

Junior Electives Guide

Year 9
2022



Trinity College
BEENLEIGH

Contents

Introduction	3
How to Choose Elective Subjects	3
Student Expectations	4
Junior Subject Curriculum	5
Enquiries	6
Core Subjects	7
Mathematics	8
English	9
Science	10
Religion	11
History	12
Elective Subjects	13
Business	14
Dance	15
Design Technologies	16
Design Technologies (Food and Materials)	18
Digital Technology	19
Drama	20
Geography	21
Japanese	22
Media Arts	23
Media (Games & Interactive Media)	24
Music	25
Spanish	26
Talented Athlete Program	27
Visual Art	28
Visual Arts Excellence (Invitation Only)	29

Introduction

This study guide is provided to assist students and their parents in making an appropriate selection of elective subjects Year 9 in 2022. The contents of this study guide should be studied thoroughly to gain an accurate understanding of the nature, scope, requirements and relative difficulty of each subject.

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 subject 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 elective subjects shown in this study guide are prospective in that the actual availability of courses will be subject to demand and the capacity of the College to run the subject course.

How to Choose Elective Subjects

Choosing your elective subjects for Year 9 is an opportunity for you to explore and discover your own particular talents, skills and interests. When selecting your elective subject, 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 subject 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, Health and Physical Education and Design Technologies (Food and Materials).

Steps in Choosing Your Elective:

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 Subject Selection process.

TRINITY COLLEGE COVENANTS

Student Responsibility



CARE FOR YOURSELF AND OTHERS



- To treat others with courtesy and respect in words and actions
- Follow rules and instructions
- To observe the uniform code

ACT SAFELY



- To not engage in physical, emotional or cyber bullying
- To report and intervene to prevent physical, emotional or cyber bullying or serious inappropriate behaviour
- To listen to directions and follow them immediately
- Do not engage in risky behaviour
- To obey out of bounds rules
- To attend all lessons

ACTIVELY LEARN



- Be efficient, effective and active learners
- To refrain from being disruptive
- Be punctual to all classes
- To ensure computer use supports learning

RESPECT PROPERTY



- To take care of personal and others property and equipment be it either physical, intellectual or digital
- To assist in maintaining a clean and tidy working, learning and playing environment
- To refrain from bringing inappropriate/undesirable property or equipment to school e.g. computer software
- To report possession of this type of property or equipment
- To report vandalism or damage of College or student property, including computer equipment

COMMUNICATE JUSTLY



- To listen to others
- To refrain from interrupting while others are speaking
- Read all email communication
- Be respectful in all forms of communication
- Must refrain from having a visible mobile phone

Enriching Learning | Inspiring Excellence | Creating Pathways

Junior Subject Curriculum

The curriculum offered to Year 9 students at Trinity College seeks to provide all students with a quality and broad education. Traditionally as the year's 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.

For year 9, in compliance with the Australian curriculum core subjects are taught with students having the choice of **three** electives per year.

Core Subjects	Course Length and Structure
Maths	All Year
English	
Science	
Religion	
HPE	One Semester
History	One Semester

Elective Subjects	
Business	Japanese
Dance	Media Arts
Design Technology	Media (Games and Interactive Media)
Design Technology (Food and Materials)	Music
Digital Technology	Spanish
Drama	Talented Athletes Program*
Geography	Visual Arts, Visual Arts Excellence **

*Subject has two tiers: a development tier and students are invited into the excellence tier.

**Students are invited in term 2 to join the Arts Excellence subject.

Enquiries

Leadership Team:

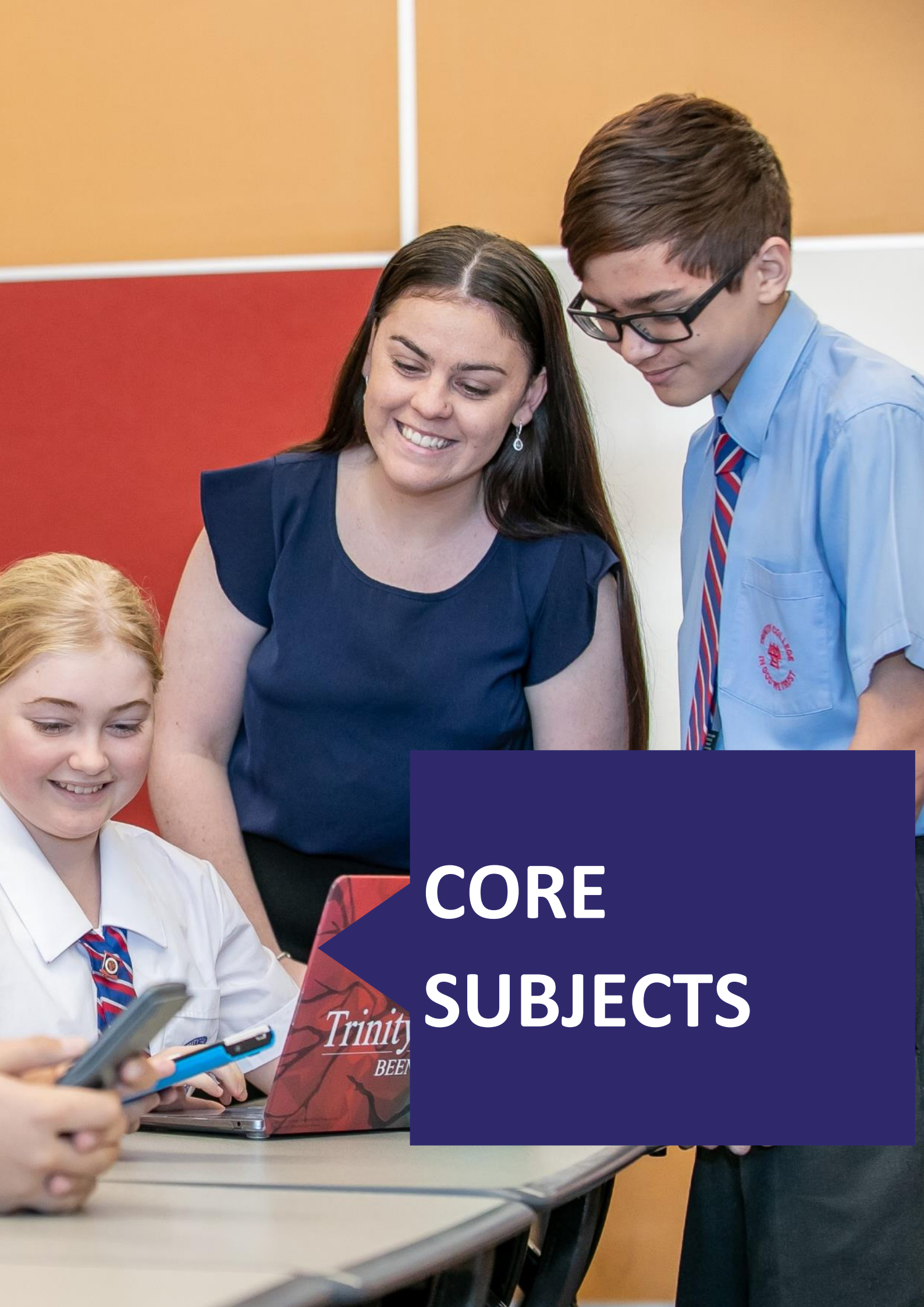
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Assistant Principal – Middle Years	Mr Reuben Chalmers
Assistant Principal – Religious Education	Mrs Nancy Rodgers

Curriculum Leader:

Design and Technologies (Food and Materials)	Ms Sharon Parsons
English	Mrs Alannah Noffke
Humanities	Mr Tiarnan Greene
Cultural - Languages	Mrs Emma Buckley
Mathematics	Mrs Fiona Swan
Physical Education	Mr Joshua Lennox
TAP Sport	Mr Geoff Macleod
Religious Education	Mr Luke Watts
Science	Ms Debbie Hooper-Lees
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Enquiries about the material covered in this study guide should be directed to:

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CORE SUBJECTS

Mathematics

Course Description

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios.

Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders.

They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

Course Outline

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are *number and algebra*, *measurement and geometry*, and *statistics and probability*. They describe what is to be taught and learnt.

The proficiency strands are *understanding*, *fluency*, *problem-solving* and *reasoning*. They describe how content is explored or developed; that is, the thinking and doing of mathematics. The strands provide a meaningful basis for the development of concepts in the learning of mathematics and have been incorporated into the content descriptions of the three content strands. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Examples of Activities and Assessment

- Online assessment
- Written exams
- Problem Solving and Modelling Tasks
- Oral presentations

English

Course Description

The study of English provides students with the skills to communicate in a clear and concise manner using written, spoken and multimodal techniques to both enhance meaning and position an audience.

Throughout this subject students will apply critical and creative skills in their composition of and response to a diverse range of texts to develop their academic achievement and gain an appreciation of a variety of literary and non-literary texts.

Students are offered opportunities to interpret and create texts for differing purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes.

Course Outline

UNIT 1: AUSSIE IDENTITY

Students investigate a range of Australian texts to interpret, analyse and evaluate how Australia and its people are represented through time. Students create informative, persuasive and imaginative texts that represent their own and others' perspectives of Australian identity. 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.

UNIT 2: LIFE MATTERS

Students interpret and compare how representations of people and culture in texts are drawn from different historical, social, and cultural contexts.

Students compare and contrast human experiences in response to significant life issues in texts.

UNIT 3: SCIENCE FACT OR SCIENCE FICTION

Students develop a critical understanding of the way science and related issues are positioned in texts. Throughout the course of this unit, students will read extracts from short stories and novels, view films and documentaries and visit websites related to society and science to examine the audience, purpose and structure of science fiction texts.

Examples of Activities and Assessment

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

- Plan, edit and draft assignments and exams
- Persuasive speaking
- Composing written texts
- Creative writing
- Analytical essays
- Personal recounts
- Reading

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Science

Course Description

Year 9 Science builds on content already learned in Years 7 and 8 with particular emphasis on honing skills required to transition to Senior schooling. Students will have the opportunity to explore the main areas of Science to see what areas they may like to pursue further. Their skills in experimental and scientific method and developing more complex understanding of fundamental scientific concepts will help them become more scientific literate citizens and enable them to think critically about the relationship of Science in society.

Science is organised in three strands:

- Science Understanding - the students will engage with scientific concepts.
- Science as a Human Endeavour - they will encounter how these concepts affect them and others in the wider world.
- Science Inquiry – the students use practical and research skills to communicate their ideas to a specified audience.

Course outline

By the end of Year 9 students explain how body systems provide a coordinated response to stimuli. They examine how the processes of sexual and asexual reproduction enable survival of the species. They examine how interactions within and between Earth's spheres affect the carbon cycle.

They explain energy conservation in simple systems and apply wave and particle models to describe energy transfer. They explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement, mass and energy. Students explain the role of publication in validating scientific knowledge and describe the relationship between science, technologies and engineering. They examine key factors that influence interactions between science and society.

UNIT 1 – COORDINATION AND CONTROL

UNIT 2 – SPECIES SURVIVAL AND THE CARBON CYCLE

UNIT 3 – WAVES AND THE LAW OF CONSERVATION OF ENERGY

UNIT 4 – CHEMICAL REACTIONS AND RADIOACTIVITY.

Examples of Activities and Assessment

- Research task
- Quizzes
- Examinations
- Student experiment and reports

Pathways

Studying a science course allows students to pursue careers in several fields including Medicine, Medical Imaging, Acoustics. Engineering Robotics Electronics and Technology, Pharmaceuticals, Quality Control Processes, Manufacturing, Mining and mineral exploration, Sociology, Environmental Science, Pure Sciences and Research, Teaching and Nursing. Students looking to pursue a trade or entry into the armed forces may require a pass in Science also.

Religion

Course Description

In this course students will investigate the beginning of the Christian faith and determine some ways in which Christianity shares common beginnings with other Monotheistic faiths. They will evaluate how sacred texts influence the life of believers and consider how sacred texts reflect the audience, purpose and context of their human authors.

Students will examine and explain the significance of Church teachings and basic principles of morality for the way believers live out their faith, personally and in community. They participate respectfully in a variety of prayer experiences and evaluate and draw conclusions about the significance of prayer, ritual and sacraments for the faith journey of believers, personally and in community.

Course Outline

UNIT 1: MAKING MEANING OUT OF THE STORIES.

- In this unit students will develop their ability to create meaning from Biblical texts, analyse parables and miracles through the application of hermeneutics, and describe and analyse key moments of Jesus' life.

UNIT 2: WHAT CAN WE LEARN FROM THE PAST.

- During this unit students will learn to explain sin, good, evil and suffering, and analyse how individuals within the Church have worked to overcome the suffering and evil that existed in their context.

UNIT 3: TO ERR IS HUMAN, TO FORGIVE DIVINE.

- Students will develop their ability to apply scriptural concepts to contemporary life. Students will explore concepts of penance – fasting, prayer, almsgiving – in Abrahamic religions as well as how these impact on an understanding of relationships and social sin.

UNIT 4: Why Should I Care?

- In this unit students are learning to describe the priestly, prophetic, and kingly roles of Jesus as a model for Christian living. They will also explain how believers continue to live out the mission of Jesus today as individuals and organisations.
- Investigation – research assessment
- Short Response examination
- Project – report and article.

Examples of Activities and Assessment

Pathways

A course of study in Religion involves skills used from across different subject areas and can be useful in a range of careers in media, government, policing, community development and so much more.

History

Course Description

The study of history is essential as it allows students to learn from the lessons of the past so that they can make informed judgments in the future. It is the imaginative reconstruction of bygone events from the remaining evidence while encouraging students to hypothesise about things they are unsure of. Studying history allows students to use their knowledge and experience to inform their own interpretations. The use of primary and secondary evidence is central to this course at Trinity College. This ensures that students are not receiving a single version of the past. Rather, they will gain an insight in to the many and varied perspectives of what happened and why it happened.

Course Outline

This course provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

THE INDUSTRIAL REVOLUTION (1750-1901)

- Population movements and changing settlement patterns during this period
- The experiences of men, women and children during the Industrial Revolution, and their changing way of life
- The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication

MAKING OF AN AUSTRALIAN NATION

- Effect of settlement and contact between European settlers and Aboriginal and Torres Strait Islander Peoples
- Experiences of non-Europeans in Australia prior to 1900, including Japanese, Chinese, South Sea Islanders and Afghans
- Key people, events and ideas in the development of Australian self-government and democracy, including women’s voting rights and immigration policies

WORLD WAR ONE (1914-1918)

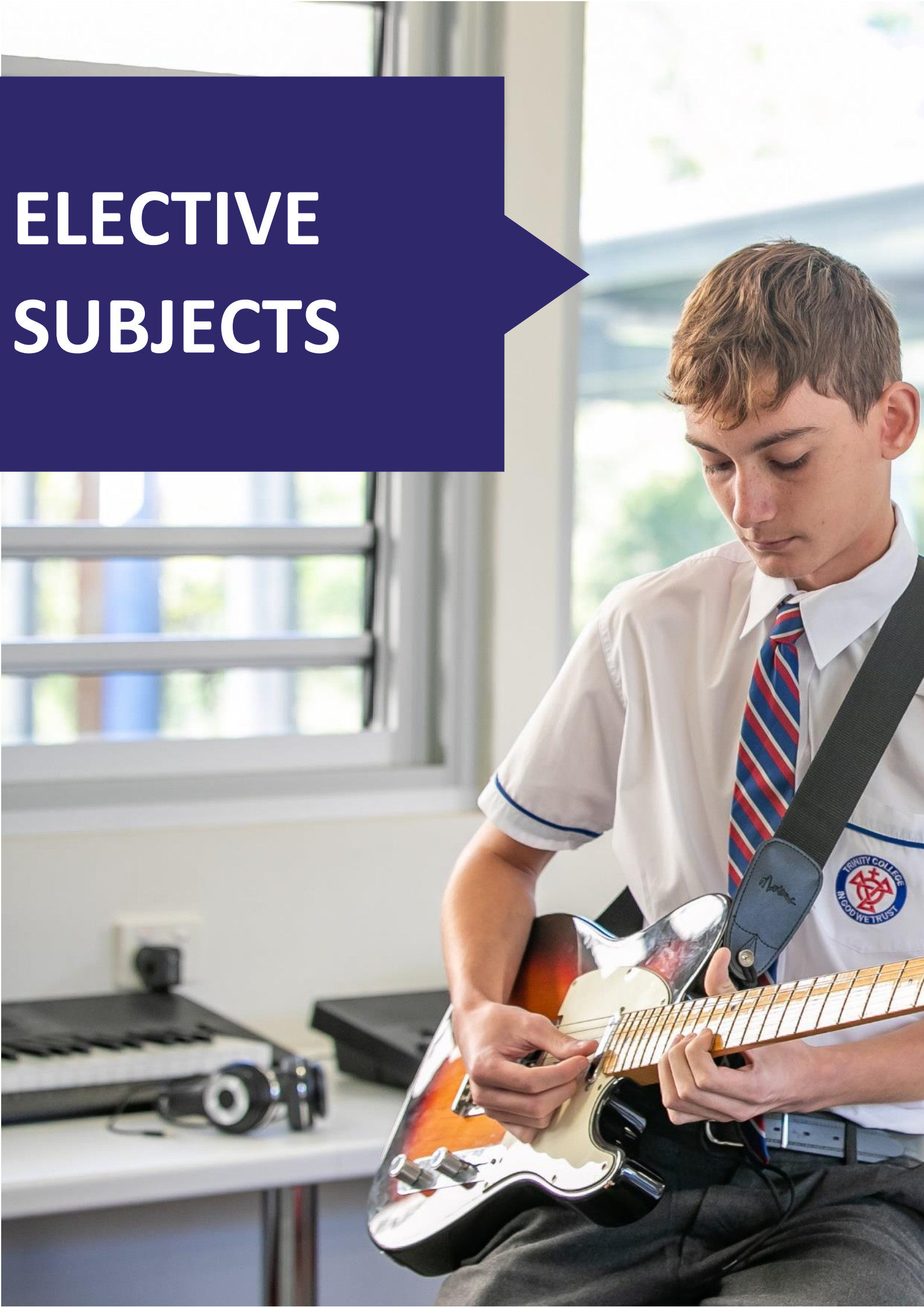
- Causes of WWI and the reasons why men enlisted to fight
- The places where Australians fought and the nature of the warfare, including the Gallipoli campaign
- The impact of WWI, with an emphasis on Australia including the changing role of women
- The commemoration of WWI, including debates surrounding the significance of the Anzac legend

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

- Inquiry and source-based learning
- Research Journals
- Response to stimulus exams
- Essay Writing

Examples of Activities and Assessment

ELECTIVE SUBJECTS



Business

Course Description

Business in year 9 provides students with the opportunity to develop their understanding of, and engagement in, the economy through the investigation of finance, the world of work, competing in the global market and entrepreneurship. Students will 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 will develop an understanding of why competitive advantage is essential in modern business.

Course Outline

PSYCHOLOGY IN BUSINESS AND CONSUMERISM

This unit focuses on the psychology of the consumer and the business. It is designed to show students that consumer psychology is the study of human behaviour regarding buying patterns, customs and preferences in relation to consumer products, and reactions and preferences to advertising, packaging and marketing. Moreover, this unit then lends itself into the study of businesses and how their team members seek to advance their leadership and management skills from a psychological perspective to enhance performance in modern day business.

LET'S COMPETE, WHO HAS THE REAL ADVANTAGE?

The unit investigates why and how businesses seek to create and maintain a competitive advantage in the global market. Further, this topic allows students to experience the ups and downs of being a business owner and entrepreneur in their immediate environment. Using the knowledge students have gained, they will create and operate a business venture during Trinity College's Carnival Day. Students will develop skills to work in teams to invest, plan, market, and sell their product/service.

DID YOU SAY YOU'RE GETTING A JOB?

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. Students will also begin to prepare their own pathway to work by creating their own resume and cover letter in this unit.

FINANCE IS FUN, HAVE YOU MET EXCEL?

Businesses need to manage their finances to make sure they remain profitable and ensure they have enough money to pay staff, rent, suppliers etc. This unit focuses on the practical side of financial management of a business. Students will gain the skills to prepare a budget and balance sheets, using business software to manage financial risks of a business. This topic also provides students the understanding on how to make their money to continue to work through strategies such as investment, shares and bank interest.

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

- Interpreting case studies, planning and undertaking research and collecting and interpreting data
- Research assignments
- Short response examinations
- Oral presentations

Examples of Activities and Assessment

Dance

Course Description

The course allows students to represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students engage with dance practice and practitioners in their own and others' cultures and communities. Learning in and through dance enhances students' knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.

Course Outline

UNIT 1: CONTEMPORARY EN POINTE

- The exploration of the evolution of Modern dance; Ballet to Contemporary dance.

UNIT 2: AUSSIE MOVERS

- A close study of Stephan Page's 'Bangarra Dance Theatre.'

UNIT 3: LIGHTS, CAMERA, ACTION

- Students explore Commercial Jazz for film purposes.

Throughout this course, students will develop skills required to choreograph, rehearse and perform dances.

- Choreographing includes students drawing on their developing movement vocabulary as they engage in the creative process of making dance. As they explore and shape their ideas, they will be involved in processes such as improvising, exploring, selecting, creating and structuring movement to communicate their intentions.
- Performing includes students acquiring skills by practising, rehearsing, refining and applying physical and expressive techniques.
- Appreciating includes students describing, explaining, evaluating and critically analysing their own dances and other dances viewed.
- Journaling
- Written review's
- Performance critique/evaluations
- Exams
- Ongoing observation of practical performances and application
- Research assessment
- Performances
- Choreography

Examples of Activities and Assessment

Pathways

A course of study in Dance can establish a basis for further education and employment in the fields of arts administration and management, communication, education, public relations, research, choreography, dance education, dance teaching, performance and event production, science and technology.

Design Technologies

Course Description

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

This subject is designed to include two interrelated strands of:

- Knowledge and understanding of technology, and
- Processes and production skills

Students will work through four projects, designed to develop practical skills and theoretical knowledge relating to materials, tools and processes. While this subject has practical content, students must understand that theory, including digital drawing, is an essential part of this subject.

Course Outline

- On Guard safety program
- Learning how to draw orthographic and 3D projections in a digital space.
- Learning how to engage with tutorial resources via Teams.
- Learning how to submit assessment via Teams.
- Creation of designs in pine timber, acrylic and simple electronics.

Examples of Activities and Assessment

Projects might include:

- Camp stool
- LED lamp
- Bird Box
- CO2 Dragster

Integrated within each area of study listed are:

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



Design Technologies (Food and Materials)

Course Description

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life.

Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

Australia needs enterprising and innovative individuals with the ability to make discerning decisions related to the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

Course Outline

EATS AND BEATS

Researching other cultures and the influences it has had on our diets as well as what is in our own backyard.

FOOD SLEUTHS!

Food science (how/why food reacts the way they do and how certain food work together) using yeast, gelatinization, caramelization and emulsification.

DESIGNING OUR FOOD FUTURE

Food plays a very important part in our lives. It is the fuel that keeps us alive. As food is so fundamental, it is important for us to understand how it provides us with essential nutrients needed to maintain good health as well as be appealing to eat.

GET SHORTY

Textiles are an important element of the Technology syllabus. This unit looks at sustainable textiles and the elements of design.

Examples of Activities and Assessment

- Design Process
- Practical Exam
- Research journal

Digital Technology

Course Description

In Year 9 students explore the digital technologies curriculum which requires students to operate and manage digital systems. Throughout this highly interactive and collaborative introduction to the field of computer science, students learn to apply computational thinking when creating digital solutions. Students will develop and apply an understanding of the characteristics of data, audiences, procedures, digital systems and learn to formulate problems, logically organise and analyse data and represent it in abstract forms. Students will learn how computers input, output, store and process information to help humans solve problems.

Course Outline

DIGITAL SYSTEMS AND SOLUTIONS

This topic introduces students to robotics and robots, looking at how they are used in society, why they have become critical in some industries and the attempts to create humanoid helper robots. The students will then design, build and program a robot based on their chosen competition course and rules. Students will be guided through a number of different software applications to help their development. Students will be exposed to general-purpose programming languages and incorporate subprograms into their solutions. This unit teaches students programming and understanding skills in computational thinking such as decomposing problems and prototyping.

RESPONSIVE WEBSITE DESIGN

This unit students will learn how to create a responsive website using HTML and CSS to satisfy the requirements of a client. Students will learn how the internet works by investigating how data is transferred across the communications media to communicate information. They will structure a web page using common HTML tags and CSS styles to create simple static websites. Students will create assumption personas using information about customers to gain a better understanding of potential visitors to the website. Wireframes will be created using pencil and paper to investigate potential layouts for website. Students will then create a clickable prototype of a website using Adobe XP or PowerPoint so that the prototype can be presented to the client. The effectiveness of the solution will then be evaluated by considering how well it meets the client's needs so that students can make a justified recommendation on how to improve the website.

DATABASES AND SQL

This unit is an introductory databases course which uses a mix of explanatory notes and real-life data sets from the very beginning. Structured Query Language (SQL) is explained from the ground up, so students are able to create a responsive dynamic website using MySQL and phpMyAdmin and php to allow basic CRUD operations on a MySQL database. Students will create a relational database using MySQL and phpMyAdmin to store data effectively. Through this unit students will also create a responsive dynamic web pages using MySQL and php to read data from a database table. Students will understand how to create a dynamic web page using MySQL and php to allow basic CRUD operations on a MySQL database.

ARTIFICIAL INTELLIGENCE AND AUGMENTED REALITY TECHNOLOGIES

There is a movement away from the containment of information in devices such as smartphones and tablets to information everywhere, information around us, displayed on the world and able to be interacted with in a different way. Artificial Intelligence (AI) and Augmented reality (AR) is technology that enables us to do just that. In this unit, students plan, implement and monitor either an AI or AR project. Students will develop project management skills, collaborate with others and undertake a specific role.

Examples of Activities and Assessment

- Exams
- Research assignment & practical projects
- Documentation (E.g. reports)
- Presentations

Drama

Course Description

This 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 a variety of situations. The course 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 to team work, manage their own time, understand other points of view, negotiate, interact with others, concentrate, act individually in groups, think independently and express themselves.

Course Outline

TERM 1: WHOSE LINE IS IT ANYWAY? (Improvisation, Process Drama and Theatre Sports)

This unit further develops improvisation skills. With a focus on Process Drama as a tool for exploring texts and characters. As well as Theatre Sports, the skills of giving and accepting offers, advancing and extending are developed all within the notion of working as a team without a script. Improvisation skills are also a solid starting point for future Drama units.

TERM 2: WHAT'S MY SCENE? (Performing scripts)

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.

TERM 3: FUNNY BUSINESS (Clowning and Children's Theatre)

This unit introduces students to a different form of Drama. They will look at comedy usually focusing on clowning and children's theatre as an entertainment form. During this unit students will discover what makes them laugh! Students will explore the history of comedy and different styles of comedy and get to work shop them in class. They will focus on timing and rhythm and work individually or in a group. Students will learn about the various techniques of comedy and create a performance designed to entertain young audiences through the practical skills of visual comedy.

TERM 4: 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 – Scripted and student devised
- Theatre games and activities
- Improvising scenes
- Exploring play texts

Geography

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.

Course Outline

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.

GEOGRAPHIES 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

Japanese

Course Description

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.

Course Outline

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

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.

PERSONAL HISTORY

This unit sees students create their own personal history document, as they learn vocabulary around key life events and time. Assessment in this unit focuses on reading and writing skills.

CULTURE, FOOD AND STEREOTYPES

In this unit, students examine how culture and language interact to make meaning, how stereotypes are created, and how food and culture are intrinsically linked. Assessment in this unit focuses on listening and speaking skills.

WHERE DO YOU GO SHOPPING?

This unit focuses on teaching students about consumer habits in Japanese culture, along with the vocabulary around making purchases and examining goods. Assessment for this unit focuses on reading and writing skills.

TALK AMONGST YOURSELVES

Students will learn in this unit how to communicate about themselves and others in more informal settings, such as among friends. Assessment focuses on speaking and listening 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!

Examples of Activities and Assessments

Year 9 Japanese also includes a Japanese Lunch Box day and participation in Japanese Food and Culture Day.

Media Arts

Course Description

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enable students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices. Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks. Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

Course Outline

SEMESTER 1 – CHILDRENS TELEVISION

Students are to explore the Children's Television industry and identify the codes and conventions unique to the genre. They are to identify the cultural representations as well as how Screen Australia and Australian legislation influence the production of television in Australia. Students are to produce a trailer/promo for a children's television program. The trailer/promo should promote the TV show and apply advanced editing techniques.

SEMESTER 2 – SFX MAKEUP/PROSTHETICS

Students are to explore advanced SFX makeup and prosthetic techniques. They are to investigate how the SFX industry supports the production of films, and how vital it is for the successful construction on screen characters. Students will plan and design a complex prosthetic look for a photoshoot and film character. The character should be accompanied by a film summary and character profile. Students are to create a teaser trailer for the film that incorporates the prosthetic look. The trailer should promote the film and apply advanced editing techniques.

Examples of Activities and Assessment

Investigative Report: Students are to create a case study investigating different children's television and the visual style of their TV shows, as well as the cultural implication/representation of the characters

Multiplatform Project: Students are to produce a short trailer/promo that explores the concepts associated with children's television.

Stylistic Project: Students are to design a prosthetic makeup look that is suitable for a specific genre of film. They are then to plan and storyboard an short teaser trailer than incorporates the look, and finally produce the trailer.

Media (Games & Interactive Media)

Course Description

This course provides students with an opportunity to develop media arts understanding and processes through game-based learning. Students will design and produce their own games and media artworks through character and environment design, coding, specialised game development software and media equipment. They will explore different genres of games and the various target audiences of different types of interactive experiences.

Course Outline

UNIT 1 – SHOUTCASTING LIVE

Students will investigate importance of gaming in the 21st century. They will research the reasons for public opinions around gamers and find counter evidence to justify why gaming is a valid professional field. Students will apply persuasive techniques, as well as maintaining mental health while participating in a stigmatised industry.

UNIT 2 – THE PRINCIPLES OF GAME DESIGN

Through this unit, students will gain an understanding on what makes a dynamic game character and environments and how to design one using computer generated imagery and game engines. Students will also explore the growth of virtual reality in gaming and experience their own creations in a virtual environment.

UNIT 3 – FORTNITE CREATIVE

Through this unit, students will develop their own game mode using a sandbox game development function in Fortnite Creative. Students will plan and design and develop their own game islands that demonstrate a clear understanding of the principles of game design. Students will play test their games and respond to feedback to perfect it.

EXTRACURRICULAR OPPORTUNITIES

Esports Club is open every Thursday afternoon from 3pm -5pm. Students who intend to join our Esports Teams – TC RED and TC BLUE may nominate to come to this club. We participate in a number of annual tournaments through organisers such as XP HSL Esports, UQU High School Championship, Chisholm Invitationals and META High School Esports.

In year 9, students may play the following games competitively.

- League of Legends (13+)
- Super Smash Brothers
- Rocket League

Examples of Activities and Assessment

- Game and film design documentation and preproduction
- Games and interactive media
- Short films and moving media
- Proposals/reflections

Music

Course Description

This course provides students with an opportunity to develop a good knowledge of musical concepts by 'making' and 'responding' to forms of music. The course's context may reflect cultural forms (including Australian Indigenous), historical music, pop culture or other topics that may suit the interests of the students. Students will use practical skills to perform either rehearsed or improvised music, with attention to various musical elements such as dynamics, texture, timbre and expression. Furthermore, they will compose their own music, which will use various technologies to present (e.g.: software, digital sound). In addition, they will also develop their aural (listening) skills to evaluate and analyse various forms of music.

Course Outline

BACK TO BASICS

Students will explore the basics of music including reading and writing music, hearing rhythms and identifying melodies. This provides a foundation for students new to music as well as revisionary work for those who currently enjoy playing a musical instrument. The initial concepts of music composition, performing and analysing will be introduced to students in this topic.

ROCK AND ROLL

Music has played an important role throughout history. Looking back at the Rock and Roll era will allow students to understand the context and history of music as well as being able to compose and perform songs from that time. The context and history of music and its various forms is important as it allows students to appreciate the link between music and culture.

SOUND ENGINEERING

In today's current society, the need for comprehensive understanding of musical equipment and ICT based programs is high. In the modern world various pieces of technology are used by many people to compose and perform. Students will explore the processes and technologies associated with music creation and live/ studio recording.

INDIGENOUS MUSIC

The Indigenous music of each continent is important to explore as the music concepts and contexts allow students to indulge in the music of our world. The untouched examples of indigenous music is so widely available in our current society and is crucial in student learning. Analysing and responding to Indigenous music will help students gain an appreciation of music and its beginnings.

Examples of Activities and Assessment

- Written tasks (e.g.: exam, research report)
- Presentations
- Compositions
- Aural tasks
- Performances (e.g.: improvised, rehearsed)

Spanish

Course Description

Spanish focuses on the four areas of reading, writing, speaking and listening and also aims to teach language through culture. The course has been designed to expose students to the Spanish speaking world including the countries in which Spanish is spoken, the diversity of cultures, foods, sports, music and the impact this is having on global culture.

Course Outline

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

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

LIVE IT, LOVE IT

In this unit, students will be learning the vocabulary around describing and explaining their activities to others. They will write descriptive recounts or journal entries about their weekends and holidays and give instructions.

TAKING ACTION

This unit sees students examine current affairs in Spanish-speaking countries. They write and comment on news articles, and interview other students on their thoughts.

WORK AND PLAY

This unit focuses on teaching students to discuss their part-time work and career aspirations, comparing and contrasting them with common practices in Spanish-speaking countries. They will also be learning about festivals and celebrations common in Spanish-speaking countries.

WANTS AND NEEDS

Students will learn to communicate with service providers and perform important transactions in Spanish. They will learn about services available in Spanish-speaking countries and role-play interactions.

Why Study This Subject?

The study of Spanish 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!

Examples of Activities and Assessments

In Year 9, students write descriptive journal entries, examine Spanish-speaking news and current affairs, and complete basic reading and listening tests. Year 9 Spanish also includes Spanish Food and Culture Day.

Talented Athlete Program

General Sport, Basketball, Netball, Rugby League, Soccer and Touch Football

Course Description

Development Program in Sport – skill development, rule knowledge and strategy knowledge in their chosen sport. The course will also include units on sports psychology, nutrition, and exercise physiology. Excellence programs will be offered in sports where appropriate – currently Basketball, Netball, Rugby League and Touch Football have Excellence Programs and this may be adjusted based on demand and commitment.

Eligibility

Students must be playing or be able to demonstrate an ability to play their chosen sport. They must have completed a satisfactory level of participation and commitment in the Year 7 and 8 program if they are current Trinity College students.

Students must commit to attending training sessions held before/after school and competing in appropriate competitions as part of the TAP program

Competitions include: District and Regional tournaments (in all sports), All Schools Touch, Confraternity Rugby League, Titans Cup Rugby League, Catholic and Vicki Wilson Cup Netball Champion, Schools Basketball, National Schools Basketball, the Elite 8 Tournament and various Marist competitions. The school competitions may be “age” or “Year level” based and teams will be selected based on the appropriate criteria.

Being in the TAP program does not guarantee selection in a school representative team. Trials are held for all elite teams, and students outside the TAP program may trial for these teams.

Students enrolled in the TAP program are continually assessed and students not meeting the subject requirements and/or level of achievement may be required to choose an alternative subject.

Students not meeting the commitments and aims of the program may be asked to change elective classes.

Aims of the Talented Athlete Program

The aim of the Talented Athlete Program (TAP) is to provide students with the opportunity to develop their sporting potential whilst maintaining their performance in academic studies.

The program aims to provide students with quality coaching and feedback on their development within the sporting and school environment, allowing students to access opportunities to compete in elite competitions across South-East Queensland and beyond.

Students will also gain skills in goal setting, teamwork and accountability and will be taught techniques to apply these skills to their daily routines. Students will gain an understanding of the rules and strategies relevant to their chosen sport.

Where numbers permit TAP classes may be split into Extension and Development squads. These selections will be at trials advertised within the College. Students may be required to move between Extension and Development based on performance and commitment.

Examples of Activities and Assessment

Each class will be sport specific where numbers permit, together where the skills overlap and separately where the skills diverge. Practical areas include skills, strength and conditioning, speed, and agility development. The students will have fitness assessments in Term 1 and Term 3. Assessment will encompass diet and nutrition, coaching and refereeing, training principles, goal setting, video analysis, rules and strategy and exercise physiology and this will be in the form of research assignments, projects and class activities. Subject assessment will involve both a practical and theoretical component. Theory assessments align with the requirements in senior subjects such as the Certificate 2 and 3 in Sport and Recreation and the Diploma of Sport Administration. This enables pathways for students in both university entrance and the workplace.

Visual Art

Course Description

This course provides students with an opportunity to explore Visual Art concepts and contexts. Students will learn about and develop Art 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.

Course Outline

TERM 1 - SURREALISM

During this unit, students will develop an understanding and appreciation of the elements and principles of Art and Design in relation to Surrealist art. Students will submit a Surrealist artwork that is their choice of either 2D or 3D and their Visual Process Diary with preliminary ideas, chosen A4 sketch of artworks, construction views, and construction plan and materials list. Also process notes on techniques and a written reflection. As well as research notes on the Surrealism art movement and information about the Surrealist artists.

TERM 2 – POP ART SCULPTURES, MINI FOODS AND OVERSIZED PACKAGING

Students will study the cultural and historical significance of the art movement Pop Art. They will work to create an oversized Pop Art sculpture that references the works of Andy Warhol and Claus Oldenburg. These sculptures will take on the appearance of popular food packaging. The students will also create a series of mini food products to be incorporated in a group class installation that resembles a buffet table.

TERM 3 – PRINTMAKING

Students will study the history of block printing and produce a series of prints made from a carved Lino block. 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. The students will study tessellations and repeating patterns in order to create a unique image that can be printed multiple times to create an aesthetically pleasing repeating pattern on calico that can be used as a product such as a table cover or stretched on a frame to be hung as an artwork.

TERM 4 – ZEN TANGLES & REPEATING PATTERNS, 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 complete a Zen Tangle that uses the elements and principles in an aesthetically pleasing artwork on canvas.

Examples of Activities and Assessment

- Visual Process Diary
- Folios of Artwork
- Written Tasks including- Essays, Reports and Reviews
- Art Excursions
- Community Based Activities

Visual Arts Excellence (Invitation Only)

Course Description

This subject provides students with opportunities to further explore Visual Art concepts and contexts that are beyond what is offered in regular visual art classes. Students will work on large scale projects that will enhance their skills and prepare them for real life situations. All students will be engaged in projects that will see them using industry standard equipment and techniques including large scale paintings, sculpture, digital art, printmaking, textiles and wearable art. Furthermore, students will also have the opportunity to work with professional artists in residence where they will be mentored and guided to produce specialised artworks. You will also have the opportunity to attend special excursions to art galleries, artist workshops and scenic locations where you will develop artworks and group projects. As part of providing students with the most amount of time available to them there will also be an extra long class that will be held once per week from 2pm till 4:30 and as being part of this subject you will need to be able to commit to attending this class.



