



# Rockhampton Girls Grammar School

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# 2026

## Middle School Years 7 to 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

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.

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.

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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Christie Dey (Director of Secondary)



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## 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, 9 AND 10

In Years 8, 9 and 10, 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 \*
- Career Education \*\*
- Literacy\*\*

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, 9 and 10 choose three elective subjects from:

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

**\*Physical Education is elective in Year 10**

**\*\* Literacy and Career Education are studied as core subjects at Year 10 only**



## ENGLISH (CORE)

Contact – [Jadeladewig@rggs.qld.edu.au](mailto:Jadeladewig@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
Novel Study – Detention Persuasion	Narrative Poetry
Assessment 1: Persuasive Speech Assessment 2: Examination	Assessment 3: Short Narrative Assessment 4: Extended Response – Persuasive analytical written response

### Year 8 Structure and Assessment

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

### Year 9 Structure and Assessment

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

### Year 10 Structure and Assessment

Semester 1	Semester 2
Novel Study – <i>Of Mice and Men</i> Poetry and short stories	Shakespeare – <i>The Taming of the Shrew</i> Documentaries, mockumentaries, film
Assessment 1: Examination — analytical written response Assessment 2: Extended response — imaginative written response	Assessment 3: Extended response – written for public audience Assessment 4: Extended Response – persuasive spoken response



## MATHEMATICS (CORE)

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

### Overview

The Mathematics programs are based on the Years 7, 8, 9 and 10 Mathematics Australian Curriculum Achievement Standards and the four proficiency strands – Understanding, Fluency, Problem-Solving and Reasoning. The courses include six interrelated content strands - Number, Algebra, Measurement, Space, Statistics and Probability. The proficiency standards describes the skills, or 'how' of Mathematics and the content standards describes the knowledge and understanding, or 'what' of Mathematics. 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 Number Algebra Measurement Space	Number Algebra Measurement Space Probability
Assessment 1: Statistical Investigation and Exam Assessment 2: Examination	Assessment 3: In-class Project and Exam Assessment 4: Examination

### Year 8 Structure and Assessment

Semester 1	Semester 2
Probability Number Algebra Measurement	Number Measurement Space Statistics
Assessment 1: Probability and Finance Project Assessment 2: Examination	Assessment 3: Measurement Investigation & Exam Assessment 4: Examination

### Year 9 Structure and Assessment

Semester 1	Semester 2
Space Measurement Number Algebra	Statistics Probability Algebra
Assessment 1: Measurement Project & Mini Exam Assessment 2: Examination	Assessment 3: Statistical Investigation & Mini Exam Assessment 4: Examination



In Year 10, the courses are offered at three levels: Essential Mathematics, General Mathematics and Mathematical Methods.

- The Mathematical Methods course is intended for students who will benefit from specially selected content and technology 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 Mathematics course prepares students for General Mathematics or Mathematical Methods (if they have achieved particularly well).
- The Essential Mathematics course 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.

#### Year 10 Structure and Assessment

Semester 1	Semester 2
Space Measurement Number Statistics	Algebra Measurement Space Probability
Assessment 1: Statistical Investigation Assessment 2: Examination	Assessment 3: Problem-Solving & Modelling Task 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.

In year 10, Psychology as an introduction to the general subject available in year 11 and 12 is also offered in addition to the Chemistry, Biology, Physics/Earth Science strands. Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. 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.

### Year 7 Structure and Assessment

Semester 1	Semester 2
Biology – Organising organisms Physics – Moving right along	Earth and Space Science – Sensational seasons Chemistry – Mixtures and solutions
Assessment 1: Biology - Examination Assessment 2: Physics - Experiment task	Assessment 3: Earth & Space Science - Examination Assessment 4: Chemistry - Experiment task

### Year 8 Structure and Assessment

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

### Year 9 Structure and Assessment

Semester 1	Semester 2
Chemistry – The Patterns of Chemistry Biology – Life in the Balance	Physics – Energy Forms and Energy Transfer: Waves and Particles Earth & Space Science – Carbons Cycle and Earth's Processes
Assessment 1: Chemistry – Experiment Task Assessment 2: Biology – Supervised Examination	Assessment 3: Physics – Experiment Task Assessment 4: Earth & Space Science – Assignment

### Year 10 Structure and Assessment

Semester 1	Semester 2
Biology – The Recipe for Life Chemistry - Chemical Reactions Matter	Physics – Practical Vs Theoretical Physics Psychology – How Our Brain Works
Assessment 1: Biology – Supervised Examination Assessment 2: Chemistry – Experimental Report	Assessment 3: Physics – Research Assignment Assessment 4: Psychology – Data Test



## 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
Civics and Citizenship Deep Time History of Australia	Ancient Mediterranean Water in the world
Assessment 1: Examination Assessment 2: Examination	Assessment 3: Research Multimodal Task Assessment 4: Examination

### Year 8 Structure and Assessment

Semester 1	Semester 2
Medieval Europe: The Vikings Polynesian Expansion across the Pacific	Landforms and Landscapes Civics and Citizenship
Assessment 1: Examination Assessment 2: Research Multimodal task	Assessment 3: Examination Assessment 4: Source Analysis Examination

### Year 9 Structure and Assessment

Semester 1	Semester 2
Making a Nation Movement of Peoples	World War I The Inter War Years
Assessment 1: Source Analysis Examination Assessment 2: Source Analysis Examination	Assessment 3: Multimodal Research Task Assessment 4: Source Analysis Examination

Year 10 Structure and Assessment History- Semester 1	Legal Studies - Semester 2
Ancient History – Old Kingdom Egypt Modern History – World War II	Legal Fundamentals & Criminal Law Human Rights: Australia & Beyond
Assessment 1: Supervised Examination Assessment 2: Independent Source Investigation	Assessment 1: Examination Assessment 2: Inquiry Report



## 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) Safety (Athletics)	Exercise nutrition (Oztag) Activity for the ages (Indigenous games)
Assessment 1: Persuasive letter Assessment 2: Examination	Assessment 3: Assignment Assessment 4: Research Brochure and Game Delivery

### Year 8 Structure and Assessment

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

### Year 9 Structure and Assessment

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

### Year 10 Structure and Assessment – elective subject Year 10 only

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, AFL, netball, and basketball).
Assessment 1: Project Folio Assessment 2: Examination – combination response	Assessment 3: Personal training program and exercise diet plan Assessment 4: Project Folio



## CAREER EDUCATION\*\*

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

### 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 and Assessment

Semester 1	Semester 2
My current skills and attributes	My options for the future
Assessment 1: Student learning journal Assessment 2: Spoken/signed presentation - workplace interview or survey	Assessment 3: Extended written response - career investigation Assessment 4: Student learning journal



## 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 1: Extended response – written article	Assessment 2: Extended response – written email response Assessment 3: Reading comprehension task



## SPECIALIST STUDIES AT YEARS 7, 8, 9 AND 10

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, 9 and 10 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, 9 and 10.

Students choose three electives from the following:

- Agricultural Science (Year 8 -10 only)
- Business (Year 8 -10 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 plot 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
Plant Production Animal Production	Sustainability and Biodiversity Business and Careers
Assessment 1: Student Experiment Assessment 2: Research Project	Assessment 3: Examination Assessment 4: Presentation

### Year 9/10 Structure and Assessment

Semester 1	Semester 2
Plant Production Animal Production	Sustainability and Biodiversity Business and Careers
Assessment 1: Student Experiment Assessment 2: Research Project	Assessment 3: Examination Assessment 4: Presentation



## 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 Structure and Assessment

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

### Year 9 Structure and Assessment

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

### Year 10 Structure and Assessment

Semester 1	Semester 2
Fundamentals & Concepts of Business Enterprise	Business Life Cycle Stages & Case Studies
Assessment 1: Examination Assessment 2: Report	Assessment 3: Report 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
Communicating Emotions Through Movement Cultural Dance	Dances through the Decades Social Dance
Assessment 1: Emotions Dance Assessment 2: Cultural Dance research project and choreography	Assessment 1: Teacher taught choreography and Performance Assessment 2: Research project

### Year 8 Structure and Assessment

Semester 1	Semester 2
Natural Dancing Personal Connections	Cultural Dance
Assessment 1: Choreography and performance Assessment 2: Choreography and performance	Assessment 3: Analysis exam Assessment 4: Research project and performance

### Year 9/10 Structure and Assessment

Semester 1	Semester 2
Australian Dance Social Issues in Dance	Safe Dance Practices
Assessment 1: Responding assessment Assessment 2: Choreography, performance and written journal	Assessment 3: Performance Assessment 4: Warm up routine and written report



## DIGITAL TECHNOLOGIES (ELECTIVE)

Contact –

[NickyGlasswell@rggs.qld.edu.au](mailto:NickyGlasswell@rggs.qld.edu.au)

### 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 analyse 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.

### Year 7 Structure and Assessment

Semester 1 or 2
Intro to Programming Coding using Micro:bits
Assessment 1: Project - Developing a multilevel game in Scratch Assessment 2: Project - Making an interactive wearable digital device

### Year 8 Structure and Assessment

Semester 1	Semester 2
Stop-motion animation Data and Society	Coding with Python Excel-lence in action
Assessment 1: Project – Stop-motion animation Assessment 2: Written Examination	Assessment 3: Project – Making a Choose your own adventure Game Assessment 4: Practical Examination —Spreadsheet skills and Data Analysis

### Year 9/10 Structure and Assessment

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Semester 1	Semester 2
Advanced Webpage Development Network Security	3D Design and PrintingPodcasting
Assessment 1: Project – Design and create an interactive webpage Assessment 2: Examination – Network security	Assessment 3: Project – 3D Product Development Assessment 4: Project – Create a podcast

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Semester 3	Semester 4
Micro-short Films Database Design	Game Design Game Development
Assessment 1: Project – Create a micro-short film Assessment 2: Investigation – Relational database	Assessment 3: Technical Proposal – Multi-level Game Design Assessment 4: Project – Create a playable multi-level 2D game



## 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 Melodrama	Realism
Assessment 1: Improvised performance Assessment 2: Scriptwriting, performance and journal	Assessment 1: Theatre review Assessment 2: Performance

### Year 8 Structure and Assessment

Semester 1	Semester 2
Monologues and Duologues Magical Realism	Verbatim Theatre
Assessment 1: Performance Assessment 2: Examination	Assessment 3: Scriptwriting Assessment 4: Performance and annotated script OR directorial pitch

### Year 9/10 Structure and Assessment

Semester 1	Semester 2
Monologues and Duologues Magical Realism	Verbatim Theatre
Assessment 1: Performance Assessment 2: Examination	Assessment 3: Scriptwriting Assessment 4: Performance and annotated script OR directorial pitch



## 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 – Sustainable Stitching Food Specialisation – Muffins for Me
Assessment 1: Performance and Produce Assessment 2: Performance and Produce

### Year 8 Structure and Assessment

Semester 1	Semester 2
Expand Your Horizons – Food Specialisation Thread Material Specialisation – Threads of Hue	– Food Specialisation – Scooping Success Wear the Future 3D Printing– Material Specialisation
Assessment 1: Performance and Produce - Product Assessment 2: Performance and Produce - Service	Assessment 3: Performance and Produce - Product Assessment 4: Performance and Produce - Service

### Year 9/10 Structure and Assessment

Semester 1	Semester 2
Inspired Fashion – Material Specialisation Meals that Matter– Food Specialisation	Street Eats – Food Specialisation Wear the Future– Material Specialisation
Assessment 1: Performance and Produce - Product Assessment 2: Performance and Produce - Service	Assessment 3: Performance and Produce - Product Assessment 4: Performance and Produce - Service



## 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 – Keyboard Evolution Global Grooves – Latin America	Elements of Music – Instruments of the Orchestra
Assessment 1: Performance Assessment 2: Group Performance	Assessment 3: Exploring and Responding Assessment 4: Composition

### Year 8 Structure and Assessment

Semester 1	Semester 2
Trackformers – DJ-ing	Global Grooves - Africa Indigenous Music
Assessment 1: Performance Assessment 2: Performance	Assessment 3: Composition Assessment 4: Exploring and Responding

### Year 9/10 Structure and Assessment

Semester 1	Semester 2
Evolution of Music Musical Moments	Gamer Composer
Assessment 1: Performance Assessment 2: Performance	Assessment 3: Composition Assessment 4: Multimodal Project



## SPANISH (ELECTIVE)

Contact [MariaPazCaceres@rggs.qld.edu.au](mailto:MariaPazCaceres@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 10 units leave 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.

### Year 7 Structure and Assessment

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

### Year 8 Structure and Assessment

Semester 1	Semester 2
<i>¿Cómo eres?, ¿Dónde vives?</i> <i>Mi rutina</i> Topics: family, city, descriptions, daily routine	<i>Competición</i> <i>Buen provecho</i> Topics: sports, food, likes and dislikes
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>



### Year 9 / 10A Structure and Assessment

Semester 1	Semester 2
<p><i>¿Por qué no vamos al cine?</i> <i>He viajado a Méjico</i> Topics: leisure activities, plans, experiences, travelling</p>	<p><i>Ayer...</i> <i>Cuando era niña</i> 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>

### Year 9 / 10B Structure and Assessment

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

Contact – [NicoleFrancis-Leah@rggs.qld.edu.au](mailto:NicoleFrancis-Leah@rggs.qld.edu.au)

### 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 the historical art styles of Pop-Art and Constructivism. They will plan, develop and resolve Self-portraits and creature sculptures demonstrating drawing, printmaking and assemblage processes. In Semester One, Year 8 students will investigate the way contemporary artists engage with the natural environment to express critical ideas, and in Semester Two, they explore painting techniques, taking a deep dive into the imaginative realm of Surrealism. Years 9 and 10, students will focus on the wonderful world of Wearable Art, using textiles and found objects to create artworks expressing ideas relating to the diverse relationships humans have with nature. In Semester Two, they will explore a variety of printmaking techniques to create a folio of work in response to 21<sup>st</sup> century ideas. Art 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 their artistic practice.

### Year 7 Structure and Assessment

Semester 1	Semester 2
<i>Let's Face It!</i> - Pop Art and Self-Portraiture	<i>Let's Construct it!</i> - Constructivism
Assessment 1: Creating and Making <ul style="list-style-type: none"> <li>Self-Portrait painting</li> </ul> Assessment 2: Exploring and Responding <ul style="list-style-type: none"> <li>Short Response on Pop Art and own artwork</li> </ul>	Assessment 3: Exploring and Responding <ul style="list-style-type: none"> <li>Research and plan for sculpture</li> </ul> Assessment 4: Creating and Making <ul style="list-style-type: none"> <li>Three-dimensional creature made from found objects</li> </ul>

### Year 8 Structure and Assessment

Semester 1	Semester 2
<i>Environmental Art</i>	<i>Surrealism</i>
Assessment 1: Exploring and Responding <ul style="list-style-type: none"> <li>Written investigation and plan for artwork</li> </ul> Assessment 2: Creating and Making <ul style="list-style-type: none"> <li>Collagraph and Clay tile</li> </ul>	Assessment 3: Creating and Making <ul style="list-style-type: none"> <li>Painting</li> </ul> Assessment 4: Exploring and Responding <ul style="list-style-type: none"> <li>Artist's Statement</li> </ul>

### Year 9/10 Structure and Assessment

Semester 1	Semester 2
<i>Wearable Art</i> – creating visual art to wear	<i>Art for social change</i> - printmaking
Assessment 1: Exploring and Responding <ul style="list-style-type: none"> <li>Investigation and analysis</li> </ul> Assessment 2: Creating and Making <ul style="list-style-type: none"> <li>Wearable Art item made from natural and man-made materials</li> </ul>	Assessment 3: Creating and Making <ul style="list-style-type: none"> <li>Folio of artworks using various printmaking techniques</li> <li>Visual Journal –research, development and reflection on techniques and processes</li> </ul> Assessment 4: Exploring and Responding <ul style="list-style-type: none"> <li>Analytical Essay</li> </ul>



Rockhampton Girls  
Grammar School

MIDDLE SCHOOL  
YEAR 7 to 10 CURRICULUM HANDBOOK



# Rockhampton Girls Grammar School

Est 1892