

# Trinity Anglican College

Subject Information: Year 9 & 10 2021



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TRINITY

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# Course of Study Guide for Stage 5

## Year 9 & 10 2021

### General Information

When students progress from Year 8 to Year 9, they move from Stage 4 of the NSW Education Standards Authority (NESA) Curriculum Outline to Stage 5. They move from a curriculum that has been designed to provide broad educational experiences, to one which allows students to select some subjects of a more specialised nature. In addition, within the mandatory subjects there is a subtle and continuing change of focus from acquiring skills to critical and creative thinking in greater depth.

In order to pass the requirements set out by NESA, a student must have successfully completed at least:

- English, Mathematics and Science in each year from Years 7-10
- History and Geography in Stage 4 and in Stage 5
- PDHPE over Years 7-10
- Study of Music and Visual Arts over Years 7-10
- Study of Technology over Years 7-10
- Study of a language other than English over Years 7-10
- The last three requirements are met at Trinity with the course of study undertaken in Years 7 and 8

During Years 9 and 10, students study **SIX CORE** subjects:

- English
- Mathematics
- Science
- Mandatory History
- Australian Geography
- Personal Development, Health & Physical Education (PDHPE)
- Religious and Values Education (RAVE) which is a College requirement

During Year 9, students study **2 elective subjects**.

During Year 10, students study **2 elective subjects**.



Students can study a subject for two years, but there is flexibility to change electives at the end of Year 9. This means that a student can study as many as four elective subjects over two years, or as few as two elective subjects.

Information on the electives that might be offered is found in this booklet. Elective subjects will be offered in two lines on the timetable in Year 9, and in 2 lines in Year 10. Each elective subject will consist of five periods per cycle in Year 9 and six periods per cycle in Year 10. The increased allocation in Year 10 allows deeper learning in subjects which provides a strong basis for study in Years 11-12.

All elective subjects (with the exception of Psychology) are related to the HSC courses in Years 11 and 12. However, with the exception of French, it is **NOT** essential to have studied the Year 9 and 10 elective courses to do a particular subject in Stage 6.

The subjects currently on offer include those detailed in the table below. Please note, however, that the subjects that run will depend upon the preferences logged by students. Student numbers will play a crucial role in this. So, courses might run just in Year 9, just in Year 10 or across both years – it all depends on what students select.

The subjects that students select in both Year 9 and 10 will be acknowledged by NESA on the student's Record of Student Achievement (RoSA). Unless indicated below, all subjects from which students can lodge preferences are available in both Year 9 and Year 10.

- |   |  |
|---|--|
| • Agricultural Technology   | • Information and Software Technology (IST)  |
| • Commerce  | • iSTEM                                      |
| • Drama   | • Music                                      |
| • Food Technology   | • Photographic and Digital Media (PDM)       |
| • French (students must have studied French in Year 9 to continue to study French in Year 10) | • Physical Activity and Sport Studies (PASS) |
| • Geography Elective  | • Psychology (Year 10 only)                  |
| • History Elective  | • Textiles Technology                        |
| • Industrial Technology – Timber  | • Visual Arts (VA)                           |



## **Advice About Selecting Courses**

Students should select subjects:

- within which they have a personal interest
- within which they will be prepared to work hard
- that may have relevance to long term goals or careers
- that are THEIR choice; it is not a good idea to choose subjects on the basis of what their friends are doing, or on who they think the teacher might be
- that give them a balanced and broad range of subjects which will provide a foundation for subject choices at Year 11-12

If a student is capable or interested in studying French, they are strongly encouraged to continue with this subject in Years 9 and 10 as a decision now to discontinue studies cannot be reversed. There are many advantages in being able to use a second language in today's society.

Students who are interested or capable music students are strongly encouraged to continue with this subject. It is also strongly recommended that students who select Music have instrumental and/or vocal experience, or are currently learning these skills outside of this class. All students who think they may wish to study Music in Years 11 and 12 must choose to complete Music for at least one year.

The selection of elective subjects should be a collaborative decision between students, parents and teachers.

## **Assessment**

For all students, in all subjects, Stage 5 involves a process of mandatory and more rigorous continuous assessment. For satisfactory completion of Stage 5 to occur, it is expected that all allocated tasks will be completed to each student's best ability. In addition, examinations in some subjects are held at significant points throughout the course, usually at the end of Term 2 and Term 4, particularly in the core subjects. The assessment pattern of Year 10 is a reflection of that which is required in Stage 6 (Years 11 and 12).



# Core Subjects



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## English

English in Years 9 and 10 continues to develop the students' use of language and the skills involved in reading, writing, speaking, listening, viewing and representing. In Years 9 and 10, the literature studied becomes progressively more complex and challenging, with more precision required in analysis, composition and evaluation. Students learn to practise close textual analysis and reflect on the purposes and effects of language use. They are required to respond in detailed, structured forms, such as formal essays, as well as in a variety of other forms including creative compositions. They also use a range of modes, media and technology to create and analyse texts.

Students study novels, films, media texts, online sources, digital media, picture books, graphic novels, poetry, drama and other written, visual and spoken texts. Students experience Shakespearean drama in Stage 5 (Years 9 and 10). The texts examined provide students with an experience and understanding of different forms of Australian literature including insights into the Aboriginal experience in Australia and other multicultural perspectives evident in Australian literature over time. The course also introduces students to our place in the wider geographical region through an exploration of selected Asian literature.

The work undertaken by students in and around texts will enable them to begin to engage with experiences of cultural heritages, popular cultures and youth cultures, and a range of social, gender and cultural perspectives.

Skills in communication are relevant to all subjects and future careers. Students in Years 9 and 10 should be aware that **TWO** units of English will be counted in their HSC and in the calculation of their Australian Tertiary Admission Rank (ATAR) at the end of Year 12.



## Mathematics

Mathematics provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing mathematical understanding, fluency, communication, logical reasoning and problem solving skills. The ability to interpret and apply mathematics in a variety of contexts is an essential component of students' preparation for life in the 21st century.

By the time they reach Stage 5, students exhibit a wide range of mathematical skills, levels of competence, and aspirations. Some students may be seeking to address more challenging mathematics to prepare them for the Advanced and Extension level courses in Stage 6. Some students may be aiming to develop the mathematical skills necessary to function in daily life and various work contexts.

For this reason, the Mathematics syllabus for Stage 5 (Years 9 and 10) is split into three levels: Stage 5.1, Stage 5.2 and Stage 5.3. These levels represent a continuum of progressively more complex ideas. Students are expected and encouraged to progress as far as possible through the continuum. All students study Stage 5.1 content and most students will complete Stage 5.2 content. Only the most able students will complete all topics in the Stage 5.3 syllabus, including optional extension material.

At Trinity, our Mathematics classes are structured to allow students to cover as much of the content curriculum as possible, based on their prior knowledge and performance. Each of our courses covers a different amount of the continuum:

- The **Advanced (5.3) Mathematics** course aims to cover all Stage 5.1, 5.2 and 5.3 content as well as some of the optional extension topics, by the end of Year 10. This course enables students to learn the mathematical principles required for the study of Mathematics Advanced and Mathematics Extension 1 in Year 11.
- The **Intermediate (5.2) Mathematics** course covers all of Stage 5.1 and 5.2 content, with some students studying additional 5.3 topics. This course will provide students with the mathematical principles to study either Mathematics Advanced or Standard at Year 11.
- The **Standard (5.1) Mathematics** course covers all of the Stage 5.1 content and will present some content from Stage 5.2 when appropriate. This course enables students to learn the mathematical principles required to study Mathematics Standard in Year 11.



Students will be placed into mathematics courses using assessment information that has been collected throughout Stage 4 Mathematics. There is potential for movement between courses when appropriate and students are encouraged to speak with their teacher should they wish to study topics from a higher course. While we aim to challenge every student, presenting complex concepts too quickly may have a detrimental impact on both performance and confidence. Teachers will often gauge how well students are understanding topics before deciding how much content and depth of the next level to include.

Throughout Years 9 and 10, students will be assessed and reported on according to the course they are studying and with the cohort for that particular course. Overlapping assessment questions and sections are used between courses to allow for comparisons to be made. It should be noted that A-E Achievement grades that are shown on reports are specific to each course; a Thorough in the Standard course is not equivalent to a Thorough in the Advanced course due to the differences in both topics and complexity of concepts.

Students in Year 9 are also offered the opportunity to complete an Accelerated Stage 5 program. This involves completing Stage 5.3 outcomes in one year (Year 9) as opposed to two years (Years 9 and 10). This program is academically demanding and requires students who are motivated and independent learners; while some content may be addressed during normal lessons, it is an expectation that students commit to additional time outside of the timetable. Students completing the Accelerated Program who meet a specified benchmark at the end of the year may be encouraged to study the Year 11 Advanced and/or Extension 1 Mathematics courses during Year 10 as an accelerated student.



## Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world, and enables students to make informed choices and responsible decisions as individuals and as part of the community.

Through their study of Science, students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. By engaging in scientific inquiry, students develop a deeper appreciation of the unique nature and development of Science as an evolving body of knowledge, of the provisional nature of scientific explanations and of the complex relationships between evidence and ideas. Students' understanding of Science and its social and cultural contexts provides a basis for them to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

Practical experiences, which emphasise hands-on activities, will occupy a substantial amount of course time. All students will be required to undertake at least one research project during Stage 5.



## Geography and History

In Years 9 and 10 students will study mandatory Geography and History.

### Geography

The students apply the knowledge and skills acquired in Year 8 to increase the depth of study on the physical and economic geography of Australia. Case studies are taken from a variety of Australian industries and ecosystems.

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales.

Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria. Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information.

They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

The topics covered in Stage 5 are:

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



## History

History in Years 9 and 10 aims at the continuation of skills from Stage 4 and the development of new skills associated with the study of History. Students study topics in global history, while still maintaining a focus on the way these events and ideas have had an impacted on life in Australia. They will also discover and decipher the links that Australia has with the rest of the world, based on these events in the past.

A core topic of 'Australians at War' is studied, which deals with Australia's involvement in both World War I and II and the impacts this has had on Australia and the legacy of these periods of combat. Students will also trace the migration patterns of many groups in the world throughout the Victorian Age (from 1750-1900) and the reasons for and impacts of these movements ranging from the Industrial Revolution through to convict transportation and the slave trade. This is facilitated through the unit of study 'The Movement of People'. Both topics are from the Stage 5 section of the syllabus titled 'The Making of the Modern World.'

In Year 10, students study a core topic of Rights and Freedoms 1945-present, dealing with global issues and events. They will then study a global topic on migration and a study of the individual teacher's choice as their final Depth Study. These topics can range from The Holocaust to The Vietnam War, and from the rise of Asia in the world post-Cold War to USA in the Roaring Twenties.

The skills developed include interpretation, analysis, evaluation, empathy, research and communication. These allow students with a high level of ability to acquire information, and organise and use it effectively.



## **Personal Development, Health and Physical Education (PDHPE)**

PDHPE continues to involve a wide variety of topics within the three disciplines of the subject. Broad ranges of physical pursuits are undertaken to enable students to experience activities that may lead to lifelong recreational or sporting involvement. In the theory aspect of the subject the focus is more intent on personal responses to societal issues.

All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships
- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts
- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

## **Religious and Values Education (RaVE)**

RaVE draws on both human experience and traditional policy systems. It encourages students to reflect on their own personal experiences and belief systems while giving them an opportunity to understand the scripture and its key figures. This course challenges students to examine what it means in today's society to live in a Christian manner, and how Christianity can provide a blueprint for a happy and fulfilling life. It helps students to understand different religious views that they are likely to meet in the communities to which they belong.



## **Rite Journey (Year 9)**

### **What we do:**

The Rite Journey provides a unique educational program designed to support the development of self-aware, responsible, respectful, resilient and resourceful adults. By raising young people's consciousness about transitioning from child to adult and having conversations with them about what really matters we can assist in guiding their journey into adulthood. The year-long program uses a Rite of Passage framework to deepen the students' experience of this important life transition.

### **Why we do it:**

We aim to make a positive difference in a society where:

- boys need positive role models and the media displays role models making poor choices
- girls are prematurely sexualised and popular media presents unobtainable role models
- "bubble-wrapping" prevents the growth that comes through risk and challenge
- young people average 30 hours a week in front of a screen at the expense of human connection

### **Who does this course:**

The program involves adolescents in reflection, discussion and developing strategies around transitioning into adulthood.

The Rite Journey was created to specifically meet the needs of schools. It is a year-long program which uses middle schooling methodologies which engage students in the process.

For further details please go to: <https://theritejourney.com/>



## Careers Education Program (for Year 10)

The Careers Adviser is located in our Senior South Building. Advice and resources are available to students and parents upon request. Students and parents are welcome to contact the Careers Advisor, Mr Mark Dicketts, at any time on [mark.dicketts@trinityac.nsw.edu.au](mailto:mark.dicketts@trinityac.nsw.edu.au)

An outline of the Careers course is as follows:

- Personal Portfolio
- Career Personality
- Career Investigation
- Introduction to VET, TAFE and Universities
- Guest speakers: e.g. from the workforce and tertiary education providers
- Alternative Pathways
- Careers Forums and Evenings
- ADF Pathways
- Work Experience & Volunteering
- Workplace Safety
- Work experience debriefing & letter of thanks
- Resume, Letter of Introduction and Interview Preparation
- Employer Expectations and Industrial Relations
- Enterprise skills; problem-solving and teamwork; entrepreneurialism
- Banking loans, budgeting and renting
- Careers: what does the future hold and how can I be ready?

The Careers Advisor is available to support students through:

- Individual interviews for Senior School students to receive guidance on matters such as subject selection and post-school options.
- Online Careers Profile testing
- Resume Writing and Interview Preparation
- Advice for students and parents regarding HSC, ATAR, Universities and Scholarships
- Assistance with applications to overseas Colleges and Universities



# Elective Subjects



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## **Agricultural Technology**

Agriculture Technology provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. It develops knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products. The syllabus develops students' ability to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a member of a team and communicate information to a variety of audiences.

Agriculture Technology is offered in both Year 9 and Year 10.

The design processes used in Agriculture may be used to develop small tasks, such as using locally made materials to design a farm gate, to entire enterprises, such as planning, producing and marketing a crop. The dynamic nature of Agriculture results from a continuing growth in the knowledge of technology and in its application to the production, processing and marketing of systems and products.

Agriculture, as a learning context, offers students the potential to contribute to the debate and to make informed decisions about issues which will affect Australia's sustainable future. In order to make these decisions, they need to understand the range of technological applications and processes associated with agriculture and to appreciate the consequences to society of technological innovation in agriculture.

Students will spend some of the course time on practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work and visits to commercial farms and other parts of the production and marketing chain.



## Commerce

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

Commerce is offered in both Years 9 and 10.

All students study:

- Consumers and Financial Decisions
- The Economic and Business Environment
- Law, Society and Political Involvement
- Employment and Work Futures

Students will then study options that include:

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

In studying these topics, students have the opportunity to develop values and attitudes that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

Throughout the course, there is an underlying theme of technological change and how it affects consumers and businesses. After studying Commerce in Years 9 and 10, students will have developed a range of very valuable skills and knowledge to pursue study in Legal Studies, Business Studies and Economics and Society and Culture in Years 11 and 12.



## **Drama**

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

All students undertake a unit of playbuilding. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to the enrichment of society.

Drama leads students to learn about themselves and others by creating characters and situations through enactment. Students increase their self-confidence in the effective communication of their ideas through both verbal and non-verbal language. The course provides performance opportunities and experience of live theatre.

Drama is offered in both Year 9 and Year 10. After studying Drama in Years 9 and 10, students will have developed a range of very valuable skills and knowledge to pursue a study of Drama in Years 11 and 12.



## Food Technology

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing and preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts.

Food Technology is offered in both Year 9 and Year 10

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food Preparation and Processing, Nutrition and Consumption) will be studied.

- Food in Australia
- Food service and catering
- Food for special occasions
- Food for special needs
- Food selection and health
- Food trends

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Food Technology involves understanding the processing, preparation, marketing and consumption of food in domestic, commercial, industrial and global settings. It involves students investigating food through practical applications and processes.

After studying Food Technology in Years 9 and 10, students will have developed a range of very valuable skills and knowledge to pursue a study of Food Technology in Years 11 and 12 or further education at universities and TAFE Colleges in the areas of Business, Hospitality and Tourism, Nursing and Teaching.



## French

(Must be studied in Year 9 to continue in Year 10)

One of the most rewarding aspects of studying a second language lies in understanding the thought processes of another culture, as well as the sense of achievement that arises from being able to communicate in a foreign medium. French remains the international language of diplomacy and is spoken by a number of our near neighbours.

Year 9 and 10 French continues to build on reading comprehension, listening comprehension and speaking. Students will work towards being able to communicate orally in a variety of situations and converse freely on a range of topics. Students improve their grounding in the necessary grammatical, oral, aural and writing skills to lead them into Stage 6.

Students will develop the knowledge, understanding and skills necessary for effective interaction in French. They will explore the nature of languages as systems by making comparisons between English and French.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture. After studying French in Years 9 and 10, students will have developed a range of very valuable skills and knowledge to pursue a study of French in Years 11 and 12.



## Geography Elective

Geography Elective emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. It also emphasises the important interrelationships between people and environments through the investigation of contemporary geographical issues and their management. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

The content of this elective subject is different from the mandatory course. Geography is offered in both Year 9 and Year 10. Students engage in at least three of the eight focus areas defined in the syllabus. These focus areas include:

- Physical Geography: Students will study the geographical processes that form and transform the physical world.
- Oceanography: Students will focus on the features and importance of the world's oceans and issues associated with them.
- Primary Production: Students will question patterns, functions and issues associated with primary production.
- Global Citizenship: Students will explore the importance of Australia being an informed, responsible and active global citizen
- Australia's Neighbours: Students will consider the environments of Australia's neighbours and specific geographical issues within the Asia-Pacific Region.
- Political Geography: Students will focus on the nature and distribution of political tensions and conflicts, and strategies towards effective resolutions.
- Interaction and Patterns along a Continental Transect: Students will look in depth at the factors responsible for causing variation in spatial patterns across a continent from one specific location to another.
- School-developed Option: This elective provides students with the opportunity to develop their geographical knowledge and understanding of a particular location and/or area of inquiry that caters for their interests, needs and resources.

The aim of Geography Elective is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues in order to become informed, responsible and active citizens.



## History Elective

The study of History Elective enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version.

History Elective is offered in both Year 9 and Year 10.

The History Elective course consists of three topics which include a range of options for study.

The topics include:

- Topic 1: History, Heritage and Archaeology. This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives and interpretations of the past are reflected in a variety of historical constructions.
- Topic 2: Ancient, Medieval and Modern Societies. This topic provides an opportunity for in-depth study of the major features of ancient, medieval or modern societies.
- Topic 3: Thematic Studies. This topic provides the opportunity to enjoy the study of history for its intrinsic interest and to develop an understanding of the thematic approach to the study of history.

The History Elective course develops the skills for students to answer the question 'How do we know?' An investigation of an historical issue through a range of sources can stimulate curiosity and develop empathetic understanding, problem-solving, research and critical thinking skills. It develops language specific to the discipline of History and provides opportunities to develop literacy skills more fully. Students learn to critically analyse and use sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past. Students engage in research involving information and communication technology (ICT), including evaluating web-based sources and using a range of technologies for historical research and communication.



## **Industrial Technology - Timber**

Industrial Technology builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7-8 Syllabus*.

Industrial Technology – Timber is offered in both Year 9 and Year 10

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. Students develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

All students will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings, written reports and to communicate ideas and information relating to their projects.



## Integrated Science, Technology, Engineering and Mathematics (iSTEM)

iSTEM is offered in both Year 9 and Year 10.

### The imperative of STEM skills

STEM refers to science, technology, engineering and mathematics. The importance of STEM disciplines for the future economic and social well-being of Australia cannot be underestimated. International research indicates that 75 per cent of the fastest growing occupations require STEM skills and knowledge. In the US STEM employment has grown three times more than non-STEM employment over the past twelve years.

iSTEM is a School Developed Board Endorsed Course which was developed by Regional Development Australia – Hunter, Maitland Grossmann High and industry partners. This means that student success is recognised on their Record of School Achievement (RoSA) in Year 10. It has been an outstanding success in around 140 schools throughout NSW. It covers a number of modules in the fields of science, technology and engineering.

Class members have the option to participate in a variety of competitions and STEM based intervention programs during the course. Students will also study a variety of themed units of work focusing on the application of science, technology, engineering and mathematics to real life, through inquiry based learning techniques.

Year 9		Year 10	
<b>Module 1</b> Engineering Fundamentals	<b>Module 2</b> Aerodynamics	<b>Module 4</b> Motion	<b>Module 5</b> Mechatronics
<b>Module 3</b> 3D CAD/CAM		<b>Module 6</b> Research Project	



**STEM activities may include:**

- Science and Engineering Challenge
- Down Force Racer Challenge
- Challenge Days
- Robotics Challenge Days
- Major Research Projects
- Alternative Energy Challenge

The main purpose of this NSW Educational Standards Authority (NESA) endorsed course is to better engage students in science, technology, engineering and mathematics. It is meant to challenge and excite students with the possibilities of the future. It involves many 21<sup>st</sup> century learning opportunities and emphasises inquiry based learning where students are encouraged to learn by doing.

We are excited to be able to offer this opportunity to the students of the school.



## **Information and Software Technology (IST)**

The study of IST enables students to become safe and responsible users of computing technologies and developers of innovative digital solutions. Through the practical application of knowledge and understanding, students develop skills to design, produce and evaluate creative solutions using a range of computing technologies.

In Years 9 and 10 students will have the opportunity to study two option topics each year. The first will focus on creatively using information technologies and the second on programming technologies. The option topics include:

- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Digital Media
- Internet and Website Development
- Robotics and Automated System
- Software Development and Programming

After studying IST in Years 9 and 10, students will have developed a range of very valuable skills and knowledge to pursue a study of Information Processes and Technology and/or Software Design and Development in Years 11 and 12.



## Music

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

Students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. Studying the concepts of music underpins the development of skills in performing, composing and listening.

Music Elective is offered in Years 9 and 10.

It is strongly advised, yet not essential, that students who will select Music as a Stage 6 subject should study this subject in Stage 5. Likewise, it is **strongly** advised, that students taking music have adequate instrumental and/or vocal skills to effectively complete the course and that they are undertaking lessons outside of this class. In addition, all students will be expected to contribute to vocal and instrumental ensembles in class and out of school. After studying Music in Year 9 and/or Year 10, students will have developed a range of very valuable skills and knowledge to pursue a study of Music in Years 11 and 12.



## **Photographic and Digital Media**

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

Students learn about the enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and learn how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal.

Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students learn to interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study photographic and digital media artworks.

After studying Photographic and Digital Media in Years 9 and 10, students will have developed a range of very valuable skills and knowledge to pursue a study of Visual Arts in Years 11 and 12.



## **Physical Activity and Sports Studies (PASS)**

Physical Activity and Sports Studies (PASS) is the broad study of physical activity and the many possible contexts in which individuals can build activity into their lifestyles. It is based on the notion that regular physical activity is essential to improving health status and quality of life. This course offers new experiences and challenges beyond those offered through the mandatory PDHPE Years 7–10 course.

PASS is offered in both Year 9 and Year 10.

Participation in physical activity provides opportunities for personal challenge, enjoyment and satisfaction. It also provides for positive interaction with others, in both collaborative and competitive contexts and supports the development of key social skills necessary for strong interpersonal relationships.

PASS promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. Recreation, physical activity, sport and related health fields provide legitimate career pathways. PASS introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication.

The content is organised in modules within the three Areas of Study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

Modules from each of the Areas of Study must be covered. While in PASS the emphasis is on providing students with the opportunity to learn through movement, there is a component of the course which is theoretically based. Student wishing to study PASS need to be aware that they will be expected to participate in all practical and theory lessons and activities. They must possess a strong interest in participating in physical activity and a desire to learn the theory behind improving movement skills. Candidates for this elective need be prepared to challenge themselves and undertake physically demanding activities involving recreational pursuits such as mountain biking, hiking and water based activities.

After studying PASS in Years 9 and 10, students will have developed a range of very valuable skills and knowledge to pursue a study of PDHPE in Years 11 and 12.



## Psychology (Year 10)

Psychology will help you explore the reasons why you think, feel and behave the way you do. The course involves areas of study such as Introduction to Psychology, Brain and Nervous System, Perception/Communication, Emotions, Personality, Intelligence, Positive Wellbeing, Memory, Sleep and Social Relationships. These units will introduce students to the scientific study of psychology. Students will investigate human behaviour and mental processes that determine: perception, cognition and emotions. Students will learn theories and models that are used to describe and explain human behaviour.

Throughout this course, students will conduct observational experiments where they will explore theories and apply scientific thinking to real life situations. Have you ever wondered why an illusion works? This course will enable students to think scientifically and answer questions like this for themselves. Students will also be able to analyse the impact that life experiences have on belief systems.

One of the highlights of this course will be excursions that could include the Psychology Exhibit at Melbourne Museum or Cunningham Dax Collection. This will bring real world connections to their study of Psychology.

After studying Psychology in Years 10, students will have developed a range of very valuable scientific skills and knowledge to pursue a study of Psychology in Years 11 & 12 (non-ATAR course). If another Science subject is also part of the student's course of study, then the study of Psychology (non-ATAR) in Year 11 can assist to develop the investigative skills required for Extension Science Year 12.



## **Textiles Technology**

Textiles Technology acknowledges and embraces an understanding of cultural diversity by examining the ways in which different groups have used textiles as an expressive and functional medium. These historical and cultural uses of textiles continue to influence contemporary designers today and students will examine design features characteristic of a variety of different cultures and use them as sources of inspiration in textile projects where appropriate.

Textiles Technology is offered in both Year 9 and Year 10

A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Project work, that includes investigation and experimentation, will enable students to discriminate in their choices of textiles for particular uses. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

Students will investigate the work of textile designers and from this research make judgments about the appropriateness of design ideas, the selection of materials and of tools and the quality of textile items. Students will be challenged to transfer knowledge to new situations and projects, building on technical skills and past experiences. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles, demonstrate responsibility in decision-making and encourage individuals to express ideas and opinions.

Students will develop an appreciation of the factors affecting them as textile consumers. Current technologies and innovations that continue to emerge in the textile industry will be addressed with emphasis on their economic, social and environmental consequences.



## Visual Arts

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Students learn about the enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

Students are required to produce a body of work each term and keep a Visual Arts diary.

After studying Visual Arts in Years 9 and 10, students will have developed a range of very valuable skills and knowledge to pursue a study of Visual Arts in Years 11 and 12.



# Thank you.

For any questions or enquiries,  
please get in touch with  
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