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, prior to making subject selections and career plans.

PLEASE KEEP THIS HANDBOOK AS A REFERENCE FOR YEARS 8 AND 9.
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INTRODUCTION

SAVOIR C’EST POUVOIR (KNOWLEDGE IS POWER)
The school motto 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 reach 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 like minded 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 provides 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.

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.

Our curriculum is differentiated on the basis of acceleration, enrichment and extension to engage and challenge our students. Acceleration allows a faster pace of classroom instruction, necessary for gifted learners, and an earlier introduction of advanced subject matter into the classroom. The Middle Years content is also compacted to allow enrichment focussing on the degree of difficulty of the material and on curriculum being studied at greater depth.

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.

OUR VALUES
The following values guide the development and delivery of our curriculum:

- A commitment to the pursuit of knowledge and the achievement of potential, resulting in a disposition towards striving to understand the world and how one can best make a contribution to it.
- A commitment to the pursuit of excellence in all fields of experience and endeavour.
- Self acceptance and respect of self, resulting in attitudes and actions which develop each person’s unique potential – physical, emotional, aesthetic, spiritual, intellectual, moral and social.
• Respect and concern for others and their rights, resulting in sensitivity to and concern for the well-being of others, respect for others and a search for constructive ways of managing conflict.
• Social and civic responsibility, resulting in a commitment to exploring and promoting the common good; meeting individual needs in ways which do not infringe the rights of others; participating in democratic processes; social justice and cultural diversity.
• Environmental responsibility, resulting in a respect and concern for the natural and cultural environments and a commitment to regenerative and sustainable resource use.

ACADEMIC EXCELLENCE
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 activities provided by the school and by external providers such as tertiary institutions and professional associations.

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 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.

CHOICE WITHIN THE CURRICULUM
In Year 8, most subjects are compulsory. Students may choose the language they would prefer to study. They may also indicate which (if any) Music program they would prefer.

In Year 9, students continue to study English, Mathematics, Science, Social Science, a language and Music (if applicable) but have a wide range of electives from which to choose.

CAREER PLANNING
In Year 9, students begin investigating career options as part of planning for the direction their future education will take. They will be assisted by teachers in planning and mapping individual pathways.

ACADEMIC ENRICHMENT
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 in consultation with subject teachers. Students remain in an Academic Enrichment group while they continue to meet the placement criteria.
As the new Australian 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.

YEAR 8

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.
YEAR 9

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.
In Mathematics, students are encouraged to become critical thinkers who have a wide range of mathematical tools at their disposal for use in investigations, applications and analysis. Students engage in a curriculum that is motivating and intellectually rigorous. Our curriculum enables flexibility so that all students are given the opportunity to achieve to their potential. The extension and enrichment opportunities that we provide enable students to move along a pathway at a pace that suits them.

Mathematics provides a framework for logical thinking and deductive reasoning, as well as being a means of symbolic communication that is powerful, concise, logical and unambiguous. It is a means by which people can manage and understand their environment. Through study in this area students will develop the essential mathematical skills of abstraction, proof, investigation, modelling and problem solving.

The Mathematics Learning Area is organised within six outcomes:

**Working Mathematically** is concerned with mathematical thinking processes, problem solving, and the appreciation that learning involves ‘finding out’, rather than waiting to be told or shown.

**Chance and Data** assists students to collect, organise and analyse information (data), and develop their thinking about situations which are unpredictable but have long-term patterns.

**Working with Numbers** helps students to develop confidence to deal with computational situations they meet daily – a balance is needed between mental, written and calculator skills.

**Algebra** develops efficient and powerful ways of representing relationships – skills that are also used in the study of other sciences.

**Space** involves learning about shape and structure, transformation and movement, location and arrangement and solving problems based on these properties.

**Measurement** allows students to develop concepts and skills related to length, area, volume, mass, angle and time, and also situations where quantities are measured indirectly by the use of formulas.

In all outcomes, communication skills are important – processes and conclusions must be presented (in writing or otherwise) so that they can be understood by others.

**Assessment:** Students progress through Mathematics courses by achieving outcomes at the various levels, in which an outcome is achieved at a level when it has been demonstrated consistently in a variety of contexts. All student work can be used to show this progress.

The range of student achievement, evident when students leave primary school, can be expected to continue and increase through lower secondary school.

Examples 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 is suitable.

**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 actually hinder, rather than accelerate their own progress.

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 mathematical skill they have demonstrated. During the course of the year, all outcomes are addressed at an appropriate level.
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 accepted.

During Year 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 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 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 Institute of Child Health Research 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 8 and 9. Students are given problems to solve within the investigating science context. Secondly the Apprenticeship of Thinking, which is a school wide priority. 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.

**YEAR 8**

**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 will be encouraged to research one of the Nobel Laureates in Biology, Chemistry, Physics or Medicine from the last 10 years. They will be asked to consider such questions as: What did they research? How did they employ the scientific method? Can students apply what they learn from these scientists to the experiments they conduct?

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.

**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.

**Am I Alive or not? Biological Sciences**

*What determines whether something is living or not? What is the difference between non-living and dead?*

Students consider such questions as: *What determines them as living? What features do they have that determines the kingdom they belong to? What similarities do all the organisms demonstrate? Are they the same or different at the cellular level of organisation? Are their differences between the systems of different organisms?* Students will compare unicellular with multicellular organisms and consider why some multicellular organisms are herbivores, others are carnivores and some are omnivores and how they mechanisms of digestion are adapted to their dietary needs.

Students should gain an appreciation that all living things are interdependent and that changing any aspect of the environment may affect other organisms and ultimately change other features of the environment. They will consider the different reproductive strategies organisms have and whether these strategies are effective in the sustainability of a species.

**May the Force be with you: Physical Sciences**

*What is the tallest building in the world?* Burj Khalifa in Dubai is the tallest (at the time of writing), although taller buildings are under construction. To build a strong tower requires an understanding of different types of forces. At the end of this course there will be a competition to build the tallest and yet strongest tower using straws. To do this, students will require an understanding of the concepts of force, work and energy and their inter-relationships. In addition, students will study the principles of simple machines, energy transfer and sources of energy.

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.

**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 balanced, well justified and supported with evidence.

**YEAR 9**

**I’m a very together person: Biological Sciences**

*Are plants and animals similar or different?* Students research one system and outline the similarities and differences between this system in plants and animals. In this course students explore the different systems of the body. Why do multicellular organisms require systems? 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 sulphuric 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 investigate different types of chemical reactions, including acid-base reactions, 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.
An example of extension research question is: *How important are the properties of water to living organisms?* To answer this, students will need to have an understanding of both the physical and chemical properties of water and how water is used by living organisms internally and externally.

**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.

**Changing from one thing to another: Physical Sciences**

*What is electricity and how important has it become in today's society? Are we as a society becoming too reliant on electricity? What is the impact of new technologies on our energy resources?*

These are some of the big questions students will consider during this course. Having been introduced to the chemical effects of charges, students now consider the physical effects. They will explore how and why the movement of energy varies according to the medium through which it is transferred. Students will discuss how models are useful for understanding aspects of phenomena.

Heat is key example of energy transfer, but it can be transferred in many ways. Students will investigate heat transfer in terms of convection, conduction and radiation and identify real world situations in which each occurs.

*We all have appliances, but do we understand how they operate?* Students will investigate factors that affect the transfer of energy though an electric circuit.

Finally students will explore the properties of waves and situations where energy is transferred in the form of waves.

As courses are constantly being reviewed and developed, content is subject to change. It is important to the Science Department to remain up to date with current issues and we may wish to explore these developments with the students as they arise.
The Social Science Learning Area program in Years 8 and 9 provides students with exposure to a range of disciplines that are taught in Senior School, including Geography, History, Economics and Politics. The subjects are often taught in an interdisciplinary approach, with students looking at a given topic from a range of Social Science perspectives. The Social Science Learning Area offers students a range of extra curricula activities including debating, UN Youth, 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.

YEAR 8
In the Social Science Learning Area, Year 8 students learn to investigate, understand and communicate how individuals and groups live together and interact with their environment. Social Science helps students become critical thinkers by encouraging them to develop understanding through processes of social inquiry, environmental appraisal, ethical analysis and the skills to constructively critique various perspectives from past and present contexts.

By the end of Year 8, students develop to varying degrees:
- A sense of their social world and their place in it.
- A respect for their own cultural heritage and that of others.
- A respect for the rights of others.
- A commitment to the values of social justice, the democratic process and ecological sustainability.
- An understanding that they contribute to the quality of life on earth, now and in the future.

While the Year 8 program introduces students to the disciplines of Geography and History, many other elements of Social Science are incorporated through both individual tasks and enrichment activities. Study commences with a unit of Geography in which students are provided with an overview of geographic principles and physical geography before investigating earth's natural systems and analysing the impact on social systems. The unit culminates with a presentation evening for parents where groups of students work to answer the question: How did the Earth make us?

Students will then study and compare life in Medieval Europe and Feudal Japan, which incorporates aspects of the Year 8 Australian Curriculum for History. The course will culminate in an individual research task looking at a clash of cultures from history and examining the impact on the societies studied.

YEAR 9
Students develop their skills of investigation and communication throughout Year 9. The focus is on how historical events can be explained and how current issues relating to the organisation of our society and economy can best be resolved. Students are encouraged to build on existing knowledge, skills and values in a supportive learning environment. Open-ended tasks designed to allow students to easily demonstrate the full extent of their learning are used for assessment.

In Year 9, there are two semester-long units:
- The first unit starts with students learning about Australian involvement in World War One and the war’s impact on Australia. Students will learn about the different perspectives of history and the evaluation of different causes when explaining the reasons behind an event. Students will then individually research another key event or idea that shaped the modern world before returning to look at the birth of the Australian Federation. This topic is aligned with the Year 9 Australian Curriculum for History.
- The second unit focuses on our Market Economy and an evaluation of its success. The content involves Introductory Economics – the economic problem and circular flow models, understanding the market economy and studying some negative externalities and reflecting on sustainability, global warming and use of fossil fuels.

High-level skills are developed through problem-solving associated with these outcomes. Negotiation of curriculum is an accepted approach to student learning in the Social Science Learning Area.
Students have the opportunity to enjoy learning one or more languages throughout their school life at Perth Modern School. In Year 8, students will continue their language learning from primary school or may commence a new language and follow continuous study in this language to the end of Year 10 or Year 12. As all language courses deliver differentiated curriculum, students who have some experience in a language are as well catered for as new learners.

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.
### YEAR 8

The decision on which Language to choose in Year 8 requires much thought, since students will study their chosen language at least until Year 10. 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.

In 2014 Chinese as a Heritage Language will be offered for those students who already have been identified as having a background in Chinese (Mandarin).

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.

In 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 specialities, 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 website: Moodle/Languages Year 8.

### YEAR 9

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.

#### Chinese as a Heritage Language

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 Noumea 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, mettiamoci in forma. 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.

For detailed information on the content of each individual Language course, please consult the Languages section of the Moodle website.
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.

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 and how it applies to the community
- the demonstration of self-management skills
- the demonstration of interpersonal skills

Not all outcomes will be assessed every semester.

**YEAR 8**

In Year 8, Physical Education and Health Education are compulsory subjects. Students have the opportunity to:

- Challenge themselves in the demonstration of movement skills and strategies in a range of different sports including softball, cricket, hockey, badminton, athletics, basketball, netball, soccer and gymnastics.
- Choose the swimming unit during Term 1.
- Explore concepts of health as they relate to fitness, puberty, disease, self esteem, nutrition, first aid and use of drug.
- Demonstrate high levels of motivation and self management skills through activities both in and out of the classroom, including swimming, sports management, interschool competition and presentation of assignments.
- Practise positive inter-personal skills in relationships with both staff and peers through decision making opportunities provided in leadership, group presentations to a variety of audiences, conflict management, communication and sportsmanship.
- 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.

**YEAR 9**

In Year 9, students in Physical Education and Health Education will develop their skills and knowledge in the following focus areas:

- Investigation of complementary medicine and how it interacts with the mainstream.
- Research of mental health issues with an emphasis on stress management and strategies for general wellness.
- Issues relating to sexuality and relationships.
- Working in small teams to conduct a Health Promotion for primary age students with a drug education theme;
- Decision-making, self-esteem, goal-setting and assertive communication skills are emphasised throughout the Health program.
- Developing skills and strategies in a range of sports including badminton, hockey, soccer, volleyball, netball, fitness, AFL and tennis.
- 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.
**YEAR 9 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 & 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.

**SPECIALISED PHYSICAL EDUCATION (FOOTBALL CODES) 9SPEFI/9SPEF2**

Students are provided with the opportunity to extend their skills and knowledge in soccer, rugby, American and Australian Rules Football.

**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.
THE ARTS LEARNING AREA – MUSIC

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.

Perth Modern School has a well-established reputation for excellence in the delivery of music education programs. 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

EXTENSION MUSIC 8MUSE1/8MUSE2
The Extension Music program is open to all Year 8 students, and entry is through an application and audition process.

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. 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.

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.
THE ARTS LEARNING AREA – MUSIC

YEAR 9
Following the successful study of Music in Year 8, students may choose either the Extension Music or Class Music program in Year 9.

EXTENSION MUSIC 9MUSE1/9MUSE2
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 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 Department, Music.

Students who successfully complete Year 9 Extension Music may choose to enrol in Year 10 Extension Music or the 2AB 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.

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.
ARTS & TECHNOLOGY LEARNING AREA

The Arts and Technology 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 a variety of contexts. It also provides students with opportunities to apply their knowledge and skills in a creative and practical way using a variety of resources.

All Arts and Technology subjects provide students with the underlying skills base for further study and development in Senior School.

YEAR 8

Year 8 students can choose from a variety of creative and engaging subjects in which they are introduced to various concepts and ideas in the five contexts which make up this learning area: Drama, Home Economics: Food, Information and Communication Technology, Design and Technology, and Visual Art.

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 ARTS 8ART1/8ART2

In the Year 8 Visual Arts course, students engage in traditional, modern, and contemporary media and techniques within the broad areas of art forms. The course promotes innovative practice. Students are encouraged to explore and represent their ideas and gain an awareness of the role that artists and designers play in reflecting, challenging and shaping societal values. Students are encouraged to appreciate the work of other artists and engage in their own art practice.

The Art course is designed to increase a student’s knowledge and understanding of the elements and principles of art and design and to further develop 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 on creating a variety of art works.

TECHNOLOGY

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 the 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 8TICT1/8TICT2
Digital Technologies provide the 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 including Flash, Garage Band and Game Maker. 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 applications 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 safely 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 Mac lab offers 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 which are tasty and nutritious, economical, accessible, easy and time-efficient to make.

YEAR 9
THE ARTS
DRAMA 9ADR1/9ADR2
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 light and sound.

Students can select to study Drama in Semester 1 and/or Semester 2.

Semester 1: The focus is on Improvising. Students will participate in a series of improvisation and TheatreSports workshops. They will learn a number of TheatreSports games and participate in a TheatreSports 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, specifically lighting and sound in 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 ARTS
Each of the Year 9 Art courses is designed to increase a student’s knowledge and understanding of the elements and principles of art and design and to further develop skills in processes and techniques required in the production of both two and three dimensional art works. The emphasis is on making students familiar with a wide range of media and on creating a variety of art works.

Visual Arts in Year 9 offers two electives in Art.
Federal University of Technology Learning Area

FINE ARTS (PAINTING/PRINTMAKING) 9ART1/9ART2
In Semester One and Semester Two electives, we will explore the ‘Fine Arts’ of painting, drawing, print making, ceramics and sculpture. Participation in this course is recommended for those students who may wish to further art studies at an Upper School examination level as it establishes a broad theoretical and technical foundation.

FINE ARTS (SCULPTURE/CLAY) 9ACR1/9ACR2
Contemporary craft is about making things. It is an intellectual and physical activity where the maker explores the infinite possibilities of materials and processes to produce unique objects.

Craft is remembering that art is seen, felt and heard as well as understood, knowing that not all ideas start with words; thinking with hands as well as head.

TECHNOLOGY

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 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 Computer Science, Multimedia in Year 10 and Computer Science in Senior School.

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, iMovie, Garage Band 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.

INTERNATIONAL FOODS 9TIF1/9TIF2
Outcomes: Technology Process, Systems and Materials
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.

**INTRODUCTION TO FOOD SCIENCE 9TCF1/9TCF2**

*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.

**JEWELLERY 9TJW1/9TJW2**

This course will introduce students to the finer aspects of jewellery creation, including the manipulation of wood, metal, plastics and glass to create items that can be proudly displayed. The development of hand skills is integral to this course as the items being produced are quite small and require much attention to detail. The process being used to create projects can vary, from metal jewellery soldering to wood turning, to plastic carving and the melting of glass to create impressive designs. This variation of process will allow students to grasp multiple design concepts that will be applied throughout the semester which will allow them to develop a variety of design projects.

**PHOTOGRAPHY & 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 at 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 & 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.

Prerequisite: Year 9 Photography and Digital Imaging (Introductory course)

PRACTICAL ENGINEERING 9TEN1/9TEN2
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 & ELECTRONICS 9TRE1/9TRE2
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 Mindstorms 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.

WOODWORK 9TWD1/9TWD2
The Woodwork course in Year 9 will encourage students to focus on the finished product that they 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 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.