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FROM THE HEADMASTER

I am delighted to introduce this Junior Secondary Information Handbook to our School community. The handbook outlines the Catalyst Year 7-9 Junior Secondary academic program at Guildford Grammar School.

Every year new students eagerly arrive at the Senior School expecting to be challenged. In response, we have developed a learning program that provides opportunities for individuality, creativity, extension and personal development.

True to the philosophy of the Catalyst Project through which the program was conceived, staff have developed an inspiring lower secondary teaching and learning program; one that is specifically ‘built for boys’.

This three-year sequential curriculum structure will develop student expertise in literacy and numeracy, as well as key academic and learning skills. These skills provide a learning ‘toolkit’ for success in senior secondary years. Targeted skills include literacy, numeracy, authentic research, problem solving, critical thinking, scientific methodology and analysis, public speaking and working collaboratively. The teaching model is both innovative and logical. Learning is formed around a well-structured sequence of term and semester long subjects targeting key competencies.

In addition to developing these core competencies, we have paid significant attention to developing the individual interests and the range of learning opportunities available to each student. As a result, we can offer students increased choice, opportunity and flexibility in their learning through a wide range of specialised term-length optional Discovery courses, which are introduced from Year 7.

At a time when many schools are providing fewer opportunities for their lower secondary students, we are committed to providing more options, greater flexibility and increased rigour for all students at all ability levels.

This is our commitment to excellence in education.

Mr Stephen Webber
Headmaster
ABOUT THIS HANDBOOK

It gives me great pleasure to present our Catalyst Handbook for 2017. For families of current junior secondary students, this handbook provides information on year specific courses, building on their understanding and continuing to provide focus for their personal learning journey. For many parents, however, it will be an introduction to the system of junior secondary schooling at Guildford Grammar School. Many parents have indicated that the move to high school is a demanding time for them, as well as their sons, as they learn a new set of systems, subjects and procedures. The intent of this handbook is to capture as much of this new information as possible, and present it in a single clear publication.

Research, backed by results, continually guides our decisions about what we teach, and how we teach it. Our innovative curriculum structure, detailed within this handbook, provides your son with an education from the very first years of secondary schooling that meets the essential requirements of a quality education, while catering to his needs and interests. At Guildford Grammar School we will continue to build on a curriculum that challenges traditional learning structures and addresses many research findings into the educational needs of boys in a fast-paced, contemporary society.

A large part of this handbook also outlines our extensive range of Discovery courses. Discovery courses are the courses that you, and your son, choose for him to study. We are understandably proud of the number of opportunities we will be offering in 2017 for individually selected study, and provide a brief outline of these courses for your consideration. In the coming weeks you will be asked to make a selection from these courses; a process outlined in the final pages of this handbook. Should you require any additional information about specific Discovery courses, the relevant contact person for each course is listed on each page.

I hope that the following pages answer many of your questions, however, I do expect that you will have specific queries related to your son and his choice of courses. Please do not hesitate to contact me for any further information you require. My email address is graham.lawson@ngs.wa.edu.au and my direct telephone number is (08) 9377 9299.

In my role as Head of Catalyst, I assume responsibility for this exciting and challenging Year 7-9 curriculum. My priority is to support you and your son as ‘learning partners’ during these important early years of secondary education. I am confident that 2017 will provide all Catalyst students with opportunities to acquire valuable skills for their future, discover new talents and simply find enjoyment through learning. I look forward to sharing the experience with you and your son.

Mr Graham Lawson
Head of Catalyst
JUNIOR SECONDARY – WHAT IS IT?

The junior secondary program at Guildford Grammar School aligns with the early adolescent learning phase of development.

At this time, students begin to develop strong social networks and start to show independence, both personally and in their learning. By establishing a junior secondary teaching and learning program, the School can cater for the unique academic, social and developmental needs of boys of this age.

The Guildford Grammar School junior secondary teaching program has been structured around the secondary school model of specialist teachers and a strong student centred approach to teaching and learning. Offering students significant choice in what they study as part of their academic program is also a key element to our Year 7-9 program. We believe that boys turning thirteen have intrinsic curiosity, yearn to be challenged and are ready to have the educational flexibility to pursue their individual talents and interests.

The emphasis on secondary schooling, rather than middle schooling, is an important distinction for our school. As a concept, middle schooling is often promoted as a bridge between primary and secondary education. As an experience, it is most often found to simply be an extension of primary school. In response to this criticism, we have developed the concept of junior secondary; a program of learning that is appropriately challenging for early adolescent boys, but one that capitalises on the specialisation that only a secondary school system can provide. Rather than being taught by a general, middle-school teacher, when your son chooses Chemistry in Year 7, he will be taught by the same teacher who teaches the subject in Year 12. What's more, his class will be the Chemistry classroom, not the room in which he learns English.

In approaching learning through the secondary model, students experience the very best opportunities to explore problems and challenges in an academically rich environment.

ACTIONING LEARNING: ENGAGEMENT THROUGH CHOICE, RELEVANCE AND RIGOUR

Our junior secondary program takes current research into boys’ education seriously. Our Year 7-9 curriculum is designed to offer students significant breadth in their academic program, exposing them to rich learning experiences across all major disciplines. Students also have significant choice in what they study throughout their junior secondary experience. In each semester every boy will study two Discovery courses of their own choice. So, a boy with a strong interest in technology and design who is also increasingly about business and finance may choose to study both the Systems Engineering Studies and Small Business Project courses.

It is this unique structure that enables us to focus on skills and understandings important for all students whilst still offering them the flexibility to pursue subjects that align with their interests, passions and academic strengths.

The concept of ‘learning by doing’ is also a key tenet of our Catalyst model. Positive learning outcomes are realised when students see relevance in what they are learning and are invested in a proactive way in the learning experience. The opportunity for our students to engage in student centred projects that challenge each student to explore the curriculum in interesting and meaningful ways provides another opportunity for them to better understand their unique skills and talents and grow their love of learning.

Through our junior secondary model we continue to demonstrate our commitment to providing a rigorous, relevant and diverse education that empowers all students to reach their potential.
CATALYST BIG SKILLS – DEVELOPING A 21ST CENTURY TOOLKIT

To be successful in the 21st Century requires skills that previous generations never imagined. Schools, skills and learning as we have known them to this point, are 19th Century inventions driven by the needs of an industrial economy. Today, the landscape is significantly different; technological advances, globalisation and the “knowledge revolution” have transformed our world. To be successful today we believe students need a suite of transferable skills that will enable them to adapt and contribute to this changing world.

Catalyst BIG skills

Literacy and Numeracy
A literate person in the 21st Century must possess a broad range of competencies that will allow them to pose and solve problems in a collaborative manner, critique, analyse and create multimedia texts and become proficient with changing technologies. Every subject, Elective or program in our curriculum focuses on the development of literacy, encouraging students to extend their range of skills and strategies including:

- Personal literacy – knowledge of self, learning style, talents and abilities
- Functional literacy – knowledge of spelling, grammar, mechanics of writing, rules
- Emergent literacy – knowledge and competency in emerging technologies
- Academic literacy – knowing how to learn, find, question
- Information literacy – ability to use and assess information and information sources.

To be numerate is to have the basic mathematical knowledge and skills to effectively meet the general demands of everyday life at home, in paid work and for participation in community and civic life.

At Guildford Grammar School, numeracy is a fundamental component of learning across all areas of the curriculum. It involves the ability to use, in context, a combination of:

- Underlying mathematical concepts and skills from across the disciplines (number, measurement, space, statistics and algebra)
- Mathematical reasoning and strategies
- General logic and thinking skills
- Practical mathematical skills.

Historically, literacy and numeracy have been taught in English and Mathematics. In the junior secondary curriculum, literacy and numeracy is a culture, rather than a subject. Numeracy and literacy are the foundation of our Catalyst BIG skills and permeate all areas of the junior secondary curriculum. Every subject, Discovery course or Action Project in our curriculum focuses on the development of these important skills.
**Critical Thinking and Problem Solving**
We all think. However, it is the quality of our thoughts that influences good decision-making and ultimately influences the quality of our life and the things we achieve, produce or build. It is crucial that students become aware of how they are making their choices and utilise tools to analyse and assess information which directs them to well-reasoned conclusions. In this way, problems are viewed more as challenges and resilience is fostered through the confidence to deal with obstacles in a systematic, self-disciplined way.

**Teamwork and Collaborative Learning**
Innately, learning is a social act and one in which technology has seen teamwork go global. Today, the ability to work positively with others is one of the most important skills that employers look for in prospective employees. In the junior secondary curriculum, students will be challenged to work with their peers, teachers and members of the community on various projects and team tasks. They will explore how learning styles and personality influence group dynamics and affect the way in which they contribute to a team context. Through these experiences, students will have the opportunity to strengthen their interpersonal, communication and leadership skills.

**ICT Competence**
Advances in digital technologies are rapidly transforming traditional ways of working, learning and living. Students need to be prepared for the challenges and possibilities posed by these dynamic technologies. At Guildford Grammar School, students will use the latest in hardware and software technologies as tools to research, organise, communicate and create information. Combined with an understanding of the ethical and legal issues surrounding access and use of information technologies, students will develop skills that allow them to successfully function in a knowledge-based economy.

**Accessing Information – Research**
The Information Age has seen a rapid growth in knowledge and greatly improved access to that knowledge. Today, for students who have access to large amounts of information on any given subject, the challenge is to analyse and evaluate information and their sources accurately and efficiently to address the issue or problem at hand. Catalyst students will learn research skills enabling them to decipher, decode and cross reference information and develop considered arguments and solutions to various challenges.
TEACHING AND LEARNING – A SKILLS AND CONTENT FOCUS

Each course in our curriculum details what students will be able to do, and what they are expected to know as a result of their learning experience.

Through the Catalyst curriculum and our focus on the BIG skills, students will receive explicit instruction in personal, social, learning and thinking processes.

We view this toolkit of skills and abilities as being integral to life, learning and problem solving. The skill toolkit is as follows:

**Personal Skills**
- Reflection
- Knowledge of self as an individual and learner
- Independent learning
- Presentation and performance
- Creativity.

**Social Skills**
- Self-management
- Emotional Intelligence
- Active citizenship, including service beyond self.

**Learning Skills**
- Explanation
- Expression
- Comprehension
- Communication
- Wide general knowledge.

**Thinking Skills**
- Analysing
- Investigating
- Transferring
- Experimenting
- Manipulating
- Applying skills and concepts.
CATALYST KEY LEARNING THREADS

Core Subjects

Core subjects refer to subjects and classes that all students will study throughout the entirety of a semester. They include English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education and Religion, Philosophy and Ethics. In Year 7, a foreign Language (or Academic Intervention in its stead) is also a core subject. Further details relating to the Academic Intervention Program are outlined in the following pages.

Personal Learning Program

The Personal Learning Program (PLP) is a sequential learning development of individual abilities and learning skills. With direct links to the Western Australian curriculum, the PLP provides a dynamic, student-focused learning experience, connecting skills important to the 21st Century learners to Service, Science, the Humanities, Technology and The Arts.

The PLP consists of two key learning threads: Action Projects and the wide range of Discovery Courses. Throughout each term, these provide learning experiences that help students understand their learning preferences and progressively develop a toolkit of skills and strategies to serve them in senior years of study and beyond.

Action Projects

Investigative, problem based action projects see students engage with the curriculum in purposeful and meaningful ways. The projects are designed around substantive and relevant issues requiring research, critical thinking, analysis and collaboration.

A dual emphasis on both process and product ensures students develop skills that transfer across their academic program as well as informing their personal learning preferences.

Discovery Courses

These elective courses provide an enhanced range of learning options, offering students the opportunity to pursue academic studies in areas of interest.

The design of the Discovery Learning Banks emphasises opportunity, choice and flexibility. A student may also undertake a full term of in-depth study with a single course.

Our Goal

Students traversing their middle years are regularly questioning who they are as learners. Our Catalyst program is designed to help these young learners come to understand their strengths, interests and learning preferences in a way that will complement their future studies. Most importantly our junior secondary curriculum has, at its heart, the desire to see all our students love their learning and feel confident and optimistic about what their future schooling and beyond may hold for them.
ACADEMIC TALENT PROGRAM

Enabling our students to harness and develop their special academic talents is a key goal of Catalyst. Our Academic Talent Program, aptly named STRIVE, offers students with specific talents and strong personal drive, the opportunities to be engaged in coursework that seeks to develop their academic gifts.

Catalyst Core subject area

In the Catalyst core subject areas our STRIVE Advanced English and STRIVE Advanced Mathematics courses provide our most able students with opportunities to develop their talents and pursue personal excellence. Each unit of work has been tailored specifically to extend and challenge each student’s thinking. Learning activities, resources and assessment tasks are carefully and deliberately selected to extend and develop their critical thinking and problem solving skills and expand their general world knowledge.

Consideration has been given to providing opportunities for students to draw on their individual learning styles and assessments have been structured to allow them to demonstrate their outstanding abilities and extend their repertoire of skills in the English and Mathematics learning areas.

Selection to one of the Core STRIVE courses is based on criteria including a proven record of high academic performance, NAPLAN and AGAT test results and Head of Faculty recommendations. Equally, STRIVE students are required to demonstrate a strong desire to develop their academic talents.

Student performance in these STRIVE courses is reviewed on a semester basis.

STRIVE Discovery Course opportunities

As part of our drive to encourage boys to achieve personal excellence, two STRIVE Discovery courses are offered by invitation each year. STRIVE Discovery courses provide intellectual challenge and encourage academic rigour within specific curriculum fields and are taught by teachers with passion and expertise in these elective areas of study.

Student selection for STRIVE Discovery courses is based on criteria including NAPLAN and AGAT test results, Head of Faculty recommendations and student attitude and effort grades.

STRIVE Discovery courses previously offered to students include:

- Nanotechnology
- Critical and Creative Writing
- Educational Technology in Practice
- The Art of Strategic and Tactical Thinking
- Epidemiology
- Making the Most of your Brain - Neuroscience
THE TIMETABLE

In 2017, the Guildford Grammar School timetable will continue to operate on a ten-day cycle. The ten days are divided into two weeks and are labelled Week A and Week B.

Week A varies from Week B to some extent, but each day contains five, hour-long lessons. In most cases students will have four lessons per subject in one week, and three in the other. Friday is a three period teaching day for junior secondary students, with PSA sporting fixtures held in the afternoon.

The following are sample timetables for 2017.

### Year 7

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<td>Monday</td>
<td>Tuesday</td>
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<tr>
<td>Period 1</td>
<td>Science – Action Project</td>
<td>Language</td>
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<tr>
<td>Period 2</td>
<td>History</td>
<td>Religion, Philosophy &amp; Ethics</td>
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<tr>
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<td>Language</td>
<td>Discovery Course</td>
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<tr>
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<td>Maths</td>
<td>Science – Action Project</td>
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<tr>
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### Year 8/9

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<td>Monday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Period 1</td>
<td>English</td>
<td>Discovery Course</td>
</tr>
<tr>
<td>Period 2</td>
<td>Religion, Philosophy &amp; Ethics</td>
<td>HASS – Action Project</td>
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<tr>
<td>Recess</td>
<td>Discovery Course</td>
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<tr>
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<td>Period 4</td>
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Please note: these are example models of Year 7-9 student timetables.
Core Subject

ENGLISH

Core English provides progressive instruction in the wide range of language-based literacies required to be a confident and critical communicator. The course is constructed in accordance with the concepts of Language, Literature and Literacy from the Western Australian Curriculum.

Through the study of English, students will gain a range of functional and critical skills, developing their ability to examine texts, topics and express their ideas. Students will also expand upon their use and understanding of text types.

All students in Years 7 - 9 study the same core program. However, from Term 2 in Year 7 and in Years 8 - 9 they will be banded by similar learning needs, and given appropriate remediation or extension, both individually and as a class. Support is also available through our FOCUS English courses for those students who are experiencing particular difficulties with developing their literacy skills.

Year 7
Students study English as a formal subject. The focus in Year 7 is functional literacy, expression, text analysis and forms of academic writing.

Topics covered are:
- Digital stories
- Grammar and punctuation
- Structured paragraph writing
- Essay writing
- Persuasive and argumentative writing
- Film analysis
- Poetry
- Narrative and text conventions
- Comprehension strategies
- Novels and short stories

Year 8
In Year 8, students will develop their skills further and study texts of increasing complexity.

Topics covered are:
- Autobiographical writing
- Public speaking
- Report writing
- The short story and novel
- Poetry
- Interpretation and analysis: popular, cultural and social artefacts
- Opinionative and comparative essay writing
- Picture books
- Film analysis
- Print advertising
- Library skills: fiction and non-fiction, research

Year 9
The Year 9 English course aims to develop critical skills through a range of more challenging texts and topics. To facilitate this, the students’ study will include three main areas: Asian studies and Asia’s relationship with Australia; Rebellion and Protest; and Technology and the Future. Students will also have a greater element of choice in certain assessments to help foster their growth as independent learners.

Skills and understandings covered are:
- Advanced academic essay writing, complex sentence and argument construction
- Stereotypes and character representation, representations of values and beliefs
- Conventions: audience, context and genre
- Personal author, text or topic study
- More complex generic conventions in a variety of films, novels, drama texts and short stories covering a more sophisticated range of issues and concepts
Core Mathematics provides progressive instruction in mathematical skills, processes and concepts. The courses are constructed in accordance with the Western Australian Curriculum.

Through the study of Mathematics, students will gain a range of process-based problem solving skills, developing the ability to investigate, interpret, check and generalise results. Students will also expand upon their understanding of mathematical concepts and use appropriate technology to assist the mathematical process.

All students in Years 7 - 9 study the same core program. However, from Term 2 in Year 7 onwards they will be banded by similar learning needs, and given appropriate remediation or extension, both individually and as a class. FOCUS Maths can also be recommended by the Learning Support Coordinator for those students in Year 7 who need support or intervention to ensure positive progress with numeracy development. This occurs as an additional class to replace the study of a Language.

**Year 7**
Students study Mathematics as a formal subject. A major focus is to assist students to develop interest and enjoyment in mathematics, and the ability to think and reason logically. Numeracy skills will be developed without the aid of calculators.
Topics covered are:
- Number: mental arithmetic, decimals, pattern, place, fractions, percentages
- Space: angles, triangles and other 2D shapes, compass bearing, map reading, scales paths, nets of solids
- Measurement: length, perimeter, area, volume
- Chance and data: basic probability and statistics.

**Year 8**
In Year 8, the topics covered are:
- Patterns and algebra: abbreviations, substitution, adding and subtracting like terms, simplifying and expanding and solving linear equations
- Number skills and directed numbers: order, squares and square roots, factor trees, negative numbers, calculators, ratio
- Percentages: conversion and expressing quantity as a fraction of another
- Measurement: area, length, volume, capacity, units, conversions, time, mass, scales
- Space: angles, parallel lines, tessellations.

**Year 9**
In Year 9, the topics covered are:
- Number: techniques and financial application
- Indices and Scientific Notation: powers, rules, surds
- Measurement: arc, sector, compound shapes, scales, error, dilation
- Pythagorean theory and Trigonometry
- Linear functions.

Students will be assessed on a regular basis with topic tests and investigations, in which students can demonstrate their conceptual knowledge and problem solving skills.
The Science curriculum is based on the West Australian Curriculum and has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Through a range of learning activities including experimental testing, field work, conducting surveys, scientific research and using modelling and simulations, students will grow their interest in Science as well as an ability to think critically and apply their scientific understandings to real world scenarios and issues.

The Science Understanding strand comprises four sub-strands. The content is described below by year level. These include: Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences.

**Year 7**
Students study Science as a formal subject. Our courses are designed to develop their scientific thinking skills and understanding of the sciences and grow their interest for the subject.

In Year 7 the topics covered are:
- Diversity of life on Earth; the role of classification in ordering and organising information
- Flow of energy and matter through ecosystems; food chains, food webs and the water cycle
- Interaction between multiple forces when explaining changes in an object’s motion
- Renewable and non-renewable resources
- Investigating the relationships between the Earth, sun and moon.

**Year 8**
In Year 8 the topics covered are:
- Cells as microscopic structures and macroscopic properties of living systems
- Organisation and interrelationships between body systems
- Changes in matter at a particle level; distinguish between chemical and physical change
- Classifying different forms of energy and describe the role of energy in causing change in systems
- Physical and chemical properties of rock and the role of forces and energy in the formation of different rock types.

**Year 9**
In Year 9 the topics covered are:
- Human body responses to its external environment and the interdependencies between biotic and abiotic components of ecosystems
- The notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay
- Rearrangement of matter through chemical change
- Conservation of matter and energy transfer.
HUMANITIES AND SOCIAL SCIENCES

Humanities and Social Sciences is a core subject in the Catalyst curriculum that sees students study human behaviour and interaction in social, cultural, environmental, economic and political contexts. It has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future. By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively.

Developed in line with the Western Australian Curriculum, the Humanities and Social Sciences learning area in Catalyst is comprised of four courses: Civics and Citizenship, Economics and Business, Geography, and History.

Each year, students undertake two Catalyst Action Projects which foster increasing independence in critical thinking and skill application. Through these engaging and innovative projects students develop:

- A deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world
- An appreciation of the past and the forces that shape society
- Enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- An understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- A knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

Year 7
Key topics covered are:
- The Ancient World (Egypt, Greece, Rome, India, China)
- The Australian Constitution
- Place and liveability
- Water scarcity
- Introductory economic concepts.

Year 8
Key topics covered are:
- Medieval Europe (c.590 – c.1500)
- Australian democracy and law in action
- Landforms and landscapes
- Urbanisation and immigration
- Macroeconomics - markets and businesses.

Year 9
Topics covered are:
- The Modern period (1750 – 1918)
- Political parties, elections and the Australian Court System
- Biomes and food security
- Globalisation – ‘Our Shrinking World’
- Macroeconomics - Australia and the Global Economy
- The nature and innovation of business.
LANGUAGES

Core Languages provide a substantial learning experience for one year in either Chinese or French. Students may or may not have a background in the language they select. Each language course caters for both students with prior learning and those with no previous knowledge. The course equips students with generic language-learning skills useful for the study of any language in the future.

Year 7 Chinese
The Year 7 Chinese program provides students with a good basic grounding in Chinese language and culture. In Year 7 the topics covered are:

- Discovering China past and present: country, people and sights
- Chinese writing ancient and modern: characters and pinyin by hand and by computer
- Tracing my ancestry: Who am I?
- Creative descriptions: presenting oneself
- Sports: let’s play ping pong!
- Spring rolls and dumplings: let’s order a meal!

Year 7 French
The Year 7 French program provides students with a good basic grounding in French language and culture. In Year 7 the topics covered are:

- Fascinating France: famous people, famous places, famous food…
- My families: learn how to make a French family tree
- Cute pets: describing your real and ideal pet
- It’s my birthday! Making a party invitation
- I’m in town! Knowing your way around a French town
- French cuisine: sampling traditional food and making a recipe book.
HEALTH AND PHYSICAL EDUCATION

The junior secondary curriculum provides a comprehensive Health and Physical Education program.

The Year 7, 8 and 9 curriculum expands students' knowledge, understanding, and skills that help them achieve successful outcomes in classroom, leisure, social, movement, and online situations. Students learn how to take positive action to enhance their own and others' health, safety and well-being. They do this as they examine the nature of their relationships, and the factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours, and actions. The curriculum for Year 7, 8 and 9 supports students to refine a range of specialised knowledge, understanding, and skills in relation to their health, safety, wellbeing and movement competence and confidence.

The course supplements the co-curricular sporting program conducted by the Public Schools' Association (PSA) in which all students participate. The topics and sports covered are:

### Year 7 Health
- Puberty and adolescence
- Nutrition and diet
- Smoking
- Relationships
- Bullying
- Benefits of physical activity

### Year 7 PE
- Aquatics
- Movement screening
- Triathlon
- Floorball / T-ball / Modcrosse
- Basketball / Tennis
- Athletics
- Indoor Soccer / Touch Rugby / AFL
- Life saving

### Year 8 Health
- Lifestyle diseases
- Cyber bullying
- Fitness and health
- Benefits of physical activity
- Drug use
- Culture in sport

### Year 8 PE
- Aquatics
- Movement screening
- Biathlon
- Athletics
- Rowing
- Strength and conditioning
- T-ball
- Soccer
- Life saving

### Year 9 Health
- Sexuality and contraception
- Mental illness
- Illicit drugs / drug education
- Risk awareness and mitigation

### Year 9 PE
- Aquatics
- Rowing
- Biathlon / Triathlon
- Physical ability testing
- Athletics
- Australian Rules Football
- Strength and conditioning
- Frisbee / Softball / Tennis
- Volleyball / Soccer / Tennis
- Life Saving / First Aid
RELIGION, PHILOSOPHY AND ETHICS

The teaching of Religion, Philosophy and Ethics within Guildford Grammar School supports the purpose and religious foundation of the School through an academically rigorous syllabus concerned with the production of critical thinkers, the promotion of intellectual curiosity, and the analysis and appreciation of Christian and other religious values and practice. The subject is taught in an academically rigorous fashion and with the inclusiveness expected of liberal but orthodox Anglican schooling. Compassion, empathy and service beyond self are integral elements of such education.

From Year 7 to Year 10 all students study a foundational program of Religion, Philosophy & Ethics which concentrates on four interrelated areas of study, ensuring the students have a broad and firm understanding of religious, philosophical and ethical issues and as such are also well prepared for the Western Australian Certificate of Education subjects, Philosophy & Ethics, and Religion, Spirituality & Life. The four streams are Christian Theology; Philosophy of Religion; Ethics, and World Religions.

Year 7
In Term 1 students are introduced to Judaism, the religion into which Jesus was born and out of which Christianity grew. Its origins, history, practices and teachings are discussed. In Term 2, the life and significance of Jesus Christ is investigated while in Term 3 the Philosophy of Religion module discusses the significance and development of symbols and stories. In Ethical Frameworks in Term 4, students consider the ethical dimensions of what it means to be a good leader and what is understood by servant leadership.

Year 8
In Term 1, Christian Theology students investigate Christian rituals and festivals, while in the Term 2 they analyse issues of prejudice, including sexism, racism, ageism, and religious intolerance in the Philosophy of Religion unit. During Term 3 in Ethics the students analyse the concepts of war and peace including the “just war theory.” An understanding of the origins, history, practices and teachings of Hinduism occurs in Term 4. Throughout each semester students undertake a Service Learning unit on the environment in which, as well as addressing the many issues associated with the topic, they conduct the School’s paper recycling program.

Year 9
In Term 1 the Christian Theology unit investigates myths, stories and parables, while in the Philosophy of Religion unit in Term 2 students discover and discuss the relationship of science and religion, including exploration of issues associated with the origins of the Universe and evolution. The Ethics unit in Term 3 provides an opportunity to investigate questions relating to poverty and wealth throughout the world while in Term 4 students develop an understanding of the origins, history, practices and teachings of Buddhism or Sikhism. Throughout each semester students undertake a Service Learning unit on charitable giving in which they are required to develop a portfolio advocating assistance for a preferred charity.

A number of subjects within the Personal Learning Program discuss issues relating to Religion, Philosophy and Ethics.
PERSONAL LEARNING PROGRAM

The Personal Learning Program (PLP) is a three-year, sequential learning program aimed at developing individual abilities and skills as well as providing the flexibility for students to explore new areas of interest or continue learning in disciplines that align with their passions and academic strengths. The principles of individual and meaningful learning are organising tenets of the Personal Learning Program.

Students grow their understanding of who they are as learners through this program which includes participation in four Action Projects incorporated into each student’s Core learning and the opportunity to select and study four Discovery Courses each year.

ACTION PROJECTS

Catalyst Action Projects are purposeful, problem-based activities designed to engage students in a rich learning experience. These learning projects offer students the opportunity to explore broader applications of their learning and apply new found skills and understanding to relevant, real-life problems and issues. Collaboratively, students will discuss, research, analyse, create and debate problems and issues specific to their project. Rather than being an extension of the curriculum, an Action Project is a medium by which students come to experience and engage with it.

A variety of feedback and assessment methods are used. Self-assessment, reflective writing, online networking and checklists are used to provide practical advice during the course of the project. The challenge-based nature of each project provides tangible evidence of final performance. Students are encouraged to present their learning in a variety of ways, encouraging their creativity and control over their learning, allowing for their different learning styles.

Students will participate in one Action Project each term in either their Science or Humanities and Social Science Core subjects. Across Year 7-9 students will complete 12 Action Projects. Outlines for Action Projects for each junior secondary year can be found on page 22 of this handbook.

DISCOVERY LEARNING BANKS

The Discovery Learning Banks offer a wide range of practical and academic courses. In all junior secondary years Discovery courses are organised around three learning Banks: Creativity, Technology and Opportunity. The arrangement of Discovery courses in these important years of schooling provides significant choice across a broad range of subject disciplines.

Across this three-year sequential program students will select and complete twelve Discovery courses. Each course runs for one term and results in 35 hours of instruction.

Sequential Learning: X, Y and Z levels
Discovery courses are offered at two levels: X (Beginning) and Y (Intermediate). In the case of Music and Foreign Languages Z (Advanced) courses are also available.
For most students, the appropriate entry point will be an X course. An X Discovery course provides the foundation knowledge and concepts upon which Y courses are built. However, flexibility is also an important part of Electives, and it is entirely possible to design a Discovery course study program to meet existing interests and abilities. Students who have previous, formal experience in a relevant area can begin their study at the most appropriate ability level for them. This is most likely to apply to students who have undertaken previous studies of Music, or a foreign language. For students new to a Discovery course area, however, the point of entry will be at the X level.
ACTION PROJECTS – Three-year overview

Year 7 Action Projects
- Man and Machine (Physical Science)
- Ancient Mysteries (History)
- To Bottle or not to Bottle (Economics and Business)
- How vital is Water? (Chemical Science)

Year 8 Action Projects
- Life, Death and Germs (Biological Science)
- We are Australian (Geography)
- Voice of the People (Civics and Citizenship)
- Geolanders (Earth and Space)

Year 9 Action Projects
- How Hot am I? (Physical Science)
- Power Play (Civics and Citizenship)
- The Guildford ANZAC (History)
- Stagnant Swamp or Wild Wetland (Biological Science)
PERSONAL LEARNING PROGRAM

Year 7 Action Projects - Science

**Man and Machine – Physical Science**

“Give me a place to stand and rest my lever on... and I can move the Earth.” Follow in the footsteps of Archimedes (circa 287 BC - 212 BC) Greek mathematician, astronomer, philosopher, physicist and engineer.

This project explores the basic principles of simple machines and how they make life easier for us. The most elaborate machines and inventions are really derived from basic simple machines including levers, inclined planes, screws, pulleys, wheel and axles and wedges. Using their knowledge of these simple machines and how they make life easier for us, students will work in small groups to design a compound machine from at least two simple machines that could make people’s lives easier in some way. Students will be required to produce a drawing of their compound machine, drawn to scale, well-labelled and neatly presented, as well as a written description of their invention explaining how it works and will simplify one’s life.

The final project includes planning what materials will be required, proposing a schedule outlining the processes involved and building a small prototype of their compound machine.

**How Vital is Water? – Chemical Science**

This course specifically explores the importance and universal uses of water.

Students learn about a variety of separation techniques including filtration, decantation, evaporation, crystallisation, precipitation, electrolysis and distillation that can be used to separate mixtures and solutions and how these processes are vital in many industries and even in the home. Working collaboratively, students will explore issues related to the use of hard water and methods used to improve water quality. Armed with a deeper understanding of the properties and importance of water, students will explore the principles behind recycling of greywater or blackwater and, from a scientific standpoint, create a multimedia campaign designed to help the public understand the processes involved in treating and options for reusing this valuable resource.
Year 7 Action Projects – Humanities and Social Science

Ancient Mysteries – History

Who were the bog bodies? What killed Ötzi the Iceman? How old is the Sphinx and who built it? What was the purpose of the Stonehenge monument?

These are just some of the questions about Ancient History that have fascinated people through the years. Historians are ‘time detectives’. They follow the process of historical enquiry in order to better understand the past. In this Action Project, students will try and solve some of the most puzzling and intriguing historical mysteries of the ancient world using all the resources of modern technology: historical databases, online specialist reports, CAT scans, radio carbon dating, digital reconstructions and chemical analysis.

To solve these riddles, students will use their ‘toolkit’ of inquiry skills to try and piece together an accurate picture of what happened in the past. Students will need to draw together evidence from artefacts, oral accounts, documents and secondary sources before using informed guesswork and intuition to become a ‘master detective’.

Discover the clues, evaluate the evidence, construct the hypothesis and solve the ancient mysteries throughout history.

To Bottle or Not to Bottle – Economics and Business

So the saying goes ‘water, water everywhere nor any drop to drink.’

This is hard to imagine given the global availability of fresh drinking water. We all know that we need to drink water to survive and yet in our society it has evolved into a want. Driven by consumerism we now spend $500 million on bottled water every year in Australia. For each bottle consumed the water has to be pumped out of the ground, packaged, transported and chilled.

In this Action Project, students will consider water availability from an individual, national and international perspective. They will investigate why consumers are willing to pay over 1,000 times the cost of tap water for bottled water and the ways in which businesses adjust the price of products according to demand. Based on data analysis, collection of print and digital resources and service learning, students will be able to justify their answer to the question, ‘…to bottle, or not to bottle?’
PERSONAL LEARNING PROGRAM

YEAR 8 Action Projects - Science

Life, Death and Germs – Biological Science
One of the major challenges facing the human species is the threat of a major disease outbreak, such as the recent Ebola epidemic in Africa. Microorganisms are becoming increasingly resistant to the medical treatments we have available. If humankind is to survive in the long term, we must come to terms with our relationship with our microscopic neighbours.

During this action project, students will complete a major investigation by researching a disease that has had or may have a major effect on the human species, including how Science has contributed to protecting people from diseases. Students will develop research skills by researching a particular disease, construct a three dimensional cell model and produce an information pamphlet and a multimedia presentation.

Geolanders – Earth and Space Science
Don’t know your gneiss from your granite? Your basalt from your bauxite? Or magma from a meteorite?

Don’t be alarmed, you are not on another planet; rather you will be taking an earthly look inside the science of geology and how it relates to the world we live in. This exciting hands-on project answers these and many more questions about the topic of rocks and relates it to the area in which we live. Perth and its surrounding rock formations were determined by incredible geological events billions of years ago and this is the reason why geologists from around the world come to our state to learn more about rock formations. In this project, students will gain an understanding of the local area from a geological perspective. Their investigations will include a full day excursion with a guided tour of three study sites around Perth including John Forrest National Park, Boya Quarry and Cottesloe Beach. Their field notes will enhance the learning about the age and origin of the rocks and the significance of the Perth Hills area in the formation of the Australian continent. Students will also learn about the rock cycle, plate tectonics, continental drift and the earthquakes and volcanoes that shaped Australia.
We are Australian – Geography
The word ‘multicultural’ entered the national vocabulary in August 1973, via the Immigration Minister Al Grassby. It signalled a shift away from the White Australia and assimilationist policies of the post-war period of mass immigration.

Today, 21st Century Australia sees diversity as something to be embraced and celebrated in the extended family of the nation. Each new wave of migrants – whether from Asia, Africa or the Middle East, has brought with it a rich cultural tapestry of collective talent and worth which together builds Australia to being one nation where ‘we are all Australian’.

This Action Project will introduce students to the processes of attaining Australian Citizenship while also learning about the history of Australia’s early settlement, immigration and migration patterns. Students will design and deliver a short multimedia presentation and produce an accompanying booklet to communicate powerfully about the Story of Australia.

Voice of the People – Civics and Citizenship
“One person can make a difference and everyone should try” – John F. Kennedy

Communities are vibrant and dynamic organisations with complex issues and problems. Often, as members of a community, people see new laws passed and assume that citizens are powerless to make changes or participate in the law-making process. The very thought of one person having an impact on parliament seems so foreign, yet the very nature of a democratic nation ensures its people have access to avenues to be heard. Regardless of what walk of life people come from, every Australian has a right and freedom to voice their opinions on the things that matter most to them.

This Action Project will see students learn the passage that bills take to become laws. They will then investigate selected bills in the process of becoming laws with the full range of implications researched, analysed and discussed. Based on their findings, students will then form a ‘direct action plan’ which will involve a student-led project to drive change in relation to the discoveries they have made based on the perceived community needs.
PERSONAL LEARNING PROGRAM

YEAR 9 Action Projects - Science

**How Hot am I? Chemical Science**
This project explores the nature and properties of energy.

Students learn about energy transfer, particularly the transfer of heat through convection, conduction and radiation. Working in small groups, students conduct a series of experiments to discover that common substances transfer heat at different rates. Using this knowledge each group then designs and constructs an insulated container to minimise heat loss. These containers are then tested under controlled conditions in class. The project concludes with students producing a report outlining the scientific principles behind their design, evaluating its efficiency, and detailing possible improvements that could be made.

**Stagnant Swamp or Wild Wetland – Biological Science**
This project explores the vast and intricate connections and relationships that exist in our natural world.

Through the study of ecology, students explore how energy and matter cycles within interrelated living networks. Collaborating in small groups, students will conduct an environmental impact survey of a natural wetland environment. The goal of the survey is for students to understand that human survival depends on people effectively managing our natural environment. Students will undertake fieldwork and perform scientific tests on water quality. They will deepen their understanding of scientific methodology and develop skills involving conducting fair tests, collecting data, formulating conclusions and reporting on these in a scientific manner.
YEAR 9 Action Projects – Humanities and Social Science

Power Play – Civics and Citizenship
The public love to hate them, but there is no denying that the power plays in Australian politics shape our everyday life.

In this Action Project, students will learn about the history and alternatives to democracy. They will develop a democratic process, modelled on the Australian democratic system, concluding with a full mock election based on the platform promoted by their own political party. Students will develop policies, create an innovative campaign and slogan, write a policy platform speech and deliver it before their peers. Through this project, students will explore the current Australian political landscape, discovering the good, the bad and the ugly side of politics.

Additionally, students will scrutinise past electoral campaigns of key political figures and parties to identify persuasive tactics and the nature of the media machine to gain voters support. These components will combine to drive the students’ electoral campaign, culminating in a class election.

Through this project, all students will:

- develop their confidence and public speaking skills
- identify persuasive language and bias in texts
- discuss concepts of democracy and democratic values
- describe issues of justice
- explain their rights and responsibilities as a member of Australian society.

The Guildford ANZAC - History

Nearly fifty Old Guildfordians died in the First World War, while many others fought for their country in the War to End all Wars. Countless young men were killed or wounded, creating a legacy of service and sacrifice for future generations of students at the School.

In this Action Project, students will pay tribute to their Old Guildfordian brothers who fought 100 years ago as recognition of their service. They will study the life of a soldier from Guildford Grammar School that fought in the First World War and place his life into its historical context.

Students will use the resources of the Guildford Grammar School Archives, the Australian War Memorial and the Internet to discover more about every aspect of the life of this soldier: his family, community, school, wartime service, unit and the circumstances of his death. They will also study the major battles and engagements in which the soldier fought and comment on the significance of the soldier and his service.

Lest We Forget
DISCOVERY LEARNING BANKS

Year 7

Students undertake four Discovery courses in Years 7. At least one Discovery course must be selected from each of the Creativity, Technology and Opportunity Banks. A student’s fourth Discovery course selection can come from any of the three Discovery Learning Banks.

Years 8 and 9

Students undertake four Discovery courses. At least one Discovery course must be selected from each of the Creativity, Technology and Opportunity Banks. A student’s fourth Discovery course selection can come from any of the three Discovery Learning Banks.

The following pages provide an outline of the Electives available in 2017.
ASTRONOMY

ASTRONOMY X
This interesting course introduces students to the study of the history of Astronomy, the unique characteristics of the Earth, our place in the universe and our solar system, the characteristics and nature of space, space travel and difficulties associated with space travel. The course also involves a field trip to the Gingin Gravity Centre and also an Astronomy Night where students will learn how to use telescopes to look at planets, the Moon, stars, galaxies and the different constellations.

The focus of this Discovery course is:
- The history of Astronomy
- The solar system and universe
- The planets of the solar system
- The relationship between the sun, earth and moon.
- The structure and geology of the earth
- The importance of water
- Exploring space from earth
- Investigating the earth from space
- Rockets and travelling in space – the history of the “Space Race”.

ASTRONOMY Y
This exciting course specifically explores the concept of the multiverse and the Big Bang theory and the origins and history of our universe. It also builds on the knowledge on planetary science, the solar system and the minor planets. A number of research investigations and a major research project will be completed in this elective. This course involves a field trip to the Gingin Gravity Centre and an Astronomy Night at their Observatory.

The focus of this Discovery course is:
- The origin of the solar system and the universe
- The “Multiverse” theory
- The creation, history and structure of our universe – The “Big Bang” theory
- Relationship between matter, time, space and energy
- The importance of gravity in the formation of galaxies, stars and planets
- The origins of life on earth and the conditions required to sustain life
- The birth, life and death of stars
- The problems faced by space travel
- The design and construction of space stations
- The design and manufacture of space suits and problems associated with long term space travel
- The design, manufacture and testing of Rockets and the future of space travel and exploration.

For additional details about these courses, please contact:
Head of Science, Mr Gary Foster, gary.foster@ggs.wa.edu.au or 9377 9259.
CHINESE LANGUAGE

CHINESE LANGUAGE X
This course is suitable for students who have completed Year 7 Chinese language at Guildford Grammar School or who have equivalent experience in Chinese language. Beginners are also accepted and supported.

The focus of this Discovery course is:
- It’s my birthday: creating a party invitation
- Keeping on track: write a diary and organise your social life!
- Script Writing: Write a fashion parade script.

CHINESE LANGUAGE Y
This course is suitable for students who have completed Chinese Language X, or who have equivalent experience in Chinese. It allows students to develop language skills useful for communicating with peers in China.

The focus of this Discovery course is:
- At the dining table: role play perfect Chinese etiquette
- My Chinese holiday: planning your activity according to the weather!
- The Beijing scene: create a pocket guide to money and shopping in China.

CHINESE LANGUAGE Z
This course will provide students with the language skills to communicate more freely with their peers in China, and will give them deeper intercultural understanding. It is suitable for students who have undertaken two previous language units at Guildford Grammar School, or who have equivalent experience with Chinese.

The focus of this Discovery course is:
- Movies and music: learning Chinese through songs and movies
- Food and celebrations: explore Chinese festivals and beliefs
- Travelling: Let’s go to China.

For additional details about these courses, please contact:
Head of Languages, Mr James Cheah, james.cheah@ggs.wa.edu.au or 9377 8517.
COMFORT ZONE CHALLENGE – Year 7

The Comfort Zone Challenge is a dynamic, arts focused program which provides Year 7 students with a broad range of experiences in the arts. It is an introductory course to the techniques and processes pertinent to contemporary arts practice. The program is divided into two parts. One part explores personal growth through Multiple Intelligences, team-building challenges and anti-bullying tactics, where students learn and discover their own intelligence inclinations, what role they naturally play within teams and provides skills on how to diffuse issues before they arise. The other part builds the student’s abilities through the various arts subjects such as visual art, music, dance, drama and media.

The initial stages of the course revolve around their own dominant intelligence and integrating this knowledge into a research assignment. Following this, students have the opportunity to apply their arts skills and knowledge in the form of imaginative, arts based rich tasks such as creating a design that expresses their individuality, producing a drama act with an important social message and integrating music and movement.

The focus of this Discovery course is:

- To support students to extend out of their comfort zone to enable personal growth
- To learn about their intelligence inclinations and how this effects how they learn best
- To acquire teambuilding and group problem solving skills
- Painting, drawing and design skills
- Producing and performing dramas that build on social messages
- Learning the elements of music and dance.

For additional details about these courses, please contact:
Head of Arts, Ms Jane Diamond, jane.diamond@ggs.wa.edu.au or 9377 9279.
COMPUTER SCIENCE

Computer Science is a course that has been designed to increase students’ skill levels in a number of areas. It is a course that students can continue all the way into tertiary level and develops excellent skills in the use of ICT and developing applications. Computer Science is about problem solving. Thus, the qualities of a good computer scientist include a passion for finding elegant solutions, an ability to use mathematical analysis and logical rigor to evaluate such solutions, creativity in modelling complex problems through the use of abstractions, attention to details and hidden assumptions, an ability to recognise variants of the same problem in different settings, and being able to retarget known efficient solutions to problems in new settings. If you like to solve puzzles, then Computer Science is for you!

COMPUTER SCIENCE X
This course is an introduction to a number of key concepts that underpin the discipline of Computer Science. The skills that the students learn will enable them to use ICT throughout the curriculum. The X course is concerned with establishing key competencies and ensures that students are comfortable with the Microsoft Office suite. Students are also introduced to programming through the designing of robots and the creation of algorithms to a given problem.

The focus of this Discovery course is:
- Computer hardware assemblies
- Software including Microsoft Office Suite and Solidworks computer aided drafting
- Web privacy settings and cyber safety
- Programming – sequence, selection and iteration using Lego NXT robot programming, Viper Microbot or HTML website coding.

COMPUTER SCIENCE Y
This course continues the focus on a number of applications and key understandings on how computers work together. The skills the students learn are more advanced and build on what was learnt in the X unit. Students will also use more sophisticated programming constructs to develop algorithms for complex problems.

The focus of this Discovery course is:
- Communications and Networking theory
- Programming – 3 control structures plus procedures to create Mobile Applications.

For additional details about these courses, please contact:
Head of Technology and Enterprise, Mrs Carol Puddicombe,
carol.puddicombe@ggs.wa.edu.au or 9377 9276.
**DESIGN AND ICT**

Designers couple knowledge and technology with creativity, in activities that predict and control an outcome. In every situation that requires you to identify a problem, devise a solution, and put in train a sequence of steps to implement your solution, you are acting as a designer. Traditionally, design professions have been clustered around production of the constructed environment: buildings, furniture, appliances, vehicles, and graphic design and printed media. More recently, design has been a major contributor in the emergence of Internet and electronic media, such as multimedia design, website design, gaming design, and virtual imaging. But there are no limits to the fields where designers can (and do) contribute. Design and ICT is a course that has been created to allow students develop their skills in a number of applications and disciplines. It is a course that students can continue into tertiary levels and beyond.

**DESIGN AND ICT X**

The course is an introduction to the discipline of design. Students are taught how to clearly communicate their designs through the use of freehand sketching. They are given simple design briefs where they need to move through the design process in order to accomplish the task. Students are taught how to use basic commands in the use of Solidworks 3D CAD software. They in turn create some of their designs using a number of manufacturing technologies including CNC laser cutting. Students begin to develop an appreciation in the development of designs.

The focus of this Discovery course is:
- Freehand sketching
- Solidworks computer aided design and manufacturing
- Manipulation of 3D objects
- Manipulation of 2D graphics – bitmap and vector
- Understanding and using a design process.

**DESIGN AND ICT Y**

The course continues on from the X course ensuring that students are competent in the number of key areas required to be successful as a designer. Students are given instruction on how to use more sophisticated aspects of the technology in both CAD and CAM.

The focus of this Discovery course is:
- Freehand sketching and drawing boards
- Creation of 3D products using CAD and CAM technology
- Using principles and elements of design
- Creation of storyboards and design process
- Architectural Design using Autodesk Revit and/or Adobe Photoshop and Illustrator.

For additional details about these courses, please contact:
Head of Technology and Enterprise, Mrs Carol Puddicombe, [carol.puddicombe@ggs.wa.edu.au](mailto:carol.puddicombe@ggs.wa.edu.au) or 9377 9276.
DRAMA

DRAMA X
This course introduces students to drama through exploration of communication skills, scripted text and improvisation. It provides students with an introduction to drama and foundation performance skills, which will enable them to pursue this subject at greater depth in the future. Students will become involved with a range of activities such as improvisation, role-play, storytelling, play building and introductory script excerpts, while developing skills in voice and movement. Drama techniques are developed through the exploration of movement, mask, music, story and the stock characters of Commedia dell' Arte. Students will present in-class performances and complete a reflective workbook as part of the learning program.

The focus of this Discovery course is:
- Non-verbal and movement skills
- Story, devised performance and script excerpts.
- Vocal and communication skills in performance
- Stock characters from Commedia dell’ Arte
- The use of props and costumes
- Introduction to mask work
- Critical reflection and writing.

DRAMA Y
This course builds on existing drama skills and contextual knowledge through the practical exploration of different styles and forms of drama, production and design roles for the theatre. It is a dynamic subject which explores a wide range of theatrical forms through extended improvisation, characterisation, play building, scripted and self-devised performance and understanding of production roles. Students will extend their physical and vocal performance skills while exploring a wide range of theatrical forms including improvisation, circus skills and scripted performance. Reflective writing tasks are an inherent aspect of this learning program.

The focus of this Discovery course is:
- Creating and performing dramas based on a given stimulus
- The value and importance of communication techniques
- Improvisation techniques
- Introduction to circus skills
- Skills in structuring drama for performance
- Performance from a scripted scene
- Introduction to solo performance-monologue
- Introduction to production roles – set design and lighting
- Drama terminology, reflective writing and introduction to extended answer form.
- Exploration of selected theoretical forms.

For additional details about these courses, please contact:
Head of Arts, Ms Jane Diamond, jane.diamond@ggs.wa.edu.au or 9377 9279.
ETHICS IN SPORT

The study of Ethics (also known as moral philosophy) is the branch of philosophy that involves systematising, defending, and recommending concepts of right and wrong conduct. The study of Ethics in Sport entails a variety of issues including sportsmanship, doping in sport, cheating, bullying, eating disorders, respect for officials, abuse of power, harassment, and judgement about returning to sport after injury. In each course students will use a variety of stimulus, mostly current media articles and sources, to explore issues and gain an in-depth understanding of the issues and be able to reflect on their own experiences and how these may be resolved fairly in the future. Students will be required to compare popular opinions on these issues with the perspectives of Christian and other religious groups, being challenged to find strengths and weaknesses in each.

ETHICS IN SPORT X

The focus of this course is to introduce students to the study of ethics and to explore definitions and meanings of sport. Students will be introduced to some fundamental ethical frameworks such as Utilitarianism, Deontology, and Consequentialism. Having gained an understanding of these frameworks students will explore, discuss, analyse and critically evaluate a series of ethical issues that relate to sport primarily from a player’s perspective but also from that of the audience/supporters. Examples may include:

- Cheating
- Drug use
- Corruption
- Discrimination – racism, sexism and genderism
- Treatment of officials.

ETHICS IN SPORT Y

The focus of this course will be to expand on the ethical frameworks from Ethics in Sport X and to explore more complex examples of normative ethics such as Pragmatic Ethics, Hedonism, Virtue Ethics, and Role Ethics. Students will again be required to apply these frameworks to a series of case studies which now branch out past Sports Ethics (players and spectators involvement) and into the role of Business Ethics (managers, coaches, owners and administrations) and Medical Ethics (doctors, physio’s, support staff). Examples may include:

- Clubs vs companies
- Treatment of injured players
- Contracts and sponsorship
- Misuse of power
- Television and the role of the media.

For additional details about these courses, please contact:
Head of Religion, Philosophy & Ethics, The Rev’d Dr Philip Raymont, philip.raymont@ggs.wa.edu.au or 9377 9245.
FRENCH LANGUAGE

FRENCH LANGUAGE X
This course is suitable for students who have completed Year 7 French language at Guildford Grammar School or who have equivalent experience in French. Beginners are also accepted and supported.

The focus of this Discovery course is:
- Chic and tailored: French fashion and trendy looks
- Cuisine and etiquette: French food both every day and special
- French education: differences between students of France and Australia
- Hobbies and activities: what are the main sports in France.

FRENCH LANGUAGE Y
This course is suitable for students who have completed French Language X, or who have equivalent experience in French. It allows students to develop language skills useful for communicating with peers in French-speaking countries or for travelling to those countries.

The focus of this Discovery course is:
- What’s cool in France: teenage music, films, cartoons, books and magazines
- On exchange in France: experiencing life at school from the inside
- Real and virtual friends: chatting via SMS, email and online
- Celebrating French style: festivals, food and symbols
- Holidays: exploring popular destinations like Tahiti, Guadeloupe, Morocco and Tunisia.

FRENCH LANGUAGE Z
This course provides students with the language skills to communicate more freely with their peers in French-speaking countries and gives them deeper intercultural understanding. It is suitable for students who have undertaken two previous language units at Guildford Grammar School, or who have equivalent experience in French.

The focus of this Discovery course is:
- Geography: Francophone countries in the world
- Music: popular teenage music and the famous Eurovision contest
- Celebrating French religious festivals on the calendar.

For additional details about these courses, please contact:
Head of Languages, Mr James Cheah, james.cheah@ggs.wa.edu.au or 9377 8517.
MEDIA STUDIES

MEDIA STUDIES X
Media Studies X explores media ranging from traditional forms such as fantasy film, to contemporary music. Students will view, listen, read, analyse and discuss media, considering how people, events and issues are represented. Students will create, produce and present their own works in media, specifically a range of short silent films. Working independently and in collaboration with others, students will become confident and competent in using media technologies to express their ideas.

In this course, students will explore different practical media forms, focusing on visual narrative structure, fantasy film, and silent films. Students will learn skills associated with storyboarding, brainstorming ideas, pre-planning, producing and editing multiple short films in post-production.

The focus of this Discovery course is:
- Codes and conventions
- Narrative structure and characterisation
- Audience, context and content
- The production of narrative
- Video production: multiple angles and editing short silent films

MEDIA STUDIES Y
Media Studies Y explores popular entertainment, focusing on game culture. The course allows students to progress with the knowledge gained in Media Studies X to analyse and compare the purpose, style and structure of video games from different times. Students will develop skills and utilise their awareness of this media form. The unit addresses the specific content of media language, audiences and practical video game development.

Students will learn skills associated with, brainstorming ideas, pre-planning, shot composition, framing, producing and editing a game review in post-production.

The focus of this Discovery course is:
- Critical analysis of popular entertainment
- The use of codes and conventions
- The cultural and historical context of film/video games
- Theoretical approaches to critical analysis
- Video production: video game proposal and video review

For additional details about these courses, please contact:
Head of Arts, Ms Jane Diamond, jane.diamond@ggs.wa.edu.au or 9377 8279.
MUSIC MEDIA

This course concentrates on the teaching of music composition within a contemporary, holistic context. The Music Media subject allows students to compose, sequence and produce soundtracks to pre-existing movie clips and written narratives. Students gain an understanding of compositional theory, conventions and devices that form the basis for soundtrack construction. Utilising Sibelius and Mixcraft music software, the students will use loops, effects and their own motifs to convey emotion and mood in music video clips.

MUSIC MEDIA X
This course is designed for students who have had little or no previous musical experience.

The focus of this Discovery course is:
- Soundtrack production and using sequencing and mixing software
- Fundamental tonalities and modalities and their emotive effects
- Music Theory to level 1 AMEB (aeq).

MUSIC MEDIA Y
This course is designed for students who have completed at least one Music elective at the X level. It is advisable that students are able to play an instrument at a basic level.

The focus of this Discovery course is:
- Advanced soundtrack production and post-production skills.
- Increase in using different tonalities, modalities and rhythms to create music for specific moods and/or purposes.
- An understanding of music for both Diagetic and non-Diagetic purposes.
- Music Theory to level 1.5 AMEB (aeq).

MUSIC MEDIA Z
This course builds upon skills developed in previous Music Electives. Students work at a high level to produce fully integrated soundtracks to a variety of different film genres and film types.

The focus of this Discovery course is:
- High level soundtrack and post production skills.
- Understanding and use of major, minor, whole-tone and modal scales in the production of motifs, themes and moods.
- Understanding how sounds are created and effected to add to the overall effect of film and television.
- Music Theory to level 2 AMEB (aeq).

For additional information about these courses, please contact:
Head of the Music School, Mr Kieran Hurley, kieran.hurley@ggs.wa.edu.au or 9377 9227.
MUSIC CONCEPTS AND CREATION

In this course students will learn the basics of music composition, utilising digital workstations, cloud software and keyboards. The course will concentrate on the areas of rhythmic knowledge and security (through composition, performance activities and aural perception), melody writing and word setting, harmonic structures (chord progressions) and basic structural forms.

Whilst previous instrumental experience is advantageous it is by no means essential to the successful completion of this course.

MUSIC CONCEPTS AND CREATION X
This course is aimed at those students who have had little or no formal music tuition.

The focus of this Discovery course is:
- Music theory and Western staff notation
- Rhythmic and harmonic recognition
- Composition (melodic and harmonic)
- Music Theory to level 1 AMEB (aeq).

MUSIC CONCEPTS AND CREATION Y
This course is for students who have completed the Music Performance X or Music Concepts and Creation X courses.

The focus of this Discovery course is:
- Music theory and Western staff notation
- Rhythmic and harmonic recognition
- Composition
- Critical and analytical skills
- Music Theory to level 1.5 AMEB (aeq).

MUSIC CONCEPTS AND CREATION Z
This course is for students who have completed the Music Performance Y or Music Concepts and Creation Y courses.

The focus of this Discovery course is:
- Music theory and Western staff notation
- Rhythmic and harmonic recognition
- Composition
- Critical and analytical skills
- Music Theory to level 2 AMEB (aeq).

For additional details about these courses, please contact:
Head of the Music School, Mr Kieran Hurley, kieran.hurley@ggs.wa.edu.au or 9377 9227.
ROBOTICS

The Robotics course is designed to give students an insight into the world of robotics. Students will explore different applications of Robotics technology, from industrial robots through to humanoid forms, investigate how they are constructed and what makes them work. Students will also delve into the world of programming to examine how robots can be controlled to complete simple operations. Over the course of the two X and Y levels of Robotics, students will be exposed to different programming languages and gain experience using graphic interface proprietary branded programs such as Mindstorms NXT and EV3, as well as more complex coding such as Logicator and Robot C.

ROBOTICS X

In Robotics X students will be presented with a number of challenges and will use Lego NXT and EV3 robotics equipment to solve these. Students will use a design process to investigate a number of solutions to a problem, compare information and make and justify decisions to achieve the most successful result. They will then be required to build suitable robots for a task as well as create flow charts to help construct programs that will enable their robot to perform specific tasks. Students will also research several industrial robotics applications and be exposed to CNC machinery and the machine language coding that operates them.

ROBOTICS Y

The aim of Robotics Y is to broaden the understanding of the possibilities and limitations of robots in industry and everyday life, as well as understand how they are created and controlled. Students will explore how Robotics has influenced and changed society and look at the ethical issues that arise. In Robotics Y students build on skills and information learned in Robotics X to design, create and program their own robot. Using a design process they will investigate existing autonomous and semiautonomous robots such as the Mars Rover and deep sea ROV’s (remotely operated vehicles) as used in the oil and gas industries. They will also be required to use Solidworks (CAD software) and CNC machinery to design and build onto an existing robot model to create and program a robot to perform a specific challenge.

For additional details about these courses, please contact: Head of Technology and Enterprise, Mrs Carol Puddicombe, carol.puddicombe@ggs.wa.edu.au or 9377 9276.
SMALL BUSINESS PROJECT

Are you an enterprising, innovative and creative individual? Ever imagined that you could plan and run your own enterprise? In this course students will investigate the structure and functions of small to medium enterprises, interact with current industry professionals and learn the process of creating a business plan. Students will develop ethical business practices, financial literacy and be given the opportunity to create their own small business.

SMALL BUSINESS PROJECT X

In our everyday lives we are exposed to and interact with businesses large and small. This course introduces students to fundamental business principles and the skills required to manage a small business. Over the duration of the course, in addition to studying business theory, students will conceptualise, develop and pitch a saleable product.

The focus of this Discovery course is:

- Understanding of fundamental business principles
- Developing concepts and ideas
- Undertaking market research, testing and product development
- Marketing and promotion
- Costs and budgeting
- Ownership and investment models
- Case studies and presentations.

SMALL BUSINESS PROJECT Y

Are you an enterprising, innovative and creative individual? Ever imagined that you could plan and run your own enterprise? In this course students will investigate the structure and functions of small to medium enterprises, interact with current industry professionals and learn the process of creating a business plan. Students will develop ethical business practices, financial literacy and be given the opportunity to create their own small business.

The focus of this Discovery course is:

- Developing expertise and skills
- Industry engagement
- Marketing and promotion
- Financial literacy
- Business ethics
- Business planning.

For additional details about these courses, please contact:
Head of Humanities and Social Sciences, Mrs Leah Truscott, leah.truscott@ggs.wa.edu.au

or 9377 8513.
**SPORTS SCIENCE**

**SPORTS SCIENCE X**
This course is designed for students who wish to undertake studies in areas such as Physical Education Studies, Human Movement, Sports Management or Sports Psychology.

The focus of this Discovery course is:
- Developing physical skills, strategies and tactics – game play and classification
- Motor learning and coaching – classifying skills
- Functional anatomy – musculoskeletal system
- Biomechanics – balance and stability
- Exercise Physiology – nutrition and a healthy lifestyle
- Sports Psychology – goal setting
- Sport in society – benefits of physical activity.

**SPORTS SCIENCE Y**
This course further develops knowledge and understanding in the area of Anatomy, Human Physiology, Biomechanics and Sports Psychology.

The focus of this Discovery course is:
- Developing physical skills, strategies and tactics – applying strategies and tactics
- Motor learning and coaching – maximising skilled performance
- Functional Anatomy – cardio-respiratory system
- Biomechanics – forces in movement
- Exercise Physiology – nutrition for performance
- Sports Psychology – leadership
- Sport in Society – Australian sporting identity.

For additional details about these courses, please contact:
Head of Physical Education, Mr Len Fernandes, len.fernandes@ggs.wa.edu.au or 9377 9267.
SYSTEMS AND ENGINEERING STUDIES

Engineering is the practical application of science and maths to solve problems, and it is everywhere in the world around you. From the start to the end of each day, engineering technologies improve the ways that we communicate, work, travel, stay healthy, and entertain ourselves. Engineers are problem-solvers who want to make things work more efficiently and quickly and less expensively. From computer chips and satellites to medical devices and renewable energy technologies, engineering makes our modern life possible. In particular, electrical engineers, computer engineers and mechanical engineers have a wide range of study options and career paths that let them design, build, and manage those ideas into reality.

SYSTEMS AND ENGINEERING STUDIES X

Systems and Engineering Studies X is the first opportunity for students to study Engineering at Guildford Grammar School and as such it is an introductory course to interest and engage students as they learn the basic building blocks that lead onto further study in Engineering.

The focus of this Discovery course is:
- Safe workshop procedures including the completion of a safety induction booklet
- Following a design process to source and apply information to solve a problem to meet a particular need
- Using industry standard software (Solidworks CAD) to refine ideas into working drawings and CAM file types.
- Safe product manufacturing (using hand tools and CNC laser cutters)
- Exploring mechanisms and motion and applying these concepts to the design and manufacture of simple mechanical devices.

SYSTEMS AND ENGINEERING STUDIES Y

Systems and Engineering Studies Y reinforces and builds on the knowledge and skills learned in Systems and Engineering Studies X. Throughout the course the key fundamentals of design process and mechanics with the introduction of electronics are combined with basic hands-on workshop experience to safely and successfully solve challenging design problems.

The focus of this Discovery course is:
- Safe workshop procedures including the completion of a safety induction booklet
- Understanding basic electrical terms and theory
- Safe workshop practices including soldering, CNC laser cutting
- Construction of low voltage electrically operated devices
- Further exploration of more complex mechanical systems
- Investigating the properties of materials in the design and manufacturing process.

For additional details about these courses, please contact:
Head of Technology and Enterprise, Mrs Carol Puddicombe,
carol.puddicombe@ggs.wa.edu.au or 9377 9276.
TECHNOLOGY AND MATERIAL STUDIES

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

TECHNOLOGY AND MATERIAL STUDIES X - WOOD

This course is an introduction to the workshop and the use of hand tools and machinery. Students will have the opportunity to create a number of projects in order for them to develop their skills in the workshops.

The focus of this Discovery course is:

- Safe workshop procedures including the completion of a safety induction booklet
- Generating ideas using sketching and Solidworks programs
- Understanding timber, timber types and appropriate uses, managing timber resources.
- Safe use of hand tools and machinery to create small projects in wood and plastic
- To feel confident in the use of marking, measuring and cutting hand tools
- Supervised safe use of a limited number of machines to perform cutting and drilling operations.

TECHNOLOGY AND MATERIAL STUDIES Y - METALS

The students will have developed a level of workshop competence from the X course and now begin to use a greater range of tools and machinery to undertake different metalworking processes including metal machining and gas welding. Theoretical aspects of the processes and materials are introduced to facilitate greater understanding and safe use.

The focus of this Discovery course is:

- Safe workshop procedures including the completion of a safety induction booklet
- Using a design process including sketching and Solidworks CAD program
- Safe use of measuring, marking and cutting hand tools and machinery to create articles in sheet and solid section metals
- Supervised safe use of tools and machines to perform cutting, drilling, welding and machining operations.

For additional details about these courses, please contact:
Head of Technology and Enterprise, Mrs Carol Puddicombe,
<carol.puddicombe@ggs.wa.edu.au> or 9377 9276.
VISUAL ART

VISUAL ART X
The course is designed to expose students to the elements and principles of art and design, as well as a range of skills and processes. The students undertake a series of projects in which the elements and principles are constantly explored and reinforced to enable them to be conscious users and viewers of the building blocks (elements and principles) of art and design.

The disciplines of drawing, painting, printmaking, are principles foregrounded in each task. Students will be set brief questionnaires and extended written responses to help reinforce their awareness of the elements and principles of art and design which will be kept in the Arts Faculty Arts Responses journal. Students will be assessed using the four major arts strands:

- Arts ideas: students undertake design development from their imagination, observation and research
- Arts skills and processes: the manufacture of set studio work
- Arts in society: the relevance of the visual arts on society
- Arts responses: assessing and evaluating their own and others work

VISUAL ART Y
The course aims to consolidate the art skills and concepts covered in Visual Art X, through a series of practical projects with an emphasis on decision-making and skills and control. Students will create art works responding to a brief and gain further understanding of the historical and social contexts of art works. Independent learning skills such as personal design decision making, analysis and final shaping of art work are a key focus of this unit.

The focus of this Discovery course is:

- Creating art works that respond to a brief
- A consolidation of arts skills and processes
- An understanding of the significance of art in a historical and social context
- An understanding of appropriate art and design language
- The ability to make personal design decisions as they relate to a student’s art work.
- Includes a research based project

For additional details about these courses, please contact:
Head of Arts, Ms Jane Diamond, jane.diamond@ggs.wa.edu.au or 9377 8279.
GUILDFORD GRAMMAR SCHOOL SPORTING COMPETITION

Apart from two well-equipped gymnasiums and two swimming pools, Guildford Grammar School utilises some 40 hectares of playing fields, comprising rugby grounds, football ovals, hockey pitches, turf wickets, tennis and basketball courts, plus additional areas for net practice and general games. Rowing takes place on the nearby Swan River.

Boys at the Senior School select sports from the following:

**Summer season**
First and fourth term: Cricket, Tennis, Basketball, Swimming, Rowing, Volleyball and Water Polo

**Winter season**
Second and Third Term: Football, Hockey, Rugby, Cross-Country Running and Soccer. Athletics is conducted in Term 3 and is compulsory for those boys selected to compete.

**NB.** - *Rowing is only available to boys in Years 8 – 12*
- *Some sport codes train before school.*

There is a minimum of two sports training afternoons each week. Boys may also be selected to represent the School in inter-school matches at weekends.

All boys in Years 7, 8 and 9 have training sessions from 3.45pm to 5.00pm on Mondays and Wednesdays, and play PSA inter-school matches, if selected, at 2.00 pm on Fridays. Those not involved in school matches may have organised training on Friday afternoons. **All these sessions are compulsory.**

Any questions relating to sport selections or the School’s sporting competition should be directed to: Sportsmaster, Mr Ian Frame, [ian.frame@ggs.wa.edu.au](mailto:ian.frame@ggs.wa.edu.au) or 9377 8528.
DISCOVERY COURSE AND SPORT SELECTIONS

Parents and students will be asked to complete Discovery and Sport selections via the School’s online Web Preferences Portal at www.selectmysubjects.com.au

To access the Web Preferences Portal both a Student Access Code and Password is required. Parents will receive log in details as well as further instructions regarding the online course selection process via mail and email.

Prior to accessing the Discovery course and Sport selection links, parents and students should be prepared with the following information:

Year 7 in 2017

Discovery course Selection
- A first choice and reserve choice from the Creativity bank of courses
- A first choice and reserve choice from Technology bank of courses
- A first choice and reserve choice from the Opportunity bank of courses
- One additional choice from any of the banks of courses

Plus
- A first choice and reserve choice of foreign language from Chinese or French

Sport Selection (Year 7 only)
- A first choice and two reserve choices from the list of Summer sports choices
- A first choice and two reserve choices from the list of Winter sports choices

Years 8 and 9 in 2017

Discovery course Selection
- A first choice and reserve choice from the Creativity bank of courses
- A first choice and reserve choice from Technology bank of courses
- A first choice and reserve choice from the Opportunity bank of courses
- One additional choice from any of the banks of courses

Sport Selection (new students to GGS only)
- A first choice and two reserve choices from the list of Summer sports choices
- A first choice and two reserve choices from the list of Winter sports choices

Please note that current students are not required to make sport selections. Existing sport allocations will always automatically roll over into the following year. Should a current student wish to change their sport selections for 2017, they must complete the Change of Sport Application Form available from Senior School Administration.

The School’s website will guide you through the process of entering this information. With the above information prepared, Discovery and Sport selection should take less than ten minutes.

Any questions or issues regarding Discovery Course selection should be directed to: Director of Catalyst, Mr Graham Lawson, graham.lawson@ggs.wa.edu.au or 9377 9299.
GENERAL INFORMATION

Languages
All students will study a foreign language in Year 7 unless they receive extra English or Mathematics support. Students may choose from Chinese, and French. The study of a language extends across the whole of Year 7 for six hours per fortnight. In Year 8 and beyond, students may elect to continue studying one or more languages.

Learning Support
Guildford Grammar School is committed to assisting students with special educational needs and learning difficulties to be successful members of our community and learn within our curriculum. All issues of special needs and general information on learning support at Guildford Grammar School should be directed to Mrs Ullisa Macdougall-Hull, Learning Support Coordinator at ullisa.macdougall-hull@ggs.wa.edu.au or 9377 8503.

The Pastoral System
Every boy in the Senior School is a member of a House. There are eight Houses, with approximately 90 boys in each. A Head of House is in charge of a House and he or she stands in loco parentis while a boy is at school. The House system fosters community responsibility, camaraderie and independence and offers opportunities for leadership.

Mentors assist each Head of House, overseeing a particular year group. The Head of House and Mentors assume responsibility for the monitoring of ongoing academic progress, personal development and general welfare of your son during his time at the School. The Mentor is also the administrative advisor to the group and, through the school diary, email and/or personal contact, acts as the initial link between parents and the School.

Heads of Faculty and classroom subject teachers support both parents and the pastoral system by providing frequent and specific feedback on personal achievements, attitude, skill development and subject-specific academic progress.

Technology and Learning – Go For IT Policy
At Guildford Grammar School we recognise that technology is playing an ever increasing role in the lives and learning of our students. Our one to one student to computer ratio in the Senior School as well as access to industry standard technologies and software, provides both teachers and students with a variety of ICT resources to complement student learning.

Whilst not compulsory, students may bring personal devices to school to support their learning. Students who bring personal devices (including mobile phones) to school must have them registered, logged and have a permission sticker issued prior to use on the school network. In addition, each student must provide a completed Acceptable Use Agreement, signed by both student and parent/guardian.

For more information on personal devices and the School’s ICT Policy, please refer to the School website www.ggs.wa.edu.au or contact Mr Rod Manson, Head of e Learning rod.manson@ggs.wa.edu.au or 9377 8544.