



Catalyst

Middle Years Curriculum



Catalyst Program Handbook 2023



Guildford Grammar School

FOUNDED 1896

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About this handbook

It gives me great pleasure to present our Catalyst Handbook for 2023. For families of Middle Years students, this handbook provides information on year-specific courses, building on students' understanding and continuing to provide focus for their personal learning journey. For many parents, however, it will be an introduction to the system of middle year 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 child, 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.

As well as providing direct links to the Western Australian Curriculum, our middle year academic program provides every student with an education that meets the essential requirements of a quality education, while catering to their learning needs and interests, from their very first day in the Senior School.

A large part of this handbook outlines our extensive range of Discovery courses. Discovery courses are the courses students elect to study based on their interests and passions. We are understandably proud of the number of opportunities we are offering in 2023 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; this process is 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.

As a school, the decisions we make about what we teach and how we teach it are backed by research and supported through the efforts of committed and passionate teachers who seek to inspire every student to achieve their very own brand of personal excellence. At Guildford Grammar School, we will continue to build on a curriculum that meets the needs of our students and prepares them for the challenges and opportunities that their fast-paced, contemporary futures will provide.



Mr Graham Lawson

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

In my role as Head of Middle Years, I assume responsibility for this exciting and challenging Catalyst program. My priority is to support students and families as 'learning partners' during these important early years of secondary education. I am confident that 2023 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.

Mr Graham Lawson
Head of Middle Years

The Catalyst program – what is it?

Our Catalyst 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 middle years teaching and learning program, the School can cater for the unique academic, social and developmental needs of students of this age.

The Guildford Grammar School middle years 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.

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.

We believe that students in the middle school years have a great deal of intrinsic curiosity. They yearn to be challenged and are ready to have the educational flexibility to pursue their individual talents and interests.

In response to this need, we have developed our Catalyst program of learning that is appropriately challenging and flexible for students in Years 7, 8 and 9, 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 child chooses Media Film Production in Year 7, they will be taught by the same teacher who teaches the subject in Year 12. What's more, the class will be the Media Lab, not the room in which he or she learns English.

In approaching learning through our Catalyst program, 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 Middle Years 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 middle years experience. In each semester, every student will study two Discovery courses of their own choice. A student with a strong interest in technology and design who is also increasingly curious about business and finance may choose to study both the Engineering and Small Business Project courses.

It is this unique structure that enables us to focus on skills and understanding 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 program. 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 Catalyst program 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 core course, Discovery course 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 are 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 become 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 middle years 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 modes of learning 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 blend the use of their Bring Your Own Device (BYOD) along with contemporary 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 skills 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 for a whole semester. They include English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education and Religion, Philosophy and Ethics. In Year 7 and 8, students will also study core Arts and Technologies courses. Foreign Language studies (or Academic Intervention) is also a core component of each student's academic program in Year 7 and 8. Further details relating to the Academic Intervention Program are outlined in the following pages.

Personal Learning Program

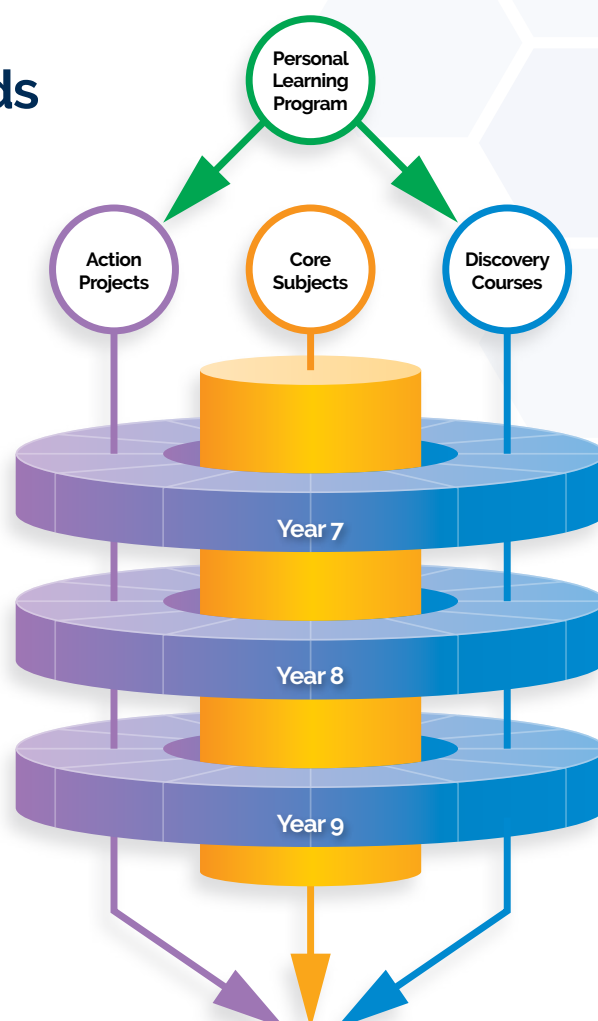
The **Personal Learning Program (PLP)** is a sequential learning development of individual abilities and learning skills. With direct links to the Western Australian Curriculum, the PLP provides a dynamic, student-focused learning experience, connecting skills important to 21st century learners to Service,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



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 Middle Years 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.

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 semester of in-depth study with a single course.

Inclusive Education

We recognise that students learn at a different rate and pace and whilst the majority of students' needs are met through universal design for learning and differentiation, some students benefit from additional small-group remediation.

Focus and Modified courses

Our Focus courses in Year 7-9 target personalised literacy and numeracy requirements, whilst exploring metacognitive strategies for learning. These courses also provide guided revision for core subjects and assessments.

For our students requiring a higher level of support, our Learning Enrichment team provide Modified Mathematics, Modified English and ASDAN courses designed for individual growth and engagement.

Academic Talent Program

Catalyst core subject areas

Our key goal for Catalyst is to enable our students to harness and develop their special academic talents. 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.

In the Catalyst core course areas our STRIVE Advanced courses provide our most able students with opportunities to develop their talents and pursue personal excellence in the areas of Mathematics, English, Science and Humanities and Social Sciences. Each unit of work has been tailored specifically to extend and challenge students' thinking. Learning activities, resources and assessment tasks are carefully and deliberately selected to extend and develop critical thinking and problem-solving skills and expand students' 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 each STRIVE Advanced course.

Selection to one of the core STRIVE courses is based on criteria including a proven record of high academic performance 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 each semester.

STRIVE Discovery Course opportunities

As part of our drive to encourage students to achieve personal excellence, 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 areas of study.

Student selection for STRIVE Discovery courses is based on applications submitted by students, 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
- Experimental archaeology and historical research
- Creative digital design
- Passion project

If you have queries related to our Inclusive Education programs, please contact **Keralee Radi**, Director of Inclusive Education, via Keralee.Radi@ggs.wa.edu.au or (08) 9377 8501.

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 Semester 2 in Year 7 and in Year 8-9 they will be grouped by similar learning needs, and given appropriate remediation or extension, both individually and as a class.

Year 7

Students study English as a formal subject. The focus in Year 7 is functional literacy and expression. However increasing critical literacy through text analysis and forms of academic writing is also a feature.

Topics covered are:

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

Year 8

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

Topics covered are:

- Autobiographical writing
- Opinionative and comparative essay writing
- Feature articles
- Public speaking
- Creating multi modal texts
- Film analysis
- The short story and novel
- Poetry
- Text comparison project

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: Writing to create change; Heroes and Villains; Citizens and Society; Technology and the Future and the creation of Digital Game based narratives. 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 attitudes and values
- 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

For additional details about the Core English courses, please contact:

Mr Ben Nilsson

Head of English

(08) 9377 9265

Ben.Nilsson@ggs.wa.edu.au

Core
Subject

Mathematics

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 Year 7-9 study the same core program. They will be grouped by similar learning needs, and given appropriate remediation or extension, both individually and as a class.

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 including fractions, and best buys
- Algebra: extend patterns, write algebraic expressions using pronumerals
- Geometry: angle properties, quadrilaterals and triangles, prisms, transformations of shapes on the Cartesian plane
- Measurement: area and volume
- Chance & data: collect and compare data using basic statistics and a range of graphical displays including stem and leaf plots.

Year 8

In Year 8, the topics covered are:

- Number: investigate irrational numbers such as pi, solve problems involving profit and loss
- Algebra: factorise and expand algebraic expressions, solve linear equations, plot linear graphs
- Geometry: congruence in triangles
- Measurement: circles, quadrilaterals, area, volume, time
- Chance & Data: Venn diagrams, census, sampling and outliers.

Year 9

In Year 9, the topics covered are:

- Number: direct proportion, index laws, scientific notation, simple interest
- Algebra: expansion of binomial expressions, linear graphs, midpoint and length of line segment
- Geometry: similar triangles, ratio in similar figures
- Measurement: Pythagoras and trigonometry
- Chance & Data: two step chance experiments, back to back stem and leaf plots, skewness of data sets.

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.

For additional details about the Core Mathematics courses, please contact:

Mrs Sarah Barnes

Acting Head of Mathematics

(08) 9377 9257

Sarah.Barnes@ggs.wa.edu.au

Core
Subject

Science

The Science curriculum 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 a student's 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
- Mixtures and separation techniques.

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.

For additional details about the Core Science courses, please contact:

Mr Gary Foster

Head of Science

(08) 9377 9259

Gary.Foster@ggs.wa.edu.au

Core
Subject

Humanities and Social Sciences (HaSS)

Humanities and Social Sciences (HaSS) 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 HaSS, 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 consists 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, immigration and macroeconomics.

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.

For additional details about the Core Humanities and Social Science courses, please contact:

Mrs Leah Truscott

Head of Humanities and Social Sciences

(08) 9377 8513

Leah.Truscott@ggs.wa.edu.au

Core
Subject

The Arts

The Core Arts program at Guildford Grammar School has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their full creative and expressive potential. The term 'creativity' plays a critical role in all Arts courses and is intrinsically embedded in the teaching and learning process.

The Core Arts learning area comprises four subjects: Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world.

The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning is based on cognitive, affective and sensory/kinaesthetic responses to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication during the course of their early secondary education.

As part of the Catalyst program, a suite of Arts subjects which meet the requirements of the Western Australian curriculum are offered in Year 7, 8 and 9.

Year 7

During the course of a semester, core Arts in Year 7 focuses on one compulsory performance component and one compulsory production component combined in a semester long Core Arts course, delivered by a specialist teacher across two arts learning areas. The two Year 7 learning areas are Visual Arts and Drama. Other Arts courses can be selected and studied as part of a student's Discovery learning program.

Visual Art

Visual Art incorporates the three fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas, both as artists and audience members. They develop perceptual and conceptual understanding, critical reasoning and practical skills

through exploring and expanding their understanding of their world and other worlds.

The course component 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 through practical projects to enable them to be conscious users and viewers of the building blocks (elements and principles) of art and design.

The focus of Year 7 Visual Art component is:

- Discovery, experimentation and problem-solving relevant to visual perception and visual language
- Utilising visual techniques, technologies, practices and processes
- The ability to recognise and develop cultural appreciation of visual arts in the past and contemporary contexts through exploring and responding to artists and their artworks.

Drama

Drama is the expression and exploration of personal, emotional, social and cultural worlds, through role and situation, that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they engage with and analyse their own and others' stories and points of view.

The course component introduces students to drama through exploration of communication skills, scripted text and improvisation. It provides students with an introduction to drama and further performance skills, which will enable them to pursue this subject at greater depth in the future.

The focus of the Year 7 Drama component is:

- Improvisation, role-play, storytelling, play building and introductory script excerpts
- The development of fundamental skills in voice and movement
- Drama techniques that are developed through the exploration of movement, neutral mask, music, script excerpts and devised tasks
- In-class performances
- Reflective written responses.

Year 8

During the course of a semester, Core Arts in Year 8 focuses on one compulsory performance component and one compulsory production component combined in a semester long Core Arts course, delivered by a specialist teacher across the two arts learning areas. The two Year 8 learning areas covered are Media Arts and Music Arts. Other Arts courses can be selected and studied as part of a student's Discovery learning program.

Media Arts

Media Arts enables students to analyse past technologies, and use existing and emerging technologies as they explore imagery, text and sound to create meaning. Students participate in, experiment with, and interpret cultures, media genres and styles, and different communication practices.

The course component introduces students to the full media production process, from the planning stages all the way through to marketing and distribution platforms. Students will also gain a wide variety of media related analytical skills that they can utilise to further expand and inform their understanding of mainstream media in Australia.

The focus of the Year 8 Media Arts component is:

- To interpret, analyse and develop media practices through the students' experiences in making media arts.
- To inspire students to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.
- Develop practical skills in filmmaking processes.
- Analyse and respond to media works.

Music Arts

Music art enables students to take on opportunities to develop music skills and knowledge while performing, composing and listening to music. They develop aural skills and aural memory to identify, sing/play and notate simple rhythmic and melodic patterns and chord progressions.

The course component provides students with opportunities to create and refine music ideas by using the elements of music within given frameworks, imitating musical structures and styles. They use notation, terminology and technology to record and communicate music ideas.

The focus of the Year 8 Music Arts component is:

- The study and analysis of examples of music across many genres through experimentation with the elements of music (rhythm, pitch, dynamics, tempo, texture, tonality) and their emotive effects through analysis of select entertainment works
- The teaching of a variety of music software packages (Mixcraft, Sibelius, DJ Pro) to compose pieces for diverse groupings of instruments across many different genres and contexts and produce effective soundtracks and soundscapes for prescribed entertainment-based scenarios
- An introduction to basic aural perception and performance skills

Year 9

From Year 9, students have the opportunity to continue their studies within the Arts through optional Discovery Learning courses. Details of Arts courses offered at Year 9 level can be found in the Discovery Learning section of this handbook.

Year 9 Arts Discovery courses include:

- Media Production and Analysis
- Music Exploration
- Visual Arts
- Dance
- Drama

These courses are designed to extend interested students' skills and abilities in theory chosen Arts area and prepare them for studying the Arts in their senior years.

For additional details about the Core Arts courses, please contact:

Mr Brad Minchin

Head of Arts

(08) 9377 9285

Brad.Minchin@ggs.wa.edu.au

Core
Subject

Technology and Enterprise

The Technology and Enterprise Curriculum

comprises two areas of learning in Year 7 and 8: Design Technologies and Digital Technologies. Students will study both learning areas over a semester, comprising one Digital Technologies course and one Design Technologies course. Within Digital Technologies, students will study one of two Design Technologies courses offered.

In Year 9, students can opt to study one or more Technology course as part of their Discovery learning program. Course outlines for each Technologies course can be found in the Discovery learning section of this handbook.

Digital Technologies

In this Technologies learning area students will be provided with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The Year 7 and 8 curriculum builds on what students have covered in previous years and focuses on the ever-increasing need to understand how digital technology works and enables students to become effective users of digital systems including hardware and software.

Design Technologies

Each Design Technologies course will see students manage projects independently and collaboratively, from conception to realisation. They will apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They will develop their ability to generate innovative designed products, services and environments. Students will study one of three Design Technologies courses available in Year 7 and 8 to experience this learning area.



Year 7 Digital Technology

Let's go Digital!

Students will be exposed to a wide range of digital information and digital systems designed to meet criteria for specific purposes and/or audiences.

Key topics covered:

- Digital skills in business technology
- Collecting and analysing relevant data to develop reports on findings
- Digital solutions that exhibit creative and enterprising use of ICT
- Programming concepts including sequence, selection and iteration
- How networks and hardware components work together
- Programming concepts including sequence, selection and iteration

Year 7 Design Technology

Select one of the two courses below.

Solar Power

In this course students will explore solar energy as a renewable alternative to fossil fuels and a major energy source. Following a design process, they will apply their understanding to design and build a solar vehicle with the aim of improving efficiency and functionality.

Key topics covered:

- Concepts of solar energy
- Engineering design principles needed to construct and test a fully solar powered model vehicle using Photovoltaic (PV) cells
- Electronic circuitry used to convert the sun's energy directly into electric energy
- Identifying and investigating ways in which solar power has been used locally, regionally and globally
- Social, ethical and sustainability of alternative solar energy
- How to analyse motion, force and energy to control the outcomes of a solar vehicle

The Guildford Gourmet

Food brings people together and plays a large part in all of our lives. There is increasing community discussion and debate about food issues, including hygiene, dietary requirements and food security. In this course students will explore a range of these issues and be introduced to basic food preparation skills and techniques with the aim of planning and preparing a number of delicious healthy meal options.

Key topics covered:

- Safety in relation to working in a kitchen with cooking utensils
- Issues of food hygiene including food poisoning, cross-contamination, temperature and storage methods
- Genetically modified foods and the environmental impact of food production
- The creation of healthy food items for breakfast, lunch and dinner
- What constitutes a healthy and balanced diet?



Year 8 Digital Technology

Microbit Magic!

Our students live in a connected world and as digital connections continue to grow there is a greater need to understand how networks operate. In this course student will explore a pocket-sized computer that introduces them to the relationship between software and hardware. It has an LED light display, buttons, sensors and many input/output features that, enable students to interact with the world.

Key topics covered:

- Understanding how micro controllers work.
- Building computational thinking skills to develop basic algorithms
- Undertaking a primary research task through the collection of relevant data
- Using software applications to analyse and display data
- Understanding current networking hardware and protocols
- Enhancing programming skills through the design and development of python code and the microbit device.

Year 8 Design Technology

Select one of the two courses below.

Wind Power

Wind energy is a source of renewable energy. It is inexhaustible, does not contaminate and reduces the use of fossil fuels, known to be a cause of global warming.

Key topics covered:

- Concepts of wind energy
- The use of engineering design principles to create, construct and test wind powered devices

- Ways of harnessing energy from the wind
- Understanding how a turbine is used to convert air motion into electricity
- The uses of wind power in a local, national and international environment
- How solar and wind power are related
- Research into the effects of wind power such as noise pollution.

Tech Challenge

Students will need to be resilient, risk averse, analyse failure and use it as an opportunity to learn new skills through creative problem solving. It is important to note that the purpose of this course is to examine the core aspects of technology in a dynamic classroom environment.

Students will be guided through a range of technology challenges that will enable them to:

- Problem solve- using evidence to validate a solution to a problem or justify a decision with soft guidance from the teacher
- Think creatively thinking in ways that machines cannot. Making judgements about the accuracy and reliability of information
- Inquire - Why is it so?
- Develop resilience - failure helps you refine your ideas
- Develop skills in relation to collaborative work- Sharing and communicating ideas with each other, just like the D & Technology staff.
- Develop and follow syntax- Independent, abstract conceptual thinking (working out what step comes next before physically doing it
- Evaluating & prototyping using a variety of digital mediums, including; sound video and text.

Core
Subject

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 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:

- Me, myself and I: describe yourself and discuss your likes and dislikes
- Fascinating France: famous people, famous places, famous food
- My families: learn how to describe your family members
- Cute pets: describing your real and ideal pet
- My school experience: compare the life of Australian students to a French student
- I'm in town! Knowing your way around a French town
- French cuisine: sampling traditional food and recognising French ingredients and dishes.

Year 8 Chinese

This course is suitable for students who have completed Year 7 Chinese Language at Guildford Grammar School or who have equivalent experience in Chinese. It builds on the skills, knowledge and understanding required of students to communicate in French developed in Year 7.

The focus of this course is:

- Learning parts of the body
- My free time: interests and leisure activities
- Likes and dislikes
- My daily routine: home and school life
- Meals of a day.

Year 8 French

This course is suitable for students who have completed Year 7 French Language at Guildford Grammar School or who have equivalent experience in French. It builds on the skills, knowledge and understanding required of students to communicate in French developed in Year 7.

The focus of this course is:

- At home: describing your house and bedroom
- In town: knowing where to go when travelling to France
- In town: going out and meeting friends
- My favourite activities: sport, interests and leisure
- Chic and tailored: fashion and trendy looks
- My life at school: my daily routine
- French food: cooking a French dish and sharing ideas with friends.

Discovery courses in Year 9

In Year 9, students can elect to continue language studies as part of their Discovery learning program. In this year, a foreign language can be studied over the course of a semester by choosing the relevant X course, or as a year-long course by selecting both the X and Y courses for a chosen language.

For additional details about the Core Language courses, please contact:

Ms Michele Monti

Head of Languages

(08) 9377 8531

Michele.Monti@ggs.wa.edu.au

Core
Subject

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 wellbeing. 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 in which all students participate.

The topics and sports covered are:

Year 7 Health

- Transition: Self-Awareness, Self-Regulation, Teamwork
- Puberty and adolescence
- Wellness, sleep and nutrition
- Relationships and bullying
- Benefits of physical activity

Year 7 PE

- Aquatics development
- Movement screening
- Invasion games
- Striking and fielding
- Improving my fitness
- Life saving
- Dance / Gymnastics / Parkour

Year 8 Health

- Social emotional wellness
- Puberty and digital citizenship consent
- Alcohol and drug education
- Water safety and First Aid

Year 8 PE

- Street games
- Striking and fielding games
- Aquatics development
- Invasion games
- SEPEP Gaelic Football
- Rowing
- Strength and conditioning
- Life saving

Year 9 Health

- Loss and grief
- Consent, conception and contraception
- Drug education – Legal prescription and OTC
- Risk awareness and mitigation

Year 9 PE

- Aquatics
- Rowing
- Invasion games
- Striking and fielding games
- Net wall games
- Athletics
- Strength and conditioning
- Life Saving / First Aid

For additional details about the Core Health and Physical Education courses, please contact:

Mr Len Fernandes

Head of Health and Physical Education
(08) 9377 9267

Len.Fernandes@ggs.wa.edu.au

Core
Subject

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 the significance and development of symbols and stories while in Term 2 they learn about Judaism, the religion into which Jesus was born and out of which Christianity grew. Its origins, history, practices and teachings are discussed. In Term 3, the life and significance of Jesus Christ is investigated while in Term 4 in Ethical Frameworks, 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, in a Christian Theology unit, students investigate Christian rituals and festivals, while in

Term 2 they learn about the significance of myths, stories and parables. In Terms 3 and 4 a comparative approach to understanding aspects of three of the largest religions in the world is undertaken – Islam, Hinduism, and Buddhism. Throughout the year students undertake a Service Learning unit on the environment and sustainability 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 an Ethics unit provides an opportunity to investigate questions relating to poverty and wealth throughout the world while in Term 2 students learn about issues of prejudice, including sexism, racism, ageism, and religious intolerance in a Philosophy of Religion unit. During Term 3 in another Ethics unit the students analyse the concepts of war and peace including the "just war theory." In Term 4 students discover and discuss the nature of the relationship of science and religion, including exploration of issues associated with the origins of the Universe and evolution. Throughout the year students undertake a Service Learning unit on charitable giving in which they are required to develop a portfolio advocating assistance for a preferred charity.

For additional details about these Core Religion, Philosophy & Ethics courses, please contact:

Ms Sarah Langley

Acting Head of Religion, Philosophy & Ethics
(08) 9377 9570

Sarah.Langley@ggs.wa.edu.au

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 each year that are incorporated into each student's Core learning, and the opportunity to select and study a wide range of Discovery Courses across their junior secondary schooling.

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 as well as 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 can be found on the following page.

Discovery Learning Banks

The Discovery Learning Banks offer a wide range of practical and academic courses. Across the middle years, Discovery courses are organised into year specific learning banks. The arrangement of Discovery courses in these important years of schooling provides significant choice across a broad range of subject disciplines.

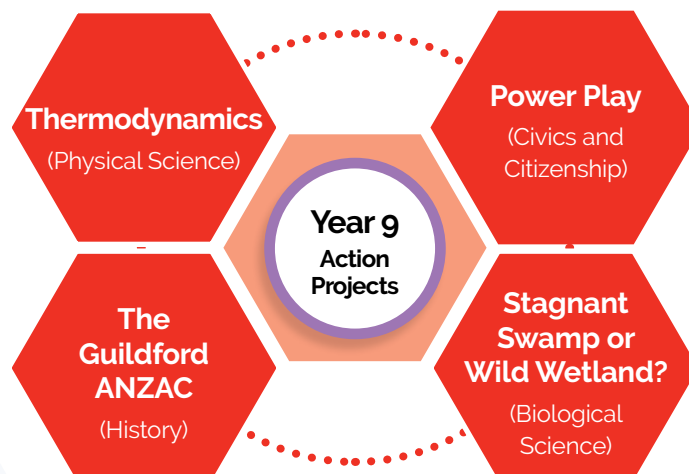
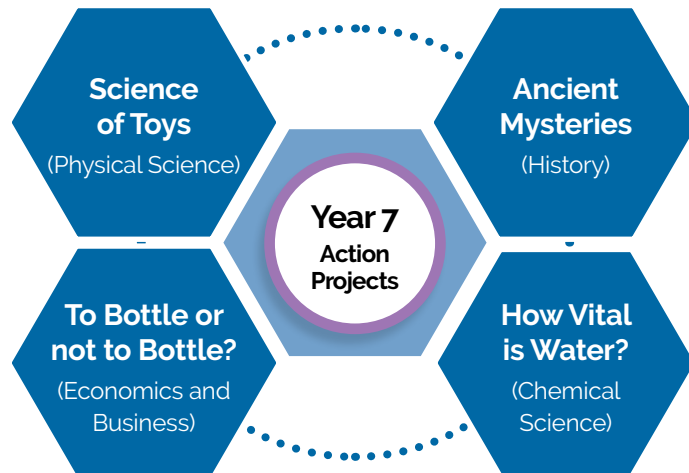
Across Years 7, 8 and 9, students will select and complete eight Discovery courses. Each course runs for one semester and results in up to 31 hours of instruction.

X and Y Language Courses

All students will study a foreign language in Year 7 and 8: Chinese or French. In Year 9, students can elect to continue language studies as part of their Discovery learning program. In Year 9 (and also Year 10), a foreign language can be studied over the course of a semester by choosing the relevant X course, or as a year-long course by selecting both the X and Y courses for a chosen language.

Action Projects

Action Projects – Three Year Overview



Action
Project

Year 7

Science of Toys (Physical Science)

"Give me a place to stand and with a lever I will move the whole world." **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 are used every day to make life easier. Students will discover that many elaborate machines and inventions are really derived from simple machines including levers, inclined planes, screws, pulleys, wheel and axles and wedges.

Using their knowledge of these simple machines and how they can modify forces, students will work in small groups to design a child's toy that incorporates at least two simple machines. Students will be required to produce a labelled, scale drawing of their toy as well as a written explanation of the physics behind how it works.

The final project includes planning what materials will be required, proposing a schedule outlining the processes involved and producing a visual display and multimedia presentation to explain the working of the toy to their peers.

Action
Project

Year 7

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 the process of desalination, from a scientific standpoint, create a multimedia campaign designed to help the public understand the processes involved in desalination and water conservation.

Action
Project

Year 7

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 investigate how historians have tried to solve some of the most puzzling and intriguing historical mysteries of the ancient world by consulting specialists and using all the resources of modern technology: historical databases, online discussions, CAT scans, radio carbon dating, digital reconstructions and chemical analysis.

Students will use their 'toolkit' of inquiry skills to try and piece together an accurate picture of how historians build hypotheses concerning the complex ancient civilisations and pre-historic communities. Students will need to draw together evidence from artefacts, oral accounts, documents and secondary sources in order to form their conclusions.

Discover the experts, evaluate the evidence and methods they used, see how they constructed their hypotheses and tried to solve the mysteries throughout history

Action
Project

Year 7

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?"

Action Project

Year 8

Life, Death and Germs (Biological Science)

One of the major challenges facing the human species is the threat of a global disease outbreak, such as the most 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 substantial 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.

Action Project

Year 8

Crazy Cool Crystals (Earth and Space Science)

Three hundred metres below the the town of Chihuahua Mexico is the Naica Cave which has contains some of the largest natural crystals ever found. Some measure 12 metres in length and weigh over 55 tonnes. What conditions are necessary for optimal crystal growth? In this Action Project students will initially research crystal formations in extrusive and intrusive igneous rocks.

Based on their research, students will investigate factors that affect crystal growth with the aim of growing the largest crystals. Students will be tasked with choosing an appropriate solute, mixing super-saturated solutions and modifying environmental factors to grow the largest crystals in competition with their peers.

Action Project

Year 8

The World Around Us (Geography)

Landscapes are the visible features of the land, ranging from the icy landscapes of polar regions and lofty mountain ranges, through to forests, underground karst systems, deserts and coastal plains. Shaped by physical processes over millions of years, landscapes have been overlaid by the presence of humans. This includes the places we build, such as towns and cities, and the changes we make to the natural landscape.

For many people, and especially the Aboriginal and Torres Strait Islander Peoples, landscapes hold tremendous spiritual, cultural and aesthetic value. In a time with many threats to the environment, they have become even more regarded for their many 'ecosystem services'.

This Action Project will introduce students to the various processes that shape the Earth, the value they bring to nations and how the pain and damage caused by natural disasters are influenced by social, cultural and economic factors. Students will design and deliver an innovative multimedia presentation which will include their interpretation of a futuristic National Geographic cover page that will communicate powerfully about the importance of a selected natural landscape.

Action Project

Year 8

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. As members of a community, people can 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.

Action Project

Year 9

Thermodynamics (Physical 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.

Action Project

Year 9

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 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.

Action Project

Year 9

Power Play (Civics and Citizenship)

The public loves 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, 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.

Action Project

Year 9

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.

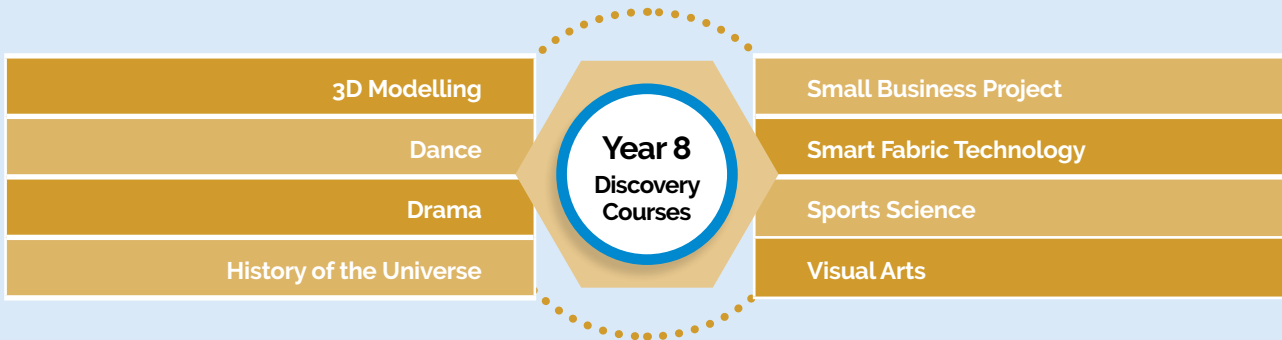
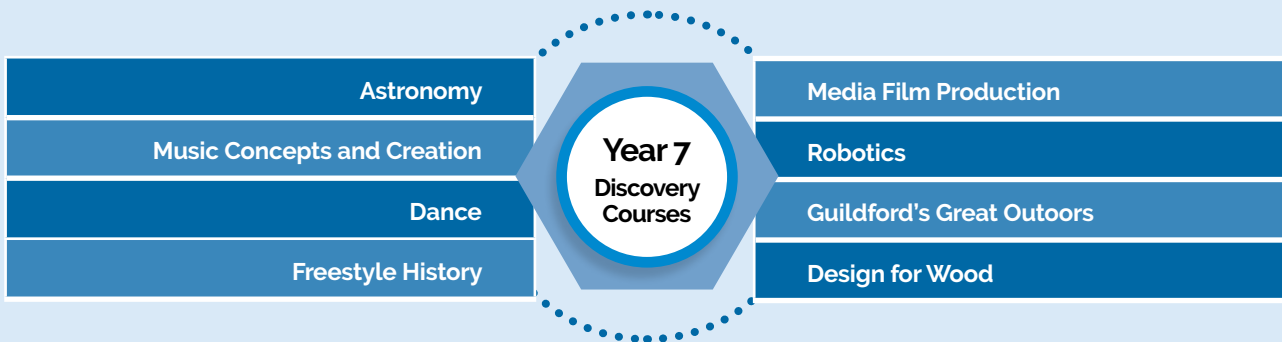
Lest We Forget.

Discovery Courses **Discovery Learning Banks**

Discovery Courses are arranged into specific learning banks.

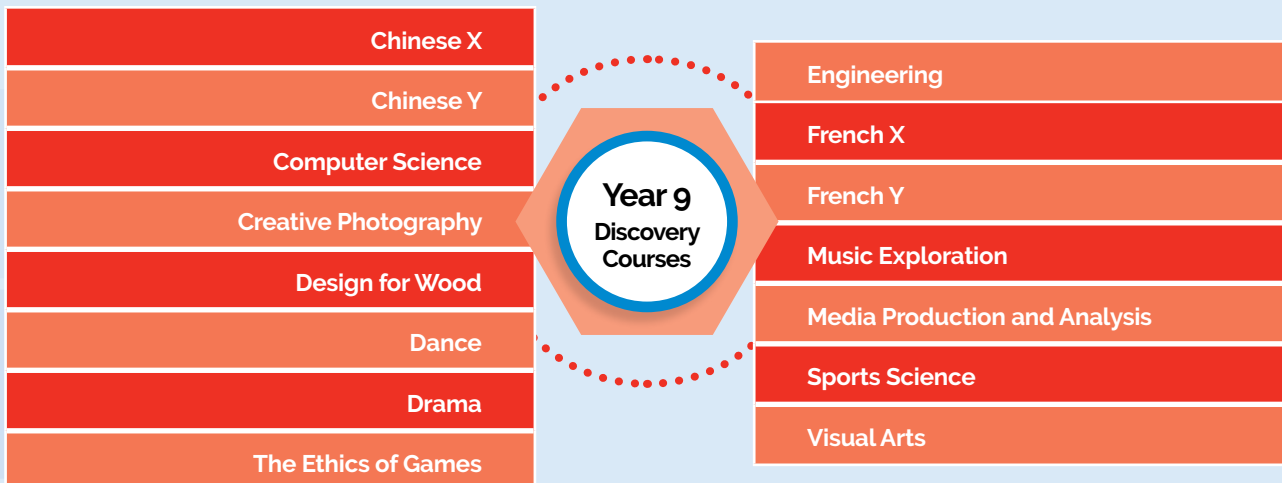
Year 7 and 8

Students undertake **two** semester-long Discovery Courses from the list below:



Year 9

Students undertake **four** semester-long Discovery Courses from the list below:



Discovery
Course

Year 7

Astronomy

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 the difficulties associated with space travel. The course also involves a field trip to the Gingin Gravity Centre and an Astronomy Night where students will learn how to use telescopes to look at planets, the Moon, stars, galaxies and the 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”.

For additional details about this Science Discovery course, please contact:

Mr Gary Foster

Head of Science

Gary.Foster@ggs.wa.edu.au

(08) 9377 9259

Discovery
Course

Year 7

Music Concepts and Creation

Music has the capacity to engage, entertain, challenge, inspire and empower students. Studying music stimulates imaginative and innovative responses, critical thinking and aesthetic understanding, and encourages students to reach their creative and expressive potential.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music, individually and collectively, draws on their own traditions and life experiences. These experiences help them to appreciate and meaningfully engage with music practices and traditions of other times, places, cultures and contexts. Students do not need to have any prior experience in Music to achieve well in, and enjoy, this subject.

The focus of Music Concepts and Creation is:

- The study of the world of music composition through experimentation with the elements of music (sound, rhythm, melody, harmony and form)

- The teaching of a variety of music software packages (Mixcraft, Sibelius, DJ Pro) to compose pieces for diverse groupings of instruments across many different genres and contexts
- The analysis of examples of music across many genres
- An introduction to basis aural perception and performance skills

For additional details about this Arts Discovery course, please contact:

Mr Brad Minchin

Head of Arts

(08) 9377 9285

Brad.Minchin@ggs.wa.edu.au

Discovery
Course

Year 7

Dance

The Dance course in Year 7 is an introduction to contemporary movement and dance skills which builds on the understanding of improvising, and experimenting with the elements of dance (BEST- body, energy, space and time) and choreographic devices, to create dance that communicates an idea. Students develop their dance skills, focusing on developing technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, balance and coordination. They are provided with opportunities to present dance to others, developing their performance skills of expression, projection and focus. As they make dance and respond to it, students reflect on the meaning, interpretations and purposes of dance. Reflective writing tasks are an inherent aspect of this learning program.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

The focus of this Discovery course is:

- To acquire fundamental skills in balance, co-ordination, body control, accuracy, posture/alignment, strength and flexibility.
- Promote teambuilding and group problem-solving skills
- Basic improvisation and composition skills
- Producing and performing dance and movement sequences.
- Learning safe dance practices.

For additional details about this Arts Discovery course, please contact:

Mr Brad Minchin

Head of Arts

(08) 9377 9285

Brad.Minchin@ggs.wa.edu.auDiscovery
Course

Year 7

Freestyle History

This course provides students with an opportunity to learn advanced historical research skills and then apply them to a range of case studies. Students will investigate historical people and events that they are curious about rather than having to stick to prescribed topics. The course starts by looking at how we research and deliver our findings on history. Students also learn to analyse using the key historical concepts such as significance, empathy and cause and effect. Demonstration of learning comes through a variety of medias including speech, infographics and reports as well as more traditional testing.

The focus of this Discovery course is:

- Historical Heroes
- Events of significance

For additional details about this HaSS Discovery course, please contact:

Mrs Leah Truscott

Head of Humanities and Social Sciences

9377 8513

Leah.Truscott@ggs.wa.edu.au

Discovery
Course

Year 7

Media Film Production

Media Film Production is an introductory course available for Year 7 students who have a keen interest in films and the production process and want to develop the practical skills needed to create their own work. It is a hands-on course with a focus on experimentation and narrative development.

Media Film Production explores media concepts, and challenges students to implement them into their own body of work. 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. 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 of short 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 skills in cinematography and editing
- Leadership and group work skills

For additional details about this Arts Discovery course, please contact:

Mr Brad Minchin

Head of Arts

(08) 9377 9285

Brad.Minchin@ggs.wa.edu.auDiscovery
Course

Year 7

Robotics

The Robotics course is designed to introduce students to the world of robotics. They will develop an appreciation for systems that are required to control and program a robot to undertake a particular function.

Key topics include:

- Investigate different applications of robotics technology, from industrial robots through to humanoid forms
- Investigate how robots are constructed and what makes them work
- Use the design process to create solutions to a number of challenges using the Lego EV3 robotics equipment
- Build suitable robots for a task

- Create flow charts to help construct programs that will enable their robot to perform specific tasks
- Document the journey as they work through the challenges.

For additional details about this Technology Discovery course, please contact:

Mr Marco Tolomei

Head of Design and Technology

(08) 9377 9276

Marco.Tolomei@ggs.wa.edu.au

Discovery
Course

Year 7

Guildford's Great Outdoors

This course aims to promote outdoor education and the myriad of benefits that can come from engaging in outdoor pursuits. Students will gain excellent foundation knowledge and a skill set which will benefit students considering future studies in Outdoor Education. This course also caters for students who are simply inquisitive about outdoor education and would like to experience what this learning area has to offer.

The focus of this Discovery course is:

- The environment –learning about weather patterns and how we can recreate sustainably with impact, whilst also having fun.
- Personal skills and leadership – building confidence by taking students outside of their comfort zones in a fun, safe and controlled environment.
- Planning for outdoor recreation – maximising fun but also promoting safe and responsible recreation.

- Learning skills used in the outdoors –cooking with a Trangia (Outdoor MasterChef Challenge), setting up and maintaining equipment, and of course, how to perfectly roast a marshmallow.
- Discovering the outdoors through recreation – discovering the outdoors through a range of outdoor pursuits. Mountain biking, rock climbing, orienteering and canoeing are just a few options that the students may be able to discover.

For additional details about this Health and Physical Education Discovery course, please contact:

Mr Len Fernandes

Head of Health and Physical Education
(08) 9377 9267

Len.Fernandes@ggs.wa.edu.au

Discovery
Course

Year 7

Design for Wood

Contemporary wooden projects have moved away from native hard woods to more sustainable forestry practices. Consequently, the way that we design and make items from wood has changed. Students will examine modern construction techniques and use an industrial design approach to creating everyday items from composite wood-based materials. In this course students will focus on using a design process to create and manufacture a product that meets a specific brief.

Key topics covered:

- Basic woodworking techniques including cutting and measuring wood
- Basic drawing techniques

- Safe use of a range of hand and power tools
- Practical experience in creating a project that is unique in design
- Using the design process to research, develop initial ideas, produce and evaluate designs.

For additional details about this Technology Discovery course, please contact:

Mr Marco Tolomei

Head of Design and Technology
(08) 9377 9276

Marco.Tolomei@ggs.wa.edu.au

Discovery
Course

Year 8

3D Modelling

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.

Key topics include:

- Freehand sketching of ideas
- Learn how to use the Dassault Solidworks software to create their designs
- Manipulation of 3D objects

- Understanding and using a design process
- Prototyping of models including the use of the 3D printer and laser cutter
- Introduction to other 3D application software
- Learn and use principles and elements of design

For additional details about this Technology Discovery course, please contact:

Mr Marco Tolomei

Head of Design and Technology

(08) 9377 9276

Marco.Tolomei@ggs.wa.edu.au

Discovery
Course

Year 8

Dance

Year 8 Dance explores contemporary movement and dance skills with a focus on improvisation, composition and working with the elements of dance (BEST- body, space, energy and time) and choreographic devices to create more complex solo, duo and group choreography. Students will develop a range of popular dance techniques such as contemporary, Hip Hop, Jazz and/or Funk to attain greater technical competence in relation to body control, strength, balance and coordination. Students are provided with opportunities to present dance to others in informal and formal settings, developing performance skills of expression, projection, focus and greater technical mastery. Reflective writing tasks are embedded into the program as part of the development of individual response, interpretation and the reflection on the meaning of dance.

Safe dance practices underlie all experiences, as students perform within their own physical capabilities and work safely in groups.

The focus of this course is:

- Acquire and develop fundamental skills in balance, co-ordination, body control, accuracy, posture/ alignment, strength and flexibility
- Promote team building and group problem-solving skills
- Develop improvisation and composition skills and processes
- Create and perform dance movement and movement sequences
- Learning safe dance practices
- Further develop aesthetic response to the making of performance work

For additional details about this Arts Discovery course, please contact:

Mr Brad Minchin

Head of Arts

(08) 9377 9285

Brad.Minchin@ggs.wa.edu.au

In Year 8, drama students will be given opportunities to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles. Student work in devised and scripted drama is the focus of informal reflective processes using more detailed drama terminology. Students will explore knowledge and skills in drama through forms and styles that may include readers theatre, children's theatre, naturalism or realism.

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
- Skills in structuring drama for performance
- Performance from a scripted scene
- Drama terminology, reflective writing and introduction to extended answer form
- Exploration of selected theoretical forms.

For additional details about the Discovery Arts courses, please contact:

Mr Brad Minchin

Head of Arts

Brad.minchin@ggs.wa.edu.au

(08) 9377 9285



Discovery
Course

Year 8

History of the Universe

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 of planetary science, the solar system and the minor planets. A number of research investigations and a major research project will be completed in this Discovery course.

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
- Biosphere 2 Investigation
- The birth, life and death of stars

For additional details about this Science Discovery course, please contact:

Mr Gary Foster

Head of Science

(08) 9377 9259

Gary.Foster@ggs.wa.edu.au

Discovery
Course

Year 8

Small Business Project

Are you an enterprising, innovative and creative individual? Ever imagined that you could plan and run your own business? 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:

- Understanding of fundamental business principles
- Developing concepts and ideas

- Undertaking marketing research, testing and product development
- Marketing and promotion
- Financial literacy
- Business planning

For additional details about this HaSS Discovery course, please contact:

Mrs Leah Truscott

Head of Humanities and Social Sciences

(08) 9377 8513

Leah.Truscott@ggs.wa.edu.au

Discovery
Course

Year 8

Smart Fabric Technology

Smart Fabric Technology

Advancements in technology mean that electronic circuits can now be incorporated into fabric designs. In this course students will explore basic circuitry and how it can be used to enhance fabric based products.

Key topics covered:

- Fabric paint and CNC stencil design
- Basic hand and machine sewing techniques
- Experimenting with fabrication techniques
- Using a design process to create solutions to challenges and problems
- Project design using a basic electronic circuit
- Creating basic circuits using LED's switches and conductible thread sewn into projects.

For additional details about this Technology Discovery course, please contact:

Mr Marco Tolomei

Head of Design and Technology
(08) 9377 9276

Marco.Tolomei@ggs.wa.edu.au

Discovery
Course

Year 8

Sports Science

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
- Fitness
- Careers in Sport
- Biomechanics – balance and stability

- Sports nutrition
- Body systems
- Invasion games
- Striking and fielding games.

For additional details about this HPE Discovery course, please contact:

Mr Len Fernandes

Head of Health and Physical Education
(08) 9377 9267

Len.Fernandes@ggs.wa.edu.au

The course aims to consolidate the art skills and concepts covered in the Year 7 Visual Art core course, 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, gaining further understanding of the historical and social contexts in which art works are made. Independent learning skills such as personal design decision making, analysis and final shaping of an artwork 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 artwork
- A research based project.

For additional details about the Discovery Arts courses, please contact:

Mr Brad Minchin

Head of Arts

(08) 9377 9285

Brad.Minchin@ggs.wa.edu.au



Discovery
Course

Year 9

Chinese Language X

This course will provide students with the language skills needed to communicate more freely with their peers in China, and will give them deeper inter-cultural understanding. It is suitable for students who have undertaken Year 8 Chinese X and Y courses at Guildford Grammar School, or who have equivalent experience with Chinese.

The focus of this Discovery course is:

- Body: describe body parts
- Food: Chinese and Western food

For additional details about this Language Discovery course, please contact:

Ms Michele Monti

Head of Languages

(08) 9377 8531

Michele.Monti@ggs.wa.edu.au

Discovery
Course

Year 9

Chinese Language Y

This course further strengthens students' language skills needed to communicate more freely with their peers in China, and gives them deeper inter-cultural understanding. It is suitable for students who have completed Chinese Language X in Semester 1, Year 9, or who have equivalent experience with Chinese.

The focus of this Discovery course is:

- Food and health: vegetables, fruits and snacks
- Shopping: things to buy during sale or discount
- Living environment: moving to a new house

For additional details about this Language Discovery course, please contact:

Ms Michele Monti

Head of Languages

(08) 9377 8531

Michele.Monti@ggs.wa.edu.au

Discovery
Course

Year 9

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 through to 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 rigour 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!

Key topics include:

- Understanding the role of hardware and software in managing, controlling and securing data
- Investigating different methods of manipulation, storage and transmission of data

- Exploring different techniques for acquiring, storing and validating data
- Designing the user experience of a digital system
- Designing algorithms for given challenges
- Using trace methods to test algorithms
- Implementing and applying data storage and organisation techniques
- Creating and using interactive solutions for sharing ideas and information
- Using the design process to investigate, design, create and evaluate digital solutions.

For additional details about the Discovery Technology courses, please contact:

Mr Marco Tolomei

Head of Design and Technology
(08) 9377 9276

Marco.Tolomei@ggs.wa.edu.au

Discovery
Course

Year 9

Creative Photography

This a course that has been designed to increase students' creativity and skill levels in digital photography. It is a course that allows students to develop their knowledge and use of a DSLR camera as well as the manipulation of features including the experimentation of aperture and shutter.

Key topics include:

- Understanding how to manipulate camera features to change results
- Developing a portfolio of items that illustrate the different features
- Using tripods, lighting and back drops to create effective photographs
- Creating lighting plans to maximise time and equipment

- Investigating ethical and moral obligations of creating and publishing photographs
- Learning how to use software to manipulate and touch up photographs
- Using filters and other technology available
- Learning how to maximise features for studio and outdoor

For additional details about the Discovery Technology courses, please contact:

Mr Marco Tolomei

Head of Design and Technology
(08) 9377 9276

Marco.Tolomei@ggs.wa.edu.au

Discovery
Course

Year 9

Design for Wood

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 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.

This course further develops an understanding of the workshop as well as the use of hand tools and machinery.

Key topics include:

- Safe workshop procedures including the completion of a safety induction booklet

- Generating ideas using sketching and software programs
- Understanding timber, timber types and appropriate uses, and managing timber resources
- Safe use of hand tools and machinery to create small projects in wood and complementary materials
- 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.

For additional details about the Discovery Technology courses, please contact:

Mr Marco Tolomei

Head of Design and Technology
(08) 9377 9276

Marco.Tolomei@ggs.wa.edu.au

Discovery
Course

Year 9

Drama

This course builds on existing drama skills and contextual knowledge through the practical exploration of different styles and forms of drama as well as refining the student's ability to present drama as an event. It is a dynamic subject that explores a wide range of theatrical forms through extended improvisation, characterisation, play building, scripted Australian or world drama pre-1960, and self-devised performance. 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 performance-duologue
- Drama terminology, reflective writing and introduction to extended answer form.
- Exploration of selected theoretical forms.

For additional details about the Discovery Arts courses, please contact:

Mr Brad Minchin

Head of Arts
(08) 9377 9285

Brad.Minchin@ggs.wa.edu.au

Year 9 Dance explores, extends and refines contemporary movement and dance skills. The course focuses on improvisation, composition, working with the elements of dance, choreographic devices and choreographic structures. This skill-set will be developed and refined to enhance work in group practices such as collaborative dance making. Students will also develop skills in performance analysis processes, such as planning, and the giving and applying of critical feedback.

Students will develop and extend skills in a range of popular dance techniques such as contemporary, Hip Hop, Jazz and/or Funk to attain greater technical competence in relation to body control, strength, balance and co-ordination. Students are provided with opportunities to present dance to others in informal and formal settings, developing performance skills of expression, projection, focus and greater technical mastery.

Reflective writing tasks are embedded into the program as part of the development of individual response, interpretation and the reflection on the history of dance. Safe dance practices underlie all experiences, as students perform within their own physical capabilities and work safely in groups.

The focus of this course is:

- Develop stylistic techniques including body control, stability, competence, accuracy, placement/alignment, strength, co-ordination, articulation, endurance, flexibility, movement range and interpretation
- Create an awareness of the elements of dance (BEST-body, space, energy and time)
- Engage with choreographic devices (unison, canon, repetition, abstraction, contrast, motif)
- Understanding and implement choreographic structures (narrative, binary, ternary)
- Engage in regular performance (develop skills in expression, projection, performer/audience relationship, ensemble awareness, interpretation, musicality).

For additional details about the Discovery Arts courses, please contact:

Mr Brad Minchin

Head of Arts

(08) 9377 9285

Brad.Minchin@ggs.wa.edu.au



Discovery
Course

Year 9

The Ethics of Games

Whether it is a game of football, netball or cricket, a board game or a video game; games are a significant aspect of what it means to be a human person. The types of games we play and the way we play them says something about whom we are and what we value. To some, games are a means to an end, a way of achieving certain goals or outcomes; whether that be to get stronger through training on the sports field, becoming a more tactical thinker by playing chess or relaxing in front of a screen. For others the benefit comes from the enjoyment one gets out of the game or the sense of achievement in winning. Games raise many interesting ethical questions including doping in sport, cheating, fairness, discrimination, the use of and portrayal of violence in sports games and video games, the commercialisation of sports and games and many more. This course seeks to address some of these ethical issues through the study of ethics. The study of Ethics (moral philosophy) is the branch of philosophy that involves systematizing, defending and recommending concepts of right and wrong conduct. This branch of philosophy can be applied to any field of study including Medical Ethics, Business Ethics, Professional Ethics to name but a few.

The focus of this course is:

- Introducing students to the study of ethics and exploring definitions and meanings of games.
- Presenting fundamental ethical frameworks such as utilitarianism, deontology, and virtue theory.
- Exploring, discussing, analysing and critically evaluating a series of ethical issues that relate to games primarily from the player's perspective but also from that of the audience/supporters. Examples, as suggested above, may include doping in sport, cheating, fairness, discrimination, the use of and portrayal of violence in sports games and video games or the commercialisation of sports and games.
- Using a variety of stimuli, mostly current media articles and sources, students explore these issues and to gain an in-depth understanding and be able to reflect on their own experiences and how these may be resolved and approached in the future.

For additional details about this RPE Discovery course, please contact:

Ms Sarah Langley

Acting Head of Religion, Philosophy & Ethics
(08) 9377 9570

Sarah.Langley@ggs.wa.edu.au

Discovery
Course

Year 9

French Language X

This course provides students with the language skills needed to communicate more freely with their peers in French-speaking countries and gives them deeper inter-cultural understanding. It is suitable for students who have undertaken Year 8 French X and Y courses at Guildford Grammar School, or who have equivalent experience with French.

The focus of this Discovery course is:

- My house and community: my household chores
- Welcome to Paris: French monuments and visiting France

- My holidays: describe past actions
- My projects: describe a journey

For additional details about this Language Discovery course, please contact:

Ms Michele Monti

Head of Languages
(08) 9377 8531

Michele.Monti@ggs.wa.edu.au

Discovery
Course

Year 9

Engineering

Engineering is the practical application of science and maths to solve problems, and it is everywhere in the world around us. 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.

Key topics include:

- 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 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.

For additional details about the Discovery Technology courses, please contact:

Mr Marco Tolomei

Head of Design and Technology

(08) 9377 9276

Marco.Tolomei@ggs.wa.edu.au

Discovery
Course

Year 9

French Language Y

This course further strengthens students' language skills and gives them the opportunity to explore the French-speaking communities around the world. It is suitable for students who have completed French Language X in Semester 1, Year 9, or who have equivalent experience with French.

The focus of this Discovery course is:

- Let's go shopping: order in French
- My travel plans: the Francophone world
- My projects: describe a journey

For additional details about this Language Discovery course, please contact:

Ms Michele Monti

Head of Languages

(08) 9377 8531

Michele.Monti@ggs.wa.edu.au

Discovery
Course

Year 9

Music Exploration

This course concentrates on the exploration of music into a variety of contexts and genres. Building on skills gained from the previous courses, Music Exploration will allow students to experiment with composition across a variety of formats, concentrating on specific forms and structures, whilst also studying various designated works from which students can draw conclusions and inspiration. Students will gain an understanding of compositional theory, aural perception, literature analysis and performance. The computer software programs Sibelius, Mixcraft, Auralia and Musition will be used as a fundamental part of the course.

This course is suitable for students who wish to study music in more detail as well as those who are preparing to take on Music as an academic subject in the Senior Years of schooling. The ability to fluently read music and play a musical instrument is strongly desirable in those students wishing to undertake this course of study.

The focus of this Discovery course is:

- Building on the knowledge of the fundamentals of music to understand, analyse and create musical works across a variety of genres and contexts
- Developing aural perception skills to further enhance performance, compositional and analytical abilities.
- Aiding in the development of practical and/or performance skills.

For additional details about this Arts Discovery course, please contact:

Mr Brad Minchin

Head of Arts

(08) 9377 9285

Brad.Minchin@ggs.wa.edu.au

Discovery
Course

Year 9

Media Production and Analysis

Media Production and Analysis follows on directly from the skills developed in the Year 8 Media Arts Core subject. It aims to develop Year 9 students' understandings within this learning area and explores popular entertainment, focusing on game culture.

The course allows students to progress with the knowledge gained in Media Film Production and Media Arts Core 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
- Ethical discussions around video game addiction
- Exploration of the effect of violence in video games on cultures
- Video production: video game proposal and video review.

For additional details about this Arts Discovery course, please contact:

Mr Brad Minchin

Head of Arts

(08) 9377 9285

Brad.Minchin@ggs.wa.edu.au

Discovery
Course

Year 9

Sports Science

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
- Sports Psychology
- Technology in Sport
- Sports Coaching
- Sports Culture and Leadership
- Exercise Physiology – Effects of exercise on the body

- Invasion Games
- Striking and Net games.

For additional details about this Health and Physical Education Discovery course, please contact:

Mr Len Fernandes

Head of Health and Physical Education

(08) 9377 9267

Len.Fernandes@ggs.wa.edu.au

Discovery
Course

Year 9

Visual Art

This course is for those students who have completed previous Core and Discovery level Visual Arts courses and relies on previous knowledge and skills accumulated in these preceding courses. The course work encourages creative and critical thinking and is essential for those thinking of pursuing art further. As with the previous courses, students will create art works responding to a brief and continue to develop their awareness of the historical and social contexts that art works are made in. Independent learning skills such as personal design, decision making, analysis and final shaping of an artwork are a key focus of this unit.

The course focus:

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

For additional details about the Discovery Arts courses, please contact:

Mr Brad Minchin

Head of Arts

(08) 9377 9285

Brad.Minchin@ggs.wa.edu.au

Guildford Grammar School Sporting Competition

Blessed with beautiful surroundings, Guildford Grammar School utilises some 40 hectares of playing fields, including rugby grounds, football ovals, hockey pitches, turf wickets, tennis, basketball and netball courts, plus additional areas for net practice and general games. There are also two indoor gymnasiums, two fully-heated swimming pools and an international standard hockey turf complementing our playing fields. Our students row on the Swan River and our rowing shed is on campus. The shed includes two rowing tanks to support the development of key skills.

Sport in the Senior School forms part of an active lifestyle, is compulsory and with a wide range of choices, there is something for all.

Parents will receive information from the Sport team regarding the online sport selection process in Term 4.

Boys' Sport

Boys at the Senior School compete in the PSA competition, with two training sessions and a fixture in their sport. All fixture and training information is available on the the sports website:

www.ggs-sport.com

Summer season

Term 1 and 4: Cricket, Tennis, Basketball, Swimming, Rowing, Volleyball and Water polo.

Winter season

Term 2 and 3: Football, Hockey, Rugby, Cross Country, Running and Soccer.

Whole school sports interschool options

- Athletics is held in Term 3 and students selected compete in both the PSA and ACC events.
- Swimming is held in Term 1 and students selected compete in both the PSA and ACC events.
- Cross Country interschool is held in Term 2 and selected students compete in the ACC event.

Boys' Sport

Summer

Basketball

Cricket

Swimming

Tennis

Volleyball

Water polo

Rowing (*not offered in Year 7*)

Boys' Sport

Winter

Badminton (Year 10-12)

Cross Country

Football

Hockey

Rugby

Soccer

Students with classifications also have the opportunity to compete in these interschool sports.

Additional opportunities are offered as one-day tournaments in Triathlon, Golf, Surfing and Chess.

Girls' Sport

Our Year 7-9 female students select a performance sport each season and train in that sport each calendar week, with matches after school and/or on weekends depending on the fixture in their chosen sport.

The second training sessions is part of Friday Afternoon Activities. This structure allows our female students to try a sport they may not have experienced before in an inclusive environment. As we continue to grow and evolve our sport offering, this process will allow us to discover which sports our female students want to compete in.

In Year 10-12, our female students train twice a week in their chosen sport and play their fixture. All fixture and training information is available on the the sports website:

www.ggs-sport.com

Girls' Cohort Sports

- Athletics is held in Term 3, and students selected compete in both the PSA and ACC events.
- Swimming is held in Term 1 and students selected compete in both the PSA and ACC events.
- Cross Country interschool is held in Term 2 and selected students compete in the ACC event.

Any questions relating to sport selection or the School's sporting competition should be directed to:

Guildford Grammar School Sport Team

(08) 9377 9235

sport@ggs.wa.edu.au

or **Ms Janine Finnie**, Director of Sport

(08) 9377 9548

Janine.Finnie@ggs.wa.edu.au

Girls'
Sport

Summer

Basketball

Cricket (T20)

Equestrian (with horse)

Swimming

Tennis

Touch Rugby

Triathlon

Girls'
Sport

Winter

Cross Country

Football

Hockey

Netball

Rowing (Years 9-12)

Swimming

Friday Afternoon Activities

The following activities are available during the year and students can choose two each term.

- Equestrian (no horse necessary)
- Movement and Wellness
- Beach Volleyball
- Soccer
- Ultimate Frisbee
- Athletics
- Aquatics (including synchronized swimming)
- Swimming
- Touch Rugby

Catalyst Course Selections

Parents and students will be asked to complete course selections via the School's online Web Preferences Portal. To enable access to our online selection facility, parents will receive log-in details, as well as further instructions regarding the online course selection process via email early in Term 3.

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

Year 7 in 2023

Selection 1 – One Language course

- A first choice and reserve choice of foreign language

Selection 2 – One Design Technologies course

- A first choice and reserve choice from the Design Technologies bank of courses (see course outlines on page 17)

Selection 3 – Two Discovery courses

- Two first choices and two reserve choices from the Year 7 Discovery Learning Bank of courses (see Year 7 Discovery Learning course outlines on pages 31-34)

Year 8 in 2023

Selection 1 – One Design Technologies course

- A first choice and reserve choice from the Design Technologies bank of courses (see course outlines on page 19)

Selection 2 – Two Discovery courses

- Two first choices and two reserve choices from the Year 8 Discovery Learning Bank of courses (see Year 8 Discovery Learning course outlines on pages 35-39)

Year 9 in 2023

- Year 9 students select four Discovery Learning courses and two reserve choices (see Year 9 Discovery Learning course outlines on pages 40-47)
- Discovery course – preference one
- Discovery course – preference two
- Discovery course – preference three
- Discovery course – preference four
- Discovery course – reserve choice one
- Discovery course – reserve choice two

The online preferences portal will guide you through the process of entering this information. With the above information prepared, Catalyst Course selection should take less than ten minutes.

Any questions or issues regarding Catalyst Course selection should be directed to:

Mr Graham Lawson

Head of Middle Years

(08) 9377 9299

Graham.Lawson@ggs.wa.edu.au

General Information

Student diary

The student diary serves as an important tool in helping our students to manage their time and school commitments. Students are expected to take their diary to each lesson, every day. Importantly, the diary should also make the commute home or back to the Boarding House each afternoon, so that it can help inform how homework and study time will be used and aid in preparations for the following school day.

Students will be provided with a school diary at the beginning of each semester. Each fortnight, students must present their diary to a parent, guardian or Boarding Year Coordinator for signing. The diary must also be reviewed and signed by their Mentor, so that feedback can be offered on their progress when using the diary, supporting them in developing their organisational and time/task management skills.

Homework and study philosophy and expectations

At Guildford Grammar School, we believe that homework is a valuable aspect of the learning process and contributes to the development of sound study habits. Homework and study are important for building confidence and consolidating learning. It should be remembered that the prescribed homework and study time details for each year group below is a guide, and it would be unrealistic to expect every student to spend exactly the same time on tasks. However, the amount of time spent doing homework should not be such that it prevents students from enjoying family time or the opportunity of pursuing interests other than those which stem from school.

The following therefore is a guide to the quantity of homework and study to be undertaken at each year level:

- **Year 7** – 1 hour per school day
- **Year 8** – 1 hour per school day
- **Year 9** – 1 ½ hours per school day

The Pastoral System

Every student in the Senior School is a member of a House. There are eight Houses, with approximately 90 students in each. A Head of House is in charge of a House and stand in *loco parentis* while your child 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 the general welfare of your child during their 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. Guildford Grammar School operates a Bring Your Own Device (BYOD) program and all students are required to bring a personal device (laptop) to school to support their learning. Each student must provide a completed **Acceptable Use Agreement**, signed by both student and parent/guardian before accessing the School network.

Our Senior School is also equipped with industry standard technologies and software, providing both teachers and students with a variety of IT resources to complement student learning.

For more information on personal devices and the School's IT Policy, please refer to the School website: www.ggs.wa.edu.au/BYOD or contact:

Mr Graham Foster

Director of Information and Learning Technology
(08) 9377 9236

Graham.Foster@ggs.wa.edu.au



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