

This publication provides information about the subjects being offered to students at Rossmoyne Senior High School in Year 9 in 2009.

Enquiries should be directed to the Deputy Principal.

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## **INTRODUCTION**

This handbook provides parents and students with the information they need to select courses for Year 9 2009.

Typically, Year 8 students have completed a common curriculum across the eight Learning Areas. As students progress into Year 9 they will continue in common courses in English, Science, Society and Environment and Health and Physical Education. They will be directed to one of the Mathematics courses based on their performance in Year 8, will continue with the language of their choice, and will choose electives from the Arts, Technology & Enterprise, Environmental Education, and Outdoor Education.

### **Choosing a Course**

Before deciding on a course of study parents and students are encouraged to:

- Study the course requirements as set out in detail on page 2;
- Read the subject details in this book to understand the requirements of subjects;
- Consult with the Heads of Departments and teachers; and
- Consult with the Year Coordinator and the Year Deputy Principal.

Rossmoyne Senior High School offers students a broad range of courses. Due to the many competing demands on the school's physical resources, not all students will necessarily be able to gain access to all subjects they have chosen, however every effort will be made to accommodate their preferences.

### **Cadets Environmental Education**

The school has a very active cadet group – the Bush Rangers. The focus of this group is on Environmental Education and the development of teamwork, leadership, self-confidence and responsibility. In Year 9 the Cadets course is taught after school for 2 hours each Thursday (3.30pm – 5.30pm).

### **Library**

The purpose of the library is to provide students with:

- the skills and values needed to become independent learners, and
- access to a comprehensive range of information and recreational resources.

The library is continually updating resources so students can find information from a large variety of sources including books, videos, DVDs and on-line facilities such as the Internet.

Library staff work with subject teachers across a number of areas to teach and practise research skills. Students develop the ability to evaluate the validity of information sources and to select resources which best suit the task and their own learning style.

In conjunction with the English Department, the library staff have developed reading schemes to encourage students in a wide variety of quality fiction. School priorities, as well as community interests and issues, are addressed throughout the year with displays and special events.

## Course Requirements - Year 9

### Compulsory Studies

Learning Area	Study Requirements	Periods per week.
English	All students are required to complete studies in English. Eligible students may choose to study English as an Additional Language/Dialect (ESL).	6
Mathematics	Students are placed in a Mathematics course according to performance in Year 8.	6
Science	All students are required to complete studies in Science.	6
Society and Environment	All students are required to complete studies in Society and Environment.	6
Languages	All students study one of the following languages: Chinese (Background), Chinese (Second Language), French, German, or Japanese. GATE students will continue to study 5 periods of their chosen language.	3
Health and Physical Education	<u>Health Education</u> All students are required to study Health Education for one semester.*	3
	<u>Physical Education</u> All students are required to study at least one of the following physical activity courses:  General Physical Education <b>or</b> Volleyball ( <i>Permission of Mrs Fittock is required before enrolment in Volleyball</i> )	3

### Elective Studies

Students need to choose from the courses shown below. Students will study two (2) full year courses and 1 semester long course. One full year course must be from The Arts Learning Area, the other full year course must be from the Technology and Enterprise Learning Area. Students have free choice of their semesterised elective.\*

The Arts	In the Arts Learning Area students may choose from the following: Art, Dance, Music, Photography, Drama and Media Studies and Piano keyboard (not suitable for students who have received private piano tuition.) <u>Music</u> Students choosing to study Class and Instrumental Music should note: <ul style="list-style-type: none"> <li>• Instrumental lessons are for 30 minutes per week from class time;</li> <li>• Ensemble music is done out-of-school hours.</li> </ul>	6-9 periods*
Technology and Enterprise	There is a large variety of courses for students to choose from in this learning area, including Business Education, Computing, Design & Technology and Home Economics.	
Environmental Education	Students may choose to study Environmental Education for one semester.	
Outdoor Education	Students may choose to study this subject for one semester.	

Bushrangers (Environment Cadet Unit) after school for 2 hours/week.

\* If a student has Health Education in their program in semester one, they will study their chosen semesterised elective in semester two and vice versa.

## **THE ARTS LEARNING AREA**

### **Art, Craft and Environment**

#### **9AAR**

(i) There are two parts to this course:

The influence of the environment on art: students discover that their visual environment is a tremendous source of inspiration for artwork. Activities include communicating ideas through drawing and designing and developing their skills and processes in their studio projects. Students will be engaged in drawing, designing and studio projects in painting, printmaking or sculpture. Students will be involved in analysing and reacting to the visual world they live in.

ii) The influence of the environment on craft design: students explore ways of using the visual environment as a source of ideas for craftworks. The course looks at shape, texture, colour, form, materials and their application to areas like ceramics, textiles or jewellery.

### **Craft, Design and Practical Arts**

#### **9ACR**

There are two parts to this course

(i) Crafts and Society: students study how society has influenced the way craftworkers use materials and develop their ideas. Students explore some of these influences through experiences in a variety of functional textile and ceramic processes. These may include silk screening, appliqué, batik, spinning and weaving, hand-painted fabrics, soft sculpture, jewellery and a variety of ceramic techniques and projects.

(ii) Practical Arts and the Community: this course examines the role of artist and designer in the community and in commercial situations. Students discover how to organise and develop ideas that lead to an end product. Students explore, individually and in groups, approaches they may use to develop works using a range of media and commercial techniques through experiences in painting, print-making, textiles, ceramics or graphic design.

### **Dance**

#### **9ADA**

This course provides students the opportunity to develop skills in contemporary, hip-hop and jazz dance whilst building self-confidence, expressive skills, coordination, strength and flexibility. As a class, students will learn a hip-hop dance and tribal style contemporary to be performed for the mid-year South of the Swan Dance Festival at the Octagon Theatre, UWA. In the latter part of the course, students develop skills in creating original movement and will work in groups to choreograph and perform these dances in the school's Performing Arts Centre.

Students will have the opportunity to extend their dance experience through theatre excursions, classes with guest teachers and auditioning for special projects that may arise throughout the year.

### **Drama**

#### **9ADR**

This course introduces students to the skills of theatre and acting. Students study the beginnings of drama and dramatic forms whilst extending their skills in voice, movement, improvisation and characterisation.

Students will be involved in a production at the end of the year where they will workshop and script an original play or workshop a one act play. The production process will also involve all aspects of stagecraft including set, costume, lighting and publicity. This is an exciting course for all students interested in acting and performing.

Opportunities to view and evaluate professional theatre performances are included as part of this course.

### **Media Studies**

#### **9AME**

This course provides students with a broad introduction to the subject. Students will be required to work both individually and as a part of a team to produce fiction and non-fiction works in the areas of film-making, TV studio production and advertising. Students will work with up-to-date digital technology including digital video cameras and industry standard digital editing systems to achieve these outcomes. Students will be required to keep an up-to-date visual diary and production journal as a part of this course.

## **Music (Class and Instrumental Music)**

### **9AMU**

Pre-requisite: Year 8 Class & Instrumental Music

Students learning an instrument, including voice, privately may enrol in Class and Instrumental Music. They may continue private tuition.

The course continues the development of musicianship skills in conjunction with Instrumental and Ensemble Music.

In this course students will engage in:

- music perception and music theory at a higher level
- the study of major works of music literature
- creative tasks such as performance, improvisation and composition

The instrumental section of the course continues the development of the student's musical skills through both instrumental tuition and practical music-making. Students will continue to study:

- technical exercises, studies and a wide range of repertoire for their instrument
- appropriate and varied repertoire in one or more ensembles

Students will participate in a range of performances, festivals and concerts.

## **Photography(Photographic System Technology)**

### **9APH**

The photography course is outcomes-based and is designed to provide students with the skills required for the production of high quality photographic images.

Students develop a wide range of techniques using cameras, the darkroom and digital computer imaging, providing them with a sound background for their future as an amateur or beginning professional photographer.

This course introduces students to:

- the SLR camera - how it works and how to load and unload the film
- the use of digital cameras to capture an image
- composing an image for an effect
- computer manipulation of images
- composition of a photograph.

Later in the course students will have the opportunity to develop the following skills:

- outdoor portraiture
- methods of presentation for display
- freezing option by use of the camera's shutter
- further dark room techniques
- use of camera accessories
- landscape photography
- film development - students learn to develop their own negatives
- advanced Photoshop imaging techniques

## **ENGLISH LEARNING AREA**

### Overview

There are four major outcomes in English.

- ❖ Listening and Speaking
- ❖ Viewing
- ❖ Reading and
- ❖ Writing.

In English students develop functional and critical literacy skills. They learn to control and understand the conventions of Standard Australian English that are valued and rewarded by society. They learn to reflect on and critically analyse their own use of language and the language of others.

Lower School English courses are designed in modules to ensure that students have the opportunity to develop understandings and demonstrate progress in all outcomes by the end of the year.

The focus in first semester is on developing skills particularly in the reading and writing outcomes, although all four will be addressed. Students will read widely, to reflect on different genres, representations and the different meanings that might be made from texts. They will reflect on how texts relate to their own experiences. Students are provided with the opportunities to reflect on writing skills and to develop control

over writing for different purposes, audiences and contexts. The Year 9 course has a strong emphasis on assisting students to develop effectively their processes and strategies in all outcomes.

In second semester, students will focus on all four outcomes with the addition of the viewing and speaking and listening. Students are encouraged to develop their listening and speaking skills and will view widely from different sources to assist them to further develop a sense of themselves as independent listeners and speakers who increasingly engage in sharing their experiences with others. Speaking activities, including group presentations and drama activities, will provide students with the opportunity to engage with a range of speaking and listening modes.

All outcomes are interrelated. This means that teachers will plan a learning program that gives students the opportunity to work on more than one outcome at a time. Teachers will take opportunities for assisting and observing progress on a range of outcomes over a period of time rather than just using information from a single test.

Students also learn to create texts of their own and to engage with texts produced by other people. The course is designed to recognise and build on students' existing language competence, including the use of non-standard forms of English, to extend the range and understanding of language that is available to students, in the context of assisting students to recognise different modes of language and the degree to which language relates to context. In the English Learning Area, students develop functional and critical literacy skills. They learn to control and understand the conventions of Standard Australian English that are valued and rewarded by society and to reflect on and critically analyse their own use of language and the language of others.

## **English**

### **9EN**

The Year 9 course is designed to build on the Year 8 course and provide further opportunities for students to work towards consolidation of each of the four outcomes of the English Learning Area. Moderation assessment tasks focus on specific outcomes in each term. Students are introduced to a wide range of texts, including those specifically written for teenagers and those written for more adult readers. Teachers are aware of the wide range of student interests and abilities and as a result plan teaching and learning programs which recognise individual students' needs. Students are encouraged to respond to feedback about their own performance and negotiate plans for improvement with their teachers.

## **English as an additional Language/Dialect (ESL)**

### **9ESL**

Overview:

The ESL courses within lower school are designed to address the outcomes of the English learning area using the principles of a second language acquisition methodology. ESL learning at school involves developing proficiency in a new language and understanding a new culture; learning to socialise in a new culture; learning to access the linguistic resources of the new culture and to operate at increasing levels of cognitive and linguistic sophistication using the new language.

ESL students' success in learning English varies from individual to individual but research confirms that students often need 5-7 years to develop a level of academic language proficiency equivalent to their age grade peers.

To facilitate this process, ESL students will be provided with an environment where language requirements and features are modelled and made explicit with frequent opportunities for students to practise and take risks with language in both written and oral communication. There are also opportunities for students to explore and develop their grammatical and linguistic understandings of English as a language system. They will have opportunities to learn about using English appropriately for different purposes as well as how to plan, organise and edit within the communicative context. Students in this course will be expected to take personal responsibility for their own language learning. Students' language development within the language modes of oral interaction, reading and responding and writing will be monitored and growth points in English language appropriate to ESL learning will be acknowledged. The English learning area progress maps will also be used as applicable.

ESL students will be given opportunities to develop increasing control and understanding of the system and uses of English in a range of contexts.

There are three focus areas:

#### Oral Interaction

Students will refine their speaking skills through oral presentations, and small group learning. They will develop skills in pronunciation, appropriate body language, and formal and informal registers. They will experiment with taking on different roles and personas. They will plan and organise more formal speeches using notes and palm cards as well as developing and practising skills in listening, interpreting and taking notes from oral sources.

#### Reading and viewing

Students will be encouraged to read and view widely as the basis for increasing their understanding of language structures, vocabulary and cultural awareness. They will be expected to be active participants in reading by identifying character and plot development and by relating to issues explored in texts. They are expected to make comparisons between texts and to respond to inferential and implied meanings. Students will be given opportunities to demonstrate their understandings of how variations in grammatical structures influence meaning and formality. They will explore cultural meanings of symbols and stereotypes.

#### Writing

Students will be given opportunities to refine and develop their writing skills. They will be expected to develop fluency and control over key organisational and language features, using a variety of connective devices and the range of appropriate structures and tenses. They will practise writing for different contexts, purposes and audiences and begin essay writing techniques. Homework will include regular writing practice for a variety of purposes.

## THE HEALTH AND PHYSICAL EDUCATION LEARNING AREA

Health and Physical Education provides students with an understanding of health issues and the skills needed for confident participation physical activity. This enables students to make responsible decisions to promote their own and others' health and well-being.

There are four learning outcomes in the Health and Physical Education Learning Area by which student progress is mapped. These are: Skills for Physical Activity; Interpersonal Skills; Knowledge and Understandings and; Self-Management Skills. These are interrelated and all contribute to the development of healthy, active lifestyles for students.

### Physical Education

#### 9PEF/9PEM

Using *Skills for Physical Activity* and *Interpersonal Skills*, students get to explore various kinds of movement with physical activity. Our Year 9 students will move through fundamental movement skills, to striking skills and kicking skills to improve their brain and body function. In game contexts, our students are hopefully better informed to make lifestyle choices outside of school and perhaps be more likely to pursue an activity of their liking in their own time. Opportunities to participate in the school's fitness centre are provided as part of the curriculum.

### Volleyball

#### 9PVO

Students selected for this program develop advanced skills and strategies for playing the game at a high level. Entrance to the program must be negotiated with the Volleyball teacher. Students are not permitted to study both Physical Education and Volleyball.

### Health Education (Compulsory course for one semester)

#### 9PHS

Using Knowledge and Understandings and Self-Management Skills, students explore skills that will enable them to evaluate their own health and physical activity levels, investigate the influence of media and peer pressure on health decision-making, learn skills to cope with life-changing events and explore ways to enhance their own and others' self-esteem. The aim is to build student resiliency skills so that they are better protected and prepared for their journey into adulthood. A number of issues will be explored at greater depth than in Year 8.

## **LANGUAGES LEARNING AREA**

There are three (3) outcomes strands for Languages which will be monitored and assessed:

- Listening, Responding and Speaking;
- Viewing, Reading and Responding;
- Writing

These outcomes are all interrelated and enable students to communicate effectively and appropriately in the target language.

### **Chinese**

#### **9LCH**

Students develop through real-life Chinese, their communicative skills in terms of spoken and written Chinese. They improve their ability to understand, speak and read Chinese. Students learn more about Chinese art and music. With an increase in their knowledge of Chinese characters, students develop their skills in writing, using a variety of genres.

Topics include: leisure activities, clothing, colours, school life, subjects and describing people and things.

### **Chinese (Background)**

#### **9LCB**

Greater emphasis is placed on reading and writing in Chinese. Students discuss, in Chinese, a variety of topics. They also gain a better insight into various aspects of Chinese history, and festivals. More practice in reading, writing and using Chinese characters is provided to consolidate the students' grasp of linguistic structures and vocabulary. Students also learn about Chinese food.

Topics include: holidays, seasons, celebrations, directions and shopping.

### **French**

#### **9LFR**

Students learn to describe a variety of topics in French, such as home life, house, where you live, daily routine, school life, food and drink, the weather and clothing. Much of the course concentrates on developing oral skills. Students are also taught how to further develop their reading and writing skills in French. French culture and 'francophonie' are an integral part of the course.

### **German**

#### **9LGE**

This course makes learners more aware as to how the German language is structured. The topics are relevant to teenager experiences and focus on the development of listening, speaking, reading and writing skills. Much emphasis is placed on giving students a better insight into the German culture and way of life.

Topics include: house, holidays, travel, shopping, eating out, sport, pets, birthdays and free-time activities..

### **Japanese**

#### **9LJA**

Students learn the 'Katakana' script and some 'Kanji'. They build on their skills in the areas of listening, reading, writing and speaking. By the end of this course they are able to talk more freely about a variety of topics which include: likes, dislikes, sport, school, food, drink, leisure time and weather.

## **Gifted and Talented Education (GATE) Languages students will continue in-depth studies in their chosen language:**

### **GATE Chinese**

#### **9LCHS**

This course is designed for students to develop their listening, speaking, reading and writing skills. The Chinese writing system and geographical features will also be introduced to the students. The emphasis of this course is on fostering an awareness of Chinese culture. Students will have opportunities to engage in a range of activities, which include Chinese painting, chess, food and film. The course also provides an insight into the Chinese customs and way of life.

### **GATE French**

#### **9LFRS**

Students will be building upon the speaking, listening, reading and writing skills acquired in Year 8. In addition, they will be increasing their knowledge of French culture and the French-speaking world. Topics include French cuisine, the body, invitations, home and housing, pocket-money, fashion, transport and cinema. Cultural topics include: 'Le Tour de France', the French Revolution, French festivals, New Caledonia and Belgium.

## **GATE German**

### **9LGES**

This course allows more time for enrichment, problem solving and critical thinking skills. The smaller class focuses on the abilities and talents of each student. Students engage in a range of communicative activities, which focus on their ability to communicate in German with confidence. A range of texts, aimed at teenagers, is used throughout the course, in addition to film, audio tapes and CDs.

Topics include: various aspects of German people and customs, food, social life, the town of Hahnenklee, as well as other places made famous in popular German fairytales.

## **GATE Japanese**

### **9LJAS**

Students follow the general outline of the Japanese Year 9 course (9LJA). The extra contact time is devoted to broadening the base and depth of each topic. Grammatical techniques and 'kanji', used by students in the current Upper School courses will be accessed by GATE students. This will give students greater flexibility in handling topics outside the mainstream course.

## **MATHEMATICS LEARNING AREA**

### **Mathematics**

#### **9MA**

All students will be placed in a Year 9 Mathematics class based on the levels and marks achieved in the six Mathematics outcomes in Year 8. Nearly all students will be working on a common course in term one of year 9. At the end of term one, classes will be streamed off (including an extension class) which will work at different rates and/or at different levels. The selection for these classes will be based on merit – i.e. on the levels the students have achieved.

Within classes, students will have optional enrichment work given to them which may not necessarily be completed by all students within the class. Activities for the enrichment aim to develop stronger investigation and problem solving skills in mathematics and will come from many sources, including enrichment of the core work as well as separate enrichment work based on other materials and in other contexts.

The course will address outcomes in six strands namely:

- Working Mathematically
- Space
- Measurement
- Chance & Data
- Number
- Algebra

In each strand, activities will allow students to demonstrate how well they achieve the various outcomes, and allow them to develop further skills.

Assessment in Mathematics:

Assessment will be based on activities such as tests, projects, assignments and investigations, as well as class and file work.

## **SCIENCE LEARNING AREA**

### **Science**

#### **9SC**

Year 9 Science is a common course for all students.

#### **Interactions in Chemistry**

The modern world is extremely dependent on chemicals used in items such as food, medicine, plastics, building, transport, fertilisers and toys - the list is endless. Students will study a variety of chemical processes and come to understand how modern society has become influenced by one particular branch of science.

This subject covers:

- Atomic Structure
- Periodic Table
- Valence Table
- Formula and equations
- Metals and Non-Metals
- Acids

#### Body Works

The human body is a collection of body systems that work together to make life possible. In this course students will explore the major body systems:

- digestive
- respiratory
- circulatory
- excretory and
- skeletal

to find out more about their own functioning and the impact of various diseases.

#### Heat and Electricity

Students will learn about the science and technology of household energy and its uses. For example, an electric toaster uses electrical energy and changes it to heat energy which cooks the toast. As energy consumers, students will be able to make informed decisions regarding the safe use, purchase and conservation of energy. This subject covers:

- what is meant by an electric current
- the production, detection and transfer of electrical energy
- making electric circuits
- the use of the heating, lighting and magnetic effects of an electric current and interpreting circuit diagrams
- heat transfer and how it can be used in everyday situations
- the ways by which household energy and appliances may be used safely.

#### Ecology

Ecology includes:

- a study of humans and their relationship with their environment
- the effect that non-living things have on the kinds of organisms that can live in an area
- the effect that living organisms have on other living organisms
- how matter and energy are used in the living world
- the effect of human activities on nature
- the use and conservation of the environment.

“Some study Physics to learn tricks of Nature so they may find out how to make things bigger or smaller or faster or stronger or more sensitive. But a few, a very few, study Physics because they wonder – not how things work, but why they work. They wonder what is at the bottom of things – the very bottom, if there is a bottom.”  
Lewis Carrol Epstein (1985)

## **SOCIETY AND ENVIRONMENT LEARNING AREA**

### **Society and Environment**

#### **9SE**

The Society and Environment learning area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

During Year 9 students will be given the opportunity to address all of the Outcomes in the Society and Environment Learning Area. That is:

Place and Space: The features of places; the connection of people and places and the relationship between people and the environment. (Geography emphasis)

Time, Continuity and Change: Over time societies change: our understanding of the past result from social, political, cultural, environmental and economic forces. There are many versions of history. (History emphasis)

Culture: Cultural groups are characterised by both cohesion and diversity. People's beliefs shape their cultural practices and their sense of cultural identity shapes their personal relationships.

Resources: People have choices to make between unlimited wants and limited resources. Students learn about the principles of efficient development of limited resources and workplace organisation and practices. (Economic emphasis)

Natural and Social Systems: Where students learn about natural, political, legal and economic systems and particularly how they relate to the Western Australian and Australian context.

Investigation, Communication and Participation: Where students are engaged in planning and conducting investigations; processing and interpreting information and evaluating and applying findings. (Research Skills)

Active Citizenship: Where students are given the opportunity to consider the question "So what does this mean to me, society and the environment?"

In Year 9 students will specifically learn about:

- Planning and conducting investigations, processing and interpreting information and evaluating and applying findings covering the following topics:
  - Contemporary Australian culture
  - Perspectives and interpretation of Australian history since Federation
  - Australia's natural, social, political and legal systems.
- Aspects of Australian contemporary culture.
- Australian history 1900-1945.
- Australia's political and legal system.
- Australia's natural environment.

## THE TECHNOLOGY AND ENTERPRISE LEARNING AREA

The Technology and Enterprise learning area (commonly referred to as T&E) comprises of four main subject areas:

<b>BUSINESS EDUCATION:</b>	Finance Management
<b>COMPUTING:</b>	Computing Extension Digital Imaging Information Processing
<b>DESIGN &amp; TECHNOLOGY:</b>	Home Improvements Jewellery Mechatronics and Electronics Metal Technology Robotics Wood Technology
<b>HOME ECONOMICS:</b>	Creating with Textiles Food and You

Within each of these subjects students apply a technology process of investigating, devising, producing and evaluating. Students use a wide variety of materials to create or modify products, processes, systems, services or environments to meet needs and realise opportunities.

The courses offered in Year 9 do not require students to have done the Year 8 introductory programs, but a keen interest is desirable.

## **BUSINESS EDUCATION**

### **Finance Management**

#### **9TFM**

This course has been designed to introduce both business and personal money management (*financial literacy*) to the student through the investigation of the financial sector. It will provide an interesting background for future business interests.

During the year the students will cover a range of topics such as:

- Stock Market Investigation / Share portfolio
- Credit Cards
- Investigation into buying a car.
- Savings and Investment
- Financial Institutions (including how to reconcile a cheque account with a Bank Statement)
- Tax Investigation
- Ethical Issues – Business / Money / Profits

In most cases the students will investigate and reach their own conclusions on the most suitable services available. Students will also have access to guest speakers who are in the Business and Finance Sector.

## **COMPUTING**

### **Computing Extension Program**

#### **9TCX**

This course is a continuation of the Year 8 Computing Extension Program. It offers an opportunity for students to develop their computing skills at a higher level than can be normally offered in the standard computing class. Students will be exposed to advanced features in application software, develop awareness in social and ethical issues as well as develop some programming and networking concepts.

Students who wish to join the extension class will be selected based on high achievement in Year 8 mathematics. This subject continues in Year 10 and leads to any upper school computing class, providing selection criteria have been met.

### **Digital Imaging**

#### **9TDI**

This subject introduces students to the exciting field of Digital Imaging. Students are given the opportunity to learn how to capture images in digital formats and acquire skills in altering these images to suit a range of applications.

The subject requires students to produce digital portfolios and introduces many techniques for presenting data in digital formats. Extensive use of digital cameras, scanner, video cameras along with tasks that introduce industrial standard software packages such as Adobe Photoshop, Macromedia MX 2004 Products, Sound Forge Studio, will allow students to develop skills relevant to the Multimedia course on offer at University.

This subject leads to Multimedia in Year 10 and AIT course of study in upper school.

### **Information Processing**

#### **9TIP**

This course aims to introduce basic computing fundamentals to equip students with the necessary skills to become life long effective users of computer technology.

General course outline

- social & ethical issues
- familiarity with computer systems (Hardware, Software)
- personal productivity tools:
- word processing
- database
- spreadsheet
- programming

This subject leads to Information Processing & Programming in Year 10 and leads to computer science computing course in upper school providing selection criteria have been met.

## **DESIGN AND TECHNOLOGY**

Design and Technology offers students, both girls and boys, a wide range of useful and informative subjects. The skills and associated practical knowledge that students learn can be successfully used in their tertiary education, a future career, for general interest or a worthwhile hobby.

Design and Technology subjects give students the opportunity to be creative beyond the basic course structure. In these circumstances students may have to purchase extra materials during the year to cover the cost of individual projects.

### **Guidelines for selecting Design and Technology subjects**

In making decisions on which subjects to select, students and parents should consider the following points:

- The subjects are mainly practical in emphasis and provide a balance in the educational program.
- The subjects provide for the development of hand skills, hand-eye coordination and for social and mental development.
- Many of the subjects provide an opportunity for creative expression which is an essential facet of the education process.
- All subjects provide a background of experience and skills for careers in professional and semi-professional fields, for apprenticeships, home making and hobbies.

## **Home Improvements**

### **9THI**

The first section of this course is an introductory course to provide the student with skills and knowledge to undertake basic tasks around the home. Safe working habits will be stressed throughout the course. Practical areas covered include arc and oxygen-acetylene fusion welding, concrete work, bricklaying, plumbing, painting, sketching and Technical Drawing skills. The completion of this course will assist a student to undertake further units and give students an insight into associated trades.

## **Jewellery**

### **9TJ**

This course introduces students to techniques, skills and processes used in the creation and fabrication of ornamental accessories and art metal work.

In the second part of the course students are encouraged to use a wider range of specialist hand tools and equipment related to the production of ornaments and art metal work. Students will have the opportunity to research, sketch, design and create advanced and intricate shapes using different techniques.

## **Metal Technology**

### **9TM**

The course emphasises the safe use of machines and hand tools. Students will develop a specialised knowledge of processes, tools and equipment associated with metalwork. Lathe, sheet metal and fitting work will be undertaken. Students will use the oxygen-acetylene equipment in this unit. Sketching techniques are introduced as a means of producing and developing design concepts. In the second part of the course more complex machinery and fitting projects are developed with the introduction of the milling machine. Sketching and drawing will continue to be developed as a means of communication.

## **Robotics, Mechatronics and Electronics**

### **9TRM**

This course is designed to provide students with opportunities to demonstrate Technology and Enterprise learning area outcomes. There is a strong focus on the Technology Process and Systems outcomes.

Students studying Robotic, Mechatronic and Electronics systems will investigate, design and construct as well as evaluate a wide range of electrically-controlled machines. Students learn about different mechanical principles and systems that machines incorporate, including gears, pulleys, levers and inclined planes etc. Students are introduced to electronics and pneumatics as systems to control these machines, while exploring how they are used in today's society.

Students will use their newly-gained skills to problem solve, build and program robots/machines using microprocessors, PICs, while utilising computers, digital equipment, information processing and CAD software, to develop a folio of their work.

It is an advantage to have an interest in electronics although it is not essential.

## **Wood Technology**

### **9TWW**

This course allows students the opportunity to broaden their knowledge, processes, practical skills and ability with both hand tools and machines by performing more involved processes and with the introduction of different equipment.

In the early part of the course students will encounter various framing joints through construction of functional projects. These joints will be applicable to furniture construction in later courses. The students will also be given the opportunity to work on the wood lathe.

The second part of the course further refines and expands the student's knowledge and ability with hand tools, power tools and machines. By the end of the course students will be able to add some of the box construction joints to their growing list of skills.

During the year the students will be given the opportunity to modify their projects by adding their own individual design touches. It is also envisaged that students will be given the opportunity to design a simple project.

The students will also gain knowledge in topics related to effective woodworking.

## **HOME ECONOMICS**

Home Economics is a fun, hands on subject area, encompassing many life skills. Using a technology and health focus students are encouraged to use their own initiative to solve problems while working co-operatively with others; using appropriate equipment and managing time effectively. This is done in the contexts of food and health, food cuisines and cultures and textiles and fashion.

The cost of the foods courses includes all the food and equipment requirements. The textile course includes the use of sewing equipment but fabrics and some sewing aids will need to be provided by the students.

### **Creating with Textiles**

#### **9TTY**

Students will explore, create and make their own design for a fashionable bag or cushion using a variety of colours, fabrics and textures, and craft techniques such as embroidery, appliqué, quilting or beading. Further opportunities will be available for creativity with textiles for personal garments.

Students will construct fashionable garments using up-to-date techniques that save time and energy. They will examine how fashion styles and the technology of sewing have changed throughout time.

### **Food and You**

#### **9TFY**

Food and You focuses on giving students the background knowledge on nutrition to help them make well informed decisions about food. The course covers an understanding and application of Food Models such as Healthy Eating Pyramid, Australian Guide to healthy eating and the Australian Dietary Guidelines.

Students will develop their cooking skills creating a medly of dishes including fruit kebabs, apple and pear strudel, brushetta, burgers, marinated wings, stir fries, muffins, crepes, fruit crumbles, soups, pasta, risotto and lots more.

## **SEMESTERISED UNITS**

The semesterised units described in this section are linked to the compulsory Health Studies course described on page 9. In first semester half of the students will study compulsory health and half will study their semesterised elective. In second semester the reverse will apply.

### **Body Shop**

#### **9TBS**

Students investigate becoming a young adult. They will become informed about issues and responsibilities related to being a teen in 2008. Class activities may include hands-on activities and invited guest speakers. Topics such as skin care, fitness and posture, diet, healthy lifestyle choices, simple money management and etiquette will be included.

### **Environmental Education**

#### **9EES**

The Year 9 course seeks to develop the students' appreciation of the environment and to develop the skills necessary to work on practical nature conservation projects. Students involved will work on habitat issues, threatened species, biodiversity, sustainability, revegetation, and a range of other projects based on their own environmental concerns.

### **Materials Technology (Design & Technology)**

#### **9TMS**

In this course students will undertake the study of materials: metal, wood or plastics using the Technology Process. Students will design and construct projects appropriate to the context of the design brief which will give students a large scope of opportunity. This hands-on course is different to the year-long courses offered in Design and Technology. There is scope for students to develop skills in their chosen materials and enhance their knowledge and understanding of how to manipulate these materials.

### **Outdoor Education**

#### **9POS**

Students are able to extend their understandings through the outdoors in a variety of activities. These activities will include, working with ropes and campcraft skills. There is a major emphasis on Mountain Biking as the mode of transport. All experiences lead up to an end-of-semester camp where students get to practice their skills.

Students will have the opportunity to develop the skills and understandings required to participate in outdoor activities – environmental responsibility, self respect and personal development. The course may include water safety and mountain bike units.

### **Painting (The Arts)**

#### **9APS**

An opportunity to explore painting, experimenting with media such as watercolour, acrylic, gouache, mixed media and collage, and using techniques such as impasto, masking, spatter and scumbling. Students will get the opportunity to study one or more techniques with their appropriate media,

### **Photography (The Arts)**

#### **9AIS**

This course of study will be structured to cater for students who wish to develop skills of basic camera craft, basic darkroom printing techniques, digital lightroom printing techniques and simple digital manipulation of images. The course will be very useful for students wishing to use high quality images for presentation in publications or exhibitions and is the basis for further future amateur and professional photography.

### **Piano Keyboarding (The Arts)**

#### **9AKS**

Piano Keyboard skills: Students should have a keen interest in music and a strong desire to learn and consolidate some basic piano skills. While it is recommended that experienced players do not apply, this course would be suitable for students who have previously completed a keyboarding unit in Year 8.

This course emphasises the development of musicianship skills, an understanding of basic music components and piano playing skills, through piano keyboard laboratory activities. At the conclusion of this course, students will be able to play a wide and varied selection of simple piano repertoire.

## **SEMESTERISED UNITS**

### **Presentations and Publications**

#### **9TPS**

In this course, students use a variety of software packages; develop keyboard techniques and word processing skills.

They will also focus on creative & effective presentations.

Students will cover a range of creative activities including:

- Business Reports
- Business Cards
- Posters
- Business Letters
- Invitations

using investigating, devising, producing and evaluating skills through Technological Processes.

### **Stagecraft (The Arts)**

#### **9ASS**

This semester-long course will introduce students to the basics of production. It will include such areas as lighting, sound, set construction and stage management.

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### **Bush Rangers Western Australia**

The Bush Ranger course offered at Rossmoyne is designed to encourage an active interest in understanding and taking action on environmental issues. The Unit meets weekly on Thursdays from 3.30pm to 5.30pm. Bush Rangers Levels 1, 2 and 3 are now Curriculum Council Endorsed Units and so achievement of these levels can be added to the student's WACE.

The program has four main components:

1. Practical Conservation: encourages teamwork, leadership, self-confidence and responsibility
2. Theory: develops knowledge of conservation techniques
3. Community Service: creates a sense of value in contributing to society
4. Vocational Training: teaches skills useful in many workplaces

Bush Rangers is part of the Cadets WA program.

## **INFORMATION ABOUT CONTRIBUTIONS & CHARGES AND SECONDARY ALLOWANCE SCHEME**

### **School Contributions and Charges**

Every endeavour is made to keep the contributions and charges at the lowest possible level. However the cost of resources such as class sets of reference materials and visual resources which allow the school to maintain excellent standards is high. Where possible, the costs are similar to 2008.

### **Printing Resource Charge**

The cost of printing student work on the computer printers is beyond the resources of the school. The school has determined that these resources be made available as contributions and charges are paid

Each student has an account for the printers attached to the school computers. At the commencement of the year this account will be credited with \$5.00. When this credit is consumed students may purchase further credit on the account. Any student who has not paid this charge will be required to clear this debt and take it into credit before access will be re-activated. Those students who are enrolled in one of the computing subjects can expect to use more resources and hence the initial amount will be consumed quicker. This will be subject to the same conditions as above.

### **Notice of Contributions and Charges and Booklists**

Each student will receive a contributions and charges list and a booklist at the end of 2008 detailing the individual's costs for 2009.

### **Refunds**

Students leaving school during the year will receive a pro-rata refund on the contributions and charges paid on a term by term basis. Students changing subjects will receive an amended account and where appropriate receive a refund on any contributions and charges paid.

### **Scholarships**

Some private organisations make scholarships available to secondary school students to assist in continuing their education. Further information can be obtained from:

Mr Gary Dewhurst  
Student Services - Education Department  
151 Royal Street  
EAST PERTH WA 6000

Telephone 08 9264 4828

### **Secondary Assistance Scheme**

Currently financial assistance is available to children in secondary school, whose parents are holders of a current Centrelink Pensioner Concession Card or Family Health Care Card or a current Veterans Affairs Pensioner Concession Card (blue card only).

An allowance of \$135 is available for Years 8 – 12 by a reduction in contributions and charges payable.

Eligibility is for students whose birth date is on or after January 1 1991, and include students who turn 18 during the school year.

Parent / Guardians need to read School Information letters and School Newsletters to be advised of the closing date for the Secondary Assistance Scheme applications which is usually prior to the end of Term 1.

For more information contact,  
Schools Resourcing Branch,  
Department of Education and Training,  
151 Royal Street, East Perth, WA 6004.  
Telephone: 08 9264 4516. Fax: 08 9264 5162.