Junior Studies Guide

Year 8

2025

Trinity College

BEENLEIGH

Contents

Introduction

This study guide is provided to assist students and their parents in making an appropriate selection of elective subjects for Year 8 in 2025. 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 8 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).

You are not being asked to make major career choices at this particular moment. The way the subject courses are structured at Trinity College, career paths will still be open to you even after you have completed Year 7 and 8 and students will be invited to choose electives again in mid-2024 for the following year.

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.

Junior Subject Curriculum

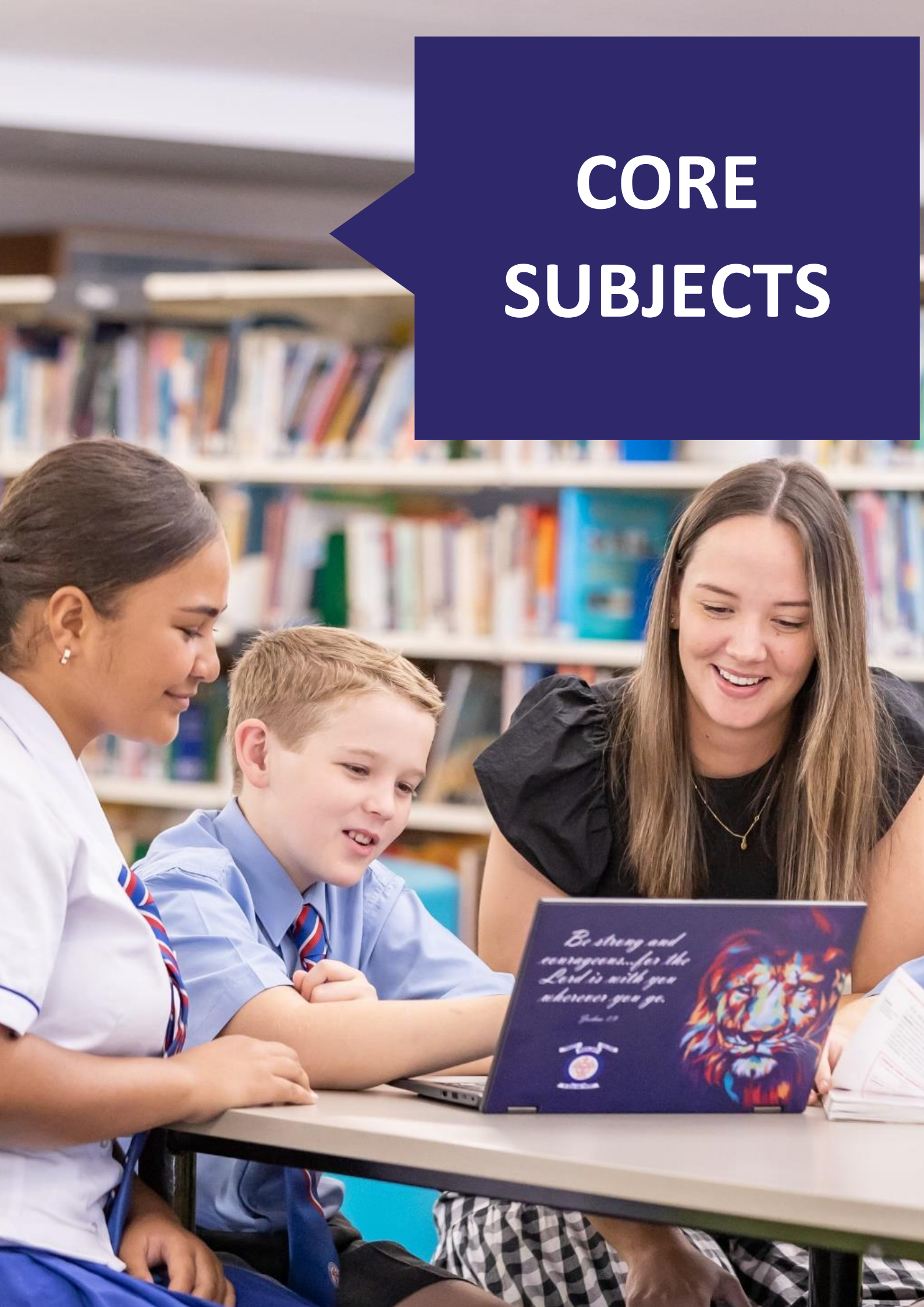
The curriculum offered to Year 8 students at Trinity College seeks to provide all students with a quality and broad education. Traditionally as the years progress, students are given a greater scope to specialise, adapt course choices to their own talents and abilities, and to develop their plans for future careers and vocations.

For year 8, in compliance with the Australian curriculum core subjects are taught with students having the choice of **two** electives per year.

Core Subjects	Course Length and Structure
Maths	All Year
English	
Science	
Religion	
HASS – One Semester	
HPE – One Semester	
Electives – Choose Two	AFL BASKETBALL DANCE DRAMA ECONOMICS AND BUSINESS FOOD AND MATERIALS JAPANESE MEDIA MEDIA (GAMES AND INTERACTIVE MEDIA) MUSIC NETBALL RUGBY/FLAG FOOTBALL SOCCER/FUTSAL SPANISH STEM TOUCH VISUAL ARTS

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

CORE SUBJECTS



Religion

Course Description

In this course students will identify the unique relationship between God and God's people, describe how words and images and images are used to represent the mystery of the Trinity, consider, and organise Old Testament covenant narratives and the actions and messages of some Old Testament prophets, and analyse Scriptural texts to explain how God's saving plan was accomplished through the life, death and resurrection of Jesus Christ. Students evaluate and draw conclusions about the ways in which the Church is present and active in the world today.
Students will also identify the significance of initiation rituals in the Abrahamic religions for the faith journey of believers, explore how believers, past and present continue the mission of Jesus in the world, in times of challenge and change. consider and organise evidence from the Acts of the Apostles to explain the significance of some key events, individuals, and groups in the life of the early Church. They consider and organise patterns of change and continuity in the Church from c. 650 CE – c. 1750 CE, identifying the impact of the writings and key messages of significant reformers in the Church at that time.
They participate respectfully in a variety of prayer experiences and consider their significance to believers.

Course Outline

UNIT 1: HOW ARE WE CHALLENGED TO LIVE.

- A study of key teachings in Christianity that challenge how believers act in their relationship with others. Students will develop their ability to apply Christian teaching to everyday life and social justice issues.

UNIT 2: COVENANT.

- During this unit students learn to describe and explain the promises of God to his people, form the Abrahamic covenant through to the new covenant of Jesus. Students will also develop an understanding of liturgical space and symbol.

UNIT 3: MISSION POSSIBLE.

- Students will describe the mission of Jesus, analyse his life and teachings as a model for the Christian life and explain how believers continue to live out that mission today as individuals and in community organisations through the application of Christian teaching.

UNIT 4: MOVERS AND SHAKERS

- In this unit students will identify and describe how reformers challenged and changed the church through history, analyse historical events and explain how change happens in the Church and the significant impact individuals can have.

Examples of Activities and Assessment

- Investigation – research assessment
- Short Response examination
- Project – Create a liturgy, symbols and space (including use of Minecraft)
- Multimodal presentation (recorded)

Pathways

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

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: QUIET HEROES
Students explore identities in a range of texts to understand, explain and analyse how individuals are represented as being heroic through textual features and language devices. Students experiment with language to create texts that represent their own and others' perceptions of heroes.

UNIT 2: ETHICS AND RELATIONSHIPS
Students explore themes of interpersonal relationships and ethical dilemmas represented in a novel, and compare how other text types, including film and poetry, represent similar themes Students will also analyse the author's purpose and how the author positions the reader.

UNIT 3: LIVING WITH TRASH
Students explore the impact of rubbish on the human environment in the 21st century. Students respond to and create texts, as well as persuade others to take up a perspective in response to a novel, as well as identify possibly solutions to this ever-increasing problem.

Examples of Activities and Assessment

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

- Research
- Drafting
- Editing
- Persuasive speaking
- Composing written, spoken and multimodal texts
- Creative writing
- Analytical essays
- Personal recounts
- Narrative intervention
- 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.

Mathematics

Course Description

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications.

They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites.

They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities.

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

Humanities and Social Sciences

Course Description

The Humanities and Social Sciences are the studies of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global context, and consider challenges for the future. These subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens.

Course Outline

History

In this unit, students are to be taught content from a historical period, approximately c.650AD (CE - 1750). This is part of an expansive chronology that helps students to understand broad patterns of historical change. Students will investigate the Western and Islamic World by examining key features of Medieval Europe and its contact with other societies. In particular, they will examine the continuities and changes across crime and punishment, military and defence systems, as well as the growth of towns and cities. Students will explore how the interconnected nature of the medieval world allowed for ideas and influence to migrate, as well as pitfalls such as diseases. Students will also consider the significance of the Catholic Church and the cultural achievements that occurred with the changing relations between Islam and the West, including the Crusades.

Civics and Citizenship

In this unit, students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. They consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity. Through the study of civics and citizenship, students develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.

Examples of Activities and Assessment

- Research Task
- Short-Response Exam
- Research Magazine Article
- Multiple Choice Exam
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Science

Course Description

Year 8 Science further enhances skills in experimentation and scientific method as well as introducing Earth Science and the microscope to students. They develop their critical and creative thinking skills as well as science literacy and numeracy through several different learning opportunities. Their knowledge and application real world concepts such as chemical reactions in everyday life and transforming energy in electricity generation allow them to engage with key issues in their current world.
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 8 students explain the role of specialised cell structures and organelles in cellular function and analyse the relationship between structure and function at organ and body system levels. They apply an understanding of forces, energy and the theory of plate tectonics to explain patterns of change in the geosphere. They compare processes of electricity generation and represent transfer and transformation of energy in simple systems. They represent and classify different types of matter and distinguish between physical and chemical change. Students explain how social, cultural and technological factors can influence development and application of scientific knowledge. They analyse scientific responses to contemporary issues and examine the importance of science communication.

UNIT 1 – LIFE UNDER THE MICROSCOPE
UNIT 2 – BODY SYSTEMS
UNIT 3 – ENERGY AND ELECTRICITY GENERATION
UNIT 4 – CHEMICAL CHANGE
UNIT 5 – PLATE TECTONICS AND THE ROCK CYCLE

Examples of Activities and Assessment

- Research tasks
- Student experiments and reports
- Analysing data
- Examination

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.

Health and Physical Education

Course Description

In year 8 HPE, students expand knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Year 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Course Outline

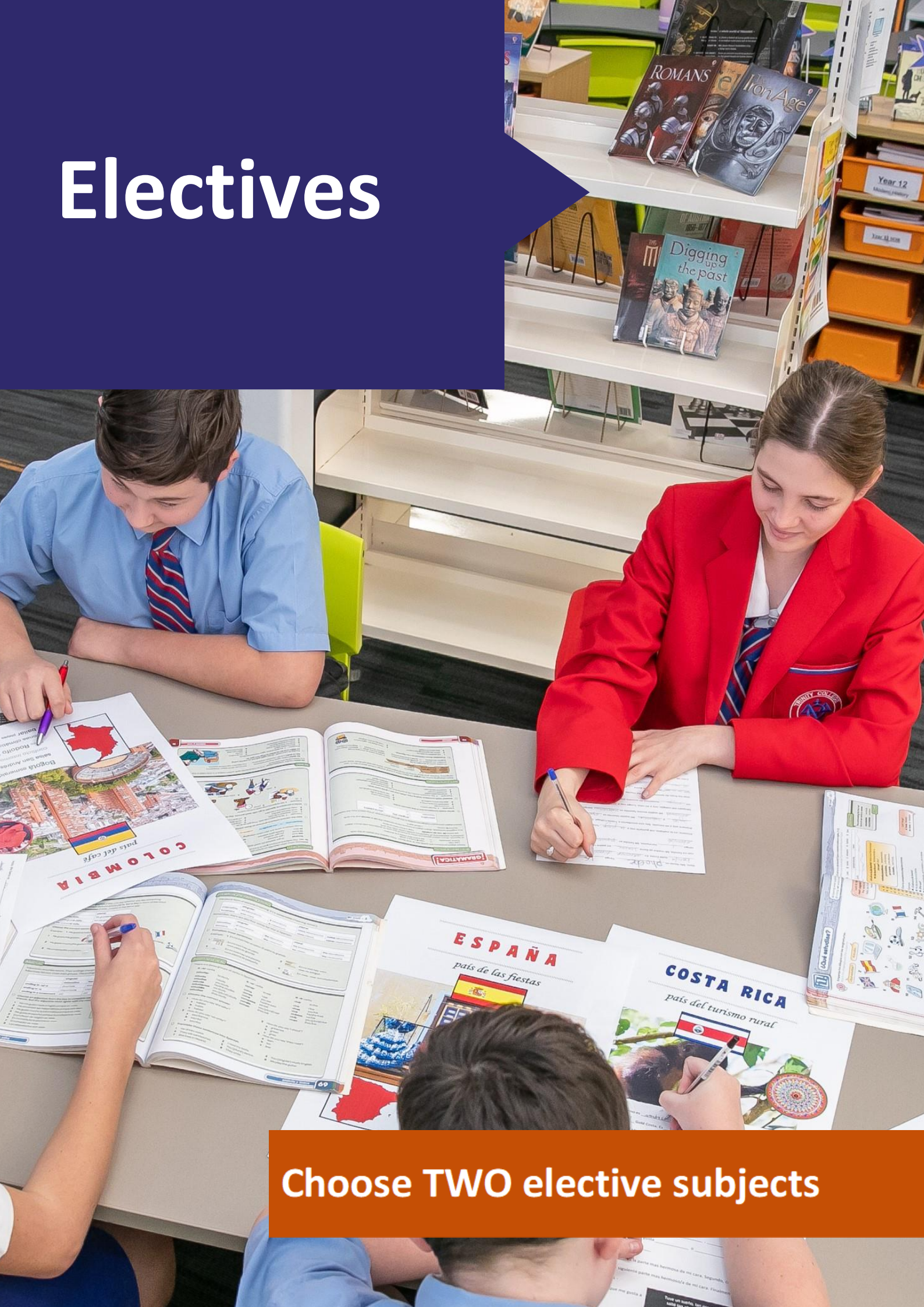
Focus areas to be addressed include:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

Examples of Activities and Assessment

- Exams
- Research Investigations
- Case studies
- Multimodal presentations
- Practical performance demonstration, analysis, and evaluation

Electives



Choose TWO elective subjects

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: FUNK, TAP AND ALL THAT JAZZ

Students will engage in an in-depth study focused on Musical Theatre to develop fundamental movement skills specific to the style. They will explore the expressive and technical skills of Broadway jazz, tap dance and theatrical performance for the purpose of understanding the storyline, characters and context of Musical theatre dance. Exploration of production elements and choreographic devices will develop students understanding of choreographic intent and how it can be communicated using movement and non-movement components.

UNIT 2: LIGHTS, CAMERA, ACTION

Students will engage in a study focused on pop culture dance styles with a focus on the fundamental movement skills and how to adapt these for each style. Students will explore in-depth the expressive and technical skills of dance and explore highly choreographed dance forms which features a mixture of sharp and fluid movements, popping and locking as well as animated expression seen in popular culture dances. In addition, students will also explore the choreographic devices specific to film for the purpose of exploring pop culture and alternative dance spaces.

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.

Examples of Activities and Assessment

- Journaling
- Written review's
- Performance critique/evaluations
- Exams
- Ongoing observation of practical performances and application
- Research assessment
- Performances
- Choreography

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 one main project, 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 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

The areas of study covered in this course will be:

Design Folio:

- Edge lit light
- Using laser engraver to etch designed image into acrylic.
- Photos of process
- Evaluation

Integrated within each area of study listed are:

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

Digital Technologies

Course Description

In Year 8 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

ARDUINO ADVANCED

Students design and create a complex Arduino electronic project. They will learn how to code and combine Arduino parts including LEDs, buzzers, buttons, light dependent resistors, potentiometers, and remotes. Students will also investigate how similar electronics are used in real world devices and inventions.

PROGRAMMING IN PYTHON

Students will learn the Python coding language and how to create Python games and projects from text. They will implement computer science skills such as computational thinking and debugging. Their project will address the annual theme of the Premiere's Coding Challenge.

WEB DESIGN

Students will learn the principals of website development, investigating functionality, user experience and design. Students are required to build their own website which addressed these certain client requirements.

ROBOTICS

Technology is ever evolving. This topic investigates how technology has changed the way we do things and how it will change things in the future. Students will research technologies and present to the class how it has improved or hindered on the way we live our lives. Students will also investigate the use of robotic technology in every day live and will learn the basics of coding robotics using LEGO MINDSTORM EV3's.

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

BROADWAY

- During this unit students will be able to use their creative side and incorporate art, dance 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 explore the expressive and technical skills of Broadway theatrical performance for the purpose of understanding the storyline, characters and context of storytelling. Students will develop skills in costuming, set design, lighting and sound.

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.

Examples of Activities and Assessment

- Journal
- Written review
- Performances – Scripted and student devised
- Theatre games and activities
- Improvising scenes
- Exploring play texts

Economics and Business

Course Description

In Year 8 Economics and Business, students build on the foundational knowledge developed in Year 7. They explore complex business concepts and investigate how markets operate and the role of business innovation. Students also explore the relationship between consumers, businesses, and governments, examining the impacts of economic decisions on society. The course fosters skills in problem-solving, decision-making, and financial literacy through practical activities and case studies relevant to both the local and global economy.

Course Outline

Topics studied in this course may include:

- Leading a business team
- Marketing is cool
- The Australian government and the economy
- Internationalism and globalisation

Examples of Activities and Assessment

- Case studies
- Multi-modal presentations
- Short response exams
- Response to stimulus exams

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

Food Facts: Eating for Balance

Students will learn about nutrients and explore the concept of "Eating for Balance". Students investigate two key focus questions: 'What's good for me?' and 'What's good for the planet?' This unit involves practical cookery and kitchen safety skills. Students will design a healthy, balanced meal and cook the main component.

Fast Fashion: Project – Zipper Pouch

Students will investigate fast fashion and sustainability in the textiles industry. They will complete their intermediate sewing licence. Students will also design and create a zipper pouch, utilising sustainable material(s).

Examples of Activities and Assessment

- Design Process
- Practical Exam
- Research journal

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 8 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.

ARE YOU BUSY?
This unit sees students describe and elaborate on their daily routines and habits. Emphasis is placed on learning new Kanji. Assessment in this unit focuses on reading and writing skills.

GOOD LUCK AT SCHOOL
This unit allows students to explore Japanese school life and major events, giving them an understanding of how students in Japan experience a school year. Assessment in this unit focuses on listening and speaking skills.

WHAT'S YOUR HOBBY?
This unit focuses on having students describe and explain their hobbies and favourite activities, while also teaching them about the common hobbies and interests of Japanese students. Assessment for this unit focuses on reading and writing skills.

FESTIVALS AND CELEBRATIONS
This unit focuses on the important cultural practices and events in the Japanese calendar. Students will be given a more in-depth view of Japanese culture, allowing them to compare and contrast it with our own. 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 8 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

UNIT 1 - RADIOWAVES
In this unit students will learn the fundamentals of radio and its history. They will look at different types of radio stations and their purposes. They will look at how radio shaped media technology and human communication. They will attend an excursion to Nova and ZZZ to gather data on real world radio stations and complete a case study report. They will begin to design and plan their own radio stations that are targeted to their own chosen audiences.
UNIT 2- RADIOWAVES
Students are to produce material for a radio station, including promotional material, logo and web design, as well as a pilot radio segment that will be presented to the class in the form of a pitch. Students may further this experience in the creation and maintenance of a school radio station.
UNIT 3 – VIDEO KILLED THE RADIO STAR
Students are to begin looking at the introduction of the television and subsequently the rise of music videos and the impact it had on their radio industry. They will explore significant music videos as well as the development of music videos as works of art. Students will begin design and producing their own music video – (perhaps for music students) They will explore more advanced camera and editing techniques (such as green screen and rotoscoping).
UNNIT 4 - VIDEO KILLED THE RADIO STAR
Students are to be producing their music video. Students will analyse significant music videos in the form of an exam. Prior to this, students will be looking at examples and analysing them.

Examples of Activities and Assessment

Investigative Report: Students are to attend an excursion to Nova and ZZZ radio stations. They are to compile evidence and research and create a case study comparing the differences between each station the strategies they apply to appeal to their chosen audiences.
Multiplatform Project: Students are to create pitch for a radio station, record a radio segment, create promotional material for the station such as a logo and website design.
Stylistic Project: Students are to create an experimental music video for a song of their choice. They must demonstrate a variety of cinematography and editing techniques. This video needs to depict their personal style as a budding filmmaker.
Exam: Stimulus provided – students are to analyse the significance of a number of revolutionary music videos. They are to identify how each music video resulted in a change in culture.

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

SO YOU THINK YOU CAN STREAM

Students will apply their developing knowledge of media processes to brand themselves as video game streamers. In this unit students will use the Adobe Suite to design and create a logo and an online marketing package similar to what is used by successful video game streamers. Finally, they will use media technology, such as a green screen, to produce a sample of what their streaming content would be like.

AUGMENTED AND VIRTUAL REALITY – COSPACES

In this unit, students will learn how to develop augmented and virtual reality games and experiences using CoSpaces. Through this game development application, students will apply simple coding and the tools of a sandbox environment to create an interactive 3D game or immersive experience that is intended for a virtual reality headset.

MACHINIMA

Through this unit, students will gain an understanding on how games can be manipulated and recorded to produce short films – a genre known as 'Machinima'. They will learn the concepts of cinematography through symbolic and technical codes and will apply this knowledge in the production of a short film using game play footage from a game of choice. They will plan the film through storyboarding and scripting and use a variety of media technologies to execute the final product.

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 8, 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

MELODIC MOSAICS: PIECING TOGETHER THE ELEMENTS OF MUSIC

In year 8, students explore the elements of music and how they influence the way music is created and presented. They cover all components of the achievement standards including exploring and responding, creating and making and presenting and performing. They have two assessments, a performance in term one and a composition and reflective response in term two. Students have access to a wide range of instruments and have the option to perform in an ensemble or individually. They will explore the elements of music each week and describe the elements of music when listening and responding to music throughout the semester.

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

SHOPPING AND CATCHING UP
In this unit, students will be learning the vocabulary around shopping and explaining their activities to others. They will write descriptive recounts or journal entries about their weekends and holidays.

HEALTHY LIVING
This unit sees students explore links between food and culture, along with developing their understanding of how to discuss their health with friends and professionals (ie. Doctors, dentists, etc.).

WORKING AND MAKING PLANS
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.

TRAVEL
Students will learn about Spanish-speaking countries, planning potential holidays and identifying cultural differences.

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 8, students write descriptive journal entries, create films of both formal and informal dialogue in role plays, and complete basic reading and listening tests. Year 8 Spanish also includes Spanish Food and Culture Day.

STEM

Course Description

Science, technology, engineering, and mathematics (STEM) touch every aspect of today's world, and the innovations that emerge from these fields underpin the global economy. Our challenge is to ensure students prepare and take advantage of the many opportunities a knowledge-based economy offers and become the entrepreneurs of tomorrow. Trinity College harnesses the passion for change and innovation by engaging Year 8 students in STEM and providing them with the opportunities they need to develop as problem solvers, critical and creative thinkers. Each term, students will explore various fun STEM activities that are aligned to the national science, mathematics and digital technologies curriculum.

Course Outline

CREATIVE TECHNOLOGIES

This unit focus on the foundations of electronics and expands students understanding of project-based learning methodology. Students explore programming, electronics, and mechanics through a series of playful, well-documented projects and easy-to-assemble experiments. Students will learn problem solving, computational thinking and teamwork. At the end of the unit, students will be challenged to design their very own project and pitch their solution to the class.

BOTTLE ROCKETS AND BALSA BRIDGES

Students take part in two STEM challenges to further there learning about flight and aerodynamics. Students will build a rocket that will fly and aim for the longest flight time when fired from a bottle launcher. Rockets can be made from a range of materials which can have a variety of impacts on the flight of the rocket. Students investigate, plan and test the creation of bottle rockets and its materials. Rockets can have a variety of fin shapes and sizes to act as stabilisers during and after launching. The second design challenge will have students building a bridge to span an 800mm gap and be supported by a weight in the middle. Students are challenged to get maximum weight before failure. Both STEM challenges provide hands on and design process experiences that fosters teamwork qualities.

BUILDING MODELS TO UNDERSTAND AND MITIGATE BRAIN INJURY

This unit sparks students' curiosity about the brain and helps them understand and mitigate brain injury. Students act as a biomedical engineer and learn about the regions of the brain and their function. Students construct a model of the human brain, equip it with impact sensors, and use data to develop and test designs for protective head gear. This interdisciplinary unit teaches physical science, life science, health, engineering design, and data science skills.

ASTEROID IMPACT

The Asteroid Impact unit provides a project framework in which student groups act as engineering teams to design underground caverns, following the steps of the engineering design process. Real-world engineers work in teams to invent and develop solutions to problems. Following the steps of the engineering design process, they first identify and define the problem or challenge. Students gather pertinent information and conduct research to learn about topics related to the problem, and they brainstorm and propose multiple potential solutions. Students then evaluate their possible solutions and select one that best meets the criteria for success. Testing is often used to verify that the proposed solution will solve the problem or challenge. And the final solution is communicated to others.

Examples of Activities and Assessment

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

Student Athlete Enrichment Program (SAE)

AFL, BASKETBALL, NETBALL, RUGBY LEAGUE/FLAG FOOTBALL, SOCCER/FUTSAL, AND TOUCH FOOTBALL

Course Description

Enrichment 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.

Eligibility

Students must be playing or be able to demonstrate an ability to play their chosen sport. Students must commit to attending training sessions held before/after school and competing in appropriate competitions as part of the 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, Cleveland Classic 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 program does not guarantee selection in a school representative team. Trials are held for all elite teams, and students outside the program may trial for these teams. Students enrolled in the 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 Enrichment Program

The aim of the sports program 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.

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.


STEEDEN

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

PORTRAITS

Students are required to submit an A3 Portrait canvas which contains techniques and skills based around the Elements of Art and Portraiture. In this unit, students explore the concept of Portraiture through analysing the work of other artists and applying it to make their own artwork. We have become increasingly attuned to the self-image through social media, reality TV and other communication networks, providing a context in which to consider self-portraiture more generally. The students will develop a folio of sketches and designs with the end product becoming a painted portrait 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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