Guildford Grammar School

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Year 8

Course Selection Handbook 2024

Introduction

Welcome to Year 8 at Guildford Grammar School. This year is a consolidation of the developmental progress of our students following their transition from primary years education to secondary learning.

In Year 8, students take an increasing amount of responsibility for their learning and begin to find deepening interests in various aspects of their educational experience.

In Year 8, students will be studying from a range of courses with the opportunity to personalise elements of their curriculum to meet their own interests and passions.

There are six courses that are studied by all students

- Mathematics
- English
- Science
- Humanities & Social Sciences
- Religion, Philosophy & Ethics
- Health & Physical Education

Alongside these, students are able to choose from a range of Discovery Courses. These course choices are designed to allow students to personalise their experience while still meeting the requirements of the WA Curriculum.

The choices for students come from the four disciplines that students must study in Year 8.

Languages Other Than English

French
Chinese

Design Technologies

Engineering
Materials Design
Textiles

Digital Technologies

Digital Technologies

Performing Arts

Dance
Drama
Music

Visual Arts

Media
Visual Art

Students will choose one from each of these banks of subjects. Arts and Technologies subjects are studied intensively for a term in each subject.

The curriculum for Year 8 will conitnue to provide our students with rich opportunities to explore their interests and passions. It is an exciting phase in their lives and we are excited to share the journey with you.

Along with the co-curricular program of Guildford Grammar School, we trust that your child will experience a diverse and fulfilling curriculum.

Bruce Derby
Deputy Principal: Learning, Leadership & Transformation

Year 8 course index

Below is the full tist of courses on offer at Guidlford Grammar, including the compulsory courses and the elective Discovery courses.

Compulsory courses
English
Mathematics
Humanities and Social Sciences
Science
Health and Physical Education
Religion, Philosophy and Ethics

Discovery courses
Chinese***
Dance
Digital Technologies**
Drama
Engineering
French***
Materials Design
Media
Music
Textiles
Visual Art

*** Digital Technologies is studied as a common course for all Year 8 students.*

****Students will automatically be enrolled in the language that they studied in Year 7.*

English • compulsory

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 WA 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.

They will be grouped by similar learning needs and given appropriate remediation or extension, both individually and as a class.

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

Contact

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Mathematics • compulsory

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.

Students study mathematics as a formal subject. A major focus in **Year 8** 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: 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.

Contact

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Humanities and Social Sciences (HASS) • compulsory

Humanities and Social Sciences (HASS) is a core subject in Year 8 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 HASS learning area consists of four courses: Civics and Citizenship, Economics and Business, Geography, and History. Each year, students undertake two 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 people of Asia, Australia and the rest of the world

In **Year 8,** students study:

- Medieval Europe (c.590 – c.1500)
- Australian democracy and law in action
- Landforms and landscapes
- Urbanisation, immigration and macroeconomics.

Contact

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Science • compulsory

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. These include: Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences.

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 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

Contact

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Health and Physical Education (HPE)

• compulsory

The Year 8 curriculum provides a comprehensive Health and Physical Education program.

The Year 8 curriculum expands students' knowledge, understanding, and skills that help them achieve successful outcomes in the 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 8 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 8 Health

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

Year 8 Physical Education

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

Contact

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Religion, Philosophy and Ethics (RPE)

• compulsory

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 and 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 Subject, Philosophy and Ethics.

In Term 1, students participate in a Christian Theology unit where they investigate Christian rituals and festivals, while in Term 2 they learn about World Religions, concentrating on two of the world's largest religions, Islam, and Hinduism. They move onto examining Prejudice and Discrimination, with a focus on racism in Australia towards Aboriginal people. In Term 3, Aboriginal spirituality and connectedness is at the centre of students learning, where the connection to Country, kinship, language, and culture are discussed. In Term 4, students move onto looking at Religion in the Media in the Ethics unit and are given the opportunity to explore how religion is portrayed across several different media platforms.

Contact

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Action Projects

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.

Life, Death & 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.

Crazy Cool Crystals (Chemical 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.

Voice of the People (Civics & 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.

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.

Year 8 Discovery courses: overview

In Years 7 and 8, student choices of Discovery courses must fit the parameters of the Western Australian Curriculum. This means that all students must study at least one each of Language, Design Technologies, Digital Technologies, Performing Arts and Visual Arts.

All students will study five Discovery courses during the year. Their **languages** choice will be studied for the whole year, the remaining courses will be studied for a term each.

All students will study a common Digital Technologies course and will choose from options in Design Technologies, Visual Arts and Performaing Arts. Each of these courses will be studied intensively for a whole term

We try to give as many students their preferred subjects as possible.

Please select online, your choices in order of preference.

Year 8 Learning Area	Discovery Course Pathways
Languages	Chinese French
Design Technologies	Engineering Materials Design Textiles
Digital Technologies	Digital Technologies *In Year 8, all students study a common Digital Technologies program.*
Performing Arts	Dance Drama Music
Visual Arts	Media Visual Art

Languages

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.

This course studied for the whole year. Students will automatically be enrolled in the language that they studied in Year 7.

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.

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.

Contact

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Digital Technologies

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-controller's 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 Digital Technologies invites you to decode the secrets of digital connections in a world increasingly intertwined by technology. Through interactive experiences and hands-on projects, you will explore microcontrollers, delve into computational thinking, and gain insights into the inner workings of networks. By the end of this course, you will have gained a profound understanding of digital networks, microcontrollers, and programming concepts.

This course equips you with the skills to navigate the digital landscape with confidence, embracing technology as a tool for innovation and empowerment.

Unraveling Microcontrollers: Embark on a journey to understand the magic behind microcontrollers. Discover how microbit, equipped with an LED light display, buttons, sensors, and various input/output features, allows you to interact with and manipulate the digital world.

Building Computational Thinking: Develop your computational thinking skills by learning how to devise algorithms, break down complex problems, and create step-by-step instructions to solve them.

Primary Research Exploration: Learn how to gather, analyze, and interpret data to draw meaningful conclusions.

Data Analysis and Display: Use software applications to analyze and visualize collected data.

Navigating Network Realms: Explore how devices communicate, share information, and create a seamless digital ecosystem.

Mastering Python Programming: Enhance your programming prowess through the power of Python. Design and develop Python code.

Microbit Marvels: Discover the diverse applications of microbit. From creative projects to practical solutions, explore how microbit can be harnessed to bring your ideas to life.

Contact

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Design Technologies

Each Design Technologies course will see students manage projects independently and collaboratively, from conception to realisation. They will apply systems thinking and design processes to investigate ideas, devise concepts, 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.

Engineering

Engineering Studies invites you to explore the marvels of engineering and immerse yourself in hands-on projects that challenge your creativity and problem-solving skills. Through dynamic experiences and real-world applications, you will unlock the secrets of mechanics, electronics, and systems control. By the end of this course, you will have embarked on an engineering journey hat equips you with a strong foundation in mechanical and electronic engineering principles. Engineering Studies empowers you to conceptualize, design, and create systems that integrate mechanics and electronics, setting the stage for a future filled with innovative engineering endeavours.

Mechanics Unveiled: Embark on a journey into the world of mechanical engineering. Understand the fundamental principles of motion, force, and energy and how they underpin the design and operation of mechanical systems.

Electrifying Electronics: Dive into the realm of electronics, where circuits, components, and signals come to life. Explore the magic of electricity and gain insight into how electronic systems drive innovation.

Systems and Control: Discover the art of controlling systems. Learn about feedback loops, sensors, actuators, and automation techniques that enable precise control of mechanical and electronic systems.

Design Challenges: Take on design challenges that encourage creativity, collaboration, and innovation. Apply your engineering knowledge to real-world problems, creating solutions that make a difference.

Hands-On Projects: Engage in hands-on projects that mirror the work of professional engineers. Design, build, and test mechanical and electronic systems, gaining practical experience in the engineering process.

Problem-Solving Mastery: Cultivate your problem-solving skills by tackling complex engineering challenges. Learn to analyze problems, develop creative solutions, and iterate on your designs for continuous improvement.

Ethical Engineering: Reflect on the ethical considerations of engineering. Explore how engineers contribute to society and consider responsible engineering practices that prioritize safety, sustainability, and societal well-being.

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Design Technologies

Materials Design

Materials Design builds on your understanding of materials and design, taking you on a captivating journey that merges creativity with technological skills. Through hands-on projects and inventive challenges, you will explore the versatility of materials and learn how to design functional and aesthetically pleasing products. By the end of this course, you will have become a proficient materials designer, capable of envisioning, designing, and creating products that blend aesthetics, functionality, and sustainability. Materials Design empowers you to embrace the world of design and technology, where creativity knows no bounds.

Material Exploration: Dive deep into the world of materials and their unique properties. Learn how different materials, from metals to polymers, influence design choices and impact the functionality of products.

Designing with Intention: Develop your design thinking skills. Explore the principles of user-centered design, empathy-driven design, and problem-solving to create products that meet specific needs and solve real-world problems.

Hands-On Manufacturing: Put your creativity into action. Learn essential manufacturing techniques such as shaping, cutting, molding, and joining materials to craft functional prototypes and products.

Prototyping and Iteration: Embrace the iterative design process. Create prototypes, test them, gather feedback, and refine your designs. Discover how this approach leads to innovation and improvement.

Sustainability and Materials: Consider the environmental impact of materials and design choices. Explore sustainable practices and responsible material selection to create products that are eco-friendly and socially responsible.

Design Challenges: Tackle design challenges that push the boundaries of your creativity and problem-solving skills. Engage in projects that encourage collaboration, critical thinking, and innovation.

Digital Design Tools: Familiarize yourself with digital design tools and software applications. Learn how to use technology to enhance your design concepts and create digital prototypes.

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Design Technologies

Textiles

Textiles is your gateway to understanding the magic of textiles and their impact on our daily lives. Through hands-on projects and creative endeavours, you will explore the art of textile design, construction, and the rich history of fabrics. By the end of this course, you will have gained valuable insights into the world of textiles, from their origins to modern fashion trends. Textiles empowers you to create, design, and appreciate the intricate artistry of textiles.

Textile Basics: Dive into the world of textiles, understanding the fundamentals of fibers, fabrics, and materials. Explore the diverse properties and characteristics of textiles that influence design choices.

Creative Design Thinking: Develop your design thinking skills and unleash your creativity. Learn to draw inspiration from the world around you and apply it to textile projects that tell stories and convey emotions.

Hands-On Construction: Get hands-on with fabric and thread. Learn essential techniques such as sewing, pattern making, and fabric manipulation, enabling you to bring your textile designs to life.

Fabric Exploration Projects: Engage in exciting projects that allow you to apply your textile knowledge and skills. Design and create functional and aesthetically pleasing textile products, from clothing to accessories.

Fashion Through History: Explore the rich history of fashion and textiles. Understand how fashion trends have evolved over time and the cultural influences that have shaped textile design.

Sustainability and Textiles: Consider the environmental impact of textiles and fashion. Learn about sustainable textile practices and responsible fashion choices that contribute to an eco-friendlier world.

Ethical Fashion: Reflect on the ethical and social aspects of fashion and textile production. Explore topics like fair trade, labor practices, and responsible consumer choices.

Contact

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Peforming Arts

Dance

Year 8 Dance explores contemporary movement and dance skills with a focus on improvisation, composition and working with the elements of dance (BESTbody, 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.v

The focus of this course is to:

- 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

Contact

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Peforming Arts

Drama

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 course is to:

- create and perform dramas based on a given stimulus
- to understand the value and importance of communication techniques
- develop improvisatiovan techniques
- to develop skills in structuring drama for performance
- perform from a scripted scene
- use drama terminology, reflective writing and introduction to extended answer form
- explore selected theoretical forms.

Music

Music 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 this course 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 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 skill

Contact

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Visual Arts

Media

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 this course 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.

Visual Art

The course aims to introduce and consolidate the art skills and concepts, 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 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.

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