-cellular organisms in order to understand how they rely on coordinated and interdependent internal systems to respond to changes to their environment.

**MOVEMENT ON THE EARTH’S SURFACE**

Students study the theory of plate tectonics which explains global patterns of geological activity such as earthquakes and volcanoes and continental movement.

**ENERGY ON THE MOVE**

Energy transfer through different mediums is studied and the concepts of wave and particle models are used to interpret and explain every day and more complex observations.
YEAR 10

Course Description
In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Topics
OBJECTS IN MOTION
Students will explore the concept that energy conservation in a system can be explained by describing energy transfers and transformations. They then will study the motion of objects and how such motion can be described and predicted using the laws of physics.

ORGANISING ELEMENTS
Students will study atomic structure and properties of elements in order to gain insight into the basis of how they are used to organise them in the Periodic Table.

USING CHEMISTRY
Students will interact with different types of chemical reactions to explain how they are used to produce a range of useful products. They will further explore this concept to account for why reactions can occur at different rates.

GENETICS
Students will explore the transmission of heritable characteristics from one generation to the next via the study of genetics which involves DNA and genes.

THE ORIGIN OF SPECIES
The theory of evolution by natural selection will be studied in order to explain the diversity of living things. They will explore the body of scientific evidence that supports this theory.

GLOBAL SYSTEMS
Students will study the Earth which is comprised of Global systems, including the carbon cycle, which rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

THE UNIVERSE: PAST, PRESENT AND FUTURE
The universe contains features including galaxies, stars and solar systems. Students will study these celestial objects using the Big Bang theory to explain the origin of the universe.
ELECTIVE SUBJECTS

DRAMA

YEAR 9

Course Description
This one year course allows students to learn to communicate with others in a variety of ways and provides students with experiences which develop and enhance communication skills useful in 'life role' situations. It is not the intention of Drama to cultivate 'stars', instead, it aims to develop students' confidence, interpersonal skills and self-discipline in a spirit of friendly, respectful communication.

In Drama, students learn to create dramatic situations, offer and accept ideas, make a commitment, manage their own time, understand other points of view, negotiate, interact with others, act individually in groups, think independently and express themselves.

Topics

THE POWER OF ONE (Monologues)
During this unit, students will learn to take on roles and characters individually and build on their own acting skills. Students will spend time understanding the importance of characters and discovering their motivation and purpose as well as workshopping vocal and physical techniques that help build a character and are also a solid starting point for future Drama units.

CLOWNING AROUND (Clowning and Children’s Theatre)
This unit introduces students to a different form of drama. They will look at clowning and children’s theatre as an entertainment form and discover the history of clowning and its influence and relevance. Students will aim to entertain young audiences through practical skills e.g. juggling, acrobatics and jokes as well as working with other students.

WHOSE LINE IS IT ANYWAY? (Scripting)
In this unit, students take on the skills they have learnt in Term 1 and build on it while working with other students. They will take on characters; build on vocal and physical techniques as well as learning to manipulate mood, language and tension. Students will take scripted scenes and use their creativity to make it their own.

I LIKE TO MOVE IT MOVE IT (Mask and Movement)
During this unit students will be able to use their creative side and incorporate art and music into their Drama performances. Students will discover the meaning and significance of telling stories through art, music and movement. This unit will look at symbolism, tension, focus and space. Students will look at myths and legends and brainstorm how to portray them through movement.

Examples of Activities and Assessment

- Journal
- Written review
- Performances
YEAR 10

Course Description
This one year course allows students to learn to communicate with others in a variety of ways and provides students with experiences which develop and enhance communication skills useful in ‘life role’ situations. It is not the intention of Drama to cultivate ‘stars’, instead, it aims to develop students’ confidence, interpersonal skills and self-discipline in a spirit of friendly, respectful communication.

Drama is academically orientated; it exposes students to 33 of the 49 Common Curriculum Elements assessed in the Queensland Core Skills test at the end of Year 12 and prepares students for a wide variety of university courses. It is experiential, it requires students to ‘do’ something in order for them to learn, rather than just be given information. Drama challenges students to progressively develop and extend their present level of ability. Students are challenged to be creative, take risks and it encourages innovative thought and action as well as being inclusive and enjoyable.

Topics
TELL ‘EM THEY’RE DREAMING (Australian Scripts)
This unit introduces students to great Australian writers, actors and plays. Students will look at the history of Australian theatre and what makes us so unique. In groups students will discover the great Australian character and learn to manipulate the dramatic languages based on the content, context and purpose.

MAKE YOUR POINT (Documentary Drama)
During this unit students will be introduced to a new style of theatre based on what they feel needs to highlighted in society. Students will use their creativity to find new and symbolic ways to present information, stories, poetry and music to put forth a message that is important to them. They will aim to evoke emotion and use various techniques to entertain and inform their audience.

THESE PRETZELS ARE MAKING ME THIRSTY (Comedy)
During this unit students will discover what makes them laugh! Students will explore the history of comedy and different styles of comedy, then work shop them in class. They will focus on timing and rhythm and work individually or in a group to present a comedy routine.

WHAT A PROCESS (Process Drama)
This unit of Drama will allow students to become the ‘Teacher’ and create a drama that all students will be involved in. Students explore a problem, text, situation or theme through unscripted Drama. They will focus on creating role and evoking emotion.

Examples of Activities and Assessment
- Journal
- Written review
- Performances
ECONOMICS AND BUSINESS

YEAR 9

Course Description
Economics and Business provides students with the opportunity to further develop their understanding of, and engage in, the economy through an investigation of contemporary economics and business issues and events at the personal/local level and in a broader field.

Students explore the standard of living in the economy; the ways it can be measured and compared with other economies. They investigate the risks to consumers in the financial landscape and strategies that can be used to manage these risks. They explore the implications of changes in the work environment on themselves and society. Students investigate why being competitive is important for businesses and the ways businesses use leadership and collaborative effort.

Topics
STANDARD OF LIVING
Students will define 'standard of living' before exploring ways of measuring standards of living within an economy and between economies. Students will then explore the reasons why standards of living vary within an economy. In this topic students will investigate standards of living of a comparable and contrasting nature to that of the current Australian living standard.

COMPETITION IN BUSINESS
Students will explore the innovative ways businesses seek to be competitive, before evaluating whether social and ethically responsible behaviour by a business increases their competitive advantage. Businesses within the Australian business environment and those of an international domain will be studied. A range of business structure from small business through to large scale companies will be investigated.

THE CHANGING NATURE OF WORK
In this topic, students will discuss the changing nature of work such as casualisation of the workforce and the increased impact of technology on our workplaces. Analysis of the effects of unions, employer groups and the government on the work environment will then be introduced. An exploration of the impact of an ageing population on the work environment will also be conducted.

Examples of Activities and Assessment
Students will complete a range of assessment items and in-class activities including:

- Interpreting case studies
- Planning and undertaking research
- Collecting and interpreting data
- Research assignments
- Knowledge exams
- Oral presentations
YEAR 10

Course Description
The Year 10 Economics and Business course provides students with the opportunity to further develop their understanding of, and engagement with economic and business activity in the economy. They undertake investigations of economics and business issues and/or events in a personal/local context and in the broader national/global sphere.

Students consider the ways the performance of economies can be measured and make comparisons between Australia’s economy and other economies, as well as discussing the effect of the economy’s performance on sectors of the economy. They explore the factors that influence consumer choice globally, the interconnections between businesses in the global economy and the nature of work environment in a global context.

By using a contemporary economics and business issue and/or event to form the context for learning, students will use their knowledge, understanding and skills to further their capacity and ability to apply economic and business concepts and skills to real world issues and events.

Topics
THE PERFORMANCE OF THE AUSTRALIAN ECONOMY
In this topic students will examine how the performance of the economy can be measured through gross domestic product (GDP), unemployment trends and inflation rates. The effect of the economy’s performance on the sectors of the economy will then be examined.

THE GLOBAL ECONOMY
Students will explore the ways businesses respond to changes in the global economy, before investigating the ways businesses respond to overseas competitors in the Australian economy. The nature of work in the global economy will then be discovered with an exploration of opportunities for new employment and working styles, and identification of risks to workers within todays work environments.

Examples of Activities and Assessment
Students will complete a range of assessment items and in-class activities including:

- Interpreting case studies
- Planning and undertaking research
- Collecting and interpreting data
- Research assignments
- Knowledge exams
- Oral presentations
GEOGRAPHY

YEAR 9

Course Description
Geography identifies the concepts of place, space, environment, interconnection, sustainability, scale and change, as integral to the development of geographical understanding. These are high level ideas or ways of thinking that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision making. They are the key ideas involved in teaching students to think geographically.

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

- Biomes and Food Security
- Geographies of Interconnections

BIOMES AND FOOD SECURITY
This topic focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

GEOPHARIES OF INTERCONNECTIONS
This topic focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Examples of Activities and Assessment
Geography is organised in two related strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.

Students will complete a range of assessment items and activities including:

- Field trips
- Interpretation of remotely sensed images
- Statistical analysis
- Role plays
- Class debates
- Research
- Assignments
- Knowledge exams
- Oral presentations
YEARS 10

Course Description
In Year 10 Geography, students further develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations. This course continues to develop students’ geographical knowledge and mental map of the world through the investigation of selective studies of world regions and specific countries. Where studies of place are not specified, teachers can select an area of Australia, or countries of the Asia region, or areas of the world, which are contextually appropriate.

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

- Environmental Change and Management
- Geographies of Human Wellbeing

ENVIRONMENTAL CHANGE AND MANAGEMENT
This topic focuses on investigating Environmental Geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability and the environmental worldviews including those of Aboriginal and Torres Strait Islander Peoples that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

GEOGRAPHIES OF HUMAN WELLBEING
This topic focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Examples of Activities and Assessment
Geography is organised in two related strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.

Students will complete a range of assessment items and activities including:

- Field trips
- Interpretation of remotely sensed images
- Statistical analysis
- Role plays
- Class debates
- Research
- Assignments
- Knowledge exams
- Oral presentations
HOME ECONOMICS

YEAR 9

Course Description
Home Economics is an integral part of the cultural, social, environment and economic community in which we live. Home Economics is an interdisciplinary subject which draws on a range of fields including nutrition, dietetics, textiles and fashion technology. Students learn to think critically and creatively and also to develop initiative and enterprise in making informed choices. Home Economics is concerned with the well-being of people in everyday lives.

This is a one year course that provides students with the opportunity to expand on the basics learnt in Year 8. Students will design, create and evaluate a variety of textile items. They will be provided with opportunities to create functional solutions or products for real life situations and to manage their time effectively. Students will focus on the development of food and textile products.

Topics

FOOD FOR ALL AGES
This unit allows you to assess the nutritional choices for teens. You will develop strategies to plan and produce appropriate meals that will positively affect an adolescent’s health and wellbeing. The importance of each of the six main nutrients during adolescence will be studied. In this unit, there is an emphasis on practical work and making healthy food choices.

SEW INTO FASHION
The focus is on fashion and how it can be a costly process to keep up with appearances. In this unit, you can create your own fashion label after developing your sewing and design skills in this unit. This unit allows you to create a garment that meets the trends in fashion of that time.

Examples of Activity and Assessment
- Practical performance
- Research journal exam
- Textiles folio
- Research assignment
YEAR 10

Course Description
This is a one year course of study and will cater for students who have completed the Year 9 course while accommodating students who have not previously studied Food and Textile Technology.

Home Economics is an integral part of the cultural, social, environment and economic community in which we live. Home Economics is an interdisciplinary subject which draws on a range of fields including nutrition, dietetics, textiles and fashion technology. Students learn to think critically and creatively and also to develop initiative and enterprise in making informed choices. Home Economics is concerned with the well-being of people in everyday lives.

Throughout the semester, there are two units offered in each discipline of Food and Textiles.

Topics
Two topics will be chosen and each topic will run over the course of a semester.

FOOD FOR SPECIAL OCCASIONS
This unit will provide the opportunity to study how food is part of special occasions whether that is celebrating birthdays, weddings and Christmas. Some of foods we didn’t eat unless it was for special occasions, are now becoming part of our daily food intake. These foods usually consist of high sugar or fat intake. We need to look closely at what we eat and be mindful of what foods should be eaten on special occasions.

FOOD AROUND THE WORLD
The focus is on how influences from countries and cultures around the world have broadened the cuisine of Australia. Contemporary Australian cuisine reflects this diversity and embraces a wide range of new foods, tastes and products. This unit explores these influences and the fabulous foods that are now available in our homes and when dining out.

CUTTING EDGE
In this unit, students learn the steps to develop a range of textile products. Students are encouraged to create trendy products using different dying and embellishing techniques. The students will also learn about fabric qualities and characteristics, commercial patterns, reading information, placement of pattern pieces, practical processes used when making garments, altering patterns while creating a textile garment.

Examples of Activity and Assessment
- Practical performance
- Research Journal
- Exams
- Textile folio
- Research assignment

Minimum Requirements for Senior Study
Experience acquired in the Home Economics courses may facilitate the transition to Year 11 Home Economics. It is recommended that the student should be achieving a minimum of C standard in Health and Design Technology for success in Years 11 and 12.
INDUSTRIAL TECHNOLOGY AND DESIGN – METAL

YEAR 9

Course Description

In this course students will study the Design and Technologies processes and production skills which develops design thinking and design processes. Designing in Design and Technologies involves design thinking and the explicit use of design processes to design solutions for an identified user and purpose.

Within the Year 9 Industrial Technology and Design - Metal course, students will be further given the chance to actively participate in projects designed to introduce basic hand skills in the graphics/CAD and metal areas.

Topics

- Sheet-metal working
- Fitting and fabrication
- Metal/plastic turning

Examples of Activities and Assessment

The areas of study covered in this course will be:

- **Sheet-metal working** - Cake tin, pencil case, date loaf tin and tool box
- **Fitting and fabrication** - Junior hacksaw, B.B.Q. slice and cake slice
- **Metal/plastic turning** - Nail punch and plumb bob
- **Research folio**

Integrated within each area of study listed are:

- Safety
- Project planning and design
- Workshop graphics
- Surface finishing
YEAR 10

Course Description
In this course students will study the Design and Technologies processes and production skills which develops design thinking and design processes. Designing in Design and Technologies involves design thinking and the explicit use of design processes to design solutions for an identified user and purpose.

Within the Year 10 Industrial Technology and Design - Metal course, students will be further given the chance to actively participate in projects designed to introduce basic hand skills in the graphics/CAD and metal areas.

Topics
- Sheet-metal working
- Fitting and fabrication
- Metal/plastic turning

Examples of Activities and Assessment
The areas of study covered in this course will be:
- **Sheet-metal working** - Tool box, letter box
- **Fitting and fabrication** - Wall bracket and sliding bevel
- **Metal/Plastic turning** - Tack hammer and syphon
- **Research folio**

Integrated within each area of study listed are:
- Safety
- Project planning and design
- Workshop graphics
- Surface finishing

Assessment for learning gives students opportunities to produce work that leads to development of their knowledge, understanding and skills.
INDUSTRIAL TECHNOLOGY AND DESIGN – WOOD

YEAR 9

Course Description
In this course students will study the Design and Technologies processes and production skills which develops design thinking and design processes. Designing in Design and Technologies involves design thinking and the explicit use of design processes to design solutions for an identified user and purpose.

Within the Year 9 Industrial Technology and Design - Wood course, students will be further given the chance to actively participate in projects designed to introduce basic hand skills in the graphics/CAD and wood areas.

Topics
The areas of study covered in this course will be:
- Furniture making
- Wood turning

Integrated within each area of study listed above are:
- Safety
- Project planning and design
- Workshop graphic
- Surface finishing

Examples of Activities and Assessment
The areas of study covered in this course will be:

Wood working projects:
- Toy truck
- Coat hook
- Coat hanger
- Pencil case
- Folding chair

Wood turning projects:
- File handle
- Fishing hand real
- Research folio
YEAR 10

Course Description
In this course students will study the Design and Technologies processes and production skills which develops design thinking and design processes. Designing in Design and Technologies involves design thinking and the explicit use of design processes to design solutions for an identified user and purpose.

Within the Year 10 Industrial Technology and Design - Wood course, students will be further given the chance to actively participate in projects designed to introduce basic hand skills in the graphics/CAD and wood areas.

Topics
The areas of study covered in this course will be:
- Furniture making
- Wood turning

Integrated within each area of study listed above are:
- Safety
- Project planning and design
- Workshop graphic
- Surface finishing

Examples of Activities and Assessment
The areas of study covered in this course will be:

Wood working projects:
- Coffee table
- Instrument case
- Small pencil case
- Dovetail bookends and case

Wood turning projects:
- Rolling pin
- Bat
- Research folio
INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

YEAR 9

Course Description
This one year course provides students with an opportunity to explore computing contexts. The ICT curriculum requires students to operate and manage digital systems, data and processes and to apply computational thinking when creating solutions. Students will develop and apply an understanding of the characteristics of data, audiences, procedures, digital systems and computational thinking to create and evaluate purpose-designed digital solutions. They learn to formulate problems, logically organise and analyse data and represent it in abstract forms. Students will be able collaborate and communicate with others when developing and sharing ideas and information. They determine the best combinations of data, procedures and human and physical resources to generate efficient and effective solutions.

Topics
MANAGING AND ANALYSING DATA (Website & Animation Development)
This unit will enable the students to engage their creative flair. They will use appropriate software to analyse and visualise data to create information and address complex problems. During this time the students will also discover the basics of effective graphic design to enhance their projects.

SPECIFICATION, ALGONITHMS AND IMPLEMENTATION (Computer Systems and Programming)
Building on their problem solving skills from this unit, students will be introduced to the world of computer programming. They will discover how computer systems work and the processes in which they communicate. Students will be introduced into the visual basic environment where students start creating sample programs, using a graphic interface. Ultimately students will create their own education game using the skills developed throughout this unit.

REPRESENTATION OF DATA (iPad Applications)
Students will learn how text, audio, image and video data are stored in binary with compression and how they can use this in to create software programs or applications. During this time students will create an application that can be used on smart devices.

Examples of Activities and Assessment
- Exams
- Research assignment & practical projects
- Documentation (E.g. reports)
- Presentations
YEU 10

Course Description
The students will be able to extend on their knowledge and application in this subject from Year 9. This one year course provides students with an opportunity to explore computing contexts. The ICT curriculum requires students to operate and manage digital systems, data and processes and to apply computational thinking when creating solutions. Students will develop and apply an understanding of the characteristics of data, audiences, procedures, digital systems and computational thinking to create and evaluate purpose-designed digital solutions. They learn to formulate problems, logically organise and analyse data and represent it in abstract forms. Students will be able to collaborate and communicate with others when developing and sharing ideas and information. They determine the best combinations of data, procedures and human and physical resources to generate efficient and effective solutions.

Topics
DIGITAL SYSTEMS (The Advance Uses of Software and Hardware)
Students will learn how the role of software and hardware components for managing and controlling access, data and communicate in network digital systems. Students will have the opportunity to design their own project and carry out all phases of project management to complete their design. An important part of this unit is to understand the documentation required for such projects. Students will have a variety of professional software programs to enable and complete their project.

CREATING AND INTERACTING ONLINE (Social Media)
Students will develop and apply safe and ethical protocols and practices. They learn knowledge, understanding and skills to maximise the capabilities of hardware, software and networks when creating solutions, communicating, and locating data and information. They transfer knowledge to adapt to emerging developments. Working individually and collaboratively, students develop skills in managing the security and organisation of their data and information and in regulating their social behaviour. Affectively digital technologies considers security and ethical protocols related to online communication when using blogs, messaging, information sharing and creation sites and social networking.

Examples of Activities and Assessment
- Exams
- Research assignment & practical projects
- Documentation (E.g. reports)
- Presentations
JAPANESE

YEAR 9

Course Description
Japanese is currently one of the most popular foreign languages taught in Queensland high schools. Japanese focuses on the four areas of reading, writing, speaking and listening and also aims to teach language through culture. Japanese uses three scripts, Hiragana, Katakana and Kanji which are introduced at varying stages throughout the course. Japanese is a challenging yet enjoyable subject that is significantly different from European languages.

Topics
In Japanese students will be exposed to a variety of real life situations. The focus of the course is communication in the foreign language.

ALL ABOUT ME
This unit briefly revises the basics from Year 8 Japanese and expands on ways to communicate about ourselves. This includes talking about family, birthdays and hobbies. Emphasis is placed on mastering Hiragana. Assessment in this unit focuses on reading and writing skills.

OUR SOCIAL LIVES
This unit allows students to communicate about their social activities and friends. It progresses to allow students to use their creativity in constructing their own sentences. Assessment in this unit focuses on listening and speaking skills.

LET’S PLAY SPORTS
This unit focuses on students sporting lives, activities and other interests. Students will be introduced to Katakana at this stage of the course. Assessment for this unit focuses on reading and writing skills.

BUY, BUY, BUY
This unit focuses on the culture of shopping and eating in restaurants. Students will be introduced to some Kanji at this stage of the course. Assessment focuses on speaking and listening skills.

During the Year 9 Japanese course, equal emphasis is placed on the four skills of reading, writing, speaking and listening. Classroom activities are designed to enhance each of these four skills.

Why Study This Subject?
The study of Japanese until Year 10 is not just beneficial but a vital part of any education. Briefly, learning a language is important for:

Future Job Prospects:
Languages are needed in the fields of Education, Hospitality, Tourism, Commerce, Industry, Trade, Banking, Defence Forces, Journalism and the Diplomatic Service.

Understanding How People Live in Australia and Other Parts of the World:
As people living in a multicultural Australia, we need to understand the values of all members and visitors in our community.

Better Understanding How Our Own Language Works:
Foreign language learning encourages flexibility of thought and enhances problem-solving skills. Most importantly, being able to communicate in another language is a rewarding experience and fun!

Year 9 Japanese also includes a Japanese Lunch Box day and an excursion.

Junior Japanese is a pre-requisite for the study of Senior Japanese. That is, if you wish to continue your language studies to Year 12, you must choose Japanese in Year 9.
YE

YEAR 10

Course Description
Japanese is currently one of the most popular foreign languages taught in Queensland high schools. Japanese focuses on the four areas of reading, writing, speaking and listening and also aims to teach language through culture. Japanese uses three scripts, Hiragana, Katakana and Kanji which are introduced at varying stages throughout the course. Japanese is a challenging yet enjoyable subject that is significantly different from European languages.

Topics

WHO AM I
This unit briefly revises some of the Year 9 course and allows students to communicate about themselves in greater detail. It focuses on directions, times and talking about the physical position of items. Assessment focuses on reading and writing skills.

OVERSEAS VISITORS
This unit looks at tourism and visitors from Japan and other countries. It allows students to be able to give their opinions on certain topics. Assessment focuses on listening and speaking skills.

WE LOVE OUR EARTH
This unit focuses on the environment and compares the efforts of Japan and Australia to save it. Students will be able to communicate about the weather, give opinions on issues and give reasons for environmental issues. Assessment for this unit focuses on reading and writing skills.

LET’S CELEBRATE
This unit concludes the Year 10 course by allowing students to communicate about parties and celebrations that they take part in. It discusses the importance of the many Japanese holidays and festivals and also about the Japanese importance of seasons. Assessment focuses on the skills of listening and speaking.

Throughout the Year 10 Japanese course, emphasis will be placed on mastering more of the Kanji script and preparing students for the expectations of Senior Japanese.

Why Study This Subject?
The study of Japanese until Year 10 is not just beneficial but a vital part of any education. Briefly, learning a language is important for:

Future Job Prospects:
Languages are needed in the fields of education, hospitality, tourism, commerce, industry, trade, banking, defence forces, journalism and the diplomatic service.

Understanding How People Live in Australia and Other Parts of the World:
As people living in a multicultural Australia, we need to understand the values of all members and visitors in our community.

Better Understanding How Our Own Language Works:
Foreign language learning encourages flexibility of thought and enhances problem-solving skills.
Most importantly, being able to communicate in another language is a rewarding experience and fun!

Year 10 Japanese also includes a Japanese Lunch Box day and an excursion.

Junior Japanese is a pre-requisite for the study of Senior Japanese. That is, if you wish to continue your language studies to Year 12, you must choose Japanese in Year 9.
MEDIA

YEAR 9

Course Description
This one year course provides students with an opportunity to understand how reality is constructed in the media and how communication is an essential skill in life. Media influences the way we spend our time, helps shape the way we perceive ourselves and others, and plays a critical role in the creation of personal, social, cultural and national identity. Students will learn how media texts are produced, circulated and understood. Students will learn to have an appreciation of what they see by developing skills related to critical understanding, response and interpretation. Media also has a technological component, which enables students to apply digital technology to design and publish and promote their media in digital form.

Topics
STOP THE PRESS (Newspapers and the News)
During this unit, students will be transformed into journalists and report on crucial news events e.g. Students demand change to uniform. Students will then write their own news articles and film and edit a short news segment.

RIDGEY DIDGE (Australian Film)
During this unit, students will learn about Australian identity and be introduced to the Australian film industry. Students will view a range of Australian films and complete a review documenting their opinion of a chosen film.

LAUGH OUT LOUD (Sitcoms)
This unit will enable students to engage their creative and humorous side. Students will become sitcom writers and create their own storyline for their favourite sitcom. E.g. Everybody loves Raymond, How I met your mother and Friends.

GREEN SCREEN MADNESS (Special Effects)
This unit will give the students an opportunity to use a blue/green screen and create real “movie magic” by using this technology. Students can create many different scenarios that are not usually possible in a classroom. E.g. flying like Superman.

Examples of Activities and Assessment
- Exams
- Scriptwriting
- Practical filming projects
- Editing
- Improvisation
- Presentations
YEAR 10

Course Description
This one year course provides students with an opportunity to understand how reality is constructed in
the media and how communication is an essential skill in life. Media influences the way we spend our
time, helps shape the way we perceive ourselves and others, and plays a critical role in the creation of
personal, social, cultural and national identity. Furthermore, students will build upon their knowledge
of how media texts are produced, circulated and understood. Students will continue to have an
appreciation of what they see by developing skills related to critical understanding, response and
interpretation. Media also has a technological component, which enables students to apply digital
technology to design and publish and promote their media in digital form.

Topics
“KA-POW” SUPERHEREOS (Clay Animation)
During this unit students will have the opportunity to create their own comic strip and develop it into a
short animated film. Students will make plasticine figures and a variety of background sets to video
and edit into their own short film. Students will also be given the opportunity to work with computer
editing software to expand their technological understanding.

THIS IS YOUR LIFE (Autobiographies)
Throughout this unit students will have the opportunity to film and edit their own “This is Your Life”
film. Students will research and collect information on their own lives and create a short segment
outlining all elements of their life. Students will experience what it is like to be glorified and honoured.

SOAP BUBBLES (Soap Operas)
During this unit students will learn about the television industry and in particular the genre of Soap
Operas. Students will write and develop their own Soapie Episode and then in groups they direct,
shoot and edit a short soap episode.

TURN IT UP (Radio Announcing)
During this unit, students will develop presenting skills, including vocal skills and interview techniques
to create and broadcast a radio segment. Students will devise and record a series of advertisements
and compile material on a given theme or topic.

Examples of Activities and Assessment
- Storyboarding
- Designing
- Practical filming projects
- Editing
- Scripting
- Presentations
VISUAL ART

YEAR 9

Course Description
This one year course provides students with an opportunity to explore Visual Art concepts and contexts. Students will learn about and develop skills that they will be able to apply to designing and creating their own Visual Art folios. Furthermore students will also build on their Visual Art skills with introductions to digital design computer programs, printmaking, clay sculpture and mixed media collage techniques.

Topics

FOUNDATION ART STUDIES (The Elements of Art and Design)
During this unit, students will develop an understanding and appreciation of the elements of art and design and their application in Visual Art. Students will submit a folio of tasks and their visual process diary. The folio and visual diary will consist of completed drawing, painting and mixed media activities, art works and theory notes based on the elements and principles of art.

Students will:
- Explore the elements and principles of design with a focus on the foundation basics of line, colour, shape, space and texture
- Develop a series of drawing and painting activities based on foundation basics
- Research and explore images for written art critiques
- Displaying and critiquing own and others artwork
- Verbal and/or Written reflection/evaluation of their artwork

FIGURES IN SURREALIST SITUATIONS (Principles of Art and Design)
During this unit, students will develop an understanding and appreciation of the elements and principles of art and design in relation to surrealist art and clay sculpture in Visual Art. Students will submit a surrealism clay figure sculpture and their visual process diary with preliminary ideas, a chosen A4 sketch of figure, construction views, construction plan and materials list. Also clay process notes on techniques (pinch pot, coil and slab studies) and a written reflection. As well as research notes on the surrealism art movement and information about the surrealist artists.

Students will:
- Create a figure clay sculpture based on their surrealism art studies
- Exploration and manipulation of the medium clay
- Developing a series of sketches and construction drawings based on surrealism ideas in visual journal
- Research and exploration of surrealism images and information to aid in the production of a surrealism sculpture and written task
- Displaying and critiquing own and others clay sculptures and visual process diary
- Verbal and/or written reflection/evaluation of their artwork

PRINTMAKING LINO TECHNIQUE (Animals)
During this unit, students will develop an understanding and appreciation of printmaking techniques, processes, theory and artists. Students will be introduced to a set of skills and techniques on how to critically analyse and appreciate fine artworks. Students are to submit a folio of prints and their visual process diary with experimental drawing activities and printmaking theory.

Students will:
- Create prints from completed drawings of animals using the relief method of printing called the reduction lino technique
- Exploration, experimentation and play with new materials, techniques and processes
- Developing a series of sketches based on the theme animals
- Research and exploration of artists’ prints from traditional to contemporary, European as well as Australian artists
- Displaying and critiquing own and others prints
- Written reflection/evaluation of their artwork
ARTIST BOOKS, ILLUMINATED MANUSCRIPTS, MIXED MEDIA (Journeys)
During this final unit, students will develop an understanding and appreciation of Artist Book techniques, processes, theory and artists. Students will further develop skills and techniques for critically analysing and appreciating fine artworks. Students will submit artist book page/s and their visual process diary with experimental book making activities.

The visual process diary also needs to include: Preliminary sketches, swatches and painting experiments for the different techniques that were applied in artist book. Some evidence of use of illumination techniques should be shown in the page/book.

Students will:
- Create artist book page/s using different skills, techniques and processes based on their preliminary journey sketches and experimentation with different media's
- Exploration, experimentation and play with new materials
- Use of Illuminated lettering and design
- Use of imagery to tell the story/journey
- Developing a series of sketches based on the theme journeys. (This may include more specific topics such as children’s story book, diary of personal journey/experience, reporting a recent or historical event, bible story)
- Research and exploration of artist’s books from traditional illuminated manuscripts to contemporary artist’s books
- Displaying and critiquing own and others artist’s books
- Written reflection/evaluation of their artwork

Examples of Activities and Assessment
- Visual process diary
- Folios of artwork
- Written tasks including essays, reports and reviews
- Art excursions
- Occasional community based activities
YEAR 10

Course Description
This one year course provides students with an opportunity to explore Visual Art topics that may be encountered in senior subjects. Students will develop visual art skills associated with a variety of contexts and concepts that they will be able to apply to designing and creating their own visual art folios. Furthermore students will also build on their visual art skills with further access to digital design computer programs, printmaking, mixed media sculpture and mixed media drawing and painting techniques.

Topics
POPULAR CULTURE ART (Pop Art Sculpture)
During this unit, students will develop an understanding and appreciation of pop art and modern sculpture techniques, processes, theory and artists. Students will further develop skills and techniques for critically analysing and appreciating fine artworks. Students are to submit a large pop art sculpture based on information gathered about pop art.

Students will:
- Create your own object/object(s)
- Paint or decorate it in a pop art manner
- Developing a series of preliminary drawings, colour sketches, colour experiments in Visual Process diary
- Research and exploration of images to produce a pop art sculpture
- Displaying and critiquing own and others pop art sculptures or paintings
- Artist statement

ART AND DIGITAL DESIGN AND PAINTING (Modernism - from Impressionism to Post Modernism)
During this unit, students will develop an understanding and appreciation of digital art and design and painting techniques, processes, theory and artists. Students will further develop skills and techniques for critically analysing and appreciating fine artworks, particularly those of modernism. Students will create a folio of artworks, which are drawn, painted and digitally manipulated based on personal themes and topics.

Students will:
- Collect photos and pictures which they have a passionate connection to
- Learn impressionist drawing and painting techniques
- Create an Impressionist drawing/painting of the photo/picture
- Learn Photoshop techniques
- Learn scanning techniques
- Create three alternative art works on Photoshop from original impressionist artwork
- Learn printing techniques and put a folio together
- Developing a series of preliminary drawings, colour sketches, colour experiments in Visual Process diary
- Research and exploration of images and processes to produce an impressionist painting and digital works
- Displaying and critiquing own and others artworks
PRINTMAKING (Abstraction and Patterns)
During this unit, students will further develop an understanding and appreciation of printmaking techniques, processes, theory and artists. Students will further develop skills and techniques for critically analysing and appreciating fine artworks, particularly those of abstraction.

In this unit students will be given the opportunity to develop an abstract lino print folio. Students will investigate abstract patterns based on geometry, random marks, cultural themes, fractals etc. and research artists whose work relates to this concept and media area.

Students will:

- Investigate abstract patterns by researching various artists who interpret this concept
- Develop a series of sketches based on geometry, random marks, cultural themes, and fractals etc. documenting ideas in your visual diary/journal
- Experiment with drawing, painting and printmaking techniques and develop an artwork that relates to abstract patterns
- Submit a visual process diary documenting artists and drawings that relate to the concept and resolved lino prints

DRAWING AND PAINTING (The Postcard Project)
During this final unit, students will develop an understanding and appreciation of being a professional artist with all its dimensions, practical and theoretical.

Students will:

- Be placed in the role of a professional artist who exhibits regularly at local galleries
- Follow the guidelines provided by the gallery, in the letter sent to participating artists (the students)
- Create exhibition pieces (10 postcards) based on a theme
- Create an artist statement
- Create colour reproduction of installed artwork
- Create a colour invitation to the exhibition opening
- As a practicing artist, students keep a visual journal that documents their ideas, brainstorming, research, development, artist and gallery reviews, and appraisals

Examples of Activities and Assessment

- Visual process diary
- Folios of artwork
- Written tasks including essays, reports and reviews
- Art excursions
- Occasional community based activities