PERTH MODERN SCHOOL

Exceptional schooling. Exceptional students.

CURRICULUM HANDBOOK

MIDDLE YEARS

YEARS 7, 8 AND 9

2027
EDITION

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.

Teachers are required to use the SCSA Achievement standards to assess student progress. Achievement standards describe an expected level that most 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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CONTENTS

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.

The Middle Years program provides a diverse range of opportunities to foster intellectual growth, ensuring that students thrive in a challenging and stimulating environment. With a unique and supportive learning atmosphere, the school enables students to engage with like-minded peers, fostering collaboration and intellectual curiosity. Teachers customise the curriculum to meet the unique needs of gifted learners, enriching their educational experience and fostering academic excellence. They focus on designing instructional activities that promote the development of advanced thinking skills, encouraging students to engage with complex and abstract concepts at a high level.

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, Visual Arts, Food Technologies and Material Design Technologies 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 and Year 8 are semester-long. 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. In Year 9, additional Physical Education, Science and Technologies subjects can be selected.

ACCELERATING CURRICULUM

Our curriculum is differentiated based on acceleration (telescoping, compacting, 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. For identified students who require an additional modification to the curriculum in specific learning areas or whole-year acceleration, the school will collaborate with the student and their parents or carers to determine the most appropriate approach. This ensures that educational adjustments are thoughtfully considered and tailored to support the student's academic needs and development. The SCSA k10outline - Gifted and Talented Education: Guidelines for the acceleration of students Pre-primary to Year 10.

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 can pursue areas of individual interest and develop a high level of competency by participating in a range of co-curricular activities including clubs, drama productions, sport, competitions, camps, excursions and tours.

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 well-established procedures for providing our students with the support they need when they encounter personal or academic difficulties at school. The library is staffed until 4:30 pm each day to support afterschool private study. In addition, twice a week Mod Mentors (Senior Years students) are available for individual academic support as required.

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 science of wellbeing and positive education. This Advocacy program gives students tools and activities on how to build resilience, wellness strategies, positive relationships and study skills. Students participate in camps and focus days to develop relationships, health and wellness and leadership skills.

2027 SUBJECT SELECTION PROCESS AND SUBJECT SELECTION ONLINE (SSO)

Students should seek information from this Handbook, the School Curriculum and Standards Authority (SCSA), their family, and subject teachers prior to entering selections. For students entering Years 8 and 9 in 2027 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 2027 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 Year 8 and 9, there may be some opportunity to change a selected subject at the start of the year, but limited vacancies may mean not all requests can be fulfilled. In most cases, students will be able to study their selected SSO subjects, and a reserve subject selection given when required.

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 and Design		
	Visual Arts		
Arts: Music	Music – Class	2	Yearlong
	Music – Extension	+ 2	Yearlong Additional 2 periods per week 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
	Chinese		
	French		
	Italian		
	Japanese		
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 periods per week**	

SAMPLE PROGRAM: YEAR 8 AND 9

Learning Area	Subject	Periods Per Week	
The Arts	Dance	2	Semester or Yearlong
	Drama		
	Photography and Design		
	Visual Arts		
The Arts: Music	Music – Class	2	Yearlong (See requirements for IMSS in Music subject information)
	Music – Extension	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: Aquatic Recreation, Outdoor Education, Physical Recreation, Specialised PE High Performance	2	Semester or Yearlong
Humanities and Social Sciences	Humanities and Social Sciences	4	Yearlong
Languages	Chinese Background	2	Yearlong Year 10 languages pre-require study of the selected languages in Years 9 and 8
	Chinese		
	French		
	Italian		
	Japanese		
Mathematics	Mathematics	4	Yearlong
Science	Science	4	Yearlong
	Additional Science subjects for Year 9 only include: Psychology – CSI Mod	2	Semester
Technologies	Materials Specialisations	2	Semester or Yearlong
	Food		
	Digital Tech		
	Additional Technologies subjects for Year 9 only: Electronics, Food Technology Introduction, Food Technology International Food, Multimedia	2	Semester or Yearlong
Advocacy		1	Yearlong
Total		Max 28 periods per week	

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

Drama engages students in the knowledge and skills of Theatre through the practical nature of drama games, warm-up activities, and workshops exploring voice and movement aspects. Throughout the term students are introduced to drama processes including dramatic play, improvisation, rehearsing, performing and responding alongside simple production elements such as costumes and props within the performance space. They will first work in groups to plan, rehearse and perform a mimed scene followed by a devised piece based on a given stimulus. The emphasis of the subject is for students to gain confidence and skills as they explore how drama contributes to personal, social and cultural identity.

PHOTOGRAPHY AND DESIGN

Students begin their creative journey by learning how to visually express ideas and solve problems through structured thinking and hands-on experimentation. This subject is part of a carefully sequenced Year 7–12 design pathway that builds visual literacy, creativity, and communication skills. While each stage builds on the last, the program is designed so students can successfully engage at any entry point. In Year 7, students are introduced to the fundamentals of creative and design thinking—approaches that encourage exploration, iteration, and reflection. These mindsets help students see design not just as a subject, but as a powerful way to make sense of and shape the world.

Throughout the term, students explore branding, layout, and product photography. They design a jam or chocolate spread label, photograph their product in a studio setting, and create a print advertisement for an item from their school bag. All work is documented in a magazine-style portfolio designed in Canva, supported by tools like Photoshop® and Adobe® Illustrator®. This project-based approach builds foundational skills in visual communication and storytelling. Students develop creative confidence, digital fluency, and critical thinking skills that will support future learning in design and across disciplines.

VISUAL ARTS

The Visual Arts subject 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.

Year 8

DANCE

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

This subject can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Move and Create: Exploring Hip Hop and Contemporary Dance

Students will engage in an exciting and creative subject of study, building on the Year 7 Dance short subject. They will further develop their Hip Hop dance technique—an energetic, expressive, street-style form of movement—and will also be introduced to improvisation through contemporary dance. Students will explore creating their own original movement and choreographing dances using the elements of dance and choreographic devices to convey meaning. They will analyse how dance can communicate ideas, reflecting on both their own work and that of others. Students will have opportunities to perform throughout the unit, culminating in the Dance Showcase, where students will present their work to an audience.

Unit 2: Dance Through the Decades: Exploring the evolution of Dance

In this dynamic Year 8 Dance unit, students will continue to build their skills and technique in the Hip Hop and Contemporary dance genres. Expanding on foundational knowledge, they will explore the evolution of dance by studying key eras throughout history and learn choreography that reflects the styles of each period. Students will collaborate in small groups to research a chosen era, using their findings to create original choreography. Through this process, they will apply the elements of dance and choreographic devices to communicate meaning and develop creative expression. Students will have various performance opportunities throughout the unit, culminating in the Choreographic Night, where students will present their work to an audience.

DRAMA

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

This subject can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

This subject is designed to build students' confidence in the performance space through practical workshops and improvisation activities. Throughout the year, students are introduced to basic elements of sound and costume design, learning how to practically apply design principles. Across both semesters, there is a strong focus on using voice and movement to shape character and enhance performance. With a practical, performance-based approach, the Year 8 Drama subject encourages confidence, creativity and communication as students explore how drama can express ideas, spark imagination, and connect with audiences.

Unit 1: Larger than Life – Exploring Melodrama and Storytelling

This unit focuses on characterisation, exploring stereotypes and archetypes through the theatrical forms of Melodrama and Storytelling. Students will develop skills by improvising, devising, and performing scripted scenes.

Unit 2: From Myth to Script: Bringing Stories to Life

This unit centres on devising and performing using the traditional beginnings of Greek Theatre and applying these conventions to a range of Myths and Legends. Students will also learn the fundamental acting techniques of Realism and draw on these skills to create and perform scenes from selected scripts.

PHOTOGRAPHY AND DESIGN

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

This subject can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

This subject is part of a coordinated Year 7–12 Photography and Design pathway, structured to grow students' creative thinking and communication skills across their school years. Year 8 Photography and Design encourages students to move beyond first ideas and develop more considered and personal design solutions. While students who continue in the pathway benefit from deeper continuity, the subject can be picked up at any time.

In Year 8, creativity and design thinking come together in practical tasks that encourage curiosity, iteration, and purposeful visual expression.

Unit 1: Foundations in Digital Photography and Design

This unit introduces students to digital photography, editing, and design fundamentals. They complete three major projects: a personalised photographic calendar created after a field excursion to Harold Boas Gardens; an LED light design project focused on typography and Adobe® Illustrator®; and a Pop Art studio portrait task using Photoshop® and studio lighting techniques. Each task is scaffolded through research, ideation, prototyping, and reflection.

Students build technical proficiency in Adobe® Creative Cloud while developing their own design voice. Portfolios are structured to document their process and personal growth. This unit prepares students for more in-depth conceptual and creative development in Semester 2 or Year 9.

Unit 2: Visual Storytelling and Creative Identity

Creative thinking helps students take risks, explore personal themes, and engage with visual culture more deeply. Design thinking provides a framework for refining ideas into resolved visual outcomes. In Unit 2, students use both to shape more personal and reflective work. This unit is a natural continuation for students completing the full-year subject but can also be taken as a standalone entry point into the Year 8 program. It is part of a thoughtfully sequenced Year 7–12 pathway that supports growth in creative and critical communication.

In Unit 2, students complete three hands-on projects. First, they create a series of personalised coasters, exploring photography and sequencing. Next, they design and produce a motivational or mindful quote graphic to be printed on a trucker cap, learning the basics of personal branding and wearable design. Finally, students recreate a famous artwork using photography and illustration, reinterpreting a masterwork through a contemporary lens.

These tasks encourage students to dig deeper into the design process, with increased emphasis on conceptual thinking, visual identity, and personal expression. Portfolios reflect greater independence, critical reflection, and iteration—preparing students for Year 9 and senior pathways.

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VISUAL ARTS

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

This subject can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Drawing from Life and Imagination

In this unit, Year 8 students dive into the world of visual arts, discovering how art can express ideas, personal experiences, observations, and imagination. They learn to use visual language and artistic conventions throughout the design and production processes, creating two dimensional and three-dimensional artworks. A key part of the unit includes a field excursion where students practise observational drawing in a real-world setting, much like professional artists. These drawings inspire and inform the development of their own artworks back in the classroom. Students investigate how artists from different cultures, time periods, and places realise their ideas. They explore various techniques, reflect on audience interpretation, and apply their learning to their own work. Critical analysis frameworks are introduced, helping students use appropriate art terminology and think deeply about visual meaning. Emphasis is placed on safe and respectful studio practices, and students learn how to present their final artworks in a thoughtful and professional way. By the end of the unit, students will have produced meaningful artworks that showcase their ideas, skills, and understanding of the creative process.

Unit 2: Exploring Natural and Imagined Forms

In this Visual Arts unit, Year 8 students are extended in their application of visual language and artistic conventions with more complexity in their design and production processes, developing their own creative voice. They learn how artists, designers, and craftspeople bring their creative visions to life. Through hands-on activities, students explore how to develop their own ideas and sharpen their observation skills and by closely examining the details of both every day and unfamiliar objects and events. Students also gain an understanding of how artworks are created—from inspiration to finished piece. There is an increase in experimentation and risk taking within the practical projects alongside critical and creative thinking and problem-solving, all transferable and desirable skills across the curriculum and beyond. As they create and respond to different types of visual art, they consider the social and cultural stories behind the works. They're encouraged to share their thoughts and feelings about what they see, developing confidence in expressing personal opinions. Throughout the unit, students experience the dual roles of both artist and audience, helping them build a deeper appreciation for visual art and the many ways it connects people and communities. By the end of the unit, students will have gained a deeper understanding of the artistic process and will have created thoughtful, well-developed artworks that reflect their personal ideas and growing skills as young artists.

Year 9

DANCE

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

This subject can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Exploring Dance Genres: Discovering Global Dance Styles

In this enriching Year 9 Dance unit, students will broaden their understanding of dance by exploring a diverse range of genres from around the world. Through specialist led practical workshops and excursions, students will experience styles including, but not limited to, Bollywood, Classical Ballet, Contemporary Dance, Flamenco, Jazz, and Ballroom Dance. Students will deepen their understanding of choreography by analysing how choreographers use the elements of dance, choreographic devices, structures, and design concepts to express intent. They will apply this knowledge to both the dances they create and those they view. Throughout the subject, students will have various opportunities to perform, with their learning culminating in a performance at the annual Dance Showcase.

Unit 2: Storytelling through Contemporary Dance

In this second unit of Year 9 Dance, students will focus on developing their technique and creative expression within the Contemporary dance genre. With an emphasis on storytelling, students will explore how movement can be used to express personal themes, emotions, and ideas that are important to them. Through research and analysis of contemporary choreographers, students will investigate how the elements of dance, choreographic devices, structures, and design concepts contribute to choreographic intent. They will use this understanding to create original dance works that communicate clear narratives or messages. Collaboration, reflection, and creative risk-taking are key components of this unit, and students will have opportunities to perform their work in both informal and formal settings, including the annual Choreographic Night, as they continue to grow as expressive and thoughtful dance artists.

DRAMA

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

This subject can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

The focus for Year 9 Drama is to further develop students' performance skills through a range of dramatic conventions, techniques, and performance styles. This is achieved through practical workshop activities. Students will also learn how to operate theatre technologies in the Casey Drama Theatre, including lighting and sound desks and projection equipment, and will apply these skills in performance contexts. With a practical, performance-based approach, the Year 9 Drama subject encourages creativity, collaboration, and critical thinking as students explore how drama can entertain, challenge, and inspire audiences.

Unit 1: The Art of Play – Improv and Commedia in Action

Semester 1 begins with an emphasis on improvisation, where students participate in a series of workshops that build toward the annual Improvisation Evening. The focus then shifts to the theatrical form of Commedia dell'Arte, where students explore physical performance, stock characters, and slapstick comedy to create original ensemble scenes.

Unit 2: Real World, Real Drama – A Journey into Docudrama and Realism

Semester 2 introduces students to the theatre form of Docudrama, using drama to explore contemporary social issues. Students investigate the work of Bertolt Brecht and Political Theatre, applying Epic Theatre conventions to devise their own Docudrama performance. They will also participate in workshops exploring the movement theories of Rudolf von Laban, building skills in physical characterisation. The semester concludes with students rehearsing and performing short, scripted scenes supported by design elements.

PHOTOGRAPHY AND DESIGN

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

This subject can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

As students step into Year 9, they begin to take on more sophisticated design challenges that require them to think critically, creatively, and with a growing awareness of audience and context. This subject is part of a carefully designed Year 7–12 Design learning pathway that develops creative confidence, media literacy, and technical skill. While each year level builds on the last, the subject can be successfully accessed at any point. Creative thinking helps students generate original ideas and develop visual fluency, while design thinking provides a framework for testing, refining, and resolving their work.

Unit 1: Media, Branding and Visual Communication

In this unit, students complete three major projects. First, they participate in The West Australian's Design an Ad competition, creating a campaign in response to a real industry brief. They study the history and strategies of advertising, gaining insight into how media influences behaviour. This builds students' consumer awareness, empowering them to interpret and respond to persuasive messaging with critical understanding. Next, students complete a fine art photography series, producing three themed images following a four-period field excursion to Kings Park. They explore creative composition, mood, and meaning through a more expressive lens.

Finally, they design a lifestyle brand identity, applying their visual communication skills to create cohesive branding materials and mock-ups for a product line. This final task ties back to earlier advertising work, reinforcing ideas around audience, message, and aesthetic consistency.

Throughout, students build a comprehensive portfolio that documents their research, development, production, and reflection—preparing them for Year 10 and senior Design pathways.

Unit 2: Photography, Identity and Communication

Design becomes more complex in Unit 2, as students begin to link personal creativity with professional design expectations. This unit builds directly on the ideas introduced in Unit 1 and is ideal for students continuing the full-year in this subject. However, new students can also enter the program here and develop the skills they need to succeed. The subject is part of a coordinated Year 7–12 Design pathway that develops students as creative thinkers and visual communicators.

Students begin with a product photography project, where they develop a commercial brief, shoot and edit in our dedicated product photography studio, and produce a polished print advertisement. This reinforces audience-focused design thinking while extending technical studio skills.

Next, students explore fashion photography, researching a historical or contemporary photographer and recreating three iconic images using our studio or location-based setups. This task merges research, composition, and creative interpretation, with strong links to identity and personal style.

The unit concludes with a social media campaign, where students design a mock Instagram homepage to promote an aspect of Kings Park. Students research visual communication on digital platforms, then complete a four-period photography excursion to collect content and develop their campaign. Portfolios show increased sophistication, with students digging deeper into reflection, iterative refinement, and user-centred communication. This unit is excellent preparation for Year 10 Design and the ATAR Design course in senior school.

VISUAL ART

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

This subject can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Drawing and Sculptural Forms

In this Visual Art unit, students apply 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 and 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 designers are influenced by other artists, their environment and the context 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 professionally displayed and evaluated with consideration to personal expression and an audience.

Unit 2: Painting and Printmaking

In Unit 2 Year 9 Visual Arts, students are encouraged to take creative risks and explore new possibilities in the development of their ideas and artworks. They are supported to be experimental and playful, pushing beyond their initial concepts to discover more innovative and personal forms of expression. As students' progress in their visual arts learning, they develop a stronger understanding of how and why artists and designers are influenced by others—whether through their environment, cultural background, historical period, or global trends. They build on their knowledge by applying techniques and styles learned from both traditional and contemporary artists in their own creative work. Students are encouraged to think critically about art. They learn to analyse a wide range of artworks using different visual analysis frameworks, while confidently using the language, terminology, and conventions of the art world. Learning extends beyond the classroom through visits to local galleries and artist studios, where students explore how art is created and appreciated within their own community. Final artworks are thoughtfully developed, professionally presented, and evaluated with an emphasis on personal expression, meaning, and audience impact.

MUSIC SUBJECTS

Music subjects are studied for the full year.

Year 7

Students develop fundamental skills and an understanding of the elements of music such as pitch, rhythm, structure, harmony and expressive elements. They undertake a variety of performance, reading, writing, improvising and composing activities that focus on developing musical literacy in an authentic and relevant way. 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.

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

Year 8

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

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

Enrolment in Music – Class is open to all Year 8 students who are currently learning an instrument either at school or privately. Enrolment in Music – Extension is open only to Year 8 students that were members of the Year 7 Music – Extension program.

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

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

MUSIC – CLASS

A yearlong subject for **two** periods per week, selected for Semester 1 and 2.

Students in Music – Class 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 learned skills and concepts in individual and group performances; and create music through conventional means and via the application of technology.

MUSIC – EXTENSION

A yearlong subject for **four** periods per week, selected for Semester 1 and 2.

This subject caters to students who are keen on developing their music skills to the highest level or who already display advanced skills.

Students in Music – Extension can advance more quickly through the set curriculum to apply learned skills and concepts 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 Music – Extension or Music – Class Program in Year 9. Students may change from Music – Extension to Music – Class and vice versa following discussion with the Head of Learning: Music.

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

- Music – Extension or Music – Class; and
- participate (regular attendance) in the large ensemble for their instrument e.g. 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 concept of Music education throughout the curriculum allows students to learn through practical involvement in quality music-making experiences.

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

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

MUSIC – CLASS

A yearlong subject for **two** periods per week, selected for Semester 1 and 2.

Students in Music – Class 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 via the application of technology.

MUSIC – EXTENSION

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 Music – Extension advance through the set curriculum to apply learned skills and concepts in more complex ways through composition and performance experiences. Music literature appreciation skills are enhanced through the study of various topics encompassing both popular, jazz and classical music. Music technology is utilised in all areas of the program.

ENGLISH LEARNING AREA

Year 7

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

Students will engage in critical literacies through a variety of different modes. In addition, students will study imaginative journeys using 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 to generate theses about a litany of different cultures.

Students will form new classes for Term 3, choosing a learning context that interests them (e.g. 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

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

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 to build their proficiency through the years of schooling. The Physical Education contexts include Throwing and Catching, Circus, Athletics, Pickleball, 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
- Extra-curricular 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, Drug Education (Alcohol and Vaping), 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
- Whole school swimming and athletics carnivals
- Interschool swimming and athletics carnivals.
- Extra-curricular Interschool Sports teams through School Sport WA.

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, Consent, Drug Education, First Aid 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
- Extra-curricular Interschool Sports teams through School Sport WA.

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

Additional Physical Education subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

AQUATIC 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) in SSO.

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, snorkelling and SUPing (Stand Up Paddle Boarding). As part of this subject students have a day excursion to Rottnest Island, snorkelling a number of locations.

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) in SSO.

Students will learn about the principles of 'Leave No Trace' while undertaking practical activities that may include snorkelling, fishing, trangia cooking, rock climbing, orienteering, group skills, camp cooking and leadership skills. There is an overnight camp for this subject, where students will put in practice the skills they have learned.

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) in SSO.

The elective involves activities out of school that are not offered in the general Physical Education subject. 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) in SSO.

Designed to provide Year 9 students with essential Sport Science knowledge and improving their practical skills in preparation for the ATAR Course. 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 context.

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 Ancient China as well as the role of key individuals in the ancient world. An examination of the social hierarchy, religion, trade and the Silk Road as well as political concepts such as divine mandate and legalism enables students to explore the legacies of Ancient China. Students will also examine the concept of Deep Time and aspects of the oldest living culture, Indigenous Australia, such as songlines and technological innovations.

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.

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.

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.

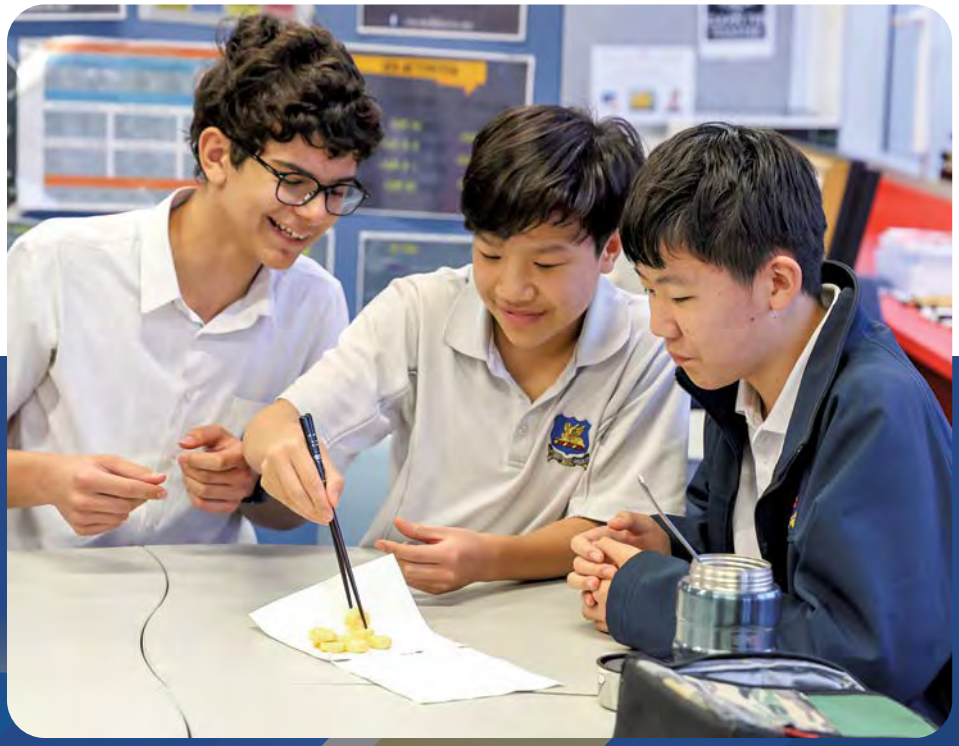
Geography—the "Biomes and Food Security" subject is a study of the world's biomes and food production from the local to global scale. Students learn about global climate patterns and how they influence the natural land cover of the earth, and the ways that humans have altered some natural biomes (e.g.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

All languages are yearlong 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.

Middle Years Languages subjects 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 subjects from the list below. They continue to study these subjects in Year 8, after which study of Languages becomes optional.

Language subjects

- Chinese
- French
- Italian
- Japanese

Background Language subjects

- Chinese

Most Languages subjects 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 subject. This subject 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 Language or Background Language course. See further information on page 30.

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.

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 subjects are designed so that all students, regardless of primary school-level language learning, can 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. 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 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 SUBJECTS

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.

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 subjects

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.

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.

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

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 because 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.

PSYCHOLOGY – CSI MOD

This subject can be studied in either Semester 1 or 2. This subject is not available as a yearlong subject.

The popularity of crime shows such as *CSI*, *NCIS*, *Criminal Mind*s 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.

TECHNOLOGIES LEARNING AREA SUBJECTS

Year 7

The students are introduced to Design & Technologies: Design & Technologies, Food Technologies and Digital Technologies via a term rotation arrangement. Digital Technologies are completed for one semester.

DESIGN AND TECHNOLOGIES

In Materials and Technology, students are introduced to the foundations of working in a workshop environment, learning how to safely and confidently use a variety of hand tools, machines, and equipment. The practical skills developed throughout this subject will serve as a strong foundation for future Materials and Technology courses. Each project is guided by design process; researching, designing, building, and evaluating, giving students a well-rounded experience from start to finish. Each project is an opportunity for students to express their individual creativity, develop their problem-solving abilities, and experience the satisfaction of building something truly their own.

FOOD TECHNOLOGIES

Year 7 Introductory Food Technologies provides students with a practical and engaging introduction to the culinary arts and the science of food. Through weekly cooking sessions, students will acquire fundamental food preparation techniques and develop essential kitchen safety practices. Using the *Australian Guide to Healthy Eating* we will study basic nutrition principles and the food groups, fostering an understanding of healthy eating. This subject aims to equip students with foundational skills and knowledge in food science, encouraging both culinary competence and informed food choices.

DIGITAL TECHNOLOGIES

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, this subject will introduce them to 3D modelling and graphic design using the 3D design engine, Blender.

Year 8

DESIGN & TECHNOLOGIES

Unit 1 may be studied in Semester 1 or Semester 2.

Students who would like to study the subject as a yearlong subject, must select Unit 1 in Semester 1 (S1) and Unit 2 in Semester 2 (S2) in SSO.

DESIGN & TECHNOLOGIES

Unit 1: Design & Technology

In Design & Technology, students will be introduced to using tools and machines in the workshop. During the semester, they will focus mainly on woodworking, while also exploring 3D modelling and creating projects with plastics using the Laser cutters and 3D printers. Students will learn how to work with different materials and develop skills to create interesting and unique projects efficiently.

Starting with hand tools, students will build fundamental skills that will prepare them for using power tools in future years as the projects become more advanced. Each assignment in the subject allows students to express their creativity within projects while following the complete process of research, design, and creation. By the end of the semester, students will have created a variety of projects that showcase all the skills they have learned in the Design & Technology classroom.

Unit 2: Design & Technology

The Semester 2 course of Design & Technology allows students to continue to build on their workshop experience, developing greater confidence with tools and machines. During the semester, students will deepen their woodworking skills while further exploring 3D modelling and expanding their use of materials through the use of the Laser Cutters and 3D Printers. Students will refine their ability to work across a range of materials and grow their skills to produce increasingly creative and well-crafted projects.

Whether joining for the first time or continuing from Semester 1, students will develop strong hand tool foundations that prepare them for more complex and challenging projects as they progress toward using power tools in future years. Each assignment encourages students to express their creativity, following the full process of research, design, and creation at their own pace. By the end of the semester, all students will have produced an impressive collection of projects that reflect the skills and growth they have achieved throughout their time in the Design & Technology classroom.

DIGITAL TECHNOLOGIES

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Smart Tech and Data in Action

This unit introduces students to the fundamentals of digital systems and real-world data analysis through interactive projects. Students explore how smart devices collect, process, and respond to data by working with Micro: Bits—developing simple programs that use sensors, LED displays, and radio communication. They also engage in hands-on data challenges using Microsoft Excel, where they learn to create functional spreadsheets using formulas, graphs, and lookup tools to solve everyday problems. Projects may include building a step tracker, creating a digital weather station, or automating a classroom system. Students also learn about emerging technologies such as virtual reality (VR) and explore their real-world applications. The unit builds digital curiosity and sets the foundation for more advanced thinking in design and programming.

Unit 2: Interactive Coding and Innovation

In this unit, students dive into the world of creative programming through game design, web development, and drone control. Using GameMaker Studio, they learn the basics of game logic and event-driven coding to build simple interactive games. They also gain web literacy by designing basic websites using HTML and CSS, with extensions into JavaScript for dynamic content. Students explore programming for physical devices such as Tello drones, using coding platforms to control movement, capture footage, and simulate real-world missions. The unit also encourages participation in national and international tech competitions such as the Australian STEM Video Game Challenge, Grok Learning Challenges, Young ICT Explorers, or Bebras Computational Thinking Challenge. Through these experiences, students develop creativity, critical thinking, and teamwork while applying their skills in exciting, authentic contexts.

FOOD TECHNOLOGIES

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

In this course, students dive into the fascinating world of food. We explore how sensory properties such as texture, aroma, and flavour can be harnessed to create healthy eating solutions, investigating how the physical properties of ingredients dictate the techniques used in modern food production. By analysing the "why" behind consumer choices and the impact of nutritional intake on long-term wellbeing, students will learn to develop inventive, inexpensive and nutritious recipes. We explore the role of family and culture on food, where we examine how heritage, shared meals, and passed-down traditions shape our modern dietary habits and emotional connection to what we eat. Beyond the plate, we examine the entire lifecycle of food. This includes managing waste through the clever use of leftovers and embracing seasonal eating.

Unit 1: Focuses on how culture and family traditions shape our eating habits, while using the *Australian Guide to Healthy Eating* to understand food groups and nutritional properties that support long-term wellbeing.

Unit 2: Focuses on how staple foods improve global nutrition and food security, while examining how sustainable agriculture and eating food in season can reduce our environmental footprint.

Year 9

DIGITAL TECHNOLOGIES

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Data, Algorithms and Smart Solutions

In this unit, students explore how data and algorithms are used to solve real-world problems through digital systems. They begin by learning how to plan and write simple algorithms using flowcharts and pseudocode, before bringing them to life through coding in Python. Using Pygame, students develop interactive applications and games that reinforce key programming concepts such as sequencing, loops, conditionals, and events. Alongside this, they investigate how digital systems store, transmit and secure information, including the basics of networks and data representation. Students also use tools such as Microsoft Excel, Micro: Bits, or Raspberry Pi to collect, process and visualise data. Ethical use of data, cybersecurity, and safe online behaviour are explored throughout the unit to promote responsible digital citizenship.

Unit 2: Game Design and Interactive Innovation

In Unit 2, students deepen their understanding of programming through the creation of games and interactive media. They use platforms such as GameMaker Studio, Godot, or Unity to build original digital products, incorporating concepts such as object properties, collisions, animation, and sound. Students work through the full design process—developing storyboards, designing characters, testing gameplay, and evaluating user feedback. Projects may include building a 2D adventure game, an arcade-style challenge, or a simple 3D experience. Students are also encouraged to extend their learning by participating in events such as the Australian STEM Video Game Challenge, Young ICT Explorers, or Bebras Computational Thinking Challenge.

DIGITAL TECHNOLOGIES: MULTIMEDIA

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Unit 1: Creative Digital Media

In this unit, students are introduced to the foundations of digital media production with a focus on visual design and animation. They explore the differences between raster and vector graphics while using Adobe® Photoshop® and Illustrator® to edit images and create original digital artwork. Students learn essential skills in image manipulation, composition, and design layout. As part of their animation introduction, students use Adobe® Animate to explore key concepts such as keyframes, motion tweens, and frame-by-frame animation. Projects may include designing digital posters, developing short animated sequences, and creating simple digital assets for multimedia use. The unit also includes discussions on digital file formats, copyright, and responsible use of digital content.

Unit 2: Introduction to 3D and Animation

The second unit introduces students to 3D design and simple animation techniques. Using beginner-friendly software like Tinkercad and Wick Editor (or similar tools), students create basic 3D models, animate short sequences, and experiment with visual effects. Projects may involve designing a 3D object for a game world, animating a cartoon character, or building a simple interactive scene. Students gain experience in planning, storyboarding, and presenting their ideas using digital media. This unit encourages exploration, creativity and confidence in using emerging technologies.

ELECTRONICS

Unit 1 may be studied in Semester 1 or Semester 2.

Students who would like to study the subject as a yearlong subject, must select Unit 1 in Semester 1 (S1) and Unit 2 in Semester 2 (S2) in SSO.

Unit 1: Spark it up: Build your first circuits

This hands-on subject teaches the student practical skills for researching, designing, and building electronic projects. Throughout the semester, students explore the basics of electronics by working on two main projects.

Students will develop skills in AutoCAD and Fusion design, allowing them to turn their ideas into precise digital plans. They also learn essential soldering techniques, which are crucial for connecting electronic parts correctly and efficiently.

Through hands-on activities and guided instruction, the student will not only build a deeper understanding of how electronics work but also improve their problem-solving abilities and attention to detail. By the end of the subject, they will have the knowledge and skills to tackle real-world electronic challenges with confidence while also adapting Python code.

Unit 2: Spark it up: Build your first circuits

Building on prior knowledge, this hands-on subject welcomes both new and continuing students to develop practical skills in researching, designing, and building electronic projects. Throughout the semester, students deepen their understanding of electronics by working on two new and engaging projects.

For continuing students, they will further refine their AutoCAD design skills, pushing their ideas into more complex and precise digital plans, while new students will be introduced to the fundamentals of AutoCAD, turning their ideas into precise digital designs. All students will also develop and build on their soldering techniques, improving both accuracy and efficiency when connecting electronic components.

Through hands-on activities and guided instruction, whether they are just starting out or building on existing experience, they will strengthen their problem-solving abilities and attention to detail while gaining a greater appreciation for how electronics work in the real world. By the end of the subject, all students will have the confidence and capability to take on electronic challenges at their own level.

MATERIALS DESIGN – WOOD

Unit 1 may be studied in Semester 1 or Semester 2.

Students who would like to study the subject as a year-long subject, must select Unit 1 in Semester 1 (S1) and Unit 2 in Semester 2 (S2) in SSO.

Unit 1: Design & Create

Woodwork in Year 9 develops the problem-solving skills through practical projects using wood and acrylic materials. Students will become skilled with both hand and power tools, giving them a deep understanding of how to create projects in a workshop setting.

The subject provides students plenty of opportunities to improve their abilities and expand their knowledge while working on individual designs. Throughout the semester, they will use a wide range of equipment, from sophisticated power tools to essential hand tools.

In a safe and supportive workshop environment, students will create projects that are not only visually appealing but also sturdy enough to be used as household items. Starting with guided designs, they will have the freedom to explore and adapt their ideas, resulting in unique, personalised creations that reflect individual style and creativity.

Unit 2: Design & Create

Woodwork in Semester 2 welcomes both new and continuing students to develop their problem-solving skills through practical projects using wood and acrylic materials. New students will be introduced to a range of hand and power tools, building a strong foundation in workshop skills, while continuing students will further refine their technique and deepen their understanding of how to create more complex projects in a workshop setting. Whether starting with guided designs for the first time or building on prior experience, all students will have the freedom to explore and adapt their ideas, resulting in unique, personalised creations that reflect individual style and creativity.

MATERIALS DESIGN – METAL

Unit 1 may be studied in either Semester 1 or Semester 2.

Students who would like to study the subject as a year-long subject, must select Unit 1 in Semester 1 (S1) and Unit 2 in Semester 2 (S2) in SSO.

Unit 1: Metal mastery: Learn the tools and techniques in action

This subject sharpens a student's skills in working with metal. Throughout the semester, they will create multiple metalwork projects while learning to use a variety of equipment, from power tools to hand tools. An important part of the subject teaches students 3D modelling with Fusion 360 for creating prototypes—a valuable skill that will be use throughout the Senior Years. Students also get hands-on experience shaping different types of metal and learning various joining techniques, including different attachment methods and folding approaches.

The specially designed metalwork rooms provide excellent opportunities to develop skills and express creativity. In this subject, the projects are limited only by imagination, encouraging innovation and practical problem-solving abilities.

Unit 2: Metal mastery: Learn the tools and techniques in action

Materials & Technology Metal welcomes both new and continuing students to sharpen their skills in working with metal in Semester 2. Throughout the semester, students will create multiple metalwork projects while learning to use a variety of equipment, from power tools to hand tools. An important part of the subject introduces new students to 3D modelling with Fusion 360 for creating prototypes, while continuing students will further refine and build on these skills which will be a valuable tool that will be used throughout the Senior Years. All students will gain hands-on experience shaping different types of metal and exploring various joining techniques, including different attachment methods and folding approaches.

FOOD TECHNOLOGY INTRODUCTION

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Why do egg whites increase in volume, and what truly influences our perception of taste? This unit dives into the functional properties of ingredients, exploring the exciting science behind the cooking methods we use to transform raw materials into culinary creations. With a strong focus on nutrition and food science, students will engage in hands-on practical lessons that use specialized equipment and new technologies to broaden their technical skills. Students will investigate the chemistry of sensation by creating sherbet, observing how the endothermic reaction between citric acid and sodium bicarbonate creates a physical fizzing sensation on the tongue.

By applying creativity and innovation to "from-scratch" production, students will expand their understanding of how molecular changes affect flavour and texture, ultimately increasing their confidence and independence while collaborating with others to engineer delicious, science-backed food.

Unit 1: Examines the specific nutritional requirements of adolescence and identifies key foods needed for growth and health. The course introduces diverse cooking methods, analysing how different techniques alter the sensory and physical properties of a final dish.

Unit 2: Investigates the functional properties of ingredients and apply that knowledge to modify recipes for diverse nutritional requirements. The course also examines the critical role of mandatory food labelling in ensuring consumer safety and transparency in the food industry.

FOOD TECHNOLOGY INTERNATIONAL FOOD

Unit 1 will be studied in Semester 1 and Unit 2 will be studied in Semester 2.

These subjects can be studied for one semester, in either Semester 1 or 2, or as a yearlong subject by selecting Semester 1 (S1) and Semester 2 (S2) in SSO.

Embarking on a culinary journey to discover how the world cooks and where our food truly begins, students will trace the origins of ingredients and their path to our plates. We will deconstruct the identity of Australian cuisine, exploring the fusion of First Nations ingredients such as lemon myrtle and kangaroo with the international influences that have shaped our modern national diet. In the kitchen, students will build high-level skills by mastering the key ingredients and traditional cookery methods that define global food cultures. Students will prepare iconic dishes using a variety of cookery methods from high-heat stir-frying and delicate steaming to the precision of slow-simmering and dough-making, learning how technique transforms raw ingredients.

Through collaborative team-based challenges, students will master the art of food presentation, sensory evaluation, and industry-standard safety and hygiene. This course is designed to transform students into informed global consumers and confident, creative cooks ready to tackle any recipe from around the world.

Unit 1: Introduces Australian indigenous foods and their incorporation into the diet, alongside foods from other cultures, and how these foods help us meet our nutritional and social needs.

Unit 2: Explores Australian cuisine, fusion foods and the emerging food trends that are changing not only what we eat but how we eat.

APPENDIX I – SCHOOL CONTACT INFORMATION

Heads of Learning Area (HOLA)

Arts	Mark Temov	mark.temov@education.wa.edu.au
Music	Rebecca DeHaan	rebecca.dehaan@education.wa.edu.au
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Associate Principals

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Subject Selection Online (SSO)	Matthew Healy	matthew.healy@education.wa.edu.au

APPENDIX II – CAREER PLANNING WEBSITES

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

Australia-wide job search	www.workforceaustralia.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.uwa.edu.au/home

www.perthmodern.wa.edu.au