



# 2024

## Senior School Year 10 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

Year 10 is the beginning phase of Senior School and offers a transition from the middle years to Years 11 and 12. Whilst it continues the opportunity to try different subject areas, we aim for students to be consolidating their choices for the start of Year 11. Year 10 is therefore an important year as it provides students with the foundation to make the best possible choices about their transition to senior studies. During Year 10 schools help students to recognise and build on their strengths and interests, and to identify areas where more support may be needed. Importantly, Year 10 is a time for making informed decisions about future pathways.

The progression from Year 10 to Year 12 can be the most complex transition in a student's school life. As students move through the senior phase of schooling, they are increasingly expected to accept greater responsibility for their learning, participate in leadership and community service activities and make significant decisions about their pathways to further education, training, and employment.

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

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John Fry (Deputy Principal - Studies)

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## CORE STUDIES AT YEAR 10

At Year 10, Girls Grammar students follow the Australian Curriculum developed by The Australian Curriculum, Assessment and Reporting Authority (ACARA). The Curriculum is delivered in a way to develop the skills and understandings that are required for Years 11 and 12.

All students in Year 10 are required to study:

- English
- Mathematics
- Science
- Humanities and Social Science (HaSS)
- Career Education
- Literacy

Our Mathematics, Science and Humanities and Social Science options are further split into individual subject options.

Mathematics			
Essential Mathematics			
General Mathematics			
Mathematical Methods			
Science			
Psychology (Biology)	Biology	Chemistry	Physics
Humanities and Social Science (HaSS)			
Ancient History	Business	Modern History	Legal Studies

## ELECTIVE STUDIES AT YEAR 10

In addition to the core curriculum, students choose three general elective subjects. These elective subjects enable each student to pursue areas of academic interest as potential precursors for senior schooling.

Electives should be selected based on studies each student would most enjoy. The only Year 10 general elective that is a **\*prerequisite** for senior studies is Spanish. Year 10 general electives provide a self-contained learning experience while providing an excellent foundation for related studies in Years 11 and 12. Students may choose to experience several different elective subject combinations across Year 10.

Students choose three from the following general electives:

- Agricultural Science
- Dance
- Digital Technologies
- Drama
- Food and Textiles
- Music
- Physical Education
- Spanish\*
- Visual Art

## AGRICULTURAL SCIENCE

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### Overview

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. Students understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. They examine the plant and animal science required to understand agricultural systems, their interactions, and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. They consider how environmental, social, and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production. Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works, and how it may impact society.

### Structure

Semester 1	Semester 2
Apiculture - 'Buzz About Bees' Horticulture	Cotton & Water Investigating Claims

### Assessment

Semester 1	Semester 2
Assessment 1: Research project Assessment 2: Fresh Produce Presentation	Assessment 3: Data Test Assessment 4: Student Investigation

## ANCIENT HISTORY

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### Overview

Ancient History provides opportunities for students to study people, societies, and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life and study the development of some features of modern society, such as social organisation, systems of law, governance, and religion. Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

### Structure

Semester 1
Old Kingdom Egypt Sparta

### Assessment

Semester 1
Assessment 1: Short-response examination based on historical sources Assessment 2: Independent Source Investigation



## BIOLOGY

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### Overview

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society. Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

### Structure

Trimester 2	Trimester 3
Genetics	Environmental Science

### Assessment

Trimester 2	Trimester 3
Assessment: Data Test	Assessment: Student Experiment

## BUSINESS

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### Overview

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers, and entrepreneurs. Students will investigate the business environment, develop skills in examining business data and information and learn business concepts, theories, processes, and strategies relevant to leadership, management, and entrepreneurship. They will investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing, and operations. Students will utilise a variety of technological, communication and analytical tools to comprehend, analyse, interpret, and synthesise business data and information. They will engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

### Structure

Semester 1
The Business Environment

### Assessment

Semester 1
Assessment: Investigation Report





## CAREER EDUCATION

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### Overview

Career Education focuses on the development of knowledge, processes, skills, attributes, and attitudes that will assist students to make informed decisions about their options to enable effective participation in their future study, working life and career. It encompasses career development and career management strategies that help students plan for and shape their future, providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work. The course helps students plan for and shape their future in the rapidly changing world of work and is part of the lifelong process of managing life, learning and work. The course also aims to improve students' learning skills so that they become independent, lifelong learners. Career Education contributes one credit toward a Queensland Certificate of Education (QCE). Results in Career Education do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

### Structure

Semester 1	Semester 2
My current skills and attributes	My options for the future

### Assessment

Semester 1	Semester 2
Assessment 1: Spoken/signed presentation - workplace interview or survey Assessment 2: Student learning journal	Assessment 3: Extended written response - career investigation Assessment 4: Student learning journal



## CHEMISTRY

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### Overview

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity, and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis, and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds. Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models, and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible, and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language, and nomenclature. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

### Structure

Trimester 1 and 3
Periodic table Atomic structure Bonding and properties review Writing and balancing equations (Mole concept and law of conservation of mass) Reaction types: <ul style="list-style-type: none"><li>- Endothermic and exothermic including fuels and enthalpy</li><li>- Precipitation (incl solubility, ionic formulae/naming with a revisit writing and balancing equations)</li></ul> Rates of Chemical Reactions

### Assessment

Trimester 1	Trimester 3
Assessment: Research investigation	Assessment: Student Experiment

## DANCE

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

### Overview

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others, and the world. Students study dance in various genres and styles, embracing a variety of cultural, societal, and historical viewpoints integrating new technologies in all facets of the subject. Historical, current, and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures. Students apply critical thinking and literacy skills to create, demonstrate, express, and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

### Structure

Semester 1	Semester 2
Broadway baby On Your Toes	Becoming the Choreographer Express Yourself

### Assessment

Semester 1	Semester 2
Assessment 1: Performance Assessment 2: Examination	Assessment 3: Project – dance work Assessment 4: Choreography

## DIGITAL TECHNOLOGIES

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### Overview

Digital Technologies enables students to learn about algorithms, computer languages and user interfaces. Students engage with data, information, and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local, and global impact, and the issues associated with the ethical integration of technology into our daily lives. Students use problem-based learning to write computer code that: uses data; requires interactions with users and within systems; and affects people, the economy, and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Students create, construct, and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing, and many other industries.

### Structure

Semester 1	Semester 2
Website design Secure networks	Podcasts Design

### Assessment

Semester 1	Semester 2
Assessment 1: Project – Website development Assessment 2: Investigation — Project Polio	Assessment 3: Project – Create a podcast Assessment 4: Project — Report/Multimodal

## DRAMA

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### Overview

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating, and embodying stories, experiences, emotions, and ideas. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. Students experience, reflect on, understand, communicate, collaborate, and appreciate different perspectives. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles, and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts. Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems and work independently and collaboratively.

### Structure

Semester 1	Semester 2
Past Present and Future	Physical Theatre Musical Theatre

### Assessment

Semester 1	Semester 2
Assessment 1: Performance Assessment 2: Exam	Assessment 3: Devising Assessment 4: Performance and statement

## ENGLISH

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

### Overview

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students are offered opportunities to interpret and create texts for personal, cultural, social, and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world, and their place in it. Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features, and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums, and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

### Structure

Semester 1	Semester 2
Shakespeare – <i>The Taming of the Shrew</i> Poetry and short stories	Novel study - <i>To Kill a Mockingbird</i> Documentaries, mockumentaries, film

### Assessment

Semester 1	Semester 2
Assessment 1: Extended response – written for public audience Assessment 2: Extended response — imaginative written response	Assessment 3: Examination — analytical written response Assessment 4: Extended Response – persuasive spoken response



## FOOD AND TEXTILES

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### 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.

### Structure

Semester 1	Semester 2
Upcycling Denim – Material Specialisation Diet Related Diseases Bush Tucker – Food Specialisation	Tastebuds – Food Specialisation Adornment - Food and Fibre Production

### Assessment

Semester 1	Semester 2
Assessment 1: Performance and produce Assessment 2: Performance and produce	Assessment 3: Performance and produce Assessment 4: Investigation



## LEGAL STUDIES

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### Overview

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Students will study the foundations of law, the criminal justice process, and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues. Students will develop skills of inquiry, critical thinking, problem-solving and reasoning to explore, and discuss tensions between changing social values, justice, and equitable outcomes.

### Structure

Semester 2
Australian legal system

### Assessment

Semester 2
Assessment: Examination — combination response Assessment: Inquiry Report



## LITERACY

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### Overview

Literacy is a social practice — a flexible and sustainable mastery of a repertoire of practices with texts using traditional and new communication technologies. It enables individuals to develop knowledge and understanding, and is thus integral to learning across all areas of the curriculum.

Effective literacy is intrinsically purposeful, flexible and dynamic, and involves the integration of speaking, listening and critical thinking with reading and writing. New technologies, the influences of globalisation and restructured workplaces require students to be able to interpret, construct and make judgments about meanings of texts in a range of contexts for different audiences and purposes.

Literacy requires teaching, learning and assessment that are focused on meaning making. Rather than merely reproducing uncritically what they have been taught, learners should be able to make sense of the world and develop their own perspectives. This implies both an understanding of the world and the capacity to critically evaluate that world. If this broader conception of literacy is overlooked, then literacy becomes little more than the mastery of the series of sub-skills, rather than the genuinely transforming experience that current conceptions of literacy — as social practice, critical engagement, context-specific and multiple — suggest it should be.

This Short Course in Literacy is informed by the requirements of the Australian Core Skills Framework (ACSF), Level 3 and successful completion contributes one point to the Queensland Certificate of Education (QCE).

In this course of study students:

- learn a variety of strategies to develop and monitor their own learning
- select and apply reading and oral strategies to comprehend and make meaning in texts
- demonstrate the relationships between ideas and information in written, oral, visual and multimodal texts
- evaluate and communicate ideas and information in written, oral, visual or digital modes
- learn and use textual features and conventions, including vocabulary and grammatical structures.

### Structure

Semester 1	Semester 2
Expressing personal identity, achieving personal goals, and understanding and interacting with the wider community	Preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment

### Assessment

Semester 1	Semester 2
Assessment 1: Extended response - written Assessment 2: Student learning journal	Assessment 3: Extended response – spoken/signed Assessment 4: Reading comprehension task

## MATHEMATICS

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### Overview

The Mathematics program is based on the Year 10 Mathematics Australian Curriculum. 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 are drawn upon in unfamiliar sequences and combinations to solve non-routine problems and to consequently develop more complex mathematical ideas. Students 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. The courses are offered at three levels: Essential, General and Methods. The Methods curriculum is intended for students who will benefit from specially selected content that enriches their mathematical study whilst completing the mainstream content. Exposure to extended topics is advantageous for students intending to pursue Mathematical Methods or Specialist Mathematics in Years 11 and 12. The General curriculum prepares students for General Mathematics or Mathematical Methods (if they have achieved particularly well). An Essential class is offered to assist students who may have gaps in their mathematical experience. This course prepares students to undertake Essential Mathematics or General Mathematics in Years 11 and 12.

### Structure

Semester 1	Semester 2
Statistics Algebra Measurement	Measurement Space Probability

### Assessment

Semester 1	Semester 2
Assessment 1: Statistical Investigation Assessment 2: Examination	Assessment 3: Problem-Solving and Modelling Task Assessment 4: Examination



## MODERN HISTORY

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### Overview

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations. Students gain a range of transferable skills that will help them become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate, and sustainable future.

### Structure

Semester 2
Rights and freedoms World War II

### Assessment

Semester 2
Assessment 1: Short Response Exam Assessment 2: Independent Source Investigation



## MUSIC

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### Overview

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills and analyse and evaluate music in a variety of contexts, styles, and genres. While there are no subject prerequisites for Year 10 Music, the ability to read music notation and play an instrument is essential, and students would therefore benefit from regular tuition on an instrument. Students are also expected to be a member of at least one of the Girls Grammar Instrumental or Vocal Ensembles.

### Structure

Semester 1	Semester 2
Be An Audio Engineer	Musical MomentsWorld Music

### Assessment

Semester 1	Semester 2
Assessment 1: Composition Assessment 2: Composition	Assessment 3: Performance Assessment 4: Musicology



## PHYSICAL EDUCATION

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

### Overview

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions. Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural, and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies. Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles in, about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

### Structure

Semester 1	Semester 2
Biomechanics integrated with Swimming Energy, fitness, and training integrated with Oztag	Personal health promotion integrated with Netball Sports Psychology integrated with various sports (golf, track and field, AFL, tee ball).

### Assessment

Semester 1	Semester 2
Assessment 1: Project Folio Assessment 2: Examination – combination response	Assessment 3: Personal training program and exercise diet Assessment 4: Project Folio

## PHYSICS

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### Overview

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity, and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena. Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes, and genres.

### Structure

Trimester 2
Atomic and nuclear physics (isotopes and atomic energy) Thermodynamics Motion – velocity, acceleration, Newton's Laws Electricity

### Assessment

Trimester 2
Assessment: Data Test



## PSYCHOLOGY (BIOLOGY)

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

### Overview

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology. Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

### Structure

Trimester 2
What is psychology? General Anatomy of the body/brain The brain and cognition Scientific Statistics Human Behaviours

### Assessment

Trimester 2
Assessment: Data test

## SPANISH

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\*Prerequisite for Year 11 and 12 Spanish

### Overview

Spanish provides students with the opportunity to reflect on their understanding of the language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding, and become active participants in understanding and constructing written, spoken, and visual texts. They create texts for a range of contexts, purposes and audiences. Whilst sharing information, students reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions.

Year 10 units left behind topics related to the personal world, such as daily routine, past habits and free time activities, to now explore global issues. They discuss about education, climate, health or social media. They select and apply previous knowledge of metalanguage, structures and conventions to improve their fluency whilst interacting. They also work on their pronunciation and accent to enhance accuracy in their oral interventions.

They reflect on their own language use and cultural identity, and draw on their experience of learning Spanish, to discuss how this learning influences their ideas and ways of communicating.

### Structure

Semester 1	Semester 2
<i>Educación</i> <i>Vida sana</i>  Topics: health issues, lifestyles, education	<i>No hay planeta B</i> <i>¿Sabes que...?</i>  Topics: the weather, environmental issues, communication, social media

### Assessment

Semester 1	Semester 2
Assessment 1: Macro skills of - <ul style="list-style-type: none"> <li>• Reading examination</li> <li>• Writing examination</li> <li>• Speaking examination</li> <li>• Listening examination</li> </ul>	Assessment 2: Macro skills of - <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

Contact – NicoleFrancis-Leah@rggs.qld.edu.au

### Overview

“There’s always room for a story that can transport people to another place” – J.K. Rowling

Through the lens of visual art, we view, understand and communicate ideas about the world and ourselves. Artists develop an astute capacity to observe, analyse, examine, explore and construct representations of the world. They will be exposed to new ways of thinking and diverse or multiple viewpoints that challenge perspective and visual representations.

Throughout the year, students will focus on storytelling and fantasy as inspiration. Students will produce a variety of art pieces using pencil, watercolour, acrylic paint, printmaking, collage and photoshop. To develop a better understanding of the way artists work, they will examine their personal contemporary influences in the context of their time and place in history.

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 and reflect and resolve questions about the making of art.

### Structure

Semester 1	Semester 2
Storytelling - <ul style="list-style-type: none"> <li>Watercolour painting</li> <li>Printmaking- lino printing</li> </ul>	Fantasy - <ul style="list-style-type: none"> <li>Collage techniques</li> <li>Photoshop</li> </ul>

### Assessment

Semester 1	Semester 2
Assessment 1: Practical - <ul style="list-style-type: none"> <li>Storytelling without words through watercolour</li> <li>Telling stories through symbols through lino print.</li> </ul> Assessment 2: <ul style="list-style-type: none"> <li>Theory – Research Storytelling artists and reflection on own process/artwork</li> </ul>	Assessment 3: Practical - <ul style="list-style-type: none"> <li>A fantasy world through collage</li> <li>Manipulation of collage using photoshop</li> </ul> Assessment 4: <ul style="list-style-type: none"> <li>Theory – Exam</li> </ul>



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## YEAR 10 CURRICULUM HANDBOOK



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