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**The Curriculum**

Students entering Year 9 find themselves at a new stage in their development and they are ready to accept the responsibility for making choices. Students have the opportunity to choose from a wide range of electives from the Arts and Technologies Learning Areas and the Curriculum begins to focus on depth of knowledge and understanding in preparation for Year 10.

**The Year 9 Programme**

The Year 9 programme builds on the skills, knowledge and understanding developed in Year 8 and includes common courses in English, Mathematics, Science, Humanities and Social Sciences, Beliefs and Values and Health and Physical Education. Studies in Languages; Chinese, French or Indonesian continue to be a compulsory part of the learning programme in Year 9.

In Year 9, students will select two electives per semester and will be encouraged to choose from both the Technologies and the Arts Learning areas. We will endeavour to ensure that elective selections are satisfied, though it must be realised that sometimes there are insufficient numbers for an elective to remain viable on the timetable. If this is the case, then a reserve choice will be allotted.

Year 9 students will make use of a Personal Learning device to facilitate learning ‘anywhere, anytime’. Students will 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 courses are based on the Western Australian Curriculum. (Click [here](#) for the Western Australian Curriculum).

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These are areas of study, each containing a variety of courses of differing length and depth. They total 8 periods per cycle.

**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 introducing them to a greater awareness of their inner strength and place in society. The ‘City After Dark’ programme will be offered Term Two; registration is required for this programme. An integral and compulsory part of this journey is the 10 day expedition style camp based on a challenge by choice philosophy.

The Duke of Edinburgh Award Scheme

Girls from Year 9 are encouraged to register for the Bronze Duke of Edinburgh Award. This is an International Award for young people aged 14–25 years and most girls at Perth College can achieve this award by documenting what they do as part of their co-curricular or recreational activities, their participation in the Adventure Learning Programme, along with their community service hours. This is a non-competitive scheme that encourages personal development and achievement through involvement and is a prestigious addition to a Curriculum Vitae. The Duke of Edinburgh Award is an endorsed programme at all levels.

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.

Subject based 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.

Chorale Ensembles
PC/Aquinas Intermediate Band
Book Club
Photography Club
Philosophy Club
Swimming, Volleyball, Tennis, Rowing (Term One)
Hockey, Netball, Cross country, PCNA (Saturday) Netball, Rowing(Term Two)
Athletics, Basketball, Soccer, PCNA (Saturday) Netball, (Term Three)
Water Polo, Softball (Term Four)
*Birthwrite* (a school 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
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 9 level students focus on the following content areas:

- Philosophy and Belief: The key Ancient Greek philosophers who shaped Western thought, Socrates, Plato and Aristotle. In addition, they will also debate the philosophical issue of suffering in the world. This topic will address the Christian understanding of suffering.
- Biblical Studies: The story of the Anglican Church
- Social Justice: Rights of the Child - Students engage in the study of human rights and the work of organisations that advocate human rights as well as identifying certain social justice issues. Specifically, the Rights of the Child and the Rights of Women
- Social Justice: How we can make a difference.
- Spirituality: Exploration of spirituality through art, creative writing and journaling.
- Spirituality: Exploration of the practice of Mysticism.
- Spirituality: Indigenous spirituality and connectedness

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.
- Search 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 9 students attend Beliefs and Values lessons four times a cycle 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. Journaling and artistic representation (based on the communication of concepts, not artistic ability) also make up some of the assessment in Year 9. 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 confidence, curiosity and imagination.

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/kinesthetic 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 and aesthetic understanding 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 Year 9 Art, Dance, Drama, and Music provide a rich selection of electives from which students can choose a range of units that enables them to expand and develop their creative talents in preparation for further study. Specialist courses are also offered in Visual Art, Music, Drama and Dance and these electives run for the full year.

The following are the electives available in the Arts Learning area:

**Visual Arts**

In Year 9 Visual Arts students will continue 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 and the 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: Full Year (Specialist)
(Year Course - 4 periods per cycle)

Content and Focus
This exciting course offers an enriched Art programme that will open doors for creative thinkers and nurture students’ individual talents. It is particularly suited to those students who have a special interest and/or talent in the Visual Arts and will prepare them for the study of Visual Art in Year 11 and 12. This course is ideal for those students who intend to use Art as an entry subject for tertiary studies, as well as those who choose Art for enjoyment. Students are selected based on previous performance and commitment to this subject area. It is a full year course as distinct from the Visual Arts elective (i.e. students will do 4 periods of Art per cycle for the full year). Special workshops and excursions may be offered during the year.

Students may learn about drawing, painting, printmaking, ceramics and sculpture. They will create pieces exploring and developing their own ideas and will be encouraged to aim for a high standard of quality in their work. They will develop visual and digital literacy skills through research and presentation of various tasks. Adobe Photoshop and Illustrator will be used where appropriate to the production of studio work. Students will develop an appreciation of their own artwork and that of other artists and cultures and will record the development of each project in their Art Journal.

Assessment
Both of the Western Australian Curriculum strands will be covered in this course and students will be assessed with Production, Reflective practice and Artists and Contexts and Analysis tasks. An exciting programme is created with 70% weighting on practical aspects of Art and 30% on theoretical work.

Ceramics and Sculpture
(Semester Course - 4 periods per cycle)

Content and Focus
Since prehistoric times, humans have made carvings and modelled forms depicting aspects of their world. Ceramics and Sculpture is concerned with creating functional artworks or sculptural forms. In this semester long course, students will learn how to create three dimensional artworks in a variety of materials such as clay, glass, papier mache, wire, wood and recycled objects while exploring the concepts of form and space. They will develop digital literacy skills, use of technology and technology processes. They will create pieces exploring and developing their own ideas and will be encouraged to aim for a high standard of quality in their work. They will develop an appreciation of their own artwork and that of other artists and cultures and will record the development of each project in their A3 Art Folio.

Assessment
Both of the Western Australian Curriculum strands will be covered in this course and students will be assessed with Production, Reflective practice and Artists and Contexts and Analysis tasks. An exciting programme is created with 70% weighting on practical aspects of Art and 30% on theoretical work.

Drawing and Painting
(Semester Course - 4 periods per cycle)

Content and Focus
Drawing and Painting are some of the most immediate and accessible ways to communicate through imagery. This semester long course endeavours to enhance understanding of the drawing and painting process as well as sensitivity in the use of a variety of mediums. Students will be provided with opportunities to experiment with a
range of media such as ink, pastels, gouache, charcoal and acrylic paints while learning
how to express themselves visually in realistic or imaginative ways. They may learn
about drawing still-life, landscape and portraiture. Students will be encouraged to aim
for a high standard of quality in their work. They will develop visual and digital literacy
skills, manipulating imagery, using research tools and presenting their ideas. They will
develop an appreciation of their own artwork and that of other artists and cultures and
will record the development of each project in their A3 Art Folio.

Assessment
Both of the Western Australian Curriculum strands will be covered in this course and
students will be assessed with Production, Reflective practice and Artists and Contexts
and Analysis tasks. An exciting programme is created with 70% weighting on practical
aspects of Art and 30% on theoretical work.

Interior and Graphic Design
(Semester Course - 4 periods per cycle)
Content and Focus
Every manufactured object, printed image and constructed space has been designed
by someone. Interior Design is about creating the special places and shared spaces in
which we all live, work and play and Graphic Design focusses on the packaging and
promotion of products. Students studying this semester long design course will learn
the disciplines associated with Interior Design and the Graphics field – combining and/
or designing homewares, soft furnishings, interiors (for shops, cafes, restaurants, or
homes), advertising, street graphics, T shirts, labels, logos etc. They will develop digital
literacy skills, manipulating imagery, using research tools and presenting their ideas.
Whilst encouraging the use of Adobe Photoshop and Illustrator in combination with
the Wacom tablet and other new technologies, students will also use hand skills and
drawing techniques to develop and produce a high degree of quality in their work.
Students will develop an appreciation of their own artwork and that of other artists and
cultures. They will record the development of each project, both digitally and in their
A3 Art Folio.

Assessment
Both of the Western Australian Curriculum strands will be covered in this course and
students will be assessed with Production, Reflective practice and Artists and Contexts
and Analysis tasks. An exciting programme is created with 70% weighting on practical
aspects of Art and 30% on theoretical work.

Printmaking and Digital Art
(Semester Course - 4 periods per cycle)
Content and Focus
Capturing an image with the camera or on paper is a useful vehicle for personal expression
and for creating eye-catching artwork. Photography is a means of drawing with light
and is a way to record what the artist sees or wishes to say. Printmaking explores the
possibility of creating multiple images. Students choosing this semester long course
will learn how to compose and enhance digital photographs, reproducing them as
artworks, and will learn photographic techniques involved in developing imagery for art
and design work. They will use technology to enhance their productivity and develop
expressive digital literacy skills. Students will learn the skills and techniques required
to create multiple images of their individual designs using a variety of printmaking
processes such as silk-screen, collographic or lino printing. Students will be encouraged
and assisted in aiming for a high standard of quality of work. Students will develop an
appreciation of their own artwork and that of other artists and cultures. Students will
record the development of each project, both digitally and in their Art Folio.
Assessment
Both of the Western Australian Curriculum strands will be covered in this course and students will be assessed with Production, Reflective practice and Artists and Contexts and Analysis tasks. An exciting programme is created with 70% weighting on practical aspects of Art and 30% on theoretical work.

Wearable Art and Designs
(Semester Course - 4 periods per cycle)

Content and Focus
This course explores the use of traditional, recycled and non-traditional materials with reference to body adornment. Student will create art pieces in the form of jewellery, accessories and/or garments. The innovative ideas and themes offered are based on context, the object, architecture or materiality, and can reference social, historical or environmental issues. Students will be encouraged to experiment with form and function and relate issues of Wearable Art and Design to the body. Students will select, combine and explore elements of design with a purpose appropriate to the theme and the material offered.

Exploration of processes associated with sculptural construction, de-construction or re-cycling will be encouraged alongside the teaching of skills and techniques such as dyeing, painting, fusing, modelling, felting and/or printing.

Students will have opportunities to enrich their learning experience by developing their visual and digital literacy skills in the research, production and a presentation of their Art works. Students will be encouraged and assisted in aiming for a high standard and quality of work. They will also learn about how and why ‘Wearable Art’ is made and how important the Arts are to our society. Students will be able to record the development of each project in their Art Folio.

Assessment
Both of the Western Australian Curriculum strands will be covered in this course and students will be assessed with Production, Reflective practice and Artists and Contexts and Analysis tasks. An exciting programme is created with 70% weighting on practical aspects of Art and 30% on theoretical work.

Dance
In Year 9 students develop knowledge, understanding and skills of dance as an art form through choreography and performance. They manipulate combinations of the elements of dance to communicate intent. They discover new movement possibilities and explore personal style. They create and develop movement motifs and structure dances using choreographic devices and form to communicate their intent. They develop proficiencies as they refine technical and expressive skills and use safe dance practices. They develop evaluative skills reflecting on the use of the elements of dance, investigate dance in Australia and make connections to international contexts.

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 following dance courses are offered in Year 9. Students may elect to study Dance and Music Theatre which are semester courses or Dance Specialist which runs for the whole year. Students wishing to study dance in Upper School are advised to choose Dance Specialist or two of the other Dance courses.

- Dance - Through the Ages
- Music Theatre - Rock and Popular Musicals
or

• Dance Specialist

Dance - Through the Ages
(Semester Course - 4 periods per cycle)

Content and Focus
In this course students will have the opportunity to develop their contemporary dance skills further. Students will also study dance styles through the ages for performance tasks. This course also offers expansive opportunity for creative choreographic work with an added focus on performance skills, cross discipline and collaborative processes. The written component of this course allows students the opportunity to articulate their dance experiences and opinions.

ICT is integrated into the course via use of the Internet as a research tool and the use of video to film class work as one aspect of the students’ reflective processes. ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

Assessment
Students will be assessed on their contemporary technique and two other dance styles as well as submitting a written case study and a series of worksheets reflecting on their process.

Music Theatre (combined Dance and Music course)
Rock and Popular Musicals
(Semester Course - 4 periods per cycle)

Content and Focus
In this course students will have the opportunity to explore musical theatre through studying songs and scenes from selected musicals in the rock and popular genres (musicals studied may include Grease, A Chorus Line and Cats). The focus in this course will be on the student developing and extending their performance skills as a member of the musical theatre chorus. They will have the opportunity to study vocal technique, create character and combine singing with dance. Students will also learn fundamental aural and theory skills to assist their understanding of melody and musical structure. In the dance component of this course students will study choreographic styles relevant to the popular musical.

ICT is integrated into the course via use of the Internet as a research tool and the use of video to film class work as one aspect of the students’ reflective processes. ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

Assessment
Students will be assessed in two performance pieces, a research project, in-class presentations and a series of sequential worksheets for written response and reflection.

Dance: Full Year (Specialist)
(Year Course - 4 periods per cycle)

Content and Focus
In this course students learn dance techniques from different genres through the study of ‘Dance through Time’. Connecting to dance as a social and cultural expression, students learn aspects of the Charleston, Ballet, Disco, Rock n Roll, Jazz and Breakdance. Students make original combinations using known movement and experiment with style specific costume. Students will also have the opportunity to develop their contemporary dance skills further.
Assessment

Students will complete three practical assessment tasks per semester 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 is integrated into the course via use of the Internet as a research tool and the use of video to film class work as one aspect of the students’ reflective processes. 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

In Year 9 students develop knowledge, understanding and skills about drama as an art form through improvisation, scripted drama, rehearsal and performance. They manipulate the elements of drama and narrative structures to shape tension, dramatic action and convey text and subtext. They perform drama works, developing relationships, status, physical and psychological aspects of roles/characters and refining expressive skills in voice and movement for different forms styles and audiences. They apply design elements, direct short sequences of devised and scripted drama and critically evaluate drama works. They explore drama in different societies and cultures.

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 following drama courses are offered in Year 9. Students may elect to study Drama Studies or Youth Theatre which are semester courses or Drama Specialist which runs for the whole year. Students wishing to study Drama in Upper School are advised to choose Drama Specialist or two of the other Drama courses.

- Drama Studies - Comedy, Tragedy, Farce and Commedia dell’ Arte
- Youth Theatre - Melodrama and Scripted Performance
  or
- Drama Specialist

Drama Studies - Comedy, Tragedy, Farce and Commedia dell’ Arte
(Semester Course - 4 periods per cycle)

Content and Focus

In this course students will explore dramatic texts in a variety of contexts and styles. In engaging with these texts students will have the opportunity to develop character through the use of voice and movement. Appreciation of individual and others’ qualities and creativity, whilst learning to use Arts languages, will be explored through a range of activities.

ICT is integrated into the course via use of the Internet as a research tool and the use of video to film class work as one aspect of the students’ reflective processes. ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

Assessment

Students will be assessed in two performance tasks, one research performance project, and a series of written worksheets designed for planning and reflection of each task.
Youth Theatre - Melodrama and Scripted Performance
(Semester Course - 4 periods per cycle)

Content and Focus
Using the skills of playbuilding, improvisation and scriptwriting, students in this course will explore the elements of drama and their relationship to live performance. Students will have the opportunity to devise short works in the style of Melodrama and present these in a range of performance contexts. In devising these works students will be encouraged to draw on their own life experiences, relating these to wider social contexts through the medium of live performance.

ICT is integrated into the course via use of the Internet as a research tool and the use of video to film class work as one aspect of the students’ reflective processes. ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

Assessment
Students will be assessed in two performance tasks and a series of written worksheets designed for planning and reflection of each task.

Drama: Full Year (Specialist)
(Year Course - 4 periods per cycle)

Content and Focus
In this course students will continue to extend their voice and moment performance skills. They will expand their exploration of characterisation looking at the differences between presentational and representational drama. They will study the production team roles of actor and director, the elements of drama and different theatre spaces. In Semester One the focus for this course will be on improvisation, ensemble playbuilding, Documentary drama and Verbatim Theatre. In Semester Two the focus will be on Elizabethan Theatre performance and Shakespeare.

Assessment
Students will complete two practical assessment tasks per semester, review a live theatre performance, create an actor’s journal, complete an independent project 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 is integrated into the course via use of the Internet as a research tool and the use of video to film class work as one aspect of the students’ reflective processes. 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
Students wishing to study Music have three options:

- Music Specialist (Four periods per cycle for the entire year, students are also required to attend a concert practice class four times per semester, performing once. This class occurs each Monday from 3.30pm - 4.30pm).
- The Music Project (Four periods per cycle for one semester)
- Music Theatre (Four periods per cycle for one semester – combined Dance/Music course)

The Music courses are designed to develop students’ aesthetic sensitivity toward music of varying styles. Through the study of the Music courses at Perth College, students develop a deep understanding of the subject and become empowered to confidently
apply their skills in the areas of performance, composition and analysis. Music is an integral part of society and it is hoped that a student, on completion of the music courses, will be able to enjoy participation in the music processes of performing, creating, listening and responding with greater understanding and satisfaction.

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 four music outcomes (as per the WACE Music Course for Upper School):

- Performing
- Composing
- Listening and Responding
- Culture and Society

Music technology is incorporated within the Year 9 Music courses 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) and the music e-learning website (all four music outcomes).

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. As such, all students studying a Year 9 Music course are dedicated to the development of their skills through their enthusiastic participation in the Year 9/10 Chorale and where appropriate, in one of the following ensembles: Camerata, PC/Aquinas Concert Band, Intermediate Band or PC/Aquinas String Orchestra.

**Music: Full Year (Specialist)**

(Year Course - 4 periods per cycle)

**Content and Focus**

This year long course (four periods per cycle) is designed as an enriched programme. Students who have a special interest and/or talent in Music should be encouraged to select this course. Students will have the opportunity to develop their musical skills within the strands of Making and Responding. Students will also be given the opportunity to examine and experience music from a variety of genres including concerto, concerto grosso, symphonic works and the wonderful world of music theatre. An ‘in-class’ composition project will also provide a means by which students can focus their collective creative energies.

Successful completion of this course will provide students a sound foundation enabling them to move via the Year 10 Music Specialist course to the ATAR Music course in Year 11. It is expected that all Music Scholarship students will select the Music Specialist course. Music Bursary students must select this option if they wish to remain eligible for a continuation of their bursary.

Singing is the key to developing all musical skills and as such, it is strongly advised that
all Music Specialist students participate in the Year 9/10 Chorale (rehearsing 7.30 am-8.20 am each Monday). It is also expected that Music Specialist students will take part in either a school band or orchestra, as appropriate to their instrument (not applicable for piano, guitar or vocal students). Ensemble participation is assessed as part of the course.

**Assessment**

Assessments will take the form of oral presentations, written assignments, aural tests, composition, solo performance and group performance (on each student’s chosen instrument, including voice). Performance skills are carefully nurtured and emphasized through a 50% weighting in the course assessment. Students may perform on their instrument/voice in any one of or a combination of the following performance contexts: Western Art, Jazz, Contemporary (Rock/Pop) and/or Music Theatre. Some students may also wish to be assessed on two instruments studied.

**The Music Project**

(Semester Course - 4 periods per cycle)

**Content and Focus**

‘The Music Project’ is an exciting option for students at Perth College interested in creating and performing original works. It is a course which is studied for one semester (four periods per cycle) and assumes no prior knowledge other than the Year 7 Music course. The Music Project is designed for students who wish to create their own music works and who are therefore enthusiastic to learn the musical ‘tools-of-trade’. Students will be provided the opportunity, through the use of various texts and technologies, to develop their musical literacy skills with the view to applying these in order to enhance their own musical project. Upon selection of the course, students are encouraged to commence instrumental/voice lessons.

The standard achieved by each student at the end of their Music Project will determine the next step on their musical journey. Some students may feel confident enough to select the Year 10 Music Specialist course with a view to selecting the ATAR Music course in Year 11.

**Assessment**

Assessments will take the form of group and solo performances (on each student’s chosen instrument, including voice), oral presentations, written worksheets, tests and various creative activities. Performance skills are carefully nurtured and emphasized through a 50% weighting in the course assessment. Students may perform on their instrument/voice in any one of or a combination of the following performance contexts: Western Art, Jazz, Contemporary (Rock/Pop) and/or Music Theatre. Some students may also wish to be assessed on two instruments studied.

**Music Theatre (combined Dance and Music course)**

**(Semester Course - 4 periods per cycle)**

**Content and Focus**

In this course students will have the opportunity to explore musical theatre through studying songs and scenes from selected musicals in the rock and popular genres (musicals studied may include Grease, A Chorus Line and Cats). The focus in this course will be on the student developing and extending their performance skills as a member of the musical theatre chorus. They will have the opportunity to study vocal technique, create character and combine singing with dance. Students will also learn fundamental aural and theory skills to assist their understanding of melody and musical structure.
the dance component of this course students will study choreographic styles relevant
to the popular musical.

ICT is integrated into the course via use of the Internet as a research tool and the use
of video to film class work as one aspect of the students reflective processes. ICT used
in this course enables students to collaborate, find and select appropriate information,
apply critical thinking and evaluation skills and create original works.

Assessment
Students will be assessed in two performance pieces, a research project, in-class
presentations and a series of sequential worksheets for written response and reflection.

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, there is no streaming in English studies. Remediation and extension activities inside and outside the regular classroom will be provided to meet the needs of individual students.

Content and Focus

Year 9 English will allow students to develop and extend the areas of literary and cultural study introduced in Year 8.

Students will study a year long course which will include a range of English activities and text areas, but will focus on and extend the students’ understanding of specific areas of the curriculum. Students will continue to read a variety of texts for enjoyment that support and extend them as independent readers. They will interpret, create, evaluate, discuss and perform a wide range of literary texts with themes and issues involving increasing levels of abstraction, higher order reasoning and intertextual references. In particular, students will consider the ways in which attitudes, values and beliefs are conveyed through texts. Over the year students will study both classic and contemporary Australian, including indigenous, English, American and European texts and genres. Students will develop independent critical understanding and research skills during the year, including the use of information technologies. Their study will continue to 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 four English outcomes 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 9 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—3 per cycle. The sports covered in Year 9 Physical Education are: Lifesaving, Athletics, Basketball, Fitness, Badminton, AFL, Sofcrosse and Multi-sport.
- Health Education lessons—1 per cycle. The content and focus in Year 9 Health is: Pregnancy and Conception, Alcohol, Fitness and Nutrition.

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, multimedia and web-based activities, journal work and group activities in Health lessons.
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.

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 Humanities and Social Science 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.

The learning experiences over the four years will allow students to make informed choices about their selection of subjects in Year 11 and Year 12.

There is a wide range of opportunities for students to extend their experiences and outcomes through the co-curricular activities offered. These include the Schools Conflict Resolution and Mediation Competition, the National History Challenge, and the Australian Geography Competition.

All courses are of one term’s duration.

Geography: Biomes and Interconnections

*Biomes and food security* focuses on the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

*Geographies of interconnections* examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. The impact of transport and information and communication technologies is investigated in detail.

History: The Making of the Modern World

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.

Economic and Business

Students will learn about innovations and changes in business, and the implications for the current and future work environment. They will also learn about the risks and rewards that result from making consumer and financial choices by examining consumer scams and investments. Students will understand the importance of trade and the interdependence between Australia and other economies by identifying Australia’s trading partners, and describe how specialisation results in the exchange of goods and services between countries.

Civics and Citizenship

Students will learn about the Australian electoral process and examine ways individuals and political parties participate within the electoral system in Australia’s democracy. They will then examine Australia’s court system with a focus on the importance of the court hierarchy, the role of precedent and how the courts resolve disputes. Students will also be able to identify major principles of justice and potential threats to these principles.

Assessment

Students in Year 9 will complete a range of formal and informal assessment tasks. These will include tests, document interpretations, investigations, essays 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 use a foreign language to understand, develop and communicate ideas and information and to interact with others. French and Indonesian are taught from Year 7 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.

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 Perth College 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 this stage, students in Year 9 complete their three year course in Chinese, the emphasis is on reaching a level of mastering the system to recognise the Chinese characters independently. The students are encouraged to form simple phrases, sentences and paragraphs using characters learned. There is an increased focus on students’ reading and speaking skills through a variety of language strategies. To increase the students’ vocabulary, some dictionary skills are also taught at this stage. Students will continue to focus on the culture and way of life in China, whilst developing communication skills within the following contexts:

- transport
- physical description
- clothes and Colours
- daily routine
- places in town and directions

Assessment

Students will complete tasks in listening, speaking, reading and writing, as well as cultural research assignments. They will respond to written, visual and aural texts either by writing or speaking. Students will also be assessed on oral communication. They will also complete the National Competence Examination.
French

Content and Focus

Students in Year 9 complete their three year course in French.

During this year, students consolidate and expand their communication skills in the learning outcomes of listening, speaking, viewing, responding, reading and writing and further develop their socio-cultural and socio-linguistic understanding.

By the end of Year 9 students are expected to achieve a moderate level of competence within the following contexts:

- health and fitness
- television, cinema and music
- going out - making arrangements / excuses
- describing what you did at the weekend
- daily routine and helping at home
- describing past holidays
- travelling and visiting a French family
- places in a French town / directions
- buying presents

Assessment

Students will complete tasks involving listening, speaking, reading and writing, as well as cultural research assignments. Students will respond to written, visual and aural texts either by writing or speaking.

They will also complete the National Language Competence Examination.
Indonesian

Content and Focus
Students in Year 9 complete their three year course in Indonesian.

During this year, students consolidate their communication skills through the learning outcomes of listening, speaking, viewing, responding, reading and writing. Students will be expected to develop an understanding of more advanced language structures in order to express themselves accurately. A further dimension to the course is added by learning about and discussing issues of Indonesian culture.

By the end of Year 9 students are expected to achieve a moderate level of competence within the following contexts:

- going to the city
- transportation and getting lost in the city
- weekend activities, leisure time and entertainment, invitations and making suggestions
- shopping and bargaining with the Indonesian rupiah
- colours, clothing and fashion
- compass points, directions and finding your way around town
- weather

Assessment
Students will complete tasks involving listening, speaking, reading and writing, as well as cultural research assignments. Students will respond to written, visual and aural texts either by writing or speaking.

They will also complete the National Language Competence Examination.
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. (Click here for the Australian Curriculum).

Content and Focus

On the basis of performance in Year 8, students will be graded into two or three bands. One band will work at an accelerated pace and cover extension topics—the Extended group. Another band will cover a similar course but at a steadier pace—the Standard group. If necessary, a third band will be formed—the Modified group. These students will cover a similar course, but will be placed in a smaller class so that extra remediation and consolidation can take place. The groups will be assessed separately. Movement between the groups is both possible and desirable. Organisation of classes is dependent on the year cohort.

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.

Topics covered include:

- Number and Algebra: index laws, scientific notation, percentages and applications relating to money, proportion, rates and travel graphs, simplifying expressions, expanding brackets, solving linear equations, factorisation, linear relationships, distance, midpoint, simple non-linear relationships.
- Measurement and Geometry: area of composite shapes, volume, surface area, conversion of units, Pythagoras’ Theorem, solving right triangles using trig ratios, similarity, enlargement, scale factors, angle relationships.
- Statistics and Probability: experimental and theoretical probability, sample spaces including grids, Venn diagrams and tree diagrams, probability including conditional probability, using correct terminology.
- Working Mathematically: This is embedded in all the topics listed above.
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, 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 9 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 9 course covers the following areas:

**Earth and Space sciences:** The theory of plate tectonics and the cause of earthquakes and volcanic activity

**Biological sciences:** Body responses and ecosystems

**Chemical sciences:** The structure and properties of matter and common chemical reactions

**Physical sciences:** Energy transfer through particles and/or waves in the context of light, sound and electricity

Assessment

Students in Year 9 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.

The following are the Electives available in the Technologies Learning area:

Digital Technologies

**Hack My Code**

**Content and Focus**

Game Based Learning (GBL) is the process of using games to achieve a defined set of learning outcomes. This course introduces students to MinecraftEdu, which is an open-ended 3D game that retains the magic of the original Minecraft, while adding elements that facilitate design thinking to build and craft anything they like.

MinecraftEdu will be extended and enhanced using ‘Mods’ (short for ‘modifications’) - code that is added to the Game. Students will learn how to use programmable turtle robots as a new way to learn computational thinking inside Minecraft. Students will start with a tile-based interface to learn the fundamentals of programming in a fun, accessible environment. They will be engaged and motivated to find ways to use turtles to automate and extend their usual Minecraft activities. This course is an interactive, and fun way to learn important real world skills with creativity.

**Assessment**

Students will complete theoretical and practical tasks involving the creation and manipulation of MinecraftEdu environments. Their final grade will be based on the WA Digital Technologies curriculum.

Photoshop Extreme

**Content and Focus**

This course provides opportunities for students to use professional applications such as, Adobe Photoshop and Illustrator to develop skills in commercial software used that is used in the information technology industry and in the general workplace. Students will learn how to use Adobe Photoshop to optimise and create digital images, add finishing touches to photographs, apply filters and use editing techniques to create images for web and graphic design. With Adobe Illustrator students will gain the introductory skills to design logos and graphics for advertising or websites.

**Assessment**

Students will complete practical tasks involving the generation and manipulation of photographic images and illustrations. Their final grade will be based on the WA Digital Technologies curriculum.
Wild World of Bots

Content and Focus
Students will work with Nao (pronounced now) the autonomous, programmable humanoid robot, and master one of the programming languages it supports to bring him to life to become a classroom companion.

In addition, Arduino hardware and software will be used to create interactive objects and environments. Arduino can interact with buttons, LEDs, motors, speakers, GPS units, cameras, the internet, and smart-phones. Students will use both a physical programmable circuit board and a Integrated Development Environment (IDE)to write and upload computer code to the physical board.

Students will be introduced to Ozobots to learn how to channel their ideas into reality, creating private games, secret codes and their very own robotic equations. They will use OzoBlockly to learn coding to control the Ozobots in an extremely interactive way!

Assessment
Students will complete practical tasks, collaborative programming and robotics projects. Their final grade will be based on the WA Digital Technologies curriculum.

Animate Me!

Content and Focus
Students will become full of life and motion as this course assists them in becoming designers of functional and effective animations. They will learn Adobe Edge Animate CC which is a powerful, intuitive software tool that supports the creation of interactive animations for the web, iBooks, and apps. Students will build creative projects that include designing and animating vector artwork, composing animations using HTML5, building a promotional video with text and images animated in 3D, and designing/coding an interactive quiz for a mobile device.

Assessment
Students will complete practical tasks and animation projects. Their final grade will be based on the WA Digital Technologies curriculum.

Technologies: Woodwork

Content and Focus
The Year 9 Woodwork course builds upon the intermediate woodworking skills and design process skills introduced to the students in Years 7 and 8. The students will be given greater independence as they are introduced to design skills. Each student has to independently design and construct two or three projects around a theme and communicate their ideas. In one project the students will develop the ability to interpret basic plans while creating a full-scale piece. The unit is intended to challenge the students and empower them with problem solving skills.

Within the course the students will begin to use more specialised woodworking tools such as hand held routers, trimmers, planers, linishers, drop saws and the laser cutter.

The majority of the course will be spent in the workshop, giving students practical hands on experience, which will enable the students to develop their design and construction skills.

The design brief will vary from term to term to enable the production of a diverse range of pieces using more complex joinery techniques. However, some example design briefs
for this course may involve the construction of chopping boards, cheeseboards, serving trays, stools, and Intarsia Art.

Assessment
The students will be assessed on their knowledge and understanding during the design process, which will require the submission of design portfolios for all projects that includes sketches and idea generation techniques. The majority of this work will be conducted in class. The remainder of the assessment will be based on the process and production skills demonstrated while creating their projects.

Fibre, Textiles and Fashion
In this practical course students design, develop, review and communicate design ideas, plans and processes in a textile context. Throughout the course students create their own garments, using a range of techniques, appropriate technical terms and technologies. They experience how design decisions and processes influence the selection and combination of materials, systems, components, tools and equipment. They explore and critique fibre production, and the generation of sustainable solutions. 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.

Social Aspects of Foods
Content and Focus
In this hands-on course students investigate food production and the generation of sustainable solutions. They cook a wide variety of dishes, learning food preparation techniques used in different cultures including those from the Asia region. During lessons students analyse the impact of these techniques on nutrient retention, aesthetics, taste and palatability of food, for example stir-frying. Principles of food handling such as safety, preservation, presentation and sensory properties are explored and explained.

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

Dolce e Salato
Content and Focus
In this hands-on course students cook a range of sweet and savoury foods experiencing how food preparation techniques and the presentation of dishes impacts on the sensory properties (flavour, appearance, texture, aroma) of food. During lessons students learn aspects of food safety and preservation, and analyse the physical properties and perceptions of food. Students investigate food production and the environmental impacts of the journey from paddock to plate.

Assessment
Students are assessed on skills and knowledge learnt throughout the course.
Craft Creations and Technologies

In this practical course students design, develop, review and communicate design ideas, plans and processes to create craft items. Throughout the course students make their own items, learning how to use a range of techniques, appropriate technical terms and technologies. They experience how design decisions and processes influence the selection and combination of materials, systems, components, tools and equipment. They investigate the production of materials and the generation of sustainable solutions. 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 items using a range of components, equipment and 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