INTRODUCTION

Rockhampton Girls Grammar School provides a continuum of learning from Years Prep to 12.

- Early Learning – Prep to Year 2
- Primary School – Year 3 to Year 6
- Middle School - Year 7 to Year 9
- Senior School - Year 10 to Year 12

We value the partnership between students, parents and teachers working together to ensure that Years 9 and 10 are enjoyable, productive and provide the foundation for success in the following years. The Year 9 and 10 curriculum provides the essential bridge between Middle School and Senior School learning and expectations. This Year 9 and Year 10 Curriculum Handbook should be used in conjunction with the information given to students by the subject teachers at school.

It is important to note that subjects will be offered only if selected by sufficient numbers of students and where the demands of the school timetable and staffing permit.

If you have any questions please contact the Director of Learning, John Fry or the classroom teacher with expertise in that subject:

Director of Learning
Agricultural Science
Business Studies
Dance
Drama
English
Home Economics/Hospitality
Humanities and Social Science
Japanese
Latin
Mathematics
Music
Physical Activity
Physical Education
Science
Spanish
Technology and Design
Visual Art

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Kind regards,

James Lye (Acting Principal)   John Fry (Director of Learning)
CONTENTS

Introduction .............................................................................................................................................................3
Contents..................................................................................................................................................................4
Core Studies at Years 9 and 10 .............................................................................................................................5
English (CORE)......................................................................................................................................................6
Mathematics (CORE)..............................................................................................................................................7
Science (CORE).....................................................................................................................................................8
Humanities and Social Science (CORE)................................................................................................................9
Physical Activity (CORE)....................................................................................................................................10
Elective Studies at Years 9 and 10 .......................................................................................................................11
Agricultural Science (ELECTIVE).........................................................................................................................12
Business Studies (ELECTIVE).............................................................................................................................13
Dance (ELECTIVE)...............................................................................................................................................14
Drama (ELECTIVE)..............................................................................................................................................15
Home Economics / Hospitality (ELECTIVE)...........................................................................................................16
Spanish (ELECTIVE)............................................................................................................................................17
Technology and Design (ELECTIVE)...................................................................................................................18
Japanese (ELECTIVE).........................................................................................................................................19
Latin (ELECTIVE)...............................................................................................................................................20
Music (ELECTIVE)..............................................................................................................................................21
Physical Education (ELECTIVE)..........................................................................................................................22
Visual Art (ELECTIVE)..........................................................................................................................................23
CORE STUDIES AT YEARS 9 AND 10

The Core subjects ensure that all students are provided with the opportunity to develop the skills and knowledge to undertake the range of subjects available in the Senior Years of schooling.

Beyond the Core, students have an opportunity to select from a range of Elective subjects. The Elective choices are designed to maximise the engagement of students in Years 9 and 10.

Core Subjects:
All students are required to study:
- English
- Mathematics
- Science
- Humanities and Social Science (HSS)
- Physical Activity
ENGLISH (CORE)
Contact – JeffreyLewis@rggs.qld.edu.au

Overview
People learn to use language in their everyday lives through participating in a variety of language activities. By providing students with a range of worthwhile and realistic activities, they will develop an understanding of, and effective control over, language which is appropriate to a range of situations. We believe it is important that students are confident in communicating in oral and written modes as well as being able to utilise various technologies to learn and to convey their ideas.

Year 9 – Students will study a selection of the following units:
- Visual Literacy – Fairy tales and Myths
- NAPLAN Preparation and test
- Persuasive Speaking
- Shakespeare – 'Romeo and Juliet'
- Novel Study and Analysis
- Animated Film

Year 10 – Students will study a selection of the following units:
- Documentaries and Mockumentaries
- Short Story Writing
- Novel Study and Analysis
- Shakespeare - 'Taming of the Shrew'
- Film

In addition to the above units, all students explicitly study grammar to improve their writing and editing skills.

Course assessment
Each semester students will complete an oral and two written tasks. Written tasks will be completed under a variety of conditions and may take the form of individual assignments, group projects and tasks performed under supervised conditions. Oral tasks may also be presented in a variety of ways including: individual or group performances, video presentations or audio presentations.
MATHEMATICS (CORE)
Contact - MelanieBrooks@rggs.qld.edu.au

Overview
The Mathematics Program is based on the P-10 Mathematics Australian Curriculum and is organised into two learning area achievement standards. The proficiency standard describes the skills, or ‘how’ of Mathematics and the content standard describes the knowledge and understanding, or ‘what’ of Mathematics. The courses include topics in the Number & Algebra, Measurement & Geometry, and Statistics & Probability strands, integrating many of the Common Curriculum Elements.

From Year 7 onwards there is a shift in Mathematics learning to more abstract ideas. Through key activities such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated.

Previously established mathematical ideas can be drawn upon in unfamiliar sequences and combinations to solve non-routine problems and to consequently develop more complex mathematical ideas. However, students of this age also benefit from an understanding of the connections between mathematical concepts and their application in their world. This means using contexts directly related to topics of relevance and interest to this age group.

The courses are offered at three levels: Foundation, Mainstream and Extended.

The Extended curriculum is intended for students who will benefit from specially selected content that enriches their mathematical study whilst completing the Mainstream content. It is not anticipated that all students will attempt the extended content. Entry to these courses are usually by invitation. Exposure to the extended topics is advantageous for students intending to pursue Mathematics B and/or Mathematics C in Years 11 and 12.

The Mainstream curriculum prepares students for Mathematics A or Mathematics B (if they have achieved particularly well).

A Foundation class is offered to assist students who may have gaps in their mathematical experience. This course prepares students to undertake Prevocational Mathematics or Mathematics A in Years 11 and 12.

Course Assessment
Assessment is made up of a number of formative and summative components. These include:
Formative: Homework sheets, daily textbook exercises
Summative: End of topic tests, short assignments or projects

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.
OVERVIEW
The Science program delivers the Australian Curriculum. It is organised into three content strands:

<table>
<thead>
<tr>
<th>Science Understanding</th>
<th>Science as a Human Endeavour</th>
<th>Science Inquiry Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations.</td>
<td>Highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving.</td>
<td>Covers evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.</td>
</tr>
<tr>
<td>- Biological Sciences</td>
<td>- Nature and Development of Science</td>
<td>- Questioning and predicting</td>
</tr>
<tr>
<td>- Chemical Sciences</td>
<td>- Use and influence of Science</td>
<td>- Planning and constructing</td>
</tr>
<tr>
<td>- Physical Sciences</td>
<td></td>
<td>- Processing and analysing data and information</td>
</tr>
<tr>
<td>- Earth and Space Sciences</td>
<td></td>
<td>- Evaluating</td>
</tr>
</tbody>
</table>

The strands and sub-strands will build sequentially and cumulatively across the two years of Year 9 and Year 10. Together the three strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Units within each Year level will focus on the sub-strand descriptors. Themes for study may include:

<table>
<thead>
<tr>
<th>Sub Strand</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science</td>
<td>Life’s balance</td>
<td>Why You are You</td>
</tr>
<tr>
<td>Chemical Science</td>
<td>Chemical Patterns</td>
<td>Chemistry Matters</td>
</tr>
<tr>
<td>Physical Science</td>
<td>Waves and Particles</td>
<td>Forced to Move</td>
</tr>
<tr>
<td>Earth &amp; Space Science</td>
<td>Changing the Earth</td>
<td>Big Science</td>
</tr>
</tbody>
</table>

Course Assessment
Assessment in Year 9 and 10 is based on a combination of the day to day work of students and on formal examinations and assignments. Each student is encouraged to work consistently in class and preparation time. Subsequently, all work done in class is used to build an overall understanding of the students' capacity and progress. These assessments include: problem solving, worksheets, class tests, library research, experiments and their write up, design and completion of projects, orals, question and answer sessions. Students who develop their Science skills in Years 9 and 10, (particularly the skills of problem solving, analysis and prediction) will be suitable candidates for Senior Science subjects such as: Agricultural Science, Chemistry, Physics and Biology. As students enter their senior years they will be assisted in their selection of subjects based on their demonstrated aptitude and future career interests.
HUMANITIES AND SOCIAL SCIENCE (CORE)

Contact - HollyNewson@rggs.qld.edu.au and MarkAvery@rggs.qld.edu.au

Overview
The study of Humanities and Social Science provides opportunities for students to appreciate and understand the historical, geographical and cultural aspects of our wonderful world. Employing an inquiry approach to studies, students will learn to analyse maps and graphs, stimulus material and primary and secondary sources using the ADAMANT approach. We maintain a strong focus on developing higher order thinking skills and students are encouraged to research and draw their own conclusions in response to topics studied.

In 2016, students will undertake studies in both History, Geography and Civics and Citizenship.

<table>
<thead>
<tr>
<th>Year 9 units</th>
<th>Year 10 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Making a Nation</td>
<td>• World War II</td>
</tr>
<tr>
<td>• Movement of Peoples</td>
<td>• Rights and Freedoms</td>
</tr>
<tr>
<td>• Biomes and Food Security</td>
<td>• Geographies of Human Wellbeing</td>
</tr>
<tr>
<td>• World War I</td>
<td>• Civics and Citizenship</td>
</tr>
</tbody>
</table>

Students who enjoy History, Geography and Civics and Citizenship are encouraged to undertake courses in Ancient History, Modern History and Legal Studies in Years 11 and 12.

Course Assessment
Students will have opportunities to communicate in a range of genres. Skills important for QCS testing (Queensland Core Skills for Tertiary Entrance) will also be developed at all levels to ensure students have a continuum of learning in knowledge, understanding skills and processes.

Assessment tasks will include: multimodal presentations, response to sources exams, geography skills exams and essay writing.
PHYSICAL ACTIVITY (CORE)

Contact - PeterCox@rggs.qld.edu.au

Overview
Active engagement in physical activity is vital to the development of adolescents. This emphasis acknowledges the valued role of physical activity as a medium for learning by doing. Movement experiences provide opportunities for students to develop not only concepts and skills for participation in physical activity, but also self-awareness, aesthetic appreciation, problem solving, decision making and interpersonal communication.

This is a practical program which focuses on developing and improving fine and gross motor skills, independence, cooperation and communication skills. This will provide students with an opportunity to experience different sports and physical activities while fostering positive peer relationships.

Throughout the course, students will participate in a diverse range of sports. These include:
Year 9 - Water sports, Athletics, Volleyball and Fitness Testing
Year 10 – Water sports, Athletics, Modified Games and Fitness Testing

Course Assessment
Practical assessment will be ongoing throughout each sport/activity and will contribute to 100% of the student’s term grade. Due to this, each student is required to have their correct sports uniform, a sports hat, swimmers and sun-shirt (when required) for each lesson to ensure they are able to participate to the best of their ability in all of the sports throughout the year.
ELECTIVE STUDIES AT YEARS 9 AND 10

In addition to the five Core Subjects, students choose three Elective Subjects. These Elective Subjects enable each student to pursue areas of academic interest as potential precursors for Senior Schooling.

Electives should be selected on the basis of studies each student would most enjoy. The only Year 9 and 10 Electives that are a \textit{prerequisite} for senior studies are LOTE subjects. Year 9 and 10 Electives Subjects provide a self-contained learning experience while providing an excellent foundation for related studies in Years 11 and 12. Students may choose to experience several different elective subject combinations across Year 9 and 10.

Choose three from the following:

- Agricultural Science
- Business Studies
- Dance
- Drama
- Home Economics/Hospitality
- Technology and Design
- Japanese*
- Latin*
- Music
- Physical Education
- Spanish*
- Visual Art
AGRICULTURAL SCIENCE (ELECTIVE)
Contact - KuLacey@rggs.qld.edu.au

Overview
Agricultural Science examines modern agricultural practices. It is a program of study for girls interested in primary production and the care of plants and animals. It is relevant to every student as it gives an understanding of where food and fibres that are essential for everyday life are sourced from. This subject is recommended for students wishing to study in Agricultural Science in Year 11 and 12.

Topics covered include: Australian Beef, Animal Welfare, Animal Behaviour, Care of Farm Animals, Plant and Animal Anatomy and Physiology, Farm Planning, Sustainability, Innovation and Technology and more depending on student interest.

An Agricultural Science garden for growing vegetables and conducting field trials is located on campus, as well as our resident cattle and chickens and a range of fruit trees. We also have access to properties in the local area which extend our capacity to showcase Agriculture.

Excursions are planned at various times to allow students to experience agricultural aspects in the local community. Cattle sales and trips to properties and farms are undertaken by students during the school year.

Course Assessment
Numeracy and Literacy are important components of the program.

Modes of assessment in this subject include scientific research reports, oral presentations, field excursion reports, exams, practical investigations, case studies, models, scrapbooks and folios of student work.
BUSINESS STUDIES (ELECTIVE)

Contact - ChrisRead@rggs.qld.edu.au

Overview

The study of Business has both practical and theoretical components which provide students with everyday life skills. Topics utilise technology/computing skills in assignment and practical situations. Each topic also has a cross-curricular component that underpins the Business Program including: literacy, numeracy, life skills and future perspectives. The ASX Sharemarket Game is also run in conjunction with a unit in Semester 2 each year.

2016

Semester 1

- **Business Information**: the nature of information, managing information, budgets, and business documents (including: letters, flyers, newsletters and flow charts).

- **Business Source Documents**: purchase orders, invoices, adjustment notes, cheques, cash register doockets and receipts.

Semester 2


- **Marketing**: The 4 Ps, The modern marketplace.

Course Assessment

There is at least one exam or assignment each term and formative assessment is conducted throughout the year. Each year in Term 2, students experience the practical application of developing and running a small business. Students are tested under three criteria: Knowledge and Understanding, Reasoning and Process, Skills and Procedures and this subject is excellent preparation for senior subjects including Business Communications and Technologies and Legal Studies.
DANCE (ELECTIVE)

Contact - LouiseMcSherry@rggs.qld.edu.au

Overview
Dance is a human activity of ancient tradition and a fundamental and evolving form of expression. Through Dance, students can effectively convey ideas, images and feelings using the human body as an instrument of communication. The study of dance in its wider context promotes an understanding of culture and promotes a respect for other cultures. Students gain self-esteem and develop an ability to appreciate dance and other art forms. They also practice discipline and respect for self and others as necessary skills to work effectively individually and in groups.

Who can study Dance?
The study of dance in the secondary years is designed for students with or without previous dance experience. It caters for a variety of skills and ability levels and aims to introduce students to a wide range of dance styles.

<table>
<thead>
<tr>
<th>Year 9 Dance</th>
<th>Year 10 Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 – ‘Movement with Meaning’</td>
<td>Term 1 – ‘On Your Toes’</td>
</tr>
<tr>
<td>Students are introduced to the Contemporary Dance</td>
<td>This is a study of the genre of Ballet, its history and</td>
</tr>
<tr>
<td>genre, including specific technical and expressive</td>
<td>technique, and an introduction to story-telling through</td>
</tr>
<tr>
<td>skills.</td>
<td>movement.</td>
</tr>
<tr>
<td>Term 2 – ‘Burn the Floor’</td>
<td>Term 2 – ‘Gotta Dance!’</td>
</tr>
<tr>
<td>A study of the Functions of Dance; Artistic, Ritual</td>
<td>Students embark on an exploration of Musical Theatre</td>
</tr>
<tr>
<td>and Social.</td>
<td>Dance.</td>
</tr>
<tr>
<td>Term 3 – ‘Get into the Groove’</td>
<td>Term 3 – ‘Express Yourself’</td>
</tr>
<tr>
<td>Students embark on an exploration of Popular</td>
<td>This unit explores Contemporary Dance including the</td>
</tr>
<tr>
<td>Dance including Hip Hop and other modern styles.</td>
<td>use of choreographic devices to evoke an emotional</td>
</tr>
<tr>
<td>Term 4 – ‘The Art of Dance’</td>
<td>audience response.</td>
</tr>
<tr>
<td>Students explore abstract and post-modern</td>
<td>Term 4 - ‘Becoming the Choreographer’</td>
</tr>
<tr>
<td>Contemporary dance, including the use of</td>
<td>Students explore the process of creating an entire</td>
</tr>
<tr>
<td>Technology to enhance meaning.</td>
<td>dance production, including choreography, costume</td>
</tr>
<tr>
<td></td>
<td>and set design.</td>
</tr>
</tbody>
</table>

Course Assessment
Dance is studied and assessed through the three (equally weighted) learning dimensions:
Choreography - The making of Dance. Tasks include choreographing in various styles.
Performance - The performance of Dance. Tasks include learning a set routine and performance, using correct technique.
Appreciation - Understanding and analysing Dance. Tasks may include essays, assignments and reviews.
DRAMA (ELECTIVE)

Contact - JessicaLamb@rggs.qld.edu.au

Overview
The study of Drama focuses on the development of creative and critical thinkers. Topics covered challenge students to explore the Elements of Drama and a wide range of dramatic styles, conventions and techniques. Throughout the course, students engage in creating, performing and analysing dramatic action. They develop the confidence to step inside another’s shoes and view events and issues from multiple perspectives while becoming reflective and active learners.

Students engage critically with the world around them in their approach to creating, presenting and deconstructing performance works. Styles studied develop skills in physicalisation, character development, social engagement and lateral thinking.

Course Assessment
The study of Drama provides the development of a myriad of skills of relevance to students in their daily lives. Students will write scripts, create improvisations, present dramatic works based on existing and student-devised scripts, and analyse live or recorded theatre performances. Through participation in a wide range of workshops and assessment tasks, students learn to be effective communicators, confident team players, self-managers and future leaders. Students gain experience and confidence in developing essential global skills that will be used throughout their senior school learning and in post schooling pursuits.
HOME ECONOMICS / HOSPITALITY (ELECTIVE)

Contact – MelissaJansen@rggs.qld.edu.au

Overview

<table>
<thead>
<tr>
<th>Home Economics Focus</th>
<th>Hospitality Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Australian identity with food</td>
<td>Menu planning</td>
</tr>
<tr>
<td>Nutritional states of food</td>
<td>Food and beverage service</td>
</tr>
<tr>
<td>Food technology</td>
<td>Food preparations and presentation</td>
</tr>
<tr>
<td>Skill development in food preparation and presentation</td>
<td>Function catering</td>
</tr>
<tr>
<td>Diet related diseases</td>
<td>Food as a small business</td>
</tr>
<tr>
<td>Trends and ethics in fashion</td>
<td>Food for special occasions</td>
</tr>
<tr>
<td>Garment construction and selection</td>
<td>Safety in food handling</td>
</tr>
<tr>
<td>Fashion design or craft techniques</td>
<td>Business development and planning</td>
</tr>
<tr>
<td>Recycled fashion</td>
<td></td>
</tr>
<tr>
<td>Family dynamics and changes in the community</td>
<td></td>
</tr>
<tr>
<td>Healthy eating and food selection models</td>
<td></td>
</tr>
</tbody>
</table>

These areas have been combined into interesting units of study such as:

- If you know what’s good for you
- Food on the move
- Modern design
- So you want to be a fashion designer
- Cultural food study
- Food Trends
- What’s on the menu?
- From the bush to Wok
- Retro fashion
- What's in the pantry?
- How do I become a healthy adolescent?

Course Assessment

Students will participate in a variety of activities experiencing both Home Economics and Hospitality focus areas. Course assessment is both practical and theoretical including:

- Brochure
- Multiple choice and short answer exam
- Multimodal research assessment
- Recipe book and process journal
- Textile garment and process journal
- Oral presentation
- Research assignment
- Magazine article
SPANISH (ELECTIVE)

Contact - NicoleGraham@rggs.qld.edu.au
*Prerequisite for Year 11 and 12 Spanish

Overview

Spanish has more than 3 million native speakers each in 44 countries, making it the fourth mostly geographically widely spoken language behind English. Approximately 100 million people speak Spanish as a second language.

At Rockhampton Girls Grammar, Spanish is offered as a two year course over Years 9 and 10. The Year 9 and 10 courses complement each other and aim to extend the skills gained in Years 7 and 8.

At the completion of the two-year course, students will have the aural listening and verbal skills to be able to communicate at a conversational level with native speakers as well as read and write at an intermediate level.

Course Assessment

Spanish is assessed through regular testing of the four macro skills – listening, speaking, reading and writing. These skills are weighted equally throughout the two years. The study of Spanish in the Middle School is a prerequisite for studying Senior Spanish.
TECHNOLOGY AND DESIGN (ELECTIVE)

Contact – HannahMounsey@rggs.qld.edu.au

Overview
This is a stimulating and relevant subject for students interested in digital creativity and design. Students studying Technology and Design will have the opportunity to engage with the Adobe Creative Cloud Suite, an industry standard group of programs used across varying sectors. Students will study Graphic, Print, Web, Animation and Film design and production over the two year course. The Technology and Design program has been specifically designed to develop “real world” skills that can be applied across other subjects in future educational and employment endeavours.

Students undertaking the Technology and Design program will produce:

- Magazine covers
- Logo designs
- 3D Computer generated jewellery and dress designs
- Mobile Apps
- Websites and Website designs
- Basic computer programs
- StopMotion Animations
- Flash Animations
- Music Videos/ Lyric Videos
- Photo manipulations

Course Assessment
Assessment focuses on students’ demonstrations of learning outcomes. Assessments are designed to provide opportunities for students to creatively apply their skills and knowledge. Student understanding will be formally assessed through evidence presented in the Design Portfolio.

<table>
<thead>
<tr>
<th>Term</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Film and Media – StopMotion Animation and Music Videos</td>
<td>Adobe Illustrator – How to be a designer, Fashion, Art, Architecture and Computer Based Producing Digital Collage’s</td>
</tr>
<tr>
<td></td>
<td>3D Print Design – Using web-based programming software to create jewellery and clothing Soldering and Circuitry Computer Engineering</td>
<td>Adobe Illustrator – Typography, How to create eye-catching designs Producing a Typographical poster Flash – Kinetic Type</td>
</tr>
<tr>
<td>3</td>
<td>PhotoShop Project - Digital portraits</td>
<td>Adobe InDesign, PhotoShop and Illustrator – Producing a Magazine</td>
</tr>
</tbody>
</table>
JAPANESE (ELECTIVE)

Contact - NicoleGraham@rggs.qld.edu.au
*Prerequisite for Year 11 and 12 Japanese

Overview
The Australian 'Strategy for Asian Language Proficiency' has proposed that within 30 years, Australia must quadruple the number of citizens studying an Asian language at the Preparatory, Primary, Secondary and Tertiary levels of education.

Japanese is offered as a two year course over Years 9 and 10. The Year 9 and 10 courses complement each other and aim to extend the skills gained in Year 8. The course includes:

- Knowledge and skills for dealing with a homestay situation
- Teleconferencing with a high school in Japan
- Use of iPods and iPhones to reinforce class work
- Use of computer and Nintendo DS for study in class
- Regular email and skyping with students in Japan

At the completion of the two-year course, students will be able to communicate on a simple level with Japanese people. They will also be fluent in reading and writing Hiragana and Katakana, and will have mastered between 50 and 100 Kanji.

The course is taught through the communicative approach whereby students learn simple, contemporary Japanese for genuine real-life situations such as school life, homestay, dining out and travel. Cultural activities are also an important component of the Japanese course, and students in all year levels can expect to participate in origami, calligraphy and the celebration of Japanese festivals and the preparation of Japanese food.

Course Assessment
Japanese is assessed through regular testing of the four macro skills – listening, speaking, reading and writing. These skills are weighted equally throughout the two years. The study of Japanese in the Middle School is a prerequisite for studying Senior Japanese.
LATIN (ELECTIVE)

Contact – MarkAvery@rggs.qld.edu.au
*Prerequisite for Year 11 and 12 Latin

Overview
Learning a second or third language is an excellent way to enhance all aspects of cognitive development. Studying a second language bolsters understanding and fluency in the primary language of students; it provides a broader understanding of grammatical structures and ways of communicating.

Students who engage in studies of Latin language will develop a deep and broad appreciation and understanding of English language and culture. The Latin language, originally the language of the Roman Empire, has had a significant influence on the development of Western languages, culture and civilisation over the past two-thousand years. It is for this reason that students will develop an awareness of Roman culture as a context to language development and as a setting for texts of Latin literature.

The Latin language serves as an excellent precursor to many modern international languages, such as Spanish, French and Italian, vastly reducing the difficulty of learning these languages for the student. Latin language assists in the development and broadening of the English vocabulary and grammatical structures.

Course Assessment
Assessment for this course will be a combination of short response exams, short oral exams, and extended text translation.
MUSIC (ELECTIVE)

Contact - LouiseMcSherry@rggs.qld.edu.au

Overview
Music helps us to express and communicate what it is to be human. Through music, we develop communication, interpersonal and leadership skills as well as self-esteem, confidence and discipline. It also stimulates unique forms of self-expression and artistic freedom and extends students' higher intellectual skills while providing Creative Industry pathways. While there are no prerequisites for Year 9 and 10 Music, the ability to read music notation and play an instrument is essential, and students would therefore benefit from regular tuition on an instrument. Students are also expected to be a member of at least one of the Girls Grammar Instrumental or Vocal Ensembles.

In Year 9 and 10 units of work include:

<table>
<thead>
<tr>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 – ‘Music &amp; Lyrics’</td>
<td>Term 1 – ‘World Music’</td>
</tr>
<tr>
<td>A study of how composers express emotions through lyrics and the elements of music.</td>
<td>A study of music of other cultures and how it fits into the music of the western world.</td>
</tr>
<tr>
<td>Term 2 – ‘On Broadway’</td>
<td>Term 2 – ‘Film Music’</td>
</tr>
<tr>
<td>Students develop their knowledge of the musical with an emphasis on composition.</td>
<td>A study of film music and how music contributes to the overall impact of movies.</td>
</tr>
<tr>
<td>Term 3 – ‘Music Evolution – The Classics’</td>
<td>Term 3 – ‘It’s All Rock n Roll to Me’</td>
</tr>
<tr>
<td>A study of music from the four distinct historical music periods.</td>
<td>Students study the history of pop music and its influence on music of today.</td>
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<tr>
<td>Term 4 – ‘And all that Jazz’</td>
<td>Term 4 – ‘Twentieth Century Music’</td>
</tr>
<tr>
<td>A study of the jazz movement and its influence on music of subsequent times.</td>
<td>Students learn about the early 20th century music ‘isms’ and the impact these had on future music.</td>
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</tbody>
</table>

Course Assessment
Music is studied and assessed through the three (equally weighted) learning dimensions.
Composition - The making of Music. Tasks include writing melodies and other short musical works.
Performance - The performing of Music. Tasks include rehearsing a relevant piece of music and performing it using correct technique.
Responding - Understanding and analysing Music. Tasks may include essays, assignments, test and oral presentations.
PHYSICAL EDUCATION (ELECTIVE)
Contact - PeterCox@rggs.qld.edu.au

Overview
During this course, students have the opportunity to apply theoretical information to practical situations. Students will use the physical activity lessons as a medium to reinforce the theory behind such subjects as biomechanics, training principles, fitness components, fitness testing, sports psychology, energy systems and Figueroa’s framework.

Students will also have the opportunity to investigate Recreational Studies for half of the year. This will include investigating the recreational industry and what recreational activities are on offer in certain areas. Students will go camping and test their archery skills. Water safety will also be an area of study.

Physical Education at Years 9 and 10 will assist students with the physical and theoretical requirements of Health and Physical Education in Years 11 and 12. It may also encourage lifelong involvement and enjoyment in physical activity.

During lessons, students will learn about topics relating to their own health, their bodies and the environment. Students are expected to participate in every lesson, allowing them to develop confidence.

Due to the requirements of participation in the practical component of Physical Education and Recreational Studies, each student is required to have their correct sports uniform, a sports hat, swimmers and sun-shirt.

Course Assessment
The course assessment considers the combination of practical and theory tasks. Over the two years of study, students will present many different types of assessment items including, oral presentations, research reports, essays and exams.
VISUAL ART (ELECTIVE)

Contact - NoraHanasy-Cheers@rggs.qld.edu.au

Art has the ability to transport us to different times and places. It allows us to gain historical perspective and understanding. Art allows us to appreciate different periods in history and the impact and significance of these times in our world. Think about it, everything you own has been designed by a team of designers. Today, due to advancements in technology and the internet, the arts have exploded, allowing more opportunities for artists than ever.

Overview
Students in Year 9 and 10 undertake traditional and contemporary explorations of the following themes: Semester 1 – Strength and Fragility and in Semester 2 – Time and Change. Experiences include appropriation of images, collage, observational drawings, photography, ceramics, painting, sculpture, printmaking and mixed media work.

Students have to research and design their ideas using appropriate journaling techniques and investigate a range of artists for their appraising tasks, where they learn how to describe, analyse and respond to artworks.

There is a strong emphasis on skill building and technique development with opportunities for personal extension. These topics and challenges introduce students to a variety of artists, a thematic approach to art making, an appreciation of contemporary and traditional artworks and to an exploration of the Elements and Principles of Design.

Visual arts activities are based on a learner centred approach and each phase, Knowledge and Understanding, Creating and Presenting and Responding and Reflecting, corresponds to the interrelated processes of making, displaying and appraising images and objects.

Course Assessment

**Journal (Making):** Evidence of knowledge and understanding of topics and art techniques through research, experimentations and development of ideas using appropriate journaling techniques

**Folio (Displaying):** Teacher-directed and self-directed artworks and experimentations depicting strong technical skills and concepts under specific themes.

**Appraising Tasks (Appraising):** Artist statements and artwork analysis.
