



# PERTH MODERN SCHOOL

Exceptional schooling. Exceptional students.



## CURRICULUM HANDBOOK

2024 EDITION

MIDDLE YEARS  
YEARS 7, 8 AND 9

Students and parents are advised The School Curriculum and Standards Authority (the Authority) is responsible for the Western Australian curriculum, assessment, standards and reporting for all Western Australian schools, for students from Kindergarten to Year 10.

### **Assessing against the Achievement standards**

Teachers are required to use the Achievement standards to assess student progress. Achievement standards describe an expected level that the majority of students are achieving or working toward by the end of that year of schooling. Some students will have progressed beyond the Achievement standard, others will need additional support. The expected standard for each year is described as 'C' or 'Satisfactory'. Achievement standard for each year level can be found as part of the syllabus for each learning area on the [Authority website](#).



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### 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 whilst preparing students to meet the challenges of the future. The Middle Years program strives to empower its students by fostering a love of learning.

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, while 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.

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. The subject duration times vary. Some subjects are for a term, others a semester and some will be yearlong. The Year 7 Drama, Dance, Photography and Visual Arts subjects are rotated each term, and then in Year 8 and 9 they are studied for a semester or the full year. In Digital Technologies Year 7, Year 8 and Year 9 are semester-long subjects. English, Health and Physical Education, Humanities and Social Sciences, Languages, Mathematics, Music and Science are studied for a full year for Years 7 to 9. Additional Arts, Physical Education and Technologies subjects can be selected for Year 9.

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 focused 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 the Senior Years.

The use of Information Communication and Technology is a key feature in the provision of the educational program. Students are encouraged to explore ways in which 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 that aims to explore and promote the common good; meet individual needs in ways that 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.

#### CO-CURRICULAR OPPORTUNITIES

Perth Modern School offers a wide selection of clubs, arts productions, sport, camps, excursions and tours. Students are encouraged to join up 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. 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 potential, some experience the same pressures all teenagers face when growing up in a complex society and this may impact upon their 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 afterschool private study and tutor groups, supervised by staff until 4:30pm each day.

## INTRODUCTION

### STUDENT WELLBEING

Our Advocacy program contributes to the wellbeing and well-rounded growth and support of our students through emphasis on social and emotional wellbeing. As part of the Advocacy program, the school is embedding the Positive Education Schools Program. This program gives tools and activities on how to build resilience, wellness strategies and positive relationships. Advocacy will add to the curriculum through developing effective organisational skills, interpersonal relationships and an appreciation of the value of community service and 'giving back'. School spirit and connection will be advanced through participation in House activities, social and whole school events.

### ADVOCACY

The Advocacy program for students in the Middle Years will build self-confidence, awareness and aspirations whilst embedding the School Values of: Respect Yourself, Respect Others and Respect the Space. Students will participate in camps to develop relationships, health and wellness and leadership skills. Students will explore:

- Year 7: Sense of Belonging and Sense of Worth
- Year 8: Sense of Community and Sense of Humour
- Year 9: Sense of Purpose and Sense of Future.

In the Senior Years, students will participate in health and wellness activities, career and university lectures as well as listening to guest speakers and experts in the field.

### PEGASUS SOCIETY

Pegasus Society is an opportunity for Middle Years students to be recognised for their contributions to the School and wider community for non-academic activities. There are four areas, each with specific criteria that must be completed. Each student will have a Pegasus section in their Student Diary to record all the activities undertaken to achieve Pegasus Society. For each semester a student achieves Pegasus, they receive a certificate. For the first semester they achieve Pegasus they also get a Pin and after four semesters students receive a Pegasus Bar to wear.

### FOCUS DAYS

Every year group has a Focus Day that is relevant to their educational journey. Year 7 Focus Day is early Term 1 and incorporates ICT, with wellness activities and a 'chill out' zone. Year 8 and 9 Focus Days have study skills and habits embedded with wellness and resilience activities.

### SUBJECT SELECTION PROCESS

Students are selecting for the next year and should seek input from subject teachers, counsellors and their family prior to entering selections. For students entering Years 8 and 9 in 2024 student subject selections will be entered in Subject Selection Online (SSO) via the link on the [school website](#) or under Compass Favourites.

For students entering Year 7 in 2024 each learning area from the Western Australian curriculum will be allocated by the school. Year 7 students will use SSO to select one (1) language preference and a reserve language choice. Applications to study two languages in Year 7 will be determined by the Head of Languages. If approved the student's timetable will be adjusted by the school with their second language replacing either an Arts or Technologies subject.

Once SSO has closed and school planning is underway there is no guarantee that student subject selections can be changed, therefore prior planning and careful consideration must be taken prior to submitting selections. In Semester Two some opportunity to change a selected subject may occur, but limited vacancies can mean not all requests to change will be fulfilled. In the majority of cases, students will be able to study their selected SSO subjects, and a reserve subject selection given when required.

## INTRODUCTION

### SAMPLE PROGRAM: YEAR 7

Learning Area	Subject	Periods Per Week	
The Arts	Dance	2	Term-long Subject rotation, with one term of each subject
	Drama		
	Photography		
	Visual Arts		
Arts: Music	Class Music	2	Yearlong
	Extension Music	+ 2	Yearlong Additional 2ppw for selected students
English	English	4	Yearlong
Health and Physical Education	Health Education	1	Yearlong
	Physical Education	2	
Humanities and Social Sciences	Humanities and Social Sciences	4	Yearlong
Languages	Chinese Background	2	Yearlong Select one language via Subject Selection Online (SSO)
	Chinese Second		
	French Second		
	Italian Second		
	Japanese Second		
Mathematics	Mathematics	4	Yearlong
Science	Science	4	Yearlong
Technologies	Design – Metal and Wood	2	Term-long Subjects rotation, with one term of each subject
	Food		Semester-long Subject rotation at the end of Semester 1
	Digital		
Advocacy		1	Yearlong
<b>Total</b>		<b>Max 28 ppw</b>	



## INTRODUCTION

### SAMPLE PROGRAM: YEAR 8 AND 9

Learning Area	Subject	Periods Per Week	
The Arts	Dance	2	Semester or Yearlong Optional selection via Subject Selection Online (SSO)
	Drama		
	Photography		
	Visual Arts		
Arts: Music	Class Music	2	Yearlong Optional selection via SSO (See requirements for IMSS in Music subject information)
	Extension Music	2	
English	English	4	Yearlong
Health and Physical Education	Health Education	1	Yearlong
	Physical Education	2	
	Additional Physical Education subjects for Year 9 only: Outdoor Education, Aquatic Recreation, Physical Recreation, Specialised PE High Performance	2	Semester or Yearlong For Year 9 optional additional selections via SSO
Humanities and Social Sciences	Humanities and Social Sciences	4	Yearlong
Languages	Chinese Background	2	Yearlong For Year 9 optional selection via SSO  Year 10 languages pre-require study of the selected languages in Years 9 and 8
	Chinese Second		
	French Second		
	Italian Second		
	Japanese Second		
Mathematics	Mathematics	4	Yearlong
Science	Science	4	Yearlong
Technologies	Design – Metal and Wood	2	Semester or Yearlong Optional selection via SSO
	Food		
	Digital		
	Additional Technologies subjects for Year 9 only: Electronics, Multimedia, Engineering	2	Semester or Yearlong For Year 9 optional additional selection via SSO
Advocacy		1	Yearlong
<b>Total</b>		<b>Max 28 ppw</b>	



## THE ARTS LEARNING AREA SUBJECTS



## THE ARTS LEARNING AREA SUBJECTS

### ARTS SUBJECTS

#### Year 7

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The students are introduced to the Performing Arts of Dance, Drama and Music, and the Visual Arts of Photography and Visual Art.

**Dance, Drama, Photography and Visual Arts are studied via a term rotation arrangement.**

##### **DANCE**

Students develop an understanding of the elements of dance and choreographic devices to create dance that communicates an idea. They continue to improve their technical dance skills, focusing on confidence, clarity of movement and projection. As they make dance and respond to it, they reflect on the meaning, interpretations and purposes of dance.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups. Students will rehearse and refine technical skills in Street Dance/Hip Hop genre and perform a class dance with technical and stylistic accuracy appropriate to style and/or choreographic intent.

##### **DRAMA**

Drama 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, 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 circus routine. 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 ARTS**

The Visual Arts Course is a term project where personal interpretation, exploration and imagination are highly encouraged. Students have opportunities to use and apply visual language and artistic conventions in their design and production process. They create 2D and 3D artworks which encourage personal response and an understanding of compositional structure. Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artworks and or art styles which, in turn, allows them to link their own production to a given context. Students are introduced to and use arts terminology to analyse artworks. There is a focus on safe visual arts practices when using tools and media within the art room, as well as how to present their artwork to enhance audience interpretation.

##### **MEDIA ARTS – PHOTOGRAPHY**

The Photography Course provides opportunities to view media work with a photography focus. Students are introduced to the basic communication model, explore different viewpoints in contemporary media, plan and create representations in media work and respond to their own work and the work of others.

## THE ARTS LEARNING AREA SUBJECTS

### Year 8

Subjects can be studied for one semester or yearlong by selecting Semester One (S1) and Semester Two (S2).

#### DANCE

Students will engage in an exciting and creative course of study, building on the Year 7 Dance short course. Students will further develop their Hip Hop technique: a free, funky expression of movement to popular music. They will also be introduced to improvisation skills through contemporary dance to create new movement, and choreograph dances using the elements of dance and choreographic devices for a purpose. Students will discuss how dance can communicate meaning and how dance genres/styles differ including, but not limited to, ballet, jazz, Hip Hop, street dance, tap and cultural dance (for example, Spanish, Indian, Bollywood).

#### DRAMA

This course is designed to build students' confidence in the performance space through practical workshops and improvisation activities. Students will begin by exploring the form of Children's Theatre through investigating fairy tales and using them as the basis for improvisation and devising. There will be a focus on using performance conventions to create drama. Students will also be introduced to sound and costume design, practically applying design principles. We will then explore realism as a performance style, using voice and movement techniques to shape fully developed characters. With a focus on practical performance students explore Drama to communicate and create.



#### PHOTOGRAPHY AND DIGITAL IMAGING

This course offers students an exciting opportunity to explore the ever-growing industry of digital photography and graphic design. The course is designed to have a heavy emphasis on using software, including Adobe® Photoshop® and InDesign®.

Students will complete a photo shoot in the Fashion Studio as well as shooting on excursion, which will introduce them to a broad range 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.

Students will experiment with many other technologies, including professional studio lighting, drawing using Wacom® drawing tablets and printing their work on industry standard printers. Final tasks will be commercially printed, so students and parents can use and enjoy the final products.

#### VISUAL ARTS

In Year 8 Visual Arts, students have opportunities to use and apply visual language and artistic conventions of more complexity in their design and production process. They create 2D and 3D artworks with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students will go on a field excursion to put their observational drawing skills into real world practice as artists in society do. These drawings will influence their concept and design development for their own art project. Students become familiar with how and why artists realise their ideas. They have opportunities to evaluate the contexts of culture, time and place within artworks. Students apply knowledge of techniques used by other artists and consider audience interpretation in the production of their own artwork. Students are provided with critical analysis frameworks to analyse artworks and use art terminology when responding. The focus will be on safe visual arts practices when using tools and media within the art room, as well as how to present their artworks for display.

## THE ARTS LEARNING AREA SUBJECTS

### Year 9

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Subjects can be studied for one semester or yearlong by selecting Semester One (S1) and Semester Two (S2).

#### **DANCE**

Emphasis on choreographic elements. Students will further explore the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and view. Events such as the ACHPER Dance Festival will provide an opportunity for students to apply these skills.

Students further explore the choreographer's use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and view. With emphasis on stagecraft components such as costuming, stage make-up, lighting and set design.

#### **DRAMA**

Students can select the Drama course in Semester 1 and/or Semester 2 as they are two different courses.

The focus for Year 9 is to build on a range of dramatic conventions and techniques to further students' performance skills. This is primarily done through workshop activities. Students will learn how to operate theatre technologies in Casey Theatre (lighting and sound boards, and the projector) and they will apply these theatre technologies in performance. In Semester 1 the focus is on improvising; students will participate in a series of improvisation workshops culminating in the annual Improvisation Evening. We then investigate the theatre form of Commedia Dell'Arte, building on physical performance skills and using stock characters to create original drama. In Semester 2 there is focus on Docudrama and using drama to explore social issues. Students will be introduced to political theatre and the work of Bertolt Brecht. They will devise their own Docudrama performances.

#### **PHOTOGRAPHY AND DIGITAL IMAGING**

Students will explore digital photography in a course that focuses on producing high quality photographic images and graphic designs. 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 Years. Students will participate in a field excursion to Kings Park, with the results printed, framed and showcased in a Year 9 Photography Exhibition. They will also shoot in the Fashion Studio as well as collaborating on a task to show the skills necessary when working in a creative industry.

Students can select the Photography in Semester 1 or by selecting Semester One (S1) and Semester Two (S2), they 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 advanced skills to fully manipulate digital SLR camera controls to enhance their image designs. Equipment, including tripods, external light meters and studio flashes, the Product Studio, will all be used by the students to enable them to produce industry standard photographs and graphic designs.

## THE ARTS LEARNING AREA SUBJECTS

### VISUAL ART

Can be studied for one semester or as a yearlong course by selecting Semester One (S1) and Semester Two (S2).

Students can select the Visual Art course in Semester 1 and/or Semester 2 as they are two different courses. In Year 9, students use visual art language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artwork which communicate artistic intention and personal creative style. Students experience a growing awareness of how and why artists and/or designers are influenced by other artists, their environment and the contexts of culture, time and place. They continue to apply knowledge of techniques used by other artists in the production of their own work. Students are required to critically analyse traditional and contemporary artwork using various analysis frameworks, incorporating appropriate visual art language, art terminology and conventions. Students will view and respond to art and artists in the local community by visiting galleries and studios. Resolved artworks are displayed and evaluated, with consideration to personal expression and audience.

### MUSIC SUBJECTS

The subjects are studied for the full year.

#### Year 7

The Instrumental Music School Services (IMSS)—students will receive a separate information package upon enrolment at Perth Modern School, outlining the process for learning an eligible instrument through the school.

Students develop fundamental skills and an understanding of the elements of music (pitch, rhythm, structure, harmony and expressive elements). They undertake a variety of performance, reading, writing, improvising and composing activities that focus on developing musicianship in an authentic and relevant way. Students join together to participate in the Year 7 choir as part of the timetabled curriculum, and perform at set times through the year. Learning in the Music classroom is an active experience, which includes singing and rhythm work to experience the musical concepts which are notated and used as part of the creative process.

#### Year 8

It is a requirement that students who receive an instrumental lesson through the IMSS programme are:

- enrolled in Year 8 Extension or Class Music;
  - in the large ensemble for their instrument (Wind Band, String Orchestra, Classical or Contemporary Guitar Ensemble); and
  - in the Year 8 Choir
- for the entire year.

Enrolment in Class and Extension Music is open to all Year 8 students who are currently learning an instrument either at school or privately.

In both Extension and Class Music programmes students will be engaged in:

- Kodály-based Musicianship experiences
- Performance Practice
- Instrumental/Vocal tuition
- Large and small ensemble rehearsals and performances.



## THE ARTS LEARNING AREA SUBJECTS

### CLASS MUSIC

**Class Music is a single elective subject and should be selected for the entire year.**

Students in Class Music continue to develop their understanding of the elements of music in more sophisticated ways through listening, analysing, performing, reading, writing and creating music. They apply these through their individual and group performances, and create music through conventional means and the application of technology.

### EXTENSION MUSIC

**Extension Music is a four periods per week subject selected for the year. All students who are keen on developing their music skills to the highest level or who already display advanced skills should select this elective.**

Students in Extension Music have the opportunity to move quickly through the set curriculum and skills, and apply these in more advanced ways through practical composition and performance opportunities. They experience a variety of musical styles, that allow them to examine the history of music and its place in society.

## 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. Students may change from Extension Music to Class Music and vice versa following discussion with the Head of Learning for Music.

It is a requirement that students who receive an instrumental lesson through the IMSS programme are:

- enrolled in Year 9 Extension or Class Music;
- in the large ensemble for their instrument (Wind Band, String Orchestra, Classical or Contemporary Guitar Ensemble); and
- in the Year 9 Choir

for the entire year.

The Music curriculum offers many opportunities for student extension, through aural, theory, composition, and performance opportunities. The implementation of Kodály philosophy throughout the curriculum allows students to learn through involvement in quality music-making experiences.

In both Extension and Class Music programmes students will be engaged in:

- Kodály-based Musicianship experiences
- Performance Practice
- Instrumental/Vocal tuition
- Large and small ensemble rehearsals and performances.

### CLASS MUSIC

**Class Music is a single elective subject and should be selected for the entire year.**

Students in Class Music continue to develop their understanding of the elements of music in more advanced ways through practical music-making activities including listening, analysing, performing, reading, writing and creating music. They apply their understanding through individual and group performances, and create music through conventional means and the application of technology.

### EXTENSION MUSIC

**Extension Music is a two-elective subject and should be selected for the entire year.**

All students who are keen on developing their music skills to the highest level or who already display advanced skills should select this elective.

Students in Extension Music quickly progress through the set curriculum and skills, and apply these in complex ways through added composition and performance experiences. Music literature and appreciation skills are developed through the study of various topics encompassing both popular and classical music. Music technology is utilised in many areas of the program.



## ENGLISH LEARNING AREA





## ENGLISH LEARNING AREA

### Year 7

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#### ENGLISH

The focus will be on fostering a love of learning, developing creative and critical thinkers, and encouraging students to engage imaginatively and critically with literature. Students will journey through four units that help them explore not only literature, but also themselves and their relationship with the world around them. Four units studied address the Personal and Social Capability from the Australian Curriculum.

Students will work in close reading circles, focussing on understanding genre, writing of analytical responses, and creating their own written and visual texts. Students will study the modules Fantasy in Drama and Poetry, Historical Fiction, Science Fiction and Speculative Fiction, and Documentary Film.

### Year 8

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#### ENGLISH

Students will engage in critical literacies through a variety of different modes. In addition, students will study imaginative journeys through the use of allegory, symbolism and metaphor in poetry, picture books, novels and film. To conclude the term, students will participate in the Make Your Own Storybook competition.

Term 2 focuses on the stories of others. Students will conduct inquiry-based research into a particular culture in order to generate theses about a litany of different cultures.

Students will form new classes for Term 3, choosing a learning context that interests them (eg. Walk a Mile in My Shoes, or Create a Planet) culminating in individually driven presentations that synthesise and represent ideas within an authentic context.

In Term 4, students will engage with non-fiction writing and texts, culminating in the production of a class magazine exploring a diversity of real-life issues.

### Year 9

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#### ENGLISH

Three to four units of work will further students' knowledge, understandings and skills in both critical and cultural literacy. Two compulsory units—Literature of the Ancients, and The Language of Shakespeare—focus on developing a foundational understanding and appreciation of ancient texts and Shakespearean plays, and how those texts influence other texts. Additional units that may be explored include Language and Technology, and The Power of Graphic Novels.

## HEALTH AND PHYSICAL EDUCATION LEARNING AREA SUBJECTS



## HEALTH AND PHYSICAL EDUCATION LEARNING AREA SUBJECTS

### Year 7

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In Health and Physical Education students develop knowledge, understandings and skills for creating and maintaining a healthy lifestyle, developing respectful relationships and using effective communication.

Students are provided with a variety of contexts to apply knowledge and practise skills in order to build their proficiency through the years of schooling.

The Physical Education contexts include: Throwing and Catching, Gymnastics, Athletics, Badminton, Tee-ball and Soccer.

The Health Education Contexts include: Resilience, Relationships, Healthy Choices, Preventative Health and Online Safety.

Some of the extra-curricular events held by the Health and Physical Education Department are:

- Year 7 winter sports carnival
- Whole school swimming and athletics carnivals
- Interschool swimming and athletics carnivals
- After School Interschool Sports teams through School Sport WA.

### Year 8

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In Health and Physical Education students develop knowledge, understandings and skills for creating and maintaining a healthy, active lifestyle, developing respectful relationships and using effective communication.

The curriculum provides opportunities for students to build resilience, make informed decisions and take personal responsibility for their own health, physical activity levels, safety and wellbeing.

The Physical Education contexts include: AFL football, Floor-ball, Athletics, Basketball, Cricket and Australian Dance.

The Health Education Contexts include: Relationships, Identity, Diversity, Drug Education, Health Promotion and Healthy Strategies.

Some of the extra-curricular events held by the Health and Physical Education Department are:

- Year 8 winter sports carnival and beach carnival
- Whole school swimming and athletics carnivals
- Interschool swimming and athletics carnivals.

## HEALTH AND PHYSICAL EDUCATION LEARNING AREA SUBJECTS

### Year 9

#### HEALTH AND PHYSICAL EDUCATION

In Health and Physical Education students develop knowledge, understandings and skills for creating and maintaining a healthy, active lifestyle, developing respectful relationships and using effective communication.

The Physical Education contexts include: Fitness and Cheerleading, Touch Rugby, Mod Crosse, European Handball and Softball.

The Health Education Contexts include: Relationships, Sexuality, Drug Education and Diversity.

Some of the extra-curricular events held by the Health and Physical Education department are:

- Year 9 winter sports carnival
- Whole school swimming and athletics carnivals
- Interschool swimming and athletics carnivals
- After School Interschool Sports teams through School Sport WA.

Additional subjects can be studied for one semester or yearlong by selecting Semester One (S1) and Semester Two (S2).

#### OUTDOOR EDUCATION

Students will learn about the principles of 'Leave No Trace' while undertaking practical activities that may include snorkelling, fishing, rock climbing, orienteering, group skills, camp cooking and leadership skills.

**Prerequisites:** Ability to complete a swim test of 100m.

#### AQUATIC RECREATION

This elective is designed for students who want to experience and develop skills in activities that are water based and easy to access in Perth. Some examples of activities offered are kayaking, surfing, water polo and SUPing (Stand Up Paddle Boarding).

**Prerequisites:** Ability to complete a swim test of 200m and 15 minutes of treading water.

## HEALTH AND PHYSICAL EDUCATION LEARNING AREA SUBJECTS

### PHYSICAL RECREATION

The elective involves activities out of school that 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 and School Sports (Table Tennis, Indoor Soccer, Floor Hockey, Gym Games).



### SPECIALISED PHYSICAL EDUCATION HIGH PERFORMANCE

**Can be studied for one semester or yearlong by selecting Semester One (S1) and Semester Two (S2).**

Designed to provide Year 9 students with essential sport science knowledge and improving their practical skills in preparation for the WACE exams. Students will have the opportunity to work in a range of sporting contexts while in the program to develop their physical literacy. Specifically, this includes the development of the following aspects of performance: Cardio-respiratory endurance, speed (including skill and power aspects), power, strength, agility, flexibility and core stability across several sporting contexts. The opportunity to gain an Australian Sports Commission Coaching accreditation will also be provided.



## HUMANITIES AND SOCIAL SCIENCES LEARNING AREA SUBJECTS



## HUMANITIES AND SOCIAL SCIENCES LEARNING AREA SUBJECTS

### Year 7

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**Economics**—students explore economic theory, concepts and ideas through a variety of class-based learning activities including a simulation. The simulation based loosely on the 'Game of Life' requires students to respond to a variety of life and career scenarios as they travel down the road of 'life'. It is envisaged that along the way, students will draw on their studies to help guide and explain their decision-making.

**Geography**—students learn to investigate, understand and communicate how individuals and groups live together and interact with their environment. The unit focuses on Place and Liveability. Students investigate their local area and share their findings to build an understanding of the factors that influence decisions people make about where they live.

**History**—students investigate the way of life in Medieval Europe as well as key events during the time period. Significant developments such as the changing relations between Islam and the West (the Crusades) and the impact of the Black Death will be explored. An examination of the political and legal system such as the divine right of kings, trial 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.

**Civics and Citizenship**—students build on their understanding of early law systems to gain an understanding of the concepts of democracy, justice, rights and responsibilities. They examine how the Australian legal system works to support a democratic and just society.



## HUMANITIES AND SOCIAL SCIENCES LEARNING AREA SUBJECTS

### Year 8

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**History**—students examine the key developments during the Industrial Revolution. Students investigate the impact these had socially, economically, politically and consider the extent to which these contributed to making a better world. Students will consider the causes of World War I, its impact on and significance for Australia.

**Civics and Citizenship**—students build upon their understanding of civics to investigate the types of law in Australia and how they are made in Australia through the parliament. They consider the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. The students study the role of key players in the political system, the ways citizens' decisions are shaped during an election and how a government is formed.

**Economics and Business**—students examine 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 product or services they produce, how it will be produced and how to make their product more unique. The relationship between the consumers and producers will also be examined.

**Geography**—students will investigate the geographical process involved in the creation of landforms and landscapes. The values and attitudes that people ascribe to landforms and landscapes including indigenous perspectives will also be explored.

## HUMANITIES AND SOCIAL SCIENCES LEARNING AREA SUBJECTS

### Year 9

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Students study concepts from the four HASS disciplines and make connections, where applicable between the disciplines. The focus of Year 9 is Australia's place in the contemporary global community.

**Economics and Business**—students will examine the interdependence of Australia and other economies by identifying Australia's trading partners and the role of the government. An investigation of the Global Supply Chain will enable students to investigate global interconnectivity and interdependence of participants.

**Geography**—the "Biomes and Food Security" course is a study of the world's biomes and food production from the local to global scale. Students learn about global climate patterns and how they influence the natural land cover of the earth, and the ways that humans have altered some natural biomes (e.g. through vegetation clearance, drainage, terracing, irrigation) in the production of food and fibre. The environmental, economic and technological factors that influence crop yields in Australia and across the world are also studied. Students will inquire into the challenges to food production, including land and water degradation, fresh water supplies, competing land uses, climate change and global population growth.

**Civics and Citizenship**—students examine the key features of Australia's democracy and how it is shaped through the Australian Constitution and constitutional change. In addition to this, students explore Australia's responsibility at the global level and its international obligation. As part of their studies they inquire into the values and practices that enable a resilient democracy to be sustained.

**History**—students study 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 perspective. Students will explore the Civil Rights Movements in Australia and the legacy of the Stolen Generation as well as the development of multiculturalism.

This course culminates with a program that requires students to utilise the skills and knowledge across the various disciplines within Humanities and Social Sciences acquired in the middle years. Students will practise decision-making through scenarios using real issues facing Australia and Australians in the 21st Century.

## LANGUAGES LEARNING AREA SUBJECTS



## LANGUAGES LEARNING AREA SUBJECTS

The Languages Learning Area encourages all students to actively engage with language study. Studying an additional language at school provides students with chances to expand their horizons, and learn more about how all languages work. All languages are yearlong subjects.

Middle Years Languages courses offer enrichment and extension through a variety of events, excursions and competitions. This can lead to, where possible, a biennial in-country immersion trip to a country of the target language for Senior Years students.

Students coming into the school in Year 7 choose one Languages courses from the list below. They continue to study these courses in Year 8, after which study of Languages becomes optional.

### Second Language courses

- Chinese
- French
- Italian
- Japanese

### Background Language courses

- Chinese

Most Languages courses at Perth Modern School are designed for students who do not have a background in the language — that is, students who do not have cultural or familial ties to the target language. The exception is the Chinese: Background Language course. This course is offered to students who have a cultural or familial background in Chinese. (Note that there are stringent requirements to determine if a student is eligible for a Second or Background Language course. See further information on page 26.)



## LANGUAGES LEARNING AREA SUBJECTS

### Year 7

In Year 7, students learn basic greetings and introductions, before moving on to topics about their own lives, including family, neighbourhood and school life. Students learn through both spoken and written medium (including script for Asian languages). Students also begin to learn about the culture of the target language, and how this shapes the world around it. Year 7 courses are designed so that all students, regardless of primary school-level language learning, are able to begin learning the target language.

### Year 8

**Students in Year 8 continue learning the language they selected in Year 7.**

In Year 8, students build on their skills learned in Year 8, and begin to examine deeper cultural and social issues in the target language and culture, while continuing to strengthen their linguistic knowledge through a wider range of vocabulary and grammar. Students continue to learn about the culture of the target language through a range of topics including hobbies and special occasions.

### Year 9

**Students in Year 9 continue learning the language they selected in Year 8.**

In Year 9, students continue to build their language skills. In particular, they focus on developing their productive language skills, including speaking and writing about their own experiences and opinions. Students also continue to build their vocabulary and grammar knowledge with contextually-relevant phrases and expressions that help them build a solid foundation for study in the senior years.

## LANGUAGES LEARNING AREA SUBJECTS

### LANGUAGES ELIGIBILITY

In Western Australia, there are differentiated senior secondary language courses that meet the specific language learning needs of a particular group of students. Within each of these groups, there are differences in proficiency in using the language and its cultural systems.

### TARGET AUDIENCE FOR LANGUAGE COURSES

The descriptions below of the target audience for each language course are intended to provide you with general guidance to ensure you are enrolled in the appropriate course.

#### Second language courses

These courses are aimed at students for whom the language for which they are applying is a second (or subsequent) language.

These students:

- have typically learnt everything they know about the language and its culture through classroom teaching in an Australian school or similar environment, where English is the language of school instruction
- have typically studied the language for 200–400 hours at the commencement of Year 11
- may have experienced some short stays or exchanges (less than two years in total) in a country where the language is a medium of communication
- do not use the language for communication outside the language classroom
- are not exposed to the language outside the language classroom; that is, are not spoken to in the language by members of their immediate or extended family, or community members and friends.



#### Background language courses

These courses are aimed at students who have prior exposure to the language for which they are applying that provides a linguistic and cultural advantage.

These students:

- have had formal education (one to five years in total) in a school where the language is the medium of instruction, and/or
- have spent some time for holidays, family visits or exchange purposes (two to five years in total) in a country where the language is a medium of communication, and/or
- use the language for communication outside the language classroom, and/or
- are exposed to the language outside the language classroom and may have a connection to that culture.



## MATHEMATICS LEARNING AREA SUBJECTS





## MATHEMATICS LEARNING AREA SUBJECTS

### Year 7

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We introduce the students to a number of mathematical concepts as well as helping to develop their thinking and problem-solving skills:

- **Understanding:** 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.
- **Fluency:** 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.
- **Problem-solving:** 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.
- **Reasoning:** 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 justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles and finding estimates of means and proportions of populations.
- **Coding:** approximately one period per week will be dedicated to the basics of coding through the online platform Grok Learning. Grok courses and competitions will improve the student's problem-solving as well as their computational and critical thinking ability. The programming will be self-paced, and their ability will be assessed in the form of mathematical and cross-curricula investigations.

### Year 8

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Through 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. Students will be working on the Year 8 and 9 WA curriculum in mathematics:

- **Coding:** approximately one period per week will be dedicated to the basics of coding through the online platform Grok Learning. Building on skills gained in Year 7, Grok courses and competitions will improve the student's problem-solving as well as their computational and critical thinking ability.
- **Understanding:** describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and the use of the trigonometric ratios for right-angle triangles.
- **Fluency:** 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:** 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:** following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

## MATHEMATICS LEARNING AREA SUBJECTS

### Year 9

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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 extend the more mathematically able students by using appropriate challenges and extensions within available topics. Students will be working on the Year 9 and 10 West Australian Curriculum in mathematics.

- **Understanding:** 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:** 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:** calculating the surface area and volume of a diverse range of prisms 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:** formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

## SCIENCE LEARNING AREA SUBJECTS



## SCIENCE LEARNING AREA SUBJECTS

### Year 7

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Scientists make observations, leading to hypotheses that can be tested resulting in data collection. This data is analysed and interpreted, and the procedure evaluated for improvement, with further work suggested to take the question further. This forms the basis of Scientific Inquiry, which runs all the way from Y7–Y12. In Year 7, using 21st Century skills, investigations, Habits of Mind and thinking skills, we explore different Biological habitats and how organisms are classified, the Earth's place in the Solar System, including seasonal changes and the phases of the moon. Students go to the microscopic level and explore atoms and states of matter, ending with the forces that act upon us and how this understanding can be used to make machines.

### Year 8

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As microscopes have improved, so has our understanding of cells. Students explore cell structure, before studying how organisms are structured into tissues and systems, and the different systems of the body. The Periodic table arranges the elements into a specific order. Using this understanding students explain why certain chemical reactions take place and how different elements can bond together. Energy is neither created nor destroyed. Students investigate how energy is transferred from one type into another. Certain rock formations are as a result of geological activity. Students identify the different types of rock and explore tectonic theory.

### Year 9

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Students study ecosystems and the human impact on them. Can we change our habits? Will it make a difference? Students explore the inter-relationships between organisms. Two aspects of Physics are investigated; how energy is transferred in the form of waves, and electricity; what it is, how it can be formed and utilised. Students are always looking for solutions to problems. In this section, students look at different types of solutions, including the formation of precipitates and acids and bases. Finally, students investigate how multicellular organisms work as coordinated individuals, i.e. how we respond to changes in the environment.

#### CSI MOD

The popularity of crime shows such as *CSI*, *NCIS*, *Criminal Minds* and 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.

We will explore some virtual cases using the techniques of a modern forensic laboratory and sharpen our reasoning skills and observation skills to help us solve crimes. Also, we consider the mind of a criminal. What leads someone to commit a crime?

## TECHNOLOGIES LEARNING AREA SUBJECTS





## TECHNOLOGIES LEARNING AREA SUBJECTS

The subjects are studied via a term and semester rotation arrangement. The students are introduced to the Design Technologies of Food and Metals/Wood for one term of each, and the Digital Technologies for one semester.

### Year 7

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#### DESIGN TECHNOLOGIES

**Duration: one term.**

Students learn and develop the skills required in the workshop; this 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 Technologies, as the skills can be developed and improved upon in the coming years. This course focuses on two Design and Technologies Outcomes—Technical Process and Materials. Students will be encouraged to research, design, create and evaluate their individual projects.

#### FOOD TECHNOLOGIES

**Duration: one term.**

Students learn about where their food comes from, how it is produced and how they can prepare it. They will develop an understanding of the properties of foods, food groups, safety and hygiene, food processing, presentation, sustainability and nutrition requirements. Students will then apply their knowledge through the design and preparation of foods for specific purposes.

#### DIGITAL TECHNOLOGIES

**Duration: one semester.**

This introductory course provides students with the opportunity to use their thinking skills, involving the key concepts of abstraction, data representation and interpretation in the development of algorithms and implementation of these to create digital solutions to computer-based design problems.

Students will then be given the opportunity to investigate algorithms to solve problems for: Scratch Game Design, 3D Design with Blender, 3D Printing with PRUSA Printers. Advanced students will investigate fundamentals of websites with HTML/CSS coding, Processing Programming and Unity basics with C#.



## TECHNOLOGIES LEARNING AREA SUBJECTS

### Year 8

Subjects can be studied for one semester or yearlong by selecting Semester One (S1) and Semester Two (S2).

#### DESIGN AND TECHNOLOGIES

An introduction to using tools and machinery in the workshop. Throughout the semester, students will be working with plastics, wood and metal, and will learn the processes involved with manipulating these products.

Students will be utilising hand skills, which will lead to using heavy power tools in further years when developing their creative projects. The projects developed in Design and Technologies have a structure that is based on the creative design of the student, moving through a process of research, design plans and then creation. By the end of the course, students will come out with a variety of projects that will display their hand skill development.

#### DIGITAL TECHNOLOGIES

Focuses on further developing understanding and skills in computational thinking. This course provides 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 to create digital products.

The students will have opportunities to analyse data with Excel and create lookup tables, learn the fundamentals of networking with Cisco Packet Tracer, the Fundamentals of Unity Game Programming with C# in order to create a range of solutions starting with a simple interactive game. Students will continue their journey through the web with the introduction of JavaScript to round out their HTML/CSS understanding. Advanced students will work on creating their own Web Server.

#### FOOD TECHNOLOGY

A creative, hands-on subject encompassing many life skills. 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 foods suitable for breakfast, lunch, dinner, dessert and snacks. Students will examine the relationship between their diet and their health. They are given the opportunity to consider society and ethics; and economic, environmental and social sustainability factors that can impact our food choices.



## TECHNOLOGIES LEARNING AREA SUBJECTS

### Year 9

All subjects can be studied for one semester or yearlong by selecting Semester One (S1) and Semester Two (S2).

#### DIGITAL TECHNOLOGIES

Having two years of experience learning the fundamentals of computer programming, the course now moves into a more practical direction. Students start by programming Arduino accelerometers in a sports or robotic context, which is challenging in a team context. Students learn the importance of teamwork in a technical setting.

From Arduino we move to web. Students learn to utilise the power of web frameworks which are often JavaScript-based. Advanced students create cross-platform web-based apps.

A full-fledged 3D Game design course is taken in the second term with all assets made with Blender. Students will compete in a number of national programming competitions.

#### DIGITAL TECHNOLOGIES: MULTIMEDIA

The aim of this course is to understand and 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 3D Design, animation, digital installations and other forms of multimedia presentations.

#### ELECTRONICS

Exploring how human beings interact with electrical products through sound, light and movement. Using product design processes, digital manufacturing techniques and electrical circuit design, students will learn how the human needs and technological processes influence design decisions. Students will use Fusion 360® 3D Modelling software, the laser cutter and 3D printers to design and make components to house the electrical circuitry for a portable speaker and a robotics platform project. They will also learn how to design and produce electrical circuitry using microcontrollers and soldering techniques to control lighting circuits and mechanisms that respond to a student-selected scenario.

#### FOOD TECHNOLOGY

Why do egg whites increase in volume? What influences our perception of taste? These are just some of the questions we investigate in this unit. With a nutrition focus, this unit will introduce students to a range of cooking and processing techniques using specialised equipment and new technologies that can be used in the preparation of food. Students will have the opportunity to use creativity and innovation to broaden their skills through hands-on practical lessons that will expand their understanding and ability to use different foods and equipment whilst increasing their confidence and independence collaborating with others.

## TECHNOLOGIES LEARNING AREA SUBJECTS

### **FOOD TECHNOLOGY – INTERNATIONAL**

How do cooking methods change around the world? Where does that food come from? 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, how our diets have developed and what has influenced this. They will investigate and practise traditional food preparation skills from native Australian to around the globe cuisines. There is a focus on working with others in teams, following safety guidelines, hygienic food-handling skills and developing presentation and evaluation methods.

### **MATERIALS DESIGN: WOOD**

Woodwork in Year 9 will encourage students to develop solutions to practical problems through the use of wood and acrylics. By developing their application of hand and power tools, 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 designs that will be as unique as the students themselves.

### **ENGINEERING**

Practical Engineering will be developing students' practical skills of metal 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. Students will also be learning how to use 3D modelling software for prototyping which 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 metalwork 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' imaginations.

## APPENDIX I – SCHOOL CONTACT INFORMATION

### Heads of Learning Area (HOLA)

Arts subjects	Sally Floyd	<a href="mailto:sally.floyd@education.wa.edu.au">sally.floyd@education.wa.edu.au</a>
Music subjects	Philippa Roy	<a href="mailto:philippa.roy@education.wa.edu.au">philippa.roy@education.wa.edu.au</a>
English subjects	Danae Brazier	<a href="mailto:danae.brazier@education.wa.edu.au">danae.brazier@education.wa.edu.au</a>
Health and Physical Education subjects	Mark Muir	<a href="mailto:mark.muir@education.wa.edu.au">mark.muir@education.wa.edu.au</a>
Humanities and Social Sciences subjects	Louise Secker	<a href="mailto:louise.secker@education.wa.edu.au">louise.secker@education.wa.edu.au</a>
Language subjects	Matthew Todd	<a href="mailto:matthew.todd@education.wa.edu.au">matthew.todd@education.wa.edu.au</a>
Mathematics subjects	Mark White	<a href="mailto:mark.white@education.wa.edu.au">mark.white@education.wa.edu.au</a>
Science subjects	Anthony Meczes	<a href="mailto:anthony.meczes@education.wa.edu.au">anthony.meczes@education.wa.edu.au</a>
Technologies subjects	Sally Floyd	<a href="mailto:sally.floyd@education.wa.edu.au">sally.floyd@education.wa.edu.au</a>

### Associate Principals

Student Services	Nikki Reilly	<a href="mailto:nicola.reilly@education.wa.edu.au">nicola.reilly@education.wa.edu.au</a>
Timetable and SSO	Robyn Verboon	<a href="mailto:robyn.verboon@education.wa.edu.au">robyn.verboon@education.wa.edu.au</a>
Learning and Teaching, and Acceleration	Fiona Tholet	<a href="mailto:fiona.tholet@education.wa.edu.au">fiona.tholet@education.wa.edu.au</a>

## APPENDIX II – CAREER PLANNING WEBSITES

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

Australia-wide job search	<a href="http://www.jobsearch.gov.au">www.jobsearch.gov.au</a>
Australian Defence Force Academy	<a href="http://www.defencejobs.gov.au">www.defencejobs.gov.au</a>
Course Finder	<a href="http://www.coursefinder.com.au">www.coursefinder.com.au</a>
Curtin University	<a href="http://www.curtin.edu.au">www.curtin.edu.au</a>
Edith Cowan University	<a href="http://www.ecu.edu.au">www.ecu.edu.au</a>
Murdoch University	<a href="http://www.murdoch.edu.au">www.murdoch.edu.au</a>
My Future	<a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a>
Perth Modern School	<a href="http://www.perthmodern.wa.edu.au">www.perthmodern.wa.edu.au</a>
School Curriculum and Standards Authority	<a href="http://www.scsa.wa.edu.au">www.scsa.wa.edu.au</a>
Seek vacancies Australia	<a href="http://www.seek.com.au">www.seek.com.au</a>
Tertiary Institutions Services Centre (TISC)	<a href="http://www.tisc.edu.au">www.tisc.edu.au</a>
The Good University Guide	<a href="http://www.gooduniversitiesguide.com.au">www.gooduniversitiesguide.com.au</a>
Training – Department of Training and Workforce Development	<a href="http://www.dtwd.wa.gov.au">www.dtwd.wa.gov.au</a>
University of Notre Dame	<a href="http://www.nd.edu.au">www.nd.edu.au</a>
University of Western Australia	<a href="http://www.studyat.uwa.edu.au">www.studyat.uwa.edu.au</a>



