



Christ Church Grammar School

Academic Handbook Year 8, 2019

Overview

The timetable

The Senior School operates on a 10-day timetable cycle with six 50-minute periods a day. The 10 days are organised within a Week A/Week B structure. The timetable differs from Week A to Week B.

Students are provided with a hard copy of their timetable at the beginning of the year as well as an electronic copy that they can access from their iPads through Nexus.

Where a day or days are missed for long weekends or public holidays, these are skipped in the timetable. A boy's timetable therefore completes a cycle every two weeks.

With the exception of Thursday, each day begins at 8.30am with a 20-minute tutorial prior to the first period of the day. On Thursdays, the period from 8.30am until 9.45am includes Chapel, Assembly, House meetings etc. There are therefore only five periods on a Thursday.

The academic timetable on Friday concludes after Period 4 with Year 8 students being involved in a formal sports program for Periods 5 and 6.

Academic Administration

The Director of Studies is responsible for curriculum implementation and curriculum policy from P to 12. The Director of Studies and the Assistant Director of Studies organise the day-to-day and long-term academic program. In particular, the Assistant Director of Studies is responsible for the timetable.

Questions relating to a course of study should be directed initially to a boy's tutor or Head of House. However, where a boy is new to the School, such queries may be directed to the Assistant Director of Studies.

Homework policy

The School supports the view that homework is an integral part of a student's education. Homework encourages the skills and study habits that are essential for intellectual growth and academic achievement. It is developmental and therefore increases in amount and complexity as the student progresses through the Senior School. The nature of homework can vary from simple reading of text or reference material, formal written work and preparation for a test or classroom exercise, to involved research assignments that may take many weeks to complete. It is also expected that the student will take some responsibility for the allocation of time for revision and review of subjects in the absence of

homework that is specifically set. The School encourages the development of independence in determining the type and amount of homework necessary to sustain the day to day academic program.

While homework is set in all subjects, not all homework is due to be submitted in the following lesson. Teachers will give advice on the timing of homework. As such, there will be some days when more homework is required than others. It is therefore up to the student, teacher, tutor and parents to manage an organised program of homework time to meet the specific demands of the following day. Students are required to use the electronic diary on their iPads as an organiser and planner for homework and similar activities. For many students, the development and management of such skills will be critical for future academic success.

More information can be found in the School's 'Guidelines for study and homework' available from CCGS World under Governance.

Students are often required to attach a bibliography to assignments and incorporate in-text referencing. The School uses the American Psychological Association (APA) Referencing System.

Assessments & reports

Specific details about subject assessments can be found in the subject descriptions later in this booklet. The information gathered from the in-class assessment program is provided in reports to parents four times a year.

At the beginning of the academic year, parents will be given information about access to the CCGS Parent Portal. This portal enables parents to access boys' assessment results as they are entered by teachers over the course of year. Our recommendation is that parents can best utilise this facility by checking the marks summary once per fortnight with their son and aiming to be supportive and encouraging of his endeavours.

The reports provided for Terms 1, 2, 3 and 4 provide a broad overview of progress, including information about current grade, percentage and rating of a number of work practices. Academic grades are provided on an A - E scale. Each report represents the current status of the student in that subject.

Separate reports are issued for Semester One subjects early in Term 2. This ensures that teachers are able to utilise the whole semester period for teaching and assessment.

Together with these formal reports, there is ongoing communication between the student's classroom teacher and tutor. Thus tutors and the Head of House can provide parents with early warning of any problems or difficulties. Parents should direct any specific concerns or questions about classwork to the tutor in the first instance. Tutors will then arrange interviews between parents and teachers, if such a request is made.

Use of the iPad's electronic diary

The iPad's electronic diary is a key link in the communication between school and home and encourages the development of sound organisational and planning skills. If used to record daily obligations, activities, homework and/or work requirements it will instil sound working habits for school and beyond. Parents and tutors are expected to monitor the diary each week.

Study Lab

After-school academic support is available for all students. Study Lab is held in the CLC on Mondays, Tuesdays, Wednesdays and Thursdays, from 3.05pm to 4.45pm. English and Mathematics specialist staff are available on some of these afternoons, while organisational support is provided for work in other subjects. A number of current and former students also volunteer their assistance. Some boys attend these sessions simply to complete homework, knowing that help is available if they encounter difficulties. For other students these sessions provide a time to go over work that may have been missed in class. Tutors can provide further details.

Information Technology

The School actively encourages teachers and departments to integrate the use of information technologies into the curriculum. Students are exposed to a large range of information technology experiences by applying the computing resources to subject-based tasks. Extensive use is made of the internet as a research tool with the Library staff running sessions for students on Information Literacy and the proper use of the World Wide Web. The library also has a wireless network of iBooks for students to use.

Year 8 students are expected to bring their iPad to all their classes (except Physical Education). It will be utilised by teachers as a tool for connected learning in their classrooms. Students are provided with their own email account. Many students use email as a means of transferring files between home and school and for working on collaborative projects. The use of both the internet and email is governed by the School's Internet Acceptable Use Policy, which is available on each boy's iPad.

Students develop word processing skills by producing reports in a variety of subject areas as well as producing reports on investigations using a variety of media.

Various subjects also require students to present some of their work as a slide show. Most activities necessitate the student's use of a wide variety of applications and the development of a range of skills. A newspaper, for example, involves the creation of text and graphics. To create and edit these graphics, students will need to use a scanner and a digital camera as well as image manipulation software, such as PhotoShop. A multi-media presentation involves the creation of graphics, sounds, and movies as well as text.

All activities require students to engage in the Technology Process and plan their project carefully and to ensure that they manage their time efficiently as well as promoting group work and cooperation.

Textbooks

All textbooks are made available to Years 7-10 students through their iPads. In Years 11 and 12, both hard copy and electronic textbooks may be utilised, depending on the subject.

Curriculum Policy

The School's curriculum Policy is available through the 'Policies' section of CCGS World (Governance). It give further information about the way in which the curriculum is delivered.

Reporting and Assessment Policy

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Year 8 Curriculum

The Year 8 curriculum is made up of core subjects and a choice of Chinese, French or Japanese Language courses.

All boys will study the core subjects of:

- Art (for one semester)
- Design & Technology (for one semester)
- Digital Thinking (for one semester)
- Drama (for one semester)
- English or EALD (all year)
- Humanities (all year)
- Language (all year)
- Mathematics (all year)
- Music or Music Extension (for one semester)
- Personal and Spiritual Development (for one semester)
- Physical Education and Health (all year)
- Science (all year)

Art

The Year 8 Art Course is designed to provide students with opportunities to use and apply visual language and artistic conventions of more complexity in their design and production, emphasising the creative problem-solving process. Participation and enjoyment in the creation of resolved artworks are priorities at Year 8 level.

Art Making: Projects will be selected from Painting and Ceramics. 2D and 3D projects are linked to form a body of work that encourages a personal response to a given stimuli and an exposure to a variety of techniques. Drawing is an integral part of the course. Students apply knowledge of techniques used by other artists, in the production of their own artworks. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artworks for display.

Art Responding: Students become familiar with how and why artists realise their ideas. They have opportunities to evaluate the global contexts of culture, time and place. The application of critical analysis frameworks are used to analyse artworks using art terminology. One of the following art styles will be explored: Aboriginal and Torres Strait Islander art, Asian art, contemporary Australian/international artists, craftspeople and photographers.

Assessment

The course will be assessed with an emphasis on:

- Art Making – body of work through inquiry, art practice and presentation

- Art Responding – analysis, interpretative reflection and personal response
- Contact
Ms Pam Yordanoff
Head of Art

Design and Technology

Design and Technology is a subject area that provides students with the opportunity to develop skills in the use of technology in a practical setting. The Year 8 course in Design and Technology is one semester in duration and aims to build upon the knowledge and skills taught in Year 7, by developing in students an understanding of the materials, information and systems that are appropriate to the design and manufacture of products to meet human needs. The underlying focus is the technology process, of which the elements of investigating, devising, producing and evaluating are fundamental components. Particular consideration is given to occupational health and safety in the workshop.

Assessment of achievement of the outcomes takes the following forms:

- Design – development of design folios using Information Technology and including freehand and Computer Aided Drawing
- Production – manufacture of practical projects in resistant materials using hand tools, power tools and machinery
- Response – completion of research, production plan and product evaluation, in addition to written testing of understanding.

Contact
Mr Alec Barbour
Head of Design & Technology

Digital Thinking

This course is designed to equip students with the skills necessary to take advantage of modern technology, enabling them to use computers to solve problems and automate tasks. Students will learn to analyse problems and break them down into smaller tasks that can be more easily solved. There is a strong focus on practical activities and assessment will be based on a number of hands-on projects throughout the semester.

In the first unit, Turtle Art, students will use the turtle module of the Python programming language to design and create geometric shapes and their own graphic images. Students will learn to repeat blocks of code using loops and to break a program down into functions that can be used multiple times.

In later units, students will continue to develop their Python programming skills. Students will build on their understanding of loops and functions while learning to manipulate variables and control the flow of their programs using selection.

Finally, students will also learn how to manipulate data using a spreadsheet. They will learn how to add formulas to their spreadsheets, use conditional formatting and use charts to visualise data and determine trends.

Contact

Mr Christopher Anderson
Head of Computer Science

Drama

Drama is a collaborative performing art where participants agree to imagine and actively construct a world, which is known as the dramatic context. It is a vibrant and varied art form found in play, storytelling, street theatre, festivals, film, television, interactive games, performance art and theatres. It is one of the oldest art forms and part of our everyday life. Through drama, human experience is shared. Drama entertains, informs, communicates and challenges.

Students are assessed through the key activities of creation and cooperation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences.

In Year 8 they engage in drama processes such as improvisation, playbuilding, role-playing, text interpretation, playwriting and designing, which allow them to create original drama and experience a range of texts written or devised by others.

Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills.

The Year 8 course explores:

- Performance skills and drama conventions
- Verbal and non-verbal communication
- Improvisation
- Status and stereotypes
- Script interpretation
- Characterisation

Contact

Mr Gregory Jones
Acting Head of Drama

English

The Year 8 English course, which is guided by the West Australian Curriculum, gives boys the opportunity to build their written and spoken English competence through a wide variety of high-interest, genre-based activities that keep them curious and engaged in this subject. At the beginning of the year, the boys explore the importance of contextual knowledge and how to adopt a persona in creative writing. They then read a range of short narratives before going on to study animated film, a variety of poetic forms, print advertising and drama. In addition, the boys read a class novel each term, selected from a range of contemporary texts by Australian and other writers, and learn about the ways in which authors employ narrative conventions to convey their comments on society. The boys are taught to read inferentially as well as literally, and encouraged to read widely beyond the classroom to hone these comprehension skills.

Both creative and analytical writing are a focus, with a particular emphasis on the use of frameworks to assist students with the structure of paragraphs and their first essays. All boys work to refine their vocabulary, spelling and grammar throughout the year, with teachers using a range of strategies to assist them. The stages in the writing process are reinforced in Year 8, with students being encouraged to plan, draft, and edit their work before submitting it for assessment. When possible, there are excursions to appropriate plays and films, and from time to time, visiting speakers. The boys are encouraged to enter a range of internal and external creative writing competitions and a number will see their work published in the annual anthology of students' writing, *Impressions*.

Boys spend one period per fortnight in the Senior Library, where the Teacher Librarians run a range of activities to complement the classroom program. These activities include research tasks, literature circles and a study of extracts from graphic novels, as well as reading for pleasure. Each boy is also involved in a Reading Program that is designed to foster reading as a pleasure pursuit, develop good habits and introduce different authors and genres.

The formal assessment program is reviewed on an annual basis but is likely to approximate the following schedule. Common Assessment Tasks, which require the whole cohort to sit the same in-class assessment on the same day, are set three times a year and cross-marked by Year 8 teachers to assist grading comparability.

Assessment schedule

SEMESTER ONE

Reading comprehension

Novel Essay

Persuasive Writing Paragraph Task

Library assessment tasks (ongoing all year)

Oral: Paired Advertising Task

Composition Assessment

SEMESTER TWO

Poetry Comprehension

Oral presentation of poetry

Essay on animated film

Library task

Analysis of chosen author's style and mood

Vodcast: student composition

In addition there will be a number of informal opportunities to assess levels of understanding and competency over the course of the year.

English as an Additional Language (EALD)

Students recommended for, or eligible to study EALD, will be placed in an EALD set. Where numbers permit, students will be taught by a specialist who will cover the genres, processes and strategies studied in other English classes, using resources geared to EALD students and at a pace to cater for the needs of these students.

Contact
Mr Neil Walker
Head of English

Health and Wellbeing

The Health and Wellbeing course aims to develop students' knowledge, skills, values, and processes to care for themselves and others, and to take an active role in the learning of important life skills, making healthy decisions and exploring positive direction through their individual lives. The course operates across the timetable so that each student in Year 8 is exposed to one semester of health, religion, positive psychology and personal wellbeing development. Students will be exposed to information to increase their understanding and positively influence them to strive for a holistic approach to their lives across the health and wellbeing medium.

At Christ Church the underlying focus in the Health and Wellbeing area is Personal Spiritual Development Maximisation. The course covers two major standards:

- Students identify skills and strategies to manage change, and promote all aspects of their own and others' health, including making informed decisions, using assertive responses, and making contingency plans to avoid and prevent risks to health.
- Students identify the impact of negative behaviours on relationships and describe a range of factors and their impact on a person's emotional response and behaviour.

The course includes the following content areas:

- Harm Minimisation
- Smoking
- Fit and Healthy
- How my body works
- Body Image/Self Esteem
- Values
- Sexual Health
- Understanding Mental Health
- Protective Behaviours
- Religion

- Positive Mindset
- Positive Direction
- Positive Relationships

Positive Education

Positive Education brings together the science of Positive Psychology with best practice teaching to encourage individuals within their communities to flourish. (Geelong Grammar School, 2011)

Positive Psychology is an umbrella term for work that investigates happiness, wellbeing, human strength, and flourishing. (Gable & Haidt, 2005)

program of work is derived from a 'Wellbeing Curriculum' based on the principles and findings of positive psychology. The emphasis is on positive interventions, targeting areas that have a substantial evidence base such as happiness, positive emotions, flow, resilience, achievement, positive relationships and meaning.

Religious Education

As an Anglican school, Christ Church is committed to Religious Education in its curriculum. At the same time it is sensitive to the varied backgrounds of its students, who are drawn from every major Christian denomination and every major world faith. In addition to attending Chapel services, each boy in the school will participate in the Religious Education unit, which provides an introduction to the origins, history, beliefs and practices, diversity and relevance of the Christian faith. Whilst boys are encouraged to develop their own personal faith, the School acknowledges that the boy's parents and his place of worship will also play a central role in his religious education.

Contacts

Mr Liam Casson
Director for the Centre of Boys' Health and Well-being

Reverend Nicholas Russell
School Chaplain

Humanities

The course in Year 8 endeavours to harness the natural curiosity of boys to learn and experiment by providing a significant number of practical opportunities to explore content, contexts and technologies. Whilst the focus is mainly local, global perspectives are incorporated through specific themes and the analysis of current affairs.

Through the contexts of Civics and Citizenship, Economics and Business, Geography and History, students will have the opportunity to develop 21st Century Global Skills. These are essential to prepare students for an increasingly globalised economy and include questioning and research, analysing, evaluating, communicating and reflecting.

Civics and Citizenship

The Year 8 course builds on the previous year by looking at how laws are made, both by Parliament and by Courts of Law. Students' classroom learning will be enhanced by a visit to the Francis Burt Law centre. Part of this excursion is an opportunity to observe a live court session.

Economics and Business

Students will learn about the market system that operates in Australia and this will involve an examination of how prices are set by market forces of demand and supply. Additionally, students will examine important areas such as the rights of consumers and different types of business structures commonly found in Australia.

Geography

This course will build on the practical skills and foundation knowledge covered in Year 7 by studying fundamentals of Physical Geography and then examining the influence of the physical environment on human activity in selected global locations and in the local area. Students will investigate the influence of tectonic activity and extreme weather on the lifestyles of communities and will then examine the way in which life in the Claremont district has been affected by the geography of the area. Practical skills and Geographical Investigation are emphasised throughout.

History

This course will build on the foundation knowledge covered in Year 7 by moving to a study of the period 650 – 1750. Students will examine aspects of the Middle Ages including the purpose and design of castles and the social and political systems of Medieval England. The crucial period of the European Renaissance is then covered, and the importance of this linking period between the old world and the new is examined. Finally, the impact of European exploration on the rest of the world is investigated with particular reference to the Americas. Source analysis and interpretation skills are stressed throughout the unit of study.

Contact

Mr Patrick Parker

Head of Humanities

Languages

In Language Courses, boys will establish a foundation level of competency in Speaking, Reading, Listening and Writing. Through a range of learning activities and topics of particular interest to boys, students will improve their competency in their own language and how it functions, gain a deeper understanding of linguistic conventions, and critically reflect on their own and other cultures and values.

These courses are intended for second language learners. Background speakers are required to choose a new language.

All Languages students will have the opportunity to participate in various competitions.

In Term 2, all Languages students are invited to participate in the global competition, The Language Perfect International Championship. In 2018 Christ Church Students won an Elite award, five Emerald awards and seven gold awards.

In Term 3 it is possible to enter The West Australian competition called Side by Side where a pair of students film a conversation in their language for 90 seconds.

French

Boys are assessed in Speaking, Reading, Listening, Writing, grammar and culture each term, as well as in an end of year test in Term 4. There are regular vocabulary tests and/or pronunciation tests every week to consolidate material learned in class.

In Term 2, French language students are required to recite a French poem off by heart. The best students are entered into a state-wide competition organised by the Alliance Française.

Chinese

In Chinese boys are assessed in Speaking, Listening, Reading and Writing each term, as well as in an end of year test.

Chapter tests of new grammar, characters and vocabulary are set at least twice a term.

Japanese

In Japanese, students will study the Japanese writing scripts of Hiragana, Katakana and Kanji as well as the four basic sentence patterns. Students will be expected to have mastered the Hiragana script by the end of the course. Students will be assessed in Speaking, Reading, Listening and Writing each term as well as in an end of year test.

To allow for differentiation, informal, continuous assessment will be carried out during the year.

Homework

Regular practice, reviewing words and grammatical concepts learned, is fundamental to the acquisition of a language and forms an integral part of the course. In Year 7, we expect boys to spend 10-15 minutes each evening reviewing words and grammatical concepts covered in class, in addition to any specific homework set by the teacher. It is advisable for boys to make vocabulary revision a regular part of their routine. Using their Language Perfect vocabulary app, students will find it easy to reach their revision targets and develop a regular discipline of vocabulary practice.

Contact

Ms Yang Zhang
Co-Head of Languages

Ms Elisabeth Rosinel
Co-Head of Languages

Mathematics

The Year 8 Mathematics Course is fully aligned with the West Australian Curriculum: Mathematics. It thus covers the three content areas Number and Algebra, Measurement and Geometry, and Statistics and Probability while developing mathematical understanding, fluency, reasoning and problem solving skills.

The following topics are studied during the year:

1. Number and Place Value, Integers
2. Fractions, decimals and percentages
3. Congruency
4. Measurement
5. Algebra
6. Ratios and rates
7. Equations and inequalities
8. Probability and statistics
9. Introduction to straight line graphs
10. Transformations
11. Properties of shapes
12. Time

The course will provide each student with a wide range of activities that will allow him to discover and explore new concepts and then connect key ideas to achieve deeper understanding.

Problem solving is a most important part of this course and Year 8 students will be taught specific problem solving skills.

Class work and formal testing will be used to assess learning. The boys will be assessed through Unit Tests, Applications, Investigations and an End of Year Test.

Contact

Ms Megan West

Head of Mathematics

Music

Students in Year 8 will typically continue with the music course they studied in Year 7, either Music Extension or Music General. Students who are enrolled in Music Extension are also members of the CCGS Senior Choir in both Terms 1 and 4 to gain musicianship and performance experience in a large performance ensemble. If there is a reason why it is felt a student should not continue in this music course, parents are asked to be in contact with the Music Department prior to the beginning of the 2019 school year. It is not always possible to make a change from one course to the other once the year has begun.

Both music courses are separated into the following learning areas;

1. Performance
2. Aural and Theory
3. Music Appreciation
4. Composition

Music General

This course is built around furthering the skills gathered in Year 7 Music, with more complex activities throughout the semester in all learning areas.

In performance lessons, students will progress to learning and performing repertoire of varying styles using both right-hand melody and left-hand accompaniment figures. The style and genre of the repertoire is studied in a historical capacity, and correlates with research assignments relating to the particular area of study.

On GarageBand and Sibelius, students work towards completing an original soundtrack to a provided movie scene graphic. Through this composition, students will demonstrate a culmination of their lesson studies on movie composers, ensembles, styles, music theory (dynamics, tempi etc) and composition conventions and techniques.

All completed work is performed for all class members to listen to and appraise.

Music Extension

This course is designed to further the skills and musical understanding of students who have completed Year 7 Extension Music, or those students who have learnt an instrument for at least one year.

Students form a class ensemble and/or small ensembles and repertoire is chosen by the students, dependent upon individual skills and experience. Pieces are rehearsed and performed, and a variety of styles and genres are played over the course. There is a focus on improvisation, with class members learning the basics of freely extemporising over a set chord pattern. At the conclusion of each term, students are assessed on a solo performance demonstrating their musicianship on their specialist instrument/s.

In Aural, students are asked to practise and complete a variety of ear-training exercises, built around melodic and rhythmic concepts. These include intervals inside one octave, tonality (major/minor), basic rhythmic groupings from simple and compound times, and bar line and phrasing placement. There is an additional emphasis on aural samples from a classical, jazz and pop/contemporary background.

To refine and advance their theoretical knowledge, students continue or advance onto the next grade level of individual theory book and complete additional AMEB and related theory exercises, including interval recognition, key signatures, four-part harmony writing and meanings of musical terms. Aspects of score-reading are also covered, including following a full orchestral score with music, and looking at details within.

Using Sibelius computer software, students compose pieces for both the class ensemble (up to four parts) and solo performance. The concepts of transposition (for clarinet/trumpet/saxophone) are introduced and students examine the concepts of effective voice writing within an instrumental ensemble. Students are assessed on their completed folio of compositions and these are often performed live in a class concert at the conclusion of the semester.

Contact
Mr Kevin Gillam
Director of Music

Physical Education

The Physical Education program in Year 8 focuses on the acquisition of skill in a variety of activities that include throwing, catching, hitting, kicking, running and swimming, in addition to developing each component of fitness and the basics of team play and tactics.

Individual activities include athletics, fitness assessment and swimming. Team activities include cricket, football, soccer, rugby, softball and basketball. Aspects such as skill, game performance, fitness, attitude and behaviour, dress and punctuality will be assessed.

Health Education

The health education component of this course is taught as a part of the Health and Wellbeing Program, (see p 10).

Contact
Mr Luke Farmer
Head of Health and Physical Education

Science

The Year 8 Science course has a strong emphasis on learning through practical work. Students will develop a scientific view and recognition of how science understanding can be applied to their lives and the lives of others. The course aims to stimulate curiosity and promote logical and analytical thinking. Students will build on their understanding through the science inquiry process, which involves making observations, constructing and testing hypotheses and evaluating data. During Year 8, students study Biology, Chemistry and Physics with the same Science teacher. Assessment for each subject is via two tests, which will assess students' science understanding and inquiry skills, and an investigation report.

Science Inquiry Skills

Skills involved in working as a scientist are learnt in the context of the three main subject areas of Physics, Biology and Chemistry. Students will develop the skills to carry out investigations that require them to plan experiments, collect, process and interpret data and to draw conclusions, evaluate and communicate their findings. Students will learn how to work safely within laboratory settings and with a variety of equipment such as microscopes, Bunsen burners and electrical circuits.

Biology

This course looks at multicellular organisms and the specialised functions that enable them to survive and reproduce. Students are introduced to these ideas through the investigation of specialised cells and systems. This includes looking at the respiratory and circulatory systems of both the human body and other organisms, including plants. The course focuses on the main areas of cells, systems as well as analysing the relationship between structure and function at cell, organ and body system level. This is supported by practical skill development such as dissections, microscope work and investigations into things such as heart rate and exercise.

Chemistry

Students will be introduced to the periodic table in more detail and use it to identify metals and non-metals, their chemical and physical properties and their reactivity. Students will also study the reactions of acids and bases and learn the basics of equation writing through a variety of practical activities. Students will develop their laboratory skills through the study of a variety of reaction types such as combustion, decomposition and synthesis reactions.

Physics

The study of Physics is concerned with understanding the nature of forces and motion, and matter and energy. In the Year 8 Physics course, students will focus on developing an understanding of the forms of energy they encounter in everyday life and how these forms of energy can cause change within systems. In particular, students will investigate electricity and how an electric current is used as a means of transferring energy from a source to a load. They will also examine how some of the Earth's resources are renewable, but others are not and how we may need to adjust our patterns of electricity use to make the best use of our resources accordingly. There will be a strong emphasis on discovery through practical work and investigation and students will use both qualitative and quantitative techniques. Contexts covered may include energy efficient design and electricity in the home.

Contact

Mr Edward Hogg
Head of Science

Studies Office Contacts

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