PRINCIPAL’S MESSAGE

As a College, we value your children as individuals. Their progress, both **academically and spiritually**, is on the forefront of our hearts and minds. At Rehoboth, we offer a safe and supportive environment for our students. This includes a strong pastoral care and discipline framework. We pray that all our students will have a desire to learn and achieve their potential in a positive atmosphere where **they are encouraged to do their best**. It is our firm belief that students should be safe at all times and always have someone to turn to for advice or assistance while at the College.

The Year 9 Curriculum at Rehoboth is built around the **eight learning areas** of the Arts; English; Health & Physical Education; LOTE (Indonesian); Mathematics; Science; Humanities & Social Science; and Technology & Enterprise. It includes programs which develop **life skills**, and an emphasis on **specialist programs** which are designed to extend our students. This balance of key learning areas aims to assist students in choosing their vocational pathway and to prepare them for the future.

The aim of the Year 9 program at Rehoboth is to provide a challenging learning environment that enables each student to expand their horizons by providing the opportunity for them to ‘shine’ in the areas in which they are gifted. Year 9 is often about discovering what these areas are. The Australian Curriculum in the subjects of English, Humanities (History & Geography), Science and Mathematics is the core of the Year 9 learning program. Students can look forward to experiencing a full range of electives on a semester rotating basis, including Design & Technology, Art, Drama and Food. They will be able to choose between Indonesian, Music and Outdoor Education as their whole year elective. The Year 9 Director of Students is **Mr Martens**, and he can be contacted for any academic matter, or any questions or concerns that parents may have.

At Rehoboth, our students are taught to examine issues with a Christian world view and to look at the world through the lens of God’s word. They are taught that they are unique and special; that they are **made in the image of God**; and that they have a destiny and purpose that God will reveal to them.

"**The Christian school is an exciting and challenging environment. Students are encouraged to develop all of their abilities – academic, artistic or whatever – in faithful response to the Lord. They are challenged to think. They may at times feel uncomfortable as they tackle the difficult issues of life. They develop an eternal perspective and God’s supreme authority to deal with life’s challenges.**” (Richard Edlin)

We pray that our students will enjoy their educational journey at Rehoboth and will become agents for transformation in the world as they become the ‘salt and light’ that God has called them to be.

**R. Stirling**

Principal
## CONTENTS

Principal’s Message 4  
A Note to Parents 6  
Overview of the Year 9 Curriculum at Rehoboth 6  
Assessment and Reporting 7  
Making Your Elective Course Selection 8  
Expectations of Year 8 – 10 Students 9  
Prohibited Items at School 10  
Mobile Phones & Other Electronic Devices 11  
Important Information for Year 9 Parents 12  

### Course Information

- **ENGLISH** 21  
- **MATHEMATICS** 23  
- **SCIENCE** 29  
- **HUMANITIES** 31  
- **CHRISTIAN STUDIES** 34  
- **HEALTH & PHYSICAL EDUCATION** 36  

### Semester Rotation Courses

- **DESIGN & TECHNOLOGY** 37  
- **DRAMA** 38  
- **FOOD TECHNOLOGY** 40  
- **VISUAL ARTS** 42  

### Full-year Elective Courses

- **INDONESIAN** 44  
- **MUSIC** 45  
- **OUTDOOR EDUCATION** 46
**A Note to Parents**

We suggest that you keep this Handbook securely so that you can refer to it during the year as your child progresses through Year 9. It will help you to know what courses your child is doing at any particular time, so that you can most effectively monitor his/her progress in the different courses.

It will be especially valuable at the times when school reports are issued, as an aid to understanding the different courses which will be shown on them. In addition, the booklet provides an introduction to the College's implementation of curriculum change.

Finally, we suggest that the Handbook may be a useful starter for you to discuss your child's school work with him/her on a regular basis during the year.

---

**Overview of the Year 9 Curriculum at Rehoboth**

All Year 9 courses will be taught in semester-length modules, which will be assessed and reported upon at the end of each semester.

All Year 9 students will study **a total of 9 courses in each semester**. The week will be divided into 40 periods, each of 40 minutes. In the case of English, Mathematics, Science and Humanities, which are to be studied each semester by all students, the courses will be taught for 6 periods per week. There are also compulsory courses in Christian Studies and Health & Physical Education, which will be studied for 3 periods per week. All students will study four additional semester-length courses, two in Semester 1 and the remaining two in Semester 2; and students will choose between the electives of Music or Indonesian or Outdoor Education for their remaining course, with the elective being studied for the whole year. Both the semester-length courses and the elective will be studied for 3 periods per week. There will also be one period per week devoted to Form activities.
Course descriptions for all courses are given starting on page 23 of this Handbook.

**ASSESSMENT AND REPORTING**

Students will receive a Grade for each course each Semester. The Grades which will be used will be A, B, C, D or E. Grades will be awarded according to the extent to which the student fulfills the requirements of each course.

Assessment will be based on both term work and end of semester exams - that is, continuous assessment will be carried out. Year 9 students will be issued with two reports during the year, at the end of Term 2 and the end of Term 4 (i.e. a semester report system).

*It is important that all school reports are kept in a safe place, to form part of a student’s resume portfolio when seeking further study or employment.*
MAKING YOUR ELECTIVE COURSE SELECTION

Students: Make up your own mind!

Choose the course that you are really interested in! It’s not a good idea to choose a course just because your friend is choosing it – you may regret the choice when the course starts, and you can see your friends at other times.

Students will study one of the following courses for the whole year. As far as possible students will be allocated to the subject of their first choice, having regard however to reasonable maximum class sizes for the effective teaching of each course.

These courses will be taught for 3 periods / 2 hours per week.

<table>
<thead>
<tr>
<th>Indonesian (LOTE) (Fee: $30)</th>
<th>Music (The Arts) (Fee: $20)</th>
<th>Outdoor Education (Technology &amp; Enterprise) (Fee: $150)</th>
</tr>
</thead>
</table>

Individual course descriptions will be found in the Elective Subjects section – see Contents page to locate individual subjects

Please ensure that you read this Grid together with the section entitled 'Making Your Elective Course Selection'
EXPECTATIONS OF YEARS 7 – 10 STUDENTS

The expectations below are minimum requirements which students are expected to follow, so that students and teachers can work in an environment which helps support learning and the development of good working habits. These expectations are also presented to students in the College Homework Diary which students buy each year (issued to students on the first day and billed on the family’s school fee account).

1. Students will line up quietly and on time outside the classroom before a lesson begins. Students will not sit on the benches outside classrooms while waiting for the teacher.

2. At the start of each lesson, students will bring to class everything which is needed for the lesson, including homework diaries and any homework which is due.

3. Students will not distract other students from completing work and other tasks.

4. Students will give total focus to the teacher when the teacher is speaking - total focus will include the student's eyes consistently looking at the teacher; the student having hands empty of all property; and the student remaining silent and listening.

5. Students will show courtesy and respect to the teacher and to each other at all times. Sarcasm, rudeness, hurtful comments and speaking while someone else is speaking are all inappropriate behaviours. Everyone has the right to work in a peaceful, courteous and effective teaching and learning environment.

6. Students will take responsibility to keep up with class work and to keep their books and files in an organized manner. When students are absent they must make sure they find out what they missed out on, firstly by asking other students before coming to class, and then by asking the teacher.

7. Students will submit homework on the due date unless an extension has been requested and granted before the due date.

8. Students will raise their hands on each occasion when they wish to speak, and will never call out without being given permission to speak.

9. Students will not leave their seats or move around the classroom for any reason without permission from the teacher.
There are various items which the College requires that students not bring to school because of problems which have occurred when these items are brought to school. Each of these is mentioned in the College Information Handbook which is provided to all families each year, but we are taking this opportunity to remind families of these requirements. The following items may not be brought to school at any time, and students who do so should expect to be disciplined.

- **Chewing gum** – because of the damage to carpets and furniture when students discard used gum inappropriately.

- **Spray deodorants, perfumes, body sprays etc** – because of the health risks to some students and staff with allergies; roll-on and dab-on forms of these products are permitted.

- **Liquid paper / whiteout in brush / bottle form** – because of damage to carpets and furniture when this is spilled; whiteout in pen, roll-on or other non-spillable forms is permitted.

- **Laser pointers** – because of the misuse students sometimes put these to in the classroom, and the danger to vision posed by some types of laser devices.

This list is not exhaustive, and in general students should not bring to school items which may be dangerous, which have the potential for misuse and/or which are not necessary for them to have at school as part of normal school activities. Your assistance in ensuring that your children do not bring such items to school will be very helpful in providing a safe and attractive school for all students.
MOBILE PHONES & OTHER ELECTRONIC DEVICES

The school acknowledges that students will use these technologies outside the school and our role is to assist students to use them responsibly and appropriately.

With regard to the use of mobile phones and other electronic devices, the following rules and guidelines apply:

- Students who choose to have mobile phones and other electronic devices at school will be entirely responsible to make sure that they are kept in a secure place.
- Students are not permitted to use a mobile phone or any other electronic device at all during the school day.
- A teacher may permit a student to use a mobile phone or other electronic device during a class as part of the educational purpose of the class. If this is permitted, the teacher will give specific instruction on each occasion concerning (a) which student(s) may operate such devices, and (b) the tasks for which the devices may be used.
- Students should not have a mobile phone or other electronic device in their possession during any in-class assessment or exam. These can be checked in with the supervising teacher if necessary and collected at the end of the assessment.
- Students not following these rules will face normal disciplinary procedures. Confiscation of a phone or other electronic device may occur during a school day. Confiscated devices will be returned to the student at the end of the same school day.
- Use of these technologies inappropriately, which harms another student or staff member, will be treated under the bullying policy.
Where does Year 9 ‘fit in’?

■ There is a danger that students may see Year 9 as a 'limbo' year - some students feel that they're not the 'little kids' any more, but the big decisions of Year 10 are far away from them too. They need to see the importance of engaging in hard work now to create possibilities for later, and parents can encourage their children in this direction.

■ Year 10 is a critical year; but Year 9 lays the essential foundations for success in Year 10.

What lies beyond Year 10?

■ High school (Years 11 & 12) is the option most students will be taking, and WA government legislation requires that all students either continue at high school during these years or seek a formal exemption to undertake another appropriate training or employment related activity.

■ Year 9 and 10 results are foundational to having a range of options beyond Year 10. Without good results, a restricted subject choice will be available for Year 11.

■ Employment, Training WA (TAFE) or an apprenticeship may still be an option occasionally, and students may be granted an exemption from continuing at school if they secure a place in one of these activities. However, there are fewer opportunities in these areas now in previous generations; government policy and economic realities now require that most students stay at high school into Year 12.

Homework

■ Importance and purpose of homework:
  • Enables students to extend available learning time - it is not possible to fit all the work needed for a satisfactory education into the hours of the school day. Research has shown that there is a direct link between time spent on homework and success in studies.
  • Enables students to practice individually the skills learned at school.
  • Prepares students for further study where significant out-of-class time will be needed (Training WA or university).
■ **Organization** is the key for success - students need to know what to do and when to do it (the *homework diary* is the key to this); and they need to keep books and papers in an orderly way. These skills do not come naturally, and need to be taught and reinforced at both school and home.

■ **Place to work** - each family has its own constraints; but *as far as possible* each student needs to have a place where they can lay out their work, and if possible leave study materials from day to day; a noticeboard to pin timetables, reminders, etc., is also helpful.

■ **TV / music / Facebook** - students often tell their parents that they can study 'better' with music playing, in front of TV or while keeping an eye on Facebook. Parents should refuse to believe this (except for perhaps students who are willing to listen to Baroque and Classical music while doing Mathematics!). Studies have often proven that modern music rhythms hinder study and learning, and the distraction of TV or non-work related internet browsing is even more detrimental to student learning.

■ **Homework diary / planner** (see the *College Information Handbook* for further information also):
  - Provided to all students at the beginning of the year, the cost being billed to the school fee account in February.
  - Using the diary / planner is the key to **organization** - as mentioned above; use or non-use of this will make all the difference to a student's success.
  - **Parents are asked to check and sign their children's diaries each week.** This will be checked during form class.
  - We use a **paper-based diary / planner** so that teachers and parents can easily check on what students have recorded and what needs to be completed. Some students may wish to use electronic calendars and reminders as well, for their own reference, but the school-provided diary will be the primary reference point.
  - The College requires that the diary / planner be kept neatly and that no graffiti or artwork is done in it or on the cover. If the diary / planner is defaced the student will need to buy a new one from the school office.

■ **Quantity of homework:**
  - Year 9 Students should be doing about 1½ hours minimum x 5 times per week - about 7½ hours per week minimum in Year 9. This minimum figure will need to be exceeded sometimes, and some students will choose to do more. Students who need to work more slowly may also require a longer time commitment to homework. It is important to always
keep in mind that homework is being done primarily to benefit the student’s learning, and the greater time spent the greater will be the learning achieved, provided that the time is spent effectively.

- This equates to about ¾ to 1 hour per subject per week (depending on subject) - this is an average figure. Some subjects will require very little ever, but others may regularly require more.
- The school plans for a balanced workload for the students.
- Documentation / guidelines for teachers - teachers have guidelines which help them to plan a balanced and effective programme of assignments, tests and exams.

**Breadth of Study**

- There is sometimes a problem of students focusing on an unbalanced 'specialization' in subjects which the student enjoys, or avoidance of work in subjects which s/he does not enjoy. All subjects are of equal importance for a well-rounded person and need their proper time allocation.
  - Some subjects have more subject matter, so more time will be needed in class (6 periods per week instead of 3 for other subjects), as well as at home.
  - A broad range of different subjects is included in the curriculum to provide for the education of a well-rounded person. If we encourage our children to specialize in a few subjects which we see as more important for their 'future', and to ignore the rest, are we not guilty of the single-minded pursuit of economic values in education which is promoted at times by government and society.
  - The College has a special concern about the Christian Studies classes - students often show some contempt for these subjects, feeling that perhaps they've “heard it all before”. We need to encourage our children to be excited about the opportunity to go ‘further and deeper’ in their study of the Bible and the story of God's people.

**Assessment**

- Continuous assessment is carried out - assignments / tests / etc. are given and required throughout the year; 'final term tests' are only one part of a student's total work which 'counts' towards assessments, so it is important for students to be working hard all the time.

- The old idea which students sometimes have that some work “doesn’t count” definitely no longer applies. All work contributes to the overall profile of student learning which teachers are building up.
There is a requirement to ensure fairness in assessable student work - the school is accountable to the state government’s School Curriculum & Standards Authority to ensure that work for which students are given marks is actually entirely done by the student, and that none of it is the result of cheating or copying.

The College’s *Policy on Fairness in Student Work* is given to students at the commencement of school each year, and is also available on the College website. This policy document is intended to let parents and students know exactly what is and is not permitted by way of co-operative learning.

**Where can parents and students obtain further progress and future planning information?**

- **Year 9 Course Handbook** – the handbook you are now reading provides lots of information about the courses your child is taking.

- **Subject teachers** - make an appointment if you suspect a problem or if you are unclear about what is being expected of your child in a particular subject.

- **Form teacher** - if you are seeking information or suspect a problem across a range of subjects.

- **Director of Students (Year 9)** - if you are seeking information about future planning concerning your child or suspect a major problem with his/her studies across a range of subjects, make an appointment with the Director of Students for Year 9.

- **Documents for other Years** – you can find the latest copies of all our Year handbooks on the College website under Parents > Downloads. We can provide you with hard copies of these through the Secondary Administration Office if you wish. These will broaden your understanding of what happens in the College in Years other than those in which you have children enrolled.

- **Career information** - it can be important or helpful for a student to have a goal to work towards; if they can identify some possible careers in which they may be interested, they may be more motivated in their studies. In any case, students need to have identified some potential careers by the start of Year 10 for their participation in work experience. Career information is available from:
  - **College library** - a range of booklets, pamphlets, etc. is available on loan.
  - **The “My Future” website at www.myfuture.edu.au** – this is Australia’s national career information and exploration service, operated jointly by the federal and state governments.
• Information about apprenticeships and traineeships is best found through the Australian Apprenticeships & Traineeships Information Service at www.aatinfo.com.au

• Training WA - course brochures are available from TAFE colleges; they also have counsellors available to talk to students and parents. See their website at www.trainingwa.wa.gov.au

• Universities - departments and faculties produce handbooks, and staff are often happy to talk to prospective students about courses. Don’t forget that, as well as the government-operated universities, there is also the private Notre Dame University in Fremantle, operated by the Catholic Church and thus providing a faith-based perspective - www.nd.edu.au Many Rehoboth graduates have gone on to study at Notre Dame.

School as Entertainment

■ High school age children are often conditioned to expect continual entertainment. They are very much influenced by continual exposure to a wide range of electronic media, with some of them having short attention spans and a desire always to be moving on to something new. The idea exists that “If something isn’t fun, it’s not worth spending time on”; this influence is frequently seen in students’ careless approach to church, reading, work, etc. However, real life isn’t always just ‘fun’, and many aspects of our daily lives have to be recognised as quite ordinary and unexciting.

■ Discipline and effort are needed to achieve anything worthwhile. Many students do recognise this and avoid total absorption in the entertainment media. Students need to be taught, by both parents and the school, to look less at how they feel and think more about later benefits they may reap through hard work during their school years.

■ School work can also be stimulating and ‘fun’, but parents and students should not expect it to compete with activities designed to be pure pleasure. The idea that school is ‘boring’ comes from the idea that everything in life must first of all be entertaining.

That is not a realistic expectation, and anyone who tries to live by such an expectation will be sadly disappointed in their work, marriages and family lives, churches etc.
There is of course a place for entertainment - but it has to take its proper place among many other activities. Study should presumably be a major activity for a high school student.

Continuing to talk with your Year 9 child
- Communication patterns between parents and children will change as the child grows through adolescence and into young adulthood - but communication is more important than ever. The issues and tensions of high school years are often related to major, potentially life-changing issues, and we need to be available to help when needed.

- Keep communication channels open – we shouldn’t feel rejected or threatened by changes in our children. The child is often testing the limits.

- It is still our responsibility to set appropriate boundaries throughout the child’s high school years – it will still often be necessary and appropriate to simply say “No” to things the young person wants to do. This, too, is an important part of our role as parents, as we use our greater experience of life to assist our children to grow to healthy adulthood with the least damage from the world in which we live.

- High school age children will often will want to talk at unusual times - be ready to start a discussion of some important subject at perhaps midnight if necessary. The hour at which children are most communicative does, unfortunately for parents sometimes, become progressively later as the child grows older through the teenage years.

- On sensitive subjects such as drugs, sex, relationships etc. - be prepared to discuss these; be honest and realistic rather than setting idealistic but unachievable goals; be yourself rather than someone you think you should be; recall your own teenage experiences and try to identify with what your own child is facing. Your child will sometimes appreciate a parent initiating conversation in a difficult area - they want to talk but can't raise it themselves.

Illegal drugs, sex and strong language
- Students will come across such issues through peers at Rehoboth; probably less than many schools, but we should not imagine that our children are protected from all worldly influences simply by being enrolled at Rehoboth. Much of the contact with these issues at Rehoboth may be more talk than practical experience, but inappropriate talk can be harmful too if it is not dealt with.
Illegal drugs are one concern which are addressed specifically in the College Information Handbook, the latest version of which is sent to all families at the start of each year of enrolment. Illegal drugs have occasionally been brought into the College by students, and we have taken very serious steps when this has happened. Teachers take up the issue with form classes and in other contexts; parents must also be prepared to learn about this area and address it with their children. Parents and students can be assured that no level of drug involvement within the College will be regarded as acceptable, and we will vigorously pursue any incidents which come to our intention, including seeking police involvement where appropriate. A student's right to attend Rehoboth may well be lost through the possession and especially the supply of illegal drugs, including alcohol and tobacco which are also illegal for school-age people.

The College has close and regular contact with Teen Challenge, a Christian organization which focuses on drug education and the rehabilitation of drug users. They support us with educational programs, and we support them with fundraising activities.

Some of our staff are making use of the resources of the Schools Drug Education Project, and staff and parents are accessing professional development opportunities in this area.

A good foundation from home, and good communication between home and school, will encourage children to avoid experimentation and inappropriate activity in these areas.

- We should expect to talk to our children on these issues not just on a one-off basis - regular use of incidental opportunities should be made.
- Our example as parents is more important than our words - how do we handle issues involving drugs, alcohol, tobacco, bad language, our own sexuality and sexuality in the media, etc., in front of our children.
- **Parents need to be prepared to communicate with the College when necessary, if they become aware of something happening which the College should deal with - even if our own child is involved, ignoring or covering up an incident will allow it to fester and grow in the College and cause greater harm to more people, perhaps including our own child in the end too.**

**Bullying**

- It is important to acknowledge that all schools face this issue - some deal with it effectively, others sweep it under carpet. In the present world, it is no longer acceptable for schools or parents to take the view that bullying "just
happens”, that it will make children "tougher" and that schools should not interfere in peer relationships.

- The College *Countering Bullying Policy* (available on the College website or on request through the Secondary Administration Office) takes a positive direction, trying to lay a foundation in biblical teaching about how people should treat each other. The College brochure *Encouraging One Another at Rehoboth Christian College* outlines the policy in a clear way which is easy for students to understand. This brochure is issued to all students every year, and is discussed in detail with students in Years 7, 8 and 9 in their Form periods.

- Bullying is not only, or even mostly, physical, especially at high school. Most bullying takes the form of verbal harassment, and this is often more harmful to the person being bullied than physical bullying.

- The College takes an active approach to remedying bullying problems; both counselling and penal approaches will be used as appropriate. The bottom line is that bullying will not be tolerated in the College, and while students who bully others will be given assistance to cease this behaviour. In the long term the continuation of bullying behaviour by a student is likely to result in parents being asked to remove them from the College.

- A second brochure, *Students Confronting Unwanted Behaviour*, is available from the Secondary College office. It provides helpful advice to students who may be experiencing bullying. Students who are suffering bullying, or their parents, are strongly recommended to speak to a staff member so that the College can deal with the situation.

**Church Involvement**

- We need to remind ourselves regularly of the need to be involved in the body of Christ - this issue may not have been relevant in our family while children remained in primary school, but things may change during the high school years. As children enter high school, the possibility increases of pressure from our children not to have to attend church, youth group or similar activities of the body of Christ.

- Christian involvement is fundamental to Christian education - a Christian school will do little for our children if its work is not supported by Christian family life and regular involvement in a biblical Christian church; we might even ask ourselves about our own faithfulness to our church.
Rehoboth is founded upon the principle of the College, the home and the church working together to nurture the child. If any one of these institutions is not present or ineffective in a child’s life, the child will be at risk of failing to develop to their full potential.

Be prepared at any time for our child to challenge our expectation that they will attend church meetings or activities; have our intended answer ready.

College Chaplain – please make an appointment with the College Chaplain if you would like to discuss any of the issues raised in this section.
Streaming of English classes in Year 9
In Year 9 English the classes are mixed, with no streaming taking place.

Course principles

English teaching at Rehoboth is based on the following:

- God created all things, visible and invisible, and therefore creation reflects the nature of God the Creator.
- God has clearly revealed Himself in the Living Word, Jesus, and in the spoken Word, the Bible.
- God is totally and inevitably in control of every sphere of existence.
- On the basis of God’s written Word, the Bible, people may know how to relate to each other and how to interpret the world in which they live.

This course specifically addresses the three modes of English (Literature, Literacy and Language) included in the Australian Curriculum.

SEMESTER 1

Background
In Year 8, students would have had the opportunity to engage with a variety of foundational text types and develop effective communication skills (both written and oral). They would have had the opportunity to demonstrate their competencies in these through a variety of listening, reading, writing, speaking and viewing tasks.

Purpose
The purpose of this course is to provide students with opportunities to:

1. Develop an understanding of the ways in which language is an aspect of humans being created in the image of God, allowing them to think, order, reflect, respond, make meaning and communicate and operate in community.
2. Use the conventions of Standard Australian English with increasing understanding, in a variety of forms and situations

3. Speak, listen, view, read and write effectively with purpose and critical awareness, learning to critique all texts from a Christian worldview.

**Course Description**
The focus of this course will be on narrative and media texts. Various forms of comprehension strategies and creative expression will be explored through analysis of short stories, novels, feature films, television, newspapers, magazines and internet. Emphasis will be placed on values and attitudes. Students will have the opportunity to develop their essay writing skills and other forms of written and oral expression.

**SEMESTER 2**

**Background**
In the first semester, students would have had the opportunity to engage with a range of narrative and media texts. They would have had the opportunity to demonstrate their competencies in these through a variety of listening, reading, writing, speaking and viewing tasks.

**Purpose**
The purpose of this course is to provide students with opportunities to:

1. Develop an understanding of the ways in which language is an aspect of humans being created in the image of God, allowing them to think, order, reflect, respond, make meaning and communicate and operate in community.

2. Use the conventions of Standard Australian English with increasing understanding, in a variety of forms and situations.

3. Speak, listen, view, read and write effectively with purpose and critical awareness, learning to critique all texts from a Christian worldview.

**Course Description**
The focus of this course will be on transactional writing, poetry and modern music, stage drama and a close study of a novel. Various forms of transactional writing skills (notemaking, summaries, research reports, letters, e-mails) will be explored. The students will engage with the language, themes and composition of poetry and songs. A close study of a novel will be completed with journal activities (creative and analytical). Students will deconstruct a prescribed stage drama, write and perform an original stage drama text.

**Further Information**
Mrs Erispe
HOLA – Mrs Ball
Streaming of Mathematics classes in Year 9
Parents are advised that Year 9 classes are streamed into levels, based on the students’ performance in Year 8. It is not based on a child’s perceived ability or potential in Mathematics, but on what they have actually demonstrated and achieved. Some students may reach the end of Year 8 and then realise that they should have worked harder or more efficiently. It may be possible for such students to demonstrate a new level of achievement in the first semester of Year 9 and then be moved into the 9(1) class, but this will be likely for only a small number of students. As both classes will be following the Australian Curriculum, both will be covering the necessary work, albeit at a slightly different pace.

Background
Year 8 Mathematics.

Purpose
This course is intended to revise and consolidate basic concepts learned in Year 8 and then introduce further topics.

It is also intended that students will understand that the consistency of Mathematical truths demonstrates the orderliness and precision of God, that Mathematical truths are always the same, and that they exist because God made them.

HOTmaths
All students will have access to the Cambridge HOTmaths website (www.hotmaths.com.au), and will use it at school and at home. The $28 fee to cover this will be added to the family school fee account in February (please note this is a significant discount on the individual fee of $79.95). Cambridge HOTmaths is a comprehensive mathematics learning system — an interactive online maths learning, teaching and assessment resource for students and teachers, for individuals or whole classes, for school and at home.
MATHEMATICS 9(1) & 9(2)

Subject Fee:
$28 to cover the HOTmaths computer program access (see below)

Mathematics Year Level Description

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:
Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles.

Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms.

Problem Solving includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue.

Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

Mathematics Content Descriptions

Number and Algebra

Real numbers
- Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems.
- Apply index laws to numerical expressions with integer indices.

CRICOS Provider No 01984B
- Express numbers in scientific notation.

**Money and financial mathematics**
- Solve problems involving simple interest.

**Patterns and algebra**
- Extend and apply the index laws to variables, using positive integer indices and the zero index.
- Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate.

**Linear and non-linear relationships**
- Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software.
- Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software.
- Sketch linear graphs using the coordinates of two points and solve linear equations.
- Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations.

**Measurement and Geometry**

**Using units of measurement**
- Calculate the areas of composite shapes.
- Calculate the surface area and volume of cylinders and solve related problems.
- Solve problems involving the surface area and volume of right prisms.
- Investigate very small and very large time scales and intervals.

**Geometric reasoning**
- Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar.
- Solve problems using ratio and scale factors in similar figures.

**Pythagoras and trigonometry**
- Investigate Pythagoras’ Theorem and its application to solving simple problems involving right angled triangles.
- Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles.
- Apply trigonometry to solve right-angled triangle problems.
Statistics and Probability

Chance
- List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events.

Data representation and interpretation
- Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources.
- Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including ‘skewed’, ‘symmetric’ and ‘bi modal’.
- Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread.

Mathematics Achievement Standard

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras’ Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

Further Information

Miss Smoker
Subject Fee:
$30 to cover the Education Perfect computer program access

Background
Year 8 Science

Purpose
This course leads students to develop an appreciation of God’s handiwork and how to care for it. It provides students with opportunities to plan and carry out scientific investigations, and to be able to communicate ideas and knowledge in a scientifically acceptable way. Students learn to behave responsibly and Christianly in laboratory situations.

Course description
Students will study six main topics throughout the year: Working Scientifically; Chemistry; Biology; Human Biology; Earth Sciences; and Physics.

- **Working Scientifically** – Students continue to build on the skills they learned in year 8 in how to conduct fair scientific investigations. They look at various aspects of safe practice in the science laboratory and use of laboratory equipment. Students also learn about the nature and history of modern science and how our Christian perspectives shape the way we view science.
- **Chemistry** – This unit involves both practical and written components, investigating various aspects of chemistry including atoms and subatomic particles, radioactivity, chemical reactions and chemical change. Students are given the opportunity to use the skills the working scientifically skills they learned to design and conduct various investigations in relation to the chemistry they are learning.
- **Biology** – In year nine we focus on interdependence within ecosystems. We look at various systems and cycles necessary for life, including the water cycle, carbon cycle, oxygen cycle and carbon cycle. In understanding how these cycles maintain life we look at the human impact on these cycles and how we can be good stewards of our planet.
- **Human Biology** – This unit has a focus on the nervous system and our senses, understanding how our nervous system...
works and responds to stimulus around us. This is related to protection of our body, as students learn about the endocrine system (hormones) and how this system works together with our nervous system to protect the body against external danger and internal disease. Students are encouraged to marvel at the complexity God created in our bodies.

- Earth Sciences - Many of the natural disasters around the world are caused by the moving of tectonic plates which create the crust of the earth. We look at the structure of the earth and how this causes, volcanoes, earthquakes and tsunamis. The idea of scientific evidence for the Biblical flood and Noah’s ark are raised and students evaluate scientific evidence to support these ideas as a way of explaining the origin of tectonic plates.

- Physics - Focusing on energy, thermal energy, waves and wave motion and electricity investigated through a series of practical experiments and theory lessons. We explore how the principles of heating and cooling affect our daily life from food production to house design and energy efficiency with electricity.

Further Information
HOLA – Mr Martens
Streaming of Humanities classes in Year 9
In Year 9 Humanities the classes are mixed, with no streaming taking place.

General Introduction
The subject Humanities encompasses several major fields of the social sciences and humanities. The topics selected for Year 9 studies this year cover a range of these aspects and have been chosen according to the guidelines set down in the Australian Curriculum. The study of what God has done in the past and is still now doing with man, in both Australia and the world, is an important area of study for the young Christian student. Each topic involves the mastery of a body of knowledge and understanding, together with the ongoing development of relevant skills and techniques, and the reinforcement of Christian attitudes and values.

SEMESTERS 1 & 2

Background
Year 8 Humanities

Purpose
Students are given the opportunity to consider the factors that have led to the characteristics evident in today’s Australian society, and consider the livelihoods and lifestyles of people living in Europe and Asia. Throughout the year the students will be provided tasks in geography where they will explore the landscapes and resources of these continents. They will study the history of the ‘making of the modern world’ from 1750 to 1918, a period of industrialization, upheaval and rapid change in the way people lived, worked and thought about their world.

Course Description
1. Making a Better World? Asks a question about the period called the Industrial Revolution. It was a time of great social and technological change but was it for the better? This period saw the rapid urbanization of British centres as industrialists sought to exploit the
workers for their capitalistic enterprises. It was a time which prompted Karl Marx to question the values exhibited by the capitalists through his books which inspired revolutionary thinking in Russia. Making a Better World? Sets the scene for the major upheaval in Europe and consequently, Australia in our next depth study: World War 1.

2. **World War I and the Australian experience.** This topic seeks to examine the background to World War I and the nature and significance of the war. Particular attention will be paid to the causes of WWI and the reasons why so many Australian men enlisted. The campaigns of Gallipoli, Beersheba, the role Australia played in the liberation of Jerusalem, as well as the ANZAC contribution to the French war effort will be studied in depth. Students will investigate the effects of war leading to the development of Australian pride and a surge in nationalism. The students will consider the influence that they, as young Christian Australians have to impact the people of our nation.

3. **Navigating global connections: Australia and Europe.** This unit focuses on the connectedness of Australia with its region and the world. This is explored initially through the eyes of the student and the connections and contacts they have with the wider world in their everyday lives. The unit then looks at the nature of Australia’s connections and the positive and negative impacts of these connections, especially those with Europe. We then study the physical geography, economic and environmental issues, effects of migration to and from Europe, how the European Union both divides and unites Europe and what the current state of Australian/European relationships is and situations that may impact on this.

4. **Biomes and Food Security.** This unit focuses on the need for food security in a world beset by change and challenges. The material covered involves a study of biomes and the associated characteristics of the food grown in them. The students will research the environmental, economic and technological factors that affect crop yields in the context of Asia. Other
sections include the essential requirements for agriculture e.g. the provision of water through the annual monsoon, soil protection and the development of new seed varieties.

Further Information
Mrs Drennan & Miss Webster
HOLA – Mrs Drennan
Background
Students at Rehoboth have a general appreciation of the Bible, Christian History and Christian living through their time at school, church and family. It is expected that students will have different levels of understanding on these areas. In addition it is assumed that students have different levels of ability in research and communication skills as they commence this course.

Purpose
This course allows students to become familiar with issues of faith and living, which transcends specific times and places. This allows students to reflect on the struggles and victories of the Christian life under different cultural, historical and political contexts.

There will be set readings from the Bible for students to complete before coming to class. We want them to grow in their understanding of God's Word and the way to do that would be to spend time reading the Bible for themselves. Our prayer is that their study of God's Word may draw them closer to the very one it testifies about, Jesus Christ, the Son of God.

Students are exposed to the examples of Christian witnesses through history. They have the opportunity to research material from a variety of sources, extending their information literacy skills through the use of a variety of media. They will also be provided with the opportunity to use their knowledge to serve others.

Course Description

SEMESTER 1

After looking at the Biblical story so far, we will be looking at the kings of Israel and Judah. We will meet the Old Testament Prophets – God's chosen people to bring His message to the Israelites. Often this message was, and still is, extremely challenging and confronting. We will also gain a deeper understanding of what was happening during this period and hear the important message the prophets share with our generation.
Students will be looking at missionary biographies and after carrying out some research, they will be presenting the story of one of them to the class.

We will also spend some time taking a serious look at the complexities of the modern world and then apply Biblical principles to a contemporary context.

Further Information
Mrs Nathan
Background
Year 8 Physical Education.

Purpose
- To provide students with strategies for maintaining their physical activity levels (1 Cor 6:19, 20).
- To provide students with opportunities to demonstrate competent and confident participation in a variety of physical activity contexts.
- To provide learning opportunities which allow for students to demonstrate strategies/tactics and movement skills in physical activities to optimise their own, and the teams, performance.
- To provide safe opportunities for students to experience regular physical activity.
- To allow students to experience opportunities to display their God-given talents.
- To assist students in growing in stature and wisdom, and in favour with God and men.

Course Description
Health & Physical Education (HPE) promotes the value of physical activity in students' lives. It gives students opportunities to learn about and practice ways of working with others and adopt and maintain a healthy, productive and active life.

Requirements: Sports sneakers (not flat, canvas-type shoes as these do not give sufficient support and protection during intensive physical activity) and uniform will be a requirement to participate in Physical Education.

HPE studies allow students to:
- Participate in regular and varied Physical Education experiences.
- To develop skills in a variety of sports that they will be able to use during and after school life.
- Learn about health issues from a Christian view. Topics will include: Safety, First Aid, Alcohol, Decision making and Mental Health.

Develop and refine personal and social skills to promote positive interactions with others, be resilient and manage their own lives.

Further Information
Mr de Bruyn - boys
Mrs Klomp - girls
- SEMESTER ROTATION COURSES -

DESIGN AND TECHNOLOGY

Subject Fee
$55.00
This consumables fee will be added to the school fee account in February.

Background
Students will have benefitted from completing the introductory Year 8 Materials Design and Technology course.

Purpose
The purpose of this course is to develop the students’ understanding of the importance of effective design as well as the correct and safe use of tools, materials and techniques to achieve a desired outcome.

Course Description
Students will learn to interpret a design brief and use the design process to develop their ideas. The child’s toy project will incorporate woodworking techniques such as simple joints, shaping and finishing as well as the safe use of hand and power tools.

Further Information
Mr Kuipers
Subject Fee
$25.00
This subject fee will be added to the school fee account in February.

Background
Students have completed several oral and drama exercises as part of the Year 8 English and Drama courses. These have focussed on speaking and expression, character presentation and ‘readers theatre’ exercises. The Year 9 Drama course will be best suited to those who have enjoyed and done very well in the Year 8 exercises.

Purpose
The course will provide a range of opportunities to explore drama as a powerful means of visual communication which provides both entertainment and insight into life. Dramatic skills are part of our creative nature, as humans created in the image of a creative God. Students will explore ways in which our voices, hands, faces, bodies, movement, space, silence, gesture and body language can be used for creative entertainment and to enhance our communication possibilities.

SEMESTER 1

Course Description
The course will initially concentrate on voice work and character development, drawing on a range of short improvised and scripted scenes. This will also include some mime and role play work, gradually introducing a wider range of props and costumes where appropriate. Exercises will focus on concentration, observation and representation of characters as students learn to ‘relax’ enough to overcome self-consciousness and to ‘get into someone else’s skin’ as they
take on different character roles. Students will also work on developing and presenting a short, individual dramatic monologue performance as part of semester one assessment.

SEMESTER 2

Course Description
In second semester students will gain more experience in producing and working with scripted dramas. We will also work on developing some short pieces for presentation to audiences. Some written work may be required as part of semester two assessments.

Further Information
HOLA – Mrs Ball
Subject Fee
$60.00
This consumables fee will be added to the school fee account in February.

Equipment requirement
All students in Food Technology courses are required to purchase and wear the Rehoboth blue and white striped chef-style apron, which must be purchased from the school uniform shop.

Background
It is assumed that students will have completed a Year 8 Food course. Students will be expected to have a sound understanding of basic food preparation skills, as well as a sound working knowledge of food safety and hygiene standards.

Purpose
Students will develop an understanding of factors which influence personal health, as well as factors which influence their food decisions. Students will focus on personal food selection with the aim being to develop a personal responsibility about the foods which they select. 1 Corinthians 6:19-20 reminds us that our bodies are a temple of the Holy Spirit. We are not our own. We are bought at a price, therefore we need to honour God with our bodies also. Students are encouraged to value and implement practices that promote good health as well as being self motivated and confident in their approach to learning, while developing skills to work individually as well as collaboratively.

Course Description

Food Choices
Students will investigate, design and develop menus suitable for a variety of family situations. They will create menus suitable for well balanced breakfast, lunch and dinners, catering for the needs of individuals. Students will investigate the use of technology in
food production and develop an understanding of its impact in our lives.

*Fast Food*
Students will investigate the relationship between food and personal health. The place of a balanced diet, takeaway foods and fad diets will be investigated, enabling students to make informed decisions about their personal eating habits. Students will be encouraged to develop food preparation skills to a high standard by preparing food that is quick, nutritious and cost effective, as well as interesting and delicious.

**Further Information**
Mrs Howard
*** SPECIAL NOTE ON VISUAL ARTS ***:

Parents and students should be aware that an extra amount of self-discipline is required from students in this subject, because students are required to work with a range of specialist equipment and materials in a context which allows considerable freedom of movement, interchange of ideas and use of resources. Students are expected to exhibit appropriate behaviour at all times, with respect shown to each other, their teacher and the materials and supplies of the Art room.

Subject Fee
$45.00
This consumables fee will be added to the school fee account in February.

Background
In Year 8 students have had extensive tuition in design development and composition through drawing, painting, printmaking and graphic design. They also experienced working with clay to create a ceramic artwork.

Purpose
This course will provide students with the opportunity to further develop their skills in drawing, painting, printmaking, and three-dimensional work within the
context of a Christian perspective. The projects we undertake will stimulate the students’ ability to think laterally in order to solve design and construction challenges.

Creating works of art involves the artist in selecting and arranging lines, shapes, colours, tones, textures and materials until an arrangement is achieved to which nothing may be added, taken away or moved without reducing its expressive power. In the creative process of accomplishing this the artist has to solve a continuous set of problems. For this reason creating artworks increases one’s problem solving abilities.

Visual Arts is becoming increasingly more important in our world which is changing so quickly. By developing skills in Visual Arts students learn to express themselves in constructive ways which help them clarify their abilities to understand themselves and the world around them. By teaching within a Christian perspective students learn to observe and appreciate God’s creation through studying the shapes, colours, patterns and forms of His world. In addition students gradually acquire the art of moral discernment within the Visual Arts. With the world of manmade imagery rapidly expanding on all fronts to the point of being overwhelming, the world needs more Christian artists!

Course Description
Drawing forms the basis of design work as well as how we interpret the world around us. This course will have a strong emphasis on developing drawing skills including the art of calligraphy and perspective drawing. In addition we will explore a variety of painting mediums and techniques using themes from both the realistic and the abstract approach. This course will cover an extensive use of media: pencils, charcoal, watercolours, inks, acrylic paints, aquarelles, chalk and oil pastelles to create drawings, paintings, prints and collages.

In this course we will also be creating three-dimensional works of art out of clay and plaster. Students will learn about the glazing and firing process in ceramics. Students are required to keep an art folio with their design work and records of each project, including self-evaluations.

Further Information
Mrs Crittenden
- FULL-YEAR ELECTIVE COURSES –

**INDONESIAN**

**Subject Fee**
$30.00
This subject fee will be added to the school fee account in February.

**Background**
Students with limited or no Indonesian knowledge may enrol.

**Purpose**
Students who have chosen to study Indonesian in Year 9 have come to a realization that they have the opportunity to use their language skills in serving the Lord as they relate to Indonesian speaking people. The focus of this unit is “The world of youth”. It introduces students to the Indonesian language and culture from a personal perspective, enabling them to share personal information from others related to personal identity, aspects of living in Indonesia and popular culture.

**Course Description**
Students begin to develop an understanding of what it is to be Indonesian and Indonesian-speaking, and compare their own lives to those of others in Indonesia. They also begin to develop the skills and strategies to use Indonesian to achieve the outcomes of the unit.

Students learn about their own world and their personal identity, including relationships, daily activities and aspects of youth life and popular culture.

**Further Information**
Mrs Nathan
**Subject Fee**

$20.00

This subject fee will be added to the school fee account in February. The fee includes the GarageBand in-App purchase.

**Background**

Students will preferably have basic music theory skills and knowledge as a prerequisite to this course. While it is normally expected that students will have completed Year 8 Music prior to studying Year 9 Music, exceptions may be granted at the discretion of the teacher.

**Purpose**

Music is a social art that allows students to interact with others, express themselves and ultimately bring glory and praise to God. This course will enable students to explore their God-given musical talents through performing, singing, and creating music.

**Course description**

Year 9 Music provides students with the opportunity to develop their musical skills. The course will focus on developing students’ skills in theory, aural, listening, analysis, singing, performing and creating music. Students will learn more about playing the keyboard and ukulele, as well as performance practice and ensemble playing.

Students will also study music in the media, and have the chance to create their own film soundtrack, advertisement jingle and folk song. They will make use of instruments and GarageBand on their MacBooks to compose and perform their music.

As part of the course, students will also be required to join a school music ensemble. Students are expected to attend rehearsals once a week (either during lunchtime, before or after school), and perform in school performances throughout the year as part of their ensemble participation. A list of ensembles and their rehearsal times will be made available at the start of the year.

**Further Information**

Miss Khoo
OUTDOOR EDUCATION

Subject Fee
$150.00
This subject fee will be added to the school fee account in February.
*This fee covers basic costs. Some additional resources may need to be purchased or costs paid for off-campus activities.*

Background
Students that have an interest in understanding concepts about the natural environment and enjoy participating in outdoor activities are well suited to enrolling in Outdoor Education. No prior experience is necessary, however students will need to be prepared to meet new physical challenges, work well with others in a team and have a positive attitude to being outdoors; rain, hail or shine!

Purpose
The purpose of this course is to provide students with the opportunities to:
1. Develop understandings of the natural world God created. Part of this will be to look at our environment from a Christian worldview and man’s relationship with nature.
2. Enhance personal skills in practical areas. Often meeting new challenges and working through strategies to overcome obstacles.
3. Develop teamwork skills, such as communication, cooperation and encouragement.
4. Undertake leadership training, which may prepare students to be ready to become Camp Leaders in the future for organisations like Scripture Union or Camp Australia.

Course Description
The Outdoor Education course will largely focus on three areas, which are either directly or indirectly taught. They are:
1. Outdoor Experiences - which includes planning, practice and safety.
2. Knowledge of Self and Others - including personal skills,
groupwork and leadership.

3. Environmental Awareness - focuses on our relationship with the environment and its management.

It should be noted that this course will have a strong practical focus and would suit those students that like to be active. Most of the teaching that will be conducted in this course will be through experiential learning.

**Further Information**

Mr de Bruyn