



# 2024

## Middle School Years 7,8 and 9 Curriculum Handbook



## INTRODUCTION

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

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

We value the partnership between students, parents and teachers who work together to ensure that Years 7, 8 and 9 are enjoyable and productive and provide the foundation for success in the following years.

Our Year 7 curriculum offers a transition from the primary to secondary school, and our Years 8 and 9 curriculum provides the essential bridge between Middle School and Senior School learning and expectations. This Middle School Curriculum Handbook should be used in conjunction with the information given to students by the subject teachers.

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

If you have any questions please contact the Director of Secondary, Christie Dey; Deputy Principal - Studies, Dr John Fry or the classroom teacher with expertise in that subject:

|                               |                       |  |
|-------------------------------|-----------------------|--|
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John Fry (Deputy Principal - Studies)



## CONTENTS

|   |    |
|---|----|
| Studies at Year 7 .....                     | 4  |
| Studies at Years 8 and 9 .....              | 4  |
| English (CORE) .....                        | 5  |
| Mathematics (CORE).....                     | 6  |
| Science (CORE) .....                        | 7  |
| Humanities and Social Science (CORE) .....  | 8  |
| Physical Education (CORE).....              | 9  |
| Specialist Studies at Years 7, 8 and 9..... | 10 |
| Agricultural Science (ELECTIVE) .....       | 11 |
| Business (ELECTIVE) .....                   | 12 |
| Dance (ELECTIVE).....                       | 13 |
| Digital Technologies (ELECTIVE) .....       | 14 |
| Drama (ELECTIVE) .....                      | 15 |
| Food and Textiles (ELECTIVE) .....          | 16 |
| Music (ELECTIVE).....                       | 17 |
| Spanish (ELECTIVE) .....                    | 18 |
| Visual Art (ELECTIVE).....                  | 19 |



## STUDIES AT YEAR 7

Girls in Year 7 study a compulsory curriculum comprising a core focus as well as specialist subjects that will form the basis of elective studies in their following years. Students are encouraged to study a broad curriculum in order to form independent views of their strengths and areas for further development.

Students in Year 7 study:

- English
- Mathematics
- Science
- Humanities and Social Science (HaSS)
- Physical Education
- Dance
- Digital Technologies
- Drama
- Food and Textiles
- Music
- Spanish
- Visual Art

## STUDIES AT YEARS 8 AND 9

In Years 8 and 9, all students study core subjects to ensure they are provided with the opportunity to develop the skills and knowledge to undertake the range of subjects available in the senior years of schooling.

All students are required to study:

- English
- Mathematics
- Science
- Humanities and Social Science (HaSS)
- Physical Education

Beyond the Core, students have an opportunity to select from a range of elective subjects. The elective choices are designed to maximise the engagement of students in Middle School. Students in Years 8 and 9 choose three elective subjects from:

- Agricultural Science
- Business
- Dance
- Digital Technologies
- Drama
- Food and Textiles
- Music
- Spanish
- Visual Art



## ENGLISH (CORE)

Contact – [KateKnowles@rggs.qld.edu.au](mailto:KateKnowles@rggs.qld.edu.au)

### Overview

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

### Year 7 Structure and Assessment

| Semester 1   | Semester 2   |
|--|--|
| Narratives<br>Persuasion                                     | Text analysis<br>Poetry  |
| Assessment 1: Short story<br>Assessment 2: Persuasive speech | Assessment 3: Examination - Analytical / Evaluative written response<br>Assessment 4: Extended Response – Persuasive analytical written response |

### Year 8 Structure and Assessment

| Semester 1  | Semester 2  |
|---|---|
| Advertising<br>Film Reviewer  | Novel Study – <i>Hunger Games</i><br>Narrative  |
| Assessment 1: Extended response – Explanation and Comparison<br>Assessment 2: Spoken Response – Spoken Review (interview) | Assessment 3: Short Response – Examination<br>Assessment 4: Extended response – Written Narrative |

### Year 9 Structure and Assessment

| Semester 1  | Semester 2  |
|---|---|
| Persuasion – TED Talk<br>Australian Voices  | Novel study - <i>Lord of the Flies</i><br>Shakespeare – <i>Romeo &amp; Juliet</i>   |
| Assessment 1: Extended Response – persuasive spoken response<br>Assessment 2: Short response — written poetry analysis response | Assessment 3: Examination — essay extended response<br>Assessment 4: Pt A: Short Response – Spoken<br>Pt B: Extended Response – Written monologue |



## MATHEMATICS (CORE)

Contact – [NadeneHousman@rggs.qld.edu.au](mailto:NadeneHousman@rggs.qld.edu.au)

### Overview

The Mathematics program is based on the Years 7, 8 and 9 Mathematics Australian Curriculum and is organised into two learning area Achievement Standards. The proficiency standard describes the skills, or 'how' of Mathematics and the content standard describes the knowledge and understanding, or 'what' of Mathematics. The courses include topics in the Number, Algebra, Measurement, Space, Statistics and Probability strands. Through key activities such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated. Previously established mathematical ideas can be drawn upon in unfamiliar sequences and combinations to solve non-routine problems and to consequently develop more complex mathematical ideas. However, students of this age also benefit from an understanding of the connections between mathematical concepts and their application in their world. This means using contexts directly related to topics of relevance and interest to this age group.

### Year 7 Structure and Assessment

| Semester 1   | Semester 2   |
|--|--|
| Statistics<br>Probability<br>Number<br>Algebra                       | Number<br>Algebra<br>Measurement<br>Space                              |
| Assessment 1: Statistical Investigation<br>Assessment 2: Examination | Assessment 3: Mathematical Modelling Task<br>Assessment 4: Examination |

### Year 8 Structure and Assessment

| Semester 1  | Semester 2   |
|---|--|
| Probability<br>Number<br>Measurement<br>Statistics                                    | Number<br>Algebra<br>Measurement<br>Space                              |
| Assessment 1: Probability Experiment and Finance Project<br>Assessment 2: Examination | Assessment 3: Mathematical Modelling Task<br>Assessment 4: Examination |

### Year 9 Structure and Assessment

| Semester 1   | Semester 2  |
|--|---|
| Space<br>Measurement<br>Number<br>Statistics<br>Probability          | Algebra<br>Measurement<br>Space   |
| Assessment 1: Examination<br>Assessment 2: Statistical Investigation | Assessment 3: Examination Problem-Solving and Modelling Task<br>Assessment 4: Examination |



## SCIENCE (CORE)

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

### Overview

The Science program delivers the three content strands of the Australian Curriculum. Science Understanding covers content within the study areas of Chemistry, Biology, Physics and Earth and Space Sciences. Science as a Human Endeavour highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. The strand of Science Inquiry Skills allows development of skills relating to evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments. Each strand builds sequentially and cumulatively across the three years of 7, 8 and 9. Together, the three strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Units within each year level will focus on the sub-strand descriptors.

### Year 7 Structure and Assessment

| Semester 1   | Semester 2  |
|--|---|
| Chemistry – Mixtures and solutions<br>Biology – Organising organisms | Earth and Space Science – Sensational seasons<br>Physics – Moving right along |
| Assessment 1: STEM task<br>Assessment 2: Examination                 | Assessment 3: Examination<br>Assessment 4: STEM task                          |

### Year 8 Structure and Assessment

| Semester 1   | Semester 2  |
|--|---|
| Physics - Energy for My Lifestyle<br>Biology - Multiplying by Dividing               | Chemistry - Matter Matters<br>Earth & Space Science - Rocks and Their Uses                          |
| Assessment 1: Physics - Assignment<br>Assessment 2: Biology – Supervised Examination | Assessment 3: Chemistry – Supervised Examination<br>Assessment 4: Earth & Space Science – STEM task |

### Year 9 Structure and Assessment

| Semester 1  | Semester 2  |
|---|---|
| Biology - Life's balance<br>Chemistry - Chemical Patterns                             | Physics - Waves and Particles<br>Earth & Space Science - Changing the Earth                       |
| Assessment 1: Biology – STEM Task<br>Assessment 2: Chemistry – Supervised Examination | Assessment 3: Physics – STEM Task<br>Assessment 4: Earth & Space Science – Supervised Examination |



## HUMANITIES AND SOCIAL SCIENCE (CORE)

Contact – [EmmaWhitehand@rggs.qld.edu.au](mailto:EmmaWhitehand@rggs.qld.edu.au)

### Overview

The study of Humanities and Social Science (HaSS) provides opportunities for students to appreciate and understand the historical, geographical and cultural aspects of our wonderful world. Employing an inquiry approach to studies, students will learn to analyse maps and graphs, stimulus material and primary and secondary sources using the ADAMANT approach. There is a strong focus on developing higher order thinking skills and students are encouraged to research and draw their own conclusions in response to topics studied. Students who enjoy History, Geography and Civics and Citizenship are encouraged to undertake courses in Humanities in the senior school.

### Year 7 Structure and Assessment

| Semester 1   | Semester 2   |
|--|--|
| Exploring influences that shape Australian citizenship<br>Water in the world | Ancient Rome<br>Ancient China                                  |
| Assessment 1: Examination<br>Assessment 2: Research Multimodal Task          | Assessment 3: Examination<br>Assessment 4: Research Assignment |

### Year 8 Structure and Assessment

| Semester 1  | Semester 2  |
|---|---|
| Exploring influences that shape Australian Citizenship<br>Shogunate Japan | Medieval Europe and the Black Death<br>Landforms and Landscapes     |
| Assessment 1: Examination<br>Assessment 2: Source Analysis Examination    | Assessment 3: Research Multimodal task<br>Assessment 4: Examination |

### Year 9 Structure and Assessment

| Semester 1  | Semester 2  |
|---|---|
| Making a Nation<br>Movement of Peoples                                      | World War I<br>The Great Depression - The Inter War Years                           |
| Assessment 1: Analytical Essay<br>Assessment 2: Source Analysis Examination | Assessment 3: Multimodal Research Task<br>Assessment 4: Source Analysis Examination |





## PHYSICAL EDUCATION (CORE)

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

### Overview

This course aims to develop healthy and active students with critical enquiry skills to analyse and understand the influences on their own and others' health, safety, wellbeing, and physical activity participation. Physical Education lessons aim to encourage lifelong involvement and enjoyment in physical activity. Due to the requirements of participation in the practical component of Physical Education, each student is required to have their correct sports uniform, a sports hat, and joggers for every practical lesson or swimmers, swimming cap and sun-shirt where water sports occur. Students are expected to participate in every lesson, allowing them to develop their skill level and confidence within the physical activity under study.

### Year 7 Structure and Assessment

| Semester 1   | Semester 2  |
|--|---|
| Mental health and wellbeing & Lifesaving<br>Safety & Athletics | Exercise nutrition & Oztag<br>Activity for the ages & Indigenous games        |
| Assessment 1: Persuasive Essay<br>Assessment 2: Examination    | Assessment 3: Assignment<br>Assessment 4: Research Brochure and Game Delivery |

### Year 8 Structure and Assessment

| Semester 1   | Semester 2   |
|--|--|
| Drugs and Positive Choices (Lifesaving)<br>Lifestyle Diseases and Health Benefits of Physical Activity (Athletics) | Anatomy and Physiology (Soccer and Futsal)<br>Basic First Aid (Tee Ball and Cricket) |
| Assessment 1: Persuasive letter<br>Assessment 2: Multimodal Presentation   | Assessment 3: Examination<br>Assessment 4: Examination                               |

### Year 9 Structure and Assessment

| Semester 1   | Semester 2   |
|--|--|
| Figueroa's Framework (Water Polo)<br>Motor Learning (Touch)  | Relationships and Sexual Health (Volleyball)<br>First aid and CPR (Lifesaving)                   |
| Assessment 1: Research Report<br>Assessment 2: Project Folio | Assessment 3: Examination<br>Assessment 4: Examination – Practical CPR and Response to Scenarios |

## SPECIALIST STUDIES AT YEARS 7, 8 AND 9

In addition to our five core subjects, students in Year 7 are given the opportunity to trial different specialist subjects for one semester each.

Likewise, students in Years 8 and 9 choose three elective subjects, enabling each student to pursue areas of academic interest as potential precursors for senior schooling.

Electives should be selected on the basis of studies each student would most enjoy. The only Years 8 and 9 elective that is a **\*prerequisite** for senior studies is Spanish. Year 8 and 9 elective subjects provide a self-contained learning experience while providing an excellent foundation for related studies in Year 10. Students may choose to experience several different elective subject combinations across Years 8 and 9.

Students choose three electives from the following:

- Agricultural Science (Year 8 and 9 only)
- Business (Year 8 and 9 only)
- Dance
- Drama
- Food and Textiles
- Digital Technologies
- Music
- Spanish\*
- Visual Art





## AGRICULTURAL SCIENCE (ELECTIVE)

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

### Overview

Agricultural Science examines modern agricultural practices. It is a program of study for girls interested in primary production and the care of plants and animals. It is relevant to every student as it gives an understanding of where food and fibres, that are essential for everyday life, are sourced. An Agricultural Science garden for growing vegetables and conducting field trials is located on campus. We also have access to properties in the local area which extend our capacity to showcase agriculture. Excursions are planned at various times to allow students to experience agricultural aspects in the local community. Cattle sales and trips to properties and farms are undertaken by students during the school year.

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

### Year 8 Structure and Assessment

| Semester 1  | Semester 2  |
|---|---|
| Apiculture - "Buzz About Bees"<br>Sustainability focus                  | Plant Production - Hydroponics<br>Agricultural Careers  |
| Assessment 1: Research Project<br>Assessment 2: Multimodal Presentation | Assessment 3: Examination<br>Assessment 4: Presentation |

### Year 9 Structure and Assessment

| Semester 1  | Semester 2   |
|---|--|
| Apiculture - "Buzz About Bees"<br>Sustainability focus                  | Plant Production – Cereal Crops<br>Plant Production – Cropping and Marketing |
| Assessment 1: Research Project<br>Assessment 2: Multimodal Presentation | Assessment 3: Examination<br>Assessment 4: Growth Trial                      |



## BUSINESS (ELECTIVE)

Contact – [Veronica Miller-Waugh@rggs.qld.edu.au](mailto:Veronica.Miller-Waugh@rggs.qld.edu.au)

### Overview

The study of Business has both practical and theoretical components which provide students with everyday life skills. Topics utilise technology in assessment and practical situations to produce products. Each focus area includes a cross-curricular component that underpins the Business program including literacy, numeracy, life skills and future perspectives. The course has been designed to provide students with skills and opportunities which align with industry specific processes.

Throughout the program, students will be provided with the opportunity to engage in the following areas of study:

- Introduction to business economics
- Production and markets
- Marketing and promotion
- Business planning
- Financial risk and rewards
- Competitive markets and innovation
- Management and leadership
- Participants in the workplace

Students will investigate information procedures by applying basic financial analysis techniques. Such techniques include the development of budgets, graphing business data to analyse trends and determining a business's financial position. Students explain how changes to sources, forms and management of information effect design and production decisions. Further analysis will include financial management, investigation and interpretation of business and economic activities, including the systems and regulatory bodies that control economic activity and standardise industries.

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

- complete basic financial management processes
- explain the importance of managing financial risks and rewards
- analyse business and economic systems
- develop business and marketing plans
- analyse why businesses seek to create a competitive advantage through innovation
- analyse the roles and responsibilities of participants in the workplace

### Year 8 and 9 Structure and Assessment

| Semester 1  | Semester 2   |
|---|--|
| Introduction to Economics<br>Production and Markets | Rights and Responsibilities<br>Technology in the workforce |
| Assessment 1: Examination<br>Assessment 2: Report   | Assessment 3: Report<br>Assessment 4: Examination          |



## DANCE (ELECTIVE)

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

### Overview

Dance is a human activity of ancient tradition and a fundamental and evolving form of expression. Through Dance, students can effectively convey ideas, images and feelings using the human body as an instrument of communication. The study of dance in its wider context promotes an understanding of culture and promotes a respect for other cultures. Students gain self-esteem and develop an ability to appreciate dance and other art forms. They also practise discipline and respect for self and others as necessary skills to work effectively individually and in groups. The study of dance in the secondary years is designed for students with or without previous dance experience. It caters for a variety of skills and ability levels and aims to introduce students to a wide range of dance styles.

### Year 7 Structure and Assessment

| Semester 1  | Semester 2  |
|---|---|
| Elements of Dance<br>Exploring Dance through Body Movement                            | Dances through the Decades<br>Stepping out                                    |
| Assessment 1: Responding Exam<br>Assessment 2: Performance of Teacher devised routine | Assessment 1: Choreography and Performance<br>Assessment 2: Solo choreography |

### Year 8 Structure and Assessment

| Semester 1   | Semester 2  |
|--|---|
| Broadway Choreography – Stage vs other performance<br>Stimuli for Dance – exploring and manipulating devices | Iconic choreography<br>Dance analysis   |
| Assessment 1: Performance of Teacher-devised Routine<br>Assessment 2: Examination                            | Assessment 3: Choreographic Performance with Storyboard and Reflection<br>Assessment 4: Choreography with Journal |

### Year 9 Structure and Assessment

| Semester 1   | Semester 2  |
|--|---|
| Broadway choreography – Stage vs other performance<br>Stimuli for Dance – Exploring and manipulating devices | Iconic choreography<br>Dance analysis   |
| Assessment 1: Performance of Teacher-devised Routine<br>Assessment 2: Examination                            | Assessment 3: Choreographic Performance with Storyboard and Reflection<br>Assessment 4: Choreography with Journal |



## DIGITAL TECHNOLOGIES (ELECTIVE)

Contact – [nickyglasswell@rggs.qld.edu.au](mailto:nickyglasswell@rggs.qld.edu.au)

### Overview

This is a stimulating and relevant subject for students interested in digital creativity and design. Students studying Digital Technologies will have the opportunity to engage with the Adobe Creative Cloud Suite, Web and Database languages, Microcontrollers and their application to Robotics and IoT (Internet of Things). Students will study graphic and web design, web coding and interaction. System and software engineering will also be explored through the creation of robots and IoT devices. This is based on Arduino compatible prototyping boards and the Arduino IDE software interface. The Digital Technologies program has been specifically designed to develop 'real world' skills that can be applied across other subjects in future educational and employment endeavours.

Students undertaking the Digital Technologies program will produce:

- Websites and Website designs
- Database Systems
- Interactive Web interfaces with SQL
- Microcontroller programmed devices
- Robotics and IoT devices
- Short film samples
- 3D printed and modelled objects

Languages explored include HTML, CSS, JavaScript, MySQL, PHP and C++(Arduino)

### Year 7 Structure and Assessment

| Semester 1 or 2   |
|---|
| HTML and web-page development<br>Coding in Minecraft                        |
| Assessment 1: Webpage Development with Journal<br>Assessment 2: Examination |

### Year 8 and 9 Structure and Assessment

| Semester 1   | Semester 2  |
|--|---|
| 3D modelling<br>Introduction to 3D modelling and design<br>Game Design<br>Introduction to video game design                        | Unity<br>Game development using Unity<br>Stop Motion animation  |
| Assessment 1: Design Project – Creating a new bridge for Rockhampton<br>Assessment 2: Technical Proposal – Multimodal presentation | Assessment 3: Internal Report and Project files - Create a 2D playable game.<br>Assessment 4: Report and Project files – Create a short stop motion animation video |



## DRAMA (ELECTIVE)

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

### Overview

The study of Drama focuses on the development of creative and critical thinkers. Topics covered challenge students to explore the elements of Drama and a wide range of dramatic styles, conventions and techniques. Throughout the course, students engage in creating, performing and analysing dramatic action. They develop the confidence to step inside another's shoes and view events and issues from multiple perspectives while becoming reflective and active learners. Students engage critically with the world around them in their approach to creating, presenting and deconstructing performance works. Styles studied develop skills in physicalisation, character development, social engagement and lateral thinking.

### Year 7 Structure and Assessment

| Semester 1   | Semester 2   |
|--|--|
| Elements of Drama<br>Fairytale   | Hating Alison Ashley – Performance Skills<br>Speaking my Mind      |
| Assessment 1: Responding Exam<br>Assessment 2: Scriptwriting and Performance | Assessment 1: Performance<br>Assessment 2: Performance and Journal |

### Year 8 Structure and Assessment

| Semester 1   | Semester 2   |
|--|--|
| Drama to Connect   | Make 'Em Laugh   |
| Assessment 1: Script writing task<br>Assessment 2: Performance | Assessment 3: Examination<br>Assessment 4: Performance |

### Year 9 Structure and Assessment

| Semester 1   | Semester 2   |
|--|--|
| Drama to Connect   | Make 'Em Laugh   |
| Assessment 1: Script writing task<br>Assessment 2: Performance | Assessment 3: Examination<br>Assessment 4: Performance |



## FOOD AND TEXTILES (ELECTIVE)

Contact – [EmilyAlley@rggs.qld.edu.au](mailto:EmilyAlley@rggs.qld.edu.au)

### Overview

Social and economic shifts have caused radical changes to how we live our lives and the resources we have at hand to do so, especially in the workplace. In Food and Textiles, students will develop the capacity for action to create innovative solutions that improve the lives of people and societies globally, using traditional, contemporary and emerging technologies, to meet current and future needs.

#### *Knowledge and Understanding -*

- Technologies and Society - The use, development & impact of technologies in people's lives
- Technologies Contexts - Technologies and design across a range of contexts: Food and Fibre production, Food Specialisation, Materials and Technologies specialisations

#### *Processes and Production -*

- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing

### Year 7 Structure and Assessment

| Semester 1 or 2   |
|---|
| Material Specialisation – Stitch & sew<br>Food Specialisation – Meals for life: Muffins |
| Assessment 1: Performance and Produce<br>Assessment 2: Performance and Produce          |

### Year 8 and 9 Structure and Assessment

| Semester 1  | Semester 2   |
|---|--|
| Upcycling Denim – Material Specialisation<br>Diet Related Diseases<br>Bush Tucker – Food Specialisation | Tastebuds – Food Specialisation<br>Adornment - Food and Fibre Production |
| Assessment 1: Performance and Produce<br>Assessment 2: Performance and Produce                          | Assessment 3: Performance and Produce<br>Assessment 4: Investigation     |





## MUSIC (ELECTIVE)

Contact – [JessicaDawes@rggs.qld.edu.au](mailto:JessicaDawes@rggs.qld.edu.au)

### Overview

Music helps us to express and communicate what it is to be human. Through music, we develop communication, interpersonal and leadership skills as well as self-esteem, confidence and discipline. It also stimulates unique forms of self-expression and artistic freedom and extends students' higher intellectual skills while providing creative industry pathways. While there are no subject prerequisites for Years 8 and 9 Music, the ability to read music notation and play an instrument is essential, and students would therefore benefit from regular tuition on an instrument. Students are also expected to be a member of at least one of the Girls Grammar Instrumental or Vocal Ensembles.

### Year 7 Structure and Assessment

| Semester 1  | Semester 2   |
|---|--|
| Elements of Music – Instruments of the Orchestra      | Elements of Music – Keyboard Evolution                 |
| Assessment 1: Responding<br>Assessment 2: Composition | Assessment 3: Performance<br>Assessment 4: Performance |

### Year 8 and 9 Structure and Assessment

| Semester 1   | Semester 2  |
|--|---|
| Be an Audio Engineer                                   | Musical Moments<br>World Music                        |
| Assessment 1: Composition<br>Assessment 2: Composition | Assessment 3: Performance<br>Assessment 4: Musicology |



## SPANISH (ELECTIVE)

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

\*Prerequisite for Years 11 and 12 Spanish

### Overview

Spanish is a global language that is among the world's top five languages in terms of number of speakers, number of countries where it is official, and geographic extension. With nearly 493 million native speakers, it is the world's second largest mother tongue. The number reaches 591 million Spanish speakers adding together native speakers, those with a more limited knowledge, and students of the Spanish language. It is also the third most widely used language on the internet. At Rockhampton Girls Grammar School, language education is based on the communicative approach. The objective is to develop the learner's competence to communicate in the target language, with an enhanced focus on real-life situations (order at a restaurant, make plans with friends, go shopping...). In order to achieve this goal, students are encouraged to use the language to communicate whenever possible in the classroom.

The class activities include working on the four skills: Reading, Writing, Listening and Speaking. The development of these skills is vital for students to reach the goal of effectively communicating in real life interactions. Teaching and learning contexts will draw from more than one of these skills to support students' effective learning. Students will also explore Spanish-speaking countries' lifestyles and traditions to develop intercultural understanding and social language skills when interacting with natives. Students will value and respect diverse ways of communicating, thinking and behaving. Years 8 and 9 units aim to extend the skills gained in Primary School and Year 7. Students with no prior knowledge of Spanish would need to be prepared to undertake extra independent work in order to succeed.

### Year 7 Structure and Assessment

| Semester 1   | Semester 2  |
|--|---|
| <p><i>Yo hablo español</i><br/><i>Escucho música por la noche</i><br/>Topics: introductions, nationalities, recreational activities and days of the week</p> | <p><i>¿A qué hora?</i><br/><i>El español y su cultura</i><br/>Topics: recreational activities, time, adjectives and familial vocabulary</p> |
| <p>Assessment 1: Examination Portfolio of Macro skills of Reading, Writing, Speaking and Listening.</p>  | <p>Assessment 2: Examination Portfolio of Macro skills of Reading, Writing, Speaking and Listening.</p>                                     |

### Year 8 Structure and Assessment

| Semester 1   | Semester 2   |
|--|--|
| <p><i>¿Cómo eres?, ¿Dónde vives?</i><br/><i>Mi rutina</i><br/>Topics: family, city, descriptions, daily routine</p>  | <p><i>Competición</i><br/><i>Buen provecho</i><br/>Topics: sports, food, likes and dislikes</p>  |
| <p>Assessment 1: Macro skills of -</p> <ul style="list-style-type: none"> <li>- Reading examination</li> <li>- Writing examination</li> <li>- Speaking examination</li> <li>- Listening examination</li> </ul> | <p>Assessment 2: Macro skills of -</p> <ul style="list-style-type: none"> <li>- Reading examination</li> <li>- Writing examination</li> <li>- Speaking examination</li> <li>- Listening examination</li> </ul> |

### Year 9 Structure and Assessment

| Semester 1   | Semester 2   |
|--|--|
| <p><i>¿Por qué no vamos al cine?</i><br/><i>He viajado a Méjico</i><br/>Topics: leisure activities, plans, experiences, travelling</p>   | <p><i>Ayer...</i><br/><i>Cuando era niña</i><br/>Topics: actions in the past</p>   |
| <p>Assessment 1: Macro skills of -</p> <ul style="list-style-type: none"> <li>- Reading examination</li> <li>- Writing examination</li> <li>- Speaking examination</li> <li>- Listening examination</li> </ul> | <p>Assessment 2: Macro skills of -</p> <ul style="list-style-type: none"> <li>- Reading examination</li> <li>- Writing examination</li> <li>- Speaking examination</li> <li>- Listening examination</li> </ul> |



## VISUAL ART (ELECTIVE)

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### Overview

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts. Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Students in Years 7 will investigate historical Pop-Art and contemporary printmaking artists including Aboriginal Australian and Torres Strait Islander artists. They will plan, develop and resolve Self-portraits, demonstrating drawing and printmaking techniques and processes. In Years 8 and 9, students will focus on the natural world and the way humans have shaped it for survival and aesthetic purposes. Students will produce a variety of art pieces using mixed-media, watercolour, ceramics, printmaking and digital media. To develop a better understanding of the way artists work, they will investigate Australian artists from historical and contemporary contexts, to determine how their unique representations of the landscape communicate ideas and experiences relating to the contexts of their time and place.

Students will experiment with a range of approaches to improve technical skills, foster curiosity, creative thinking, and inspire innovative art practices. They will be guided through the inquiry learning process to develop, research, reflect on and resolve artistic practice.

### Year 7 Structure and Assessment

| Semester 1 or 2   |
|---|
| <p><i>Let's Face It!</i>: Self-Portraiture:<br/>Portraiture, Pop Art and Printmaking</p>  |
| <p>Assessment 1: Self-Portrait drawing, and Visual journal<br/>Assessment 2: Examination: Analysing the elements of art and principles of design in an artwork<br/>Assessment 3: Screen-print representing Self, and Visual journal</p> |

### Year 8 and 9 Structure and Assessment

| Semester 1   | Semester 2   |
|--|--|
| <p><i>Homeground</i>: Australian Landscapes</p> <ul style="list-style-type: none"> <li>Artist's Book using mixed-media</li> <li>Ceramic tile</li> </ul>  | <p><i>Taming the Wild</i>: Still Life</p> <ul style="list-style-type: none"> <li>Watercolour painting</li> <li>Printmaking – relief and intaglio</li> </ul>  |
| <p>Assessment 1: Making:</p> <ul style="list-style-type: none"> <li>Artist's Book using mixed media to represent Australian Landscapes</li> <li>Ceramic, low-relief tile, to scale, representing <i>Home</i></li> <li>Visual Journal – research on Australian artists, development and reflection on media techniques and processes</li> </ul> <p>Assessment 2: Responding:</p> <ul style="list-style-type: none"> <li>Analytical Essay</li> </ul> | <p>Assessment 3: Making:</p> <ul style="list-style-type: none"> <li>Watercolour painting of own Veritas arrangement</li> <li>Visual Journal –research on Veritas painting, development and reflection on media techniques and processes</li> </ul> <p>Assessment 4: Responding:</p> <ul style="list-style-type: none"> <li>Multi-modal presentation</li> </ul> |

