



Year 9-10  
Course Handbook

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2021



CANBERRA GIRLS  
GRAMMAR SCHOOL

# Our Purpose

We are creating a world where the young never stop believing anything is possible.

# Our Values

The Canberra Girls Grammar School community is bound by three core values that honour our Anglican tradition and speak to the challenges of today's world:

- Inclusion – We embrace diversity in humanity; we treat others with compassion and kindness; we support our community and aim to ensure equal opportunity.
- Courage – Honouring the spirit of our founders, women of grit, intellect and determination, we challenge the status quo; stand by what we believe in and do what is right. We persevere through adversity and embrace change
- Integrity – We act with honesty and integrity; we are known for our loyalty and ethical behaviour. We aim to follow our strong moral compass



**CANBERRA  
GIRLS  
GRAMMAR  
SCHOOL**

## Year 9-10 Course Handbook

May, 2020

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# Welcome from the Head of Senior School

Welcome to Canberra Girls Grammar Senior School. It is a pleasure to have you at the school and I hope that you will find your path through the Senior School enjoyable, challenging and satisfying. That you will take advantage of the opportunities on offer at the school and become the best student you can be.

In Years 9 and 10 you will begin to focus your study options in preparation for Years 11 and 12. This guide will help you understand more about these subjects you begin to consider your senior years and post-school pathway.

Future-focused learning is vital in preparing you for future study, courses and your career. We aim to develop your critical thinking skills, harness your creativity, enhance your communication skills, allow you to work collaboratively and enjoy success and challenges together, to embrace culture and real-world problems and to effectively utilize connectivity across your subjects. Everything you learn becomes a solid foundation for the role you play as a global citizen and as a leader in your life.

You will be challenged by what you learn and are encouraged to harness that challenge, enjoy it and grow from it. Perseverance and persistence will stand you in good stead as you move through secondary school and into Years 11 and 12. Sometimes as a student you need to be comfortable with discomfort in your learning, answers do not always come easily. Persevere, and you will get there.

Our goal is for our graduates to be fiercely independent young women who continue to blaze trails like the women who went before them. Young women who are independent, reflective, passionate learners who go confidently into the world. Young women who know that anything is possible.

The love of learning starts with choosing subjects that interest you, that challenge you and that give you energy. Ask lots of questions, talk to the teachers and find out all you need to about the subject you are studying or might like to study. And always maintain your interests outside of the classroom too, play sport, get involved in the drama production, learn a musical instrument, join the choir, learn a language, join a club. These outlets will help you to relieve stress, give you time to spend with friends, allow you to laugh (or maybe cry) and provide you with balance in your life. Apply for leadership positions in the school and enjoy the opportunity to represent your peers, to showcase your talents and to learn about leadership. Take advantage of the opportunities that our wonderful school offers to you.

I look forward to following your learning journey.

Best wishes,

**Julie Jorritsma**

Head of Senior School

# School Contacts

Students or Parents/Guardians may wish to consult the following members of staff:

<b>Director (Studies)</b>	<b>Mrs Tara Dunstall</b>	<a href="mailto:tara.dunstall@cggs.act.edu.au">tara.dunstall@cggs.act.edu.au</a>
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## Canberra Girls Grammar School

### Senior 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:

- English
- Flexible Learning (Year 10 only)
- Mathematics
- Religion and Philosophy
- Science
- Health and Physical Education

## Semester Units Year 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	– Negotiated Studies
– Dance	– German	– Sports Science
– Design and Food Solutions	– Global Perspectives	– S.T.E.M
– Design and Textile Solutions	– Japanese	– Visual Art
– 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	– French	– Music
– Commerce	– Geography	– Negotiated Studies
– Dance	– German	– Philosophy and Ethics
– Design and Food Solutions	– Global Perspectives	– Sports Science
– Design and Textile Solutions	– History	– S.T.E.M
– Digital Technologies	– Japanese	– Visual Art
– Drama	– Latin	

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

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

## Senior School subjects available for study in 2020

	Core subjects	Elective subjects
<b>Arts</b>		
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
<b>English</b>		
English	7-12	
<b>Health and Physical Education</b>		
Exercise Science		11-12
HPE	7-12	
Sports Science		9-10
<b>Languages other than English</b>		
Chinese		7-12
French		7-12
German		9-12
Japanese		7-12
Latin		7-12
Spanish		11-12
<b>Mathematics</b>		
Mathematics	7-11	12

	Core subjects	Elective subjects
<b>Science and Technology</b>		
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
Science	7-10	
S.T.E.M		9-10
<b>Humanities and Social Sciences</b>		
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
<b>Academic Engagement</b>		
Integrated Learning		7-8
Negotiated Study		9-10
English as a Second Language		11-12
<b>Core Subjects</b>		
AST	12	
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

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

Printed in Canberra, 1997. No alteration, erasure or addition.

**SAMPLE**

*[Signature]*  
Principal

STCH96P223

*[Signature]*  
Chief Executive

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 (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 (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 (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/Flexible Learning

Core Subject – Years 9 and 10

Head of Faculty: Mrs Stephanie Spiller

Email: [stephanie.spiller@cggg.act.edu.au](mailto:stephanie.spiller@cggg.act.edu.au)

<b>Rationale</b>	<p>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 in future study and work. Drawing on <i>Work Studies</i> from the Australian Curriculum and best-practice Problem-Based Learning, the Ad Astra/ Flex programs in Years 9 and 10 empower students to be active in shaping their own futures. By the end of Year 10, students will develop a flexible repertoire of interdisciplinary skills through collaborative and individual projects, specialized tutorials, guided research tasks and supervised independent study. With a focus on personalised learning, students are supported by classroom teachers and industry mentors to make informed choices about their senior studies, university studies, and life beyond school.</p>
<b>Content of the course</b>	<p>There are three strands to the Ad Astra/ Flex course: <b>problem-based learning, careers and Senior study transition.</b></p> <p>The problem-based learning strand provides students the opportunity to develop interdisciplinary skills and a deep, contextual understanding of real-world problems in the local (year 9) and global (Year 10) community. Engaging with community partners and stakeholders, students use design thinking to develop, test and present solutions.</p> <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. Students will continue to develop their e-portfolio as a way of documenting and showcasing their skills and achievements.</p> <p>The Senior Study 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. In independent study, students refine effective and efficient study techniques, complete assignments, work collaboratively and pursue individual studies as they require.</p>
<b>Duration of the course</b>	<p><b>Year 9:</b> Immersion program (problem-based learning only)</p> <p><b>Year 10:</b> Timetabled class throughout the year</p>
<b>Assessment and reporting</b>	<p>Students are assessed to the standards of the Year 9 and Year 10 Work Studies Australian Curriculum subject. They are assessed on individual and groups tasks, as well as their engagement and participation.</p>
<b>Continuation of this course into Years 11 and 12</b>	<p>This type of learning is preparation for all senior studies, both IB and BSSS.</p>

# Commerce

## Elective Subject

**Head of Faculty:** Mr Norbert Narel

**Email:** [norbert.narel@cggs.act.edu.au](mailto:norbert.narel@cggs.act.edu.au)

<b>Rationale</b>	<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>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>
<b>Content of the Year 9 course</b>	<p><b>Year 9</b></p> <p><b>Semester 1:</b> You're a Consumer; Trade and Business – How they work!</p> <p><b>Semester 2:</b> You're in Business; Enterprise and Entrepreneurship</p>
<b>Content of the Year 10 course</b>	<p><b>Year 10</b></p> <p><b>Semester 1:</b> Australian Law and Government – Active Citizenship!</p> <p><b>Semester 2:</b> Investment and Tax; Towards Independence</p>
<b>Assessment and reporting</b>	<p>Assessment is done regularly by means of homework, assignments, projects, practical reports and tests. The course follows the Australian Curriculum.</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>
<b>Continuation of this course into Years 11 and 12</b>	<p>Commerce provides some basic understanding of Business, Economics and Legal Studies BSSS subjects in Years 11 and 12; and Economics IB, but it is NOT a pre-requisite. In addition, aspects of the course could lead into the study of the Global Studies subject in senior years.</p>

# Dance

## Elective Subject

Head of Faculty: Mrs Elizabeth Chase

Email: [elizabeth.chase@cgs.act.edu.au](mailto:elizabeth.chase@cgs.act.edu.au)

<b>Rationale</b>	<p>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.</p>
<b>Content of the course</b>	<p><b>Unit 1: All that Jazz: From Vernacular Jazz to Broadway and Musical Theatre</b></p> <ul style="list-style-type: none"><li>– Vernacular and Fosse Jazz Techniques</li><li>– Creating a solo Jazz performance</li><li>– Viewing a live Musical Theatre production</li></ul> <p><b>Unit 2: Modern Moves: Pioneers of Modern Dance</b></p> <ul style="list-style-type: none"><li>– Anatomical Foundations</li><li>– Exploration of 20th Century Techniques and Choreographers</li><li>– The nature of dance composition and creating a solo work</li></ul> <p><b>Unit 3: Dance of Our Time: Hip Hop and Commercial Dance</b></p> <ul style="list-style-type: none"><li>– From Hip Hop Culture to Popular Dance Styles</li><li>– Anatomy and Training Principles</li><li>– Collaboratively choreographing a crew performance</li></ul> <p><b>Unit 4: Contemporary Fusion</b></p> <ul style="list-style-type: none"><li>– The Re-emergence of Aboriginal Dance in Australia</li><li>– The craft of dance composition</li><li>– Performing collaboratively choreographed works</li></ul>
<b>Assessment and reporting</b>	<p>Assessment comprises 60% practical work and 40% theoretical (oral and written) work. Students in each year group have common assessment tasks and results are moderated. Assessment each semester is based on: technique and performance skills, composition tasks, and theoretical tasks such as essay, research assignment, oral presentation and journal writing.</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>
<b>Continuation of this course into Years 11 and 12</b>	<p>The course provides an excellent foundation for BSSS Dance (T or A) in Years 11 and 12.</p>

# Design and Food Solutions

## Elective Subject

**Head of Faculty:** Mrs Elizabeth Chase

**Email:** [elizabeth.chase@cggs.act.edu.au](mailto:elizabeth.chase@cggs.act.edu.au)

<b>Rationale</b>	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.
<b>Content of the course</b>	<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><b>Year 9</b></p> <ul style="list-style-type: none"><li>– #instafood</li><li>– A Place at the Table</li></ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"><li>– The National Dish</li><li>– What the world eats</li></ul>
<b>Assessment and reporting</b>	<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"><li>– practical exams are used to assess technical skill development and organisation</li><li>– a digital design portfolio records detailed evidence of design thinking</li><li>– research tasks, written tests, and multimodal presentations will also be used to assess knowledge and understanding of key concepts</li></ul> <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>
<b>Continuation of this course into Years 11 and 12</b>	In Years 11 and 12, BSSS Design and Emerging Technologies 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.

# Design and Textiles Solutions

## Elective Subject

Head of Faculty: Mrs Elizabeth Chase

Email: [elizabeth.chase@cgs.act.edu.au](mailto:elizabeth.chase@cgs.act.edu.au)

<b>Rationale</b>	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.
<b>Content of the course</b>	<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><b>Year 9</b></p> <p>Projects may include:</p> <ul style="list-style-type: none"><li>- interior design project</li><li>- design history project</li><li>- design for individuals</li><li>- Uniform 4 Kids project</li></ul> <p><b>Year 10</b></p> <p>Projects may include:</p> <ul style="list-style-type: none"><li>- costume design</li><li>- couture vs fast fashion</li><li>- design for performance</li><li>- Angel Gowns project</li></ul>
<b>Assessment and reporting</b>	<p>Generally, the assessment in Years 9 and 10 comprises 60% for practical projects and 40% for related activities.</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>
<b>Continuation of this course into Years 11 and 12</b>	Design and Textiles Solutions may be continued in Years 11 and 12 as BSSS 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: Mr Sam Papisidero

Email: [sam.papisidero@cggg.act.edu.au](mailto:sam.papisidero@cggg.act.edu.au)

<b>Rationale</b>	<p>Digital Technologies equips students with the skills to access, manage, process, and develop a range of media using modern information, communication, technology software and 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 programming, asset development, assisted design and an introduction to mechatronics. 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>
<b>Content of the Year 9 course</b>	<p>The Year 9 Digital Technology course follows the guidelines of the Australian Curriculum. Central to the course is developing an understanding and skills in computational thinking. These skills and topics include:</p> <ul style="list-style-type: none"><li>– Introduction to object orientated programming</li><li>– Development and programming visual assets</li><li>– Assisted design and digital manufacturing</li><li>– Microcontrollers and mechatronics</li></ul>
<b>Content of the Year 10 course</b>	<p>The Year 10 Digital Technology course supports the learning in Year 9, focusing on precisely and accurately developing a range of modular digital systems and solutions. The course continues to engage students with specialised learning in preparation for senior secondary years. These skills and topics include:</p> <ul style="list-style-type: none"><li>– Advanced asset design</li><li>– Software and Mobile App development</li><li>– Programming and navigating virtual space</li><li>– Introduction to A.I.</li></ul>
<b>Assessment and reporting</b>	<p>Assessment is done regularly by means of homework, assignments, and practical projects. The course follows the Australian Curriculum. Assessment is based on criteria 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>
<b>Continuation of this course into Years 11 and 12</b>	<p>The Digital Technologies course followed to the end of Year 10 forms the foundation for undertaking senior Digital Technologies. By learning the introductory concepts of programming and designing digital solutions, the students gain an appreciation of the intricacies and opportunities available in the senior courses.</p>

# Drama

## Elective Subject

Head of Faculty: Mrs Elizabeth Chase

Email: [elizabeth.chase@cggs.act.edu.au](mailto:elizabeth.chase@cggs.act.edu.au)

<b>Rationale</b>	<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>
<b>Content of the course</b>	<p><b>Unit 1: Musical Theatre: Characterisation and Conflict</b></p> <ul style="list-style-type: none"><li>– Characterisation, dialogue and conflict</li><li>– Musical Theatre, movement and symbolism</li><li>– Viewing a live Musical Theatre production</li></ul> <p><b>Unit 2: Theatre for a Purpose: From Ritual Traditions to Issue-Based Drama</b></p> <ul style="list-style-type: none"><li>– Ritual Drama – World Theatrical Traditions</li><li>– Creating a solo ritual performance</li><li>– Collaboratively devising an issue-based theatre performance</li></ul> <p><b>Unit 3: Introduction to Script-work: Australian Drama</b></p> <ul style="list-style-type: none"><li>– Introduction to Script Work – Australian Drama</li><li>– Monologue and Ensemble performance skills</li><li>– Character skills workshops</li></ul> <p><b>Unit 4: From Shakespeare to Grotowski: Influential Theatre Practitioners</b></p> <ul style="list-style-type: none"><li>– Exploration of influential 20th Century theatre practitioners</li><li>– Reviewing live Theatre productions</li><li>– Performing scripted monologues and collaboratively devised pieces</li></ul>
<b>Assessment and reporting</b>	<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>
<b>Continuation of this course into Years 11 and 12</b>	<p>This course provides an excellent foundation for the study of Drama (T and A) and Theatre (IB) in Years 11 and 12.</p>

<p><b>Rationale</b></p>	<p>The study of English enables students to develop 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>
<p><b>Content of the course</b></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"> <li>– fiction (novels and short stories)</li> <li>– drama</li> <li>– film</li> <li>– poetry</li> <li>– media and multi-modal texts</li> </ul> <p>Specific units relevant to each year level include:</p> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>– Shakespeare in a multi-modal world</li> <li>– Global Voices</li> <li>– Narratives of memory and self</li> <li>– Digital storytelling</li> </ul> <p><b>Year 10</b></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"> <li>– Issues in literature</li> <li>– Interpretations of Literature</li> </ul>
<p><b>Assessment and reporting</b></p>	<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>
<p><b>Continuation of this course into Years 11 and 12</b></p>	<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.</p>

# Geography

Core Subject – Year 9 | Elective Subject – Year 10

Head of Faculty: Mr Norbert Narel

Email: [norbert.narel@cggs.act.edu.au](mailto:norbert.narel@cggs.act.edu.au)

<b>Rationale</b>	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.
<b>Content of the course</b>	<p><b>Year 9</b></p> <ul style="list-style-type: none"><li>– Biomes and Food Security</li><li>– Geographies of Interconnections</li></ul> <p><b>Year 10</b></p> <ul style="list-style-type: none"><li>– Futures – Creating an equitable and sustainable world</li><li>– Environment change and management</li><li>– Geographies of human wellbeing</li></ul> <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"><li>– research using the library, maps, current affairs sources, videos, pictorial material, internet</li><li>– communication – note-making, paragraph, report and essay-writing, oral presentation, geographical visual techniques</li><li>– field work – individual surveys, observations, sketching and mapping in the field</li><li>– Geographic Information Systems (GIS) and remote sensing – creating digital maps, spatial data queries and analysis</li></ul>
<b>Assessment and reporting</b>	<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>

# Global Perspectives

## Elective Subject

**Head of Faculty:** Mr Norbert Narel

**Email:** [norbert.narel@cgs.act.edu.au](mailto:norbert.narel@cgs.act.edu.au)

<b>Rationale</b>	<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>
<b>Content of the course</b>	<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>
<b>Assessment and reporting</b>	<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>
<b>Continuation of this course into Years 11 and 12</b>	<p>Students may continue studies of global issues by undertaking units from the Global Studies course.</p>

# Health and Physical Education

## Core Subject

Head of Faculty: Mrs Jenny Hall

Email: [jennifer.hall@cggg.act.edu.au](mailto:jennifer.hall@cggg.act.edu.au)

<b>Aims</b>	<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"><li>– 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.</li><li>– 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.</li><li>– acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.</li><li>– 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.</li><li>– analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.</li></ul>
<b>Content of the course</b>	<p><b>Invasion Games theme:</b> Touch Football, Lacrosse, Speedway &amp; Waterpolo</p> <p><b>Net/Wall Games theme:</b> Badminton</p> <p><b>Striking/Fielding Games theme:</b> Softball</p> <p><b>Rhythmic &amp; Expressive Movement Activities:</b> Aerobic Dance, Synchronised Swimming</p> <p><b>Physical &amp; Sexual Health</b></p> <p><b>Invasion Games theme:</b> Indoor Hockey &amp; Underwater Hockey/Snorkelling Skills, AFL, Team Handball or <b>Striking &amp; Fielding theme:</b> Cricket</p> <p><b>Target Games: Disc Golf</b></p> <p><b>Invasion Games:</b> Ultimate Frisbee</p> <p><b>Year 10 Special Elective PE Program in Semester 2</b></p> <p>Planning for Safety and Issues Facing Women</p>
<b>Assessment and reporting</b>	<p>In Year 9, assessment is based on criteria and is expressed as a grade A–E on the students’ semester reports.</p> <p>In Year 10 Semester 1, assessment is based on criteria and a 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 formative feedback is given throughout the semester and submitted through Canvas.</p>
<b>Continuation of this course into Years 11 and 12</b>	<p>BSSS Exercise Science (T or A) is offered in Years 11 and 12.</p>

# History

Core Subject – Year 9 | Elective Subject – Year 10

Head of Faculty: Mr Norbert Narel

Email: [norbert.narel@cggg.act.edu.au](mailto:norbert.narel@cggg.act.edu.au)

<b>Rationale</b>	<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>
<b>Content of the course</b>	<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"><li>– Indigenous Rights and Freedoms in Australia</li><li>– The causes, nature and consequences of the First and Second World Wars</li><li>– Australia's participation in these conflicts and their impacts on Australian society</li></ul> <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"><li>– Leaders in the modern world: Stalin, Nelson Mandela</li><li>– Ancient History case studies eg Hatshepsut</li><li>– Pre-Modern History case studies eg Elizabeth I</li></ul>
<b>Assessment and reporting</b>	<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>
<b>Continuation of this course into Years 11 and 12</b>	<p>There are no pre-requisites for the Year 11 and 12 IB and BSSS 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

Acting Head of Faculty: Ms Lauren Richardson

Email: [lauren.richardson@cggs.act.edu.au](mailto:lauren.richardson@cggs.act.edu.au)

<b>Pre-requisites</b>	<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>
<b>Rationale</b>	<p><b>Intellectual benefits</b></p> <p>Students can expect to:</p> <ul style="list-style-type: none"><li>– learn to communicate in another language</li><li>– develop an understanding of diverse perspectives</li><li>– increase awareness of language as a system of community meaning</li><li>– acquire a greater understanding of English through another language</li><li>– improve analytical and reflective literacy</li><li>– improve mental flexibility, problem solving and communication</li><li>– develop intercultural capabilities for ethical and engaged global citizenship</li></ul> <p><b>Socio-cultural benefits</b></p> <p>Learning another language enables students to:</p> <ul style="list-style-type: none"><li>– enhance interpersonal skills</li><li>– open doors to new cultures by discovering how language shapes worldview</li><li>– develop willingness and capability to engage with and reflect upon interaction with diversity</li><li>– 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.</li></ul> <p><b>Recreational benefits</b></p> <p>By studying another language, students may enjoy:</p> <ul style="list-style-type: none"><li>– being able to interact in another language</li><li>– making friends in the global classroom</li><li>– opportunities to participate in exchanges, school tours and independent travel</li></ul>
<b>Continuation of this course into Years 11 and 12</b>	<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

<b>Rationale</b>	<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>						
<b>Content of the course</b>	<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 enrol in the Extra-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 and is both assessed and reported on each semester.</p>						
<b>Assessment and reporting</b>	<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 data-bbox="387 1310 1220 1422"><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> <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>	– Speaking (Communicating)	30%	– Responding– Listening and Reading (Understanding)	40%	– Writing (Communicating)	30%
– Speaking (Communicating)	30%						
– Responding– Listening and Reading (Understanding)	40%						
– Writing (Communicating)	30%						

## French

<b>Rationale</b>	<p>French is, along with English, the only language spoken on all five continents. There are now 300 million people on five continents who speak French, according to a recent study by the Organisation Internationale de la Francophonie. The ability to speak both French and English is an advantage for finding a job with many multinational companies using French as their working language, in a wide range of sectors. French gives students an insight into the worlds of fashion, gastronomy, the arts, architecture and science. Speaking French also opens up opportunities for higher education at some of France's best-known universities. French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. French is an analytical language that structures thought and develops critical thinking.</p>						
<b>Content of the course</b>	<p>In Years 9 and 10, content includes daily activities, holidays, chores, 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> <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>						
<b>Assessment and reporting</b>	<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> <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>	– Speaking (Communicating)	30%	– Responding– Listening and Reading (Understanding)	40%	– Writing (Communicating)	30%
– Speaking (Communicating)	30%						
– Responding– Listening and Reading (Understanding)	40%						
– Writing (Communicating)	30%						

## German

<b>Rationale</b>	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 few other languages. Germany alone sponsors over 60,000 international exchanges for scientists, musicians, scholars and students for international research and study.						
<b>Content of the course</b>	<p>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 BSSS Continuing German or IB Language B 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.</p> <p>Students are encouraged to:</p> <ul style="list-style-type: none"><li>– Communicate in German</li><li>– Practise finding out and exchanging information</li><li>– Express personal experiences and viewpoints</li></ul> <p>The Year 9 and 10 program encompasses the following:</p> <ul style="list-style-type: none"><li>– Introducing self and others</li><li>– Daily routine</li><li>– Hobbies</li><li>– Describing people and expressing opinions and feelings</li><li>– Making arrangements</li></ul>						
<b>Assessment and reporting</b>	<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> <table data-bbox="387 1668 1220 1769"><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>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>	– Speaking (Communicating)	30%	– Responding– Listening and Reading (Understanding)	40%	– Writing (Communicating)	30%
– Speaking (Communicating)	30%						
– Responding– Listening and Reading (Understanding)	40%						
– Writing (Communicating)	30%						

# Japanese

<b>Rationale</b>	Japanese is spoken by a population of approximately 127 million people. 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.						
<b>Content of the course</b>	<p>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 the Japanese and should be able to use their Japanese to:</p> <ul style="list-style-type: none"><li>– establish relationships with others</li><li>– exchange information through role-play</li><li>– express opinions and feelings</li><li>– discuss past, present and future experiences and plans</li><li>– solve problems and give advice.</li></ul> <p>Students of elective Japanese are encouraged to host visiting exchange students from Japan and participate in reciprocal exchange programs and School Tours.</p>						
<b>Assessment and reporting</b>	<p>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.</p> <p>In general, weightings and core components of assessment for Year 9 and 10 each semester are:</p> <table border="0" data-bbox="387 1417 1244 1518"><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> <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>	– Speaking (Communicating)	30%	– Responding– Listening and Reading (Understanding)	40%	– Writing (Communicating)	30%
– Speaking (Communicating)	30%						
– Responding– Listening and Reading (Understanding)	40%						
– Writing (Communicating)	30%						

# Latin

<b>Rationale</b>	<p>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.</p>
<b>Content of the course</b>	<p>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.</p> <p>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.</p> <p>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. Students also 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.</p>
<b>Assessment and reporting</b>	<p>During the course of each semester, students need to show competence in both the communicating and engaging with texts strands.</p> <p><b>Assessment</b></p> <p><b>Year 9:</b></p> <ul style="list-style-type: none"><li>– Test 1: 35%</li><li>– Test 2: 35%</li><li>– Research Assignment: 30%</li></ul> <p><b>Year 10:</b></p> <ul style="list-style-type: none"><li>– Test 1: 30%</li><li>– Test 2: 35%</li><li>– Research Assignment: 35%</li></ul> <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>Students who have demonstrated exceptional ability or have prior knowledge of the language are extended through a variety of additional tasks.</p>

# Mathematics

## Core Subject

Head of Faculty: Mrs Nancy Lee

Email: [nancy.lee@cggg.act.edu.au](mailto:nancy.lee@cggg.act.edu.au)

<b>Rationale</b>	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.
<b>Organisation of classes</b>	Mathematics is streamed: 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.
<b>Content of the course</b>	Below is an example of some of the concepts covered in Year 9: <ul style="list-style-type: none"><li>– make efficient use of a scientific calculator and make appropriate use of estimation and significant figures</li><li>– explain the effect of changing the gradient or y-intercept of a straight line</li><li>– derive an equation that describes a discrete linear relationship and graph it on the number plane</li><li>– solve problems that include distance, midpoint, gradient and the equation of a straight line</li><li>– perform operations with surds and indices</li></ul> Below is an example of some of the concepts covered in Year10: <ul style="list-style-type: none"><li>– apply and solve quadratic equations</li><li>– apply tests for congruency and similarity to triangles and quadrilaterals</li><li>– distinguish between the various types of relations and represent them graphically on the number plane</li><li>– understand the complexities of consumer arithmetic and responsible saving and borrowing</li><li>– calculate and interpret the mean and standard deviation of data sets</li></ul>
<b>Assessment and reporting</b>	Each streamed level is assessed separately with assessment instruments matched to the teaching program. Assessment is based on criteria and is expressed as a scaled 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.
<b>Continuation of this course into Years 11 and 12</b>	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.

# Music

## Elective Subject

Dean of Music: Mr Joel Copeland

Email: [joel.copeland@cgs.act.edu.au](mailto:joel.copeland@cgs.act.edu.au)

<b>Rationale</b>	<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>
<b>Content of the course</b>	<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. Beginners are welcome.</p> <p>The course covers:</p> <ul style="list-style-type: none"><li>– chamber music and solo performance</li><li>– theory – in each year of the course, students will learn theoretical skills that will enable them to understand their musical repertoire</li><li>– creative work – composition and arranging, using technological and traditional means</li><li>– aural training – sight-singing, recognising a variety of musical genres, written dictation using technological and traditional means</li><li>– musicology – listening and critical analysis covering topics such as, 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.</li></ul> <p>Students are highly encouraged to participate in at least one Music Academy ensemble.</p>
<b>Assessment and reporting</b>	<p>Assessment may include:</p> <ul style="list-style-type: none"><li>– Performance</li><li>– Musicology</li><li>– Composition</li></ul> <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>
<b>Continuation of this course into Years 11 and 12</b>	<p>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.</p>

# Negotiated Studies

## Support Subject

Head of Faculty: Mrs Winifred Hanson

Email: [winifred.hanson@cggs.act.edu.au](mailto:winifred.hanson@cggs.act.edu.au)

<b>Rationale</b>	<p>The Negotiated Studies course is an integral component of the Canberra Girls Grammar School Student Support Program. After consultation with Parents/Guardians, the student's previous school and any external supports, students may be invited to join this small group (maximum 12 students). This elective course aims to support each student's learning journey and to increase their access to the academic curriculum by addressing specific educational needs. These include:</p> <ul style="list-style-type: none"><li>– providing academic support and assistance to the students in their other subjects</li><li>– continuing to develop study and organisational skills for secondary school</li><li>– preparing students in the study and organisational skills required for senior secondary school studies</li><li>– encouraging and fostering intellectual development especially in the student's specific areas of need.</li></ul>
<b>Content of the course</b>	<p>The Negotiated Studies curriculum is a skills based individualised curriculum that can be broadly divided into several categories that combine to increase students interaction and enjoyment of their wider curriculum:</p> <ul style="list-style-type: none"><li>– literacy and numeracy support,</li><li>– development of research and study skills,</li><li>– support and modelling of executive functioning, organisational and independence skills,</li><li>– support in identifying personal strengths and barriers to their learning</li><li>– problem solving skills (academic and personal) to support their learning</li></ul> <p>Students who are enrolled in Negotiated Studies have one or more of a variety of impacts on their learning e.g. identified learning disability, chronic illness, personal hardship, extended absence, and English as an additional language or dialect (EAL/D) students. Therefore the structure and content of lessons reflect and cater for this individual diversity. The learning of each student in Negotiated Studies is designed to match their academic ability so that they can gain a sense of achievement and success, whilst implicitly building their skills to interact with their academic subjects. Year 10 students are also supported during the subject selection process to ensure their unique individual circumstances are considered when choosing subjects and goals for year 11 and 12.</p>
<b>Assessment and reporting</b>	<p>There is no formal assessment for this subject. Students are monitored in order to track development of skills explicitly taught in the subject.</p>
<b>Continuation of this course into Years 11 and 12</b>	<p>It is recommended that students who are enrolled in Negotiated Studies throughout Years 9 and 10 continue support through the Senior Study Support program in Years 11 and 12. This program offers individual or very small group assistance 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>

# Religion and Philosophy

Core Subject – Year 9

# Philosophy and Ethics

Elective Subject – Year 10

**Head of Faculty:** Mr Norbert Narel

**Email:** [norbert.narel@cogs.act.edu.au](mailto:norbert.narel@cogs.act.edu.au)

<b>Rationale</b>	<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"><li>– Study of philosophical thinking</li><li>– Study of other religions</li><li>– Study of ethics</li><li>– Study of Christianity and Biblical concepts</li></ul> <p>The Year 10 elective, Philosophy and Ethics, is an inquiry-based subject covering epistemology, metaphysics and future ethics.</p>
<b>Content of the course</b>	<p>In all years the outcomes to be demonstrated are:</p> <ul style="list-style-type: none"><li>– ability to think critically, argue logically and use evidence effectively</li><li>– sound knowledge of Biblical and Christian tradition</li><li>– ability to take up and defend personal religious, ethical and philosophical positions</li><li>– appreciation of the universal nature of religious belief</li><li>– appreciate the limits of knowing as a thinking and self-aware being in the universe</li></ul>
<b>Assessment and reporting</b>	<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>
<b>Continuation of this course into Years 11 and 12</b>	<p>BSSS Religious Studies (REST) is offered as an elective subject in Years 11 and 12.</p> <p>REST encourages lateral and creative thinking through units that integrate approaches from several disciplines. Units include:</p> <ul style="list-style-type: none"><li>– The Search for Meaning</li><li>– Encountering Ethical Issues</li><li>– Social Justice</li><li>– Religion and Politics</li></ul>

<b>Rationale</b>	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.
<b>Organisation of classes</b>	<p>Science is streamed:</p> <ul style="list-style-type: none"> <li>– Science – Extension</li> <li>– Science – Advanced</li> <li>– Science – Intermediate</li> </ul> <p>Students in Extension, 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 and Extension classes. The Extension class allows for further exposure to larger scientific concepts in the area of study.</p> <p>Classes are determined using the Science results from the previous year and class teacher advice.</p>
<b>Content of the Year 9 and 10 course</b>	<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"> <li>– Formulating hypotheses, designing rigorous methods to collect reliable data</li> <li>– Investigating questions using the scientific method</li> <li>– Communicating ideas and information</li> <li>– Analysing data and evaluating conclusions</li> </ul>
<b>Assessment and reporting</b>	<p>Assessment is done regularly by means of homework, assignments, projects, practical reports and tests. The course follows the Australian Curriculum.</p> <p>Assessment is based on criteria 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>
<b>Continuation of this course into Years 11 and 12</b>	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 both BSSS and IB Physics, Chemistry, Biology, Earth and Environmental Science and Psychology, 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.

# Sports Science

## Elective Subject

Head of Faculty: Mrs Jenny Hall

Email: [jennifer.hall@cggs.act.edu.au](mailto:jennifer.hall@cggs.act.edu.au)

<b>Rationale</b>	The Sports Science course is designed for a wide range of students who have an interest in physical activity, recreation, personal fitness, health promotion; and the science of sport, exercise physiology and human sports performance.
<b>Content of the course</b>	<p><b>Year 9 (Minor Course – 1 Year)</b></p> <ul style="list-style-type: none"><li>– Body Works (introduction to anatomy and physiology)</li><li>– Fundamentals of Movement Skill Development</li><li>– Get Active (health promotion and physical fitness)</li><li>– Sports Nutrition and Performance</li><li>– The Art and Science of Sports Coaching (includes acquisition of sport skills)</li><li>– Advanced Physical Education</li></ul> <p><b>Year 10 (Major Course – 2 Years)</b></p> <ul style="list-style-type: none"><li>– Issues in Sport</li><li>– Movement Analysis</li><li>– Sports Psychology</li><li>– In Depth Sports Study (sports event management)</li><li>– Sports Injuries</li></ul>
<b>Assessment and reporting</b>	<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>
<b>Continuation of this course into Years 11 and 12</b>	BSSS Exercise Science (T or A) is offered in Years 11 and 12.

# S.T.E.M (Science, Technology, Engineering, Mathematics) Program

## Elective Subject

Head of Faculty: Mr Sam Papasidero

Email: [sam.papasidero@cggs.act.edu.au](mailto:sam.papasidero@cggs.act.edu.au)

<b>Rationale</b>	<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.</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>
<b>Content of the course</b>	<p><b>Year 9</b></p> <p>Throughout the year, students will be introduced to project work and problem-solving techniques. They will engage in the Engineering Design thinking methodology and employ a range of skills including, prototyping, coding and 3D printing to design innovative solutions to problems posed. Projects include a Solar Car Challenge, Spaghetti Bridge Challenge, and an Aerodynamics and Rocket challenge.</p> <p><b>Year 10</b></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 biomechanics to design innovative solutions to other problems posed. Projects include, "Ecopod" Architecture, Biomechanical Arm Challenge as well as a sustainability solution project.</p>
<b>Assessment and reporting</b>	<p>Assessment is done regularly by means of assignments, projects portfolios and tests. Design projects are not marked on the level of success, but are 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>
<b>Continuation of this course into Years 11 and 12</b>	<p>The skills developed in this course followed to the end of Year 10 forms the foundation for the BSSS courses in Design and Emerging Technology and Digital Technology and supports higher level Mathematics, 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](mailto:elizabeth.chase@cggs.act.edu.au)

<b>Rationale</b>	<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>						
<b>Content of the course</b>	<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, printmaking, ceramics, sculpture and the use of computer software programs.</p> <p>This is achieved through:</p> <ul style="list-style-type: none"><li>– the exploration and use of visual literacy as a means of communication</li><li>– the expressive use of media and techniques</li><li>– the development of skills, techniques and processes to produce artworks</li><li>– the exploration and development of ideas.</li><li>– an appreciation of artistic styles and art movements</li><li>– an appreciation of the artistic expressions of their own and other cultures.</li></ul>						
<b>Assessment and reporting</b>	<p>Assessment is based on:</p> <table data-bbox="384 1137 949 1238"><tr><td>A folio of practical class work</td><td>60%</td></tr><tr><td>Written work</td><td>20%</td></tr><tr><td>Visual diary development and research</td><td>20%</td></tr></table> <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>	A folio of practical class work	60%	Written work	20%	Visual diary development and research	20%
A folio of practical class work	60%						
Written work	20%						
Visual diary development and research	20%						
<b>Continuation of this course into Years 11 and 12</b>	<p>The Arts courses Visual Arts BSSS and IB, Photography BSSS and Media BSSS 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 7 and 8

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:

<b>Year 9</b>	11 hours
<b>Year 10</b>	12 <sup>1/2</sup> hours

### The use of school diaries

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

- Write in details of homework set each night.
- Note dates for tests and assignments.
- 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:

<b>A</b>	Awarded to students who have met the requirements of the course with excellence, demonstrating superior skills and understanding
<b>B</b>	Awarded to students who have met the requirements of the course with efficiency, demonstrating advanced skills and understanding
<b>C</b>	Awarded to students who have met the requirements of the course to a satisfactory standard, demonstrating competent skills
<b>D</b>	Awarded to students who have met the basic requirements of the course with a minimum development of skills and understanding
<b>E</b>	Awarded to students who have experienced extreme difficulties and has not met the basic requirements of the course
<b>S</b>	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'.
<b>P</b>	Satisfactory
<b>U</b>	Unsatisfactory
<b>UA</b>	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.

## 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 (Studies) for help in resolving the matter. If necessary, the Director (Studies) consults with the Head of Senior School in an endeavour to achieve a satisfactory resolution.

# Academic integrity

## Purpose of an academic integrity policy

### **Definition: Academic Integrity**

The principle that students' work is genuine and original, completed only with the assistance allowed according to the rules, policies and guidelines. In particular, the words, ideas, scholarship and intellectual property of others used in the work must be appropriately acknowledged.

Work includes not only written material, but in addition, any oral, numerical, audio, visual or other material submitted for assessment.

Breaches of academic integrity include plagiarism, collusion, the fabrication or deliberate misrepresentation of data, and failure to adhere to the rules regarding examinations in such a way as to gain unfair academic advantage.

### **Definition: Plagiarism**

Plagiarism is a breach of academic discipline. It is an 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 acknowledgment.

### **The purpose of an academic integrity/plagiarism policy is as follows:**

- To know the satisfaction of producing your own work
- To acknowledge the work of others
- To understand the ethical and legal rights and responsibilities as authors and creators
- To be aware of how to use information respectfully across all subject areas.

### **Examples of Academic Integrity**

To write with academic integrity, students will have:

- Acknowledged the work and ideas of others within their presentations and writing
- across all areas of the curriculum
- An appropriately formatted reference list or bibliography
- Demonstrated critical thinking, synthesis, have paraphrased information and have written the work themselves.

Examples of plagiarism could include, but are not limited to:

- Submitting all or part of another person's work or source text with or without that person's or source's knowledge
- Submitting all or part of a paper from a source text without proper acknowledgement
- Copying part of another person's work from a source text, supplying proper acknowledgement, but leaving out quotation marks or not using italics
- Submitting materials that paraphrase or summarise another person's work or ideas without appropriate acknowledgement

- Submitting a digital image, sound, design, artwork, artefact, product, photograph or animation, altered or unaltered, without proper acknowledgement.

See [www.smartcopying.com.au](http://www.smartcopying.com.au).

### Principles behind the imposition of penalties:

- Any work that is found to be plagiarised will incur a penalty ranging from a written reprimand and warning, through to the cancellation of an assessment result
- Students who unintentionally plagiarise must be given appropriate counselling and guidance so that they do not repeat the offence

### Procedures for dealing with situations involving plagiarism:

- Any suspected case of plagiarism must be investigated at the school level
- The principles of natural justice must be applied at all stages in the process. If you are suspected of plagiarising work, you must be given a fair hearing and the opportunity to provide evidence of authorship.
- If there is evidence of plagiarism you must be interviewed by the teacher and the Head of Faculty and given the opportunity to explain your case before a penalty is determined
- If plagiarism is shown to have occurred, then the teacher, in conjunction with the Head of Faculty and Director (Studies), should determine the penalty, taking into account the principles and the penalty schedule listed
- You must be advised, in writing, of the penalty and informed that you have the right to appeal the penalty to the Director (Studies)
- Details of any case of academic integrity must be recorded and the record kept centrally at the school.

### Right of Appeal

You have the right to appeal against the application and/or the outcomes of the above. Appeals must be discussed with the relevant Head of Faculty before speaking with the Director (Studies).

### Penalties

Any one or more of the following actions could be taken for a breach of discipline in relation to assessment:

- Reprimand of the candidate, except in cases where benefit would have been derived from such breaches
- The making of alternative arrangements for the assessment (e.g. through a reassessment)
- The assessment marked without the material subject to the breach being considered
- Imposition of a mark penalty appropriate to the extent of the breach
- Cancellation of the result for the assessment concerned

The following is a guide to the penalties to be imposed by the School. These penalties apply irrespective of the subject in which the incident(s) occur.

Categories	Penalties
<b>First Incident of breach of discipline</b>	One or more of the following penalties be imposed subject to the degree of the infringement: (a) to (f)
<b>Subsequent breach(es) of discipline</b>	One or more of the following penalties be imposed subject to the degree of the infringement: (a) to (g)

Counselling of students is a key component of the process. After the first incident of a breach of discipline, advice in writing to you must include a warning about the consequences of subsequent breaches.

### **Testing and In-class assessment**

All breaches of discipline relating to tests or in-class assessments are regarded 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 test and in-class assessments, no information (such as written notes, notes on hands, stored material in calculators or laptops or pencil cases), 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 is cancelled, ie. zero is given.

# 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:** Mrs Winifred Hanson Phone: 02 6120 3323

The Student Support team considers referrals for:

### 1. Negotiated Studies

The Negotiated Studies 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 Studies. 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 Studies 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 and peer monitoring

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 (Academic Administration) Mrs Jane O'Brien 02 62026406 is responsible for the implementation of curriculum, assessment and reporting for Years 7 to 12, and the ACT Scaling Test (AST). Information regarding Year 12 tertiary package requirements, assessment processes, and the Australian Tertiary Admission Rank (ATAR) is available from the Director (Studies) Mrs Tara Dunstall 02 6202 6407 who also 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.

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
– Cross Country	– Basketball	– Bands	– Book Club
– Basketball	– Dragon Boats	– Choirs	– Burrawi Committee
– Equestrian	– Indoor Hockey	– Dance Festival	– CCC Club (Chess, Cards & Checkers)
– Hockey	– Netball	– Ensembles	– Creative Writing
– Netball	– Tennis	– Fashion Parade	– Duke of Edinburgh Award
– Orienteering	– Sailing (training)	– Musical	– Da Vinci Decathlon
– Mountain Biking	– Futsal	– Orchestras	– Dance/Drama
– Soccer	– Soccer	– Senior Drama Production	– Debating & Public Speaking
– Swimming	– Swimming	– Summer Shorts (drama) Year 9, 10 Production	– Environment Group
– Snowsports	– Rowing		– Historic Dance
– Tennis	– Water polo		– Chinese speaking
– Touch Football			– Melbourne Ave Media
– Water polo			– Nexus Club (Science fiction and fantasy)
			– Science Club

# Notes