Contents

The Curriculum
Beliefs and Values Learning Area
The Arts Learning Area
English Learning Area
Health and Physical Education Learning Area
Humanities and Social Sciences Learning Area
Languages Learning Area (Languages other than English)
Mathematics Learning Area
Science Learning Area
Technologies Learning Area
Appendix 1 Private Lessons
The Curriculum

Students entering secondary school find themselves at an exciting although sometimes overwhelming stage of their life. Developmentally there are significant physical, emotional, social and intellectual changes. Added to this are the changes associated with this new phase of schooling including changes in expectations and organisation. At Perth College we acknowledge these changes and accommodate them by the deliberate organisation of structures and curriculum within an environment that values and cares for individuals.

The Year 7 Programme

The Curriculum in Year 7 continues to build on the learning established during the Junior School years, with a focus on skill and concept development, critical thinking and problem solving. Understanding themselves as learners, and the honing of information and communication technology skills, is embedded in the context of course work across all subjects.

Students will be engaged in a mixture of group and individual learning environments that will require them to use initiative, appropriate decision making and practical skills. A focus on building resilience and developing the skills necessary to work collaboratively permeates the curriculum.

Year 7 students will make use of a Personal Learning device to facilitate learning ‘anywhere, anytime’. Students use and develop digital literacy practices across the curriculum; critically engaging with subject-specific knowledge gained from interaction with a wide variety of texts, in multiple forms and formats, both online and off-line.

The Year 7 programme includes the study of English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, and Beliefs and Values. The curriculum includes the study of a language - French, Indonesian or Chinese. Students will also study the Arts and Technologies subjects together with a course on Thinking Skills.

The courses are based on the Western Australian Curriculum. (Click here for the Western Australian Curriculum).

<table>
<thead>
<tr>
<th>THE YEAR 7 PROGRAMME</th>
<th>Subject</th>
<th>Periods /cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Humanities and Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>French/Indonesian/Chinese</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Health Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Beliefs and Values</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Chapel</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Thinking Skills</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Cross-curricular ICT</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Arts</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Technologies</td>
<td>4</td>
</tr>
</tbody>
</table>

There is a total of 50 periods in a 2 week cycle.

Thinking Skills

This course provides an introduction to critical and creative thinking. It provides students with an opportunity to develop skills in generating and evaluating knowledge, clarifying concepts, seeking possibilities, considering alternatives and solving problems. The course requires students to think broadly and deeply while developing the behaviours of reasoning, logic, imagination and innovation. Students will be introduced to a variety of skills and given various practical strategies to enhance their ‘Thinkers Toolbox’. The tools they develop will assist them in developing a purposeful approach to critical and creative thinking within the classroom and wider environment.
**Information and Communication Technology**

A cross curriculum approach to learning core software techniques and digital literacy to further develop student skills in the use of technology to support their leaning processes, and to communicate their knowledge and understanding. Students will learn critically important skills in using technology safely, responsibly and with academic honesty.

Students will complete a range of tasks within the context of their studies and learning activities for other subjects. These tasks will incorporate both hardware and software specific skills, together with a functional understanding of their Personal Learning device. Students will carry out a range of tasks that incorporate Library and Internet based searching, to develop their digital and inquiry process skills.

**Extension and Support**

Extension in all learning areas is provided through curriculum design. Co-curricular activities and competitions at school, state, national and international level provide additional opportunities for extension. Some Learning Areas adopt heterogeneous class organisation whilst others will stream according to ability level. This is dependent on the individual needs of students and the type of subject matter being delivered. Students are encouraged to participate in the many and varied co-curricular activities offered to enrich each student’s experience.

A Learning Enrichment co-ordinator ensures that students identified with gifts or talents are supported and extended within the classroom. Students with specific academic needs are provided with appropriate support. The Student Services staff provide support for literacy, numeracy, organisational and other issues.

**InsideOut Programme**

InsideOut is a sequential self-leadership programme designed specifically for girls. Based on the principles of positive psychology the programme’s philosophy is inner development leads to outer excellence. InsideOut provides a framework and various learning opportunities outside the classroom which will develop the girls’ resilience and leadership capacities. These will, in turn, benefit their overall cognitive and affective development, equipping them with the skills to meet future challenges and to make a difference to their world.

Several InsideOut workshops will occur throughout the year focussing on exploring friendships, self-image and positive interactions with others. A transition camp at Serpentine is an important part of this journey.

**The Co-Curricular Programme**

Perth College offers a wide range of co-curricular activities that allow students to broaden and enhance their educational experience. Students are made aware of these opportunities through SPACE, class, daily announcements, and notice boards. Some care must, however, be taken to ensure students do not over commit themselves.

The School productions allow a large number of girls to perform before an audience in a variety of roles, incorporating Drama, Dance and Music. Students also have the opportunity to be involved in backstage support, including stage managing, lighting and make up for Drama and Dance productions.

Students interested in Music are encouraged to take advantage of the superb facilities provided. Opportunities to be involved in the large number of bands, string ensembles and choral groups are available. Students are often able to perform in several concerts, School assemblies and at special functions.

Participation in sporting teams is voluntary, but almost all students play for their House or School in one of the many sports offered. Students of all levels of ability are catered for with an emphasis on enjoyment through participation. The available sports vary
from Tennis to Water Polo to Equestrian, and Saturday Netball.

Debating through both WADL, and AHISA competitions, is offered to all students. Students can also compete in the Tournament of Minds competition, a problem solving programme for teams of students involving demanding, open-ended challenges.

Many competitions are also available for students to complement their academic endeavours. The Mathematics, English, Science, Humanities and Social Sciences and Languages learning areas provide the girls with opportunities to enter numerous competitions both individually and in teams.

Below is a sample of other Co-curricular activities offered. Please be aware that some of these are restricted to particular Year groups.

PC/Aquinas Intermediate Band

Chorale Ensembles

Book Club

Photography Club

Philosophy Club

Swimming, Volleyball, Tennis (Term One)

Hockey, Netball, Cross country, PCNA (Saturday) Netball (Term Two)

Athletics, Basketball, Soccer, PCNA (Saturday) Netball (Term Three)

Water Polo, Softball (Term Four)

‘Birthwrite’ (a school produced publication of student literary works).

Student Representative Council

Environmental Group

Aged Care Centre Visits

Service Tours: Cambodia, Solomon Islands and Antipodeans Abroad

Student Conflict Resolution and Mediation team (SCRAM)

Fitness Club, Running Club

Debating
Beliefs and Values Learning Area

The Beliefs and Values course from Years 7–10 provides an introduction to some of the enduring questions of thinking, belief and the development of values. What is the nature of religion and Christianity in relation to the fundamental human need for justice, morality, spirituality, wisdom and meaning? Students will work creatively and collaboratively to explore these issues within the framework of a philosophical methodology.

The purpose of studying Beliefs and Values at Perth College is to examine pertinent ‘life’ questions in order to equip individuals with the structural frameworks necessary to develop their own unique system of beliefs and values within the context of an Anglican school. In this way students will be better able to provide approach questions pertaining to individuals’ and society’s beliefs and values which will enable students to develop purpose and meaning in their lives.

Content and Focus

In Beliefs and Values all years undertake biblical studies which are presented within, although not confined to, the philosophy of the Anglican Church, studies of world religions and the inherent spirituality and commonalities evident in them and studies of philosophy and ethics.

At the Year 7 level students focus on the following content areas:

- Philosophy and Religion: The importance of Belief in religion
- Biblical studies: The Bible – it’s foundation and purpose
- Biblical studies: Bible navigation
- Social Justice: Acceptance and belonging – being part of a community
- Social Justice: Introduction to community service
- Social Justice: In the context of Christianity and the environment
- Spirituality: Articulating a sense of wonder
- Spirituality: Stewardship of the environment

The content of the Beliefs and Values course is based on the Western Australian Schools Commission’s five strands and the Curriculum Framework of Western Australia. Listed below are the broad-based outcomes applicable to this content area.

- Investigation, Communication and Participation: Students use inquiry skills to investigate their understandings of the connection between religion and life.
- Searching for Meaning and Purpose through Religious and Philosophical Perspectives: Students understand that many people find meaning and purpose in their lives through religious and /or spiritual experiences.
- Religion and Values in Society: Students understand the role that religion plays in the lives of individuals and the relationship between religion and society.

Whilst participating in activities in Beliefs and Values students will be given the opportunity to utilise the most up-to-date ‘anywhere, anytime’ information technologies which will be used to differentiate the curriculum to cater for varying educational needs for students. The Beliefs and Values Department integrates devices and systems into the learning process, wherever appropriate, in order to enhance the digital literacy skills and general learning experience of students.

Students who require extra help for whatever reason are supported by the Beliefs and Values staff. In Year 7 students attend Beliefs and Values lessons once a week and attend Chapel once a fortnight.
Assessment

To indicate their understandings of the content students will complete written tasks (short and extended answer) as well as oral presentations. Staff also assess student development through observation of the student in class.
The Arts Learning Area

The Arts Courses offered at Perth College provide students with an exciting and challenging range of experiences that will assist them to develop their aesthetic understanding.

The arts entertain, inform challenge and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of the confident and creative individual, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic responses to arts practices as student’s revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling.

The Arts courses allow students to seek self-expression through a creative approach to a range of arts experiences. Students will be able to develop and improve their practical skill level within an art form.

Embedded in the Arts Courses is the opportunity to:

- experience collaborative and cross-arts practice
- demonstrate literacy outcomes
- develop digital literacy skills
- use technology and technology processes.

In the Western Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. Students in Year 7 at Perth College will experience a terms length course in Dance, Drama, Music (General) and Visual Arts. In addition, those students awarded a Music Scholarship, Music Bursary or who have a special interest in Music will study a year long Music course (Specialist).

Visual Art

In Year 7 Visual Arts students will begin to develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences. Students will learn to explore ideas through imaginative engagement, making and presenting art, craft and design works, and engaging critically with these works and processes. The content of the Visual Arts courses at Perth College is built around the Western Australian Curriculum strands of **Making** and **Responding**. These are the two strands which are common to all Arts subjects and are at the core of the Western Australian Curriculum: The Arts.

**Making** in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

**Responding** in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect, analyse, enjoy, appreciate and evaluate their own and others’ visual artworks.
Art
(Term Course - 4 periods per cycle)

Content and Focus
Discovering Art and Design is a foundation course run as a term-long course with four periods per cycle. The structure of this course allows the students to create a mini project that aims to develop practical skills and techniques. Students are encouraged to explore the topic or theme of the project to create an innovative solution to the task set. Students will have the opportunity to create, make and present their ideas and try a variety of media and experiment with different styles and techniques. The project will be developed from painting, textiles, sculpture, ceramics, printmaking, graphic design or jewellery, or a combination of these.

Students will be guided through a skills-based process to enable them to achieve confidence and expertise with the materials and techniques. They will be encouraged to develop ideas from small original sketches in their personal Art Folio and take these ideas through to a high quality final studio piece.

Students will be encouraged to integrate a variety of new and established technologies into their Visual Arts studies. This will be done in relation to the specific studio discipline of their project work such as using digital imagery, internet research, image transfer and projection.

Assessment
This course will consist of one production task addressing the Making and Responding strands. In this studio based project students will use the skills, techniques, processes, conventions and technologies of art to create their work.

Dance
(Term Course – 4 periods per cycle)

In Year 7 students develop knowledge, understanding and skills about dance as an art form. They manipulate the elements of dance and employ choreographic devices to structure dance. Students vary technical and expressive dance skills to convey style-specific techniques. They perform dance, explore and develop their movement vocabulary and learn to apply safe dance practices. Students develop an awareness of cultural, social and ethical contexts for dance.

The Dance courses have two organisational strands:
- Making – learning about and using knowledge, techniques, skills and processes to explore Arts practices and to make artworks
- Responding – exploring, responding to, analysing and interpreting artworks

The Year 7 Dance taster course offers students the opportunity to experience Dance by extending their engagement with their real and imagined worlds through exploration of creative development processes and practical performance skills.

Content and Focus
In this course students will explore the concept of movement. Areas of study will be drawn from clowning, circus skills, contemporary dance techniques and basic choreographic skills. Students also develop physical and creative awareness, interpersonal skills and a further understanding of movement practice in our culture.

Assessment
Students will complete two practical assessment tasks and engage with a series of digital resources designed to assess their ability to research, respond and reflect on their dance process in written form.
ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

Drama

(Term Course - 4 periods per cycle)

In Year 7 students develop knowledge, understanding and skills about drama through the processes of improvisation, devising drama, working with scripted drama, rehearsal and performance. Students explore and combine the elements of drama to create and shape dramatic meaning. They perform drama, developing expressive skills and techniques in voice and movement. Students develop an awareness of cultural, social and ethical contexts for drama.

The Drama courses have two organisational strands:

- Making – learning about and using knowledge, techniques, skills and processes to explore Arts practices and to make artworks
- Responding – exploring, responding to, analysing and interpreting artworks

The Year 7 Drama taster course offers students the opportunity to experience Drama by extending their engagement with their real and imagined worlds through exploration of creative development processes and practical performance skills.

Content and Focus

In this course students will explore object theatre, ritual and symbol in drama, and characterisation. Areas of study will be drawn from shadow puppetry, improvisation and neutral text. Using a workshop approach students will extend their skills and develop short performance excerpts through a collaborative group approach. Students also develop voice and movement awareness, interpersonal skills and a further understanding of drama practice in our own and other cultures.

Assessment

Students will complete two practical assessment tasks and engage with a series of digital resources designed to assess their ability to research, respond and reflect on their drama process in written form.

ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

Music

All Year 7 students are provided the opportunity to study Music. Students will be allocated one of two courses in Music depending on their previous experience and level of achievement in the subject. The following two Music courses are run in Year 7 at Perth College:

- General Music (Four periods per cycle for one term).
- Music Specialist (Two periods per cycle for the entire year). This course will be allocated to students who have been awarded a Music Scholarship or Music Bursary or who have a special interest in Music. Approximately 36 students will be awarded a place in the Music Specialist course (two classes).

The Music courses are mostly aural based and designed to develop students’ aesthetic sensitivity toward music of varying styles. Through participation in the School Music programme, students will be given the opportunity to develop a sense of self-worth, confidence, creativity, teamwork and social skills.

The content of the Music courses at Perth College is built around the two interrelated strands of Making and Responding. These are the two strands which are common to all Arts subjects and are at the core of the Western Australian Curriculum and Assessment Outline: The Arts.
• Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing.

• Responding in Music involves students being audience members listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others’ musical works.

The teaching, learning and assessing of all Music courses are through the three music outcomes in the WACE Music Course:

• Performing
• Composing
• Listening and Responding

Various music technologies are used as a tool to support the teaching and learning of the four music outcomes. Students will be given the opportunity to develop their digital literacy skills through musical tasks which may involve use of the following programmes: Sibelius 7 (composing), Auralia (aural), Musition (theory) and the music e-learning website (all four music outcomes).

General Music

Content and Focus

All Year 7 students at Perth College are given the opportunity to study Music. Students develop their musical skills and understandings through both practical (composing, singing and instrumental performance) and theoretical activities based on listening. Students are taught theory through Western staff notation as well as solfa. A variety of musical styles are presented and students will have opportunities to discuss and write about musical concepts. Throughout the General Music course, students will participate in games and song-based aural activities which will develop their musical literacy skills. Participation in ensembles such as band, choir and orchestra, allow students to apply and develop their musical skills while improving confidence and teamwork strategies.

Assessment

Assessment will take the form of oral presentations, written work, aural tests, composition tasks, solo performance and group performance. Group performance may include in-class group activities, school bands, choirs or orchestras.
Music Specialist

Content and Focus

The Music Specialist course will only be taught to approximately 36 students who have been awarded either a Music Scholarship, Music Bursary or who have a special interest in the subject. While the style of the activities is the same as those studied in the General Music course, the activities and concepts studied will be aimed at a higher level and will challenge students who are already confident musicians and who demonstrate a high standard of musical performance. Students who are selected for this course will not be excluded from any other courses as a result.

Assessment

Assessment will take the form of oral presentations, written work, aural tests, composition tasks, solo performance and group performance. Group performance may include in-class group activities, school bands, choirs or orchestras. Students are scheduled to participate in ‘concert practice class’ where they will perform a solo once each semester and also attend at various times as an audience member. This concert practice class is scheduled every Monday afternoon, 3.25pm – 4.30pm. The class enables students to prepare and perform solo repertoire and gain confidence through valuable feedback given by both their peers and Music Staff. Each student will perform in this class once per semester and also attend as an audience member at least twice per semester.

In addition to the concert practice class, which assesses each student’s ‘solo’ performances, ‘ensemble’ performance skills are also assessed. Ensemble performance skills are assessed through students’ participation in Year 7/8 Chorale and also through the school bands and orchestras, as appropriate to their instrument.

Private Instrumental, Vocal and Speech and Drama Lessons

Any student at Perth College is able to take private instrumental, vocal or speech and drama lessons at the School. (See Appendix 1)
English Learning Area

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally.

To provide the broadest experience of the subject and enable students at Perth College to achieve to the best of their ability, most classes are heterogeneous in their composition. Remediation and extension activities, including withdrawal and ability grouping, inside and outside the regular classroom will be provided to meet the needs of individual students.

Content and Focus

The Year 7 English course aims to introduce students to aspects of English Study at secondary level and to assist students to negotiate the shift from a primary to a secondary learning environment in English. The processes of listening, speaking, reading, viewing and writing, also known as language modes will be used to organise teaching and learning of this programme.

Selected texts will provide the focus through which students will engage with a variety of texts for enjoyment. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. They will read and produce texts with purpose, understanding and critical awareness. Students will be introduced to the analysis and production of texts in terms of their uses of conventions and the contexts in which they are meaningful, and they will learn the language with which they can pursue these critical activities. Their study will therefore include a study of the rules of grammar and the practice of syntax.

Wide reading and research will also be encouraged through extension activities and discussions. Students who have been identified as having difficulties in English will be provided with additional support.

ICT capability is an important component of the English curriculum. Students use ICT when they interpret and create print, visual and multimodal texts. They use communication technologies when they conduct research online, access course and extension materials and collaborate and communicate with others electronically. In particular, they employ ICT to access, analyse, modify and create multimodal texts, including through digital publishing.

As students interpret and create digital texts, they develop their capability in ICT including word processing, navigating and following research trails and selecting and evaluating information found online.

Assessment

Students will demonstrate their achievement across the language modes of listening, speaking, reading, viewing and writing, through their creation of a range of imaginative, informative and persuasive types of texts, and through their engagement with literary analyses through written tests and essays. Students’ contribution to class discussions and engagement with the ideas introduced will also contribute to their assessment.
Health and Physical Education Learning Area

The Health and Physical Education curriculum teaches students how to be part of a healthy, active population and experience the personal and social benefits of living a healthy, active and fulfilling life.

In Health and Physical Education, students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, wellbeing, and physical activity patterns of themselves, individuals, groups and communities.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities in various contexts and settings. Students learn about how the body moves; how to approach and resolve challenges; how to optimise movement performance; and the benefits of physical activity to themselves, others and communities. Through movement in a variety of contexts and settings, students acquire, practise, manage and refine personal, interpersonal, social and cognitive skills.

Content and Focus

At the Year 7 level students are provided with a safe nurturing environment and a well-planned sequential programme relating to the two Health and Physical Education curriculum strands: Personal, social and community health; and Movement and physical activity.

Opportunities are provided through:

- Physical Education lessons—4 per cycle. The sports covered in Year 7 Physical Education are: Swimming, Volleyball, Netball, Athletics, Basketball, Softball and Multi-sport.
- Health Education lessons—1 per cycle. The content and focus in Year 7 Health is: Respectful Relationships, Puberty and Adolescence, Bullying and Sun Safety.

Students will develop their digital literacy by using SPACE and maintaining an electronic work book (One Note) that provides an interesting and engaging medium to explore and research the health and physical education content.

Various multi-media technologies, web based activities and powerful software tools will provide students with learning opportunities that are meaningful and encourage innovation.

Assessment

The assessment strategies used to determine the achievement of the Health and Physical Education aims includes a combination of anecdotal records of observable student behaviour, skills and strategies, and direct observation using related performance criteria in Physical Education lessons; and the completion of tasks including tests, multi-media and web-based activities, journal work and group activities in Health lessons.
Humanities and Social Sciences Learning Area

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business, Civics and Citizenship.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

The syllabus introduces all these disciplines to students in a variety of relevant and stimulating contexts.

**Economics and Business**
The study of people’s use of resources to satisfy wants and the study of business practices and principles.

**Geography**
The study of people and their relationship with the physical and cultural environment.

**Civics and Citizenship**
The study of order, conflict and legitimate control in society.

**History**
The study of past events and people, and their links with the present.

**Humanities and Social Sciences**
The study of people in their natural and cultural environment both past and present.
The Humanities and Social Science Department at Perth College has the following aims embedded in the curriculum and the teaching and learning process:

- The development of knowledge that is relevant to students in Western Australia—within local, national, regional and global contexts—allowing them to understand and participate in a rapidly changing world.
- The development of skills of social inquiry is emphasised so that students become autonomous, purposeful, tolerant and involved members of society.
- Promoting social justice, the democratic process, and ecological sustainability, and encouraging students to exercise judgment on a variety of moral and ethical issues.

ICT is used extensively throughout the delivery of the curriculum in order to enhance student productivity; develop digital literacy skills; and to differentiate the curriculum to meet the needs of individual students.

Content and Focus

Classes in the Humanities and Social Sciences are heterogeneous in Years 7–10. It is our belief that such an arrangement leads to greater opportunity for the achievement of the outcomes proposed for our students.

There is a wide range of opportunities for students to extend their experiences and outcomes through the co-curricular activities offered.

Civics and Citizenship

In this course students build on understandings of the concepts of the Westminster system and democracy by examining the key features of Australia’s democracy, and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia’s legal system.

Economics and Business

In this course an understanding of the concepts making choices and allocation is developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how entrepreneurial behaviour contributes to business success. Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

History: The Ancient World

Students will begin the course with an overview of the Ancient World. Specifically, this means that students will identify:

- the location of the ancient civilisations
- the timeframe of the ancient civilisations
Following this overview students will then focus on two key areas of study:

In Investigating the Ancient Past students will become familiar with the basic skills used to investigate and understand history and apply these skills to the examination of a particular ‘history mystery’ such as the bog bodies of northern Europe.

Geography: Resources and Settlements

Students will be introduced to the disciplines of physical and human geography by investigating the topics of environmental resources and settlement patterns. Water will be used as a relevant Australian case study to assess the distribution, use and hazards of a resource and determine whether management of that resource is sustainable. The second part of the course will investigate the reasons why people decide to live where they do at a variety of scales (local, national and global), and in the context of the environmental, economic, social and other factors that might influence their decision making. Basic geographical skills are embedded in the course along with the integration of Geographic Information Systems (GIS) and GPS devices.

Assessment

Students in Year 7 will complete a range of formal and informal assessment tasks. These will include tests, paragraph writing, investigations and oral presentations.
Languages Learning Area (Languages other than English)

Through the study of a language other than English, students gain a better knowledge of their own language, increase their self-confidence, learn to understand and appreciate people of a different culture and broaden their career opportunities.

At Perth College we aim to develop skills in comprehension, speaking and writing which enable students to manipulate a foreign language to understand, develop and communicate ideas and information and to interact with others. Students entering the Senior School in Year 7 can elect to study either French, Indonesian or Chinese and can continue to Year 12. This is in line with State and Federal Government Policy, which recognises that learning a language other than English should be an essential part of any educational programme.

Where possible, students who have been studying the language for several years will be catered for at an appropriate level.

The Languages Department is committed to embedding the use of relevant technologies in teaching and learning programmes to empower students and enrich their learning experience.

Materials for both independent and collaborative learning are provided through the PC Portal and OneNote. Digital tools such as SmartBoards, interactive software, automatic speech recognition, and presentation software are constantly employed. Web-based resources aid in enhancing cultural studies as well as refining research skills. Interactive language activities are also extensively used to develop the four macro-skills in language learning (listening, speaking, writing and reading).

Chinese

Content and Focus

At the Year 7 level, the emphasis is on learning about the culture and way of life in China, whilst developing student communication skills within the following contexts:

- introduction of Pinyin
- introduction of the writing system
- self introduction
- greetings
- family and pets
- birthdays
- dates and months
- days of the week
- hobbies and interests
- sports

Assessment

Students will complete tasks involving listening, speaking, reading and writing, as well as incorporating Information Technology skills into their assessments. Students will respond to written, visual and aural texts either by writing or speaking. They also complete a cultural research assignment.
French

Content and Focus
At the Year 7 level, the emphasis is on learning about the culture and way of life in France, whilst developing student communication skills within the following contexts:

• greetings
• self
• family
• where you live
• pets
• birthdays and dates
• life at school

Assessment
Students will complete tasks involving listening, speaking, reading and writing, as well as incorporating Information Technology skills into their assessments. Students will respond to written, visual and aural texts either by writing or speaking. They also complete a cultural research assignment.

Indonesian

Content and Focus
At the Year 7 level, the emphasis is on learning about the culture and way of life in Indonesia, whilst developing student communication skills within the following contexts:

• self
• family and friends
• clothing and parts of the body
• school
• animals

Assessment
Students will complete tasks involving listening, speaking, reading and writing, as well as incorporating Information Technology skills into their assessments. Students will respond to written, visual and aural texts either by writing or speaking. They also complete a cultural research assignment.
Mathematics Learning Area

As a result of learning Mathematics at Perth College, all students should:

- appreciate the role Mathematics has had, and continues to have, in their own and other communities
- gain pleasure from Mathematics and appreciate its fascination and power
- be able to call on a repertoire of general problem solving techniques to determine the solution to problems
- incorporate technology where appropriate to simplify mathematical processes
- be able to investigate, discover patterns and generalise the results in problems from many different contexts
- be able to interpret and make sense of the results they get, as well as check for the ‘reasonableness’ of their answers
- possess an adequate command of mathematical expressions and representations
- be able to communicate mathematically to a range of audiences.

The achievement of the above goals is built around the three Australian Curriculum Mathematics Content strands of: Number and Algebra, Measurement and Geometry, Statistics and Probability and the Proficiency strands of Understanding, Fluency, Problem Solving and Reasoning.

Content and Focus

At the Year 7 level, numeracy continues to be a vital component of the programme at Perth College. Throughout the year, students will be involved in a common course of work that progresses from their Junior School programme, consolidates understandings and develops new concepts and ideas in their mathematical and problem solving experience.

Digital technologies, such as, dynamic graphing software, dynamic geometry software and interactive demonstrations will be used to engage students and promote understanding of key concepts. Information and communication technology will be used to investigate, create and communicate ideas and information.

Initially, all students will be engaged in a common course of work. Information obtained from Year 6 Reports, observation, assessment and diagnostic testing during this time will be used to determine the need for support programmes and extension activities where appropriate.

As the year progresses, one or two separate groups may be formed which will work through the course at an accelerated rate with the addition of even more enrichment and extension material. These students may still be assessed on the common course.

Topics covered include:

- Number and Algebra: whole number & index notation, square & square roots, primes, factors, multiples, LCM, HCF, arithmetic laws, Rule of Order, integers, fractions, percentages and decimals, number patterns, algebraic expressions, Cartesian plane, development of rules, simple linear equations, rate and travel graphs.
- Measurement and Geometry: classifying angles, angle relationships, angles and parallel lines, properties of triangles and quadrilaterals, units of measurement; angle measurement; concepts of length, area and volume, transformations, polygon names, prisms and pyramids (naming and properties).
- Statistics & Probability: single step experiments, probability, mean, mode and
median, range; interpretation and construction of a selection of graphs.


Assessment

Assessments will predominantly be of two types:

- Tests—where students will be tested on the concepts presented in the class over a certain time period.
- Investigations—where students will be required to investigate some mathematical ideas that will extend them from routine classroom practice.
Science Learning Area

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. The wider benefits of this “scientific literacy” include giving students the capability to investigate the natural world and changes made to it through human activity.

Content and Focus

All Year 7 students follow a common Science programme that is experiential in nature, and seeks to foster the student’s naturally inquisitive mind. The course is structured around the four sub-strands of Science Understanding: Biological sciences, Chemical sciences, Earth and Space sciences and Physical sciences).

The five sub-strands of Science Inquiry Skills (Questioning and predicting, Planning and conducting, Processing and analysing data and information, Evaluating and Communicating) of the Australian Curriculum are developed throughout the course. These Science Inquiry Skills provide a vehicle to incorporate and develop ICT skills in collecting and analysing data and communicating ideas with digital technologies.

The Science as a Human Endeavour strand of the curriculum is embedded in each of the topics. This strand provides opportunities for students to learn about the unique nature of science, and how scientific knowledge has developed over time. Students are also required to consider the use and influence of science in modern day society.

The Year 7 course covers the following areas:

**Earth and Space sciences:** The Earth’s place in space, seasons and eclipses, and the availability and use of the Earth’s resources, including the water cycle

**Biological sciences:** Ecology; including the classification of living things within the context of Western Australia

**Chemical sciences:** States of matter, mixtures and separation techniques

**Physical sciences:** Structures and machines: Investigation of simple machines and their components

Assessment

Students in Year 7 will complete tests, assignments and investigations as part of their formal assessment.
Technologies Learning Area

These courses have been designed to cater for individual differences. A student-centred approach is used to encourage students to build on prior learning and display enterprise in the development of new skills. Students will be given the opportunity to develop and use appropriate technology skills when selecting and using materials, designing and presenting information and in the application of systems. All the courses have a social and ethical component enabling students the opportunity to analyse the effects technology has on society.

Students will be assessed in accordance with the Technologies syllabuses as stated in the Western Australian Curriculum.

Technologies: Woodwork and Engineering

Content and Focus

Year 7 Woodwork and Engineering is a subject that introduces basic woodworking and fundamental electronic principles to students. With a combination of classroom and workshop time, students will acquire knowledge and understanding in the basic concepts and principles of electronics as they build a simple wooden engineered structure. Students will acquire the skills to be able to handle basic hand tools, equipment, and manipulate electronic components, plastics and wood materials.

The design brief may vary from term to term to enable the production of a diverse range of pieces. However, some example design briefs for this course may involve the construction of touch lamps, a ding dong bell, universal timer and an electronic dice.

Assessment

The students will be assessed on their knowledge and understanding of electrical circuitry principles as well as their process and production skills during the course of creating their final project.

Digital Technologies

Content and Focus

The Year 7 Digital Technologies course focusses on developing understanding and skills in computational thinking. Students have opportunities to explore, problem-solve and create solutions utilising visual programming and hardware such as littleBits electronics and Finch robots. They learn how digital systems represent text, images and audio data and are introduced to the components of wireless networks. Students work collaboratively, and individually, to design, develop, communicate and evaluate their ideas.

Assessment

Students will complete a series of practical exercises in class and for homework.

Materials Technologies and Fibre Production

Content and Focus

In this practical course students design, develop, review and communicate design ideas, plans and processes within a textile context, using a range of techniques, appropriate technical terms and technologies. Throughout the course students explore and critique the social and environmental impacts of producing cotton and wool fibre. In sewing their textile item they experience how design decisions and processes influence the selection and combination of materials, systems, components, tools and equipment. Students are encouraged to demonstrate creative and critical thinking as they follow a
plan to solve a problem, using a sequence of steps, and safely make their own solutions using a range of components, equipment and techniques.

Assessment
Students will be assessed in two strands: Knowledge and understanding, and Processes and production skills.

Food Specialisations and Food Production

Content and Focus
This vibrant, hands-on course begins an exciting journey of food-related learning through the Secondary School years. It is an important foundation for life-long health and exciting food options as students study how the nutritional value and physical properties of food determine preparation and presentation techniques. Students cook a variety of healthy ingredients and assess production systems of food products, compare contemporary Australian food production with traditional Aboriginal systems, and investigate cost efficient, ethical and sustainable production techniques.

Assessment
Students will be assessed in two strands: Knowledge and understanding, and Processes and production skills.
Appendix 1 Private Lessons

Private Instrumental and Vocal Lessons

Lessons on the following instruments are available:

- **Strings**: Violin, Viola, Cello, Double Bass, Harp.
- **Brass**: French Horn, Trumpet, Trombone, Euphonium, Tuba.
- **Woodwind**: Flute, Oboe, Clarinet, Bassoon, Alto Saxophone, Tenor Saxophone, Baritone Saxophone.
- **Guitar**: Classical Guitar, Electric Guitar, Bass Guitar.
- **Keyboard**: Piano, Pipe Organ, Harpsichord.
- **Voice**.
- **Percussion**: Including orchestral percussion and drum kit.

Students may have a 30 or 40 minute lesson. The Music Department has approximately 25 peripatetic staff. Learning an instrument on a one-to-one basis is an excellent opportunity for improving personal confidence and self-expression, learning discipline and developing a student’s creativity.

Any student who chooses to learn an instrument through Perth College will be a part of one of the School’s many performing groups. If you would like further details about Instrumental/Voice Lessons please contact the Music Department Administration Assistant on 9471 2243 or email: music@pc.wa.edu.au

Private Speech and Drama Lessons

Students can choose from a range of lesson types:

- **Solo** (Year 10–12).
- **Pairs** (Year 9–12).
- **Trios** (Year 4–12).
- **Small Groups** (Years 4–12).

Solo Lessons, Lessons in Pairs, Trios and Groups of four students, are 30 minutes duration. Depending on demand, Small Group lessons of five or more are normally 40 minutes duration.

Students are engaged in active learning experiences that build confidence and develop clear speech and drama skills. Students are prepared for a diverse range of performance opportunities, such as the Speech and Drama Festivals, AMEB examinations and Drama Showcases.

If you would like further details about Speech and Drama Lessons please contact the Co-ordinator and Teacher of Speech & Drama, Mrs Deb Mitchell on 9471 2100 or email: Deb.Mitchell@pc.wa.edu.au