



Christ Church Grammar School

Academic Handbook Year 9, 2016

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 differs from Week A to Week B.

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.

Academic Administration – Studies Office

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 program in the Senior School. 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 Assistant Director of Studies.

If there are any concerns about the electives chosen by a boy early in the semester, 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 try to accommodate this.

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 program.

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 program of homework time to meet the specific demands of the following day. Students are required to use the electronic diary on their iPads 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 success.

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 program is provided in reports to parents four times a year.

At the beginning of the academic year, parents will be given information about access to the CCGS Parent Portal. This portal enables parents to access boys' assessment results as they are entered by teachers over the course of year. Our recommendation is that parents can best utilise this facility by checking the marks summary once per fortnight with their son and aiming to be supportive and encouraging of his endeavours.

The reports provided for Terms 1, 2, 3 and 4 provide a broad overview of progress, including information about current grade, percentage and rating of a number of work practices. Academic grades are provided on an A - E scale. Each report represents the current status of the student in that subject.

Trimester subjects (Commerce, Geography and History in Humanities and Biology, Chemistry and Physics in Science) and semesterised subjects issue separate reports, as advised to parents in emails. This ensures that teachers are able to utilise the whole trimester or semester period for teaching and assessment.

Individual report comments for each year-long subject are provided at the end of each year.

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 iPad's electronic diary

The iPad's electronic diary is a key link in the communication between school and home and 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 school and beyond. Parents and tutors are expected to monitor the diary each week.

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 specialist staff are available on some of these afternoons, whilst organisational support is provided for work in other subjects. A number of current and former students also volunteer their assistance. 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. Tutors can provide 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 available on each boy's iPad.

Textbooks

All textbooks are made available to Years 7-10 students through their iPads. In Years 11 and 12, both hard copy and electronic textbooks may be utilised, depending on the subject.

Curriculum Policy

The School's Curriculum Policy is available through the 'Policies' section of CCGS World (Governance). It gives further information about the way in which the curriculum is delivered.

Reporting and Assessment Policy

The School's Reporting and Assessment Policy is available through the 'Policies' section of CCGS World (Governance).

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 program represents a cross section of courses from the School Curriculum and Standards Authority learning areas that are not covered by 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 online Subject Selection Form.

Electives comprise a total of **five** units. One-unit subjects will be studied for one semester; two-unit subjects will be studied for the whole year. Please note the following restrictions:

- Boys may select **at most two units** out of the three Computer Science subjects (Software Development, Systems and Networking and Website Development) **OR** Mobile App Development
- Boys may select **at most one** subject out of the two drama options
- Boys may select **at most one** subject out of the two music options
- Boys may select **at most two units** out of the three art subjects (Digital Photography, Graphic Design, General Art) **OR** Visual Art)

Subjects chosen in Year 9 do not direct what will be studied in Year 10 or later. We encourage boys to take the opportunity to explore their interests and try new things in Year 9.

SUBJECTS

Mandatory	Elective
English Humanities (Commerce, Geography, History) Mathematics Personal & Spiritual Development and Health Physical Education Science (Biology, Chemistry, Physics)	Astrophysics (1 unit) Chinese (2 units) Creative Writing (1 unit) Curriculum Support (2 units) 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) Japanese (2 units) Mobile App Development (2 units) Music – Extension (2 units) Music – General (1 unit) Philosophy (1 unit) Software Development (1 unit) Systems and Networking (1 unit) Visual Art (2 units) Website Development (1 unit)

Mandatory 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 program, 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 is also involved in a Reading Program that is designed to foster reading as a pleasure pursuit, develop good habits and introduce them to different authors and genres.

The formal assessment program 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 or external markers to assist grading comparability.

Assessment schedule

SEMESTER ONE

Creative writing (short story)

Essay (advertising)

Library assessment

NAPLAN

Analysis (drama)

Essay (persuasive)

SEMESTER TWO

Library assessments

Oral analysis (poetry)

Essay (novel analysis)

Research essay

Examination (reading comprehension)

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

English as a Second Language (ESL)

Students recommended for, or eligible to study ESL, are taught by a 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. Some students will also study English, to maximise their exposure to the language.

Contact

Mr Neil Walker

Head of English

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 on 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, are given consideration.

Geography

The focus of Year 9 is initially 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 Les Goh

Head of Humanities

Mathematics

This Year 9 Mathematics course is 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 following units are studied during the year:

1. Reviewing number and financial mathematics
2. Linear and simultaneous equations
3. Pythagoras's theorem and trigonometry
4. Linear relations
5. Measurement
6. Indices and surds
7. Geometry
8. Algebraic techniques
9. Probability and statistics
10. Introduction to quadratic equations and graphs.

Class work and formal testing will be used to assess learning. There are likely to be seven Unit Tests, three Extended Pieces of Work (EPWs) or assignments, and a final examination. Students' level of achievement will inform decisions about whether they study the Mainstream or Advanced Australian Curriculum course in Year 10

Contact

Mr Khee Lim

Head of Mathematics

Personal and Spiritual Development

The Personal and Spiritual Development course aims to develop students' knowledge, skills, values, and processes to care for themselves and others, and to take an active role in extending important life skills, making healthy decisions, evolving individual self-awareness and embracing leadership. Each student in Year 9 studies it for one semester; it covers health, religion, positive psychology and well-being. Students will be exposed to information to positively influence them in mind, body and spirit.

Health and Well-being

At Christ Church the underlying focus in the Health and Well-being area is health maximisation. The course covers 4 major Learning Outcomes:

1. Knowledge and Understanding
2. Attitudes and Values
3. Interpersonal Skills
4. Self-Management Skills.

Positive Psychology

Positive Education brings together the science of Positive Psychology with best-practice teaching to encourage individuals within their communities to flourish. (Geelong Grammar School, 2011)

Positive Psychology is an umbrella term for work that investigates happiness, well-being, human strength, and flourishing. (Gable & Haidt, 2005)

The program of work is derived from a 'Well-Being Curriculum' based on the principles and findings of positive psychology. The emphasis is on positive interventions, targeting areas that have a substantial evidence base such as happiness, positive emotions, flow, resilience, achievement, positive relationships and meaning. The specific units of work that are covered through the timetable cycle are outlined below.

- Body systems and energy

- Physical activity for health
- Australian sporting identity
- Advanced sexuality education
- Men's health
- Building resilience
- Religion
- Protective Behaviours
- Leadership
- Social Awareness
- Introducing Mindfulness
- Well-being practices

Religion

As an Anglican school, Christ Church is committed to Religious Education in its curriculum. At the same time it is sensitive to the varied backgrounds of its students, who are drawn from every major Christian denomination and every major world faith. In addition to attending Chapel services, each boy in the school will participate in the Religious Education unit, which provides an introduction to the origins, history, beliefs, practices, diversity and relevance of the Christian faith. Whilst boys are encouraged to develop their own personal faith, the School acknowledges that the boy's parents and his place of worship will also play a central role in his religious education.

Contacts

Mr Liam Casson

Director for the Centre of Boys' Health and Well-being

Canon Frank Sheehan

Chaplain

Physical Education

The Physical Education program in Year 9 focuses on the acquisition of skills 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. The course also covers the basic principles of weight training and familiarisation with the variety of equipment in our facility. The course is both theoretical and practical and covers, equipment, program design and lifting techniques.

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 6 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.

Contact

Mr Luke Farmer

Head of Health and Physical Education

Science

The Year 9 Science courses have a strong emphasis on practical work. Students will develop a scientific view and recognition of how science understanding can be applied to their lives and the lives of others. The course aims to stimulate curiosity and promote logical and analytical thinking. Students will build on their understanding through the science inquiry process, which involves making observation, constructing and testing hypotheses and evaluating data. During Year 9, most classes study Biology, Chemistry and Physics separately, with specialist teachers. Assessment for each subject is via tests, which will assess each student's science understanding and inquiry skills, and an investigation report.

Science Inquiry Skills

Skills involved in working as a scientist are learnt in the context of the three main subject areas of Physics, Biology and Chemistry. Students will develop the skills to carry out investigations that require them to plan experiments, collect, process and interpret data and to draw conclusions, evaluate and communicate their findings. Students will assess risk within their planning for investigations and address ethical issues associated with their methods.

Biology

The Year 9 Biology course focuses on multi-cellular organisms and how they rely on co-ordinated and interdependent internal systems to respond to changes to their environment. Students study the nervous system, endocrine system and the processes of maintaining homeostasis. Technology plays a significant part in some of these systems and students have the opportunity to use this technology to investigate and manipulate plant growth in our plant tissue culture section of the course. Students set up sterile environments and manipulate tissue with different hormones. Students also have the opportunity to carry out experiments such as brain dissections and nerve reflex investigations.

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 existing ones. Many of the environmental challenges that we presently face will be solved by the inventiveness of chemists.

In Year 9 students will study a variety of topics in Chemistry including atomic structure, elements and compounds, formula and equations, acids and bases and rates of reaction. Through a practical, laboratory-centred approach students will develop skills and understanding of reactions and equation writing. They will gain an appreciation of the structure of the periodic table in the understanding of Chemistry and examine the role of acids and bases in our everyday lives. Finally they will study collision theory and examine through investigation the factors that make chemical reactions fast or slow.

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
Dr Holly Rose
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 (1 unit)

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
Dr Holly Rose
Head of Science

Chinese (2 units)

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 competency in 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 prepare themselves for Year 11 and 12 courses.

The Languages Department currently offers a Tour and an Exchange program 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.

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
Mrs Nicola Griffin-Appadoo
Head of Languages

Creative Writing (1 unit)

Year 9 Creative Writing 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 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 (2 units)

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

Mrs Mary Brunsdon

Co-ordinator of Learning Development

Design & Technology – Engineering (1 unit)

Design and Technology – Engineering provides students with the opportunity to develop skills in the use of technology in a practical setting. This course aims 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 can 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 numerically controlled machinery
- Response (10%) – completion of theoretical assignments and written testing of understanding.

Contact

Mr Geoff McGillivray

Head of Design & Technology

Design & Technology – Materials (1 unit)

Design and Technology – Materials provides students with the opportunity to develop skills in the use of technology in a practical setting. This course aims 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 can 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 numerically controlled machinery.

Response (10%) – completion of theoretical assignments and written testing of understanding.

Contact

Mr Geoff McGillivray

Head of Design & Technology

Digital Photography (1 unit)

Digital Photography has become a core medium for artists and designers and is integrated into this art course, which involves the specialisation, exploration and development of digital photography techniques. Students discover the creative potential of the digital camera by applying traditional photographic values to filmless image capture. This course is designed to develop technical and visual skills by completing short challenging briefs across a range of subjects: portrait and landscape. There will be an introduction to the 'digital darkroom' - editing and managing images using Adobe Photoshop software and uploading work to photo management and sharing applications.

This course will inform the skills needed to develop design language and communication projects that are both studio-based and site-specific. Students are encouraged to have their own digital camera to complete coursework outside of the classroom. Site-specific workshops and practising artists may enrich this course.

The courses of 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 (2 units)

Drama is a collaborative performing art where participants agree to imagine and actively construct a world, which is known as the dramatic context. It is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

Students are assessed through the key activities of creation and co-operation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences.

Students showcase their learning in a fully realised scripted production. Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills.

The Year 9 Full Year course explores:

- Acting, mask and commedia dell'arte
- Improvisation and issue-based playbuilding
- Shakespearean scripted scenes
- Stage combat
- Australian drama
- Performance in a scripted production
- Set, costume, sound, properties, stage management and publicity.

Being involved in the making and creating of drama is a unique and exciting way for students to better understand themselves and their world.

Contact

Mrs Nicky Garside

Head of Drama

Drama – Half Year (1 unit)

Drama is a collaborative performing art where participants agree to imagine and actively construct a world, which is known as the dramatic context. It is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

Students are assessed through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences.

The Year 9 Drama – Half Year course is designed to extend their performance skills in theatrical styles and contexts. Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills.

The course explores:

- Acting, mask and commedia dell'arte
- Improvisation and issue-based playbuilding
- Australian drama
- Costume design, properties.

Being involved in the making and creating of drama is a unique and exciting way for students to better understand themselves and their world.

Contact

Mrs Nicky Garside

Head of Drama

French (2 units)

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 competency in 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 prepare themselves for Year 11 and 12 courses.

The Languages Department currently offers a Tour and an Exchange program 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. Boys will complete regular vocab and pronunciation tests throughout the term and will have an assessment in listening, reading, writing, and grammar at the end of each unit. Boys will also prepare for brief oral tests and learn a few lines of French poetry off by heart. In Term 3 boys will have the opportunity to compete in the French external exam for the Alliance Française .

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

Mrs Nicola Griffin Apadoo

Head of Languages

General Art (1 unit)

A 'hands on' focus will apply to this 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 (1 unit)

Graphic Design is designed for boys interested in Art and Computing with an aspect of Enterprise. There will be an introduction to the 'digital darkroom' - editing and managing images using the Adobe Creative Suite with Photoshop, Illustrator and possibly Flash and Premier film making software. 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 through hand-made and computer-generated imagery.

The course is designed to develop technical and visual skills by completing short challenging briefs across a range of subjects: product, 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 practising artists may enrich 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

Japanese (2 units)

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 competency in 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 prepare themselves for Year 11 and 12 courses.

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

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

Mrs Nicola Griffin Appadoo

Head of Languages

Mobile App Development – Extension (2 units)

Mobile App Development is designed to provide opportunities in Informatics and Computer Science at an advanced level, beyond what is usually offered in Year 9. The course is designed to cater for students who have a strong interest in computer programming and have some previous programming experience.

The main area of study will be producing apps that are suitable for deployment on a mobile computing device such as an iPhone or iPad. Students will learn a variety of general programming techniques required to successfully develop a useful app that is easy to use. Students will start by using techniques such as functions, loops and selection to develop simple applications. They will then use more advanced data structures such as arrays and records before being introduced to classes and object-oriented programming to develop complex mobile apps.

This course is designed run in conjunction with the Year 10 class, so students will have the opportunity to work alongside and collaborate with students from Year 10. It is anticipated that students who complete this course in Year 9 will have the opportunity to study Artificial Intelligence and Robotics as an elective in Year 10.

Contact

Mr Christopher Anderson

Head of Information Technology

Music – Extension (2 units)

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 Program, is designed to increase musical awareness, develop musicianship and 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 in the following course areas:

- Aural
- Theory and basic music knowledge
- Performance (solo and group contexts)
- Composition.

Contact

Mr Kevin Gillam

Director of Music

Music – General (1 unit)

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.
- **Composition**
The creation of contemporary music tracks (Rock, House, Rap etc) through the use of software such as Garage Band.
- **Basic Theory**
Learning more about how music works through the study of basic music theory; advancing music reading and performing skills in the keyboard laboratory.

Contact

Mr Kevin Gillam

Director of Music

Philosophy (1 unit)

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

Although this is an academic elective, there are no special requirements other than an open mind and a willingness to apply reason to enduring philosophical themes.

Contact

Mr Dominic Hodnett

Head of Philosophy

Software Development (1 unit)

In this course students will develop their logical problem-solving skills through an understanding of computer programming. Students will learn to analyse a problem and design a solution using a variety of different programming techniques. Students will then develop a practical solution to these problems using the Python programming language.

It is anticipated that students will start by drawing images using the Turtle module of the Python language, developing their understanding of loops and functions to make their programs more efficient. Later, students will use selection to allow them to respond to user input and be exposed to more complex data structures such as lists.

Students are able to choose up to two one -semester Computer Science courses, including this course. Other Computer Science courses include Web Development and Systems and Networking

Contact

Mr Christopher Anderson

Head of Computer Science

Systems and Networking (1 unit)

This course will concentrate on the hardware and networking components of Computer Science. In this course students will learn about the different components of a physical computer system and how they work. Initially students will learn how to install an operating system on a computer and troubleshoot various system problems. Students will also learn about the different components of a computer network and how they work together to allow various devices to communicate. Students will have the opportunity to set up a small network and work together to diagnose and solve network issues.

Students are able to choose up to two one-semester Computer Science courses, including this course. Other Computer Science courses include Web Development and Software Development.

Contact

Mr Christopher Anderson
Head of Computer Science

Visual Art (2 units)

This course involves the exploration and development of ideas and feelings through the use of art techniques. Students are challenged to create visual meaning through 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, dyeing or technology based processes.

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

Website Development (1 unit)

In this course students will develop their understanding of the Internet and how it works by creating their own websites. They will learn to analyse requirements and plan a design to meet those requirements. Students will then create a website based on their plan using HTML5 and CSS3.

It is anticipated that students will learn to structure the content of their pages using HTML5 and then add formatting using CSS3. Students will have the opportunity to use CSS3 to add advanced styling features such as drop-down menus and animations to their pages. Some basic JavaScript skills will also be learnt to create dynamic websites that allow users to interact with the website.

Students are able to choose up to two one-semester Computer Science courses, including this course. Other Computer Science courses include Systems and Networking and Software Development.

Contact

Mr Christopher Anderson
Head of Computer Science

Studies Office Contacts

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