Overview

The Timetable
The Senior School operates on a 10-day timetable cycle with six 50-minute periods a day. The 10 days are organised within a week A / week B structure. The timetable is not the same in week B as it is in Week A.

Students are provided with a hard copy of their timetable at the beginning of the year as well as an electronic copy that they can access from their iPads.

Where a day or days are missed for long weekends or public holidays, these are skipped in the timetable. A boy’s timetable therefore completes a cycle every two weeks.

With the exception of Thursday, each day begins at 8.30am with a 20-minute tutorial prior to the first period of the day. On Thursdays the period from 8.30am until 9.45am includes Chapel, Assembly, House meetings, etc. There are therefore only five periods on a Thursday.

The academic timetable on Friday concludes after period 4 with Year 9 students being involved in a formal sports programme for periods 5 and 6.

Academic Administration
The Director of Studies is responsible for curriculum implementation and curriculum policy from K to 12. The Director of Studies and the Assistant Director of Studies organise the day-to-day and long-term academic programme. In particular, the Assistant Director of Studies is responsible for the timetable.

Questions relating to a course of study should be directed initially to a boy’s tutor or Head of House. However, where a boy is new to the School, such queries may be directed to the Director of Studies.

If there are any concerns about the electives chosen by a boy, the matter should be discussed with the tutor or Head of House. The issue may then be referred to the Studies Office. If there are good reasons for a change of course, the School will do everything possible to accommodate this, though it may not always be possible to solve every problem.

Homework Policy
The School supports the view that homework is an integral part of a student’s education. Homework encourages the skills and study habits that are essential for intellectual growth and academic achievement. It is developmental and therefore increases in amount and complexity as the student progresses through the Senior School. The nature of homework can vary from simple reading of text or reference material, formal written work and preparation for a test or classroom exercise, to involved research assignments that may take many weeks to complete. It is also expected that the student will take some responsibility for the allocation of
time for revision and review of subjects in the absence of homework that is specifically set. The School encourages the development of independence in determining the type and amount of homework necessary to sustain the day to day academic programme.

Whilst homework is set in all subjects, not all homework is due to be submitted in the following lesson. Teachers will give advice on the timing of homework. As such, there will be some days when more homework is required than others. It is therefore up to the student, teacher, tutor and parents to manage an organised programme of homework time to meet the specific demands of the following day. Students are encouraged to use the School Diary as an organiser and planner for homework and similar activities. For many students, the development and management of such skills will be critical for future academic endeavour.

Students are often required to attach a bibliography to assignments and incorporate in-text referencing. The School uses the American Psychological Association (APA) Referencing System.

Assessment & Reports

Specific details about subject assessments can be found in the subject descriptions later in this booklet. The information gathered from the in-class assessment programme is provided in reports to parents four times a year. The first report at the end of Term 1 provides a broad overview of progress. Since different classes may be involved in different assessment programmes at this stage, the information relates to the class group, not the year group.

Reports at the end of Terms 2, 3 and 4 include information about current grade, percentage and effort. Academic grades are provided on an A - E scale. Each report represents the current status of the student in that subject.

Individual report comments for each subject are provided at the end of each semester.

Together with these formal reports, there is ongoing communication between the student’s classroom teacher and tutor. Thus tutors and the Head of House can provide parents with early warning of any problems or difficulties. Parents should direct any specific concerns or questions about class work to the tutor in the first instance. Tutors will then arrange interviews between parents and teachers, if such a request is made.

Use of the School Diary

The School Diary is a key link in the communication between school and home. It provides essential information about the School’s activities and its rules and routines. It also lists staff names and responsibilities as well as study hints and space for recording results from tests and assignments. The use of the Diary encourages the development of sound organisational and planning skills. If used to record daily obligations, activities, homework and/or work requirements it will instil sound working habits for Years 11 & 12 and beyond.

Study Lab

After-school academic support is available for all students. Study Lab is held in the CLC on Mondays, Tuesdays, Wednesdays and Thursdays, from 3.05pm to 4.45pm. English and Mathematics specialists are available on some of these afternoons, whilst organisational support is provided for work in other subjects. A number of current and former students volunteer their assistance, too. Some boys attend these sessions simply to complete homework, knowing that help is available if they encounter difficulties. For other students these sessions provide a time to go over work that may have been missed in class. Contact your son’s tutor for further details.

Information Technology

The School actively encourages teachers and departments to integrate the use of information technologies into the curriculum. Students are exposed to a wide range of information technology experiences by applying the computing resources to subject-based tasks. These experiences range from simple uses such as access to the Internet, to more complex uses such as multimedia.
Year 9 students are expected to bring their iPad to all their classes (except Physical Education). It will be utilised by teachers as a tool for connected learning in their classrooms. Students are provided with their own email account. Many students use email as a means of transferring files between home and school and for working on collaborative projects.

Students may be required to use information technology, particularly their iPad, while at home. Parents are encouraged to monitor their son’s use of the iPad in the same way that they might monitor other homework. Parents should restrict access to the device if it is not being used in a suitable manner. There are also technical solutions to do this; in this case, the School recommends the use of OpenDNS.

All activities that engage students with information technology require the student to demonstrate appropriate responsibility. They need to plan to manage their time efficiently and to ensure that they are using technology in ways that assist their learning.

The use of the Internet, email, iPads and other IT assets is governed by the School’s IT Acceptable Use Policy that is published in the School Diary.

Textbooks

A Subject Outline may occasionally refer to the use of course textbooks. Christ Church operates a book-hire scheme with a charge being made each term. Textbooks and are provided for students at the beginning of the year and are to be returned at the end of the year. Unless otherwise stated, there is no necessity to purchase texts mentioned in the following pages.
Year 9 Curriculum

The Year 9 curriculum is made up of core subjects and electives in the Languages, Technology & Enterprise and Arts Learning Areas. All core and elective units are offered over the whole year and are listed below.

All boys will study the core subjects of English, Mathematics, Science, Humanities, Personal & Spiritual Development and Physical Education & Health.

The choice within the elective programme represents a cross section of courses from the Schools Curriculum and Standards Authority learning areas that are not represented in the core subjects.

Subject Selection

Subject Selection for the Year 9 course is made by studying the Subject Outlines in the next section and then completing the Subject Selection Form mailed to parents.

If assistance is needed in making subject choices please consult initially with the student's Head of House. For boys new to Christ Church, it is advisable to seek assistance and advice from the Director of Studies or Assistant Director of Studies.

<table>
<thead>
<tr>
<th>Mandatory Units</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Astrophysics (1 unit)</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Chinese (2 units)</td>
</tr>
<tr>
<td>Humanities (History, Geography and Commerce)</td>
<td>Computer Science (2 units)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Computing Fundamentals (1 unit)</td>
</tr>
<tr>
<td>Personal &amp; Spiritual Development</td>
<td>Creative Writing (1 unit)</td>
</tr>
<tr>
<td>Science (Biology, Chemistry &amp; Physics)</td>
<td>Curriculum Support (2 units)</td>
</tr>
</tbody>
</table>

D & T – Engineering (1 unit)
D & T – Materials (1 unit)
Digital Photography (1 unit)
Drama – Full Year (2 units)
Drama – Half Year (1 unit)
French (2 units)
General Art (1 unit)
Graphic Design (1 unit)
iOS App Development (2 units)
Japanese (2 units)
Music – Extension (2 units)
Music – General (1 unit)
Philosophy (1 unit)
Visual Art (2 units)
Core Subjects

English

The Year 9 English course aims to extend boys’ understandings and skills by introducing them to more sophisticated texts with increasingly complex issues, structures and language. They begin with the study of short stories that represent rites of passage in different ways, then read a range of poems written by Indigenous people from different cultures. Units on newspapers, electronic advertising and television drama combine to enrich the boys’ understanding of the media, and they also study drama, with some tackling their first Shakespearean play. Boys in all classes read a novel each term, chosen by their teachers from a range of contemporary and classical works, so that their literature experience is challenging and rewarding. The focus becomes increasingly analytical, with close reading and critical literacy emphasised consistently, and essay structure continues to develop and mature. Teacher-led discussions, group work and pair work encourage students to be active, thoughtful and curious readers and viewers.

All boys work to consolidate and extend their general and subject specific vocabulary, spelling and grammar throughout the year, with teachers using a range of strategies to assist them. When possible, there are excursions to appropriate plays and films, and from time to time, visiting speakers. Creative writing continues to feature prominently in the programme, and the boys are also encouraged to enter a range of internal and external creative writing competitions, with a number having their work published in the annual anthology of students’ writing, Impressions.

Most boys spend one period per fortnight in the Senior Library, where the Teacher Librarians assist them to choose additional reading material, promote texts that complement those being studied in class, and run Literature Circles. Each boy receives a list of suggested reading and a log to chart his progress.

The formal assessment programme is reviewed on an annual basis but is likely to approximate the following schedule. Common Assessment Tasks, which require the whole cohort to sit the same in-class assessment on the same day, are set twice a year and cross-marked by Year 9 teachers to assist grading comparability.

Assessment schedule

**SEMESTER ONE**

| Creative writing (short story) | Essay (poetry analysis) |
| Essay (poetry analysis) | Creative writing (poem) |
| Oral presentation (poem) | Essay (television ad analysis) |
| Essay (novel analysis) | Examination (reading comprehension) |

**SEMESTER TWO**

| Report and letter writing (newspaper) | Essay on television drama |
| Oral presentation (drama extract) | Essay (novel analysis) |

In addition there will be a number of less formal opportunities for assessment during the year.

English as a Second Language (ESL)

Students recommended for, or eligible to study ESL, will be placed in an English set. Where numbers permit, students will be taught by an ESL specialist who will cover the genres, processes and strategies studied in other English classes, using resources geared to ESL students and at a suitable pace for the needs of these students.

Literacy Support

Students identified as requiring extra support will be placed in an English set with a smaller student-teacher ratio than other English sets, allowing for more intensive support. These students will cover the genres, processes and strategies studied in other English classes but using resources suited to their stage of development and at a pace suitable for their needs.

Contact

Mr Neil Walker
HEAD OF ENGLISH
Health & Physical Education

The Year 9 Health and Physical Education course has an emphasis on students acquiring the essential knowledge and understandings, attitudes, values and skills that promote and encourage participation in regular physical activity and support the maintenance of a healthy lifestyle. This relies on achievement of the following outcomes:

- **Knowledge And Understandings**
  Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.

- **Attitudes And Values**
  Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.

- **Skills For Physical Activity**
  Students demonstrate the movement skills and strategies for confident participation in physical activity.

- **Self-Management Skills**
  Students demonstrate self-management skills that enable them to make informed decisions for healthy, active lifestyles.

- **Interpersonal Skills**
  Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles.

The Physical Education programme in Year 9 focuses on the acquisition of skill in a variety of activities that include throwing, catching, hitting, kicking, running and swimming, in addition to developing each component of fitness and the basics of team play and tactics.

Students experience an array of individual and team pursuits including swimming, golf, volleyball, rowing, fitness testing and athletics. Opportunities are provided to develop self-management and interpersonal skills that help students to engage in social interaction within the family, school and community environments.

The course operates over the whole year for 5 periods per 10-day cycle. Aspects such as skill, game performance, fitness, attitude and behaviour, dress and punctuality will be commented on in each semester’s report.

The Health Education course aims to develop students’ knowledge, skills, values, and processes to care for themselves and others, and to take an active role in the learning of life skills and making responsible decisions. The main topics covered throughout the year include units on Alcohol and Drugs awareness, Disease and Sexuality. The course operates over the whole year and students attend 1 class in a 2-week cycle.

Health

At Christ Church the underlying focus in the Health area is Health Maximisation. The course covers 4 major Learning Outcomes:

1. Knowledge and Understanding
2. Attitudes and Values
3. Interpersonal Skills

Year 9 Outline:

1. Alcohol:
   - Its effect on the body
   - Positive youth behaviours in social settings
   - Investigating ways of dealing with peer and social pressure
2. Anatomy for sport:
• Basic functional anatomy examining how the body works from a sporting/physical context
• Temperature and fluid regulation
• Muscle development
• Fat burning; flexibility and so on.

3. Sexuality and development:
• The emotional development of the adolescent
• Sexual feelings; relationships
• Pregnancy and childbirth.

Assessment
Various assessment opportunities are provided. These include:
• Observation of Skill Development- performance in a controlled environment
• Projects- on health related topics, incorporating the use of ICT.
• Oral Presentations- allowing the use of ICT and digital media
• Homework- minor health related pieces set once per cycle.

Contact
Mr Luke Farmer
HEAD OF HEALTH & PHYSICAL EDUCATION

Humanities
The course seeks to develop growing sophistication on the part of the boys in the ways that they investigate, present and analyse their work. Building on the skills and experiences of Year 8, boys investigate aspects of Australian Society and compare these with Asian cultures.

• Investigation, Communication and Participation
Students are given the opportunity to use a range of primary and secondary information sources in their research and investigation and are encouraged to make decisions on the forms employed to present their work. All students are encouraged to develop sound research and investigative skills and are expected to use a range of presentation styles during the year.

• Place and Space
Students examine natural and built environments within Australia and Asia drawing conclusions about the ways in which they affect and are affected by people.

• Resources
In examining Australian and Asian landscapes, students consider the utilisation of natural resources.

• Culture
Students consider the beliefs, ideas, customs and values of communities in both Australia and Asia; how and why they change and the impact which they may have on contemporary attitudes.

• Time Continuity and Change
Students are provided with the opportunity to describe the causes and consequences of events in Australian history up to 1900 and to develop an appreciation of economic, social and political change during that time. A similar examination is conducted of change within an Asian context.

• Natural and Social Systems
Students identify and analyse the key features of political, legal and economic systems at the State and Federal level within Australia. A similar examination is conducted within an Asian context.

• Active Citizenship
Students evaluate some of the key political actions in Australia’s colonial history and identify the significance of the role of the individual in these contexts. The implications of the democratic process within the school, as well as at the State and national levels within Australia, is given consideration.
Geography
The focus of Year 9 is on Australian and South Asian staple food production and moves on to investigating how societies and cities are connected around the globe. Students investigate the physical and economic factors involved and the way these factors have influenced the lifestyles of selected communities. A detailed study is undertaken of one Asian and one European city of worldwide significance. Practical skills and Geographical Investigation are emphasised throughout.

The following themes are covered in Year 9:

- Biomes and Food Security
- Navigating Global Connections

All boys are expected to complete a range of assessments that incorporate the following elements:

- Research and Investigation
- Fieldwork
- In class written work
- A practical piece/model/poster
- Cognitive tests
- Atlas mapping skills assessment
- Oral presentation
- The use of Information Technology.

History
The Year 9 History course is designed to further the skills of history especially in the interpretation of sources as well as developing writing skills. In line with the Australian Curriculum, the focus for this year is the period 1750 – 1918. This will be done through three major studies: a focus on the Industrial Revolution in England and the change this brought to the world; the achievement and impact of the Federation of Australia; and an in-depth study of World War 1 and the Australian experience of that conflict.

Assessments will be a combination of short answer style tests, source analysis and extended writing.

Commerce & Enterprise
The Year 9 course is designed to provide an introduction to the purpose of commercial activity, managing resources, budgets, marketing, international trade and exchange rates. The learning process concentrates on issues rather than pure theory and allows students to apply their understanding to problem-solving situations. The course focuses on providing students with the opportunity to develop enterprising behaviour, whilst simultaneously developing their technology skills. Central to their class work, students will be required to apply the elements of a ‘technology process’ to their learning. The emphasis of the process requires the student to undertake investigation and research, develop and devise options, select and produce a solution and evaluate their actions.

Instruction is divided between computer based and classroom activities. Students will be supplied with a textbook required for their classroom work and an electronic and an e-mail account file for their computing work.
The content assessment includes:

- Electronic filing
- Business co-ordination using e-mail
- Business letters
- Finance Advertising
- Budgeting using Excel
- International trade and exchange rates.

**Contact**

Mr David Proudlove  
HEAD OF HUMANITIES

---

**Mathematics**

This is a whole year course taught for eight periods in each 10 day cycle. All boys are required to own a scientific calculator and a Casio ClassPad, both of which are available from the bookroom. The use of these calculators is integrated into almost all topics in the course, and they may both be used up to and including the WACE Mathematics examinations.

The textbook in use is *Oxford Big Ideas Mathematics 9: Australian Curriculum Textbook*.

Class work and formal testing will be used to assess learning. There are likely to be seven Unit Tests, three extended pieces of work or assignments, and a final examination.

Topics will include:

<table>
<thead>
<tr>
<th>Algebra skills</th>
<th>Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pythagoras’ Theorem and surds</td>
<td>Trigonometry</td>
</tr>
<tr>
<td>Consumer arithmetic</td>
<td>Simultaneous linear equations</td>
</tr>
<tr>
<td>Linear equations and inequalities formulae</td>
<td>Surface areas and volumes</td>
</tr>
<tr>
<td>Congruence and special quadrilaterals</td>
<td>Factorisation</td>
</tr>
<tr>
<td>Index laws</td>
<td>Quadratic equations</td>
</tr>
<tr>
<td>Enlargements and similarity</td>
<td>Statistics</td>
</tr>
<tr>
<td>Coordinate geometry</td>
<td></td>
</tr>
</tbody>
</table>

**Contact**

Mr Jan Honnens  
HEAD OF MATHEMATICS

---

**Personal & Spiritual Development**

**Metacognition – Habits of Mind**

In Year 9 the aim is to reinforce the skills learned in the Year 8 course, and then activate and engage higher levels of thinking to help students become more aware of their Habits of Mind.

What is a “Habit of Mind?”

- It is about knowing how to behave intelligently when you don’t know the answer.
- It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties.
- The focus is on performance under challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship. The critical attribute of intelligent human beings is not only having information, but also knowing how to act on it.
• It requires drawing forth certain patterns of intellectual behaviour that produce powerful results. They are a composite of many skills, attitudes and proclivities including:
  
  • **Value:** Choosing to employ a pattern of intellectual behaviours rather than other, less productive patterns
  
  • **Inclination:** Feeling the tendency toward employing a pattern of intellectual behaviours
  
  • **Sensitivity:** Perceiving opportunities for, and appropriateness of employing the pattern of behaviour
  
  • **Capability:** Possessing the basic skills and capacities to carry through with the behaviours
  
  • **Commitment:** Constantly striving to reflect on and improve performance of the pattern of intellectual behaviour.

The 16 Habits of Mind identified by Costa and Kallick are:

• Persisting
• Thinking and communicating with clarity and precision
• Managing impulsivity
• Gathering data through all senses
• Listening with understanding and empathy
• Creating, imagining, innovating
• Thinking flexibly
• Responding with wonderment and awe
• Thinking about thinking (metacognition)
• Taking responsible risks
• Striving for accuracy
• Finding humour
• Questioning and posing problems
• Thinking interdependently
• Applying past knowledge to new situations
• Remaining open to continuous learning

(Source: [http://www.habits-of-mind.net/whatare.htm](http://www.habits-of-mind.net/whatare.htm))

**Contact**
Mr Geoff Guggenheimer
HEAD OF BOARDING

**Science**

The Year 9 Science courses have a strong emphasis on practical work as the preferred learning style of many boys. Students build on their understanding through observation, hypothesis construction and testing and evaluation of data. The Science courses aim to stimulate curiosity and promote logical and analytical thinking. During Year 9, most classes study Physics, Biology and Chemistry separately, with specialist teachers.

**Working Scientifically**

Skills involved in working as a scientist are incorporated into the three main subject areas of Physics, Biology and Chemistry. Students learn to carry out investigations that require them to plan experiments, collect, process and interpret data and to draw conclusions and evaluate their findings. They start to understand that there are many ethical considerations involved in scientific research and realise that science is a human activity. They will practise communicating their scientific understanding to different audiences in different ways. This could involve, for example, a presentation to other students or a formal, written laboratory report.
**Biology**
The Year 9 Biology course involves studying the circulatory and respiratory systems of humans and other organisms to provide a good understanding of these two major human body systems in a practical and fascinating way. How does the human heart beat 72 times per minute, every day? Dissect one and find out what makes it work. What is blood pressure? Use a sphygmomanometer to measure blood pressure and find out what affects it. Do lungs hold up to six litres of air and oxygenate blood across an area the size of a tennis court? Use a vitalograph and spirometer to find out about fitness. What happens when something goes wrong with the heart or blood vessels? Why are some people candidates for high blood pressure, high cholesterol levels, a stroke or heart attack?

**Chemistry**
Virtually every aspect of life today owes a great deal to the discoveries and work of chemists. They are involved in developing new medicines, manufacturing new materials and figuring out better ways to make old ones. Many of the environmental challenges that we presently face will be solved by the inventiveness of chemists.

In Year 9 Chemistry, boys study many topics including atomic structure, acids and bases, rates of reaction, organic chemistry and the energy changes that take place during chemical reactions, such as:

- Why does hydrogen burn but not helium?
- What makes sherbet fizz?
- Why do glow sticks keep longer in the freezer?
- Why aren't boats made from sodium?

**Physics**
The study of Physics is concerned with understanding the nature of forces and motion, and matter and energy. In the Year 9 Physics course, students will focus on developing an understanding of the transfer of energy through different mediums. Through use of wave and particle models, students will investigate the transfer of energy by light, sound and heat. Students will examine the electromagnetic spectrum and how the different parts of the spectrum are used in our everyday lives and also apply their knowledge of energy and forces to the theory of plate tectonics to explain global patterns of geological activity and continental movement. There will be a strong emphasis on discovery through practical work and investigation and students will use both qualitative and quantitative techniques. Contexts covered may include energy efficient design and earthquakes.

There are various assessments built into the Year 9 Science courses. These include:

- homework tasks
- formal written tests
- written plans and reports of scientific investigations
- practical laboratory assessments.

**Contact**
Mr Michael Masterton
HEAD OF SCIENCE
Elective Subjects

All electives run for 6 periods per 2-week cycle.

Some electives run for a whole year (2 units), other electives run for a single semester (1 unit). Students each complete 5 units worth of electives.

Astrophysics

Astronomy and astrophysics are at the forefront of scientific discovery, with Western Australia becoming a centre of excellence throughout the world in this field. Students will gain an understanding of several astrophysical theories and practices. The history of astronomy and its cultural impacts are also explored. At the same time, students will improve their research and analytical skills, and develop an understanding of recent advances made within astronomy and astrophysics.

The one-unit course will cover the terrestrial to the extraterrestrial – the Earth, the Moon and Sun, stars, galaxies, black holes, quasars, pulsars, space exploration and rocketry. We will be particularly looking at radio astronomy from the Parkes Telescope to the SKA project which is currently underway.

Contact
Mr Michael Masterton
HEAD OF SCIENCE

Chinese

In Chinese, boys will acquire more advanced competencies in Speaking, Reading, Listening and Writing in Chinese (Mandarin). Through topics of particular interest to boys, students will improve the competency of their own language and how it functions; gain a deeper understanding of linguistic conventions; critically reflect on their own and other cultures and values and to prepare themselves for Year 11 and 12 courses.

The Languages Department currently offers a Tour and an Exchange programme to China.

Boys are assessed in the four outcomes of speaking, listening, reading and writing each semester as well as in an end of year test.

Chapter tests of new grammar, characters and vocabulary are set at least twice a term. Continuous, less formal, assessment is carried out during the year.

To allow for differentiation, less formal continuous assessment will be carried out during the year.

Homework
Regular practice reviewing words and grammatical concepts learned is fundamental in the acquisition of a Language other than English and as such, forms an integral part of the course. In Year 9, we expect boys to spend 15-20 minutes each evening reviewing words and grammatical concepts covered in class in addition to any specific homework set by the teacher.

Contact
Mr Henning Holzheuer
ACTING HEAD OF LANGUAGES

Computer Science

This full-year course is designed to enable students to harness the power of their computing devices safely and effectively. Throughout the year students will delve into computer programming, explore how computers work and learn how to build their own simple network. Through a variety of practical, skills-based activities students will develop their understanding of technology and improve their general technology skills.

A major focus of this course will be to develop the students’ understanding of computer programming, a skill requiring them to analyse a problem and develop a solution. Students will be exposed to a number of different programming languages such as Python and Scratch, building their understanding through a number of different projects. These projects will include drawing complex pictures with Turtle and creating arcade style games with Scratch.
Students will start the year designing and creating their own websites using HTML and CSS. This process will allow them to develop an understanding of the Internet and how it works, the hardware that is needed and how different devices interact. Boys will also be given the opportunity to build their own simple network, allowing them to share files with other students and further enhance their understanding of the various network components.

In taking on this challenging course, students will develop important skills that will be able to be transferred to many other aspects of their schooling.

Contact
Mr Chris Anderson
HEAD OF INFORMATION TECHNOLOGY

Computing Fundamentals
This course runs for a single semester and aims to introduce students to Information and Communication Technologies and how to use them in a safe and responsible manner. During the course, students will be introduced to what a computer system is, how it works and how to use it to achieve a variety of goals.

Based on the Technology Process of Analysis, Design, Production and Evaluation, this course will take a project-oriented skills-based approach to learning. Students will be engaged in a variety of practical activities as they create a wide range of products. Projects may include creating a Podcast, a short movie, making a game and some image manipulation. Software that students will be exposed to in completing these projects includes Word, Pages, Keynote, Photoshop and Scratch.

Students will be introduced to some basic programming, using the Scratch development environment. This will allow them to learn the fundamentals of programming in a fun, visual environment and students will quickly be creating their own programs such as arcade style games.

Through exposure to a number of applications students will learn how to set up, organise and manage their personal computers – essential skills in today’s technology-driven world. Students will also learn the fundamentals of how a computer system works and the hardware that is required, as well as how to set up a simple network.

This course will provide students with the fundamental technology skills that will be beneficial in future years.

Contact
Mr Chris Anderson
HEAD OF INFORMATION TECHNOLOGY

Creative Writing
Year 9 Creative Writing is a semester elective which gives students the opportunity to engage with language and ideas on a personal level through the production and exploration of fiction and non-fiction texts.

The elective is based around four project pieces which give students the opportunity to experiment with a range of language structures as well as focusing on refining their written expression. The course gives talented writers an additional avenue to have their talents recognised through competitions such as The West Australian’s Young Writers and Young Photojournalist competitions. The diversity of assessment and text types covered in our study of travel writing, urban legends, personal memoirs and poetry allows for each of the boys to find their own niche within the broader field of creative writing.

The course would be equally suitable for budding creative writers as well as those seeking to consolidate their fundamental English skills.

Contact
Mr Neil Walker
HEAD OF ENGLISH
Curriculum Support

This course caters for students with a diagnosed Learning Disability or those whose academic performance is well below their peers, based on standardised assessments. Admission to the course will be determined by the Learning Development Department in consultation with the School Psychologist.

The Curriculum Enrichment classes focus heavily on the areas of reading and comprehension, writing and numeracy, with the practical use and transference of these skills to other core Learning Areas an underlying theme. Boys will be taught key comprehension skills, as well as the correct format and structure for extended writing. Another vital component of the course is to ensure the boys are supported in their organisation. This includes being organised at school, through diary use, computer use and having the appropriate materials for each class, as well as at home with regard to homework completion and study.

Contact
Mr Todd Harwell
CO-ORDINATOR OF LEARNING DEVELOPMENT

Design & Technology – Engineering

Design and Technology – Engineering provides students with the opportunity to develop skills in the use of technology in a practical setting. This course is one semester in duration and aim at developing in students an understanding of the materials, information and systems that are appropriate to the design and manufacture of products to meet human needs. The underlying focus is the technology process, of which the elements of investigating, devising, producing and evaluating are fundamental components. These outcomes (shown in bold type above) are achieved through two courses of study, each of one semester’s duration. Students are eligible to select both courses.

This subject is suited to those students who are interested in and enjoy working with engineering type projects. Students can expect to build upon their knowledge and skills acquired in Year 7 and Year 8 Design and Technology, particularly in the area of computer aided drawing and learning how to use sophisticated software in 3D modelling and computer aided manufacturing. Students are also introduced to electronics and robotics.

Assessment of achievement of the outcomes for these subjects takes the following forms:

- Design development (20%) - development of design folios using IT and including freehand and computer aided drawing
- Practical project production (70%) - manufacture of practical projects in resistant materials using computer numerically controlled machinery
- Response (10%) – completion of theoretical assignments and written testing of understanding.

Contact
Mr G A McGillivray
HEAD OF DESIGN & TECHNOLOGY

Design & Technology – Materials

Design and Technology – Materials provides students with the opportunity to develop skills in the use of technology in a practical setting. This course is one semester in duration and aim at developing in students an understanding of the materials, information and systems that are appropriate to the design and manufacture of products to meet human needs. The underlying focus is the technology process, of which the elements of investigating, devising, producing and evaluating are fundamental components. These outcomes (shown in bold type above) are achieved through two courses of study, each of one semester’s duration. Students are eligible to select both courses.

This subject is suited to those students who are interested in and enjoy working with resistant materials, particularly wood and metal. Students can expect to build upon the knowledge and skills acquired in Year 7 and Year 8 Design and Technology, learning how to use a range of new hand tools, power tools and machinery. The underlying focus of this course is the technology process, with particular emphasis on the design and construction of the CO2 Dragster.
Assessment of achievement of the outcomes for these subjects takes the following forms:

- Design development (20%) - development of design folios using IT and including freehand and computer aided drawing
- Practical project production (70%) - manufacture of practical projects in resistant materials using computer numerically controlled machinery
- Response (10%) – completion of theoretical assignments and written testing of understanding.

**Contact**
Mr G A McGillivray
HEAD OF DESIGN & TECHNOLOGY

**Digital Photography**

Digital Photography is exciting for boys interested in Art and Computing, along with Enterprise. There will be an introduction to the 'digital darkroom' - editing and managing images using the Adobe Creative Suite with Photoshop and Illustrator software and uploading work to photo management and sharing applications.

Boys are encouraged to use their imagination, practise creative teamwork and develop lateral thinking abilities - all skills essential in the workforce. Students will discover the creative potential of the digital camera by applying traditional photographic values to film-less image capture. The course is designed to develop technical and visual skills with short, challenging briefs across a range of subjects: landscape, portrait, still life, documentary and abstraction. Hand drawing is encouraged in the development of ideas and the construction of contemporary graphics and illustrations. Site-specific workshops and presentations from practising artists may complement this course.

The courses Digital Photography and Graphic Design complement each other. Boys who are particularly interested in Digital Art should consider studying both options, although it is possible to just study one. Digital Photography places greater emphasis on editing and managing images, whereas Graphic Design places greater emphasis on the creation of graphics and illustrations.

**Assessment**
Each project will be assessed with consideration to:

- Communicating art ideas
- Using art skills, techniques & processes
- Responding to the Arts
- The role of Arts in society.

**Contact**
Ms Pam Yordanoff
HEAD OF ART

**Drama – Full Year**

Those students who have developed a particular interest in Drama in Years 7 and 8 will want to choose this one-year elective.

The word ‘theatre’ comes from the Greek word ‘theatron’ meaning ‘the seeing place’ and so the audience-performer dynamic is considered throughout this course as boys develop drama within various theatre conventions for particular audiences.

Issue-based drama, mask work, Shakespearean theatre and rehearsal technique are explored through the following areas:

- Improvisation
- Playbuilding
- Commedia dell’Arte
- Stage Combat
- Scripted texts
There will be approximately 40 mins of homework set each week to support learning and students will be expected to attend a couple of theatre performances through the year as well as audition for roles in school plays with Midnite Youth Theatre Company. Midnite is the school’s co-curricular theatre company.

Assessment will be through task-based activities in which creating, performing and responding to drama are considered.

**Contact**
Mr Drew Stocker  
HEAD OF DRAMA

**Drama – Half Year**

Those students who are keen to have variety and wish to maintain and broad appreciation of the arts will choose this one semester course.

Students will create drama using a variety of stimuli and rehearsal techniques, developing performance skills and an appreciation of the messages that drama can convey. They will explore realism as well as more stylised approaches to performance through the following areas:

- Improvisation and issue-based drama
- Mask work and the Commedia dell’Arte

Assessment will be through task-based activities in which creating, performing and responding to drama are considered.

Those boys who have a keen interest in drama should audition for roles in school plays with Midnite Youth Theatre Company. Midnite is the school’s co-curricular theatre company.

**Contact**
Mr Drew Stocker  
HEAD OF DRAMA

**French**

In French, boys will acquire more advanced competencies in Speaking, Reading, Listening and Writing in the French language. Through topics of particular interest to boys, students will improve the competency of their own language and how it functions; gain a deeper understanding of linguistic conventions; critically reflect on their own and other cultures and values and to prepare themselves for Year 11 and 12 courses.

The Languages Department currently offers a Tour and an Exchange programme to France.

Boys are assessed in Speaking, Reading, Listening and Writing each term as well as in an end of year test in Term 4.

Language in Action (grammar) tests are set at least twice a term.

**Homework**

Regular practice reviewing words and grammatical concepts learned is fundamental in the acquisition of a Language other than English and as such, forms an integral part of the course. In Year 9, we expect boys to spend 15-20 minutes each evening reviewing words and grammatical concepts covered in class in addition to any specific homework set by the teacher.

**Contact**
Mr Henning Holzheuer  
ACTING HEAD OF LANGUAGES

**General Art**

A ‘hands on’ focus will apply to this semester long course. Projects undertaken will be both 2D and 3D. Each project will incorporate research and drawing to develop designs. Projects will be selected from painting, sculpture, ceramics, printmaking and graphic design.
Assessment
Each project will be assessed with consideration to:

- Communicating art ideas
- Using art skills, techniques & processes
- Responding to the Arts
- The role of Arts in society.

Contact
Ms Pam Yordanoff
HEAD OF ART

Graphic Design
Graphic Design is exciting for boys interested in Art and Computing, along with Enterprise. There will be an introduction to the ‘digital darkroom’ - editing and managing images using the Adobe Creative Suite with Photoshop and Illustrator software and uploading work to photo management and sharing applications.

Boys are encouraged to use their imagination, practise creative teamwork and develop lateral thinking abilities - all skills essential in the workforce. Students will discover the creative potential of the digital camera by applying traditional photographic values to film-less image capture. The course is designed to develop technical and visual skills with short, challenging briefs across a range of subjects: landscape, portrait, still life, documentary and abstraction. Hand drawing is encouraged in the development of ideas and the construction of contemporary graphics and illustrations. Site-specific workshops and presentations from practising artists may complement this course.

The courses Digital Photography and Graphic Design complement each other. Boys who are particularly interested in Digital Art should consider studying both options, although it is possible to just study one. Digital Photography places greater emphasis on editing and managing images, whereas Graphic Design places greater emphasis on the creation of graphics and illustrations.

Assessment
Each project will be assessed with consideration to:

- Communicating art ideas
- Using art skills, techniques & processes
- Responding to the Arts
- The role of Arts in society.

Contact
Ms Pam Yordanoff
HEAD OF ART

iOS App Development
iOS App Development is designed to provide opportunities in Informatics and Computer Science at an advanced level, beyond what is usually on offer in Year 9. The course is designed to cater for students who might previously have chosen the Informatics Challenge elective and for those students who have a particular interest in computer programming. This interest might have emerged from enjoying and performing highly in the NCSS Challenge topic studied during Year 8 Mathematics.

The main area of study will be learning to use Xcode in a Mac OSX environment to produce Apps that are suitable for deployment on an iPhone or iPad. The course will be divided into three units:

- Introduction to iOS programming by creating Apps such as a calculator and a drawing programme
- Management of Apps requiring multiple windows and complex data structures
- Advanced techniques as required by the class; for example, topics could include computer graphics, using map view and synchronising with iCloud.

Assessment during Semester One will be through the completion of numerous assignments to be completed in pairs. Assessment during Semester Two will consist of a large personal (or group) project, where students will need to design their own unique App. Students will also complete in two or three National Programming Competitions throughout the year. There will be focused class time in Terms 2 and 3 to prepare for these competitions, particularly the Informatics Olympiad.
To achieve success in this course, students will need to have an interest in programming in their free time. Access to a Mac OSX environment at home is highly recommended. It is anticipated that students who complete this course in Year 9 will have the opportunity to study Informatics Challenge as an elective when they are in Year 10.

**Contact**  
Mr Matthew Kameron  
ASSISTANT DIRECTOR OF STUDIES

## Japanese

In Japanese, boys will acquire more advanced competencies in Speaking, Reading, Listening and Writing in the Japanese language. Through topics of particular interest to boys, students will improve the competency of their own language and how it functions; gain a deeper understanding of linguistic conventions; critically reflect on their own and other cultures and values and to prepare themselves for Year 11 and 12 courses.

The Languages Department currently offers a Tour and an Exchange programme to Japan.

In addition to a review of the 1A course, students will be introduced to the 1B Course of Study. They will study the unit of **Neighbourhood** in a variety of contexts, covering the three nationally required themes of **The Individual**, **The Japanese-speaking Communities**, and **The Changing World**. Students will be expected to have mastered the Hiragana, and Katakana scripts, a selected number of Kanji characters and a prescribed set of grammatical structures by the end of the course. Students will be assessed in Speaking, Reading, Listening and Writing each term as well as in an end of year test in Term 4.

**Homework**

Regular practice reviewing words and grammatical concepts learned is fundamental in the acquisition of a Language other than English and as such, forms an integral part of the course. In Year 9, we expect boys to spend 15-20 minutes each evening reviewing words and grammatical concepts covered in class in addition to any specific homework set by the teacher.

**Contact**  
Mr Henning Holzheuer  
ACTING HEAD OF LANGUAGES

## Music – Extension

It is very important that our talented musicians are given the opportunity to develop their potential both individually and with the support of their fellow musicians. This course, in conjunction with the co-curricular Music Programme, is designed to increase musical awareness, develop musicianship and to provide stimulating and challenging creative and performance activities. It is assumed that students enrolling in this specialist course are already learning a musical instrument and have some prior musical background.

All current holders of either a Music Bursary or Scholarship are expected to enrol. Membership of co-curricular music ensembles and the senior choir is a requirement.

During the course, students will:

- Work towards AMEB examinations in Theory or Musicianship at their appropriate Grade. (External examinations are held in August.)
- Engage in creative listening and learn basic score reading and analysis in a wide variety of styles
- Study the instruments of the Symphony Orchestra
- Develop aural perception skills
- Develop arranging and composing skills
- Develop keyboard skills
- Learn the use of IT and Music Software (composition, arranging, sequencing, score production, aural work)
Attend selected public concerts e.g. West Australian Symphony, WA Youth Jazz Orchestra, Australian Chamber Orchestra

Participate in concerts, musical productions, and services

Give solo (with accompanist) and ensemble performances in class.

Research and produce written assignments on composers, music periods etc.

**Assessment**

Students will be assessed according to the following outcomes:

- Communicating music ideas
- Using music skills, techniques and processes
- Responding to, reflecting on and evaluating the Arts
- Understanding the role of the Arts in society.

**Contact**

Mr Kevin Gillam
DIRECTOR OF MUSIC

**Music – General**

This course is designed to provide exciting experiences in creating, listening to and learning about contemporary (popular) music. Students do not need a prior background in music to join this course.

The three main components of this course are:

- **The History of Rock/Popular Music**
  The study of the development of Rock/Pop Music from the 1950s to the present day through the use of CDs, videos and IT research assignments.

- **Composition**
  The creation of your own contemporary music tracks (Rock, House, Rap etc) through the use of software such as Garage Band. Record your tracks onto CD.

- **Basic Theory**
  Learning more about how music works through the study of basic music theory. Advance your music reading and performing skills in the keyboard laboratory.

**Contact**

Mr Kevin Gillam
DIRECTOR OF MUSIC

**Philosophy**

Humans often reflect upon why things are the way they are, what things mean, how we come to know about things, and how this influences the way we ought to live our lives. When we study philosophy we train our minds to think about these issues from an objective standpoint, using reason. Boys who study this elective will explore philosophical responses to a range of thought provoking questions such as:

- What makes right and wrong actually ‘right’ or ‘wrong’?
- Is it always wrong to torture people?
- What is justice?
- Is it ever possible to do a truly selfless act?
- Do refugees have a right to seek asylum in Australia?
- How should society be run?
• Do we possess free will or are our actions determined?
• What, if anything, happens when we die?

The strong emphasis on reasoning in this course will provide boys with valuable transferable skills. The ability to analyse, clarify, evaluate and advance a rational argument will aid their progress in other subjects and equip them for future study. Boys opting for this elective will also be laying foundations for successful completion of the WACE Philosophy & Ethics course of study.

Assessment
Boys are assessed on their ability to advance convincing, rational arguments within the context of the philosophical themes studied. Ordinarily this will involve extended argument responses, though problem solving and project based work will also be incorporated into assessments.

Special Requirements
It should be acknowledged that although this is an academic elective, there are no special requirements other than an open mind and a willingness to apply the ability to reason to enduring philosophical themes.

Contact
Mr Dominic Hodnett
HEAD OF PHILOSOPHY

Visual Art
The Year 9 Art year long course involves the exploration and development of ideas and feelings through the use of art techniques. Students are challenged to create visual meaning though Art by an expressive response to a personal context. The course includes 2D and 3D projects selected from: ceramics, drawing, graphic design, painting, printmaking, sculpture and textiles.

• **Drawing:** Drawing is important in all of the visual arts for creating, exploring and developing ideas. Each project begins with a visual inquiry task.

• **Graphic Design:** Graphic design projects will be driven by the design principles and design processes. Students will use digital cameras and image manipulation using computer programs such as Photoshop, Illustrator, iMovie and iPhoto.

• **Painting and Mixed Media:** Students will develop imaginative approaches to materials and subject matter, explore various painting media and investigate the possibilities of mixed media through collage/photomontage.

• **Printmaking:** Students will learn about and explore at least two of the following methods of printmaking: intaglio, relief and stencil.

• **Ceramics:** Boys will learn about different methods of hand building to produce a decorative and/or functional piece of clay work. Wheelwork opportunities are also available.

• **Sculpture:** Boys will produce a 3-dimensional work using either the additive or subtractive method.

• **Textiles:** This part of the course will provide students with the opportunity to apply their own designs to fabric using either stencil, dying or technology based processes.

Assessment
Each project will be assessed with consideration to:

• Communicating art ideas
• Using art skills, techniques & processes

Contact
Ms Pam Yordanoff
HEAD OF ART
Studies Office Contacts

Ms Margaret Brophy  
DIRECTOR OF STUDIES  
Telephone: 9442 1543

Email: mbrophy@ccgs.wa.edu.au

Mr Matthew Kameron  
ASSISTANT DIRECTOR OF STUDIES  
Telephone: 9442 1738

Email: mkameron@ccgs.wa.edu.au