



Year 9–10
Guide to Courses
2020



CANBERRA GIRLS
GRAMMAR SCHOOL

Welcome from the Head of Senior School

This guide gives you details of the core curriculum and electives in Years 9 and 10 that you will be studying as well as important skills and approaches that you can develop during your years in the Senior School.

Learning is no longer associated with just acquiring knowledge, the imperative is to apply knowledge, to create, innovate, solve problems and think independently. Years 9 and 10 are important years as they lay the foundation for study in Years 11 and 12.

In this context, at Canberra Girls Grammar School, we challenge and inspire young women to be internationally minded citizens; gaining the knowledge, developing the processes and acquiring the values to make a difference to the school and the wider community now and into the future.

Through our academic program, teachers and students at CGGS pursue:

- ▶ Opportunities for collaboration, divergent thinking, problem solving, team work, creativity and empathetic communication.
- ▶ An understanding of the ethical complexities of our local, national and global communities.
- ▶ The application of the processes, concepts and contextual knowledge that connects all academic disciplines
- ▶ Academic excellence and lifelong learning

We want to help you achieve the best you possibly can and be actively engaged in your learning. We encourage you to ask questions and to approach new topics confidently. Your teachers are very keen to help wherever they can so please seek their assistance if you are unsure about anything.

Balance in life is very important. I would encourage you to continue to be involved in the co-curricular program where there are many clubs and sports to choose from while remembering that time with family and your own leisure time is also very important.

Best wishes,



Peter Milligan - Head of Senior School

School Contacts

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CANBERRA GIRLS GRAMMAR SCHOOL

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Overview of the Year 9 and 10 Curriculum

Students are prepared for the ACT Year 10 Certificate under the auspices of the Department of Education. However, the School is responsible for the development of curriculum materials to support teaching and learning approaches that best meet the needs of our students.

CORE SUBJECTS YEARS 9 AND 10

Core Subjects:

- ▶ Ad Astra
- ▶ English
- ▶ Flexible Learning (Year 10 only)
- ▶ Mathematics
- ▶ Science
- ▶ Health and Physical Education

SEMESTER UNITS YEARS 9

In Year 9, students study a semester each of Geography and History.

ELECTIVE SUBJECTS YEAR 9

At the end of Year 8 students have the opportunity to select **TWO** electives for the Year 9 program. These are listed below. Choice is restricted if prerequisites exist for a Year 9 and 10 course. For example, continuing languages are three year courses, so it is only in special circumstances that these subjects may be started in Year 9. Music also requires prior learning.

▶ Chinese	▶ Drama	▶ Music
▶ Commerce	▶ French	▶ Sports Science
▶ Dance	▶ German	▶ S.T.E.M
▶ Design & Food	▶ Global Perspectives	▶ Visual Art
▶ Design & Textiles Solutions	▶ Japanese	▶ Negotiated Study
▶ Digital Technologies	▶ Latin	

ELECTIVE SUBJECTS YEAR 10

At the end of Year 9, students have the opportunity to select **TWO** elective subjects from the list below (note that students are encouraged to continue at least one of their electives from Year 9).

▶ Chinese	▶ Geography	▶ Sports Science
▶ Commerce	▶ German	▶ S.T.E.M
▶ Dance	▶ History	▶ Visual Art
▶ Design & Food	▶ Global Perspectives	▶ Negotiated Study
▶ Design & Textiles Solutions	▶ Japanese	
▶ Digital Technologies	▶ Latin	
▶ Drama	▶ Music	
▶ French	▶ Philosophy and Ethics	

Year 10 students are only able to change electives in Semester 2 of Year 10 in exceptional circumstances and approved by the Director of Studies.

Some elective subjects may not be run every year due to insufficient student numbers.

Timetabling of subjects

The CGGS timetable is made up of 40 minute and 80 minute periods. The majority of lessons are 80 minute lessons so reference to a 'period' refers to an 80 minute lesson.

Senior School Subjects Available for Study in 2020

	CORE SUBJECTS	ELECTIVE SUBJECTS
ARTS		
Dance		9-12
Drama	7-8	9-12
Design & Food	7-8	9-10
Design & Emerging Technologies		11-12
Media		11-12
Music	7-8	9-12
Photography		11-12
Design & Textiles Solutions		9-10
Visual Art	7-8	9-12
ENGLISH		
English	7-12	
HEALTH AND PHYSICAL EDUCATION		
Exercise Science		11-12
HPE	7-12	
Sports Science		9-12
LANGUAGES OTHER THAN ENGLISH		
Chinese		7-12
French		7-12
German		9-12
Japanese		7-12
Latin		7-12
Spanish		11-12
MATHEMATICS		
Mathematics	7-11	12

CORE SUBJECTS		ELECTIVE SUBJECTS
SCIENCE & TECHNOLOGY		
Biology		11-12
Chemistry		11-12
Digital Technologies	7-10	
Earth and Environmental Science		11-12
Information Technology		11-12
Physics		11-12
Psychology		11-12
Sociology		11-12
Science	7-10	
S.T.E.M		9-10
HUMANITIES & SOCIAL SCIENCES		
Business		11-12
Commerce		9-10
Economics		11-12
Geography	7-9	10-12
Global Studies		11-12
History	7-9	10-12
Global Perspectives		9-10
Legal Studies		11-12
Religion and Philosophy	7-9	10
Religious Studies		11-12
ACADEMIC ENGAGEMENT		
Integrated Learning		7-8
Negotiated Study		9-10
English as a Second Language		11-12
CORE SUBJECTS		
Ad astra	7-10	
Flexible Learning	10	
Careers	12	
Problem Solving	12	
Ways of Thinking (WOT)	11	

The Australian Capital Territory Year 10 Certificate


The ACT Department of Education issues a certificate confirming satisfactory completion of Year 10 and recording the Year 9 and 10 grades in each subject for the four semesters. Years 9 and 10 are regarded as a two-year package. To qualify for the certificate, full attendance for the two years is expected, unless the student:

- ▶ has been sick and a medical certificate has been received by the School;
- ▶ has leave of absence granted by the Principal; or
- ▶ joins CGGS from another school during the two-year period.

The Principal will consider academic performance, attendance and conduct when deciding whether to award a student a Year 10 Certificate.

A sample Year 10 Certificate is shown below with assessment periods, grades and levels of difficulty explained on the following page.

Australian Capital Territory
YEAR 10 SCHOOL CERTIFICATE



Name Alan Lee DAVIS
was enrolled at NAMADGI HIGH SCHOOL
from 1 February 1996 to 12 December 1997

ENGLISH		
1996 S1	ENGLISH Level 3	B
1996 S2	ENGLISH Level 3	C
1997 S1	ENGLISH SN	DR
1997 S2	ENGLISH SN	DR
MATHEMATICS		
1996 S1	MATHEMATICS Level 2	B
1996 S2	MATHEMATICS Level 2	A
1997 S1	MATHEMATICS Level 2	B
1997 S2	MATHEMATICS Level 2	A
SCIENCE		
1996 S1	SCIENCE	B
1996 S2	SCIENCE	B
1997 S1	SCIENCE	C
1997 S2	SCIENCE	C
RELIGIOUS EDUCATION		
1996 S1	RELIGIOUS EDUCATION	C
1996 S2	RELIGIOUS EDUCATION	C
1997 S1	RELIGIOUS EDUCATION	B
1997 S2	RELIGIOUS EDUCATION	B
GEOGRAPHY		
1996 S1	GEOGRAPHY	B
1996 S2	GEOGRAPHY	B
1997 S1	GEOGRAPHY	C
1997 S2	GEOGRAPHY	C
COMMERCE		
1996 S1	COMMERCE	B
1996 S2	COMMERCE	B
1997 S1	COMMERCE	B
1997 S2	COMMERCE	B
TECHNICS		
1996 S1	TECHNICS	A
1996 S2	TECHNICS	B
1997 S1	TECHNICS	B
1997 S2	TECHNICS	A
PHYSICAL EDUCATION		
1996 S1	PHYSICAL EDUCATION	B
1996 S2	PHYSICAL EDUCATION	B
1997 S1	PHYSICAL EDUCATION	B
1997 S2	PHYSICAL EDUCATION	B

(Grades for 1997 subject alteration, measure or addition)

SAMPLE

[Signature]
Principal

[Signature]
Chief Executive

STCH96P223

This Year 10 certificate is issued by the ACT Department of Education to students who have successfully completed an approved program of study to the end of Year 10. The certificate covers all studies completed in Years 9 and 10. The courses listed have been approved by the School's Board. The Department conducts review procedures leading to approval of the overall education program of each school.

Neither the courses listed nor the grades awarded have been subjected to moderation, and comparison of student achievement between schools is therefore not appropriate.

Assessment Period

S Semester **Y** Year **S1** signifies **Semester 1**

Grade Descriptors

In some subjects, grades are awarded by schools – usually on a five point scale A to E or a two point scale P and U:

- A** Excellent Standard
- B** High Standard
- C** Competent Standard
- D** Basic Standard
- E** Below Basic Standard
- P** Satisfactory Standard
- U** Unsatisfactory Standard
- N** The objectives of the unit make the awarding of an attainment grade inappropriate
- S** Status is awarded for units completed at another school or because unavoidable circumstances have prevented assessment eg illness, recent arrival.

Grades are also given according to the Australian Curriculum:

- AS** Above Satisfactory
- S** Satisfactory
- BS** Below Satisfactory

High School Record

All students leaving during Years 9 and/or 10 or otherwise not qualifying for the Year 10 Certificate are given a High School Record detailing assessments completed up to the time of leaving. Such a record is recognised by the ACT Department of Education and Training.

For further information, contact the school or the Outcomes and Reporting Section

The Australian Capital Territory Department of Education and Community Services
PO Box 1584 TUGGERANONG ACT 2901 Phone (02) 6205 7374

Choosing Elective Subjects

Students are advised to read the information about subjects contained in this booklet carefully and make choices which reflect their needs, motivation and skill level. In addition, students should choose a varied and balanced package. Current Australian Curriculum guidelines suggest that students should have a broadly-based education to Year 10.

If students decide to choose a narrow range of electives, they should be sure that their reasons are sound. It is unwise to choose a subject because a friend is doing it, or because a student likes the teacher. Friendships may change, and students will probably be taught by different teachers in the course of their studies.

Students need to be aware of, and prepared to meet, the commitments required by their chosen electives. Subjects such as Art, Music, and Design and Textile Solutions may require considerable out-of-school time in developing practical skills and creativity. Other courses have compulsory excursions as part of their assessment and a significant research component.

Only in exceptional circumstances may a student elect to study a continuing language in Years 9 and 10 without having studied it in Year 8. Permission must be sought from the Head of the Languages Faculty and the Director of Studies.

Students wishing to continue in Integrated Learning (known as Negotiated Study in Years 9 and 10) may elect to do so when determining their subject enrolment. Any student wishing to undertake Negotiated Study for the first time should discuss this with the Head of Academic Engagement and the Director of Studies.

Students who wish to study Music, French, Japanese, Latin, Chinese or German in the senior years should choose these subjects as part of their Year 9 and 10 elective program. Only in exceptional circumstances will a highly proficient student be able to commence study of any of these at Year 11.

Parents/Guardians have an important role to play in the decision-making process and should discuss the options with the student before they select their electives.

If students are concerned about their subject choices, they may consult with:

- ▶ Subject Teachers
- ▶ Heads of Faculty
- ▶ Director of Studies
- ▶ Careers Advisor

Australian Curriculum

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests. The Australian Curriculum acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future.

At Canberra Girls Grammar School, the Australian Curriculum has been implemented in English, Mathematics, Science, Health & Physical Education, Humanities & Social Sciences, The Arts, Technologies and Languages.

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through the specification of achievement standards.

The Australian Curriculum includes a focus on seven general capabilities for each curriculum area. These are literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding. There are also three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability).

Outline of Year 9 and 10 Courses

AD ASTRA

Core Subject

Teacher in Charge: Mrs Jane O'Brien

Email: jane.o'brien@cggg.act.edu.au

RATIONALE	As we consider what the future holds for the modern workforce, CGGS has developed a holistic program that enables our students to gain the skills necessary for success either with future study or in the workforce. In Years 9 and 10, the program will encourage all students to become creators; to be able to apply their knowledge of all subject areas as well as the skills they have acquired to the construction of new ideas and projects.
CONTENT OF THE COURSE	<p>The Year 9 Canberra Community Project represents an opportunity for students to collaborate with peers, teachers and business mentors to identify challenges and opportunities that face Canberra as a community. The students work in teams to investigate possibilities for making a difference in the local community taking into account their own passions and interests. They then design solutions that will be of value and valued by the community. Once they make this happen, the community is invited to the exhibition to evaluate the work.</p> <p>The Year 10 Personal Project builds on the work completed in Year 9. Students will use their skills and connections in the community to produce and exhibit a project or solution to a problem based on their own passions and interests. The Personal Project will be an individual effort but with a global slant and will encourage the students to look beyond our local community.</p>
DURATION OF COURSE	<p>Year 9: One week a term, including Year 9 Camp week in Term 4</p> <p>Year 10: One period a week</p>
ASSESSMENT AND REPORTING	There is no formal assessment for the Ad Astra program, however students hold an exhibition at the end of each semester where business mentors, community members and fellow students are invited to give feedback to the students.
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	This type of learning can be continued into Year 11 and 12 in the Interdisciplinary Inquiry Units (T or A).

COMMERCE

Elective Subject

Head of Faculty: Mrs Dianne Gilbert

Email: dianne.gilbert@cggs.act.edu.au

RATIONALE	<p>Commercial activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. All students, as they grow older, must be prepared to engage with confidence and competence in commercial activity as a consumer, producer, worker, owner, manager, and taxpayer. This course prepares students to apply their education to real-world challenges, experiences and opportunities.</p> <p>It aims to guide individual development towards competence and responsible participation in the changing commercial and social environment.</p> <p>The commercial environment, through which we satisfy many of our wants, is based upon commercial practices derived from generally accepted values, attitudes and traditions. These practices are supported by a framework of laws and regulations which establish the rights and responsibilities of the parties involved. The commercial environment is studied at a personal level in Year 9.</p> <p>In Year 10, the students explore the Australian economic, legal, and taxation systems. Students come to understand their place in society so they may become informed, socially conscious and proactive citizens.</p>
CONTENT OF THE COURSE	<p>Year 9</p> <p><i>Semester 1: You're a Consumer; Trade and Business – How they work!</i></p> <ul style="list-style-type: none">▶ The link between production and consumption▶ Significance of the monetary system and credit▶ Australia's place in the world and our role as international consumers▶ Business theory including lifecycles <p><i>Semester 2: You're in Business; Enterprise and Entrepreneurship</i></p> <ul style="list-style-type: none">▶ Marketing, and SWOT▶ Running your own business – student initiate, plan and conduct a small business enterprise in groups that operate on Market Day in Term 4▶ A study of enterprising women and entrepreneurship including an Enterprise Forum
CONTENT OF THE COURSE	<p>Year 10</p> <p><i>Semester 1: Australian Law and Government – Active Citizenship!</i></p> <ul style="list-style-type: none">▶ Function and Role of Federal, State and Local Government▶ The Law in Action including a study of young people and work <p><i>Semester 2: Investment and Tax; Towards Independence</i></p> <ul style="list-style-type: none">▶ Personal Investment including saving and superannuation▶ Personal taxation▶ Issues facing young women as they become more independent including financial considerations and accommodation options
DURATION OF COURSE	<p>Year 9: Four and a half periods a cycle</p> <p>Year 10: Five periods a cycle</p>
ASSESSMENT AND REPORTING	<p>Assessment is done regularly by means of homework, assignments, projects, practical reports and tests. The course follows the Australian Curriculum.</p>

	Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	Commerce provides some basic understanding of Business, Economics and Legal Studies subjects in Years 11 and 12, but it is NOT a pre-requisite. In addition, aspects of the course could lead into the study of Global Studies and Geography subjects in senior years.

DANCE

Elective Subject

Head of Faculty: Mrs Elizabeth Chase

Email: elizabeth.chase@cggs.act.edu.au

RATIONALE	Dance is a performance art using the body as the instrument of expression. Dance education develops in learners the ability to communicate and express ideas, thoughts and values. It involves students in creating, performing and appraising dance and in learning about the various contexts in which dance occurs. The study of Dance enhances a general education, challenging students intellectually, physically and creatively, and provides the benefits of good health, confidence and fitness. Students develop technical, composition and performance skills, develop body awareness and safe dance practice, analyse, interpret and evaluate dance and dance works, study the history and development of dance, and appreciate the integration of the arts in dance making and performing.
CONTENT OF THE COURSE	<p>In Year 9 students study the basis of dance technique through the genre of Contemporary dance. They study pioneers of modern dance and basic anatomy. In second semester, students study Jazz technique which leads into Musical Theatre and Broadway Musicals.</p> <p>In Year 10 students revisit Contemporary dance, emphasising the importance of the elements of dance in compositional tasks. Works from companies in Australia and overseas are studied. In second semester, students study popular dance styles of the time, including hip-hop and continue to build upon their knowledge of basic anatomy.</p>
DURATION OF COURSE	<p>Year 9: Four and a half periods a cycle</p> <p>Year 10: Five periods a cycle</p>
ASSESSMENT AND REPORTING	<p>Assessment comprises 60% practical work and 40% theoretical (oral and written) work. Assessment each semester is based on:</p> <ul style="list-style-type: none">▶ technique and performance skills▶ solo and/or group composition tasks▶ an essay, research assignment, oral presentation and journal writing <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	The course provides an excellent foundation for Dance (T or A) in Years 11 and 12.

DESIGN AND FOOD SOLUTIONS

Elective Subject

Head of Faculty: Mrs Elizabeth Chase

Email: elizabeth.chase@cgs.act.edu.au

RATIONALE	Design and Food Solutions is part of the Technology and Design curriculum area. A technology and design course equips students with the ability to analyse and propose solutions to problem based learning; knowledge and experience of the real world and with the ability to include social, ethical and sustainability considerations into their designs and solutions. The Design and Food Solutions course specifically gives students a practical context in which to design and produce a range of food products with an understanding of nutritional principles. Students will progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner.
CONTENT OF THE COURSE	<p>Students in the Design and Food course will work through a major unit of study each semester, encompassing a collaborative design project as well as the development of specific skills in food preparation and production.</p> <p>Year 9</p> <p><i>#instafood</i></p> <p>In this unit, students explore their own nutritional needs in the context of contemporary food trends. They will investigate the factors that influence food choice for contemporary Australians and place their own needs in this context. The major design task involves the research, design and production of a meal plan to improve their personal eating habits. A range of food preparation and technical skills will be developed and refined throughout the unit.</p> <ul style="list-style-type: none">▶ Factors influencing food choice in Australia▶ Food trends, food styling and social media▶ Take away foods and fast food options▶ Nutritional analysis and modification of recipes <p>A Place at the Table</p> <p>In this unit, students will explore food nutrition and food security in the Australian community. The focus of the major design task will be how to improve the nutritional quality and access to food for disadvantaged groups. Students will have the opportunity to hear directly from organisations that help the most vulnerable and design and produce food products for these groups.</p> <ul style="list-style-type: none">▶ Social, cultural and economic factors that affect food security in Australia▶ Food production and the environment▶ Food storage and preservation▶ Production plans and crossing <p>Year 10</p> <p>The National Dish</p> <p>In Semester 1, students will explore the elusive Australian cuisine. From bush foods to MasterChef, students will embark on a culinary tour through the history of Australian food in search of a quintessential Australian dish. Factors influencing food choice including health, culture and lifestyle will be examined as students work through a major design</p>

	<p>project. Students will have the opportunity to develop and refine a range of food preparation and production skills.</p> <ul style="list-style-type: none"> ▶ History of food in Australia ▶ Contemporary food trends in Australia ▶ Sourcing and preparation of native ingredients ▶ Scaling and modification of recipes <p>What the world eats</p> <p>Across the continents, students will discover the social, cultural and geographic factors that influence food choice. Food security and sustainability will be a key area of focus as students work through complex design challenges to produce a range of food products. Two major design tasks are included in this unit, focusing on increasingly complex production plans and technical skills.</p> <ul style="list-style-type: none"> ▶ What the world eats ▶ Food production and sustainability ▶ Global food security ▶ Event planning and management
<p>DURATION OF COURSE</p>	<p>Year 9: Four and a half periods a cycle</p> <p>Year 10: Five periods a cycle</p>
<p>ASSESSMENT AND REPORTING</p>	<p>Assessment in Years 9 and 10 comprises 70% for major design projects and 30% for related activities.</p> <ul style="list-style-type: none"> ▶ practical exams are used to assess technical skill development and organisation ▶ a digital design portfolio records detailed evidence of design thinking ▶ research tasks, written tests, and multimodal presentations will also be used to assess knowledge and understanding of key concepts <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
<p>CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12</p>	<p>In Years 11 and 12, <i>Design and Emerging Technologies</i> is offered as the Senior Design Technology course. While this course does not include a practical food component, the design development and communication skills developed in Design and Food can be transferred to any design discipline.</p>

DESIGN AND TEXTILES SOLUTIONS

Elective Subject

Head of Faculty: Mrs Elizabeth Chase

Email: elizabeth.chase@cggs.act.edu.au

RATIONALE	<p>Design and Textiles Solutions is part of the Technology and Design curriculum area. Any technology course equips students with problem based learning, knowledge and experience of the real world and with the ability to include social, ethical and sustainability considerations into their designs and solutions. The Textile and Design course specifically gives students a practical context in which to create complex designs and production with the understanding of emerging technologies.</p>
CONTENT OF THE COURSE	<p>Students in the Design and Textiles Solutions course undertake a variety of projects using the design process which involves developing ideas, investigating a variety of design options and selecting a project. Computer technology is an integral part of developing and presenting students' work.</p> <p>Year 9</p> <p>Students have the opportunity to explore design in different contexts.</p> <p>Product and Spatial design, Designing for others and Fashion History. Students will focus on developing a more independent approach to their projects and will explore context and constraints in their designs. During the construction of a garment, students investigate historical influences and design element principles. They complete a research and design project and apply this knowledge to a practical task based on individual needs. The embellishment project introduces students to decorative fabric techniques and pattern adjustments. The design for individual projects introduces students to decorative techniques and pattern adjustments, while ensuring they reflect on and apply design specifications and limitations.</p> <p>Projects may include:</p> <ul style="list-style-type: none">▶ Interior design project▶ Design history project▶ Design for individuals <p>Year 10</p> <p>Students work collaboratively to investigate set and costume design for a production. They explore how industry professionals work in order to develop an original design that reflects the requirements of the brief. The couture project incorporates more advanced construction techniques to complete a made to measure garment while reflecting on the impacts of the fashion industry on the environment and how to be a responsible consumer. The final project prepares students for study of Design, by working more independently on individual design projects, students follow the design process to analyse ideas and experiment with techniques and processes.</p> <p>Projects may include:</p> <ul style="list-style-type: none">▶ costume design▶ couture vs. fast fashion▶ design for performance
DURATION OF COURSE	<p>Year 9: Four and a half periods a cycle</p> <p>Year 10: Five periods a cycle</p>
ASSESSMENT AND REPORTING	<p>Generally, the assessment in Years 9 and 10 comprises 60% for practical projects and 40% for related activities.</p>

	Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	Design and Textiles Solutions may be continued in Years 11 and 12 as Design and Emerging Technologies (either T or A). The emphasis at this level is for students to design, make and appraise the products they undertake, with a view to using appropriate technology and materials whilst being aware of the environmental impact of their work and copyright issues.

DIGITAL TECHNOLOGIES

Elective Subject

Head of Faculty: Mrs Melissa Musgrove

Email: melissa.musgrove@cggs.act.edu.au

RATIONALE	<p>Digital Technologies is an integral tool in any career. These courses equip students with the skills to access, manage, process, interpret, reference and present information using information, communication, and technology skills.</p> <p>The Digital Technologies course is a specialist course offered in Years 9 and 10. Students study a broad range of Digital Technology units including multimedia and programming. Students use the skills learnt in Digital Technologies in their other subjects, for further study and to effectively participate in an evolving digital world</p>
CONTENT OF THE COURSE	<p>Year 9</p> <p>The units that may be offered include:</p> <p>Web Design</p> <p>Students design and construct websites using HTML and web authoring software. Skills developed include incorporating multimedia elements of sound, graphics, animation and video into websites.</p> <p>Computer Software</p> <p>Students learn how to design and create computer software. They develop their logic skills and their creativity. The major project for this unit is to produce a program using 2D aspects based on a theme that incorporates their own graphics and sound components.</p> <p>Digital Video</p> <p>Students plan, shoot, capture and edit their own video clips. They also study file formats for graphics, sound and video and filming techniques.</p> <p>Digital Animation</p> <p>Students learn to combine text, graphics, animation and video to produce multimedia presentations using Flash. The major project for this unit is to design and create an animated sequence on a given theme.</p> <p>Robotics</p> <p>Students learn to program robotic machines. In pairs they explore programming concepts of sequence, selection, repetition, variables and responding to sensor input.</p> <p>Programming</p> <p>Students develop their logic and problem solving skills using the object-oriented programming language Microsoft Visual Basic. They will then extend these skills through the Python Programming Challenge and App Development.</p> <p>Year 10</p> <p>The units that may be offered include:</p> <p>App Development</p> <p>Students design and create apps for mobile and tablet platforms using a range of app development software and programming languages.</p>

	<p>Programming</p> <p>Students develop their logic and problem solving skills using the object-oriented programming language. They will then extend these skills through the 3D programming challenges.</p> <p>Digital Assets</p> <p>Students learn to navigate 3D environments to produce digital simulations. The major project for this unit is to design and create an engineered product on a given theme.</p> <p>Robotics</p> <p>Students learn to program microcontrollers. In pairs they explore programming concepts of sequence, selection, repetition, variables and responding to sensor input.</p>
<p>DURATION OF COURSE</p>	<p>Year 9: Four and a half periods a cycle</p> <p>Year 10: Five periods a cycle</p>
<p>ASSESSMENT AND REPORTING</p>	<p>Assessment includes individual and group assignments and practical tests. The Digital Technologies course emphasises planning and time management skills that allow students to complete assessment tasks in their class time. In each year group, common assessment items are given and results are moderated.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
<p>CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12</p>	<p>This course can lead to the Information Technology (T and A) courses in Years 11 and 12, though it is not a prerequisite.</p>

DRAMA

Elective Subject

Head of Faculty: Mrs Elizabeth Chase

Email: elizabeth.chase@cggs.act.edu.au

RATIONALE	<p>Drama in the educational setting introduces students to a body of knowledge including conventions, history, skills and ways of working. Most importantly it gives the students an opportunity to develop their means of communication through dramatic expression.</p> <p>Drama is a life subject that helps students understand people and how and why they behave as they do. It makes an important contribution to student development, allowing them to develop confidence in their capacity for verbal and non-verbal communication. Because Drama is collaborative by nature, it requires students to work collectively – a vital skill for success and happiness in life.</p>
CONTENT OF THE COURSE	<p>Year 9</p> <p>Students continue to develop their performance and collaborative skills in Year 9 Drama, focusing on specific theatrical styles and conventions. They devise and critically reflect on a variety of performances and undertake research to inform their work.</p> <p><i>Outline of key concepts and skills:</i></p> <ul style="list-style-type: none">▶ Characterisation, dialogue and conflict▶ Musical Theatre, movement and symbolism▶ Ritual Drama – World Theatrical Traditions▶ Issue-based Theatre▶ Viewing a live Musical Theatre production <p>Year 10</p> <p>In Year 10, students continue to extend their understanding of Theatre influences, practitioners, and styles. They are introduced to script work, with a focus on Australian Drama. They learn about influential Theatre practitioners throughout history and experiment with a variety of unconventional theatrical styles to impact an audience and convey a message.</p> <p><i>Outline of key concepts and skills:</i></p> <ul style="list-style-type: none">▶ Introduction to Script Work – Australian Drama▶ Monologue and Ensemble performance skills▶ Character skills workshops▶ Exploration of influential 20th Century theatre practitioners▶ Reviewing live Theatre productions
DURATION OF COURSE	<p>Year 9: Four and a half periods a cycle</p> <p>Year 10: Five periods a cycle</p>
ASSESSMENT AND REPORTING	<p>Assessment is comprised of 60% practical work and 40% written work. Students in each year group have common assessment tasks and results are moderated.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	<p>This course provides an excellent foundation for the study of Drama (T and A) and Theatre (IB) in Years 11 and 12.</p>

ENGLISH

Core Subject

Head of Faculty: Mr James Unsworth

Email: james.unsworth@cggs.act.edu.au

RATIONALE	<p>The study of English enables students to acquire a finer perception and greater understanding of themselves so that they may participate confidently and fully in the world. It develops their ability to speak, listen, read, view and write confidently. It also encourages them to explore their cultural and literary heritage, to become increasingly aware of social and moral issues, and to develop respect for other people. The study of English strengthens thinking and reasoning and fosters clear expression, creativity and imagination.</p> <hr/> <p>Year 7 – 10 classes are of mixed ability and activities are differentiated to encourage achievement at a range of levels.</p>
CONTENT OF THE COURSE	<p>The English curriculum is divided into three interrelated strands: Literature, Language and Literacy. The Language and Literacy strands deal with knowledge about language and the skills in using language. The Literature strand is a major component of the course and deals with the analysis of texts. Texts may be written, spoken, visual, literature texts (classical, contemporary and popular), everyday texts and mass media texts (newspapers, magazines, television, radio, advertising and IT). Each of these strands encompasses speaking and listening, reading and reviewing, and writing.</p> <p>Individual teachers adapt the formal programs to suit the learning needs and interests of their classes. Students at all year levels study:</p> <ul style="list-style-type: none">▶ fiction (novels and short stories)▶ drama▶ film▶ poetry▶ media and multi-modal texts <p>Students also study non-fiction to help to develop critical thinking skills and knowledge and understanding of issues in the world around them. The study of language is integrated into all areas of the program and there is the scope within the course to include a specific language study.</p> <p>In Years 9 and 10 students build on the skills they have acquired in Years 7 and 8 and examine in greater depth the relationship between visual and written language and ideas. Students are taught how to study a range of texts closely and critically in order to develop their perceptions and learn to write with greater sophistication. They are helped to marshal their thoughts and present a structured argument based on evidence. Specific units relevant to each year level include:</p> <p>Year 9</p> <ul style="list-style-type: none">▶ Cultural contexts in literature▶ The value of literature in a multi-modal world▶ Voices in poetry and storytelling▶ Global Voices <p>Year 10</p> <p>Students will undertake a course of study that mirrors the assessment and organisation of senior units, focusing specifically on:</p> <ul style="list-style-type: none">▶ Issues in literature▶ The Power of Stories▶ Contexts in Literature

DURATION OF COURSE	<p>Year 9: Five periods a cycle</p> <p>Year 10: Five and a half periods a cycle</p>
ASSESSMENT AND REPORTING	<p>Assessment is based on written and non-written responses set by the class teacher during the semester. All work is moderated across classes.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	<p>English is a compulsory subject in all year levels. The study of literature, language and media throughout Years 9 and 10 provides students with the foundation to extend their understanding and appreciation of English throughout their senior years. The selection of either the English, English Literature or Essential English course or IB English: Language and Literature, encourages students to pursue areas of interests. The Year 9 and 10 course provides them with the skills with which to explore and develop their literary and linguistic interests.</p>

FLEXIBLE LEARNING

Core Subject – Year 10 only

Teacher in Charge: Mrs Jane O'Brien

Email: jane.o'brien@cggs.act.edu.au

RATIONALE	<p>'How to broaden and transfer your skills and knowledge for lifelong learning'</p> <p>This course is designed to support students in their studies, allow for personalisation of learning, and help students to make choices and prepare for their senior studies, university studies and future work.</p>
CONTENT OF THE COURSE	<p>There are three strands to the Flexible Learning course:</p> <ol style="list-style-type: none">1. Careers2. Transition3. Study <p>The careers strand is designed to support students as they start to consider their post-school options by developing career goals, educational priorities and pathways. The focus is on researching careers and requirements for education in order to make choices for Years 11 and 12 and lay the groundwork for life after school. We will introduce information and resources to aid with Year 11 and 12 Subject Selection, attend the CareersXpo, participate in Work Experience and create e-portfolios.</p> <p>The transition strand is designed to equip students with the specific information literacy and research skills they will need for their senior studies and beyond. There is a focus on advanced database searching, understanding academic writing with correct citation and plagiarism avoidance. There will be tours to the National Library and Libraries ACT to introduce students to the resources of these institutions, and to expand their access to information and research support.</p> <p>The study strand is designed to allow students to discover and deepen techniques to support effective and efficient study, complete assignments, work collaboratively and pursue individual studies as they require. Students will work with assigned teachers to complete a self-paced skills course, and will be able to gain a certificate of completion, graded from Pass to High Distinction. Four sessions will be offered, with teachers assigned as mentors to assist and guide students with their work.</p>
DURATION OF COURSE	<p>Year 10: Two 40 minute periods a cycle and Two 80 minute periods a cycle</p>
ASSESSMENT AND REPORTING	<p>There is no formal assessment for the Flexible Learning course, however students can attain certificates of completion for their study skills, and will create an ePortfolio for their Careers strand.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	<p>This type of learning is preparation for all senior studies, both IB and BSSS.</p>

GEOGRAPHY

Core Subject (Year 9)

Elective Subject (Year 10)

Head of Faculty: Mrs Dianne Gilbert

Email: dianne.gilbert@cggg.act.edu.au

RATIONALE	Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. The course integrates knowledge from the natural sciences, social science and humanities to arouse an interest in, and a tolerance of, other ways of life. Through a study of geographic processes and concepts students should develop an understanding of environmental, social, cultural and economic issues from around the world. This will include examining the responsibilities and freedoms of citizens, the influences on national identity, as well as identifying the interactions of businesses, consumers and governments in the changing environments.
CONTENT OF THE COURSE	<p>Year 9</p> <p><i>Biomes and Food Security</i></p> <p>This unit examines the biomes of the world, their alteration and significance as a source of food and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.</p> <p><i>Geographies of Interconnections</i></p> <p>This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the way that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places.</p> <p>Year 10</p> <p><i>Futures – Creating an equitable and sustainable world</i></p> <p>The Year 10 course focuses on the sustainability of people and place by investigating issues of global importance and examining and suggesting potential solutions. It is a solutions focused course of study. The units studied in this course are:</p> <p><i>Environment change and management</i></p> <p>This involves investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews (including Aboriginal and Torres Strait Islander Peoples) that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country.</p> <p><i>Geographies of human wellbeing</i></p> <p>This unit focuses on investigating global, national and local differences in human wellbeing between places. A variety of concepts and measures of human wellbeing, and the causes of global differences in these measures between countries, are examined. Students explore spatial differences in wellbeing within and between different countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing using studies drawn from Australia, India and across the world.</p>

CONTENT OF THE COURSE	<p>This subject lends itself to integration with information technology. Students have opportunities to use a variety of software programs which enhance their learning.</p> <p>As they progress through the course students learn skills which help them to work independently. Skills are developed through:</p> <ul style="list-style-type: none"> ▶ research using the library, maps, current affairs sources, videos, pictorial material, internet ▶ communication – note-making, paragraph, report and essay-writing, oral presentation, geographical visual techniques ▶ field work – individual surveys, observations, sketching and mapping in the field ▶ Geographic Information Systems (GIS) and remote sensing – creating digital maps, spatial data queries and analysis
DURATION OF COURSE	<p>Year 9: Four and a half periods a cycle for 1 semester</p> <p>Year 10: Five periods a cycle for 1 year</p>
ASSESSMENT AND REPORTING	<p>In each year group, a variety of common assessment items are given and results are moderated.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	<p>Geography is offered as an elective subject in Years 11 and 12 for both the BSSS and IB courses</p>

GLOBAL PERSPECTIVES

Elective Subject

Head of Faculty: Mrs Dianne Gilbert

Email: dianne.gilbert@cggs.act.edu.au

RATIONALE	<p>The Global Perspectives course aims to develop informed, ethical, reflective, and engaged global citizens with twenty-first century capabilities. Through a variety of multimedia, numerous guest speakers, and interactive cultural awareness raising tasks, this course aims to foster knowledge of global societies, as well as an appreciation of ways that societies adapt and change to meet modern day challenges.</p> <p>Students may be given the opportunity to attend lectures at the Faculty of Asia-Pacific, Culture, History and Language at the Australian National University, and experience guest speakers. These expanded learning opportunities connect students to real world issues, engage them with field specialists, and facilitate face to face interactions with diverse perspectives.</p>
CONTENT OF THE COURSE	<p>Course content focuses on studies of contemporary societies and the relationships between them, as well as their relationship with Australia. Students explore different cultures through the lenses of diversity, power, change and sustainability, connecting their learning about political, economic, sociocultural, geographical and environmental issues.</p>
DURATION OF COURSE	<p>Year 9: Four and a half periods a cycle</p> <p>Year 10: Five periods a cycle</p>
ASSESSMENT AND REPORTING	<p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	<p>Students may continue studies of global issues by undertaking units from the Global Studies course.</p>

HISTORY – LEADERSHIP AND LEGENDS

Core Subject (Year 9)

Elective Subject (Year 10)

Head of Faculty: Mrs Dianne Gilbert

Email: dianne.gilbert@cggg.act.edu.au

RATIONALE	<p>A study of History promotes an understanding of our origins and the shaping of today's society. Students who are familiar with their heritage are better equipped to deal with the future.</p> <p>Students develop skills that become invaluable for the study of many subjects in Years 11 and 12. These include independent research, analysis of primary source material, note-making, written and oral expression and the technique of essay writing. These are all begun in a simple form and gradually become more sophisticated, culminating in major pieces of research in Year 10, designed to prepare students for more independent work in Years 11 and 12.</p>
CONTENT OF THE COURSE	<p>The History course in Year 9 is compulsory for all students. In Year 9, the course focuses on the modern period in Europe, Asia and Australia.</p> <p>Students will investigate the following areas:</p> <ul style="list-style-type: none">▶ Indigenous Rights and Freedoms in Australia▶ The causes, nature and consequences of the First and Second World Wars▶ Australia's participation in these conflicts and their impacts on Australian society <p>History in Year 10 is an elective subject. In Year 10, the course focuses on the themes of power and change in societies from Ancient to Modern times:</p> <ul style="list-style-type: none">▶ Leaders in the modern world: Stalin, Nelson Mandela▶ Ancient History case studies eg Hatshepsut▶ Pre-Modern History case studies eg Elizabeth I
DURATION OF COURSE	<p>Year 9: Four and a half periods a cycle for 1 semester</p> <p>Year 10: Five periods a cycle for 1 year</p>
ASSESSMENT AND REPORTING	<p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	<p>There are no pre-requisites for the Year 11 and 12 History courses which explore content areas only touched upon by the Year 8 to 10 courses. The skills acquired in the junior years, however, are invaluable for study at the senior level.</p>

LANGUAGES (CHINESE, FRENCH, GERMAN, JAPANESE AND LATIN)

Elective Subjects

Head of Faculty: Mrs Janelle Horsington

Email: janelle.horsington@cggs.act.edu.au

PRE-REQUISITES	<p>Chinese, Japanese, French and Latin are offered in Year 9 and 10 as continuation courses. A German Beginner class is offered to students in Year 9. In exceptional circumstances students can choose a continuing language (Chinese, Japanese, French, Latin) in Year 9 without having studied it in Year 8. However, students are unable to complete a minor study of a language in Year 10.</p> <p>Language classes are not streamed. Extension activities and differentiation of class work is an integral part of the language lesson. Students who undertake extension activities would be expected to join in class activities at the teacher's discretion and when new concepts are taught.</p>
RATIONALE	<p>Learning a language benefits not only students cognitively and develops 21st Century capabilities but also develops global citizenship.</p> <p>Intellectual benefits</p> <p>Students can expect to:</p> <ul style="list-style-type: none">▶ learn to communicate in another code▶ develop an understanding of diverse perspectives▶ increase awareness of language as a system of community meaning▶ acquire a greater understanding of English through another language▶ improve analytical and reflective literacy▶ improve mental flexibility, problem solving and communication▶ develops intercultural capabilities for ethical and engaged global citizenship <p>Socio-Cultural benefits</p> <p>Learning another language enables students to:</p> <ul style="list-style-type: none">▶ enhance interpersonal skills▶ open doors to new cultures by discovering how language shapes worldview▶ develop willingness to engage with and reflect upon interaction with diversity▶ broaden career options. The study of languages is increasingly popular at tertiary level through such courses as International Studies, Strategic Studies, International Law and Hospitality Tourism. <p>Recreational benefits</p> <p>By studying another language, students may enjoy:</p> <ul style="list-style-type: none">▶ being able to interact in another language▶ making friends in the global classroom
DURATION OF COURSE	<p>Year 9: Four and a half periods a cycle</p> <p>Year 10: Five periods a cycle</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	<p>Language courses in Years 7-10 are sequential in nature and form the basis for the Continuing level of study Years 11 and 12. Therefore, study of the French, Japanese, Latin, or Chinese language in Year 8, (preferably from Year 7) or German (from Year 9), is required.</p>

CHINESE

RATIONALE	<p>There are many compelling reasons to study Chinese. It is the most widely spoken first language in the world. Chinese is particularly fascinating because of its beautiful handwriting, melodic spoken language, and poetic phrasing. China's long history of more than 5000 years, and its splendid traditions in literature, the arts, and cuisine, make learning to speak Chinese an exploration and an adventure. Studying Chinese improves cognitive abilities to arrange thoughts into alternative patterns. There are more people speaking Chinese than English.</p>						
CONTENT OF THE COURSE	<p>In the study of Chinese, students encounter differences not present in the study of European languages. Students will further develop the sound and writing conventions of the Chinese script and grammatical concepts within the context of the content covered. The study of Chinese culture is integral to the course. The course text will be supplemented by games, songs, internet-based activities, and computer applications. Students will actively practise and develop their language skills in a wide range of situations in order to gain confidence.</p> <p>The Year 9 and 10 Chinese course is taught as a foreign language subject and is therefore not appropriate for native speakers. Native, background or advanced speakers are encouraged to express interest to the Head of Faculty to enroll in the co-curricular Advanced Chinese Year 7 to 10 class to maintain and develop their Chinese language prior to entry into timetabled Chinese study in Years 11 and 12. This vertically streamed class will run subject to student interest after school for 2 hours per week.</p> <p>By the end of Year 10 students are expected to be able to:</p> <ul style="list-style-type: none">▶ use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts▶ compare how ideas and concepts are expressed and organised in Chinese texts and contexts.▶ respond to and create a range of informative and imaginative texts for different purposes and audiences.▶ recognise the key features of grammar and sentence structure that are distinctive to Chinese.▶ understand that certain concepts cannot be translated readily from Chinese to English and vice versa.▶ explain how culture and language shape their own and others' communication practice.▶ reflect on how their own cultural experience impacts on interactions with Chinese speakers.						
ASSESSMENT AND REPORTING	<p>All students participate in the core program which forms the basis of the Years 8 to 10 Chinese course. Students need to show competencies in both the communicating and understanding strands.</p> <p>Students in Years 9 and 10 are assessed in these areas across each semester through formal summative tests and a formative class tasks. More details are provided on the Unit Outline posted on Canvas for students at the beginning of each semester.</p> <p>In general, weightings and core components of assessment for Year 9 and 10 each semester are:</p> <table border="0"><tr><td>▶ speaking (Communicating)</td><td>30%</td></tr><tr><td>▶ responding– listening and reading (Understanding)</td><td>40%</td></tr><tr><td>▶ writing (Communicating)</td><td>30%</td></tr></table> <p>In the final semester of Year 10, students will undertake a creative research assignment involving writing and speaking, in place of the oral component listed above.</p> <p>Students who have demonstrated exceptional ability or have prior knowledge of the language are extended through a variety of additional tasks.</p>	▶ speaking (Communicating)	30%	▶ responding– listening and reading (Understanding)	40%	▶ writing (Communicating)	30%
▶ speaking (Communicating)	30%						
▶ responding– listening and reading (Understanding)	40%						
▶ writing (Communicating)	30%						

Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.

FRENCH

RATIONALE	<p>French is spoken as an official language in 33 countries around the world, including parts of Asia and the South Pacific.</p> <p>The French course provides an enjoyable language learning experience for students of all abilities, while establishing the language capabilities and attitudes required to promote further study of French. Students are encouraged to communicate in French to find out and exchange information as well as express personal experiences and viewpoints. Sentence structures and grammar are taught in context within the topic areas.</p>						
CONTENT OF THE COURSE	<p>In Years 9 and 10, content includes daily activities, holidays, part time work, leisure and outings, healthy lifestyles, relationships, storytelling and travel. The course text is supplemented by games, songs, internet-based activities, films, computer software and authentic print-based reading material. Students actively practise and develop their language skills in a wide range of situations in order to gain confidence.</p> <p>By the end of Year 10, students should demonstrate a greater awareness and appreciation of the cultural identity of speakers of French throughout the world and should be able to use their French to:</p> <ul style="list-style-type: none">▶ establish relationships with others▶ exchange information through role-play▶ express opinions and feelings▶ discuss past, present and future experiences and plans within the topics treated▶ making arrangements for social engagements▶ solve problems and give advice. <p>Students with significant prior knowledge of French due to in-country experience or bilingual schooling participate in the core elective French program, but are given creative, independent learning projects. These are negotiated with the student.</p>						
ASSESSMENT AND REPORTING	<p>All students participate in the core program which forms the basis of the Year 8 to 10 French course. Students need to show competence in both the communicating and understanding strands.</p> <p>Students in Years 9 and 10 are assessed in these areas across each semester through formal summative tests and a variety of formative class tasks. More details are provided on the Unit Outline posted on Canvas for students at the beginning of each semester.</p> <p>In general, weightings and core components of assessment for Year 9 and 10 each semester are:</p> <table border="0"><tr><td>▶ speaking (Communicating)</td><td>30%</td></tr><tr><td>▶ responding– listening and reading (Understanding)</td><td>40%</td></tr><tr><td>▶ writing (Communicating)</td><td>30%</td></tr></table> <p>In the final semester of Year 10, students will undertake a creative research assignment involving writing and speaking, in place of the oral component listed above. Students who have demonstrated exceptional ability or have prior knowledge of the language are extended through a variety of additional tasks.</p>	▶ speaking (Communicating)	30%	▶ responding– listening and reading (Understanding)	40%	▶ writing (Communicating)	30%
▶ speaking (Communicating)	30%						
▶ responding– listening and reading (Understanding)	40%						
▶ writing (Communicating)	30%						

Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.

GERMAN

RATIONALE

German is one of the most widely-spoken languages on earth, with approximately 120 million native speakers in Central Europe and in many communities around the world including Australia. Students with an interest in music, philosophy, art, literature, theatre, sociology, psychology, science and many other fields will benefit from knowledge of German in a way that holds true for very few languages. Germany alone sponsors over 60,000 international exchanges for scientists, musicians, scholars and students for international research and study.

CONTENT OF THE COURSE

Learning foreign languages can be a lot of fun, and with German it can be fairly straightforward. As both English and German are Germanic languages, they share lexical and grammatical similarities, which helps students to gain proficiency quickly.

Another good reason to study a foreign language is to live abroad where the language is spoken. CGGS is fortunate to have developed links with the Pascal Gymnasium school in Münster, Germany. The German and Modern History Tour to Germany, which includes a homestay with families from Pascal Gymnasium, also allows students to improve their language skills through lasting friendships, and offers them an insight into everyday life in Germany.

As German is offered as a beginner course in Year 9. On the basis of their earlier experience of language learning it can be expected that progress over Years 9 and 10 will be somewhat accelerated, to pave the way for entering the Continuing German course in Year 11. The course emphasises communication as well as intercultural learning and leads to an empathetic but not uncritical understanding of German-speaking regions.

Students are encouraged to:

- ▶ Communicate in German
- ▶ Practise finding out and exchanging information
- ▶ Express personal experiences and viewpoints

Sentence structures and grammar are taught in context within the topic areas. The textbook is supplemented with games, songs, internet-based activities, films, computer software and authentic printed reading materials. Students develop their language skills in a wide range of situations in order to gain confidence and fluency. They also develop practical skills in how to learn another language, so that the learning of German becomes a building block for learning other languages later in life.

The Year 9 and 10 program encompasses the following:

- ▶ Talking about oneself
- ▶ Daily routine
- ▶ Hobbies
- ▶ Describing people and expressing opinions and feelings
- ▶ Making arrangements

	We have information regarding a number of external organisations that provide opportunities for travel to Germany. Please contact our Faculty for more details.
ASSESSMENT AND REPORTING	<p>All students participate in the core program which forms the basis of the Year 9-10 German courses. Students need to show competence in both the communicating and understanding strands.</p> <p>Students in Years 9 and 10 are assessed in these areas across each semester through formal tests and a formal summative tests and formative class tasks. More details are provided on the Unit Outline posted on Canvas for students at the beginning of each semester.</p> <p>In general, weightings and core components of assessment for Year 9 and 10 each semester are:</p> <ul style="list-style-type: none"> ▶ speaking (Communicating) 30% ▶ responding– listening and reading (Understanding) 40% ▶ writing (Communicating) 30% <p>Students who have demonstrated exceptional ability or have prior knowledge of the language are extended through a variety of additional tasks.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>

JAPANESE

RATIONALE	<p>Japanese is spoken by a population of approximately 128 million people. The study of Japanese has particular importance to Australians both culturally and economically. Japan is one of Australia's leading trading partners and there are significant cultural ties between Australia and Japan. The study of Japanese contributes to the overall education of Australian students, particularly in the areas of intercultural understanding and communication, cultural literacy and general knowledge. In the study of Japanese, students will encounter differences not present in the study of European languages. The most marked of these differences is the need to learn a non-alphabetic writing system. By studying Japanese students therefore gain enormous insight into their own language/s and culture/s, attitudes and values.</p>
CONTENT OF THE COURSE	<p>The course text is supplemented by games, songs, internet-based activities, and computer software. Students actively practise and develop their language skills in a wide range of situations in order to gain confidence.</p> <p>By the end of Year 10 students should demonstrate a greater awareness and appreciation of the cultural identity of the Japanese and should be able to use their Japanese to:</p> <ul style="list-style-type: none"> ▶ establish relationships with others ▶ exchange information through role-play ▶ express opinions and feelings ▶ discuss past, present and future experiences and plans within the topics treated ▶ make arrangements for social engagements ▶ solve problems and give advice. <p>Students of elective Japanese may host Japanese students from Osaka visiting CGGS as part of the Sister School relationship with Koza High School.</p>

ASSESSMENT AND REPORTING

All students participate in the core program which forms the basis of the Year 9-10 Japanese courses. Students need to show competence in both the communicating and understanding strands. Students in Years 9 and 10 are assessed in these areas across each semester through formal tests and a formal summative tests and formative class tasks. More details are provided on the Unit Outline posted on Canvas for students at the beginning of each semester.

In general, weightings and core components of assessment for Year 9 and 10 each semester are:

- | | |
|---|-----|
| ▶ speaking (Communicating) | 30% |
| ▶ responding– listening and reading (Understanding) | 40% |
| ▶ writing (Communicating) | 30% |

In the final semester of Year 10, students will undertake a creative research assignment involving writing and speaking, in place of the oral component listed above.

Students who have demonstrated exceptional ability or have prior knowledge of the language are extended through a variety of additional tasks.

Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.

LATIN

RATIONALE

The study of Latin, the language of the ancient Romans, provides students with an opportunity to acquire an understanding of the language and culture of a people who, through conquest, have had a lasting influence on the development of many aspects of Western civilisation: its language(s), literature, social practices, institutions and values. The language of Latin not only developed into the major Romance languages of Europe (Italian, French, Spanish), but over the centuries contributed significantly to the language of education, science and law, as well as to the vocabulary of the English language. To learn Latin is to learn not only the processes associated with reading Latin, but also the general linguistic processes applicable to the study of any other language.

CONTENT OF THE COURSE

The study of Latin centres on the development of the processes necessary for the reading and translation of Latin text, and through that reading, students are introduced to the rich literary and cultural heritage of the Classical World. The reading text (Cambridge Latin Course) focuses on the adventures of a young Pompeian who, having lost his family in the eruption of Mount Vesuvius in 79AD, travelled for several years throughout the Roman Empire, from Pompeii to Alexandria in Egypt, from Egypt to Roman Britain and contact with its client king, Cogidubnus, and Roman governor, Agricola, and from there to political intrigue in Rome.

Latin is an inflected language. It relies on the change of endings of words to generate meaning. The study of Latin requires the close analysis of forms of words and sentence structure with a view to understanding meaning. Inevitably, therefore, it equips students with the general linguistic tools to increase their language-learning ability, should they ever wish to learn additional languages. The grammar of the course is developed as the reading material is read, and is identified before each unit of work.

To learn Latin is to develop an understanding of the derivation of a large number of English words, and with it, a sensitivity to English words and their meaning in context.

The reading text of the course is accompanied by extensive background materials which range from aspects of Daily Life in Pompeii to life in the provinces (Britain and Egypt), in the Roman Army and political institutions in Rome. From time to time students may be required to complete research assignments on aspects of Daily Life, as well as on the myths and legends which the Romans handed down to modern European literature.

ASSESSMENT AND REPORTING

During the course of each semester, students need to show competence in both the communicating and engaging with texts strands. They are required to:

- ▶ translate passages of Latin into English
- ▶ understand the grammar of the Latin being read
- ▶ recall the meaning of Latin words, and relate them to their English derivatives
- ▶ recall details of the cultural material in readings

Assessment

- ▶ Year 9:
 - Test 1: 35%
 - Test 2: 35%
 - Research Assignment: 30%
- ▶ Year 10:
 - Test 1: 30%
 - Test 2: 30%
 - Test 3: 40%

Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.

Students who have demonstrated exceptional ability or have prior knowledge of the language are extended through a variety of additional tasks.

MATHEMATICS

Core Subject

Head of Faculty: Mrs Nancy Lee

Email: nancy.lee@cggs.act.edu.au

RATIONALE	Mathematics involves observing, representing and investigating patterns and relationships in social and physical phenomena and between mathematical objects themselves. The skills learnt give the students a greater understanding and appreciation of their environment. They also enable the students to use their analytical and reasoning powers to solve problems in the real world.
ORGANISATION OF CLASSES	Mathematics is streamed: <ul style="list-style-type: none">▶ Mathematics – Advanced (and Extension in Year 10);▶ Mathematics – Intermediate; and▶ Mathematics – Support Classes are determined using the Mathematics results from the previous year and class teacher advice. In Year 10 we also offer one Extension class.
CONTENT OF THE COURSE	<p>At the completion of the Year 9 course students aim to be able to:</p> <ul style="list-style-type: none">▶ make efficient use of a scientific calculator and make appropriate use of estimation and significant figures▶ explain the effect of changing the gradient or y-intercept of a straight line▶ derive an equation that describes a discrete linear relationship and graph it on the number plane▶ solve problems that include distance, midpoint, gradient and the equation of a straight line▶ perform operations with surds and indices▶ understand the concepts required when finding the surface area and volume of prisms▶ use trigonometric ratios in right angled triangles▶ factorise algebraic expressions including trinomials▶ collect, represent and interpret statistical data▶ solve systems of linear equations graphically and algebraically▶ understand the language used in sales and earning money and apply their knowledge of percentages to necessary calculations▶ apply Pythagoras' Theorem to solve problems using right angled triangles▶ determine sample space for two-step experiments with and without replacement, using tree diagrams or arrays▶ calculate relative frequencies▶ investigate media and digital data reports▶ construct back-to-back stem and leaf plots▶ describe skewed data▶ compare data displays <p>At the completion of the Year 10 course students aim to be able to:</p> <ul style="list-style-type: none">▶ apply and solve quadratic equations▶ apply tests for congruency and similarity to triangles and quadrilaterals▶ distinguish between the various types of relations and represent them graphically on the number plane▶ understand the complexities of consumer arithmetic and responsible saving and borrowing▶ consumer rights and responsibilities▶ use statistics to standardise sets of raw scores▶ solve systems of equations graphically and algebraically▶ investigate relationships between measurements and use formulae to obtain surface area and volume of common and composite solids▶ apply geometrical knowledge to complete deductive proofs▶ use the relationships between length, area and volume of similar figures

	<ul style="list-style-type: none"> ▶ use trigonometry in right angled triangles ▶ apply trigonometry to non-right angled triangles to solve 2D and 3D problems. ▶ describe two and three step experiments and assign probabilities ▶ determine quartiles and interquartile range ▶ construct and interpret box plots ▶ use scatter plots to evaluate bivariate data ▶ calculate and interpret the mean and standard deviation of data sets
DURATION OF COURSE	<p>Year 9: Five periods a cycle</p> <p>Year 10: Six periods a cycle</p>
ASSESSMENT AND REPORTING	<p>Each streamed level is assessed separately with assessment instruments matched to the teaching program. Assessment tasks can take the form of skills or theory tests an assignment, project or homework sheets.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	<p>Mathematics is compulsory in Year 11. Guidelines are provided to Year 10 students to inform their choice of an appropriate Mathematics course in Year 11. Studying at the intermediate level in Year 10 will lead only to the Mathematical Applications pathway, and not to Mathematical Methods course or above.</p>

MUSIC

Elective Subject

Dean of Music: Mr Joel Copeland

Email: joel.copeland@cggs.act.edu.au

RATIONALE	<p>The study of Music aims to develop a knowledge of how music works and what musical features are used to make style, an ability to create musical compositions, and performance skills. The course links into both historical and contemporary contexts, ranging from early Art Music through to more contemporary music.</p> <p>The course aims to:</p> <ul style="list-style-type: none">▶ provide students with a diversity of musical experiences and opportunities▶ develop aural, compositional, critical listening, analytical and ensemble performance skills, and▶ encourage an appreciation of the diverse cultural, social and historical contexts of music through a wide variety of class activities.
CONTENT OF THE COURSE	<p>Years 9 and 10</p> <p>In order to take this course in Years 9 and 10, students are strongly encouraged to be studying an instrument/voice with a private instrumental tutor to ensure they can participate in the practical components of this course.</p> <p>The course covers:</p> <ul style="list-style-type: none">▶ chamber music and solo performance▶ theory – in each year of the course, students will learn theoretical skills that will enable them to understand their musical repertoire▶ creative work – composition and arranging, using technological and traditional means▶ aural training – sight-singing, recognising a variety of musical genres, written dictation using technological and traditional means▶ musicology – listening and critical analysis covering topics such as Film and Television, Australian Music, World Music, Jazz, and the social, political and cultural forces which have influenced Western Art Music during the main periods in music history eg Baroque, Classical, Romantic and 20th and 21st Century Music. <p>Students are highly encouraged to participate in at least one Music Academy ensemble.</p>
DURATION OF COURSE	<p>Year 9: Four and a half periods a cycle for the whole year</p> <p>Year 10: Five periods a cycle for the whole year</p>
ASSESSMENT AND REPORTING	<p>Years 9 and 10</p> <p>Assessment may include:</p> <p>Performance</p> <ul style="list-style-type: none">▶ practical assessment in solo or chamber groups <p>Musicology</p> <ul style="list-style-type: none">▶ musicology written investigations and multimedia projects▶ listening/theory tasks <p>Composition</p> <ul style="list-style-type: none">▶ composition/arrangement tasks and portfolios <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports. Reporting is done against achievement standards drawn</p>

	from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	It is recommended that interested students begin the study of Music as an elective at the beginning of Year 9 as the courses are of a sequential nature and form the basis for further studies in Years 11 and 12. Consideration will be given to students wishing to take up the subject later in Year 9 or in Year 10 provided that they have been studying an instrument and/ or theory privately and can demonstrate the level of musical skill and knowledge that the course requires.

NEGOTIATED STUDY

Support Subject

Head of Faculty: Ms Kerry-Anne Kwong

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RATIONALE	<p>The Negotiated Study course is an integral component of the Canberra Girls Grammar School Student Support Program. This course addresses the educational needs of students who require significant levels of assistance to successfully manage their academic studies and school life for a variety of reasons.</p> <p>The Negotiated Study course allows students to develop a sense of belonging to a program that values their individual strengths and accepts their challenges. The course is designed to allow every student an opportunity to experience success. The talents of all students are valued in an atmosphere of tolerance, cooperation and mutual encouragement. Students learn in an environment that aims to develop their sense of self-worth and personal talents.</p>
CONTENT OF THE COURSE	<p>The Negotiated Study curriculum can be broadly divided into several categories: research and study skills, organisational and self-help strategies, literacy and numeracy development, problem solving skills and support for learning.</p> <p>Students who are enrolled in Negotiated Study have one or more of a variety of impacts on their learning e.g. identified learning disability, elite sporting commitments, chronic illness, personal hardship. The structure and content of lessons reflect and cater for this diversity. The learning of each student in Negotiated Study is designed to match their academic ability so that they can gain a sense of achievement and success.</p>
DURATION OF COURSE	<p>Students who enrol in Negotiated Study in Year 9 generally continue through Year 10, although this is deliberately flexible in order to cater to the needs of each individual. Students may enter or exit the course at the beginning of a semester.</p>
ASSESSMENT AND REPORTING	<p>There is no formal assessment for this subject. Students are monitored in order to track development of the skills explicitly taught in the subject.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	<p>It is recommended that students who are enrolled in Negotiated Study throughout Years 9 and 10 continue support through the Senior Study Support program in Years 11 and 12. This program offers assistance in a very small group setting (approximately 4 to 5 students) for one pre-arranged study period each cycle. Selected students and their Parents/Guardians are notified at the beginning of Year 11 about this program.</p>

HEALTH AND PHYSICAL EDUCATION

Core Subject

Acting Head of Faculty: Mrs Jane Hincksman

Email: jane.hincksman@cggg.act.edu.au

AIMS	<p>The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to:</p> <ul style="list-style-type: none">▶ access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.▶ develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships.▶ acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.▶ engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.▶ analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.
CONTENT OF THE COURSE	<p>The content of the PDHPE course is divided into three components:</p> <ul style="list-style-type: none">▶ Physical Education▶ Aquatic Education▶ Health Education <p>YEAR 9:</p> <p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none">▶ Netball▶ Softball▶ Speedway▶ Fitness▶ Touch Football▶ Badminton▶ Aerobic Dance▶ Lacrosse▶ Minor Games <p>AQUATIC EDUCATION</p> <ul style="list-style-type: none">▶ Water polo▶ Synchronized Swimming▶ Water Sports <p>HEALTH EDUCATION</p> <ul style="list-style-type: none">▶ Sociocultural influences that impact Health and Physical activity▶ Sexual Health
	<p>YEAR 10:</p> <p>Semester 1</p> <p>PHYSICAL EDUCATION</p> <ul style="list-style-type: none">▶ Indoor Hockey▶ AFL▶ European Handball▶ Cricket

	<p>AQUATIC EDUCATION</p> <ul style="list-style-type: none"> ▶ Snorkeling Skills & Underwater Hockey <p>HEALTH EDUCATION</p> <ul style="list-style-type: none"> ▶ Risky Business – The Adolescent Brain <p>Semester 2</p> <p><i>Practical Unit availability is subject to certain conditions. Elective units of work TBC and dependent on demand.</i></p> <ul style="list-style-type: none"> ▶ Bronze Medallion (12-week program (including CPR update)) ▶ Gymnastics Trampoline ▶ Minor Games (including Golf and Archery) ▶ Fitness Fusion <p>HEALTH EDUCATION</p> <ul style="list-style-type: none"> ▶ Issues Facing Women
DURATION OF COURSE	<p>Year 9: Three periods a cycle</p> <p>Year 10: Three periods a cycle</p>
ASSESSMENT AND REPORTING	<p>In Year 9, assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports.</p> <p>In Year 10 Semester 1, assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports however, the Semester 2 program has a different focus and will be assessed as a Pass / Fail unit.</p> <p>Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	<p>Exercise Science is offered in Years 11 and 12 (T or A).</p>

RELIGION AND PHILOSOPHY

Core Subject (Year 9)

PHILOSOPHY AND ETHICS

Elective Subject (Year 10)

Head of Faculty: Mrs Dianne Gilbert

Email: dianne.gilbert@cggg.act.edu.au

RATIONALE	<p>Religion and Philosophy is central to the ethos of CGGS, which is a Christian school of the Anglican tradition. Anglicanism historically has been an inclusive and reason-based expression of Christianity.</p> <p>Consistent with this approach, the aim of this subject is to develop students both spiritually and academically, so that they can consider issues critically, having respect for other humans who are made by God and the diverse values and spiritual positions they hold.</p> <p>Across Years 7–9 five strands are covered, the proportion varying each year to try to achieve a balanced coverage over the junior secondary years. The five strands are:</p> <ul style="list-style-type: none">▶ Study of philosophical thinking▶ Study of other religions▶ Study of ethics▶ Study of Christianity and Biblical concepts▶ Experience of reflective practice
CONTENT OF THE COURSE	<p>In all years the outcomes to be demonstrated are:</p> <ul style="list-style-type: none">▶ ability to think critically, argue logically and use evidence effectively▶ sound knowledge of Biblical and Christian tradition▶ ability to take up and defend personal religious, ethical and philosophical positions▶ appreciation of the universal nature of religious belief <p>Each unit incorporates elements of personal reflection and spiritual application.</p> <p>Year 9</p> <p>Using an inquiry-based approach to learning, the course encourages students to explore a range of contemporary issues across the strands of ethics and values, comparative religion and philosophy.</p> <p>Topics include:</p> <ul style="list-style-type: none">▶ Philosophical reasoning and the formation of robust argument▶ Bioethics▶ Aboriginal Spirituality and stewardship▶ Social justice▶ Islam Is, Islam Isn't?▶ The Good Life? <p>Year 10</p> <p>The course prepares students for senior study across disciplines by emphasising critical and abstract thinking, as well as skills in analysis and the personal evaluation of philosophical and ethical concepts.</p> <p>Units include:</p> <ul style="list-style-type: none">▶ IThink (On living inside my mind)▶ IAm (On living outside my mind)
DURATION OF COURSE	<p>Year 9: Three periods a cycle for 1 semester</p> <p>Year 10: Five periods a cycle for 1 year</p>

ASSESSMENT AND REPORTING	<p>Religion and Philosophy is an academic subject, requiring students to demonstrate knowledge and skills through a variety of methods. These include common assessments to establish comparability across classes. These are marked against criteria and reported according to outcomes achieved by students.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students’ semester reports. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	<p>Religious Studies (REST) is offered as an elective subject in Years 11 and 12.</p> <p>REST can be taken as a major or minor in an Accredited or Tertiary course. It encourages lateral and creative thinking through units that integrate approaches from several disciplines. Units include:</p> <ul style="list-style-type: none">▶ The Search for Meaning▶ Encountering Ethical Issues▶ Social Justice▶ Religion and Politics

SCIENCE

Core Subject

Head of Faculty: Mrs Melissa Musgrove

Email: melissa.musgrove@cggg.act.edu.au

RATIONALE	Science is a part of all human experiences. As such it is an integral part of daily life and does not only belong in a laboratory. Knowledge of science is vital for all students so they can understand the world in which they live, value the systems and processes that support life on our planet, and take an active role in their society.
ORGANISATION OF CLASSES	Students are placed into one of two levels: Advanced and Intermediate. Students in Advanced and Intermediate classes all cover the same material but the depth and complexity of problem solving is more demanding for the students in the Advanced classes. A modified program may be offered to individual students as required. Class placements are based on results and progress made during the previous year.
CONTENT OF THE COURSE	<p>The Year 9 and 10 Science course follows the guidelines of the Australian Curriculum. Central to the course is the concept of working scientifically. This addresses the skills required by students and the importance of the scientific method. These skills include:</p> <ul style="list-style-type: none">▶ planning and conducting investigations▶ using scientific apparatus and acting responsibly in the laboratory▶ processing data▶ evaluating findings scientifically
DURATION OF COURSE	<p>Year 9: Five periods a cycle</p> <p>Year 10: Five and half periods a cycle</p>
ASSESSMENT AND REPORTING	<p>In Years 9 and 10 the same tests and similar assessment items are given to all students. The tests are kept in the Science Faculty until the end of the semester and then are available for students to take home. Grades and marks for Year 9 and Year 10 are based on the whole cohort.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	Science is not compulsory in Years 11 and 12. The Science course followed to the end of Year 10 forms the foundation for the courses in Biology, Chemistry, Earth and Environmental Science, Psychology, Sociology and Physics in Years 11 and 12. By using the conceptual strands as units in Years 7–10, the students gain an appreciation of the distinctions between the senior courses. evaluating findings scientifically

SPORTS SCIENCE

Core Subject

Acting Head of Faculty: Mrs Jane Hincksman

Email: jane.hincksman@cggs.act.edu.au

RATIONALE	The Sports Science course is designed for a wide range of students who have an interest in physical activity, recreation, personal fitness, healthy lifestyles; and the science of sport, exercise physiology and human sports performance.
CONTENT OF THE COURSE	<p>Year 9 (Minor Course – 1 Year)</p> <ul style="list-style-type: none">▶ Body Works (introduction to anatomy and physiology)▶ Fundamentals of Movement Skill Development▶ Get Active (health promotion and physical fitness)▶ Sports Nutrition and Performance▶ The Art and Science of Sports Coaching (includes acquisition of sport skills)▶ Advanced Physical Education <p>Year 10 (Major Course – 2 Years)</p> <ul style="list-style-type: none">▶ Issues in Sport▶ Movement Analysis▶ Sports Psychology▶ In Depth Sports Study (sports event management)▶ Sports Injuries
DURATION OF COURSE	<p>Year 9: Four and half periods a cycle</p> <p>Year 10: Five periods a cycle</p>
ASSESSMENT AND REPORTING	<p>As student's progress through the course they develop skills such as research, essay writing, problem solving, decision making, investigation through experimentation, and interpreting and analysing practical applications in a variety of appropriate physical, recreational and sporting activities. Students also develop social, personal and communication skills through their participation in physical, recreational and sporting activities.</p> <p>Assessment is based on criteria, a percentage mark and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	Exercise Science is offered in Years 11 and 12 (T or A).

S.T.E.M (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS) PROGRAM

Elective Subject

Head of Faculty: Mrs Melissa Musgrove

Email: melissa.musgrove@cggs.act.edu.au

RATIONALE	<p>The STEM program aims to extend the opportunities for students who have an interest in the application of mathematics, computer coding, robotics and 3D manufacturing to solve ‘real world’ problems.</p> <p>This course aims to teach students about the interconnected nature of Science, Technology, Engineering and Mathematics engaging a problem-solving and design methodology and will provide students with skills that can be applied to higher order thinking in a problem-solving context.</p>
CONTENT OF THE COURSE	<p>Year 9</p> <p>Throughout the year, students will be introduced to project work and problem-solving techniques. They will employ skills in excel spreadsheets and graphing, 3D printing, coding and robotics to design innovative solutions to problems posed. Students will be required to interpret research information, use technology and ascertain the reasonableness of a range of solutions to problems.</p> <p>During the Year 9 course, students will also explore the problems and possible solutions for humanity travelling to and living on Mars. Opportunities to partake in competitions and interstate school maker projects will also be explored.</p> <p>Year 10</p> <p>Students will continue to develop their project work and problem-solving techniques. They will take a more technical approach to the subject compared to Year 9 and employ skills in orthographic drawing, CAD, 3D printing, programming and coding, and robotics to design innovative solutions to other problems posed.</p> <p>During the Year 10 course, students will explore the problems and possible solutions for sustainable practices in a range of industries including energy and transport. Students will be provided with opportunities to work with mentors from a range of industries where possible.</p> <p>Towards the end of the year, students will be designing and constructing an innovative solution to a ‘real-life’ problem they have personally identified. Opportunities to partake in competitions and interstate school maker projects will continued to be explored.</p>
ASSESSMENT AND REPORTING	<p>This subject will be assessed through competency-based learning. That is, students will be required to demonstrate their skills and learning in various key learning areas through a variety of set activities. No piece of work is marked on the level of success, but is graded on the amount of insight and learning that has occurred.</p> <p>Assessment is based on criteria and is expressed as a grade A–E on the students’ academic reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THIS COURSE INTO YEARS 11 AND 12	<p>The skills developed in this course support higher level Mathematics, IT, Science, Engineering and Interdisciplinary studies in particular, but will also be applicable across a wide range of subjects.</p>

VISUAL ARTS

Elective Subject

Head of Faculty: Mrs Elizabeth Chase

Email: elizabeth.chase@cggs.act.edu.au

RATIONALE	<p>The visual arts teach us the power of creative self-expression as well as help us develop and use our imagination. With the advent of new visual arts technologies, students can choose from a greater range of exciting creative techniques.</p> <p>Through the study of the visual arts, students develop a broader understanding of themselves and their world. They also gain self-confidence, a sense of self-worth and respect and consideration for others.</p>
CONTENT OF THE COURSE	<p>Through Years 9 and 10, the making and responding aspects of the Visual Art course aims to extend students' knowledge and experiences in a wide range of skills and media such as drawing, painting, printing, ceramics, sculpture and the use of computer software programs.</p> <p>This is achieved through:</p> <ul style="list-style-type: none">▶ the exploration and use of visual literacy as a means of communication▶ the expressive use of media and techniques▶ the development of skills, techniques and processes to produce art works▶ the exploration and development of ideas.▶ an appreciation of artistic styles and art movements▶ an appreciation of the artistic expressions of their own and other cultures.
DURATION OF COURSE	<p>Year 9: Four and half periods a cycle</p> <p>Year 10: Five periods a cycle</p>
ASSESSMENT AND REPORTING	<p>Assessment is based on:</p> <ul style="list-style-type: none">▶ A folio of practical class work 60%▶ Written work 20%▶ Visual diary development and research 20% <p>Assessment is based on criteria and is expressed as a grade A–E on the students' academic reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
CONTINUATION OF THE COURSE INTO YEARS 11 AND 12	<p>The Arts courses Visual Arts BSSS and IB and Photography in Years 11 and 12 offer the opportunity for students to further extend their skills and knowledge of theory and practice to develop their own personal style and means of expression in studio arts and media communication.</p>

Academic Procedures and Policies

HOMEWORK FOR YEARS 9 AND 10

It is school policy that homework is set on a regular basis. Evidence from research shows there is a strong relationship between effective homework and school achievement. An appropriately organised homework program can help students develop important lifelong skills and attitudes.

The amount and nature of homework set varies from one-year level to another, between subjects and also within a subject.

Homework is essentially extra time spent on learning. It includes work of a formal nature specifically set by a teacher to be completed outside timetabled lessons as well as less formal work – such as the revision of the day's lessons, watching and discussing the news, private reading, preparation for tests and assignments and the practice of skills.

The School has a commitment to helping students to become independent learners and all students are encouraged to be self-motivated and self-directed in their learning. We encourage students to use their recommended homework time to tackle both aspects of homework. We recommend steady, regular work, rather than long periods spent on school work on one or two occasions each week.

Students who have trouble completing the set tasks in the time available should discuss the organisation of their work with subject teachers or tutors. Students are expected to devise their own schedules for revision and practice in addition to set homework.

The suggested amount of time for homework per week in each year is as follows:

Year 9 11 hours

Year 10 12 ½ hours

The use of school diaries

All students are issued with a school diary which is used to:

- (A) Write in details of homework set each night.
- (B) Note dates for tests and assignments.
- (C) Record the amount of time spent on each task when requested.

The diary must, wherever possible, remain in pristine condition, be taken to every class and to and from school every day. The diary is a regular means of communication between home and School. Parents/Guardians may use the diary to communicate with the tutor or subject teacher if they wish.

EXCURSIONS

Excursions are regarded by the School as an essential extension of classroom studies. The excursions are generally compulsory because the School considers that excursions broaden the understanding of matters studied and discussed in the classroom. After most excursions there is a review and assessment of what is learnt and often written responses are required. The added benefit of excursions for the students is the opportunity for social experience and the maturing that independence from home care can give.

Parents/Guardians are emailed permission slips for excursions outside the ACT. Costs are kept as low as possible and are usually added to the term account.

Unless otherwise notified, school uniform is to be worn on excursions.

Parents/Guardians are asked to carefully study the notified arrangements for bringing students to, and for collecting them from, the excursion. Parents/Guardians are urged to be punctual in meeting these requirements so that efficient organisation is not compromised.

ASSESSMENT POLICY

The main aims of assessment are to measure each student's learning performance to provide feedback to the students, Parents/Guardians and teachers and to identify areas where improvement and extra assistance are required.

All assessment in the School is continuous and based on a range of assessment procedures, both formal and informal. The procedures used by each subject vary and are stated in individual course documents. For all year groups the assessment period is one semester, at the end of which a report is compiled and sent to Parents/Guardians.

Early in each semester, students receive a Unit Outline and Assessment Schedule for each subject. The nature of the assessment items, due dates and, where relevant, percentage weightings for each task are indicated on this document. Students should immediately transfer this information into the long-term planner in their homework diary to help with time management. These are uploaded to CANVAS for Parents/Guardians to read and understand what will be taught and assessed in each subject.

All students are expected to submit or complete all assessment items unless exceptional circumstances intervene. Any student who is unable to complete 70% of assessment tasks due to an extended period of illness or other approved reason may be awarded Status.

Late or Missed Assessment Items

1. ASSIGNMENTS

If assignment work cannot be completed and submitted because of illness or circumstances beyond the student's control, the difficulty should be discussed with the teacher or Head of Faculty and a Request for an Extension form completed (7–10). This should be done before the due date whenever possible. An extension of a due date may be granted by the relevant Head of Faculty provided a very good reason is given. The Head of Faculty also has the right, after discussion with the classroom teacher, to cancel the assessment or to give an estimate for the piece of work missed.

In other cases, a late work penalty of 5% of the total possible mark is incurred for each day late if work is not submitted on the due date. A loss of 15% is incurred if work due on a Friday is not submitted until the following Monday. For the submission of work, the school day officially ends at 3.30pm. Late work may only be submitted by e-mail if this arrangement has been agreed to by the teacher concerned but no responsibility is accepted for undelivered emails. The late penalty applied is determined by the date stamp of the email.

The teacher records in the student's diary when work has not been submitted or contacts the Parents/Guardians directly. The teacher also notifies the relevant Head of Faculty and Head of House via an email which is copied to the student. If the work still has not been submitted after seven days, a Student Progress Advice (SPA) notice is sent home stating that the student will receive a zero for the task and her semester grade for that subject will be adversely affected.

Computers may be used to word process assignments but computer breakdown (of either hardware or software) is not a valid reason for an extension of time. Students should keep a backup copy of their work and it is recommended that a printout is done at frequent intervals to avoid problems caused by computer failure. If a student chooses to submit her work after the due date, it is penalised as is all late work. If what has been printed is submitted (perhaps with handwritten additions) on or by the due date, it is marked as the final piece of work. No further submissions are allowed.

2. TESTS

Tests are an important part of the learning process but often students are absent on the day set down for tests. It is often difficult to re-schedule tests on subsequent days due to the busy nature of the academic program as well as issues relating to the security of the test being compromised.

If a student misses a test for a legitimate reason, depending on the nature of the test, one of the procedures outlined below is followed:

- ▶ Reschedule the Test – Students who miss a test must sit for the test as soon as possible after they return to school within a week of the first sitting. This may be scheduled for after school.
- ▶ Give an Estimate – Students who miss a test may be given an estimate based on other assessment tasks completed in the unit currently being studied. This estimate may not be given until the end of the unit.

If a student does not have a legitimate reason for missing a test, zero is recorded for that assessment item.

Irrespective of the procedure followed, any student who misses a test may be asked to do the test. It is marked and returned to the student to provide feedback.

REPORTING

The formal reporting system has two components for all students:

- ▶ Parent Teacher evenings held in Terms 1 and 3 when all staff are available for short interviews with Parents/Guardians to discuss progress or problems.
- ▶ Formal written reports that are issued twice a year at the end of each semester.

Semester reports for all subjects (except Integrated Learning) provide each student with:

- ▶ Tutor comment
- ▶ Academic Achievement Standard
- ▶ Australian Curriculum Standards
- ▶ A grade (A–E), Mark, and an Average
- ▶ A percentage mark
- ▶ List of Co-Curricular activities
- ▶ Learner profile and Achievement Standards

Teachers award grades according to the following criteria:

A	Awarded to students who have met the requirements of the course with excellence, demonstrating superior skills and understanding
B	Awarded to students who have met the requirements of the course with efficiency, demonstrating advanced skills and understanding
C	Awarded to students who have met the requirements of the course to a satisfactory standard, demonstrating competent skills
D	Awarded to students who have met the basic requirements of the course with a minimum development of skills and understanding
E	Awarded to students who have experienced extreme difficulties and has not met the basic requirements of the course
S	Awarded to students who have been unable to complete sufficient work due to an extended period of illness or other approved reason and is called 'Status'.
P	Satisfactory
U	Unsatisfactory
UA	Unable to Assess. The objectives of the unit make the awarding of an attainment grade inappropriate.

The exceptions are:

- ▶ Negotiated Study and ESL
- ▶ Health & Physical Education – an overall grade is recorded.
- ▶ STEM – an overall grade is recorded.

All reports include a written comment by the tutor. The aim of the comment is to praise students for their progress and to provide information about areas in which further development could be achieved.

It is felt that the formal report and the Parent Teacher evening each semester provides a comprehensive description of student achievement and performance to all interested parties. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.

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APPEAL PROCEDURE YEARS 7-10

Students in Years 7 – 10 are assessed by the School. Students may seek a review of a mark or grade given for a piece of assessment or on a semester report.

The appeal should be made first, at an informal level, to the subject teacher. This usually results in any misunderstanding being dispelled or any error in calculating corrected. If the student is dissatisfied with the result of the direct approach to the teacher, she should ask to see the Head of the Faculty for the subject concerned. If the Head of Faculty is also the subject teacher she approaches the Director of Studies for help in resolving the matter. If necessary, the Director of Studies consults with the Head of Senior School in an endeavour to achieve a satisfactory resolution.

BREACHES OF DISCIPLINE YEARS 7-10

Any breaches of discipline relating to tests or in-class assessments are regarded very seriously by the School. Students must not bring anything into the assessment room other than writing equipment and whatever else is specified by the teacher.

Students are advised by teachers as to what information may be brought into the room for open book tests and in- class assessments. In other forms of tests and in-class assessments no information (such as written notes, notes on hands, stored material in calculators or laptops or pencil cases) or books may be brought into the room.

If it is ascertained that the student had within her possession “other” material in a test/assessment situation, the mark for the whole piece of work will be cancelled, ie. zero is given.

Plagiarism is a breach of academic discipline. It is any attempt to present someone else’s words or ideas as your own. Students plagiarise if they copy or paraphrase any text or composition generated by another person without proper acknowledgement. Students deemed to have plagiarised by a teacher and the respective Head of Faculty may receive zero for that assessment item and the Director of Studies is informed. The student will be expected to resubmit the piece of work but will not have this piece graded.

Student Services

The Senior School is committed to practices that promote the development of a caring, learning community, where learning takes place and is based on the needs of the learner. The student/teacher relationship is based on mutual respect, trust and understanding. Cooperation and collaboration are valued. Diversity is also valued; therefore, students with special needs may include the needs of gifted and talented students, students with disabilities or specific learning difficulties and students whose welfare or emotional well-being is of concern. Different learning styles and needs are recognised and accommodated.

STUDENT SUPPORT

HEAD OF ACADEMIC ENGAGEMENT:

Ms Kerry-Anne Kwong

Phone: 02 6120 3323

The Student Support team considers referrals for:

1. Negotiated Study

The Negotiated Study course offers the necessary support and addresses the educational needs of students who require long-term assistance to adequately manage their academic studies and school life. Students with special educational needs are identified and invited to join Negotiated Study. This course provides assistance to students by revising and reinforcing basic skills required in other subjects such as organisation, comprehension, research and writing. The Negotiated Study teacher also liaises with teachers in other subjects to offer specific help. The aim of the course is to support students' learning and to provide better foundations for students to manage their study in Years 11 and 12. Placement in the Negotiated Study course is reviewed each semester.

2. English as a Second Language (ESL)

Competence in English is essential for equity of educational opportunity and full participation in Australian Society. ESL is a program of language development designed to meet the needs of those students whose first language is not English to support their learning in mainstream subjects. ESL courses at the Senior School are highly focused on developing the English literacy skills of students of non-English speaking backgrounds across the areas of speaking and listening, reading and viewing and writing. ESL programs of study are developed with the needs of the particular students in the class in mind. An across the curriculum approach is always evident and the students are given the opportunity to seek assistance with the language demands of their other subjects.

3. Study Support

Some students may require additional assistance in organising their time to meet their commitments or to address a particular study skills problem. A student's needs are determined through consultation with subject teachers, parents, Heads of House, the student, and other stakeholders, a program of assistance is devised based on this. This assistance aims to increase confidence and improve skills so that students can become independent learners and able to manage their studies more effectively.

4. Gifted and Talented Students

Gifted and talented students need to receive an education which takes account of their special characteristics as learners. Giftedness and talent may occur in many different areas including the creative arts, academic subjects, social and leadership skills and sporting interests. The School aims to recognise ability by offering opportunities for students to achieve their full potential and to implement programs to meet the educational needs of gifted and talented students.

5. Special Consideration for Assessment

Medical, social, academic and/or emotional concerns are given special individual consideration in regard to assessment. Requests for assistance in assessment tasks and for ongoing provision due to long-term

illness or special needs are accommodated on a needs basis. This must be supported by appropriate official documentation.

6. Modified Packages

Requests to the Head of the Senior School may be made for a student to undertake a modified package. This may be due to an extensive time commitment outside School hours in the student's chosen area of talent development.

7. Students with Disabilities

The School aims to provide support for students with special needs. It is important to discuss any special needs at interview so that the ability of the School to offer the necessary modifications can be determined.

STUDY & PEER MENTORING

Within the Pastoral Care program, a day a cycle is assigned to study, and peer mentoring. This is an opportunity for students to seek assistance from their tutor and tap into knowledge and insight of their peers. Tutors ensure all students use their School diaries to maintain the communication between home and School.

CAREERS ADVISOR

The Careers Advisor (Dr Jessica Dietrich 02 6202 6426) provides assistance and information to students about options in further education, career pathways and career decision making. Counselling is offered to all students from Years 7 to 12, either individually or in groups. Particular emphasis is placed on Years 10 to 12. Year 10 students participate in work experience.

CURRICULUM AND ASSESSMENT ADVICE

The Director of Studies (Mrs Tara Dunstall 02 6202 6407) is responsible for the implementation of curriculum, assessment and reporting for Years 7 to 12. Information regarding Year 12 tertiary package requirements, assessment processes, the ACT Scaling Test (AST) and the Australian Tertiary Admission Rank (ATAR) is also available from the Director of Studies. The Director of Teaching and Learning, (Mrs Jane O'Brien 02 6202 6406) leads the Heads of Faculty and has responsibility for overall curriculum development.

USE OF THE LIBRARY AND COMPUTERS

Library hours are from 8.15am – 5.00pm (Monday to Thursday) and 8.15am – 4.30pm on Friday.

A Teacher Librarian is available during these times to assist students. The computers in the Library are available for student use when the Library is open.

In the Library, students can access the School network, and all information resources, word process and print assignments, and search the Internet for school related material. The Library also provides charging facilities for certain laptops, and lends equipment such as calculators, headphones and school laptops.

The Library website provides access to the catalogue and online databases, and is available on or off the campus at <http://cggs.libguides.com/home>.

Co-Curricular Activities

Learning at CGGS is much more than what happens inside classrooms. If students are to be well prepared for life beyond school, then academic study should not be their sole focus. We therefore offer a wide range of co-curricular activities to complement the pursuit of academic excellence and our efforts to maximise each student's potential in the classroom. From their early years in Junior School to their final year of Senior School, students are encouraged to participate in a wide variety of activities.

At CGGS we provide activities covering sports, drama, music and a range of clubs and societies. These activities are supervised by members of the teaching staff, supported by specialist instrumental teachers or sports coaches. The design of the program is based on the Philosophy Statement for Co-Curriculum:

The co-curricular program is an integral part of the educational experience at CGGS and includes all activities that support, enhance or complement the formal academic curriculum.

It is based on the philosophy that personal growth occurs when students and staff can access a broad range of experiences. Success in future studies, employment and life itself can result for those who have a balanced approach to work and broader social commitments and who have developed their capacity to work effectively with others.

Our program offers each girl the opportunity to explore and cultivate their passions and interests, to be inspired to discover their own potential, to showcase their talents and develop leadership, self-confidence and pride.

Our program offers each teacher, parent and volunteer the opportunity to build relationships, to enhance connectedness with our students and to further develop their own personal and professional journey.

The program offerings can be broadly categorised into two main areas:

- ▶ Active pursuits – activities that lead to enhancing the health and well-being of the student
- ▶ Creative pursuits – activities that contribute to the student developing new skills or ideas

The activities are not compulsory, but students are encouraged to participate in at least one “active” and one “creative” activity. This will be recognised with an annual Certificate of Completion in the co-curricular program.

WINTER SPORTS	SUMMER SPORTS	MUSIC AND DRAMA	CLUBS AND SOCIETIES
<ul style="list-style-type: none"> ▶ Cross Country ▶ Basketball ▶ Equestrian ▶ Hockey ▶ Netball ▶ Orienteering ▶ Mountain Biking ▶ Soccer ▶ Swimming ▶ Snowsports ▶ Tennis ▶ Touch Football ▶ Waterpolo 	<ul style="list-style-type: none"> ▶ Basketball ▶ Dragon Boats ▶ Indoor Hockey ▶ Netball ▶ Tennis ▶ Sailing (training) ▶ Futsal ▶ Soccer ▶ Swimming ▶ Rowing ▶ Waterpolo 	<ul style="list-style-type: none"> ▶ Bands ▶ Choirs ▶ Dance Festival ▶ Ensembles ▶ Fashion Parade ▶ Musical ▶ Orchestras ▶ Senior Drama Production ▶ Summer Shorts (drama) Year 9, 10 Production 	<ul style="list-style-type: none"> ▶ Book Club ▶ Burravi Committee ▶ CCC Club (Chess, Cards & Checkers) ▶ Creative Writing ▶ Duke of Edinburgh Award ▶ Da Vinci Decathlon ▶ Dance/Drama ▶ Debating & Public Speaking ▶ Environment Group ▶ Historic Dance ▶ Indigenous Focus Group ▶ Chinese speaking ▶ Melbourne Ave Media ▶ Nexus Club (Science fiction and fantasy) ▶ Science Club

Notes



CANBERRA GIRLS
GRAMMAR SCHOOL

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