PERTH MODERN SCHOOL
Exceptional schooling. Exceptional students.
INDEPENDENT PUBLIC SCHOOL

CURRICULUM HANDBOOK
Middle Years
2015 EDITION

WESTERN AUSTRALIA’S ONLY SELECTIVE ACADEMIC SCHOOL
Please read this handbook in conjunction with:

- Curriculum Opportunities 2015 And Beyond (available on the Perth Modern School website).
- Subject Selection Form (issued to students in Term 2)

Students and parents are advised to refer to the most recent handbooks or websites from TAFE Institutes of Training, TISC, the Universities and the School Curriculum and Standards Authority and School Curriculum Opportunities, prior to making subject selections and career plans.
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INTRODUCTION

_Savoir C'est Pouvoir_ (Knowledge is Power)

The school motto _Savoir C'est Pouvoir_ acknowledges the value of knowledge within our society. Perth Modern School continues to value its traditions while preparing students to meet the challenges of the future. The Middle Years program strives to empower its students by fostering a love of learning.

As Western Australia’s only selective school for academically talented students, Perth Modern School delivers a program to meet the needs of students who have been identified as having the potential to achieve high levels of academic excellence. Students come from a wide range of backgrounds. Some already have well-developed talents whilst others need further opportunities to develop their ‘gifts’ into talent. Our Middle Years program aims to provide a wide range of opportunities to enable students to demonstrate their personal best through reaching their full academic potential.

Perth Modern School has established a learning environment that is unique and advantageous to gifted learners. Students have the opportunity to learn and develop with likeminded individuals. As a result, teachers are able to effectively modify the curriculum specifically to meet the needs of their students. Teachers aim to design instructional activities that foster growth of thinking skills at high, complex and abstract levels.

The Curriculum Framework is the basis of all curriculum in Western Australian schools and is organised within a framework provided by the following eight Learning Areas:

- English
- Mathematics
- Science
- Social Science
- Languages
- Health and Physical Education
- The Arts
- Technology and Enterprise

Each Learning Area is taught at the gifted and talented level providing students with the opportunity to develop the skills, knowledge and ethos necessary for academic success. The content of each subject is designed so that students may achieve outcomes consistent with their ability and effort.

NOTE: The Australian Curriculum is currently being implemented in English, Mathematics, Science, History and Geography. This includes the General Capabilities, which are being embedded in all learning areas in the Middle Years. Other courses will be progressively implemented across Australia following extensive consultation.

Our curriculum is differentiated on the basis of acceleration, enrichment and extension to engage and challenge our students. The Middle Years content is compacted to allow enrichment differentiation to be focused on the degree of difficulty of the material and on the curriculum being studied at greater depth.

The acceleration and differentiation is focussed on the faster pace of classroom instruction and on the earlier introduction of advanced subject matter into the classroom. Teachers aim to make learning enjoyable, stimulating and relevant. Students are provided with a sound platform of understandings within a range of disciplines that will enable them to excel in Senior School.

The use of Information Technology is a key feature in the provision of the educational program. Students are encouraged to explore ways in which the technology can assist them in their learning.

KEY GUIDING PRINCIPLES

The core goal of the Middle Years curriculum is to engage students in a love of learning. The following principles guide the development and delivery of our curriculum:

- high expectations for all students
- gifted and talented teaching and learning principles
- curriculum which is differentiated, compacted and accelerated
- appropriate challenge
- deep core learning
- breadth of curriculum
- learning beyond the classroom
- personalised learning opportunities
- co-curricular opportunities
- support for all students
- personal development.
Additionally the curriculum values social, civic and environmental responsibility which aims to explore and promote the common good; meet individual needs in ways which do not infringe the rights of others; participate in democratic processes; social justice and cultural diversity, respect and concern for the natural and cultural environments and a commitment to regenerative and sustainable resource use.

PERSONAL BEST
Each student is encouraged to achieve their personal best and to develop a sense of pride in themselves, the school, their environment and their society. As well as enhanced in-class learning opportunities, students have the opportunity to pursue areas of individual interest and to develop a high level of competency by participating in a range of co-curricular activities provided by the school and by external providers such as tertiary institutions and professional associations.

ENRICHMENT OPPORTUNITIES
Perth Modern School recognises that although all of its students have exceptional ability, there will be some whose achievement in, and passion for, a particular subject requires a program that enriches them even further. Students have access to Academic Enrichment in English, Mathematics, Science and Social Science class groups. To be placed in an Academic Enrichment group, students must demonstrate outstanding achievement and a well-developed work ethic. Placement is decided by the Head of each Learning Area.

ADVANCED PLACEMENT
Students may choose advanced placement by subject or by year. Information regarding acceleration by advanced placement is available in the Information Handbook. Students wishing to access subject advance placement should consult the head of the Learning Area. Students wishing full year advanced placement should meet with the Associate Principal.

CO-CURRICULAR OPPORTUNITIES
Perth Modern School offers a wide selection of clubs, art productions, sport, camps, excursions and tours. Clubs are advertised on the clubs notice board, Mod Today or through the daily notices. Students are encouraged to join up for or try out for activities that take their interest.

STUDENT PROGRESS
Parents receive a Formal Report twice each year. The report indicates the grade achieved in each subject. Each student’s progress is monitored closely and parents are contacted regularly by teachers and the Student Services team so that they may be aware of the progress being made. If individual students encounter difficulties with their learning, parents are contacted before the formal reporting period. Parents are welcome to contact the school at any time if they are concerned about their child’s progress.

STUDENT ACADEMIC SUPPORT
Even though our students have outstanding academic ability, they experience the same pressures all teenagers face when growing up in a complex society. These pressures often impact upon academic performance. The school has in place well established procedures for providing our students with the support they need when they encounter personal or academic difficulties at school. The school provides a homework club in the library four afternoons per week.

THE CURRICULUM
The Apprenticeship in Thinking
Fundamental to the Middle Years curriculum is the Apprenticeship in Thinking. In contemporary educational thinking, the teaching of innovation is considered increasingly important in a rapidly changing world. The National Curriculum and its General Capabilities emphasise creativity, critical thinking and problem solving, and communication and collaboration. Cultivating these 21st Century learning skills is the cornerstone of our Apprenticeship in Thinking in the Middle Years.

A key aim is the teaching of structured visible thinking, particularly through the integration of the philosophical Community of Inquiry, Thinking Routines, and Habits of Mind. The Apprenticeship in Thinking links directly to key principles of Gifted and Talented best practice. It engages students conceptually in real world issues. It differentiates learning in accordance with each student’s interests by providing opportunity for choice. It extends the learning experience by its emphasis on analysis, evaluation and synthesis, which are the phases of higher order thinking that must be used in the process of researching, problem-solving, and the planning and presenting of innovative solutions and ideas to an audience.
INTRODUCTION

In this way, students at Perth Modern School are given the opportunity to develop important learning skills for the 21st Century, as captured in the General Capabilities of the Australian Curriculum.

In the Year 7 and Year 8 Thinking Program students learn to use a suite of Thinking Routines and apply them to different problems and contexts. A key focus is the structured learning of thinking and research, thinking and problem-solving, and the process of thinking and the presentation of ideas to an audience.

The Year 9 Thinking Program provides students with the freedom to explore wicked problems and questions. The focus on innovation and collaboration empowers them to apply and extend their skills and dispositions for thinking learnt in Year 7 and 8. Supported by a team of facilitators, students seek appropriate resources, including experts to clarify their question, evaluate possible solutions, and decide on an appropriate form of communication.

The Apprenticeship in Thinking links directly to key principles of Gifted and Talented best practice. It engages students conceptually in real world issues. It differentiates learning in accordance with each student’s interests by providing opportunity for choice. It extends the learning experience by its emphasis on analysis, evaluation and synthesis, which are the phases of higher order thinking that must be used in the process of researching, problem-solving, and the planning and presenting of innovative solutions and ideas to an audience.

CAREER PLANNING

Students begin investigating career education in Year 7 as an ongoing pathway through secondary school. They will be assisted by teachers in planning and mapping individual pathways as part of planning for the direction their future education and careers will take.

MOD TIME

All students will participate in Mod Time. In the Middle Years this will involve House competitions – sport, drama, debating, as well as talks from guest speakers. The Community Service ethos of Perth Modern School will be introduced and explored.

YEAR 7

In Year 7 students study a set program designed to help them explore strengths and challenges.

The core theme is:

*Know Thyself: personal and social competence*

*Value:* Respect Yourself

Typically, students in Year 7 will follow a set timetable which will includes core studies in English, Mathematics, Science, Social Science, Health and Physical Education, a wide range of creative subjects and an Apprenticeship in Thinking component. Year 7 students will explore each language before they settle on their preferred option in Year 8. Clubs will be an integral part of the Year 7 timetable with students given opportunity to explore debating, chess, future problem solving, sustainability, art, astronomy, amongst others.

Music is an important aspect of Perth Modern School and all Year 7 students will participate in the music program.

YEARS 8 AND 9

In Years 8 and 9, additional to the core studies in English, Mathematics, Science, Social Science Health and Physical Education and Apprenticeship in Thinking, students will have the opportunity to select their language and electives.

Core themes:

**Year 8**  Self and Others-Community and ethical understandings

*Value:* Respect Others

**Year 9**  Self and Community-National, Global, Universal and Intercultural Understandings

*Value:* Respect the Space

Students must choose at least one semester of Technology and Enterprise and one semester of Arts within their program.

In Years 8 and 9 students may choose to continue with class level or the specialist extension music program. As part of the music program students will participate in choirs, orchestras and bands.
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LEARNING AREAS OVERVIEW

ENGLISH LEARNING AREA

As the new Australian National Curriculum states, the study of English is central to the learning and development of all students. By investing time and energy into the study of English, students will develop as confident communicators, imaginative thinkers and informed citizens. Within the English Learning Area across the Middle Years, students learn to analyse, understand, communicate with and build relationships with others and the world around them. Through our Perth Modern School English curriculum, we aim to uphold the national curriculum goals of creating ethical, thoughtful, informed and active members of society.

Students studying English can expect to enjoy themselves while being offered every opportunity to shine in both the traditional elements of English, such as the conventions of standard Australian English, as well as in the progressive area of critical literacy – the ability to see how different texts can both shape and reflect our identity, values and beliefs. Their progress will be assessed in a variety of ways and students will be encouraged to extend themselves and express their creativity, while developing a strong grounding in the essential conventions of language and literacy.

A challenging reading program is central to the course and will introduce students to a range of texts from the rich tradition of English Literature. To promote effective public speaking, the school participates in inter-school debating. Creative writing is promoted through workshops conducted by visiting authors and by participation in a range of writing competitions.

MATHEMATICS LEARNING AREA

Learning Mathematics creates opportunities for and enriches the lives of all Australians. Our Curriculum provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

Our Mathematics Curriculum is organised around the interaction of three content strands and four proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt. The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed and the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above.

SCIENCE LEARNING AREA

Science helps us to better understand the world we live in. Students are encouraged to ask why? at every opportunity. Scientists recognise a problem, collect information related to the problem and then come up with testable hypotheses which can be investigated. From these investigations, conclusions are drawn, in which the hypotheses are either rejected or supported. Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives.
Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

During Year 7, 8 and 9 students investigate different aspects of the physical and natural world. Students will be given the opportunity to explore how scientists apply the scientific method in their research of the natural and physical laws that govern the universe and specifically the world in which we live.

The key emphasis in Years 7, 8 and 9 is to encourage and engage students in the love of learning. This is conducted through a variety of strategies aimed at encouraging students to think about their thinking. For each topic pre-tests, formal or informal, are given to allow students to demonstrate their pre-existing knowledge. Many of these tasks are open-ended to allow the students the freedom to express their preferred learning style within the context of the question asked.

Most, if not all, of the scientists who have seen significant breakthrough in research have needed to apply many of the 16 Habits of Mind identified in Professor Art Costa’s work. In Years 7, 8 and 9 although most of the Habits will be accessed, there is a focus on four: Thinking about Thinking, Questioning and Posing Problems, Managing Impulsivity and Striving for Accuracy.

Each student has the opportunity to enrich their Science learning by undertaking individual projects, by taking part in group projects such as those organised through the Engineering Club and Astronomy Club, or by participating in activities and competitions organised by tertiary institutions and professional associations. The learning links already established with the University of Western Australia and the Telethon Kids Institute provide further opportunities for scientifically talented students.

Also, there are two enhancement programs running in Science. Firstly, Thinking Science lessons are delivered at regular intervals throughout Years 7 and 8. Students are given problems to solve within the investigating Science context. Secondly the Apprenticeship of Thinking, which is a school wide priority. In Year 7, there is a focus on familiarising students with the Habits of Mind and using this as a common language across the disciplines. In Year 8 students learn to use a range of Thinking Routines around an area of Science that they have identified themselves. The research identified needs to be critically analysed and students present a 30 second sound bite. The aim is to develop a question which they can research further in the Year 9 3CTP Project should they want to. The Science part of the Year 8 Thinking Program is conducted in Term 1. In Year 9, students will conduct the Science part of 3CTP during Term 2.

SOCIAL SCIENCE LEARNING AREA

Social Science helps students become critical thinkers by encouraging them to develop understanding through processes of social inquiry and philosophical analysis. Throughout their Middle Years of school, students are encouraged to constructively critique various perspectives from past and present contexts and how they shape our decisions in the future.

The Social Science Learning Area program in Years 7, 8 and 9 provides students with exposure to a range of disciplines within the Australian Curriculum including Geography, History, Politics, Economics and Business. Students will also have the opportunity to explore ethics. The units are based on content from the Australian Curriculum and include an interdisciplinary approach, with students looking at a given topic from a range of Social Science perspectives, to enhance their understanding. The Middle Years culminates with a ‘hands on’ program where students need to find solutions to issues facing Australia in the 21st Century.

The Social Science Learning Area offers students a range of extra curricula activities including debating, UN Youth, Philosophon and an excursion to Canberra in Year 9. Students are also encouraged to take part in a range of subject-specific competitions that have yielded success for students at state and national levels in previous years.
LEARNING AREAS OVERVIEW

LANGUAGES LEARNING AREA

Students have the opportunity to enjoy learning one or more languages throughout their school life at Perth Modern School. As all language courses deliver differentiated curriculum, students who have some experience in a language are as well catered for as new learners.

Students aiming to study or travel overseas or for an international career should continue their language study through to Year 12. Many Australian universities now offer bonus points for scaled Stage 3 Language courses, which can make a big difference to a student’s Australian Tertiary Academic Ranking (ATAR), potentially opening up university courses previously unattainable.

The Languages offered at Perth Modern School are:

- Chinese (Mandarin): as a Second Language
- Chinese (Mandarin): as a Background Language (from Year 8)
- French
- Italian
- Japanese

Each Language currently offers enrichment and extension through a biennial trip to the country and the opportunity of an exchange program to one of the countries.

Extension is offered through international, national and state competitions such as Assessment of Language Competence examinations (Japanese and Chinese), YCT and HSK in Chinese, the Dante Alighieri examinations and the Viva Italia speech competition in Italian, as well as excursions to film festivals, immersion workshops and other rich cultural events, such as the Why We Learn French forum. Some language competitions such as the Alliance Française examinations and Han YuQiao (Chinese), offer overseas trips as prizes to the winners.

In all languages, native speakers are also employed to work individually or in small groups with students to extend their pronunciation, vocabulary and cultural understanding skills.

In all of the Languages courses, communication is paramount. Communication is facilitated through the achievement of four outcomes. These outcomes are based on the Languages learning area outcomes in the Standards and Assessment which has significant links to the forthcoming National Curriculum:

- Listening and Responding
- Spoken Interaction
- Viewing Reading and Responding
- Written Communication

At Perth Modern students follow the WACE courses from Year 8. These courses offer more depth and rigour than the K to 10 Curriculum Framework and enable gifted and talented students to maximise their potential.

Learning contexts in languages

Each unit is defined with a particular focus, three prescribed learning contexts and a set of prescribed topics through which the specific unit content can be taught and learnt. The cognitive difficulty of the content increases with each stage. The pitch of the content for each stage is notional and there will be overlap between stages.

The prescribed learning contexts are:

- The Individual
- The Language-speaking Communities
- The Changing World

Through The Individual, students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. It also enables students to study topics from the perspectives of other people.

The Language speaking Communities explores topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and encourages students to develop an understanding of how culture and identity are expressed through language.

The Changing World enables students to explore information and communication technologies, the effects of change and current issues in the global community.

Through communicating in languages, students develop intercultural understandings which enhance their knowledge, awareness and understanding of their own culture and language as well as that of the language speaking world. Interpersonal relations and everyday living, communication and language and beliefs, attitudes, values and norms are all developed.
HEALTH AND PHYSICAL EDUCATION LEARNING AREA

The aim of the Health and Physical Education Learning Area is to develop knowledge, attitudes and skills that enable students to make decisions that lead to a healthier lifestyle. Providing a range of practical opportunities for students to practice these skills and attitudes is very important to achieving success.

In Health and Physical Education classes, students will have their level of development assessed in the following outcomes:
- The performance of movement skills and strategies needed for successful participation in a variety of sports
- Health knowledge and understanding how it applies to the community
- The demonstration of self-motivation skills
- The development of interpersonal skills

Courses in this Learning Area are Physical Education, Health Education and Career Education.

MUSIC LEARNING AREA

Perth Modern School has a well-established reputation for excellence in the delivery of music education programs. It is universally recognised that music is a key subject in a child’s intellectual and emotional development. So much so, that the study of music will be undertaken by all students in Year 7 at Perth Modern School.

Within the Music Learning Area, students engage in a range of communication processes in general and specific areas of the Arts. Studies incorporate and extend the student’s understanding of historical, social and cultural influences of Music. It is expected that students will respond to Arts experiences using processes of inquiry, creative thinking and experimentation.

Please note: The instrumental program at Perth Modern School is complementary to the class music program but at the same time is a separate program and is taught by external experts on their respective instruments.

THE ARTS LEARNING AREA

Within the Arts and Technology Learning Area, students engage in a range of communication processes in general and specific areas of the Arts. Studies incorporate and extend the student’s understanding of historical, social and cultural influences. It is expected that students will respond to Arts experiences using processes of enquiry, creative thinking and experimentation.

TECHNOLOGY AND ENTERPRISE LEARNING AREA

The Technology and Enterprise Learning Area is a highly practical area in which students are encouraged to express themselves and develop skills in decision making and problem solving through the media of foods, textiles, wood, metal, information technology, photography and digital imaging. It provides students with opportunities to apply their knowledge and skills in a practical and enterprising way, using a variety of resources.

Activities in this Learning Area involve ‘enterprise’, which is the ability to identify needs and opportunities through a variety of situations and to take action that will be of benefit to society and the individual.
ENGLISH
The focus of Year 7 English is to foster a love of learning, develop creative and critical thinkers, and help students engage imaginatively and critically with literature. Students will journey through four units which help them explore not only literature, but themselves and their relationship with the world around them. These four units address the Personal and Social Capability from the Australian Curriculum.

Here I am!
This unit takes students on a journey of self-discovery as they explore representations of self across multimodal texts and a range of genres. They will ask questions such as “What do we mean by self?” and “How do we represent self?” Students will analyse and create fiction, non-fiction and autobiographies.

Journey to me
Journey to me focuses on the notion of finding one’s self. Students will explore a range of films and written texts which feature coming of age as a central theme. Students will be prompted to consider questions such as “Where does your sense of self come from?” and “What kind of thinker am I?” Students will create picture books and share stories with a range of authentic audiences.

Putting yourself out there
The focus of this unit is to explore the genre of drama. While immersing themselves in the history of drama, from Aboriginal, Asian and Greek theatre to Shakespeare and the Absurd, students will develop the skills of researching, studying, performing and writing. There will be a strong emphasis on writing and transforming texts in order to address questions such as “What is the relationship between self and the world?” and “How do I develop self?”

Soul far!
Year 7 concludes with Soul far! In this unit, students pull together the knowledge and skills they have developed throughout the course of the year to express ideas about self and the world around them through poetry and music. Analytical skills will be further developed through close reading of poetry and music, while public speaking and performance skills will be honed through performing their poetry and music.

MATHEMATICS
Year 7 gives the students an insight into where their Mathematics will be heading in the coming years. We introduce the students to a number of Mathematics concepts, as well as helping to develop their thinking and problem solving skills.

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.

Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions. It also includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations their graphs, explaining the purpose of statistical measures, and explaining measurements of perimeter and area.

Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms. It also involves calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions, and evaluating perimeters, areas of common shapes and their volumes and three dimensional objects.

Problem Solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments. It also includes formulating, and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes, and using two-way tables and Venn diagrams to calculate probabilities.
Revealing includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays as well as including justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

Technology: Calculators are essential for everyday use within the Mathematics classroom and at home. It is assumed that each student has access to a suitable calculator at all times. For Years 8 and 9 a scientific calculator will be suitable. However, students will require exposure to a CASIO Classpad Calculator in Year 10, to assist in their transition into Years 11 and 12.

Computers/Tablets will form an integral part of Mathematics lessons, activities and assessments throughout all of the Middle Years. It is essential that the students have access to this technology to ensure the development of their skills.

Class Placement: Mathematics, more than most subjects, is sequential in nature. Thorough understanding of one level is necessary before success can be expected at the next level. Students who attempt to move too quickly, before having consolidated their understanding of key concepts, will finish up with less achievement, rather than more.

Students are allocated to a Mathematics class taking into consideration information gained from a range of assessment items, as indicated above. Students are placed in a class which best suits the level of Mathematics which they have demonstrated. During the course of the year, all outcomes are addressed at an appropriate level.

SCIENCE

Students in Year 7 Science will cover the following areas of study:

What does a Scientist do? Science Inquiry Skills

Our Science hero is: Aristarchus (310-230 BC). He demonstrated the Habits of Mind of Thinking Flexibly and Creating, Imagining and Innovating. An astronomer, he was the first to suggest that the earth rotated on its axis and went around the sun once a year. He used careful measurements to support his hypothesis.

Aristotle (384 BC – 322 BC) refuted his claims and was more accepted in his time, even though he used no scientific methodology.

The scientific method is a method of discovering knowledge about the natural world based on making falsifiable predictions (hypotheses), testing them empirically, and developing peer-reviewed theories that best explain the known data. Students are introduced to laboratory procedures after which the course focuses on the ‘scientific method’ which incorporates planning and conducting scientific investigations, processing data and evaluating the investigation.

It’s Classified: Biological Sciences

Why do we group things the way we do? What is the purpose of organising organisms into groups with smaller and smaller subsets? Do some organisms fall into more than one group and how does this affect our ability to classify them? Students will learn how species are names and placed into groups placed on a hierarchical system. They will be able to construct and use keys as the basis of identifying different organisms.

Organisms can be classified according to their position in a food chain. Students will look at the interactions between different organisms and learn how to construct food webs. They will consider how human activity can affect these interactions.

Earth, Space and the Final Frontiers: Earth and Space Sciences

We begin by investigating some natural phenomena, e.g. lunar and solar eclipses, seasons and phases of the moon. Students appreciate that advances in telescopes and space probes have provided us with new evidence about space. The universe contains features including galaxies, stars and solar systems. Can theories such as the Big Bang Theory be used to explain the origin of the universe? Students gain an appreciation of the work of Scientists such as Copernicus, Khayyám and Galileo, as well as the work of more recent Scientists, such as Stephen Hawkins.

Students consider the researching development in the understanding of astronomy, including the work of Al-Battani in the tenth century. We model the relative movements of the Sun and the moon in relation to the Earth and make predictions around the different orbits and rotations of the Sun, moon and Earth.
From this, we offer explanations as to why different regions of the Earth experience different seasonal conditions and do these impact on the resources that are found in different parts of the Earth? This leads us to discuss what is meant by the term ‘renewable’ in relation to the Earth’s resources, considering timescales for renewal of resources. Students appreciate how we need to monitor our energy use and manage our resources in a more sustainable fashion. Finally, we consider water as an important resource and consider factors that influence the water cycle in nature. Can human management of water be improved? How does this impact on the commercial use of water in farming, land management and gardening?

**All Mixed Up: Chemical Sciences**

What is the difference between a mixture and a solution? Is there a difference? What do we understand by a compound? What are elements and how are they organised? What is the difference between pure substances and mixtures? How do we separate different mixtures? These are some of the questions we will explore. Students will get the opportunity to use a range of physical separation techniques to separate substances, including filtration, evaporation, crystallisation, chromatography and distillation. Are some techniques better than others? Students apply their understanding and research how industries, such as the food and wine industries, use separation techniques.

**Forcing the Situation: Physical Sciences**

We begin by investigating how applying different forces impacts on familiar objects. What is the difference between a balanced and an unbalanced force and how can we use this understanding in the development of simple machines? Students investigate how the motion of an object can be changed by unbalanced forces acting upon it. What is magnetism and can it be considered a force? Science and technology have contributed to finding solutions to a range of contemporary issues. Students apply their understanding of forces to explore how gravity affects objects on the surface of the Earth. How do sports scientists apply their knowledge of forces in order to improve performance? The importance of understanding of forces in the development of regulations about wearing seatbelts and safety helmets is considered. Finally, students consider how gravity keeps objects orbiting the Sun.

**SOCIAL SCIENCE**

In Year 7, Semester 1 has a focus on Geography, students learn to investigate, understand and communicate how individuals and groups live together and interact with their environment. The unit begins with a focus on Place and Liveability. Students will investigate their local area and share their findings to build an understanding of the factors that influence decisions people make about where they live. Landforms and Landscapes provides students with an opportunity to investigate different types of landscapes, their distinctive landform features and the geomorphic process that produced these landforms. By exploring the natural environment economics will also be considered. Students gain an awareness of scarce resources and unlimited wants and needs – the Basic Economic Problem – and the need to make choices based on opportunity cost.

Semester 2 focuses on History in the Medieval world and introduces key concepts in Politics. In this unit students will investigate the way of life in Medieval Europe as well as key events during the time period. An examination of the political and legal system such as the divine right of kings, trail by battle and trial by ordeal enables students to explore pre-democratic government and the rule of law as well as changing values to crime, punishment and the concept of natural law. Significant developments such as the changing relations between Islam and the West (the Crusades) and the impact of the Black Death will be explored.

**LANGUAGES**

Students in Year 7 have the opportunity to try each of our four languages offered at Perth Modern School by experiencing a different language each term.

**HEALTH AND PHYSICAL EDUCATION**

In Year 7 Health Education, students will have the opportunity to:
- Develop the skills to build and maintain healthy friendships and cooperative work habits.
- Identify ethical and assertive behaviour.
- Develop skills to combat bullying.
- Develop an understanding of the physical and emotional changes related to puberty.
- Identify factors important in personal fitness and diet.
- Learn basic First Aid skills.
In Year 7 Physical Education, students will have the opportunity to:
• Enhance and develop basic motor skills and team dynamics for a variety of sports.
• Learn the basic rules, game strategies and tactics as they pertain to different physical pursuits.
• Appreciate and value the contribution that regular physical activity makes to their physical, emotional and social health.
• Compete and develop leadership qualities in House competitions.

THE ARTS

DRAMA (7ADR1/7ADR2)
The Year 7 Drama course aims to engage students in the knowledge and skills of Drama through drama games, warm-up activities to develop voice and movement technique and practical workshops to introduce drama processes including dramatic play, role play, play building, rehearsing, performing and responding. Students will be introduced to simple production elements such as costumes and props and will learn how to use the performance space. They will work in groups to plan, rehearse and perform a simple ritual/myth. The emphasis of the course is for students to gain confidence and skills as they explore how drama contributes to personal, social and cultural identity.

VISUAL ART (7ART1/7ART2)
The Year 7 Visual Art course aims to encourage student’s skills and processes of Art making. Students will participate in a series of art activities which give them exposure to a variety of artistic practices. This can include drawing, painting and sculpture. Students are encouraged to reflect on their own art making and skills in a positive and practical manner. The emphasis of the course is for students to have an introduction to basic art making in an enjoyable and imaginative way.

TECHNOLOGY AND ENTERPRISE

DESIGN AND TECHNOLOGY (7TDT1/7TDT2)
Year 7 Information and Communications Technology will be the foundation course for students to learn and develop the skills required in the workshop, and will cover workshop safety and the correct use of tools and machinery. While learning tool skills, students will be incorporating wood and plastics into their design projects. This will be the basis for their future study in Design and Technology as the skills can be developed and improved upon in the coming years. This course focuses on two Design and Technology Outcomes; Technical Process and Materials. Students will be encouraged to research, design, create and evaluate their individual projects.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (7TICT1/7TICT2)
In Year 7, Information and Communications Technology provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. The students will collect and analyse relevant data with increasing independence and collaboration, and safely use a range of processes, hardware and software to model, construct, test and evaluate digital solutions to specified quality.

Digital Technologies content will provide opportunities for students to learn that digital information and systems are designed to meet criteria for particular purposes and/or audiences.

Student will also learn about the influence of scientific developments and societal needs, beliefs and values on the evolving design and use of digital technologies. The will apply computational thinking, creativity, innovation, enterprise and project management skills in the use of digital technologies when defining, deconstructing and researching digital problems.
In this introductory short course, students will be introduced to the use of school computer system and network as well as basic skills in multimedia and programming through the ROBOTICS project and Gaming. The student will explore and develop ideas using emerging technologies in all state of the art computer lab.

**INTRODUCTION TO FOOD TECHNOLOGY (7TFF1/7TFF2)**

Food Technology is a dynamic subject where students have the opportunity to learn about where their food comes from, how it is produced and how they can prepare it.

Focus areas include understanding physical/sensory/functional properties of foods, food groups, food and kitchen safety and hygiene, meal planning and costing, food processing, food preservation, food preparation, presentation, sustainability and nutrition requirements at the various life stages. Students will then apply their knowledge through the design and preparation of foods for specific purposes and to meet various nutrient requirements.

In Year 7 Students will have the opportunity to cook 10 different dishes over a course of 10 weeks. The course is a precursor to the Year 8 Food Technology course at Perth Modern School. Students will learn basic kitchen and food safety, personal and food hygiene, basic nutrition, and how to read and follow a recipe. Students will learn several different cooking methods and will come away with the confidence to apply these cooking methods to various recipes.

Students will be guided through a photo shoot in the Fashion Studio as well as shooting in an outdoor environment which will introduce them to a variety of image capture skills. These skills are widely transferable to many situations, which will be of huge benefit to the students as they continue to explore photography throughout their lives.

Despite a high level of practical content, students will also be taught appropriate digital literacy skills, how a design process works and the methods photographers and designers use to sell their product.

**MUSIC**

Students will achieve the outcomes of this subject through the specific study of musicianship (aural perception and music theory). Additionally, all students will participate in group singing once per week held within the weekly school timetable.

Students receiving instrumental instruction through the School of Instrumental Music may continue to do so. There may be limited opportunity to change instruments following an audition and interview. Students currently receiving private instrumental instruction may be eligible for lessons through the School of Instrumental Music following successful audition and interview.

Students can apply to learn a new instrument or an instrument for the first time following a successful audition.

In Year 8 and 9, students who have successfully completed the application and audition process may choose either Extension Music or Class Music.
YEAR 8

CURRICULUM HANDBOOK MIDDLE SCHOOL 2015
ENGLISH

An interesting and highly engaging variety of learning tasks and activities will give students opportunities to develop the skills they need to communicate in the 21st Century.

Semester 1 is designed to promote functional literacy through meaningful and stimulating contexts that draw on the students’ understandings of how stories are told. In this context they will explore different ways and patterns of thinking and present this in a stimulating and engaging manner. In addition, students will study imaginative journeys through the use of allegory, symbolism and metaphor in poetry, storybooks, novels and film. Some classes will conduct an investigation into how texts change, create a literary masterpiece and submit a piece of writing for a competition.

Semester 2 will give students the opportunity to engage in a rich and vibrant learning context that will allow them to apply visible thinking strategies within the Critical and Creative Thinking Continuum from the General Capabilities stream from the Australian Curriculum.

Students will form new classes for this term choosing a learning context that interests them. These include: Walk a Mile in My Shoes, Community Voices, Create a Planet, Transforming Stories and Magic and Mystery which will culminate in students producing an individually driven presentation that synthesises and represents ideas within an authentic context.

To round off the year, in Term 4 students will return to their Semester 1 classes and engage in media production; producing serious personal interest feature articles that would sit comfortably in prestigious journals, supplements and magazines. This term will culminate in students’ showcasing their essay writing skills and mastery of language analysis allowing them the opportunity for personal growth through an enriched experience of language.

MATHEMATICS

Year 8 marks a shift in mathematics learning to some of the more abstract ideas. Through key activities such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated.

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.

Technology: Calculators are essential for everyday use within the Mathematics classroom and at home. It is assumed that each student has access to a suitable calculator at all times. For Years 8 and 9 a scientific calculator will be suitable. However, students will require exposure to a CASIO Classpad Calculator in Year 10, to assist in their transition into Years 11 and 12.

Computers/Tablets will form an integral part of Mathematics lessons, activities and assessments throughout all of the Middle Years. It is essential that the students have access to this technology to ensure the development of their skills.

Class Placement: Mathematics, more than most subjects, is sequential in nature. Thorough understanding of one level is necessary before success can be expected at the next level. Students who attempt to move too quickly, before having consolidated their understanding of key concepts, will finish up with less achievement, rather than more.

Students are allocated to a Mathematics class taking into consideration information gained from a range of assessment items, as indicated above. Students are placed in a class which best suits the level of Mathematics which they have demonstrated. During the course of the year, all outcomes are addressed at an appropriate level.
**SCIENCE**

**Out with a Bang: Chemical Sciences**

“Can we blow things up?” This is one of the most common expressions Science teachers hear. Students love chemical reactions. In this course students will explore the different properties that different materials have and uses that relate to their properties. Do the properties of materials change if their state of matter changes? How do we know which elements will bond together and which chemicals will react? This course deals with separation techniques, chemical and physical changes, elements, compounds, mixtures, simple chemical formulae and equations. We discuss the history of the atom and consider why the periodic table is arranged the way it is.

We discover how people’s understanding of the nature of matter has changed over time as evidence for particle theory has become available through developments in technology and consider how the idea of elements has developed as knowledge of the nature of matter has improved.

**The Big Cell: Relating Structure to Function: Biological Sciences**

In 1665, with the improvement in microscopes, Robert Hooke came up with his cell theory. Cells are the basic unit of structure in all organisms and the basic unit of reproduction. Students examine a variety of cells using the light microscope. They appreciate that structure is related to function and cells can be specialised to perform a particular function.

Students appreciate that within a cell there are specialised structures, called organelles, which conduct specific functions. Some organisms are made of a single cell, whilst others are multicellular. Students gain a basic understanding of why cells divide and the process by which this occurs. They learn to appreciate that some organisms use mitosis as a reproductive strategy, whilst others use it for growth and repair. As organisms become more complex they need specialised systems to enable them to survive and reproduce. Students familiarise themselves with some of the systems and their associated organs. Again, they understand the purpose of those systems and how structure is related to function in each. Students compare similar systems in different organisms, for example a carnivore and a herbivore, to see how the differences and similarities. Whilst some organisms reproduce asexually, others reproduce sexually. Students discuss the advantages and disadvantages of asexual and sexual reproduction. With an understanding of asexual reproductive processes, students consider the impact of plant cloning techniques (asexual reproduction) in agriculture, such as horticulture, fruit production and vineyards. Finally, students consider how advances in technology have resulted in changes to medical practices, e.g. cloning of organs. What are the ethical implications of cloning? Is it a good or bad thing that medical science is now able to replace or repair organs?

**Release your Potential: Physical Sciences**

Students will investigate how energy is transferred and research how these ideas have helped us explain some natural phenomena, e.g. craters on the moon. Students will investigate different forms of energy and how this energy is transferred. Students consider heat energy and how it is often formed as a by-product, such as brakes and light globes. We consider how engineers work to improve the energy efficiency of a range of processes and how we can become more energy efficient.

**What on Earth is going on? Earth and Space Science**

*How did the Earth begin? Does the Big Bang Theory or Steady State Theory really explain the origins of the universe?*

These are big questions. On a smaller scale, but more recent questions are: *Why have there been so many earthquakes recently? Can we predict an earthquake? What causes them?* These are some of the questions that are explored in this module. Students develop an understanding of the Earth and the Universe as constantly changing as a result of natural forces. The course focuses on the Earth in terms of its origin, its structure, and the ongoing changes affected by volcanic activity, continental drift, faulting and folding, erosion and weathering. Students will undertake extended research on this topic: Evaluate the extent to which you believe climate change is affecting the frequency of weather patterns, earthquakes, and volcanic eruptions. The students’ arguments need to be balanced, well justified and supported with evidence.
Students will consider rock formation and the different types of rock. How are they formed? They will identify the common rock types and recognise that rocks are a collection of different minerals. Students will consider why some rock and minerals, such as ore, have more value than others.

**SOCIAL SCIENCE**

The focus of Semester 1 is History and Politics through an investigation of Australia at the beginning of the 20th Century. The unit examines whether Australia and Australian identity was made by the act of federation or through our participation in World War I. This unit allows students to investigate why the colonies chose to create a federation. The division of power and responsibility between the local, state and federal governments will be examined. Students will explore WWI and the Anzac Legend by following the experiences of former students of Perth Modern School such as Fox and Anderson as well as the impact WWI event had on Australian society and identity.

The focus of Semester 2 is Economics and Business. This unit examines how business attempts to solve the Basic Economic Problem to maximise profits. Students will investigate types of firms and how they make decisions about what products or services they produce, how it will be produced and how to make their product more unique. The role of consumers will also be examined. Students will ‘create’ a product and apply their theoretical knowledge. Exploring the link between economics and geography students will investigate the issue of food security in the 21st Century. Key challenges to food production including competing land uses, shortage of fresh water and climate change will be examined. Students will also investigate the capacity of the world’s environments to sustainably feed the projected future population to achieve food security for Australia and the world.

**HEALTH AND PHYSICAL EDUCATION**

In Year 8 Health Education, students will have the opportunity to:

- Identify the factors important in developing resilience and mental health.
- Develop knowledge and understanding related to pregnancy and international puberty customs.
- Identify the factors important in healthy relationships.
- Develop knowledge and understanding of effects of various drugs.
- Analyse personal interests and values.

In Year 8 Physical Education, students will have the opportunity to:

- Enhance and develop basic motor skills and team dynamics for a variety of sports.
- Learn the basic rules, game strategies and tactics as they pertain to different physical pursuits.
- Appreciate and value the contribution that regular physical activity makes to their physical, emotional and social health.
- Compete and develop leadership qualities in House competitions.
- Choose a winter sport to compete in during Term 2 from the following: AFL, soccer, hockey, netball and basketball. Students will train in teams in preparation for an interschool Lightning Carnival and develop strategies and team play in a similar way to a community team.

**HIP HOP/FUNDAMENTAL MOVEMENT SKILLS 8SDAN1/8SDAN2**

Students will engage in an exciting and creative course of study tailored to introduce students to the elements of dance and hip hop technique, a free, funky expression of movement to popular music.

Students will:

- Participate in games, activities and improvisation to develop confidence, performance skills, and dance terminology.
- Apply dance skills and technique to learn and perform a choreographed class dance.
- Explore basic choreographic principles – The elements of dance and processes of choreography are explored and students solve structured choreographic tasks to produce performance works with peers.
- Reflect, evaluate and respond to their own dance works and those of others.

Pre-requisite: No experience required, the class will cater for all skill levels.
LANGUAGES

The decision on which Language to choose in Year 8 requires much thought, since students will study their chosen language from Year 8 to the end of Year 9 at least, but more likely through to Year 12. Students can choose to continue the language that they have started at Primary school or to start a new language. Please note that all language courses are designed for students who do not have a background in the language—that is, students who have learnt the majority of their language they know in an Australian school or similar environment. We currently do not offer language courses for background speakers in French, Italian and Japanese.

The exception is Chinese as a Background Language Course (in line with the Australian Curriculum) in preparation for the WA Heritage WACE course in Years 11–12. Please note that although the terminology is different, background and heritage currently have the same meaning. This course will be offered for those students who already have been identified as having a background in Chinese.

If there is sufficient demand students may study a further language in classes conducted after school. This is of particular value to students who wish to continue their language from primary school and start a new language previously not available to them.

Chinese as a Second Language (Mandarin)
Students work with a broad and varied range of text types including pictures, stories, song lyrics, films, advertisements and short stories. Students are encouraged to widen their vocabulary into areas of personal interest such as daily and school life, weather, holidays as well as colour and clothing.

Chinese as a Background Language (Mandarin)
Students build on and further develop their language capability through engagement with Chinese-speaking communities, locally and overseas and through the study of contemporary texts and issues.

French
Students extend their knowledge and use of French words and syntax within the focus of life in various French towns and towns of the francophone countries like Mauritius and Nouméa making comparisons between the regions of France and the life of French-speaking people in France and beyond its borders in aspects of life such as daily routine, education and food.

Italian
Students continue to develop the knowledge, skills and understandings to communicate effectively in the Italian Language within the foci of leisure activities, music, films and a healthy lifestyle for teenagers: casa dolce casa, qualcosa da indossare, feste film e festival, mettiamociinforma. The course explores various aspects of Italian culture in a variety of contexts. It provides an insight into how Italians live, which in turn will enable students to compare it to their own experience.

Japanese
Students continue to improve their knowledge and use of the Japanese language and characters. They will study the unit of Teenagers in a variety of contexts, covering the three themes of The Individual, The Japanese-speaking Communities, and The Changing World. Students will be expected to have mastered the Hiragana, and Katakana scripts, a selected number of Kanji characters and a prescribed set of grammatical structures by the end of the course.

From Year 8 students have the opportunity to compete in the Language Perfect World Championships – an online vocabulary and phrase building competition. They will also participate in the Language Week activities, such as tasting food specialties, playing typical sports and enjoying many cultural activities all related to the Language that they are studying. All languages make extensive use of on-line resources enabling rich and authentic experiences for students.

For detailed information on the content of each individual language course, please consult the Perth Modern web site: Languages section of the Moodle website.

THE ARTS

DRAMA (8ADR1/8ADR2)
The Year 8 Drama course has been designed to introduce students to the performance space through practical workshops and improvisation activities, drawing on stereotypes and characters that are familiar to them. They also explore the origins of early western theatre, gaining an insight into the history of drama through
the study of Greek Theatre. With a focus on practical performance, Drama students enjoy gaining an understanding of how these techniques are applied and how they influence today’s actors.

Drama students will practise improvisations and stage craft skills to assist in creating their own group devised performances, relevant to the content, to present to class audiences.

The course focuses on students developing the following dramatic skills:
- Warm-up activities
- Verbal and non-verbal communication skills
- Movement and space
- Chorus work and ritual
- Developing a character
- Stage craft knowledge
- Use of terminology

**VISUAL ART (8ART1/8ART2)**

The Year 8 Visual Art course aims to develop student’s skills and processes of Art making. Students will be exposed to a variety of drawing mediums, while also exploring and developing ideas necessary in the production of both two and three dimensional art works. Student will engage in traditional, modern and contemporary techniques which promote innovative practice. Students are encouraged to reflect and challenge their own art making in a positive and constructive environment. The emphasis of the course is for exploration of individual creativity and capability within the requirements of the project.

**TECHNOLOGY AND ENTERPRISE**

**DESIGN AND TECHNOLOGY (8TDT1/8TDT2)**

Design and Technology in Year 8 offers a course that will be the introduction to using tools and machinery in the workshop. Throughout the course of the semester, the students will be working with plastics, wood, metal and will learn the processes involved with manipulating these products.

Students will be utilising hand skills which will lead into heavy power tools in further years when developing their creative projects. All of the projects developed in Design and Technology have the ability to be expanded upon as their structure is based on the creative design of the student. By the end of the course, students will come out with a variety of projects that will display their hand skill development. This course will develop skills and knowledge in a stimulating environment where they will be introduced and encouraged to research, design and then create their projects fitting into a set of design criteria.

**DIGITAL TECHNOLOGIES – INFORMATION AND COMMUNICATION TECHNOLOGIES (8TICT1/8TICT2)**

Information and Communication Technologies provides students with opportunities to develop the practical skills and knowledge to set up and operate the essential functions of a computer. Students will learn useful skills that enable them to effectively use software applications to create animation, sound editing, movie making and gaming. Students will also learn about PC hardware fundamentals, safety aspects, networks and hardware, effective communication skills, numerical and problem solving skills and the different fields of digital technologies.

Students will experiment and explore different state of the art application and equipment. Students will have access to Adobe CS6 package, graphic tablets, 3D application, recording and editing tools.

The focus of this course is to collect and analyse relevant data independently and in collaboration in order to manipulate that data and create relevant digital solutions. During this course the students will also safety use a range of software and hardware to model, construct, test and evaluate digital products such as animations, graphic manipulation, 3D graphics and other digital technologies.

The ‘state of the art’ computer lab will offer the opportunity to experiment, explore and test current and emerging digital technology. Make your own animation, your own game and create unique digital graphics.

This is an introduction course for Multimedia and Computer Science courses in Year 9 and Year 10.

**FOOD TECHNOLOGY (8TFF1/8TFF2)**

Food Technology is a creative, hands-on subject encompassing many life skills. Using a technology and health focus, students are encouraged to use their own initiative to solve problems while working cooperatively with others, using appropriate equipment and managing time effectively.
This is done in the context of food preparation where students will learn to safely prepare a variety of healthy and nourishing foods suitable for breakfast, lunch, dinner, dessert and snacks. Students will examine the relationship between their diet and their health.

They will take a critical look at what is actually in the foods they eat; what is in the foods that certain take-away food chains would like them to eat; and how to make wise food choices. Students will prepare fantastic foods that are tasty and nutritious, economical, accessible, easy and time-efficient to make.

PHOTOGRAPHY AND DIGITAL IMAGING (8TPD1/8TPD2)

This unit of study gives students the ability to expand their skills from the Year 7 Photography and Digital Design course and begin to explore more advanced skills rating to image capture and post production. Students are encouraged to delve deeper into the construction of both photographs and commercial advertisements. Lessons are structured to initially show students how and why photographers and advertisers bring together the elements of an effective design. This process teaches students to look beyond what they can see and begin to interpret why it has been created that way.

This lets students develop their own ideas of how create effective images and advertising campaigns. Technical skills are then thoroughly taught so that the students can be confident and independent in both camera handling and post production processes. The course is still weighted towards production work to ensure students can ensure their design plans can come to reality. They will become confident at shooting in a variety of situations which is critical to their development. This ability to troubleshoot when lighting situations become difficult is a key component to becoming an effective young photographer.

MUSIC

All students enrolled in Extension Music or Class Music must participate in instrumental and vocal lessons and the relevant ensemble(s). Choir, Concert Band, Orchestra or Guitar Ensembles rehearse either before or after school or on Saturday morning. Attendance at rehearsals and performances is compulsory. Students are provided with a schedule of rehearsals and performances at the beginning of each school year.

In both the Extension and Class Music programs, students:

- continue the study of their instrument through weekly lessons which may be organised through the school
- sing in a designated choir which rehearses on a weekly basis
- participate in instrumental groups as required by the Music Department
- continue solo instrumental performances for their peers to develop the skill of music appreciation and critical review of performance.

Aural perception is developed through the reinforcement of previously learned rhythmic, pitch and harmonic concepts. Tonic solfa is used extensively in all Musicianship courses. All ensembles rehearse outside normal school hours.

EXTENSION MUSIC (8MUSE1/8MUSE2)

The Extension Music program is open to all Year 8 students, and entry is through an application and audition process. Extension music is a two elective subject and should be selected for the entire year.

Students receive a thorough grounding in musical theory as well as specialised instrumental instruction.

Students achieve the outcomes of this learning area through the specific study of musicianship (incorporating aural perception and music theory), composition, performance and music literature that examines the history of music and its place in society.

CLASS MUSIC (8MUSC1/8MUSC2)

Enrolment in Class Music is open to all Year 8 students and entry is through an application and audition process. Class Music is a single elective subject and should be selected for the entire year.

The Class Music program includes the specific study of Musicianship (incorporating aural perception and music theory).

If students have received instrumental instruction through the School of Instrumental Music, then they will continue to receive instruction at Perth Modern School (in addition to the class program). Students receiving private instrumental instruction should continue to do so unless they are offered a place at school which has become vacant.
ENGLISH
Year 9 students study three to four separate units, each of which will further their knowledge, understandings and skills in both critical and cultural literacy. Two units are compulsory and delivered by all teachers so that all Year 9 students develop a foundational understanding and appreciation of Ancient texts and Shakespearian plays, and how those texts influence and are apparent in other texts.

Literature of the Ancients: In this unit, students study literature from ancient Greece, such as *The Iliad* and *The Odyssey* and/or plays by Sophocles and Euripides. Students also study modern adaptations of ancient Greek works and the influence of these works on modern texts such as the films *Oh Brother Where Art Thou?, 2001: A Space Odyssey* and *Troy*. Students will develop their essay writing skills, produce creative responses, and participate in a major oral presentation.

The Language of Shakespeare: Students will study one or more works by William Shakespeare and explore language, stagecraft and poetry. Tasks will focus on reading comprehension, essay writing, oral performance and creative writing. They will explore links between the works of Shakespeare and contemporary events and texts.

Language and Technology: This unit explores the representation of technology in film, literature and the print media. Students will focus on investigating how our relationships with and attitudes toward technologies have changed over time and how these changes are reflected in texts.

Perception, Power and Intertextuality: In this unit, students study the literary and scientific influences on Philip Pullman’s trilogy *His Dark Materials*. Significant influences include John Milton’s *Paradise Lost*, William Blake’s *Songs of Innocence and Experience* and contemporary science. Ideas about cultural archetypes and myths are examined.

A Sense of Place: In this unit students will examine how writers and film producers create a sense of social, cultural and geographical place. Students also consider ‘place’ in an emotional sense, examining the impact of the physical and social environment on the individual; the formation of relationships, coming of age, identity and belonging.

Song of Myself: Through wide reading of canonical and contemporary non-fiction essays, literature and art students come to construct their own ‘song of myself’. Students will explore texts and study how across genres authors harness the power the language. As they read and study, students will consider the values and beliefs expressed directly or indirectly within the texts as authors construct their own songs of self. Students will then produce their own essays capturing their own values and beliefs.

MATHEMATICS
The intent of the Year 9 Curriculum is to encourage the development of important ideas in more depth, and to promote the interconnectedness of mathematical concepts. An obvious concern is the preparation of students intending to continue studying mathematics in the senior secondary years. Teachers will, in implementing the curriculum, extend the more mathematically able students by using appropriate challenges and extensions within available topics. A deeper understanding of mathematics in the curriculum enhances a student’s potential to use this knowledge to solve non-routine problems, both at this level of study and at later stages.

The foundations built in previous years will help prepare students for more conceptual development in Year 9. Previously established mathematical ideas can be drawn upon in unfamiliar sequences and combinations to solve non-routine problems and to consequently develop more complex mathematical ideas. However, students of this age also need an understanding of the connections between mathematical concepts and their application in their world as a motivation to learn.

Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments.

Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigating the shape of data sets.
Problem Solving includes calculating the surface area and volume of a diverse range of solids to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events.

Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing datasets.

Assessment: Students’ progress through the Mathematics courses measured by a range of achievements across a number of different types of assessment.

Some examples of types of assessment include:
- formal tests – written, mental or oral
- informal tests and quizzes
- projects, investigations, problem-solving
- class activities and exercises
- homework, file work
- group and individual work
- communication and technology skills.

Technology: Calculators are essential for everyday use within the Mathematics classroom and at home. It is assumed that each student has access to a suitable calculator at all times. For Years 8 and 9 a scientific calculator will be suitable. However, students will require exposure to a CASIO Classpad Calculator in Year 10, to assist in their transition into Years 11 and 12.

Computers/Tablets will form an integral part of Mathematics lessons, activities and assessments throughout all of the Middle Years. It is essential that the students have access to this technology to ensure the development of their skills.

Class Placement: Mathematics, more than most subjects, is sequential in nature. Thorough understanding of one level is necessary before success can be expected at the next level. Students who attempt to move too quickly, before having consolidated their understanding of key concepts, will finish up with less achievement, rather than more.

Students are allocated to a Mathematics class taking into consideration information gained from a range of assessment items, as indicated above. Students are placed in a class which best suits the level of Mathematics which they have demonstrated. During the course of the year, all outcomes are addressed at an appropriate level.

**SCIENCE**

Keeping it all together: Biological Sciences

Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. In this students explore the different systems of the human body. They appreciate how the requirements for life are provided through the coordinated function of body systems. Why do multicellular organisms require systems and how do they work together in a coordinated way to maintain a functioning body? Our focus is on the human body, but the research project conducted by the students should indicate the importance of systems to all multicellular organisms. Central to this course is an appreciation of how these systems operate in a coordinated way. This provides the platform for the study of Human Biology or Biological Science in Senior School.

There’s no need to Overreact! Chemical Sciences

John George Haigh wanted to commit the perfect crime. He believed he could not be found guilty of murder if there were no bodies to be found. So he disposed of his victims using sulfuric acid. However, his last victim was discovered because gall stones and part of a false denture remained. Perhaps he needed a better understanding of chemical reactions.

In this course, students begin by investigating the historical development of models of the structure of the atom. They describe and model the structure of atoms. Then, they investigate the different types of chemical reactions, including acids with metals, bases and carbonates, the formation of precipitates and properties of solvents. This builds on the work carried out in Year 8, reviewing balancing equations and atomic structure and bonding. Through this work, students will gain an increased understanding of ions and free electrons. Students will consider the role of energy in chemical reactions and recognise that the conservation of mass in a chemical reaction can easily demonstrated by chemical equations.
Students will understand that reactions can be exothermic or endothermic and recognise the role of oxygen in different types of reaction. This will lead to an appreciation of how the products of combustion reactions affect the environment and are resulting in some global issues.

**Naturally Speaking: Biological Sciences (Ecosystems)**

Students are introduced to some ecological issues through facing the world today. They will explore interactions between organisms and examine factors that affect population sizes, such as seasonal changes, destruction of habitat and introduced species. Students will consider how energy flows into and out of an ecosystem via the pathways of food webs and how it must be replaced to maintain the sustainability of the system. Finally, students will consider how ecosystems can change as a result of events, such as bushfires, drought and flooding. Case studies may be looked at in terms of what lessons we can learn to avoid similar situations being repeated in the future.

**Transferring Energy: Physical Sciences**

Energy transfer through different mediums can be explained using wave and particle models. In this course, students exploring how and why the movement of energy varies according to the medium through which it is transferred. Students will consider the wave and particle models and how they are useful for understanding aspects of phenomena. Heat transfer is often discussed in terms of convection, conduction and radiation. Students consider these terms and identify situations in which each occurs.

One way that energy is transferred through an electric circuit. Students investigate how electricity moves through a circuit by conducting a range of experiments. What factors can affect the transfer of energy through an electric circuit? Finally, students explore the properties of waves and consider situation where energy is transferred in the form of waves, such as sound and light.

Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries. Students consider how common properties of electromagnetic radiation relate to its uses, such as radar, medicine, mobile phone communications and microwave cooking.

**SCIENCE — ELECTIVE**

**CSI MOD (FORENSIC PSYCHOLOGY) (9PSY1/9PSY2)**

Students can select this subject in either Semester 1 or Semester 2.

The popularity of crime shows such as CSI, NCIS, Criminal Minds, and all those reality crime shows has sparked a growing interest in Forensic Psychology. Welcome to CSI MOD where we will explore the world of forensics, criminology and psychology.

When you hear about forensic psychology, what comes to mind? Do you think of a criminal profiler who gets inside the mind of a Psychopath in order to predict his next move? So what exactly does a CSI MOD forensic psychologist do? Crime scene and eye witness basics; solving crimes using forensics and psychology, body language and the art of lying, finger prints, false confessions and eyewitness errors. We will use FBI materials specifically designed for Middle Years students.

Prerequisite: None required.

**SOCIAL SCIENCE**

The focus of Semester 1 is History and Politics. Students will focus on Australia since 1945 examining the impact of events such as the Holocaust and post war refugee resettlement. How Australia dealt with issues arising from mass migration and the development of human rights will be explored from a historical and political perspective. Students will have the opportunity to study in depth the legacy of the Stolen Generation as well as key ideas such as multiculturalism, racism and feminism. The students will have an opportunity to develop their own policies and run a mock election to understand the political and electoral process in Australia.

The focus of Semester 2 is Geography, Economics and Business. Students will investigate Australia as an economy and its place within the broader Asian and global economy and the interdependence of participants. Through the Geography curriculum they will consider the ways places and people are interconnected with other places through trade and services.
Year 9 culminates with a program that requires students to utilise the skills and knowledge across the various disciplines within Social Science acquired in the middle years. Students will practice decision making through scenarios using real issues facing Australia and Australians in the 21st Century.

HEALTH AND PHYSICAL EDUCATION

In Year 9 Health Education, students will have the opportunity to:
- Working in small teams to conduct a Health Promotion for primary age students.
- Develop knowledge and understanding of Sexuality & Relationship skills.
- Develop an understanding of history of drug use and international health promotions.
- Develop communication skills related to world of work.

In Year 9 Physical Education, students will have the opportunity to:
- Enhance and develop motor skills and team dynamics for a variety of sports.
- Learn the rules, game strategies and tactics as they pertain to different physical pursuits.
- Appreciate and value the contribution that regular physical activity makes to their physical, emotional and social health.
- Compete and develop leadership qualities in House competitions.
- Develop skills in a winter sport during Term Two from the following choice; AFL, soccer, hockey, volleyball, netball and basketball. Students will train in teams in preparation for a Lightning Carnival interschool competition and develop strategies and team play in a similar way to a community team. Outstanding students will also be given the opportunity to gain experience as a coach for younger students in the sport of their choice.
- Leadership, peer support and management as a participant in the Sport Education model of competition.

HEALTH AND PHYSICAL EDUCATION – ELECTIVE UNITS

The following electives are offered for Year 9 students and run for one semester each. These electives enable the students to pursue their interests in physical activity beyond the range of general Physical Education courses. Courses are offered at Year 9 level in Physical Recreation, Specialised Physical Education and Dance.

Costs for these electives must be paid before a student takes part in any activity.

Specific Requirements:
Please note that all units and electives require regular participation in vigorous activity. Students will need to change into appropriate clothing.

AQUATIC RECREATION (9SAQR1/9SAQR2)
The elective involves activities out-of-school in a pool, river or beach setting. It provides students with the opportunity to learn skills chosen from the following recreational pursuits:
- Surf Board Riding
- Beach Fitness
- Sailing
- Water polo
- Windsurfing

Prerequisites:
A satisfactory level of attendance and participation in Year 8 Physical Education and the ability to swim in deep water.

PHYSICAL RECREATION (9SPR1/9SPR2)
The elective involves activities out-of-school which are not offered in the general Physical Education course. The unit provides students with the opportunity to learn skills chosen from the following recreational pursuits:
- Archery
- Ice-Skating and Roller Skating
- Self Defence
- Cycling
- Racquet Sports (Squash, Tennis, Badminton)
- Golf
- School Sports (Table Tennis, Indoor Soccer, Floor Hockey, Gym Games)

Prerequisites:
A satisfactory level of attendance and participation in Year 8 Physical Education.
OUTDOOR EDUCATION (9SOE1/9SOE2)

Students will learn about the principles of ‘Leave No Trace’, whilst undertaking practical activities that may include how to bushwalking, orienteering, mountain biking, camp craft in different locales, improve group skills, expedition planning, leadership skills, culminating in an overnight camp.

Prerequisites:
A satisfactory level of attendance and participation in Year 8 Physical Education.

JAZZ DANCE AND PERFORMANCE SKILLS (9SJD1/9SJD2)

Jazz Dance provides students with some fundamental skills of movement with emphasis on body alignment, rhythm, coordination and fitness. Students have the opportunity to perform various dances and will also develop choreographic skills to create their own dance.

An introduction to stagecraft is included in the unit which allows students to explore make-up and costume design relating to their choreography.

Each Language currently offers enrichment and extension through a biennial trip to the country and the opportunity of an exchange program to one of the countries.

Extension is offered through international, national and state competitions such as Assessment of Language Competence examinations (Japanese and Chinese), YCT and HSK in Chinese, the Dante Alighieri examinations and the Viva Italia speech competition in Italian, as well as excursions to film festivals, immersion workshops and other rich cultural events, such as the Why We Learn French.

LANGUAGES

Students continue their studies in the same language as in Year 8. This year the emphasis is on more complex communication through reading, listening, speaking and writing activities. For students this year in some languages, they may have access to overseas trips. During Year 9 student make decisions about continuing a language in Year 10.

During this year students make choices about continuing with their language into Year 10 or not. The Languages Learning Area advises all students to continue until the end of Year 10 at least, as the knowledge and skills gained will ensure students can communicate effectively in their chosen language.

Also it is important to note that students will not be able to pick up their language again in Year 11, so it is important that students carefully consider the long term benefits of being able to speak another language and understand another culture.

Many Australian universities offer ATAR bonus points (up to 10 per cent of the scaled score) to students who study a language through to Year 12. This can make the difference between students being accepted into their course of choice.

THE ARTS

DRAMA (9ADR1/9ADR2)

Students may study this subject Semester 1 and/or Semester 2.

In Year 9 Drama students will attend live theatre performances and develop an understanding of the performer/audience relationship. They will combine the elements of drama to make, present and respond (to drama). They will participate in a number of workshops with a focus on: role-play; improvisation; play-building; scriptwriting; and script interpretation. Students will learn, as actors, to use body and gesture, voice and language. They will also learn about creating characters and undertake the rehearsal and production process. They will also be introduced to theatre technologies in particular lighting and sound.

Semester 1: The focus is on Improvising. Students will participate in a series of improvisation and Theatre Sports workshops. They will learn a number of Theatre Sports games and participate in a Theatre Sports Evening performing to an invited audience. Students will then investigate the theatre form Commedia Del’ Arte. They will further extend vocal and non-verbal, characterisation and devising skills. They will be introduced to mask in performance.

Semester 2: The focus is on Docudrama and using drama to explore social issues. Students will use theatre technologies: multi-media, lighting and sound in their Drama work. They will undertake the roles of dramaturge and script writer. They will be introduced to political theatre and the work of Bertolt Brecht. Students will create their own docudrama.
Students will also focus on rehearsal and performance skills as the semester’s work will culminate in either a showcase or scripted performance to an invited audience.

**VISUAL ART (9ART1/9ART2)**
The Year 9 Visual Art course aims to foster student skills and processes of art making. The Visual Art course is designed to increase a student’s knowledge and understanding of the elements and principles of art, while also gaining an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students will be taken through a series of tasks which encourage experimentation, discernment and development of artistic knowledge and skills while fostering their own art practice. This further develops skills in processes and techniques required in the production of both two and three dimensional art works. This could include drawing, printmaking, painting, ceramics and sculpture. The emphasis is on making students familiar with a wide range of media and creating a variety of art works in a flexible, encouraging and inventive environment.

**TECHNOLOGY AND ENTERPRISE**

**MATERIALS DESIGN: WOODWORK (9TWD1/9TWD2)**
Students may study this subject Semester 1 and/or Semester 2.

The Woodwork course in Year 9 will encourage students to focus on the finished product that students will be producing. By doing this, students can analyse and appreciate the process required to create their projects. This course will give students the opportunity to develop their skills and knowledge in the workshop. Throughout the semester a variety of tools will be used, from high end power tools to the basic hand tools. Students will be provided with the opportunity to learn their skills in a safe and encouraging environment. They will create projects that will not only look good, but also last as a sturdy household creation.

Through providing designs, students can research and manipulate their project ideas to create their own modified design that will still solve a set of criteria, but will be as unique as the students themselves.

**PRACTICAL ENGINEERING (9TEN1/9TEN2)**
Students may study this subject Semester 1 and/or Semester 2.

Practical Engineering will be looking at developing students’ practical skills of metal work manipulation. This course throughout the semester will focus on the creation of multiple metalwork projects that will allow students to use a variety of machinery from power tools to hand tools. This learning will be done in a controlled manner so that students learn skills that will be taken with them throughout their high school years. Students will be manipulating multiple metal types while using a variety of metal joining processes from different welding methods to basic folding techniques. The purpose built metal work rooms will be able to provide plenty of opportunity for students to develop their skills and build creations that will only be limited by the students’ imagination.

**ROBOTICS AND ELECTRONICS (9TRE1/9TRE2)**
Students may study this subject Semester 1 and/or Semester 2.

Year 9 Robotics and Electronics will be developing students’ knowledge and understanding of how robotics can be utilised in the industrial world. The main theme of the robotics unit will be utilising Lego Mind Storms to adapt their constructions to the required programming to suit their projects and the commands they wish to produce. Advanced students can find themselves easily challenged by developing a series of motors and switches in conjunction with their programming. This will allow students to understand how robotics and the programming relates to specific functions and the required tasks being performed. The second part of this unit will be looking at electronics through the components of a circuit, how to build circuits and the practical application of electronics by building some small projects of which all students can take home.

**DIGITAL TECHNOLOGIES – MULTIMEDIA (9TMM1/9TMM2)**

Multimedia is the use of computers, programs, software and hardware to present text, graphics, video, animation, and sound in an integrated way.
This course will take a largely hands-on approach to learning. Students will be engaged in a variety of practical activities as they produce a wide range of multimedia products.

The aim of this course is to understand and learn about digital systems, develop ICT skills as well as to appreciate the importance of design principles in the creation of a multimedia product. Students learn to use the latest tools of multimedia presentation and will use industry standard programs such as Dreamweaver, Flash, Photoshop, Blender, Adobe Premier, Audacity and others.

The students will be working on the design, creation and testing of interactive and multimedia projects including animation, digital installations, digital graphics and other forms of multimedia presentations. Students will explore, and experiment with current technology individually and in groups.

The Multimedia course is an introduction to Digital Technologies – Applied Information Technology course and/or Computer Science course in Year 10.

**DIGITAL TECHNOLOGIES – COMPUTER SCIENCE (9TCS1/9TCS2)**

This course is designed to introduce Computer Science to students in Year 9. The course will explore computer programming and introduce students to the fundamentals of how computers work. Through a variety of practical, hands-on activities students will develop their understanding of how computers work and improve their general technology skills.

A major focus of this course will be to develop the logical problem-solving skills of students through an understanding of computer programming. Students will be exposed to a number of different programming languages and techniques, and will compete in a number of national programming competitions. Computer Game programming concepts will be developed using the educational Scratch and Game Maker where students will soon be creating their own, complex programs.

Students will also design and create their own website, using HTML coding and modern technologies such as CSS and Java. This process will allow them to develop an understanding of the Internet and how it works, the hardware that is needed and how different devices interact.

In taking on this challenging course, students will develop important skills that will be able to be transferred to many other aspects of their schooling. Logical problem solving is an essential skill to learn, and a deep understanding of how computers work has an increasingly important role in society. This course will develop these skills in a fun and informative manner.

This course leads to Digital Technologies – Computer Science and/or Applied Information Technology in Year 10 and Computer Science in Upper School.

**INTRODUCTION TO FOOD SCIENCE (9TCF1/9TCF12)**

Outcomes: Technology Process, Systems and Materials

Why do egg whites increase in volume? What influences our perception of taste? How do you make marshmallow? These are just some of the questions that will be answered in studying this unit.

With a strong health and nutrition focus, this unit will introduce students to the many different cooking techniques and specialised equipment used in the preparation of food. They will investigate which methods and ingredients are the most appropriate in different situations and have the opportunity to experiment with different ideas. They will also learn different ways of evaluating food and identifying ways of improving a dish.

Students will have the opportunity to broaden their skills through hands-on practical lessons that will expand their understanding and ability to use different foods and equipment.

**INTERNATIONAL FOODS (9TIF1/9TIF2)**

Where does that food come from? An intriguing question: has it spent many hours flying around the world or has it come from your own garden? In this course students look at a wide variety of foods and trace their origins. They will also consider what Australian cuisine is, where it has come from and what has influenced it.

Students will investigate a variety of ways in which Australian food and diet has developed over the past 225 years. They will investigate and practise traditional food preparation skills from bush tucker to pasta making, sushi rolling and gateaux cooking.
There is a focus on working with others in teams, following safety guidelines, hygienic food handling skills and the development of presentation and evaluation methods. It is a truly useful unit from which all students will gain a variety of relevant and useful skills.

**PHOTOGRAPHY AND DIGITAL IMAGING (9TPD1/9TPD2)**

*(Introductory Course)*

Students will be introduced to digital photography in a course which focuses on producing excellent photographic images. Hands-on opportunities will allow students to learn how to use the latest digital cameras to shoot creative and unique images after studying composition and design elements. They will utilise professional editing software, such as Adobe Photoshop, to create quality images, which will then be printed with the high end photographic printers. Students will also create a large format image which will be framed and on display in the Year 9 Photography Exhibition.

A wide variety of media concepts will be studied, where students learn about how the print media market their designs, communicate their message and target specific audiences. Students will learn how to develop their own typeface and to apply colour theory to a design. The study of these conventions gives the students an excellent platform to build on for their study of Design in Senior School.

Students will be studying Photography in the purpose built Arts Centre which incorporates the latest iMac computers, an industry standard fashion photography studio and a product and still life studio. These facilities allow students to experience technologies used in industry and University to ensure they have all the skills required to be excellent young photographers and designers.

Students will also experience field photography opportunities when they participate in an excursion to complete a photographic task. This opportunity allows students to think independently about the design and technical considerations of their images. Their images will be used to create their own corporate style publication.

**PHOTOGRAPHY AND DIGITAL IMAGING (9TPDA2)**

*(Advanced Course – Semester 2 only)*

In the Advanced course, students will be exposed to more complex photographic skills and techniques to enable them to express their creativity through the form of photographic images.

It will be expected that students develop skills to critically analyse photographic images and design components within the print media. Students will study how professional photographers compose and design images as well as how graphic designers apply typography, colour and graphics to print media designs.

A major focus of this unit is on students developing skills to fully manipulate digital SLR camera controls to enhance their image designs. Other photographic equipment including: tripods, external light meters and studio flashes, will all be used by the students to enable them to produce great photographs.

Students will be required to complete a professional fashion photo shoot that will require them to consider all aspects of a studio shoot, ranging from modelling techniques to the design of the set and lighting. They will also gain an understanding of the techniques associated with macro photography and stitching images for panoramic photography.

It will be expected that students take their Adobe Photoshop skills to a new level with a series of tutorials and a digital design task to fully display their creative prowess. Experimentation with the use of this highly advanced software will be encouraged in this unit to extend the technical and creative skills of the students. Studying this course will give students opportunity to learn skills and process required to study either Year 10 Design or Year 11 Design (ATAR).

Prerequisite: Year 9 Photography and Digital Imaging (Introductory Course)
MUSIC
Following the successful study of Music in Year 8, students may choose either the Extension Music or Class Music program in Year 9. Students may change from Extension Music to Class Music and vice versa following discussion with the Director of Music.

Extension MUSIC (9MUSE1/9MUSE2)
This is a two elective subject.

Students achieve the outcomes of this subject through the specific study of musicianship – incorporating aural perception, basic music knowledge and composition; and music literature that examines the role of music in history and its place in society.

Basic music knowledge from the previous courses is revised and extended. It is always linked with aural elements.

Music literature and appreciation skills are developed through the study of various topics encompassing music from both the popular and classical idioms. Music technology is utilised in many areas of the program.

Prerequisites:
Successful completion of the Year 8 Extension Music Program.

Students wishing to register for entry into the Year 9 Extension Music Program who do not satisfy the prerequisites should arrange an interview and audition with the Head of Music.

Students who successfully complete Year 9 Extension Music may choose to enrol in Year 10 General Music, Year 10 Extension Music or the ATAR 1/2 Music Course of Study (see Senior School Handbook).

CLASS MUSIC (9MUSC1/9MUSC2)
Basic music knowledge from the previous courses is revised and extended and is linked with aural elements.

Students who successfully complete Year 9 Class Music may choose to enrol in Year 10 General Music, Year 10 Extension Music or the ATAR 1/2 Music Course of Study (see Senior School Handbook).

Prerequisites:
Successful completion of either the Year 8 Extension Music course or the Year 8 Class Music course.

Students wishing to enrol in Class Music must be learning a musical instrument approved by the Music Department.
CAREERS AND EDUCATION WEBSITES

The information gained from the following list of websites may be helpful to students.

Tertiary Institutions Services Centre (TISC)
www.tisc.edu.au

Curtin University
www.curtin.edu.au

Edith Cowan University
http://ecugreatcareers.com

Murdoch University
www.murdoch.edu.au

University of Notre Dame
www.nd.edu.au

University of Western Australia
www.studyat.uwa.edu.au

Hobsons—Good University Guide online
www.hobsonscoursefinder.com.au

Australian Defence Force Academy
www.defencejobs.gov.au

Australia wide job search
www.jobsearch.gov.au

Career, employment, training information in Western Australia
www.getaccess.wa.gov.au

Career research
www.careersonline.com.au

Centrelink
wwwcentrelink.gov.au

My Future
www.myfuture.edu.au

Vacancies Australia wide
www.seek.com.au

Western Australian Government (go to ‘Education and Training’)
www.wa.gov.au

School Curriculum and Standards Authority
www.curriculum.wa.edu.au