ROCKHAMPTON GIRLS GRAMMAR SCHOOL

The Girls Grammar curriculum encompasses all of the planned and guided learning experiences offered to the students by the School. The individual student, with her needs, abilities and interests, is the centre around which the curriculum is developed. The whole environment of the School with its many varied experiences contributes to the total growth of the individual student. The contribution of each student enables the development of the curriculum in its broadest sense.

At Girls Grammar we believe that the most effective instructional program appeals not only to the mind, but also to the heart; encouraging and inspiring students to inquire, to analyse, and, ultimately on the basis of sound judgment and personal conviction, to act.

In providing senior schooling, we are dedicated to an education that inspires students to strive for excellence. Acknowledging individual differences, we offer students opportunities commensurate with their abilities, challenging students to reach their full potential.

We believe that the development of inquiring minds demands an environment of freedom, opportunity and discipline, established and sustained by a commitment to thoughtful participation in a rigorous and varied educational program. We strive for our students to nurture their skills and talents, and develop a respect for hard work and a love of learning that will endure for a lifetime.

Regards

James Lye (Acting Principal)
INTRODUCTION

Dear Parents and Students

This booklet contains an outline of the pathways available at Rockhampton Girls Grammar School for students in Years 11 and 12. The variety of subjects available demonstrates the School’s commitment to a broad and well-balanced curriculum, which gives students the opportunity to explore and develop individual gifts and talents and work towards achieving their potential.

Federal Government initiatives in post compulsory education in Australia have broadened the opportunities available to students in their final two years of schooling. Girls Grammar has responded to the initiatives of government by providing alternative pathways for entry into Post-Secondary education and training. Girls Grammar offers Queensland Curriculum and Assessment Authority (QCAA) Authority and Authority-registered subjects. We also have links with VET providers and CQUniversity.

Whatever pathway a Girls Grammar girl chooses, it is important to select a course of senior study chosen wisely, which is based upon interest, ability and aspiration.

John Fry (Director of Learning)
TABLE OF CONTENTS

Introduction........................................................................................................................................................................4
The Queensland Certificate of Education (QCE)..................................................................................................................6
QCAA moderation...............................................................................................................................................................8
Maintenance of standards ....................................................................................................................................................8
Tertiary Entrance .............................................................................................................................................................9
Senior Secondary Australian Curriculum .........................................................................................................................9
Choosing Senior Subjects................................................................................................................................................10
School Subjects.............................................................................................................................................................11
Vocational Education and training (VET).........................................................................................................................11
University Courses........................................................................................................................................................12
Silent Study Sessions.......................................................................................................................................................12
What Parents Can Do To Help....................................................................................................................................12
Structuring Your Course................................................................................................................................................13
2016 Girls Grammar Subject Choices for Year 11 & 12 .................................................................................................14
2016 Senior course Guide .............................................................................................................................................15
Agricultural Science........................................................................................................................................................16
Ancient History.............................................................................................................................................................17
Biology..........................................................................................................................................................................18
Business Communication & Technologies.......................................................................................................................19
Chemistry.........................................................................................................................................................................20
Dance...............................................................................................................................................................................21
Drama..............................................................................................................................................................................22
English............................................................................................................................................................................23
English Communication* ...........................................................................................................................................24
English Extension (Year 12 only)....................................................................................................................................25
Home Economics........................................................................................................................................................26
Hospitality Practices* ..................................................................................................................................................27
Information Technology Systems (ITS).........................................................................................................................28
Japanese..........................................................................................................................................................................29
Latin................................................................................................................................................................................30
Legal Studies .................................................................................................................................................................31
Mathematics A...............................................................................................................................................................32
Mathematics B...............................................................................................................................................................33
Mathematics C...............................................................................................................................................................34
Modern History...............................................................................................................................................................35
Music...............................................................................................................................................................................36
Music Extension (Year 12 only).......................................................................................................................................37
Physical Education........................................................................................................................................................38
Physics..........................................................................................................................................................................39
Prevocational Mathematics* .........................................................................................................................................40
Visual Art........................................................................................................................................................................41
THE QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The QCE is Queensland’s senior schooling qualification. The Queensland Curriculum and Assessment Authority (QCAA) will award young people a QCE when they complete the senior phase of learning — usually the end of Year 12. To be awarded a QCE, students will need to achieve a significant amount of learning, at a set standard which includes basic requirements in literacy and numeracy.

How does the QCE work?
The QCE recognises broad learning options and offers flexibility in what, where and when students learn. At the same time, a required pattern of learning ensures that core areas of learning are covered. A wide range of learning, including academic subjects, vocational education, workplace learning and university subjects undertaken while still at school, can contribute towards the QCE. Different types of learning contribute different credits. Students must have at least 20 credits at a set standard, and in the required pattern of learning, to be awarded a QCE.

Registering young people
All schools are required to register their students with the QCAA in the year they complete Year 10, or turn 16, whichever comes first. When a student is registered, the QCAA opens an individual, web-based learning account for her. The account is password protected and can be accessed by the student.

Monitoring progress
The learning account records what, where and when each student learns, and the results she achieves. The School and other learning providers report students’ enrolments and results to the QCAA, and this information is recorded in individual learning accounts. Students use their learning account to track their progress towards a QCE, vocational certificate or the Queensland Certificate of Individual Achievement (QCIA). All learning and results recorded in a student’s learning account will also be recorded on the student’s Senior Statement. Every student who completes Year 12 will receive a Senior Statement. This statement will be a transcript of their learning account, recording all the learning undertaken and results achieved. Students can access their learning account through the Student Connect Website at QCAA: https://studentconnect.qcaa.qld.edu.au/

Awarding a QCE
If a student completes Year 12 without achieving a QCE, their learning account will remain open for seven years, regardless of their age. After Year 12, any QCE-related learning and activities can still be recorded in the learning account. When the person achieves 20 credits, the QCAA will award the QCE in July or December of that year.

Find out more
Learning options and credit values (from QCAA)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE courses</strong>: usually undertaken by students in the senior phase of learning</td>
<td>At least <strong>12 credits</strong> are needed. At least 1 credit undertaken while enrolled at a school.</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>Per course (4 semesters) 4</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships)</td>
<td>Certificate II 4</td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>Certificate III &amp; IV 5, 6, 7 or 8</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Certificate III competencies Up to 2</td>
</tr>
<tr>
<td></td>
<td>On-the-job component 4</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PREPARATORY courses</strong>: generally used as stepping stones to further study</td>
<td>A maximum of <strong>6 credits</strong> can contribute.</td>
</tr>
<tr>
<td>VET Certificate I qualifications</td>
<td>(Max. of 2 qualifications can count) 2 or 3</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETE Act 2000</td>
<td>(Max. of 1 program can count) 2</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td></td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
<td>Per course 1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENRICHMENT courses</strong>: add value or complement Core courses of study</td>
<td>A maximum of <strong>8 credits</strong> can contribute.</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td>1</td>
</tr>
<tr>
<td>Authority extension subjects, such as English Extension</td>
<td>2</td>
</tr>
<tr>
<td>Career development: A short course senior syllabus</td>
<td>1</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ADVANCED courses</strong>: go beyond senior secondary schooling</td>
<td>A maximum of <strong>8 credits</strong> can contribute.</td>
</tr>
<tr>
<td>One or two-semester university subjects completed while enrolled at a school</td>
<td>One-semester subject 2</td>
</tr>
<tr>
<td>Two-semester subject</td>
<td>4</td>
</tr>
<tr>
<td>Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>Up to 8 credits (1 credit per competency)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
</tbody>
</table>

Eligibility for a QCE
To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Curriculum and Assessment Authority (QCAA). For most students the QCE will be achieved over Years 11 and 12. Others may not achieve it until after they finish Year 12. The total amount of learning required is at least twenty credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study in the Senior Phase of Learning.

What is a credit?
A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard. For example, a credit for a school subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a Certificate II qualification is 25% (amount of learning) of the competencies (set standard).

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

New flexibility
The new qualification recognises more varied learning options. Students can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning needs to take place at school. Some learning can be with a registered training provider, in a workplace or with a community group.
The Senior Statement
The Senior Statement is an official record of all the learning achievements in a Learning Account. It details: what learning was attempted, the standard achieved and, where and when the learning took place.

The QCAA will issue the Senior Statement to young people who:
- have met the requirements for the Queensland Certificate of Education, or
- are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or
- have completed a pattern of study which makes them OP eligible.

For more information:
Director of Learning, John Fry DirectorLearning@rggs.qld.edu.au
- visit the QCAA website at www.qcaa.qld.edu.au
- visit the Student Connect Service at https://studentconnect.qcaa.qld.edu.au/

QCAA MODERATION
Moderation is the name given to the quality assurance process for senior secondary studies used by the QCAA to ensure that:
- Authority subjects taught in schools are of the highest possible standards;
- Student results in the same subject are comparable across the state, and match the requirements of the syllabus; and
- The process used is transparent and publicly accountable.

The system of moderation is based on a close partnership between the QCAA and schools. The QCAA contributes the design, operation and servicing of the structures that allow the system to operate. It accepts the responsibility for training the people who serve on review panels to review school work programs and student results. Schools contribute the services of teachers as review panellists, and are responsible for developing and implementing work programs in line with syllabuses, and for assessing students' work against state wide standards. They collect the student work samples and data necessary for their students to receive Senior Certificates. The various phases of the moderation process are accreditation of work programs, monitoring of Year 11 standards, verification of Year 12 standards, approval of Year 12 results, and random sampling.

MAINTENANCE OF STANDARDS
In each subject, standards are maintained by comparing a student's achievement with the standards as indicated in the school's work program accredited by the QCAA. This process is reviewed by subject Review Panels at the District and/or State level. The panels also check that comparable standards apply between schools and advise each school accordingly.

The results on the Senior Statement are recorded using 5 levels of achievement:

- Very High Achievement: VHA
- High Achievement: HA
- Sound Achievement: SA
- Limited Achievement: LA
- Very Limited Achievement: VLA

Recorded subjects – Non-VET Recorded subjects are subjects are offered by educational organisations recognised by the QCAA. These subjects do not contribute to OP and FP calculations but can be included on a student's Senior Statement and will contribute towards a Queensland Certificate of Education (QCE). An example of a Non-VET recorded subject is a 7th Grade AMEB qualification.

Visit the QCAA website to find out more about recorded subjects or apply for a course of study to be recognised as a recorded subject.
TERTIARY ENTRANCE

The methods by which students will be selected for entrance to Tertiary Courses at the end of Year 12 are outlined below:

To qualify for Tertiary entrance, students must either:

a) Apply through QTAC with an Overall Position (OP) OR  
b) Apply through QTAC with a tertiary ranking.

Overall Position (OP)
An OP is a means of comparing overall student achievement throughout the State.

To qualify for an OP, a student must have:
- Completed at least 20 semester units of Authority subjects
- Studied at least three Authority subjects for all four semesters.
- Undertaken the Queensland Core Skills Test.

OPs are distributed on a 1 to 25 scale with Band 1 being the highest band. OPs are calculated using a student’s achievement in their best 20 semesters from Authority subjects scaled according to group results for the Queensland Core Skills Test.

It is possible that because of quotas for most places in tertiary institutions, some faculties will not be able to accept all students who applied for a particular course and who were placed in a particular ‘cut off’ OP band. The Tertiary institution will then offer these ‘marginal’ students a place, based on their Field Positions. There are five fields - A through to E.

Field Positions (FP)
Field Positions compare student achievements in Authority subjects in up to five fields (areas of study which emphasise particular strengths):

Field A Refers to a student’s ability in extended written expression  
Field B Refers to a student's ability in short written communication  
Field C Refers to a student’s ability in basic numeracy  
Field D Refers to a student’s ability in complex problem solving involving mathematical symbols and abstractions  
Field E Refers to a student’s ability in practical performance involving physical or creative arts.

Each QCAA subject has been allotted a different weighting in each of the five fields.

Field Positions are reported in bands from 1 (the highest) to 10.

QTAC Rank.
A ‘Rank’ is provided to students who have chosen to complete fewer than 20 semester units of Authority subjects. In most, but not all, cases this refers to students taking SASs. (See VOCATIONAL EDUCATION). A ‘Rank’ can qualify a student for entrance into tertiary studies. To qualify for a rank, a student must complete a minimum of 20 semester units of study.

SENIOR SECONDARY AUSTRALIAN CURRICULUM
Since 2010, Australia has been moving toward a national framework for schooling aimed at raising education standards and achieving nationally consistent curriculum, assessment and reporting. The QCAA, and Queensland's school sectors (Education Queensland, Queensland Catholic Education Commission, and Independent Schools Queensland) have provided the Australian Curriculum, Assessment and Reporting Authority (ACARA) with advice and feedback during the development of the first 14 senior secondary Australian Curriculum subjects.

Implementation in Queensland
States and territories are responsible for the structure and organisation of their senior secondary courses and for determining how they will integrate the Australian Curriculum content and achievement standards into their courses. Queensland schools are to continue to use the current QCAA syllabuses until the revised syllabuses based on the Australian Curriculum are available. This will not occur for students commencing Year 11 in 2016.
CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect the types of careers you can follow later. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically.

**Overall plan**

As an overall plan, you are advised to choose subjects:

- you enjoy
- in which you have demonstrated some ability or aptitude
- which help you reach your chosen course and career goals
- which will develop skills, knowledge and attitudes which will be useful throughout your life.
- are required as prerequisites for entry into particular university courses.

**Guidelines**

Relate subjects to current career information. If you are uncertain about what to choose at present, seek help in trying to choose a course that will keep several career options open to you. The Director of Learning, Care Mentors and subject teachers are all available to help you get started.

The following resources are available in the careers section of the Library and give information on subjects and courses needed for careers:

- The resource Queensland Tertiary Courses - for careers requiring study at universities or other institutions of higher education
- The resource Queensland Job Guide, information sheets and other careers information - for information on subjects needed for particular occupations.
- Summary of selection criteria for entry to universities and colleges.
- Notes on subject weights for FPs (also available on QCAA Website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au))
- The my future (Job and Course Explorer) website [www.myfuture.edu.au](http://www.myfuture.edu.au)

By checking this information you will become aware of the distinction between:

a) Pre-requisite subjects (subjects which must be taken for future courses or careers)
b) Recommended subjects (not essential, but which are likely to make future courses easier to follow)
c) Useful subjects (not essential, but give a general background or help develop particular skills).

All students and parents are strongly urged to check these websites and information sources prior to making subject decisions.
SCHOOL SUBJECTS

These subjects, approved by the Queensland Curriculum and Assessment Authority, are offered state wide in Queensland. Authority Subjects are regarded as academically demanding. Students not achieving a Sound Achievement level in a Year 10 subject may find the equivalent Authority Subject at Year 11 difficult, and should they not achieve at a Sound Level of Achievement in Year 11 and 12 semester units, credit towards the QCE will not be attained.

Investigate each subject fully

To do this, it will be necessary to:

- Read subject descriptions and course outlines in this booklet
- Talk to teachers of each subject
- Examine resources and materials used in the subject
- Make a decision about a combination of subjects which best suit your requirements and abilities.

There are some traps to avoid when making a selection of subjects.

- Do not select subjects simply because someone has told you that they ‘help get you good results and give you a better chance of getting into university’.
- Try not to be influenced by suggestions that you will not like a particular subject, because a friend/brother/sister disliked it when they studied it.

Points to consider carefully:

1. Overall Position

   Calculation of your Overall Position (OP) for tertiary entrance will be based on your best 20 semester achievement levels. At Girls Grammar, students select six subjects beginning at Year 11.

2. Tertiary Entrance

   Students aiming to maximise their chances of tertiary entrance are strongly advised to follow these steps:
   
   - Select all pre-requisite subjects for preferred courses, where relevant
   - Check to ensure eligibility for tertiary entrance
   - Consider subjects in which you have both an interest and demonstrated ability
   - Check to see if you will qualify for the Field Positions which may be used in the selection of final places in the tertiary courses in which you are interested. Note, that most students will be selected for courses without the need for Field Positions to be considered.

VOCATIONAL EDUCATION AND TRAINING (VET)

CQUniversity

CQUniversity offers high school students in Years 11 and 12 the opportunity to study a range of vocational education and training (VET) programs in preparation for further study and to get into the workplace faster. Students may need to attend a CQUniversity campus one day a week during the school term over one or two years.


What are the benefits of the Schools’ (VETiS) Program?

By participating in a CQUniversity’s Schools’ Program, students have the opportunity to:

- Gain credit points towards the Queensland Certificate of Education (QCE)
- Receive direct entry into certain CQUniversity programs upon successful completion of high school
- Gain credits for a diploma program or university studies
- Learn from industry professionals
- Gain real employment skills relevant to the workplace
- If a student is enrolled and they are in Year 12 they may not gain the full certificate in one year, students will receive Results of Assessment for competencies achieved.

What does it cost?

Students undertaking a nationally accredited VET qualification at CQUniversity as part of their senior studies may pay no additional tuition fees, depending upon their choice. However there are associated fees for all
programs and a small administration fee is charged per program per calendar year. All students attending CQUniversity campuses will be required to pay a small amount for a student ID/library card per calendar year. Selected programs may have additional costs for dress requirements and resources. CQUniversity is still in the process of identifying the material costs for some programs. These costs will be charged at the time of enrolment.

**Eligibility requirements**
Students must remain enrolled in, and attend, a Queensland school throughout the duration of the Schools’ VETiS Program. Students must be 15 years of age upon commencement of the class to participate in most programs. Students must abide by CQUniversity rules and regulations, as set out in the CQUniversity Student Information Guide, while attending a Schools Program. Completing a Vocational Education course can also enhance a student’s prospects when seeking full time or part time employment.

**School Based Traineeships and Apprenticeships**
Students can also participate in a part-time School Based Apprenticeship or Traineeship as a further vocational option. This option is open to both OP and non-OP students (although not recommended to OP students) and enables them to complete a training qualification as well as paid work in their chosen career field, along with the achievement of the QCE at the end of Year 12.

**UNIVERSITY COURSES**

**CQUniversity SUN courses**
SUN (Start Uni Now) is a CQUniversity initiative that allows Year 11 and 12 students to study CQUniversity courses (at CQUniversity, a ‘course’ is the word used to describe a ‘subject’) whilst still in high school. Students can enrol in a range of CQUniversity courses, either online (externally) or face-to-face (internally), and combine them with their regular high school work. Course offerings are continually updated but may include Accounting, Allied Health, Arts, Aviation Technology, Business, Chiropractic Science, Communications, Education, Engineering, Environmental Health, Exercise and Sports Science, Health Promotion, Information Technology, Law, Medical Imaging and Sonography, Multimedia, Music, Nursing, Occupational Health and Safety, Paramedic Science, Psychology, Science, Social Work and Tourism.

Offerings can be viewed at: [http://www.cqu.edu.au/study/who-am-i/school-leaver/start-uni-now-sun](http://www.cqu.edu.au/study/who-am-i/school-leaver/start-uni-now-sun)

**Other School Based University Courses**
Most Queensland Universities also offer school based options. These include The University of Queensland’s Enhanced Studies Program. Care must be taken when considering non CQUniversity School Based Options as subjects may be campus based. Please refer to individual University websites for further information.

**SILENT STUDY SESSIONS**
Each Year 11 and 12 student will have study lessons built into their curriculum. These lessons allow independent time for students to consolidate the learning that has occurred in their timetabled lessons. These sessions form an integral part of the process of learning and are treated seriously by Girls Grammar staff and students. Sessions are silent to allow for proper concentration on the study task and independent decisions in relation to prioritising focus.

**WHAT PARENTS CAN DO TO HELP**
Parents can help students by:

- offering encouragement and support, and providing a supportive environment in the home
- discussing subject-related issues, such as those seen on TV or in the news, with their daughters
- providing access to various sources of information
- being understanding of the time commitment students may need to devote to study
- encouraging them to practise and master the skills required when studying
- encouraging them to discuss their work; such discussion will allow the student to draw on real-life activities of family members
- encouraging them to work together in peer groups, and to collaborate, ask questions of teachers and each other.
STRUCTURING YOUR COURSE

There are various combinations available in designing your course of Senior study.

* 6 AUTHORITY SUBJECTS
  (OP eligible) Normally
  ENGLISH and
  MATHEMATICS A or MATHEMATICS B
  PLUS 4 other Authority subjects

* 5 AUTHORITY SUBJECTS
  + 1 AUTHORITY-REGISTERED
  SUBJECT
  (OP eligible) Normally
  ENGLISH or ENGLISH COMMUNICATION* and
  MATHEMATICS A, MATHEMATICS B or
  PREVOCATIONAL MATHEMATICS*
  PLUS other Authority subjects or
  Authority-registered subject

* LESS THAN 5 AUTHORITY
  SUBJECTS
  (Non OP but QTAC RANK eligible) Normally
  ENGLISH or ENGLISH COMMUNICATION and
  MATHS A or PREVOCATIONAL MATHS
  PLUS one other subject or combination of subjects
  PLUS a VETiS course or traineeship or school based
  apprenticeship or University course

The process

On the following pages you will find descriptions of the Senior Subjects offered at Rockhampton Girls Grammar School. Read the information about each subject, as many will be new to you.

1. Think

Begin your selection process by writing down:
- the subjects you enjoy (or think you would enjoy from the description given)
- the subjects you know you are good at

2. Check

Check the list you have against the prerequisite subjects listed in the Summary of Selection Criteria for entry to Universities and Colleges. This information is available in the QTAC Guide for Tertiary Courses and the QTAC website. If pre-requisite subjects are listed for your preferred courses and, if they don't appear on your list, add them.

3. Choose

From the list of subjects, select:
- A Core English (English or English Communication)
- A Core Mathematics (Maths A, B or Prevocational Maths)
- And four other options
- Then choose another two options as your 7th and 8th preferences. These will be used if a particular option listed within your first six preferences is unable to be offered. The subject selection sheet clearly identifies this for you.
### 2016 GIRLS GRAMMAR SUBJECT CHOICES FOR YEAR 11 & 12

Students identify their preferred Core English and a Core Mathematics, plus four other subjects.

<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
<th>Year 12</th>
<th>Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>English Communication*</td>
<td>English Communication*</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics A</td>
<td>Mathematics A</td>
</tr>
<tr>
<td></td>
<td>Mathematics B</td>
<td>Mathematics B</td>
</tr>
<tr>
<td></td>
<td>Prevocational Mathematics*</td>
<td>Prevocational Mathematics*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE SUBJECTS</th>
<th>Year 12</th>
<th>Year 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English Extension</td>
<td>Mathematics C</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics C</td>
<td>Mathematics C</td>
</tr>
<tr>
<td>Science</td>
<td>Agricultural Science</td>
<td>Agricultural Science</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Humanities</td>
<td>Modern History</td>
<td>Modern History</td>
</tr>
<tr>
<td></td>
<td>Ancient History</td>
<td>Ancient History</td>
</tr>
<tr>
<td>Business &amp; Technology</td>
<td>BCT</td>
<td>BCT</td>
</tr>
<tr>
<td></td>
<td>ITS</td>
<td>ITS</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Arts</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Dance</td>
<td>Dance</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Music Extension</td>
<td>Music Extension</td>
</tr>
<tr>
<td>HPE</td>
<td>Home Economics</td>
<td>Home Economics</td>
</tr>
<tr>
<td></td>
<td>Hospitality Practices*</td>
<td>Hospitality Practices*</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>LOTE</td>
<td>Japanese</td>
<td>Japanese</td>
</tr>
<tr>
<td>(Languages other than English)</td>
<td>Japanese</td>
<td>Latin</td>
</tr>
</tbody>
</table>

*Authority Registered (non-OP) subject

Whilst Girls Grammar strives to offer a varied curriculum, all subject offerings depend on sufficient student demand and interest. Subjects unable to attract a minimum class size of 10 students may not be viable. Small class sizes may also result in combined Year 11 and 12 classes to maximise flexibility and course breadth.
2016 SENIOR COURSE GUIDE
AGRICULTURAL SCIENCE
Contact KuLacey@rggs.qld.edu.au

Course Overview
Agricultural Science explores the ways people manage natural resources such as plants, animals, climate, soil and water to meet their basic needs. These management practices derive from current understandings about science, food and fibre production systems, sustainable farming practices, agricultural technologies, consumer-driven economics and effective product marketing. The scope of the subject is thus very broad. Due to the fundamental importance of agriculture to humans, the study of this subject is relevant to all students, not just those from a rural background.

Senior Agricultural Science seeks to develop a broad and integrated understanding of agriculture through studies in the three interrelated objectives of knowledge and understanding, investigation and analysis, and evaluation and communication which also form the exit criteria. Students learn to:

- understand and apply a wide range of concepts and principles underlying agricultural systems
- understand and be sensitive to issues of sustainability within the environment
- plan, organise, interpret, analyse, synthesise and evaluate diverse information from a range of sources to solve agricultural problems
- apply a range of technologies
- communicate effectively
- appreciate the indispensable role that agriculture plays in Australian society.

There are three key areas that all units will be based on which include Animal Science, Plant Science and Agribusiness. The approach to learning is investigative, practical and hands-on. Students plan and carry out a variety of field-based learning activities, sometimes working individually and at other times in teams. The range of activities include plant and animal investigations, laboratory investigations, field surveys, computer and data management, and exercises in observation, classification and identification.

Assessment
Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course. Assessment techniques may include:

- Extended Response Research – Extended Agricultural Investigations fall into this category.
- Extended Response to Stimulus.
  Both of these assessment types can be presented as written, spoken or multimodal.
- Examination – both short response and extended response.
ANCIENT HISTORY

Contact MarkAvery@rggs.qld.edu.au

Prerequisite
Minimum Sound Achievement (C) in Year 10 English

Course Overview
In history, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours. Through the study of Ancient History, we can understand how the modern world has been influenced by the peoples and achievements of the distant past. Through a study of early peoples and cultures, we can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. We develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

Ancient History is a fascinating area of study, rich in wonderful stories of human endeavour, achievement and disaster. The history of humankind from the very earliest times is part of everyone’s heritage and the study of the subject Ancient History ensures that this heritage is not lost.

Opportunity is provided to study the major ancient civilisations of the Middle East, Greece and Rome. The syllabus also makes available the study of the medieval period.

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Ancient History, sources can include texts, artefacts such as buildings, art, religious objects, weapons, and everyday items such as jewellery, pottery and clothing.

Using the inquiry approach, students identify historical questions for investigation, develop research questions to investigate inquiry topics, locate, analyse and evaluate sources, and reach conclusions or make judgments about the question they have identified.

All of the themes in the Ancient History syllabus use an inquiry process that identifies five aspects:
- definitions
- sources
- backgrounds, changes and continuities (motives and causes)
- effects, interests and arguments
- reflections and responses.

Assessment
Assessment in senior Ancient History is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are Planning and Using an Historical Research Process, Forming Historical Knowledge through Critical Inquiry, and Communicating Historical Knowledge. Students will be assessed in each of four categories of assessment: test essays in response to historical sources, research assignments in response to inquiry questions, multimodal presentations that may include non-written and visual presentations such as video, PowerPoint or other interactives, and short response tests and response to stimulus tests.
BIOLOGY
Contact NikkiHislop@rggs.qld.edu.au

Course Overview
Biology is the study of the natural systems of the living world. Biologists study the structure, function, growth, origin, evolution and distribution of living organisms. From ecology to molecular biology, genetics to zoology, the science of biology studies them all. Adding to the complexity of this enormous field is the fact that these disciplines overlap. It is impossible to study zoology without knowing a great deal about evolution, physiology and ecology, and you can't study cellular biology without knowing biochemistry and molecular biology as well. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

The study of Biology provides students with opportunities to:
- gain insight into the scientific manner of investigating problems pertaining to the living world
- experience the processes of science, which lead to the discovery of new knowledge
- develop a deeper understanding and an enhanced appreciation of the living world.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences for the living world of their own, and society’s, activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.

Students study a variety of topics within the two year program. The program is developmental in nature with students building on knowledge learnt from previous topics. Units of work include animal classification schemes, human evolution, cell biology, plant physiology, ecology, human reproduction, genetics and disease transmission. The most important aspect of the course is the Extended Experimental Investigations (EEI) in which students plan, design, implement, evaluate and report on original investigations. Students complete an EEI in Year 11 on plant physiology and another in Year 12 on a topic of the student's own choice.

During their studies, students will participate in a wide range of activities to develop their knowledge of biology and their ability to solve problems arising in their everyday experiences. The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for field work of ten hours, which is integrated with the study of the key concepts to help students better understand biological phenomena. During practical activities, students learn to examine collected data, suggest hypotheses that explain observations, and design and conduct experiments.

Assessment
The assessment program implements a variety of assessment techniques, including supervised exams, written assignments, oral presentations and practical investigations, which are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance on the dimensions of Understanding Biology, Investigating Biology, and Evaluating Biological Issues, as outlined in the syllabus.
BUSINESS COMMUNICATION & TECHNOLOGIES
Contact ChrisRead@rggs.qld.edu.au

Course Overview
Business Communication and Technologies (BCT) offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment.

Business Communication and Technologies fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

Business Communication and Technologies encompasses theoretical and practical aspects of business in contexts students will encounter throughout their lives.

Topics of study over the two years will be:

- Organisational & work teams
- Business Environments
- International Business
- Managing People
- Work Health & Safety
- Financial Administration
- Events Planning.

The underpinning practices of Business Communication and Technologies are integral to all business relationships and dealings, and shape the development of students’ knowledge and skills.

By the end of the two year BCT course, students should develop the ability to:

- communicate effectively and to interact confidently through and within a business environment
- use a range of business information technologies
- apply a range of individual and group strategies to resolve issues and complete tasks
- question existing administrative practices from a variety of viewpoints, for example, financial, technological, social, ethical and cultural
- be enterprising in developing solutions to problems within a business environment
- participate competently and confidently within sectors of the business industry
- appreciate workplace ethics, safety and environmental issues
- appreciate the skills and attitudes that enhance employability, enjoyment of life and preparedness for life-long learning.

Assessment
Over the two year course approximately 12 assessment tasks will be completed. There are generally 1-3 assessment tasks per semester. The assessment process will cover the three criteria of knowledge and understanding, investigating, and evaluation, however not every task assesses all three criteria. Assessment techniques will include objective and short written responses, extended written responses, response to stimulus material, research, integrated projects, non-written and multi-modal presentations.

In this subject, students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies. Business Communication and Technologies requires students to engage in learning activities requiring higher-order cognition. They interpret and analyse business issues to evaluate proposed business solutions and recommendations from the perspectives of an employer, employee or self-employed individual across a range of business situations.

Students may be involved in activities that include: evaluating case studies; investigations and inquiry learning; manipulating and using business technologies; participating in excursions to relevant venues and communicating using a variety of modes.
CHEMISTRY
Contact ChristieMahon@rggs.qld.edu.au

Prerequisites
Minimum High Achievement (B) in Year 10 Science
Study of Mathematics B

Course Overview
The study of Chemistry engages students and teachers in an exciting and dynamic investigation of the material universe. Understanding and applying chemical concepts, models, procedures and intellectual processes aids in humankind’s management of the planet’s limited resources and could provide the key to our continuing survival. Chemistry can provide a unifying feature across most scientific undertakings especially where ‘traditional’ science boundaries are becoming blurred.

The study of Chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. It adds to and refines the development of students’ scientific literacy. An understanding of chemistry is essential for many vocations.

The subject matter of Chemistry is developed over the course of study through the following eight (8) units of work:

- Water - An investigation into the quality of water in our region.
- Gases - Atmospheric chemistry and how we affect it.
- Industrial Chemistry – The synthesis of pharmaceuticals, soaps, polymers and explosives.
- Analytical Chemistry - Using instrumentation and techniques associated with chemical analysis.
- Food Chemistry – Investigating carbohydrates, proteins, fats and their metabolism throughout the body.
- Swimming Pools - How do we successfully manage this state of equilibrium?
- Fuels – A comparison of existing hydrocarbons as well as the future of fuels.
- Metals – Study of the structure and reactions of metals.

Assessment
Assessment techniques in Chemistry are grouped under categories and include:

- Extended experimental investigations - instruments are developed to investigate a hypothesis or to answer a practical research question.
- Supervised assessments - written tests are used, and conducted under supervised conditions to ensure authentication of student work.
- Extended response tasks - instruments are developed in response to a chemistry question, circumstance or issue and, while they are essentially non-experimental, they may draw on primary experimental data.

The emphasis in the Chemistry syllabus has changed from being teacher-centred to students taking initiative in their learning, experimenting and reporting on what they have learnt. The teacher has become a facilitator in these processes.
DANCE
Contact LouiseMcSherry@rggs.qld.edu.au

Course Overview
Dance is a human activity of ancient tradition, and a fundamental and evolving form of expression. Different cultures throughout history have refined and manipulated movement to communicate meaning through the symbol systems of dance. As an aesthetic means of ordering movement into an expressive code, dance involves structuring gesture and motion to capture and convey ideas, images and feelings, and uses the human body as the instrument of communication. Dance fulfills various functions in society.

The study of Dance is enriched by experiences in Choreography, Performance and Appreciation. Through the creative process of Choreography, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or social ideas and to tell stories.

In Performance, unique technical and expressive demands of dance are developed. Students develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self-confidence and physical capabilities through experiencing a variety of dance techniques.

Appreciation of danced involves understanding how and why dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. The students learn to value their own and others’ aesthetic responses to dance.

Assessment
Assessment techniques may include the following:

- Choreography: the creation of dance works, sections or movement sequences (devised individually and in pairs or groups) which may be a combination of improvised and prepared material, adapted from an existing dance work, enhanced by non-movement components such as costumes and lighting and created for a target audience.
- Performance: the performance of dance works, sections or movement sequences (individually, in pairs or as a group) which may be an adapted repertoire, a technique class, a teacher- or student-choreographed sequence under various conditions.
- Appreciation: written and oral tasks such as critiques and reviews of live and video performances, short written responses, research assignments, seminars, debates and panel discussions.

<table>
<thead>
<tr>
<th>YEAR A</th>
<th>YEAR B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 – Discovering the Dance Ritual, Social and Artistic Dance</td>
<td>Unit 1 – And all that Jazz Musical Theatre</td>
</tr>
<tr>
<td>Unit 2 – Do You Wanna Get Funky? Popular Dance</td>
<td>Unit 2 – Personal Reflections Contemporary Dance and the use of emotion</td>
</tr>
<tr>
<td>Unit 3 – Embedded Choreography that reflects moments in history or views to the future</td>
<td>Unit 3 – Staged Reality Post Modern and Contemporary Dance</td>
</tr>
<tr>
<td>Unit 4 – Turning Pointe (Year 11) The history and development of Ballet</td>
<td>Unit 4 – Fusion (Year 12) Own choice of style</td>
</tr>
</tbody>
</table>
DRAMA
Contact JessicaLamb@rggs.qld.edu.au or JeffreyLewis@rggs.qld.edu.au

Course Overview
Drama provides students with a range of skills transferable to a variety of pathways. Increasingly employees are expected to be innovative thinkers, problem solvers, adept communicators, self-managers and team players. The collaborative nature of drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups, within academic, social and workplace settings.

Drama explores and celebrates the human experience drawing on stories from real life, the imagination and the realms of media. A variety of contexts and dramatic styles are studied throughout the course including Realism, Contemporary Eclectic Theatre, Absurdism, Physical Theatre, One-Person Show, Indigenous Theatre Styles and Political Theatre. Students actively participate and practice methods of meaning creation, ultimately exposing how Drama can be used to entertain, educate, challenge and change our society.

Students who study Drama actively participate in experiential modes of learning that blend intellectual and emotional experience. The learning environment in this subject provides a unique means of enquiry that effectively contributes to them knowing and understanding themselves and the world. Throughout the course students engage in a variety of learning contexts and are provided with opportunities to work independently and in small groups.

Assessment
The assessment in this course includes performance of scripted drama or student-devised drama, demonstration of devised concepts, scriptwriting and analytical essay writing.

Achievement in Drama is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are Forming, Presenting and Responding. Students will complete an assessment task in each criteria every semester, totalling three assessment tasks per semester of study.

Learning experiences in each of these criteria may include:

- **Forming** - working as artists in the making of creative work.
  Examples are improvisation, role-play, devising, dramaturgy (shaping of text for performance), scriptwriting, directing, designing.

- **Presenting** - rehearsing, polishing and performing dramatic action.
  Examples are dialogue, dramatic monologues, student-devised drama work, collage drama, a recognised play text.

- **Responding** - communicating from a position outside or after the drama.
  Examples are seminar, evaluation/reflection, discussion, tutorial, forum, interview, dramaturgy, extended writing.

An individual mark is always allocated to each student in Drama group or pair assessment tasks.
ENGLISH
Contact DirectorStudents@rggs.qld.edu.au

Prerequisite
Minimum Sound Achievement (C) in Year 10 English

Course Overview
English is Australia’s national language and a language of international significance. In studying English, students focus on developing understandings about Standard Australian English and how to use it appropriately, effectively and accurately for a variety of purposes. Senior English helps students enjoy language and empowers them as creative and imaginative, purposeful and critical language users who know how texts convey and transform personal and cultural perspectives. Senior English is the study of language and this is achieved through the medium of texts. In Senior English, students learn how language use varies according to context, purpose, audience and content, and modes and mediums. The study of language helps students appreciate the social, imaginative and aesthetic uses of language and to understand how language is used selectively. Students also develop their abilities to talk about language and to reflect on and critique its use in responding to and constructing texts, both literary and non-literary. At different times in its development, the subject of English has taken different focuses. This syllabus allows the adoption of a range of approaches to teaching and learning to foster:

- cultural heritage and a sense of the historical and cultural traditions that lead to particular works and authors being highly valued
- the skills that enable use and control of language across a range of genres and technologies
- awareness of how students’ personal attitudes and beliefs relate to those operating in their society, and using this understanding to explore their selves and their relationship to the world through text studies
- understanding of how texts reflect or challenge ways of thinking culturally and socially, and why texts sometimes generate different understandings.

The study of English occurs in a world of rapid cultural, social, economic and technological change. These factors place complex demands on citizens to be literate. As literate citizens, students need to be able to interpret, respond to and construct face-to-face, written, spoken/signed, visual, nonverbal and auditory texts communicated through a range of mediums. They also need to be able to draw on a repertoire of resources to interpret and construct texts for personal, cultural, social and aesthetic purposes now and beyond school.

In Senior English courses, students will learn to:

- communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences
- enjoy and appreciate a range of texts, including Australian texts by Indigenous and non-Indigenous writers
- study closely a range of literary and non-literary works in English, in various types of texts, modes and mediums across diverse cultures and periods
- interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping
- make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- control language (written, spoken/signed and visual) using grammar, punctuation, vocabulary and spelling.

Assessment
Each year students will complete 6 assessment pieces. The assessment will include 3 written pieces, 2 oral presentations, with the sixth piece being a choice selected by the student with teacher consultation. By the conclusion of the course, through reading, viewing, writing, shaping, listening and speaking/signing students should:

- Analyse and use the language which expresses the knowledge, ideas, values and practices that underpin texts
- Express and evaluate perspectives in texts or parts of texts
- Infer from, evaluate and use the ideas, information and images that influence audiences
- Experiment with and evaluate a range of aesthetic features in written, spoken/signed and multimodal texts.
ENGLISH COMMUNICATION*
Contact LeeBartlem@rggs.qld.edu.au

Course Overview
In Australia, English is the principal spoken language and the predominant written language of personal and public life. Proficiency in and understanding of English allows people to share in and contribute to current and future local, national and global communities and cultures. Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts, in preparation for lifelong learning.

English Communication is designed to allow students to develop and use these skills in the areas of work, community and leisure. This study area specification is informed by the National Framework of Adult English Language, Literacy and Numeracy Competence, which describes six different aspects of the communication process. They are:

- procedural (performing tasks)
- technical (using technology)
- personal (expressing identity)
- cooperative (interacting in groups)
- systems (interacting with organisations)
- public (interacting with the wider community).

In any text or context, some or all of these aspects will be involved. Each one overlaps with and is dependent upon the others.

This study area specification offers students opportunities, within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community. The concept of language and literacy as social practice is fundamental to this study area specification in English Communication. It is through texts that people express and share the vitality of cultures and communities; tell the stories of cultures; contribute to the shaping of personal, group and national identities; explore ideas and feelings that invite reflection on knowledge, values and practices; promote shared cultural understandings; and actively participate in communities.

This study area specification has been developed as a two-year Authority-registered subject to take into account the needs of students from a variety of cultural, social, linguistic and economic backgrounds. English Communication can establish a basis for students' further learning as well as developing essential communication skills to enhance employment opportunities.

Assessment
Students who choose this subject typically come from a variety of literacy levels so all assessment caters for this consideration. Students collect, organise and evaluate information to communicate ideas. They plan and organise their work and solve problems individually and in groups. Students are encouraged to explore topics of interest to themselves and to consider how to present information in the most effective way, for their particular context. As the course progresses, students expand upon their cultural knowledge and demonstrate their understandings in a variety of contexts.

Students have opportunities to explore literary texts such as novels, short stories, poetry, films and plays. They will look at texts related to the work place such as seminars, resumes, cover letters and job interviews. They also look at texts from popular culture such as film clips, songs, and other media texts. Students will use both their analytical and creative skills in a variety of different contexts.
ENGLISH EXTENSION (YEAR 12 ONLY)
Contact LeeBartlem@rggs.qld.edu.au

Prerequisite
Minimum High Level of Achievement (B) in Year 11 English

Course Overview
'When reading takes place an individual brain is forever changed; both physically and intellectually. Reading can change how we think and, therefore, who we are.'

Students with a gift for the English language or a flair for reading and analysis have the opportunity to take an extension subject in an area which caters for their special talents. English Extension offers a course of study in ‘Literary Theory’, providing a base for students interested in pursuing writing or literature studies at a tertiary level.

The subject delivers a detailed study of both complex texts and renowned writers and explores how literature may be read in different ways according to a variety of literary theorists and critics. Some theories or topics could include, but are not limited to: formalism, structuralism, poststructuralism, postmodernism, psychoanalytical criticism, political readings, gender studies, queer theory, postcolonial criticism, ecocriticism and posthumanism.

English Extension is delivered in three units. In each unit students examine the four major reading approaches which may be applied to any text: text, author, reader, and world. Throughout this course invited and alternative readings of texts are examined, challenged and transformed.

Students are required to read more complex texts than studied in English, examining the thoughts of the period in which the writings were executed and the available literary theories of each of the approaches. They are assisted in this study by a series of lectures and tutorials to guide their study and develop their understanding. Students are encouraged to pursue various sources in order to reflect upon their studied texts and theories.

Assessment
Students are set one piece of assessment for each unit. The length of written responses is between 1500 and 2500 words while the spoken responses are 10 to 15 minutes individually. In written work, textual features such as spelling, sentence structure, vocabulary and punctuation are expected to be constantly controlled to a very high standard. In both spoken and written work, the level of logical thought and communication is expected to be complex. Due to these expectations, students may find that they achieve at a different level in this subject as in the parent subject English.
HOME ECONOMICS
Contact MelissaJansen@rggs.qld.edu.au

Course Overview
Home Economics offers students opportunities to discover and further develop critical and creative capabilities that enhance individual and family wellbeing. In turn, these attributes can be used in their personal and professional lives, informing their future decisions and actions.

A central premise of Home Economics is that today’s actions and attitudes determine present and future welfare, security, and happiness of individuals, families and communities. Home economists educate, inform and advise government, industry and the community. Their advice can help individuals make better lifestyle choices. Career opportunities are available in the community and education agencies such as health, families, housing, and community services as well as in industries related to design, fashion, food, health and textiles.

Home Economics is concerned with developing deep understandings about the impacts that capabilities, choices and priorities have on each other’s wellbeing through three areas of study:
- Individuals, families and communities
- Nutrition and food
- Textiles and fashion.

The broad understandings which guide the course are:
- The wellbeing of individuals, families and communities is explored through various points of view
- Purposeful and informed decision making and action as citizens and consumers will help bring desired results
- A range of practical skills is essential for resourceful, creative and innovative design and production.
- There will be two substantial units of work – one in Year 11 and one in Year 12. These permit depth and sophistication of understanding and increased complexity across the areas of study.

Home Economics uses an inquiry approach to investigate issues and design challenges that are related to individuals and family wellbeing in the context of maintaining healthy and sustainable local and global communities.

Students will develop their reasoning skills through thinking critically and creatively by analysing, synthesising, evaluating and justifying the issue or design challenge relevant to the wellbeing of individuals, families and communities.

Using collective points of view such as social, technological, ethical, economic and environmental, students will be able to develop the skills of research and investigation needed for the critical and informed reasoning on a range of issues.

In a design challenge or practical task students will use the processes of planning and managing resources, exploring, using, developing and refining skills to create a product that meets the intended purpose in both food and textile contexts. Reflection in all stages of planning and production will be used to determine and justify the effectiveness of actions.

Assessment
Assessment in Home Economics enables students to demonstrate achievement in the three dimensions of knowledge and understanding, reasoning and communicating processes, and practical performance.

Assessment caters for the range of students and includes supervised written assessment. Research assessment using techniques such as analytical expositions or research reports to investigate an issue related to an area of study or resolving a design challenge. Product assessment will involve using skills to produce a product in food and textile contexts and planning, evaluating and reflecting in process journals.
HOSPITALITY PRACTICES*
Contact PatOBeirne@rggs.qld.edu.au

Course Overview
Hospitality Practices focuses on the knowledge, understanding and skills relating to food and/or beverage production and service. You will learn about the structure, scope and operation of the food and beverage sector and develop appreciation of industry workplace culture and practices. You will be encouraged to develop skills, processes and attitudes desirable for future employment in the sector.

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. The industry is dynamic and uses skills that are transferable across sectors and geographical borders and offers a range of exciting and challenging long-term career opportunities across a range of businesses.

As you study Hospitality Practices, you will learn core concepts and ideas that relate to core topics – “Navigating the Hospitality industry”, ‘Working effectively with others’, and ‘Hospitality in practice’. The core concepts are embedded into electives which provide opportunities to build skills through the lens of the food and beverage sector and food and beverage service. Skills implicit in hospitality include working in teams, demonstrating effective communication, and organisational and interpersonal skills.

In Hospitality Practices you will learn through practical application, developing skills in food and/or beverage production and service, and working as an individual and part of a team to plan and implement event in a hospital context. An event is an opportunity to participate in and produce food and/or beverage products (e.g. finger food, plated meals, hot and cold beverages) and perform service for customers, in real-world hospitality contexts (e.g. coffee shop, takeaway food venue). In addition, you will examine industry practices, such as workplace health and safety policies, that occur in the food and beverage sector.

Learning experiences may include:

- participating in workshops using hygienic, safe and efficient work methods to practise food production techniques
- developing menus and completing cost analyses to meet profit requirements for functions
- designing a product and its image
- planning and evaluating hospitality ventures and events

Students will be expected to participate in events and activities to gain practical experience in food preparation, table service and venue preparation. Some of these may be outside of school hours. This will often form part of the assessment program. There is a large practical component in Hospitality.

Assessment
You will demonstrate your knowledge and understanding of Hospitality Practices by applying production and service skills to make decisions about producing products and performing service. Assessment techniques may include projects, investigations and extended response to stimulus.
INFORMATION TECHNOLOGY SYSTEMS (ITS)
Contact HannahMounsey@rggs.qld.edu.au

Course Overview
Information Technology Systems (ITS) is a practical discipline which prepares students to respond to emerging technologies and information technology (IT) trends. Students develop the knowledge of, and skills in, the systems supporting IT. Systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as video and mobile technologies.

Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT. This subject may lead to employment in such areas as graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, film and television, games design, website design and animation.

Subject matter in Information Technology Systems is organised in five interwoven elements:
- Theory and techniques
- Client relationships
- Problem-solving process
- Social and ethical issues
- Project management

Contexts provide a focus for developing the subject matter into units of work. They include:
- Animation
- Game design
- Interactive media
- Mobile technology
- Graphic design
- Video production
- Multimedia
- Web design

Assessment
Students of Information Technology Systems engage in a variety of practical learning experiences in a mostly project-based course of study. Students will:
- develop graphic design portfolios
- develop websites
- design, develop and evaluate games and other multimedia products
- produce short films

Students are assessed against standards described in terms of:
- Knowledge and communication
- Design and development
- Implementation and evaluation.

Knowledge and communication refers to the comprehension, understanding and communication of the terms, concepts, principles and design processes associated with information technology. Design and development involves determining the intended purpose, the needs of the client and proposing and testing possible solutions. It requires research, analysis, synthesis and ongoing testing related to the process of design and development and the associated documentation. Implementation and evaluation focuses on the quality of the solution. Quality and effectiveness are evaluated against client needs and defined criteria formulated during the design and development phase.

Assessment techniques used by schools include short and/or extended responses, research assignments, projects and practical exercises. Multimodal presentations such as seminar presentations, multimedia presentations and reports may also be used.
JAPANESE
Contact NicoleGraham@rggs.qld.edu.au

Prerequisite
Minimum Sound Achievement (C) in Year 10 Japanese

Course Overview
LOTE (Languages Other Than English) have been identified as one of the Key Learning Areas and is currently a compulsory unit of study up to Year 10 in many state and private schools. Japanese, spoken by over 125 million people, has been identified by both the Commonwealth and State Governments as a language of economic importance to Australia. For Queensland, the study of Japanese is especially important, given the strong cultural, economic and political ties with Japan. Because of the links in tourism and commerce between Australia and Japan, Queensland learners have many opportunities to meet Japanese-speaking people within the school context and in the general community.

Japanese lifestyle, culture, art and sport are becoming increasingly familiar to Australians through the media and personal contact. LOTE is a very marketable commodity in the workplace and the job market in conjunction with other professions. The extra dimension of language skills opens up more possibilities. Most university courses can be studied in conjunction with a language. Learning to communicate in Japanese deepens understanding of Japanese culture and society. Students who learn Japanese develop intercultural sensitivity which is a valuable skill in the global village the world has become.

- Family and Community - personal description, personality, relationships, health care, fitness, family life, home, domestic routines, festivals, celebrations and special occasions, customs and appropriate ways of behaving, services - shopping, banking, transport and travel, post, telephone, health, police, government
- Leisure, recreation and human creativity - sport, hobbies, interests, radio, TV, films, newspapers, magazines, advertising, music, art, poetry, short stories, extracts from plays and novels, holiday planning and itineraries, tourist offices, accommodation - hotels, hostels, campsites, geography, climate, landscapes, cityscapes, history - people and events, science - inventions, medicine, space exploration information technology - DVDs, internet, emails, mobile phones/PDAs and other digital media
- School and post-school options - School, student exchanges, school visits, future plans, further study, tourism and hospitality, part-time work and work experience, business and industry, other professions and occupations.
- Social issues - current affairs, environment, health, adolescence, government, consumerism, advertising, world peace and aid, prejudice, discrimination, stereotyping, equity, unemployment roles in society, the family unit, values, ethics

Assessment
Assessment of Listening and Speaking includes listening to radio broadcasts and audio podcasts, viewing and listening to television programs and webcasts, listening to public announcements, conducting and/or answering an opinion poll or survey, role-playing in specific settings, talking on the telephone, listening to an answering machine, giving an oral report, speech or multimedia presentation, commenting on photos or videos, giving instructions and explanations to others, holding a debate or participating in a discussion, listening to and speaking with a background speaker, listening to songs, poems and jokes. Assessment of Reading and Writing includes letters, postcards and notes, advertisements and instructions, pamphlets and brochures, magazine articles and advice columns, news reports and articles from a range of media, cartoons, short stories, poems, song lyrics, filling out official forms and questionnaires, accessing information in dictionaries, reading timetables, graphs and statistics, writing a diary, journal or weblog, composing an email or SMS/text message reading and responding to a discussion board, participating in chat rooms/MSN Messenger and forums.
LATIN

Contact MarkAvery@rggs.qld.edu.au

Prerequisite
Minimum High Achievement (B) in Year 10 Latin

Course Overview
Students studying Senior Latin develop and enhance their capacity to communicate effectively across and between languages. They will develop an appreciation of the symbiotic relationship between language and culture, with an understanding of how the two interconnect. Students will increase their awareness of their own language and improve their academic vocabulary as a result of etymological study.

Senior Latin will extend a student's awareness of the intricacies of language as a tool for communication and as a means of self-expression. Specific systems of language manipulation will be explored through the study of authentic Classical Latin texts by the Roman orator Cicero, and poet Virgil. Structural components of the language such as grammatical forms, morphology, and syntax will continue to be developed through the senior years.

While students will engage in translation exercises, they will also utilise a theme based approach to components of the course. Exploring numerous text-types, including medical treatises, legal codices, philosophical, political, and romantic works, students will enhance their post-secondary school options through familiarity with the historical language of scholarship in numerous significant fields.

Assessment
Assessment in Senior Latin is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are Language knowledge and application, Complex Reasoning, and Communication skills. Students will be assessed in each of four categories of assessment: translation of continuous Latin texts, reading comprehension tests, a scansion test, and a multimodal presentation.
LEGAL STUDIES
Contact ChrisRead@rggs.qld.edu.au

Course Overview
Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes. By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society. You will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

The Legal Studies course enables you to learn through the investigation of legal issues, exploring four core areas of study:
- the legal system
- criminal law
- introduction to civil obligations
- human rights.

In addition, you will investigate several of these possible elective areas of study:
- civil wrongs (torts) and the law
- employment and the law
- environment and the law
- family and the law
- housing and the law
- Indigenous Australians and the law
- international law
- sport and the law
- technology and the law.

Through the investigation of legal issues you will develop high-order thinking skills, including analysing, evaluating and justifying and will learn using case studies and scenarios. As a student of Legal Studies, you will examine case studies and legal situations from local, national and global contexts. You will apply your knowledge and understanding of legal concepts and processes to situations in order to identify and examine legal issues and different stakeholders' perspectives. You will select and organise information from sources to facilitate the analysis of legal issues.

As a student of Legal Studies, you will examine case studies and legal situations from local, national and global contexts. You will apply your knowledge and understanding of legal concepts and processes to situations in order to identify and examine legal issues and different stakeholders’ perspectives. You will select and organise information from sources to facilitate the analysis of legal issues. From different perspectives and viewpoints, you will evaluate and synthesise a range of information and critique stakeholder responses. You will make recommendations about the suitability of legal outcomes and their implications for justice and equitability. You will examine and justify your own opinions by making constructive judgments and informed commentaries on the law, its system and processes. In class activities, you will have opportunities to work individually and in teams to engage in learning experiences such as debates, discussions and mock trials.

Assessment
Assessment in Legal Studies gives you opportunities to apply your legal knowledge and understanding in a variety of situations. You will be given opportunities to communicate this information to audiences through written and spoken modes, or a combination of modes in a multimodal presentation.

In Legal Studies, assessment instruments include extended responses (including an independent inquiry) and examinations. An independent inquiry involves undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society. Extended responses include responses to research or stimulus materials, such as legal case studies, legislation, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses.

In Year 12, you will be expected to complete at least one independent inquiry, at least one extended response and at least one supervised extended response test, responding to an unseen question.
MATHEMATICS A
Contact KuLacey@rggs.qld.edu.au

Course Overview
Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics A emphasises the development of positive attitudes towards the student’s involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding through investigative and explorative approaches to learning.

Mathematics continues to develop in response to changes in society and, in turn, it influences further societal development. The Mathematics A Syllabus contains core and elective topics which relate to the mathematics used in personal and work situations.

Mathematics A consists of core and elective topics.
Topics are:
- Financial mathematics
- Managing money 1
- Managing money 2
- Applied geometry
- Elements of applied geometry
- Linking two and three dimensions
- Statistics and probability
- Data collection and presentation
- Exploring and understanding data
- Maps and compasses - Land measurement
- Operations research – Linear programming
- Introduction to models for data

Learning experiences derived from the Mathematics A Syllabus include life-related applications of mathematics with real and simulated situations, use of instruments and opportunities for modelling and problem solving. Students should be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms to assist in developing mathematical understanding.

Assessment
A wide range of assessment techniques are used to determine the relationships between student achievement and the exit criteria of the course (Knowledge and Procedures, Modelling and Problem Solving, and Communication and Justification). Assessment techniques in this syllabus are grouped under categories and may include:
- Extended modelling and problem solving tasks – within this category, students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics.
- Reports – within this category, assessment tasks are typically an extended response to a practical or investigative task, such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity, or a project.
- Supervised test – within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.
MATHEMATICS B
Contact MelanieBrooks@rggs.qld.edu.au

Prerequisite
A minimum of High Achievement (B) in Year 10 Mathematics Extension.

Course Overview
Mathematics is an integral part of a general education. It enhances understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts, and has developed over many thousands of years through contributions by scholars of both ancient and present-day cultures around the world.

Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning and to appreciate that Mathematics is a:
- Unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty
- Way of thinking in which problems are explored through observation, reflection and logical, inductive or deductive reasoning.
- Powerful, concise and unambiguous symbolic system with written, spoken and visual components
- Creative activity with its own intrinsic value, involving invention, intuition and exploration.

The Mathematics B course consists of seven core topics:
- Introduction to functions
- Rates of change
- Periodic functions and applications
- Exponential and logarithmic functions and applications
- Introduction to integration
- Applied statistical analysis
- Optimisation

Assessment
Learning experiences derived from the Mathematics B syllabus will involve life-related applications of mathematics with real and simulated situations, use of instruments, technology and, opportunities for modelling and problem-solving. Learning experiences may require students to work individually, in small groups or as a class. Students should be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms.

Students use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (Knowledge and procedures, Modelling and problem solving, and Communication and justification). Assessment techniques in this syllabus are grouped under categories and may include:
- Extended modelling and problem solving tasks – within this category, students provide a response to a specific task or issue that could be set in a context that highlights a real-life application of mathematics.
- Reports – within this category, assessment tasks are typically an extended response to a practical or investigative task such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity or a project.
- Supervised test – within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.

After School Mathematics Support
The After School Mathematics Support Program provides drop in sessions for secondary students to access help with their study of Mathematics. Any student from any Mathematics class from Year 7 to Year 12 may attend. These sessions are held between 3.00pm – 4.00pm on Mondays, Wednesdays, and Thursdays every week of term. These sessions will be held in the Learning Resource Centre at Girls Grammar. Students should bring work from their regular class to work on, catch up or get ahead.
MATHEMATICS C
Contact DirectorLearning@rggs.qld.edu.au

Prerequisite
A minimum of High Achievement (B) in Year 10 Mathematics Extension

Course Overview
Mathematics is an integral part of a general education. It enhances understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts, and has developed over many thousands of years through contributions by scholars of both ancient and present-day cultures around the world. Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B, and to provide further opportunities for students to participate more fully in lifelong learning.

The Mathematics C course consists of eight topics:
1. Introduction to groups
2. Real and complex number systems
3. Matrices and applications
4. Vectors and applications
5. Calculus
6. Structures and patterns
7. Linear programming
8. Dynamics

Assessment
Learning experiences derived from the Mathematics C Syllabus will involve life-related applications of mathematics with real and simulated situations, use of instruments, technology, and opportunities for modelling and problem solving. Learning experiences may require students to work individually, in small groups or as a class. Students should be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms.

Girls Grammar uses examinations and assignments to determine the relationships between student achievement and the exit criteria of the course (Knowledge and Procedures, Modelling and Problem Solving, and Communication and Justification). Assessment techniques in this syllabus are grouped under categories and may include:
- Extended modelling and problem solving tasks – within this category, students provide a response to a specific task or issue that could be set in a context that highlights a real-life application of mathematics
- Reports – within this category, assessment tasks are typically an extended response to a practical or investigative task such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity or a project
- Supervised test – within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses
MODERN HISTORY
Contact MarkAvery@rggs.qld.edu.au

Prerequisite
Minimum High Achievement (B) in Year 10 English

Course Overview
In history, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours. Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. They can understand that there are relationships between our needs and interests and a range of historical topics, people and events. At a personal level, Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

Inquiry topics in Modern History focus predominantly on the 20th century and later. The course that students study will include:
- a range of scales — local, national, international, global
- a range of time periods, from pre-modern to contemporary
- a range of geographical contexts — Australian, Asia-Pacific, European, African, American
- some study of relations between Indigenous and non-Indigenous Australians
- a number of briefer studies (background, comparative, linking) to ensure that students can place the inquiry topics within a broader understanding of the history of at least the past two centuries.

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Modern History, sources can include academic texts, diaries, letters, speeches, cartoons, journal articles, newspaper reports, documentary television programs, artefacts and everyday items.

Using the inquiry approach, students identify historical questions for investigation, develop research questions to investigate inquiry topics, locate, analyse and evaluate sources, and reach conclusions or make judgments about the question they have identified.

All of the themes in the Modern History syllabus use an inquiry process that identifies five aspects:
- definitions
- sources
- backgrounds, changes and continuities (motives and causes)
- effects, interests and arguments
- reflection and response

Assessment
Assessment in senior Modern History is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are Planning and Using an Historical Research Process, Forming Historical Knowledge through Critical Inquiry, and Communicating Historical Knowledge. Students will be assessed in each of four categories of assessment: test essays in response to historical sources, research assignments in response to inquiry questions, multimodal presentations that may include non-written and visual presentations such as video, PowerPoint or interactives, and short response tests and response to stimulus tests.
MUSIC
Contact LouiseMcSherry@rggs.qld.edu.au

Prerequisites
It is expected that students enrolling in Music will:
- have proficiency in either instrumental performance or singing,
- have a sound ability to read music notation
- contribute their musical talents to at least one of the Instrumental or Vocal ensembles offered at Girls Grammar.
- Ideally have elected to study Music in Years 9-10

Course Overview
The study of Music promotes discipline, motivation and commitment whilst simultaneously developing a student’s confidence. Music allows an expression of students’ creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas, and aids in preparing students for life beyond their school years. Students become adaptable and innovative problem-solvers, making informed decisions and, as inquirers, develop their ability to deconstruct and critically evaluate.

Students study Music by:
- analysing and evaluating repertoire from a variety of social and cultural contexts
- creating music compositions in a variety of genres and styles; students are encouraged to move towards developing their own creative style
- performing musical repertoire by playing an instrument, singing or conducting; performing may include solo or ensemble experiences.

Students learn to, for example:
- sing or play excerpts, themes and accompaniments from studied and unstudied works
- create and notate rhythms, melodies and harmonic progressions
- perform and compose music to demonstrate the music conventions of different contexts
- write idiomatically for specific instruments, voices (including word setting) and other sound sources
- interpret notation within context, style and genre to make decisions about the performance
- sing and play rhythms or melodies to help analyse repertoire
- explore innovative music-making techniques and the manipulation of musical elements through electronic and new media
- experiment with alternative methods of representing sound
- collaborate in groups to manage tasks

Assessment
Schools select from a wide range of assessment techniques to judge student achievement. These include:
- performance (in various styles) such as small ensemble, solo performance, performance of student compositions, improvisation, conducting, performance from the co-curricular vocal or instrumental program, accompaniment
- extended written responses
- formal examination
- oral, such as interview, viva voce, debate, seminar
- compositions (in various styles) for instruments, voice, and combinations of these, compositions generated by electronic means and contemporary technologies, compositions that respond to particular stimuli, e.g. another composer’s work or a visual stimulus such as a film clip or advertisement

Achievement in Music is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. These criteria are: ‘Composing’, ‘Performing’ and ‘Musicology’.
MUSIC EXTENSION (YEAR 12 ONLY)

Contact LouiseMcSherry@rggs.qld.edu.au

Prerequisites
It is expected that students enrolling in Music Extension will:
- be enrolled in Music
- have proficiency in either instrumental performance or singing
- be making a contribution to at least one of the Instrumental or Vocal ensembles offered at Girls Grammar.

Course Overview
Music Extension is an exciting and challenging course for students already enrolled in Senior Music and is studied over both Year 12 semesters. Currently, Rockhampton Girls Grammar School offers the Performance specialisation only.

As a context for expressing music ideas and developing personal music style, students are encouraged to develop technique and skills and to communicate music ideas to an audience through performances. Because the focus is on self-directed, independent learning, students are able to plan their own course of study by selecting their own repertoire for performance and selecting their own topics to research. Students may also be involved in individual instruction and practice, classroom learning experiences and ensemble rehearsal.

Students select repertoire in the styles/s or genre/s that allows them to best display emerging skills as a performer and which demonstrates the exit standards described in the syllabus.

Students learn to, for example:
- Develop music memory and aural skills
- Discuss and experiment with music ideas
- Explore innovative music-making techniques and compositional ideas
- Explore the capabilities of instruments, voices and other sound sources
- Experiencing live performances as an audience member and / or performer
- Rehearse, critique, refine and reflect on developing work
- Develop an individual style.

Assessment
Over the two semesters, students are required to present one Investigating task and two Realising tasks.

In the Investigating task, students research, explore, analyse and synthesis evidence from a range of music sources such as scores, audio and visual recordings, live performances, case studies, essay, lectures or journals, and present their findings through, for example, an extended written response, a multimedia or oral presentation.

In the two Realising tasks, students show their development and refinement of their technique and skills, and express music ideas through performance.
PHYSICAL EDUCATION
Contact PeterCox@rggs.qld.edu.au

Course Overview
Physical Education involves students learning in, about and through physical activity. Physical Education focuses on the complex inter-relationships between motor-skill learning, psychological factors and other influences on individual and team performances. To allow students to develop as intelligent performers, thinking skills associated with cognitive processes are studied. Students make meaning of complex understandings by providing connections with their real-life situations. From this basis of understanding, students can apply these experiences to complex circumstances and circumstances which are not familiar.

Half the timetabled lessons involve students directly engaging in physical activity in the four physical activities: Water Polo, Touch Football, Volleyball and Golf.

In this subject, students learn to make judgements regarding their involvement in physical activity in a variety of roles, such as: participant, spectator, official or observer. Students’ activities could include:
- designing a training program for a sporting team
- planning psychological strategies for pre-match preparation
- examining the impact of gender stereotypes on participation in physical activity
- increasing their own physical fitness
- developing an aesthetic appreciation for physical performances
- analysing popular beliefs about physical activity
- debating current sporting issues

Assessment
A wide range of assessment techniques are used including a written assessments, research reports, exam essays and oral presentations. The achievement level awarded to each student will reflect her ability to: demonstrate competence in relation to skills within the broad groupings of an ability to: ‘Acquire’, ‘Apply’ and ‘Evaluate’.
PHYSICS
Contact ChristieMahon@rggs.qld.edu.au

Prerequisites
Minimum High Achievement (B) in Year 10 Science
Study of Mathematics B

The study of Physics provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study.

Course Overview
Physics helps us to understand how the world around us works; from can openers, light bulbs and cell phones to muscles, lungs and brains; from paints, piccolos and pirouettes to cameras, cars and cathedrals; from earthquakes, tsunamis and hurricanes to quarks, DNA and black holes.

Physics provides quantitative and analytic skills needed for analysing data and solving problems in the sciences, engineering and medicine, as well as in economics, finance, management, law and public policy. Physics is the basis for most modern technology, and for the tools and instruments used in scientific, engineering and medical research and development. Manufacturing is dominated by physics-based technology. Studying physics provides excellent preparation for university study not just in physics, but in all engineering and information/computer science disciplines; in the life sciences including molecular biology, genetics and neurobiology; in earth, atmospheric and ocean science; in finance and economics; and journalism.

Physics is challenging. This truth scares some students away from choosing Physics. However, this rigour is precisely why Physics should be selected! Physics requires you to master many concepts and skills. Extending your capacity to meet this challenge is what makes Physics so valuable in such a wide range of careers.

The subject matter of Physics is developed over the course of study through the following eight units of work:

- Switched On – How our lives are powered?
- Sporting Advantage – What can physics do to achieve better sporting results?
- Medical Physics – The future of medical diagnostic techniques.
- Forensic Physics – How can physics solve crimes?
- Seeing is Believing – A study of light and optics.
- Forces in Motion – An investigation into car crashes.
- Sound – An investigation into the phenomena of sound and its effects.
- Out of This World – An exploration of space and time.

Assessment
Assessment techniques in Physics are grouped under categories include:

- Extended experimental investigations - instruments are developed to investigate a hypothesis or to answer a practical research question.
- Supervised assessments - written tests are used, and conducted under supervised conditions to ensure authentication of student work.
- Extended response tasks - instruments are developed in response to a chemistry question, circumstance or issue and, while they are essentially non-experimental, they may draw on primary experimental data.
PREVOCATIONAL MATHEMATICS*
Contact SianFullagar@rggs.qld.edu.au

Course Overview
This subject syllabus allows the flexibility to design courses of study that cater for the broad range of skills, attitudes and needs of students. Students study five topics (number, data, location and time, measurement and finance) integrated into teaching and learning contexts which have relevance to them. Because these contexts foster cooperation, and are supportive, enjoyable and non-competitive, students develop positive attitudes towards the use of mathematics. This subject provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It develops not only students’ confidence but also their mathematical knowledge and skills (through the general objectives: knowing and applying), and their communication skills (through the general objective: explaining).

During the course of study, students should:
- build confidence and experience success when using mathematics in everyday contexts
- improve their preparedness for entry to work, apprenticeships, traineeships, or further study by developing their numeracy
- develop skills such as using a calculator, identifying, measuring, locating, interpreting, estimating, applying, communicating, explaining, problem solving, making informed decisions, and working cooperatively with others and in teams
- be able to organise mathematical ideas and represent them in a number of ways such as objects and pictures, numbers and symbols, rules, diagrams and maps, graphs, tables, and texts
- be able to present findings orally and in writing
- be able to use relevant technologies
- be able to make informed decisions.

Assessment
Assessment is encouraged to be in the form of contextualised assessment of a broad range of skills and reasoning processes and is not test-based. In fact, it is a course recommendation that examinations are kept to a minimum. This means that assessment is collected in a variety of different ways including verbal presentation, written presentation through the development of a mathematical portfolio and the use of ‘life-friendly’ tasks such as preparing household budgets, building and construction tasks, planning events, buying a car and managing credit.
**VISUAL ART**

Contact [NoraHanasy-Cheers@rggs.qld.edu.au](mailto:NoraHanasy-Cheers@rggs.qld.edu.au)

**Course Overview**

Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and ‘read’ is fundamental to becoming a critical consumer and/or producer of art works.

Visual Art uses an inquiry learning model, enabling multi-modal thinking and individual responses through researching, developing, resolving and reflecting. Through making and appraising, resolution and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftspeople. In making artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. In appraising artworks, students investigate artistic expression and critically analyse artworks within diverse contexts.

Year 11 students explore four environments:
- The Natural Environment
- The Urban Environment
- The Unnatural Environment and
- Personal Environments

These broad topics are studied through a variety of teacher directed works and independent explorations. Focus is on experimentation and technique development.

In Year 12 students have two topics of study:
- Memories and Reflections which is an exploration of the past 16 years, and
- Now and Forever, a look into the future.

Students independently analyse where they have come from and where they aspire to be physically, emotionally, spiritually, culturally, and psychologically. They examine their histories and reflect on events and people that have had an influence on them and shaped them into the people they are today. They explore these concepts and chosen focuses through a range of contexts and media areas. Each media area has its own knowledge, materials, techniques, technologies and processes. Students are encouraged to work across media areas to create a body of work for exhibition.

Students also study a diverse range of artists, artworks, visual language and expression from a variety of social, cultural and historical contexts. Over a two-year course of study, students form their own personal aesthetic (style and expression) through individual responses when they make and appraise artworks.

**Assessment**

**Visual Literacy:** Evidence of knowledge and understanding of topics and art techniques through research, experimentations and development of ideas using appropriate journaling techniques.

**Application:** Teacher-directed and self-directed artworks and experimentations depicting strong technical skills and original concepts and ideas under individual themes.

**Appraising:** Demonstrating an independent and informed viewpoint substantiated by comprehensive and insightful research, development, resolution and reflection.