



PERTH MODERN SCHOOL

Exceptional schooling. Exceptional students.



CURRICULUM HANDBOOK

2025 EDITION

MIDDLE YEARS
YEARS 7, 8 AND 9

Students and parents are advised The School Curriculum and Standards Authority (SCSA or 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. The [Guiding Principles](#) provided by the Authority set the scene for learning that meets the educational needs of our students. Children develop the [Western Australian Values of Schooling](#) through the programs they undertake at Perth Modern School.

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](#).



PUBLICATION DATE: May 2024

PUBLISHED BY: Perth Modern School
90 Roberts Road
SUBIACO 6008
9392 6855

www.perthmodern.wa.edu.au

CONTENTS

Introduction	2	Health and Physical Education Learning Area Subjects	15
<i>Savoir C'est Pouvoir</i> (Knowledge is Power).....	2	Year 7.....	16
Key Guiding Principles	3	Year 8.....	16
Personal Best	3	Year 9.....	17
Enrichment Opportunities	3	Humanities and Social Sciences Learning Area Subjects	19
Co-curricular Opportunities	3	Year 7.....	20
Student Progress.....	3	Year 8.....	21
Student Academic Support	3	Year 9.....	22
Advocacy.....	4	Languages Learning Area Subjects	23
2025 Course Selection Process and Subject Selection Online	4	Year 7.....	25
Sample Program: Year 7	5	Year 8.....	25
Sample Program: Year 8 and 9.....	6	Year 9.....	25
The Arts Learning Area Subjects	7	Mathematics Learning Area Subjects	27
Arts Subjects	8	Year 7.....	28
Year 7.....	8	Year 8.....	29
Year 8.....	9	Year 9.....	30
Year 9.....	10	Science Learning Area Subjects	31
Music Subjects	11	Year 7.....	32
Year 7.....	11	Year 8.....	32
Year 8.....	11	Year 9.....	32
Year 9.....	12	Technologies Learning Area Subjects	33
English Learning Area	13	Year 7.....	34
Year 7.....	14	Year 8.....	35
Year 8.....	14	Year 9.....	36
Year 9.....	14	Appendix I – School Contact Information	38
		Appendix II – Career Planning Websites	39



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 for Years 7 to 9 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. 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.

Accelerating curriculum

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. When students demonstrate a propensity to be twice exceptional, programs are differentiated comprehensively to support multiple levels of learning. Additionally, teachers are trained to respond to the varied needs of neurodiverse students, including combinations of executive function skill delays gifted students can be challenged with.

The acceleration and differentiation that is adopted by the school 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. Generally, it is considered that differentiation of the curriculum caters for the individual learning needs of students in Years 7–9. In the case of identified students, where there is a legitimate reason for a student to be following a modified curriculum in one or more learning areas or whole-year acceleration, this needs to be negotiated between the school, the student and their parents/carer. The SCSA K10 Outline – [Gifted and Talented Education](#) provides guidelines for acceleration. For identified students in Year 10 acceleration is designed to provide students with access to ATAR courses to achieve [WACE](#) requirements.

INTRODUCTION

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 and Mod Mentors (senior school students) until 4:30 pm each day.

INTRODUCTION

ADVOCACY

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.

Students will participate in camps to develop relationships, health and wellness and leadership skills. Students will explore:

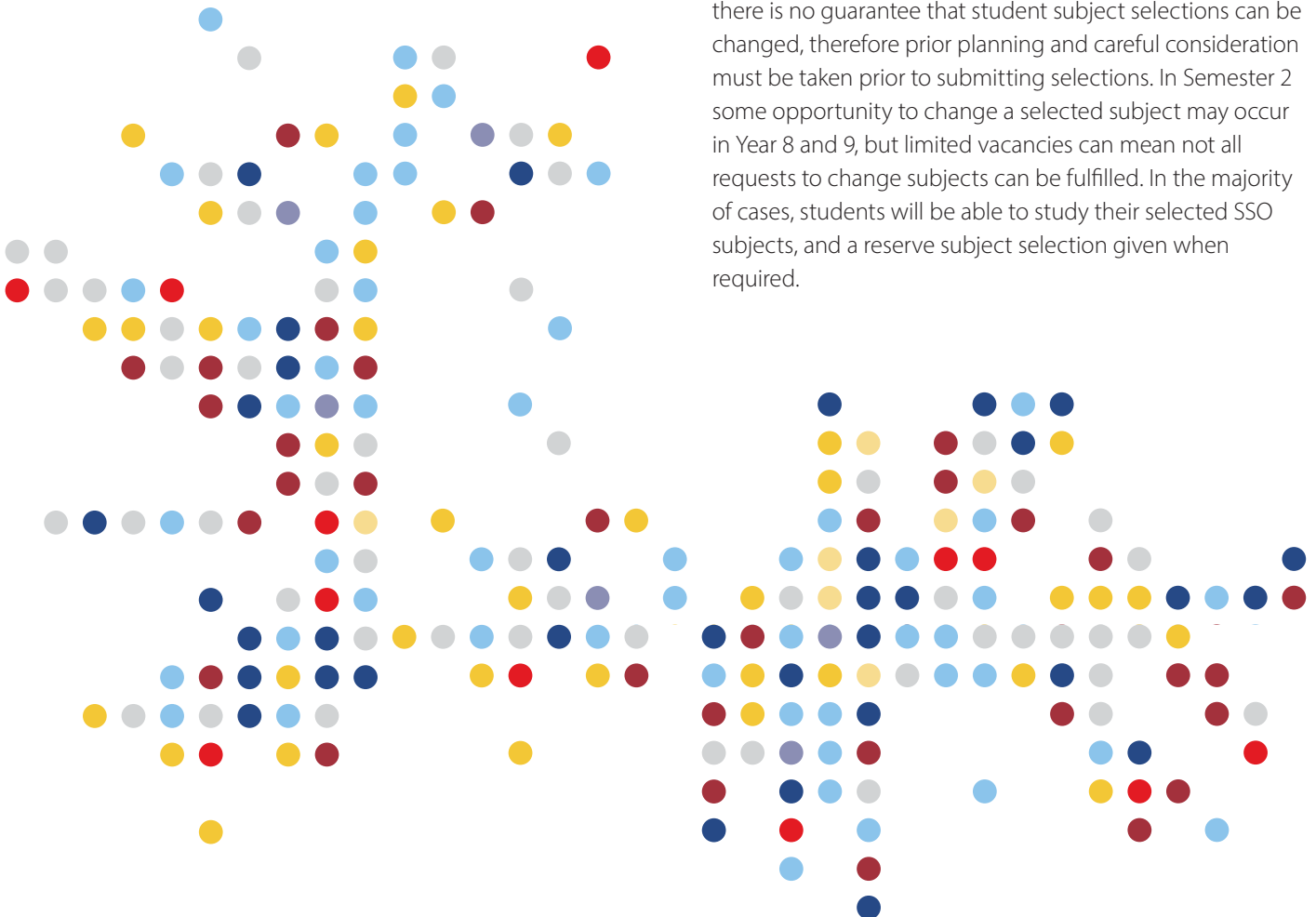
- Year 7: Sense of Belonging
- Year 8: Sense of Engagement
- Year 9: Sense of Self.

2025 COURSE SELECTION PROCESS AND SUBJECT SELECTION ONLINE (SSO)

Students should seek information from the School Curriculum and Standards Authority [SCSA Parents and Community](#), and input from subject teachers, counsellors and their family prior to entering selections. For students entering Years 8 and 9 in 2025 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 2025 each learning area from the Western Australian curriculum will be allocated by the school. Year 7 students will use SSO to select their one (1) language preference and a reserve language choice. Applications to study two languages in Year 7 will be considered by the Head of Languages if the school can resource a second language. When a second language is approved the student will then be removed from either an Arts or Technologies subject. Students who select two languages and music extension will be removed from Arts and Technologies in Year 7.

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 2 some opportunity to change a selected subject may occur in Year 8 and 9, but limited vacancies can mean not all requests to change subjects can 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		
	Digital	2	Semester-long Subject rotation at the end of Semester 1
Advocacy		1	Yearlong
Total		Max 28 ppw	

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 and Design		
	Visual Arts		
The Arts: Music	Class Music	2	Yearlong Optional selection via SSO (See requirements for IMSS in Music subject information)
	Extension Music	4	
English	English	4	Yearlong
Health and Physical Education	Health Education	1	Yearlong
	Physical Education	2	
	Additional Physical Education subjects for Year 9 only include: Outdoor Education, Aquatic Recreation, Physical Recreation, Specialised PE High Performance	2	Semester or Yearlong For Year 9 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
	Additional Science subjects for Year 9 only include: Psychology – CSI Mod (Semester only), Sustainability (Semester or Yearlong)	2	For Year 9 Semester or Yearlong Optional additional selection via SSO
Technologies	Design – Metal and Wood	2	Semester or Yearlong Optional selection via SSO
	Food		
	Digital		
	Additional Technologies subjects for Year 9 only: Electronics, Food, Engineering	2	Semester or Yearlong For Year 9 optional additional selection via SSO
Advocacy		1	Yearlong
Total		Max 28 ppw	

THE ARTS LEARNING AREA SUBJECTS



THE ARTS LEARNING AREA SUBJECTS

ARTS SUBJECTS

Year 7

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

The Drama course engages 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 devised piece based on a given stimulus. 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 AND DESIGN

The Photography and Design course provides opportunities to view, understand and produce media work with a photography and graphic design focus. Students explore different viewpoints in contemporary media, plan and create representations in media work and respond to their own work and the work of others. There is strong emphasis on marketing and advertising, where students learn the techniques used to influence purchasers across a wide range of products. This helps students make better decisions as young consumers. Students will create a marketing campaign of their own, where they will design a brand, produce labelling to market the product, label the product, utilising Adobe® Photoshop® and InDesign®, to complete an advertisement of their brand. This full design process is an example of a real-world design process, providing students with excellent skills to continue to utilise.



THE ARTS LEARNING AREA SUBJECTS

Year 8

Can be studied for one semester, in either Semester 1 or 2, or as a yearlong course by selecting Semester 1 (S1) and Semester 2 (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. Semester 1 focuses on exploring storytelling conventions from a variety of cultures. These skills are then extended through the practical exploration of script work. In Semester 2, students will explore the theatre forms of Children's Theatre and Melodrama through improvisation and script interpretation.

Students will also be introduced to sound and costume design, practically applying design principles. Across both semesters there will be a focus on 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 DESIGN

This course offers students an exciting opportunity to explore the ever-growing industry of digital photography, graphic design, marketing and advertising. Although there is a heavy emphasis on using software, including Adobe® Photoshop®, InDesign® and Illustrator®, the Photography & Design teachers will guide students through many creative thinking strategies, which in turn, helps students across all aspects of their schooling, and life more broadly.

Students will shoot images 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

Can be studied for one semester, in either Semester 1 or 2, or as a yearlong course by selecting Semester 1 (S1) and Semester 2 (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

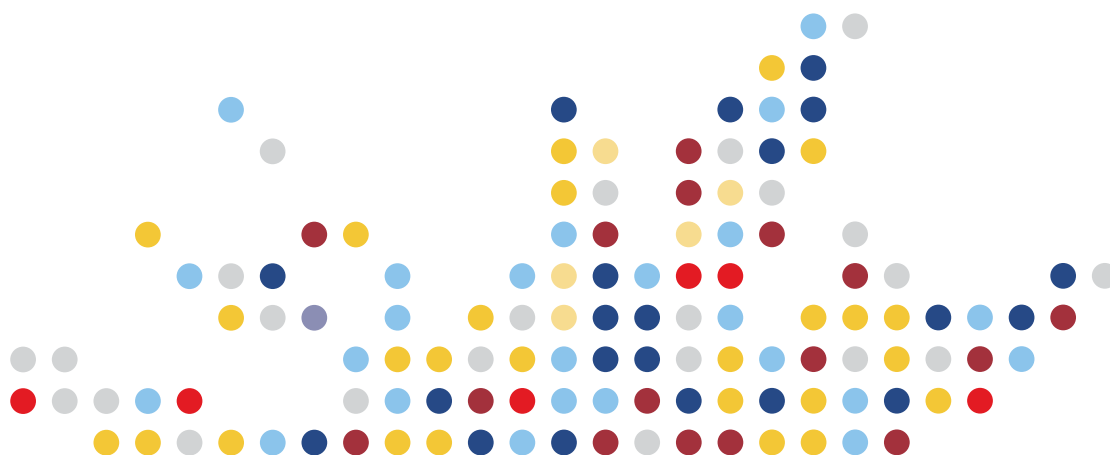
The focus for Year 9 is to build on a range of dramatic conventions and techniques to further students' performance skills. This is primarily done through workshop activities. Students will learn how to operate theatre technologies in Casey Theatre (lighting and sound boards, and the projector) and they 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 DESIGN

Students will explore digital photography, graphic design and marketing 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 print, and social media marketing. Students will learn how advertisers communicate their message and target specific audiences, which in turn, makes them more educated as consumers, when they are constantly impacted by companies striving for their business.

Photography and Design combines technical skill, creativity and application of design thinking conventions, which gives them 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.

For those who choose Photography and Design in both semesters, they will be exposed to more complex photographic and graphic design skills and techniques to enable them to express their creativity through the form of print and social media advertising. 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 and designers compose imagery, use typography, colour and graphics to can an audience's attention within a variety of media.



THE ARTS LEARNING AREA SUBJECTS

VISUAL ART

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 for Year 8 students who receive an instrumental lesson through the IMSS programme to be enrolled in a yearlong program that includes:

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

Enrolment in Class Music is open to all Year 8 students who are currently learning an instrument either at school or privately. Enrolment in Extension Music is for Year 8 students that had been accepted into the Year 7 extension programme.

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

Is a yearlong subject for two periods per week, selected for Semester 1 and 2.

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

Is a yearlong subject for FOUR periods per week, selected for Semester 1 and 2.

It is for 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 for Year 9 students who receive an instrumental lesson through the IMSS programme to be enrolled in a yearlong program that includes:

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

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

Is a yearlong subject for two periods per week, selected for Semester 1 and 2.

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

Is a yearlong subject for FOUR periods per week, selected for Semester 1 and 2.

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

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

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.

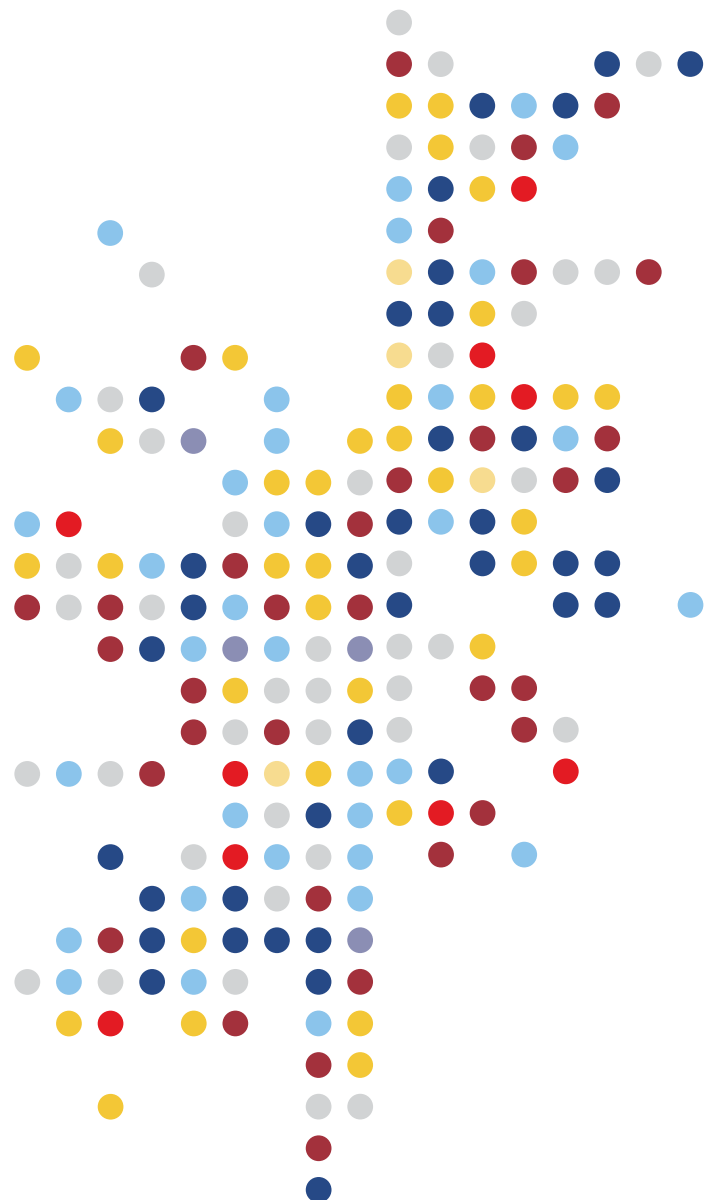
Students will form new classes for Term 3, choosing a learning context that interests them (eg. Walk a Mile in My Shoes, or Create a Planet) culminating in individually driven presentations that synthesise and represent ideas within an authentic context.

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

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

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

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.

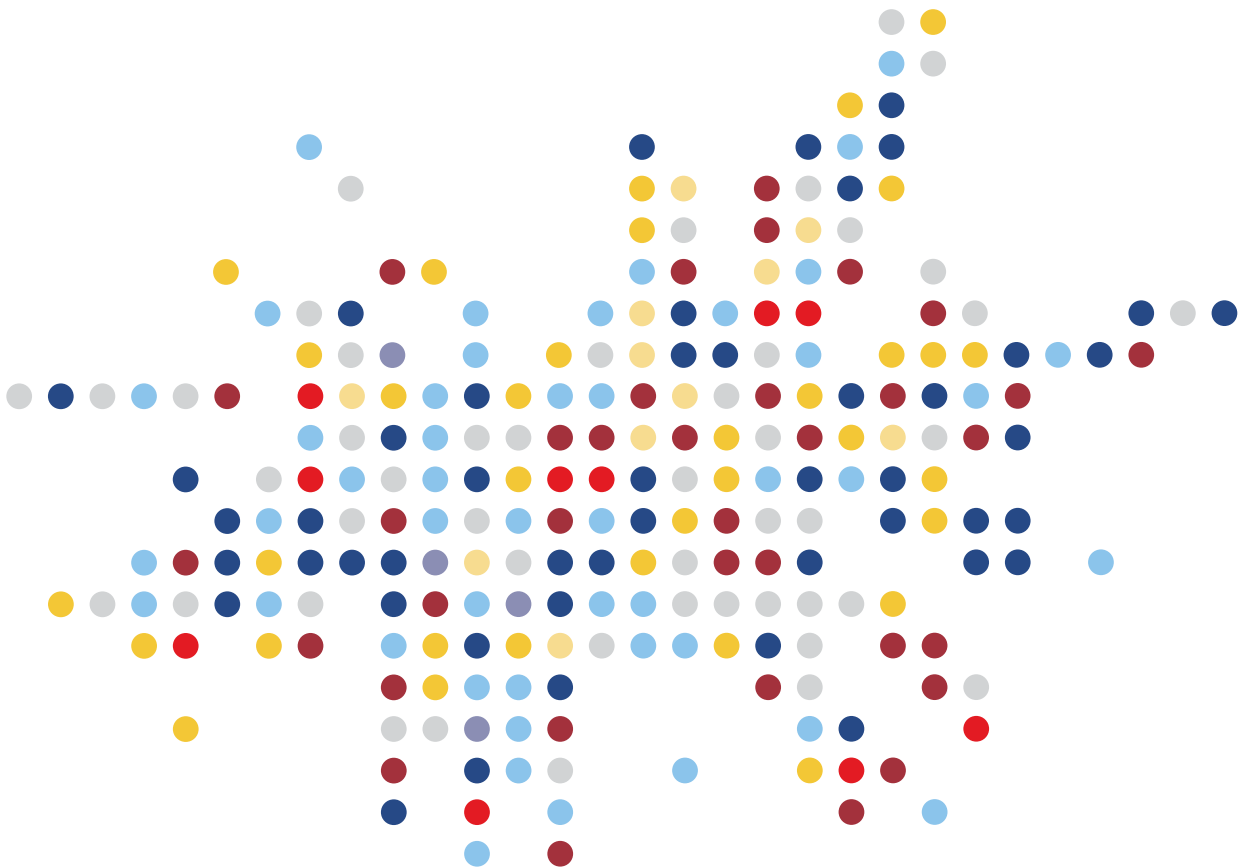
The curriculum provides opportunities for students to build resilience, make informed decisions and take personal responsibility for their own health, physical activity levels, safety and wellbeing.

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

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 1 (S1) and Semester 2 (S2).

AQUATIC RECREATION

Can be studied in Semester 1 only.

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).

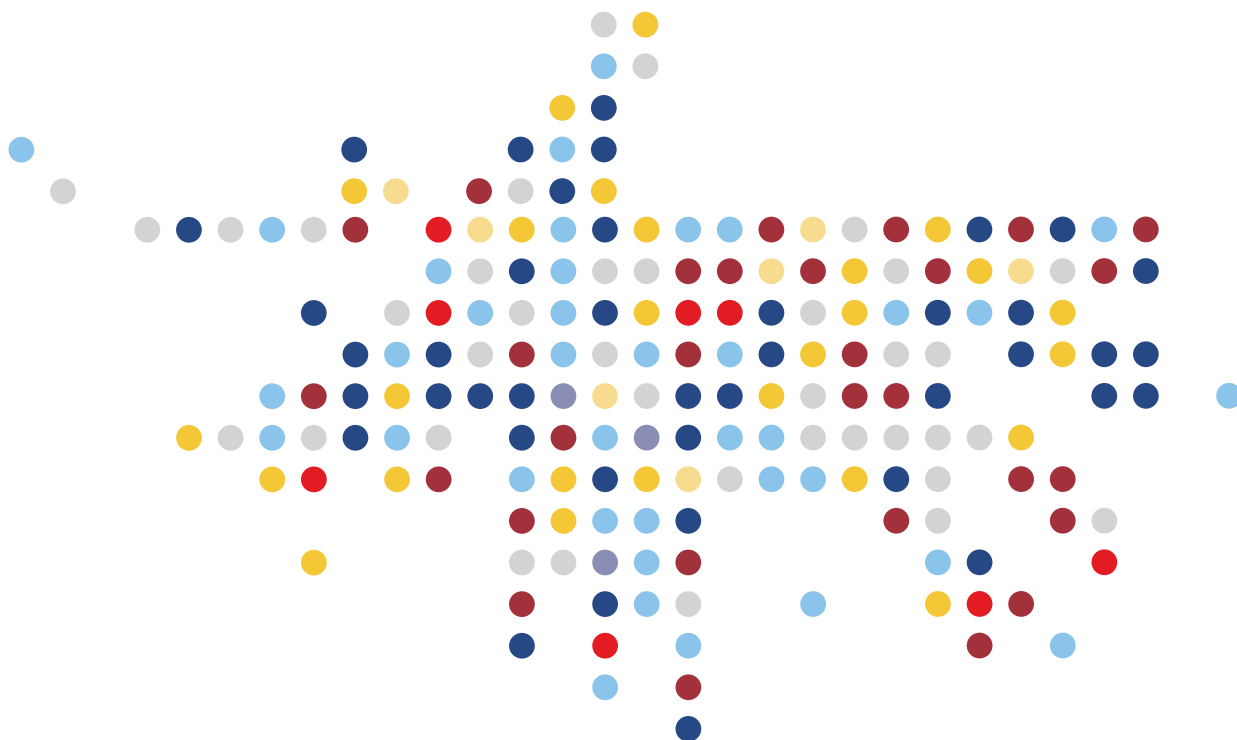
Prerequisites: Ability to complete a swim test of 200m and 15 minutes of treading water.

OUTDOOR EDUCATION

Can be studied for one semester, in either Semester 1 or 2, or as a yearlong course by selecting Semester 1 (S1) and Semester 2 (S2).

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.



HEALTH AND PHYSICAL EDUCATION LEARNING AREA SUBJECTS

PHYSICAL RECREATION

Can be studied for one semester, in either Semester 1 or 2, or as a yearlong course by selecting Semester 1 (S1) and Semester 2 (S2).

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, in either Semester 1 or 2, or as a yearlong course by selecting Semester 1 (S1) and Semester 2 (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

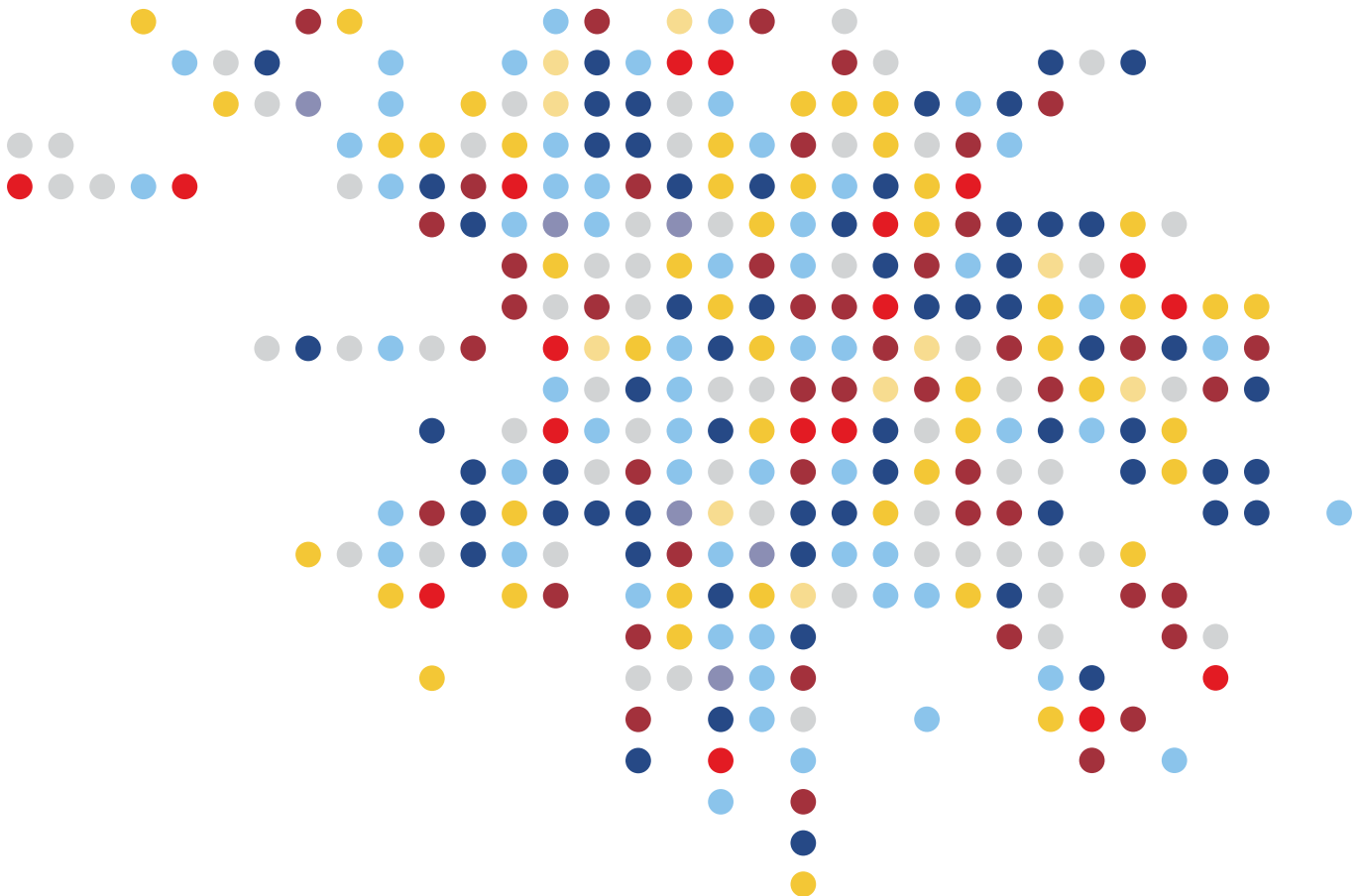
Year 7

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

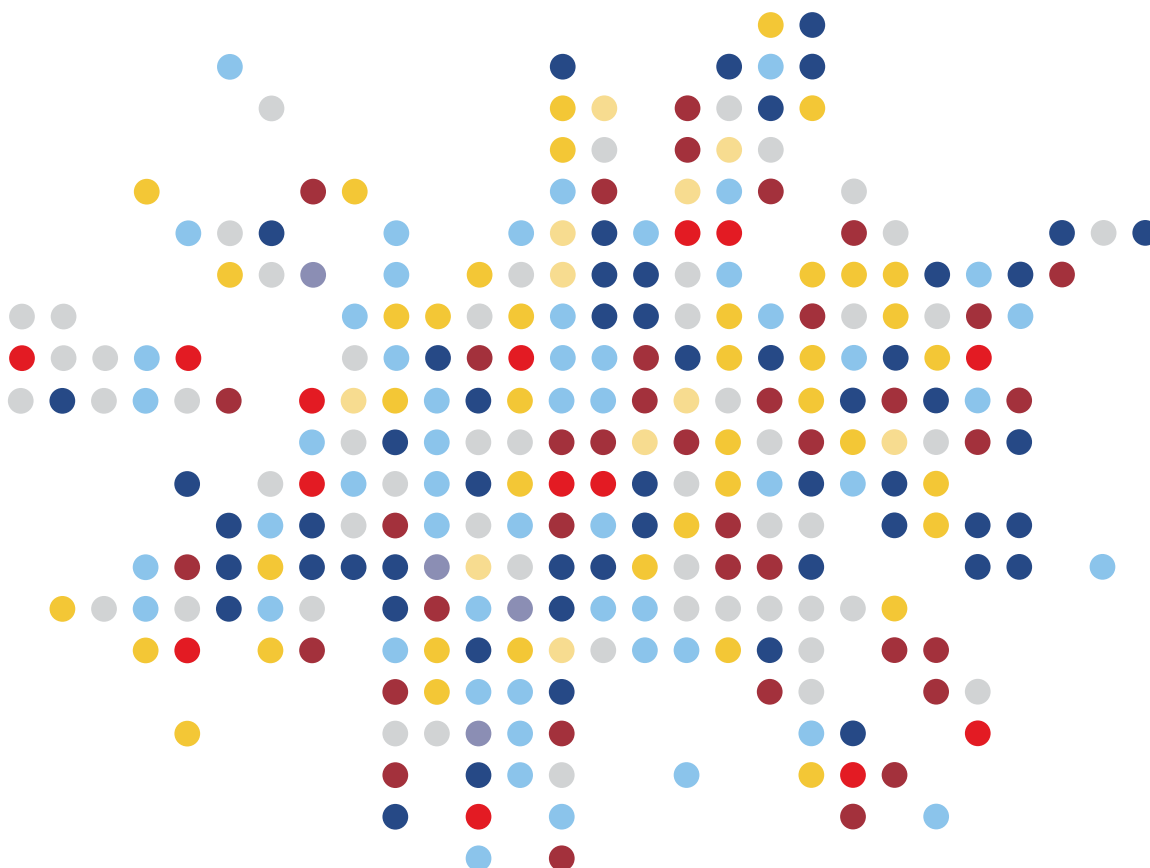
Year 8

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

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.

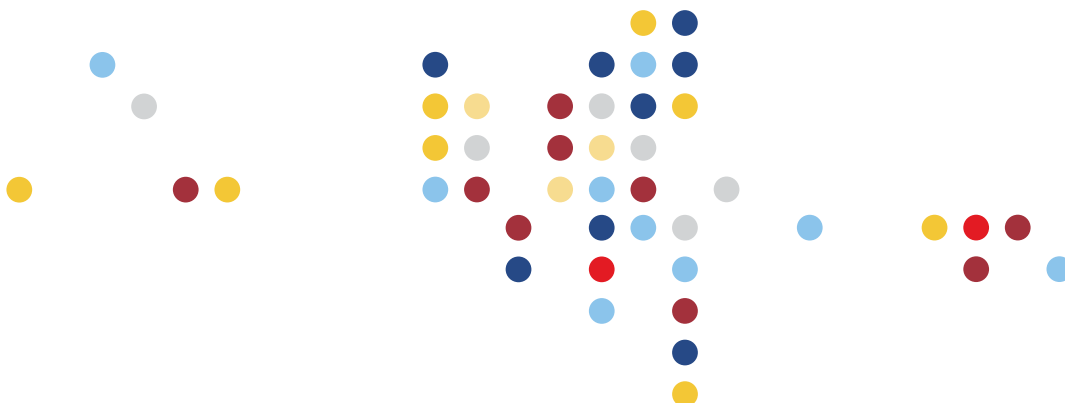
Geography—the “Biomes and Food Security” course is a study of the world's biomes and food production from the local to global scale. Students learn about global climate patterns and how they influence the natural land cover of the earth, and the ways that humans have altered some natural biomes (e.g. 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.

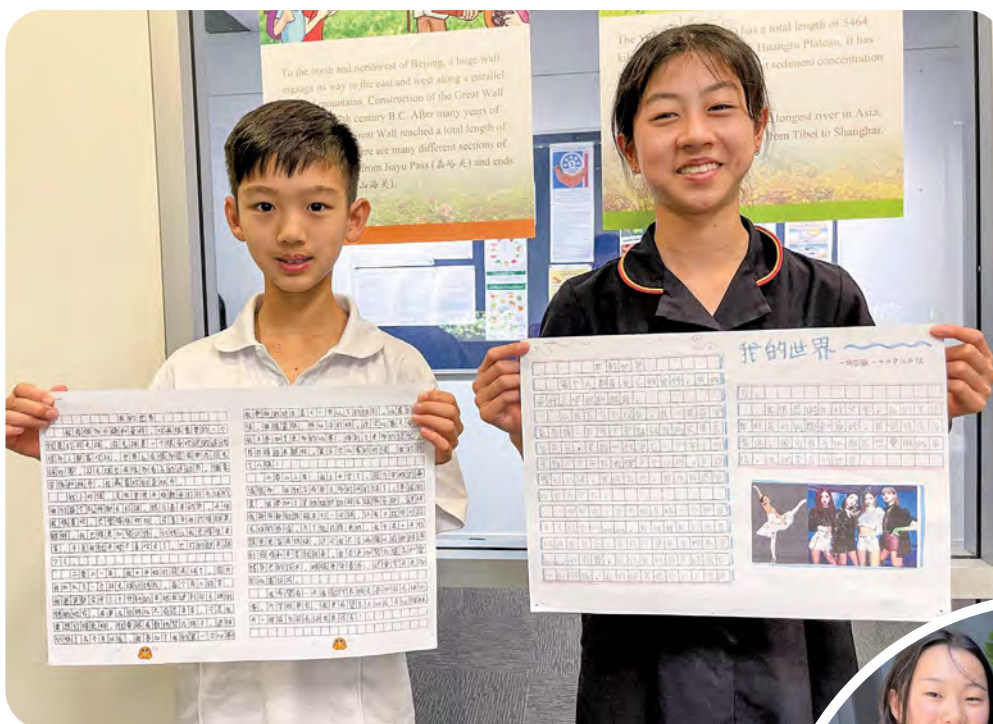


History—students study Australia since 1945, examining the impact of events such as the Holocaust and post-war refugee resettlement. How Australia dealt with issues arising from mass migration and the development of human rights will be explored from a historical perspective. Students will explore the 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

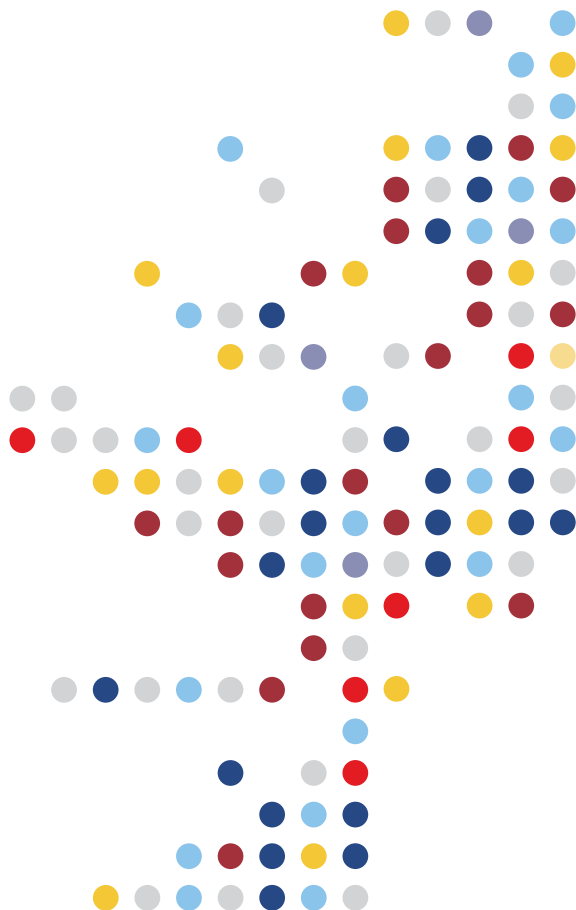
- Chinese
- French
- Italian
- Japanese

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.)

To satisfy SCSA curriculum requirements, we ask all students and parents to indicate linguistic background of their child when selecting their language preference either in via SSO for Year 7 or on enrolment for other year levels.



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

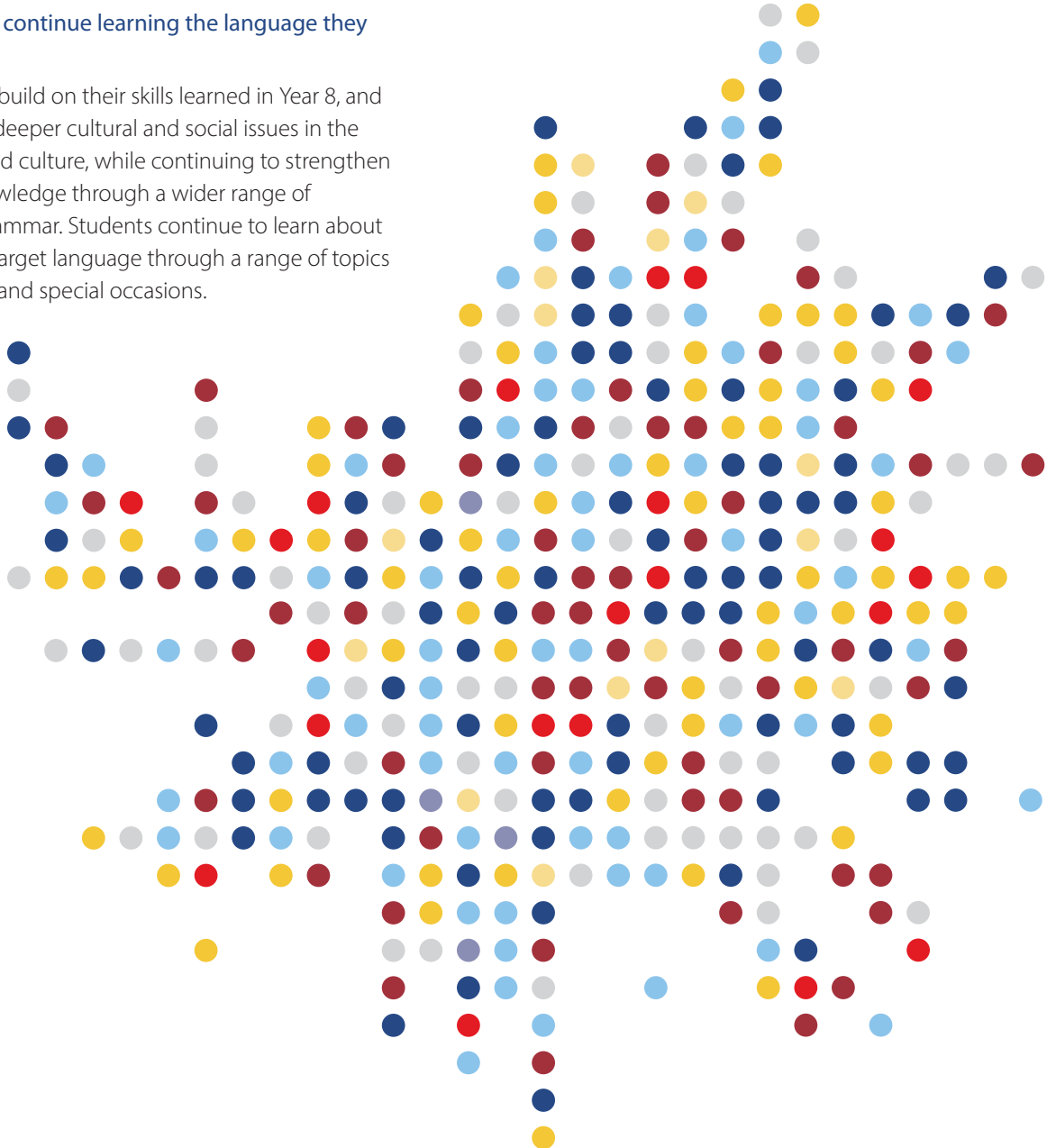
Students in Year 8 continue learning the language they selected in Year 7.

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.

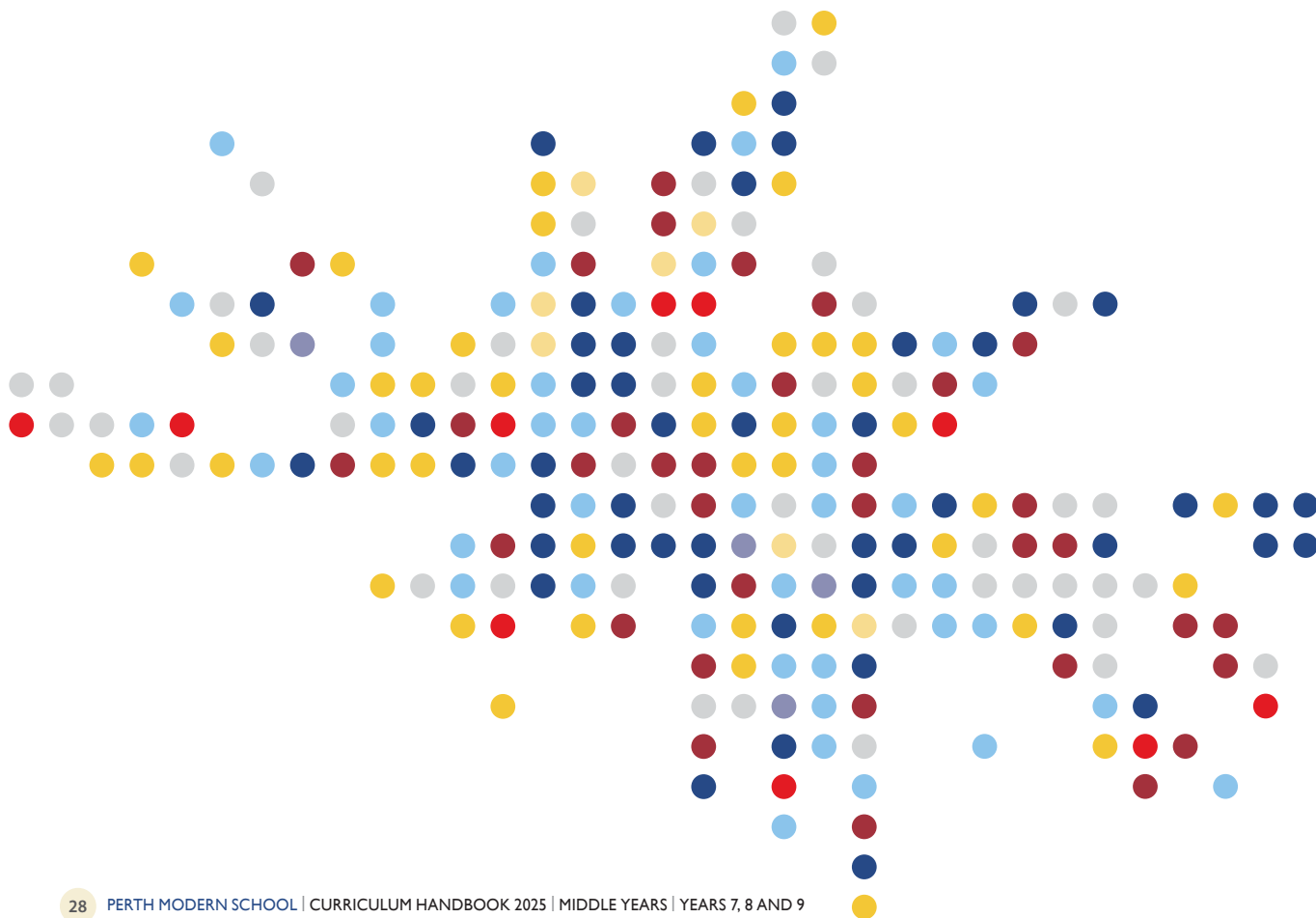
MATHEMATICS LEARNING AREA SUBJECTS



Year 7

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.

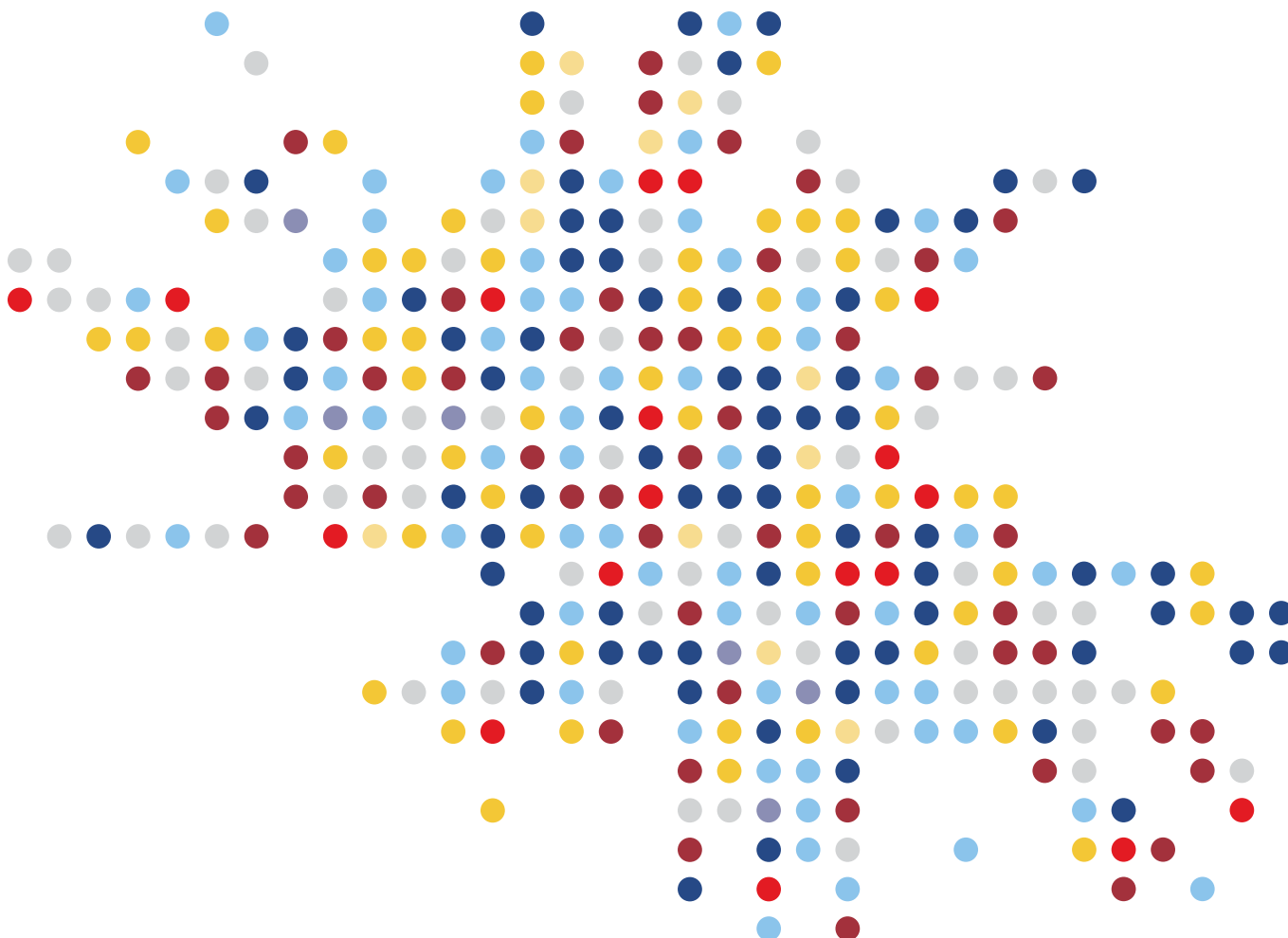


MATHEMATICS LEARNING AREA SUBJECTS

Year 8

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.



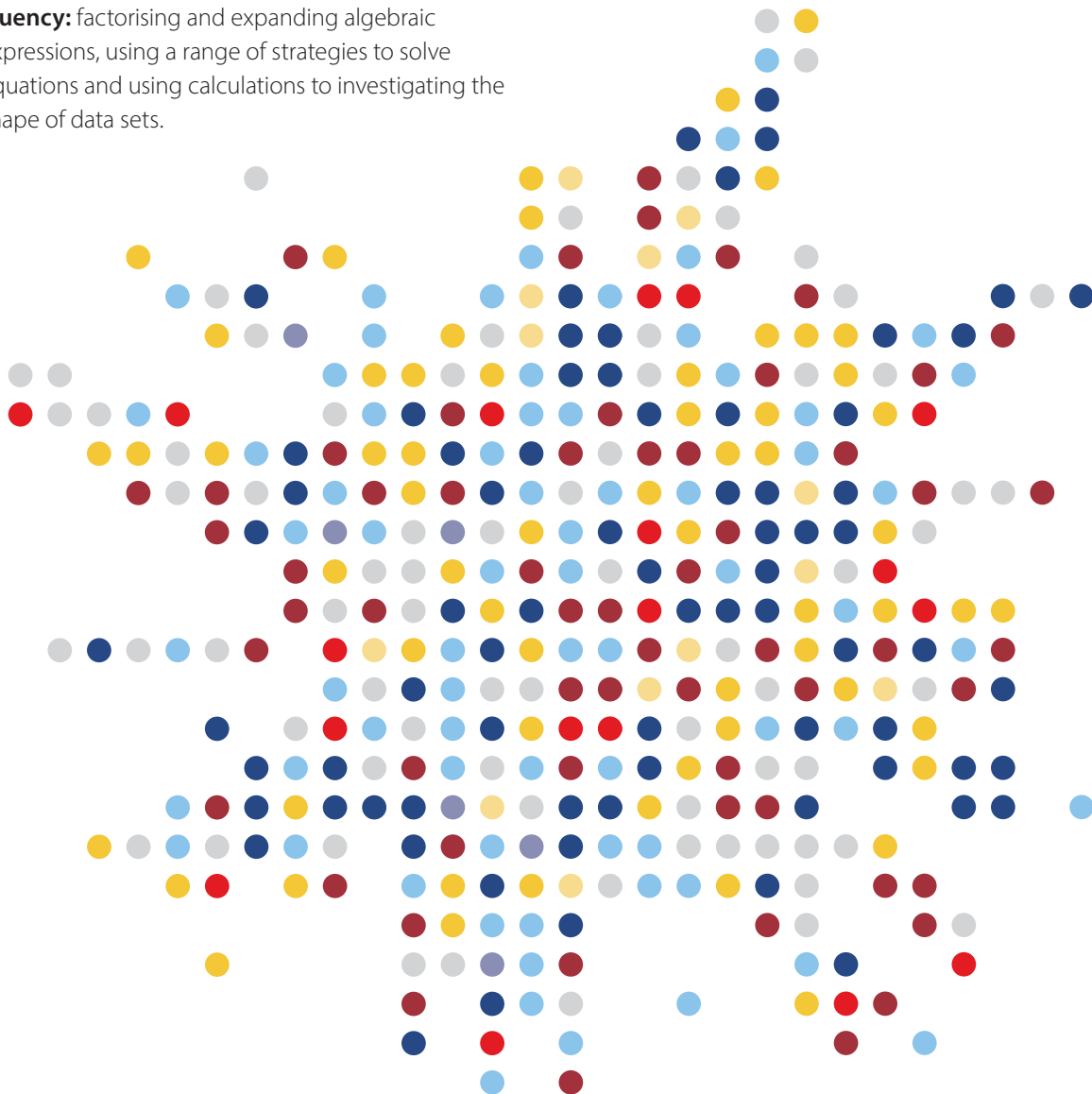
MATHEMATICS LEARNING AREA SUBJECTS

Year 9

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

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

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

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.

Additional subjects can be studied for one semester by selecting Semester 1 (S1) and Semester 2 (S2) or yearlong.

PSYCHOLOGY – CSI MOD

Can be studied in Semester 1 or 2 only, and is not available as a yearlong course.

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 consider the mind of a criminal. What leads someone to commit a crime? We 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. Then, in groups, students work on creating their own "crime" scene for the class to solve.

SUSTAINABILITY

Can be studied in Semester 1 or 2, or yearlong.

Unit 1

The sustainability program explores the different types of wastes produced and their impact on ecosystems. Students will focus on the development and implementation of practical solutions for reduction and management of waste products. The program offers leadership and community service opportunities where students will organise and participate in school-wide initiatives such as hosting house competitions for the Containers for Change and battery recycling programs. They will be able to take what they have learnt and share their knowledge with peers by hosting workshops, such as growing microherbs/microgreens using strawberry punnets as benchtop greenhouses.

Unit 2

The sustainability program explores the different types of wastes produced and their impact on ecosystems. Students will focus on the development and implementation of practical solutions for reduction and management of waste products. The program offers leadership and community service opportunities where students will organise and participate in school-wide initiatives, such as hosting a sustainability week, where students will organise activities such as a clothing swap. Students will take part in a community tree planting event in collaboration with Trillion Trees.

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

DESIGN TECHNOLOGIES

Duration: one term.

Students learn and develop the hand skills and processes required in the workshop. This encompasses workshop safety protocols and the proper utilisation of tools and machinery. Throughout their acquisition of tool skills, students will integrate wood and plastics into their design projects. This serves as the foundation for their subsequent studies in Design and Technology, as these skills are subject to refinement and enhancement in the years ahead. Additionally, students will learn to design 3D models and be equipped with the ability to rapid prototype, further enriching their understanding and practical application of design concepts. This course of Design & Technology encourages students to engage in research, design, fabrication, and evaluation of their individual projects.

FOOD TECHNOLOGIES

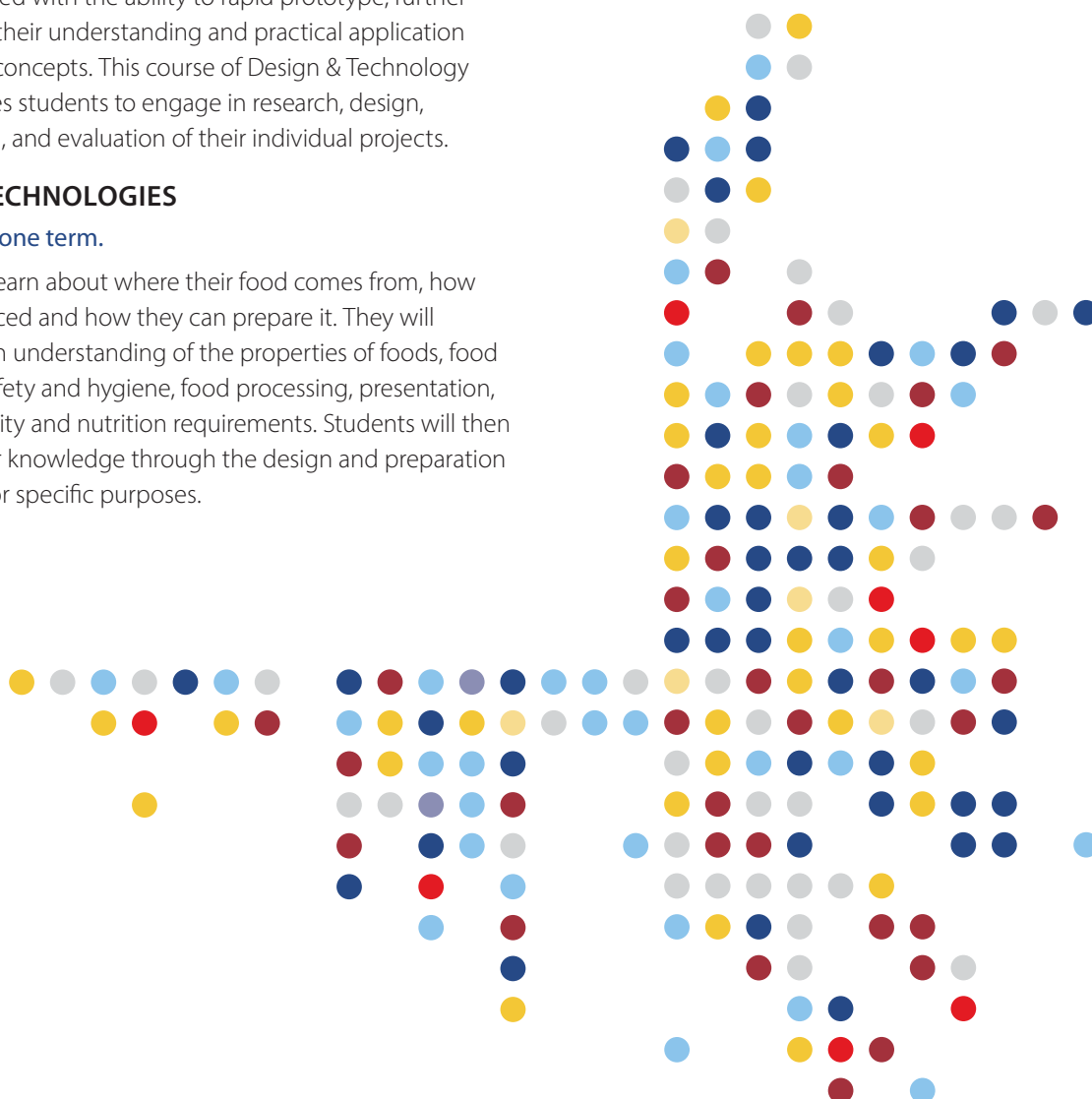
Duration: one term.

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.

Students will explore the fundamentals of algorithms and coding, and delve into the dynamic realm of game development. They will have the opportunity to plan, design, and develop their own games using block coding in Scratch. Additionally, they will acquire skills in creating websites with HTML and CSS. Finally, the course will introduce them to 3D modelling and graphic design through the use of the 3D design engine, Blender.



TECHNOLOGIES LEARNING AREA SUBJECTS

Year 8

Subjects can be studied for one semester or yearlong by selecting Semester 1 (S1) and Semester 2 (S2).

DESIGN AND TECHNOLOGIES

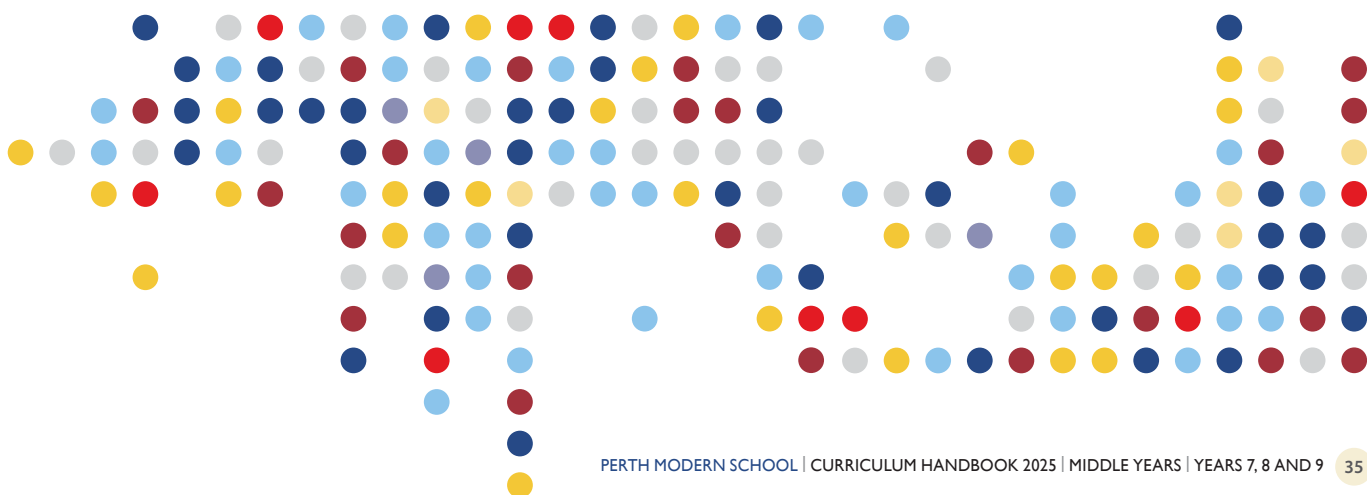
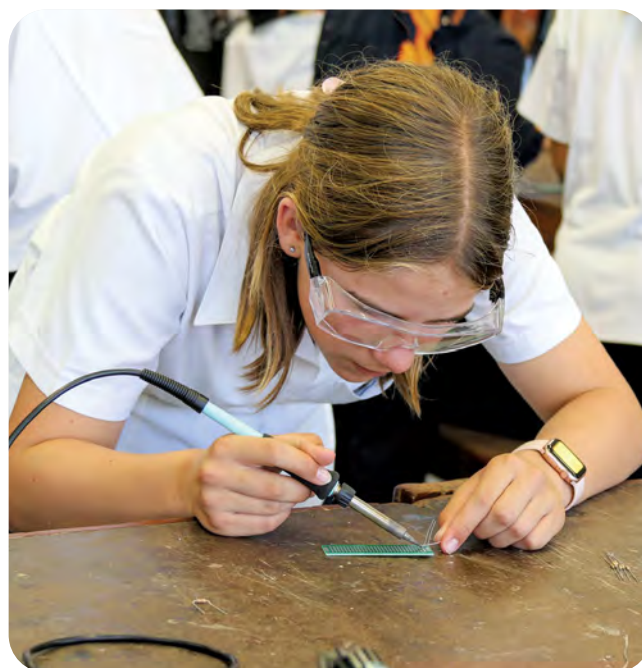
Design and Technology is an introduction to using tools and machinery in the workshop. Throughout the semester, students will be focusing on woodwork, with the inclusion of 3D modelling and laser-cut projects using plastics. They will learn the processes involved in manipulating these materials and develop the skills necessary to efficiently create intriguing and wonderful projects. Students will utilise hand skills, which will eventually lead to the use of power tools in subsequent years when developing their projects. The tasks developed in Design and Technology are created to allow students to utilise their own creative designs within the projects while completing the process of research, design, and creation. By the end of the course, students will have a variety of projects that demonstrate the skills they have learned within the Design and Technology classroom.

DIGITAL TECHNOLOGIES

In our increasingly computer-dependent world, students not only acquire fundamental skills but also have the chance to hone their practical knowledge. They learn how to effectively utilise software applications, creating digital solutions for real-world problems. Additionally, students gain hands-on experience by analysing data using Microsoft® Excel® and mastering powerful tools like lookup tables, graphs, and formulas. As part of their learning journey, they delve into the programming fundamentals of GameMaker Studios, starting with simple interactive games. Furthermore, advanced students explore web development, delving into JavaScript to complement their understanding of HTML and CSS, and even venture into creating their own web servers.

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 1 (S1) and Semester 2 (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

Electronics is a course focusing on practical skills in researching, designing, and creating electronic projects. Throughout the semester while studying this course, students will delve into the fundamentals of electronics by undertaking two comprehensive projects. The course will emphasise the development of students' proficiency in AutoCAD designing, allowing them to translate their conceptual ideas into precise CAD designs. Additionally, students will acquire essential soldering techniques to ensure efficient assembly and connection of electronic components. By engaging in hands-on activities and guided instruction, students will not only expand their understanding of electronics but also enhance their problem-solving abilities and attention to detail. The course aims to equip students with the necessary knowledge and skills to tackle real-world electronic challenges effectively.

FOOD TECHNOLOGY – INTRODUCTION TO FOOD SCIENCE

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

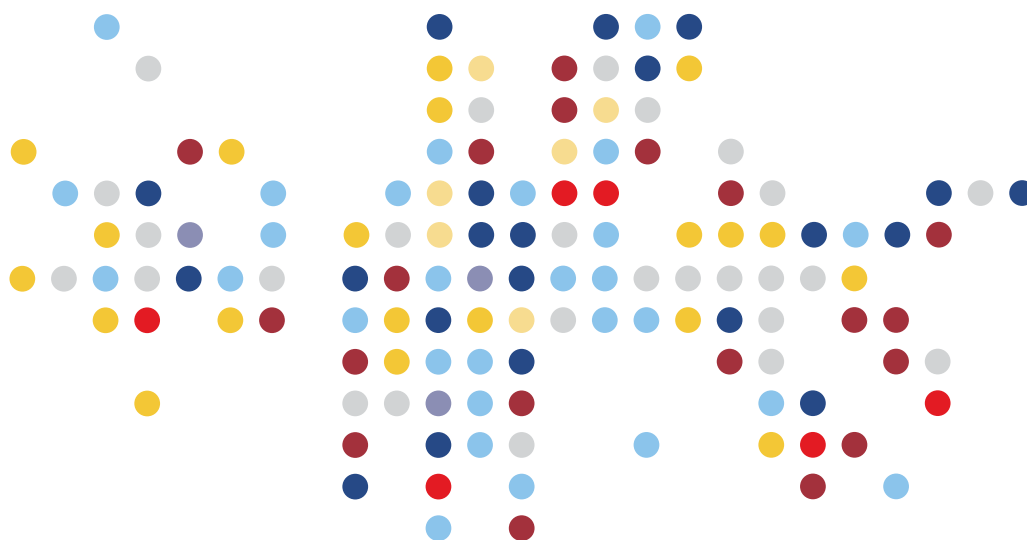
How do cooking methods change around the world? Where does that food come from? Has it spent many hours flying around the world or has it come from your own garden? In this course, students look at a wide variety of foods and trace their origins. They will also consider what Australian cuisine is, where 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 aims to foster students' problem-solving abilities through practical applications using wood and acrylic materials. By honing their proficiency with both hand and power tools, students will gain insight into the intricate process of project creation within the workshop. The course offers students ample opportunities to refine their skills and expand their knowledge while developing their projects. Throughout the semester, students will have access to a diverse array of tools, ranging from high-end power tools to fundamental hand tools. In a safe and supportive environment, students will embark on projects designed to not only showcase aesthetic appeal but also durability as household items. By providing guided designs, students will have the freedom to explore and adapt their project ideas, resulting in uniquely personalised creations reflective of their individuality.

ENGINEERING – PRACTICAL

Practical Engineering aims to enhance students' practical skills in metal manipulation. Throughout the semester, the course will focus on the creation of multiple metalwork projects, offering students exposure to a wide range of machinery, from power tools to hand tools. A key component of the course involves instruction in 3D modelling with Fusion360 for prototyping, a skill that students will carry with them throughout their high school years. Additionally, students will gain hands-on experience in manipulating various types of metal and employing diverse metal joining techniques, including various attachment methods and folding techniques. The purpose-built metalwork rooms are equipped to provide ample opportunities for students to refine their skills and unleash their creativity. Projects in this course are limited only by the bounds of students' imaginations, fostering an environment conducive to innovation and practical problem-solving.



APPENDIX I – SCHOOL CONTACT INFORMATION

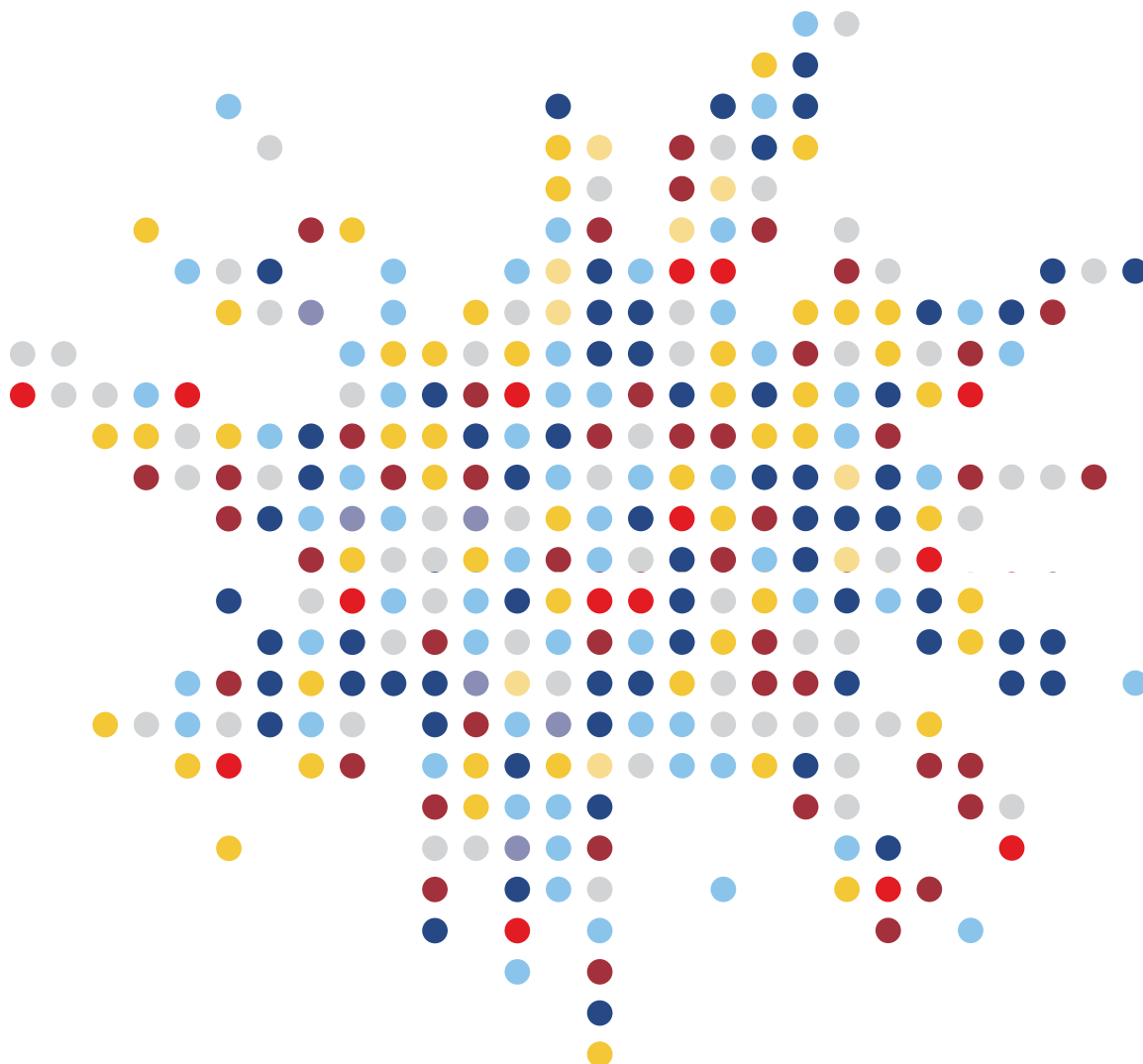
Heads of Learning Area (HOLA)

Arts Courses	Sally Floyd	sally.floyd@education.wa.edu.au
Music Courses	Wendy-Cara Dugmore	wendy-cara.dugmore@education.wa.edu.au
English Courses	Danae Brazier	danae.brazier@education.wa.edu.au
Health and Physical Education Courses	Mark Muir	mark.muir@education.wa.edu.au
Humanities and Social Sciences Courses	Louise Secker	louise.secker@education.wa.edu.au
Language Courses	Matthew Todd	matthew.todd@education.wa.edu.au
Mathematics Courses	Mark White	mark.white@education.wa.edu.au
Science Courses	Anthony Meczes	anthony.meczes@education.wa.edu.au
Technologies Courses	Sally Floyd	sally.floyd@education.wa.edu.au

Associate Principals

Acceleration, SSO and Timetable	Robyn Verboon	robyn.verboon@education.wa.edu.au
Student Services	Matthew Healy	matthew.healy@education.wa.edu.au

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



APPENDIX II – CAREER PLANNING WEBSITES

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

