

A photograph of two female students in a chemistry laboratory. They are both wearing white lab coats and safety goggles. The student on the right is smiling and looking down at something they are holding, while the student on the left is also smiling and looking at the same point. The background is slightly blurred, showing other parts of the lab.

Year 9-10 Course Handbook

2023



CANBERRA
GIRLS
GRAMMAR
SCHOOL





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GRAMMAR
SCHOOL**

Year 9-10 Course Handbook

February, 2023

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Melbourne Avenue Deakin ACT 2600 Australia

cggs.act.edu.au

Telephone: 02 6202 6400
Facsimile: 02 6273 2554

The Canberra Girls Grammar School Vision

To develop young women who will become independent, reflective, lifelong learners and confident contributors in a complex and changing world.

Our Values

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

Integrity

We act with honesty and integrity; we are known for our loyalty and ethical behaviour. We aim to follow our strong moral compass.

Courage

Honouring the spirit of our founders, women of grit, intellect and determination, we challenge the status quo; we stand by what we believe in and do what is right. We persevere through adversity and embrace change.

Respect

We recognise our individual self-worth and take responsibility for our wellbeing and impact. We actively acknowledge the value of others and their rights, and express our own rights respectfully. We care about the environments we inhabit and those we share them with, and express that care in positive actions.

Inclusion

We embrace diversity in humanity; we treat others with compassion and kindness; we support our community and aim to ensure equal opportunity.

School Contacts

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

Director (Studies)	Mrs Lindy Braithwaite	lindy.braithwaite@cggs.act.edu.au
IB Diploma and Program Coordinator	Mr Adriaan van Wijk	adriaan.vanwijk@cggs.act.edu.au
Head of Careers and Tertiary Pathways	Dr Jessica Dietrich	jessica.dietrich@cggs.act.edu.au

Canberra Girls Grammar School

Senior School

48 Melbourne Avenue
Deakin ACT 2600
Australia

Telephone: 02 6202 6400
Facsimile: 02 6273 2554
Email: enrolments@cggs.act.edu.au
Website: www.cggs.act.edu.au

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Overview of the Year 9 and 10 Curriculum

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

Core Subjects Years 9 and 10

- Aspire (10 only)
- English
- Health and Physical Education
- History (Year 9 only)
- Mathematics
- Religion and Philosophy (Year 9 only)
- Science

Semester Units Year 9

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

Elective Subjects Year 9

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

Elective Subjects Year 9		
– Chinese	– Drama	– Music
– Commerce	– French	– Sports Science
– Dance	– Global Perspectives	– Visual Art
– Design and Technology	– Japanese	
– Digital Technologies	– Latin	

Elective Subjects Year 10

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

Elective Subjects Year 10		
– Chinese	– Drama	– Latin
– Commerce	– French	– Music
– Dance	– Geography	– Philosophy and Ethics
– Design and Emerging	– Global Perspectives	– Sports Science
– Design and Food	– History	– Visual Arts
– Design and Textiles	– Japanese	

Year 10 students are only able to change electives in Semester 2 of Year 10 in exceptional circumstances and approved by the Director (Studies). Some elective subjects may not be run every year due to insufficient numbers.

Senior School subjects available for study in 2023

	Core Subject	Elective Subject
Creative Arts & Technologies		
Dance	7-8	9-12
Design and Food		10
Design and Technologies		9-10
Design and Textiles		10
Digital Technologies	7-8	9-12
Drama	7-8	9-12
Media		11-12
Music	7-8	9-12
Photography		11-12
Visual Art	7-8	9-12
English		
English	7-12	
Health and Physical Education		
Exercise Science		11-12
HPE	7-12	
Sports Science		9-10
Languages other than English		
Chinese		7-12
French		7-12
Japanese		9-12
Latin		7-12
Spanish		11-12
Mathematics		
Mathematics	7-11	12

Core Subjects		Elective Subjects
Science		
Biology		11-12
Chemistry		11-12
Earth and Environmental Science		11-12
Physics		11-12
Psychology		11-12
Science	7-10	
Humanities and Social Sciences		
Business		11-12
Commerce		9-10
Economics		11-12
Geography	7-9	10-12
Global Studies		11-12
History	7-9	10-12
Global Perspectives		9-10
Legal Studies		11-12
Philosophy and Ethics	7-9	10
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The Australian Capital Territory

Year 10 Certificate

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

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

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

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

Australian Capital Territory
YEAR 10 SCHOOL CERTIFICATE

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

Subject	Semester	Grade	Level
ENGLISH	1996 S1	ENGLISH Level 3	B
	1996 S2	ENGLISH Level 3	C
	1997 S1	ENGLISH SN	CR
	1997 S2	ENGLISH SN	CR
MATHEMATICS	1996 S1	MATHEMATICS Level 2	B
	1996 S2	MATHEMATICS Level 2	A
	1997 S1	MATHEMATICS Level 2	A
	1997 S2	MATHEMATICS Level 2	A
SCIENCE	1996 S1	SCIENCE	B
	1996 S2	SCIENCE	B
	1997 S1	SCIENCE	C
	1997 S2	SCIENCE	C
RELIGIOUS EDUCATION	1996 S1	RELIGIOUS EDUCATION	C
	1996 S2	RELIGIOUS EDUCATION	B
	1997 S1	RELIGIOUS EDUCATION	C
	1997 S2	RELIGIOUS EDUCATION	D
GEOGRAPHY	1996 S1	GEOGRAPHY	B
	1996 S2	GEOGRAPHY	D
	1997 S1	GEOGRAPHY	C
	1997 S2	GEOGRAPHY	C
COMMERCE	1996 S1	COMMERCE	B
	1996 S2	COMMERCE	B
	1997 S1	COMMERCE	B
	1997 S2	COMMERCE	B
TECHNICS	1996 S1	TECHNICS	A
	1996 S2	TECHNICS	B
	1997 S1	TECHNICS	B
	1997 S2	TECHNICS	A
PHYSICAL EDUCATION	1996 S1	PHYSICAL EDUCATION	B
	1996 S2	PHYSICAL EDUCATION	B
	1997 S1	PHYSICAL EDUCATION	B
	1997 S2	PHYSICAL EDUCATION	B

SAMPLE

Principal: *[Signature]* Chief Executive: *[Signature]* STC98P223

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

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

Assessment Period

S Semester Y Year S1 signifies Semester 1

Grade Descriptors

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

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

Grades are also given according to the Australian Curriculum:

- AS Above Satisfactory
- S Satisfactory
- BS Below Satisfactory

High School Record

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

For further information, contact the school or the ACT Education Directorate (02) 6205 5429.

Choosing Elective Subjects

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

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

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

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

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

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

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

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

- Subject Teachers
- Heads of Faculty
- Director (Studies)
- Careers Advisor

Australian Curriculum

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

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

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

The Signature Programs (Senior School)

The Signature Programs of the Senior School guide and educate our students towards independence and becoming a CGGS graduate. These programs allow girls and young women to build personal capacity in areas such as courage, resilience, self-awareness and character development, as well as acknowledging the importance of self-reflection and goal setting. The Signature Programs are designed to support the educational journey of our students towards their senior years of study and ultimately, their tertiary education.

By developing the essential skills of Critical Thinking, Collaboration, Creativity, Communication, Citizenship and Character Education every girl is able to carefully consider her own place in the world and the future she imagines for herself.

These skills, embedded into the curriculum, aim to prepare the girls for both the BSSS program and the International Baccalaureate Diploma Programme. In select year groups, students will participate in an intensive investigation project that allows them to consider how they can become the change agents of a current world problem. This investigation takes place in either an intensive time period as a collaborative cohort task or in classrooms across a particular period of time. By the time students reach Year 10, they begin to consider life beyond school and undertake career skills development focusing on future pathways, leadership and life skills.

The Signature Programs are embedded in the life academic curriculum through relevant teaching and learning strategies, the pastoral program, the co-curricular program and supported by an active camps program in Years 7 to 9.

The CGGS Signature Programs from Years 7 – 12

Year 7:	Young women with Courage
Year 8:	Young women who Dare
Year 9:	Young women as Changemakers
Year 10:	Young women who Aspire
Year 11:	Young women who Know Themselves
Year 12:	Young women who Inspire

Outline of Year 9 and Year 10 Courses

Aspire Program

Core Subject - Year 10

Head of Careers and Tertiary Pathways: Dr Jessica Dietrich

Email: jessica.dietrich@cggs.act.edu.au

Rationale	As we consider what the future holds for the modern workforce, CGGS has developed a holistic program that enables our students to gain the skills necessary for success in future study and work. Drawing on Work Studies from the Australian Curriculum and best-practice Problem-Based Learning, the Aspire Program in Year 10 empowers students to be active in shaping their own futures. By the end of Year 10, students will develop a flexible repertoire of interdisciplinary skills through collaborative and individual projects, specialised tutorials, guided research tasks and supervised independent study. With a focus on personalised learning, students are supported by classroom teachers and industry mentors to make informed choices about their senior studies, university studies, and life beyond school.
Content of the Year 9 and 10 course	<p>There are two main interrelated strands to the Aspire Program: skills for learning and work and career and life design.</p> <p>The skills for learning and work strand provides students the opportunity to develop interdisciplinary skills and a deep, contextual understanding of real-world problems in the community. Engaging with community partners and stakeholders, students use design thinking to develop, test and present solutions. The strand is designed to equip students with the specific information literacy and research skills they will need for their senior studies and beyond. There is a focus on advanced database searching, understanding academic writing with correct citation and plagiarism avoidance. In independent study, students refine effective and efficient study techniques, complete assignments, work collaboratively and pursue individual studies as they require.</p> <p>The career and life design strand is designed to support students as they start to consider their post-school options by developing careers goals, educational priorities and pathways. The focus is on researching careers and requirements for education in order to make choices for Year 11 and 12 and lay the groundwork for life after school. Students will continue to develop their digital portfolio as a way of documenting and showcasing their skills and achievements.</p>
Duration of the course	Year 10: Timetabled class throughout the year
Assessment and reporting	Students are assessed to the standards of the Year 10 Work Studies Australian Curriculum subject. They are assessed on individual and group tasks, as well as their engagement and participation.
Continuation of this course into Years 11 and 12	This type of learning is preparation for all senior studies, both IB and BSSS.

Commerce

Elective Subject

Acting Head of Faculty: Mr Theo Hartman

Email: theo.hartman@cgs.act.edu.au

Rationale	<p>Commercial activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. All students, as they grow older, must be prepared to engage with confidence and competence in commercial activity as a consumer, producer, worker, owner, manager, and taxpayer. This course prepares students to apply their education to real-world challenges, experiences and opportunities.</p> <p>The commercial environment, through which we satisfy many of our wants, is based upon commercial practices derived from generally accepted values, attitudes and traditions. These practices are supported by a framework of laws and regulations which establish the rights and responsibilities of the parties involved. The commercial environment is studied at a personal level in Year 9.</p> <p>In Year 10, the students explore the Australian economic, legal, and taxation systems. Students come to understand their place in society so they may become informed, socially conscious and proactive citizens.</p>
Content of the Year 9 course	<p>Year 9</p> <p>Semester 1: You're a Consumer; Trade and Business</p> <p>Semester 2: You're in Business; Enterprising Women</p>
Content of the Year 10 course	<p>Year 10</p> <p>Semester 1: Australian Law and Government - Active Citizenship!</p> <p>Semester 2: Investment and Tax; Towards Independence</p>
Assessment and reporting	<p>Assessment is done regularly by means of homework, assignments, projects, practical reports and tests. The course follows the Australian Curriculum.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A-E on the students' semester reports. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
Continuation of this course into Years 11 and 12	<p>Commerce provides some basic understanding of Business, Economics and Legal Studies BSSS subjects in Years 11 and 12; and Economics IB, but it is NOT a pre-requisite. In addition, aspects of the course could lead into the study of the Global Studies subject in senior years.</p>

Dance

Elective Subject

Head of Faculty: Mrs Sarah Fitzpatrick
Email: sarah.fitzpatrick@cggg.act.edu.au

Rationale	<p>Dance is a performance art using the body as the instrument of expression. Dance education develops in learning the ability to communicate and express ideas, thoughts and values. It involves students in creating, performing and appraising dance and in learning about the various contexts in which dance occurs. The study of Dance enhances a general education, challenging students intellectually, physically and creatively, and provides the benefits of good health, confidence and fitness. Students develop technical, composition and performance skills, develop body awareness and safe dance practice, analyse, interpret and evaluate dance and dance works, study the history and development of dance, and appreciate the integration of the arts in dance making and performing.</p>	
Content of the Year 9 and 10 course	<p>Unit 1: All that Jazz: From Vernacular Jazz to Broadway and Musical Theatre</p> <ul style="list-style-type: none"> – Vernacular and Fosse Jazz Techniques – Creating a solo Jazz performance – Viewing a live Musical Theatre production <p>Unit 2: Modern Moves: Pioneers of Modern Dance</p> <ul style="list-style-type: none"> – Anatomical foundations – Exploration of 20th Century Techniques and Choreographers – The nature of dance composition and creating a solo work 	<p>Unit 3: Dance of Our Time: Hip Hop and Commercial Dance</p> <ul style="list-style-type: none"> – From Hip Hop Culture to Popular Dance Styles – Anatomy and Training Principles – Collaboratively choreographing a crew performance <p>Unit 4: Contemporary Fusion</p> <ul style="list-style-type: none"> – The Re-emergence of Aboriginal Dance in Australia – The craft of dance composition – Performing collaboratively choreographed works
Assessment and reporting	<p>Assessment comprises 60% practical work and 40% theoretical (oral and written) work. Students in each year group have common assessment tasks and results are moderated. Assessment each semester is based on: technique and performance skills, composition tasks, and theoretical tasks such as essays, research assignments, oral presentations and journal writing.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A-E on the students' semester reports. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>	
Continuation of this course into Years 11 and 12	<p>The course provides an excellent foundation for BSSS Dance (T or A) in Years 11 and 12.</p>	

Design and Technologies

Elective Subject

Head of Faculty: Mrs Sarah Fitzpatrick
Email: sarah.fitzpatrick@cggs.act.edu.au

Rationale	Design and Technologies is part of the Technology curriculum area. A technology course equips students with the ability to analyse and propose solutions to problem-based learning; knowledge and experience of the real world and with the ability to include social, ethical and sustainability considerations into their design and solutions. This course gives students a practical context in which to create complex designs and productions with the understanding of emerging technologies.
Content of the Year 9 and 10 course	<p>Students in the Design and Technologies course undertake a variety of projects using the design process which involves developing ideas, investigating a variety of design options and selecting a project.</p> <p>In Year 9 2023 and Year 10 2024, possible areas of focus for this course include Design and Graphics, Design and Textiles and Products and Environments. Units studied will allow students to explore design in their area of interest while also developing their skills across the range of subject areas.</p> <p>In Year 10 2023 only, students will elect to study either Design and Food, Design and Textiles or Design and Emerging.</p>
Assessment and reporting	<p>Assessment comprises a combination of practical and theoretical work. Tasks set enable students to demonstrate evidence of design thinking and allow for assessment of knowledge and understanding of key concepts.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A-E on the students' semester reports. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
Continuation of this course into Years 11 and 12	In Years 11 and 12, BSSS Design and Technologies (either T or A) is offered as the Senior Design Technology course. The emphasis at this level is for students to design, make and appraise the products they undertake, with a view to using appropriate technology and materials whilst being aware of the environmental impact of their work and copyright issues. Students can specialise in areas of interest for future tertiary folio entry.

Digital Technologies

Elective Subject

Head of Faculty: Mrs Sarah Fitzpatrick
Email: sarah.fitzpatrick@cgs.act.edu.au

Rationale	<p>Digital Technologies equips students with the skills to access, manage, process and develop a range of media using modern information, communication, technology software and skills.</p> <p>The Digital Technologies course is a specialist course offered in Years 9 and 10. Students study a broad range of Digital Technology units including programming, asset development, assisted design and an introduction to mechatronics. Students use the skills learnt in Digital Technologies in their other subjects, for further study and to effectively participate in an evolving digital world.</p>
Content of the Year 9 course	<p>The Year 9 Digital Technology course follows the guidelines of the Australian Curriculum. Central to the course is developing an understanding and skills in computational thinking. These skills and topics include:</p> <ul style="list-style-type: none"> – Introduction to object orientated programming – Development and programming visual assets – Assisted design and digital manufacturing – Microcontrollers and mechatronics
Content of the Year 10 course	<p>The Year 10 Digital Technology course supports the learning in Year 9, focusing on precisely and accurately developing a range of modular digital systems and solutions. The course continues to engage students with specialised learning in preparation for senior secondary years. These skills and topics include:</p> <ul style="list-style-type: none"> – Advanced asset design – Software and Mobile App development – Programming and navigating virtual space – Introduction to A.I.
Assessment and reporting	<p>Assessment is done regularly by means of homework, assignments, and practical projects. The course follows the Australian Curriculum. Assessment is based on criteria and is expressed as a grade A–E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
Continuation of this course into Years 11 and 12	<p>The Digital Technologies course followed to the end of Year 10 forms the foundation for undertaking senior Digital Technologies. By learning the introductory concepts of programming and designing digital solutions, the students gain an appreciation of the intricacies and opportunities available in the senior courses.</p>

Drama

Elective Subject

Head of Faculty: Mrs Sarah Fitzpatrick
Email: sarah.fitzpatrick@cgs.act.edu.au

Rationale	<p>Drama in the educational setting introduces students to a body of knowledge including conventions, history, skills and ways of working. Most importantly it gives the students an opportunity to develop their means of communication through dramatic expression.</p> <p>Drama is a life subject that helps students understand people and how and why they behave as they do. It makes an important contribution to student development, allowing them to develop confidence in their capacity for verbal and non-verbal communication. Because Drama is collaborative by nature, it requires students to work collectively – a vital skill for success and happiness in life.</p>	
Content of the Year 9 and 10 course	<p>Unit 1: Musical Theatre: Characterisation and Conflict</p> <ul style="list-style-type: none"> – Characterisation, dialogue and conflict – Musical Theatre, movement and symbolism – Viewing a live Musical Theatre production <p>Unit 3: Introduction to Script-work: Australian Drama</p> <ul style="list-style-type: none"> – Introduction to Script-Work - Australian Drama – Monologue and Ensemble performance skills – Character skills workshops 	<p>Unit 2: Theatre for a Purpose: From Ritual Traditions to Issue-Based Drama</p> <ul style="list-style-type: none"> – Ritual Drama - World Theatrical Traditions – Creating a solo ritual performance – Collaboratively devising an issue-based theatre performance <p>Unit 4: From Shakespeare to Grotowski: Influential Theatre Practitioners</p> <ul style="list-style-type: none"> – Exploration of influential 20th Century theatre practitioners – Reviewing live Theatre productions – Performing scripted monologues and collaboratively devised pieces
Assessment and reporting	<p>Assessment is comprised of 60% practical work and 40% written work. Students in each year group have common assessment tasks and results are moderated. Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>	
Continuation of this course into Years 11 and 12	<p>This course provides an excellent foundation for the study of Drama (T and A) and Theatre (IB) in Years 11 and 12.</p>	

English

Core Subject

Head of Faculty: Mrs Madeleine Harley
Email: madeleine.harley@cggg.act.edu.au

Rationale	<p>The study of English enables students to develop their ability to speak, listen, read, view and write confidently. It also encourages them to explore their cultural and literary heritage, to become increasingly aware of social and moral issues, and to develop respect for other people. The study of English strengthens thinking and reasoning and fosters clear expression, creativity and imagination.</p>
Content of the Year 9 and 10 course	<p>Individual teachers adapt the formal programs to suit the learning needs and interests of their classes. Students at all year levels study:</p> <ul style="list-style-type: none"> — drama — fiction (novels and short stories) — film — media and multi-modal texts — poetry <p>Specific units relevant to each year level include:</p> <p>Year 9</p> <ul style="list-style-type: none"> — Shakespeare: Transformations and Adaptions — Narratives of Memory and Self <p>Year 10</p> <p>Students will undertake a course of study that mirrors the assessment and organisation of senior units, focusing specifically on:</p> <ul style="list-style-type: none"> — Texts and Truths: Issues in Literature — Interpretations of Literature
Assessment and reporting	<p>Assessment is based on written and non-written responses set by the class teacher during the semester. All work is moderated across classes.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
Continuation of this course into Years 11 and 12	<p>English is a compulsory subject in all year levels. The study of literature, language and media throughout Years 9 and 10 provides students with the foundation to extend their understanding and appreciation of English throughout their senior years. The selection of either the English, English Literature or Essential English course or IB English: Language and Literature, encourages students to pursue areas of interests.</p>

Geography

Core Subject - Year 9
Elective Subject - Year 10

Acting Head of Faculty: Mr Theo Hartman
Email: theo.hartman@cggs.act.edu.au

Rationale	<p>Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. The course integrates knowledge from the natural sciences, social science and humanities to arouse an interest in, and a tolerance of, other ways of life. Through a study of geographic processes and concepts students should develop an understanding of environmental, social, cultural and economic issues from around the world. This will include examining the interconnections of transportation, production and consumption of goods and tourism.</p>
Content of the Year 9 and 10 course	<p>Year 9</p> <ul style="list-style-type: none"> – Biomes and Food Security – Geographies of Interconnections <p>Year 10</p> <ul style="list-style-type: none"> – Climate Change <p>As they progress through the course students learn skills which help them to work independently. Skills are developed through:</p> <ul style="list-style-type: none"> – research using the library, maps, current affairs sources, videos, pictorial material, internet – communication – note-making, paragraph, report and essay-writing, oral presentation, geographical visual techniques – field work – individual surveys, observations, sketching and mapping in the field
Assessment and reporting	<p>In each year group, a variety of common assessment items are given and results are moderated.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
Continuation of this course into Years 11 and 12	<p>There are no pre-requisites for the Year 11 and 12 IB and BSSS Geography courses. The skills acquired in the junior years, however, are valuable for study at the senior level.</p>

Global Perspectives

Elective Subject

Acting Head of Faculty: Mr Theo Hartman

Email: theo.hartman@cgs.act.edu.au

Rationale	<p>The Global Perspectives course aims to develop informed, ethical, reflective, and engaged global citizens with twenty-first century capabilities. Through a variety of multimedia, numerous guest speakers, and interactive cultural awareness raising tasks, this course aims to foster knowledge of global societies, as well as an appreciation of ways that societies adapt and change to meet modern day challenges.</p> <p>Students may be given the opportunity to attend lectures at the Faculty of Asia-Pacific, Culture, History and Language at the Australian National University, and experience guest speakers. These expanded learning opportunities connect students to real world issues, engage them with field specialists, and facilitate face to face interactions with diverse perspectives.</p>
Content of the Year 9 and 10 course	<p>Course content focuses on studies of contemporary societies and the relationships between them, as well as their relationship with Australia. Students explore different cultures through the lenses of diversity, power, change and sustainability, connecting their learning about political, economic, sociocultural, geographical and environmental issues.</p> <p>Year 9</p> <ul style="list-style-type: none"> – Globalisation – Human Rights – Education for All – Poverty and Inequality <p>Year 10</p> <ul style="list-style-type: none"> – Changing Communities – Digital World – Law and Criminality – Conflict and Peace
Assessment and reporting	<p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
Continuation of this course into Years 11 and 12	<p>Students may continue studies of global issues by undertaking units from the Global Studies course.</p>

Health and Physical Education

Core Subject

Head of Faculty: Miss Jenny Hall
Email: jennifer.hall@cgs.act.edu.au

Rationale	<p>The Australian Curriculum: Health and Physical Education (F-10) aims to develop the knowledge, understanding and skills to enable students to:</p> <ul style="list-style-type: none"> – access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan. – develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships. – acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings. – engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes. – analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.
Content of the Year 9 and 10 course	<ul style="list-style-type: none"> – Invasion Games theme: Touch Football, Lacrosse, Speedway & Waterpolo – Net/Wall Games theme: Badminton – Striking/Fielding Games theme: Softball – Rhythmic & Expressive Movement Activities: Aerobic Dance, Synchronised Swimming – Physical & Sexual Health – Invasion Games theme: Aquatic activities, Indoor Hockey, AFL, Team Handball – Striking & Fielding theme: Cricket – Target Games: Disc Golf – Invasion Games: Ultimate Frisbee – Planning for Safety and Issues Facing Women
Assessment and reporting	<p>In Year 9, assessment is based on criteria and is expressed as a grade A–E on the students' semester reports. In Year 10 Semester 1, assessment is based on criteria and a grade A–E on the students' semester reports however, the Semester 2 program has a different focus and will be assessed as a Pass / Fail unit.</p> <p>Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual formative feedback is given throughout the semester and submitted through Canvas.</p>
Continuation of this course into Years 11 and 12	<p>BSSS Exercise Science (T or A) is offered in Years 11 and 12.</p>

History

Core Subject - Year 9
Elective Subject - Year 10

Acting Head of Faculty: Mr Theo Hartman
Email: theo.hartman@cggs.act.edu.au

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

Languages (Chinese, French, Japanese and Latin)

Elective Subjects

Head of Faculty: Mrs Lauren Richardson
Email: lauren.richardson@cggs.act.edu.au

Pre-requisites	<p>Chinese, Japanese, French and Latin are offered in Year 9 and 10 as continuation courses. In exceptional circumstances students can choose a continuing language (Chinese, French, Latin) in Year 9 without having studied it in Year 8. However, students are unable to complete a minor study of a language in Year 10.</p> <p>Language classes are not streamed. Extension activities and differentiation of class work is an integral part of the language lesson. Students who undertake extension activities would be expected to join in class activities at the teacher's discretion and when new concepts are taught.</p>
Rationale	<p>Intellectual Benefits Students can expect to:</p> <ul style="list-style-type: none"> – learn to communicate in another language – develop an understanding of diverse perspectives – increase awareness of language as a system of community meaning – acquire a greater understanding of English through another language – improve analytical and reflective literacy – improve mental flexibility, problem solving and communication – develop intercultural capabilities for ethical and engaged global citizenship <p>Socio-Cultural Benefits Learning another language enables students to:</p> <ul style="list-style-type: none"> – enhance interpersonal skills – open doors to new cultures by discovering how language shapes worldview – develop willingness and capability to engage with and reflect upon interaction with diversity – broaden career options. The study of languages is increasingly popular at tertiary level through such courses as International Studies, Strategic Studies, International Law and Hospitality Tourism. <p>Recreational Benefits By studying another language, students may enjoy:</p> <ul style="list-style-type: none"> – being able to interact in another language – making friends in the global classroom – opportunities to participate in exchanges, school tours and independent travel
Continuation of this course into Years 11 and 12	<p>Language courses in Years 7–10 are sequential in nature and form the basis for the Continuing level of study Years 11 and 12. Therefore, study of the French, Japanese, Latin, or Chinese language in Year 8, (preferably from Year 7) is required.</p>

Chinese

Rationale	<p>There are many compelling reasons to study Chinese. It is the most widely spoken first language in the world. Chinese is particularly fascinating because of its beautiful handwriting, melodic spoken language, and poetic phrasing. China's long history of more than 5000 years, and its splendid traditions in literature, the arts, and cuisine, make learning to speak Chinese an exploration and an adventure. Studying Chinese improve cognitive abilities to arrange thoughts in alternative patterns. There are more people speaking Chinese than English.</p>
Content of the Year 9 and 10 course	<p>In the study of Chinese, students encounter differences not present in the study of European languages. Students will further develop the sound and writing conventions of the Chinese script and grammatical concepts within the context of the content covered. The study of Chinese culture is integral to the course. The course text will be supplemented by games, songs, internet-based activities, and computer applications. Students will actively practice and develop their language skills in a wide range of situations in order to gain confidence.</p> <p>The Year 9 and 10 Chinese course is taught as a foreign language subject and is therefore not appropriate for native speakers. Native, background or advanced speakers are encouraged to express interest to the Head of Faculty to enrol in the Extra-curricular Chinese Year 7 to 10 class to maintain and develop their Chinese language prior to entry into timetabled Chinese study in Years 11 and 12. This vertically streamed class will run subject to student interest after school for 2 hours per week and is both assessed and reported on each semester.</p>
Assessment and reporting	<p>Students need to show competence in both the communicating and understanding strands. Students in Years 9 and 10 are assessed in these areas across each semester through formal summative tests and a formative class tasks.</p> <ul style="list-style-type: none"> – Speaking (Communicating) – Responding– Listening and Reading (Understanding) – Writing (Communicating) <p>In the final semester of Year 10, students will undertake a creative research assignment involving writing and speaking, in place of the oral component listed above.</p> <p>Students who have demonstrated exceptional ability or have prior knowledge of the language are extended through a variety of additional tasks.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>

French

Rationale	<p>French is, along with English, the only language spoken on all five continents. There are now 300 million people on five continents who speak French, according to a recent study by the Organisation Internationale de la Francophonie. The ability to speak both French and English is an advantage for finding a job with many multinational companies using French as their working language, in a wide range of sectors. French gives students an insight into the worlds of fashion, gastronomy, the arts, architecture and science. Speaking French also opens up opportunities for higher education at some of France's best-known universities. French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. French is an analytical language that structures thought and develops critical thinking.</p>
Content of the Year 9 and 10 course	<p>In Years 9 and 10, content includes daily activities, holidays, chores, part time work, leisure and outings, healthy lifestyles, relationships, storytelling and travel. The course text is supplemented by games, songs, internet-based activities, films, computer software and authentic print-based reading material. Students actively practice and develop their language skills in a wide range of situations in order to gain confidence.</p> <p>By the end of Year 10, students should demonstrate a greater awareness and appreciation of the cultural identity of speakers of French throughout the world and should be able to use their French to discuss current events and talk about past, present and future experiences.</p> <p>Students with significant prior knowledge of French due to in-country experience or bilingual schooling participate in the core elective French program, but are given creative, independent learning projects. These are negotiated with the student.</p>
Assessment and reporting	<p>Students need to show competence in both the communicating and understanding strands. Students in Years 9 and 10 are assessed in these areas across each semester through formal summative tests and a variety of formative class tasks.</p> <ul style="list-style-type: none"> – Speaking (Communicating) – Responding– Listening and Reading (Understanding) – Writing (Communicating) <p>In the final semester of Year 10, students will undertake a creative research assignment involving writing and speaking, in place of the oral component listed above. Students who have demonstrated exceptional ability or have prior knowledge of the language are extended through a variety of additional tasks.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>

Japanese

Rationale	<p>Japanese is spoken by a population of approximately 127 million people. The study of Japanese contributes to the overall education of Australian students, particularly in the areas of intercultural understanding and communication, cultural literacy and general knowledge. In the study of Japanese, students will encounter differences not present in the study of European languages. The most marked of these differences is the need to learn a non-alphabetic writing system. By studying Japanese students therefore gain enormous insight into their own language/s and culture/s, attitudes and values.</p>
Content of the Year 9 and 10 course	<p>The course text is supplemented by games, songs, internet-based activities, films, computer software and authentic print-based reading material. Students actively practice and develop their language skills in a wide range of situations in order to gain confidence.</p> <p>By the end of Year 10 students should demonstrate a greater awareness and appreciation of the cultural identity of the Japanese and should be able to use their Japanese to:</p> <ul style="list-style-type: none"> — establish relationships with others — exchange information through role-play — express opinions and feelings — discuss past, present and future experiences and plans — solve problems and give advice. <p>Students of elective Japanese are encouraged to host visiting exchange students from Japan and participate in reciprocal exchange programs and School Tours.</p>
Assessment and reporting	<p>Students need to show competence in both the communicating and understanding strands. Students in Years 9 and 10 are assessed in these areas across each semester through formal summative tests and formative class tasks.</p> <ul style="list-style-type: none"> — Speaking (Communicating) — Responding– Listening and Reading (Understanding) — Writing (Communicating) <p>In the final semester of Year 10, students will undertake a creative research assignment involving writing and speaking, in place of the oral component listed above.</p> <p>Students who have demonstrated exceptional ability or have prior knowledge of the language are extended through a variety of additional tasks.</p> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>

Latin

Rationale	<p>The study of Latin, the language of the ancient Romans, provides students with an opportunity to acquire an understanding of the language and culture of a people who have had a lasting influence on the development of many aspects of the modern world: its language(s), literature, social practices, institutions and values. The language of Latin not only developed into the major Romance languages of Europe (Italian, French, Spanish), but over the centuries contributed significantly to the language of education, science and law, as well as to the vocabulary of the English language. To learn Latin is to learn not only the processes associated with reading Latin, but also the general linguistic processes applicable to the study of any other language.</p>						
Content of the Year 9 and 10 course	<p>Latin is an inflected language. It relies on the change of endings of words to generate meaning. The study of Latin requires the close analysis of forms of words and sentence structure with a view to understanding meaning. Inevitably, therefore, it equips students with the general linguistic tools to increase their language-learning ability, should they ever wish to learn additional languages. The grammar of the course is developed as the reading material is read, and is identified before each unit of work.</p> <p>To learn Latin is to develop an understanding of the derivation of a large number of English words, and with it, a sensitivity to English words and their meaning in context.</p> <p>The reading text of the course is accompanied by extensive background materials which range from aspects of Daily Life in Pompeii to life in the provinces (Britain and Egypt), in the Roman Army and political institutions in Rome. Students also complete research assignments on aspects of Daily Life, as well as on the myths and legends which the Romans handed down to modern literature.</p>						
Assessment and reporting	<p>During the course of each semester, students need to show competence in both the communicating and engaging with texts strands. Students are assessed in these areas across each semester through summative tasks and formative class tasks.</p> <p>Assessment Year 9 and 10:</p> <table data-bbox="469 1608 1053 1720"> <tr> <td>– Test 1:</td><td>30%</td></tr> <tr> <td>– Test 2:</td><td>35%</td></tr> <tr> <td>– Research Assignment</td><td>35%</td></tr> </table> <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p> <p>Students who have demonstrated exceptional ability or have prior knowledge of the language are extended through a variety of additional tasks.</p>	– Test 1:	30%	– Test 2:	35%	– Research Assignment	35%
– Test 1:	30%						
– Test 2:	35%						
– Research Assignment	35%						

Mathematics

Core Subject

Head of Faculty: Mrs Amanda Johnson
Email: amanda.johnson@cgs.act.edu.au

Rationale	Mathematics involves observing, representing and investigating patterns and relationships in social and physical phenomena and between mathematical objects themselves. The skills learnt give the students a greater understanding and appreciation of their environment. They also enable the students to use their analytical and reasoning powers to solve problems in the real world.
Organisation of classes	Mathematics is streamed: – Mathematics - Advances (and Extension in Year 10); – Mathematics - Intermediate; and – Mathematics - Support Classes are determined using the Mathematics results from the previous year and class teacher advice. In Year 10 we also offer one Extension class.
Content of the Year 9 and 10 course	Below is an example of some of the concepts covered in Year 9: – make efficient use of a scientific calculator and make appropriate use of estimation and significant figures – explain the effect of changing the gradient or y-intercept of a straight line – derive an equation that describes a discrete linear relationship and graph it on the number plane – solve problems that include distance, midpoint, gradient and the equation of a straight line – perform operations with surds and indices Below is an example of some of the concepts covered in Year 10: – apply and solve quadratic equations – apply tests for congruency and similarity to triangles and quadrilaterals – distinguish between the various types of relations and represent them graphically on the number plane – understand the complexities of consumer arithmetic and responsible saving and borrowing – calculate and interpret the mean and standard deviation of data sets
Assessment and reporting	Each streamed level is assessed separately with assessment instruments matched to the teaching program. Assessment is based on criteria and is expressed as a scaled mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.
Continuation of this course into Years 11 and 12	Mathematics is compulsory in Year 11. Guidelines are provided to Year 10 students to inform their choice of an appropriate Mathematics course in Year 11. Studying at the intermediate level in Year 10 will lead only to the Mathematical Applications pathway, and not to Mathematical Methods course or above.

Music

Elective Subject

Head of Faculty: Mr Timothy Norman
Email: timothy.norman@cgs.act.edu.au

Rationale	The study of Music aims to develop a knowledge of how music works and what musical features are used to make style, an ability to create musical compositions, and performance skills. The course links into both historical and contemporary contexts, ranging from early Art Music through to more contemporary music.
Content of the Year 9 and 10 course	<p>In order to take this course in Years 9 and 10, students are strongly encouraged to be studying an instrument/voice with a private instrumental tutor to ensure they can participate in the practical components of this course. Beginners are welcome.</p> <p>The course covers:</p> <ul style="list-style-type: none"> – chamber music and solo performance – theory – in each year of the course, students will learn theoretical skills that will enable them to understand musical repertoire – creative work – composition and arranging, using technological and traditional means – aural training – sight-singing, recognising a variety of musical genres, written dictation using technological and traditional means – musicology – listening and critical analysis covering topics such as, Australian Music, World Music, Jazz, and the social, political and cultural forces which have influenced Western Art Music during the main periods in music history eg Baroque, Classical, Romantic and 20th and 21st Century Music. <p>Students are highly encouraged to participate in at least one Music Academy ensemble.</p>
Assessment and reporting	<p>Assessment may include:</p> <ul style="list-style-type: none"> – Performance – Musicology – Composition <p>Assessment is based on criteria and is expressed as a percentage mark and grade A–E on the students' semester reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
Continuation of this course into Years 11 and 12	It is recommended that interested students begin the study of Music as an elective at the beginning of Year 9 as the courses are of a sequential nature and form the basis for further studies in Years 11 and 12. Consideration will be given to students wishing to take up the subject later in Year 9 or in Year 10 provided that they have been studying an instrument and/ or theory privately and can demonstrate the level of musical skill and knowledge that the course requires.

Religion and Philosophy

Core Subject - Year 9

Acting Head of Faculty: Mr Theo Hartman

Email: theo.hartman@cgs.act.edu.au

Philosophy and Ethics

Elective Subject - Year 10

Rationale	<p>Religion and Philosophy is central to the ethos of CGGS, which is a Christian school of the Anglican tradition. Anglicanism historically has been an inclusive and reason-based expression of Christianity.</p> <p>Consistent with this approach, the aim of this subject is to develop students both spiritually and academically, so that they can consider issues critically, having respect for other humans who are made by God and the diverse values and spiritual positions they hold.</p> <p>Across Years 7–9 five strands are covered, the proportion varying each year to try to achieve a balanced coverage over the junior secondary years. The five strands are:</p> <ul style="list-style-type: none">– Study of philosophical thinking– Study of other religions– Study of ethics– Study of Christianity and Biblical concepts– Social justice <p>The Year 10 elective, Philosophy and Ethics, is an inquiry-based subject covering epistemology, metaphysics, politics and social order the search for meaning.</p>
Content of the Year 9 and 10 course	<p>In all years the outcomes to be demonstrated are:</p> <ul style="list-style-type: none">– ability to think critically, argue logically and use evidence effectively– sound knowledge of Biblical and Christian tradition– ability to take up and reflect on personal religious, ethical and philosophical positions– appreciation of the universal nature of religious belief– appreciate the limits of knowing as a thinking and self-aware being in the universe
Assessment and reporting	<p>Religion and Philosophy is an academic subject, requiring students to demonstrate knowledge and skills through a variety of methods. These include common assessments to establish comparability across classes. These are marked against criteria and reported according to outcomes achieved by students.</p> <p>Assessment is expressed as a percentage mark and a grade A-E on the students' semester reports. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>

Continuation of this course into Years 11 and 12

BSSS Studies of Religion (STOR) is offered as an elective subject in Years 11 and 12.

STOR encourages lateral and creative thinking through units that integrate approaches from several disciplines. Units include:

- Narratives and World Views (World Religions)
- A Good Life (Religious Studies)
- Religion and Popular Culture (World Religions)
- Continuity, Change, and Diversity (Religious Studies)

Science

Core Subject

Head of Faculty: Ms Jennie Hitchen
Email: jennie.hitchen@cggs.act.edu.au

Rationale	Science is part of all human experiences. As such it is an integral part of daily life and does not only belong in a laboratory. Knowledge of science is vital for all students so they can understand the world in which they live, value the systems and processes that support life on our planet, and take an active role in their society.
Organisation of classes	Science classes are mixed ability with the opportunity for students to be involved in a supervised student research project to extend them in an area of interest.
Content of the Year 9 and 10 course	<p>The Year 9 and 10 Science course follows the guidelines of the Australian Curriculum. Central to the course is the concept of working scientifically. This addresses the skills required by students and the importance of the scientific method. These skills include:</p> <ul style="list-style-type: none"> – Formulating hypotheses, designing rigorous methods to collect reliable data – Investigating questions using the scientific method – Communicating ideas and information – Analysing data and evaluating conclusions
Assessment and reporting	<p>Assessment is done regularly by means of homework, assignments, projects, practical reports and tests. The course follows the Australian Curriculum.</p> <p>Assessment is based on criteria and is expressed as a grade A-E on the students' reports. Reporting is done against achievement standards drawn from the Australian Curriculum. Progress and individual feedback for formal assessment tasks is given throughout the semester and submitted through Canvas.</p>
Continuation of this course into Years 11 and 12	Science is not compulsory in Years 11 and 12. The Science course followed to the end of Year 10 forms the foundation for the courses in both BSSS and IB Physics, Chemistry, Biology, Earth and Environmental Science and Psychology, in Years 11 and 12. By using the conceptual strands as units in Years 7-10, the students gain an appreciation of the distinctions between the senior courses.

Sports Science

Elective Subject

Head of Faculty: Miss Jenny Hall
Email: jennifer.hall@cggs.act.edu.au

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

Visual Arts

Elective Subject

Head of Faculty: Mrs Sarah Fitzpatrick
Email: sarah.fitzpatrick@cgs.act.edu.au

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

Academic Procedures and Policies

Homework for Year 9 and 10

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

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

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

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

Students who have trouble completing the set tasks should discuss the organisation of their work with subject teachers or tutors. Students are expected to devise their own schedules for revision and practice in addition to set homework, except for in Year 7 where teachers set specific guidelines.

The suggested amount of time for homework per week is as follows.

- **Year 9** 11 hour
- **Year 10** 12½ hour

The use of the school diaries

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

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

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

Excursion

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

Parents/Carers are required to sign permission slips for excursions outside the ACT. These are emailed home and contain information relevant to the excursion. Costs are kept as low as possible and are usually added to the student's term account.

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

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

Assessment Policy

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

All assessment in the school is continuous and based on a range of assessment procedures - both formal and informal. The procedures used by each subject faculty vary and are stated in individual course documents.

For all year groups the assessment period is one semester, at the end of which a report is compiled and sent to Parents/Carers. Early in each semester students receive a Unit Outline and Assessment Plan for each subject. The nature of the assessment items, due dates and percentage weightings for each task are indicated on this document. Students should immediately transfer this information into the long-term planner in their homework diary to help with time management. Unit outlines and Assessment Schedules detailing items to be taught and assessed are available on Canvas by the end of Week 2.

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

Late or Missed Assessment Items

1. Assignments

If assignment work cannot be completed and submitted because of illness or circumstances beyond the student's control, the difficulty should be discussed with the teacher or Head of Faculty and a Request for an Extension form completed. This should be done before the due date whenever possible.

The Head of Faculty may grant an extension if the situation warrants it. The Head of Faculty also has the right, after discussion with the classroom teacher, to cancel the assessment or to give an estimate.

In other cases, a late work penalty of 5% of the total possible mark is incurred for each day late if work is not submitted on the due date. A loss of 15% is incurred if work due on a Friday is not submitted until the following Monday. For the submission of work, the school day officially ends at 3:30pm. Late work may only be submitted by e-mail or online if this arrangement has been agreed to by the teacher concerned but no responsibility is accepted for undelivered emails. The late penalty applied is determined by the date stamp of the email or electronic submission.

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

2. Tests

Tests are an important part of the learning process. If a student is absent on the set date for a test, it is sometimes difficult to re-schedule on subsequent days due to the busy nature of the academic program as well as issues relating to the security of the test being compromised.

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

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

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

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

Excessive Length

Written Task

If a word limit is stipulated and a student exceeds the limit, an excessive length penalty is applied as follows. A leeway of 10% over the word limit incurs no penalty. Thereafter, a 5% penalty is applied for every 10% over the word limit, e.g. for a 2000-word essay, no penalty is applied for 2200 words. If the essay is between

Note: Words within the brackets of in-text citations are counted in the overall word count. Quoted words are also counted.

Oral Task

Similarly, an excessive length penalty is applied to oral tasks that exceed the stipulated time limit. A 10% leeway is allowed without penalty. Thereafter a 5% penalty is applied for every 10% over the time limit, e.g. for a 10-minute oral, no penalty is applied for 11 minutes. If the oral is between 11 and 12 minutes, a student loses 5% of the value of the task; if it is between 12 and 12 minutes, the student loses 10% of the value of the task etc. The maximum loss is 35% of the value of the task.

Note: In English, when a word or time limit range is given, the 10% leeway is not applicable.

Reporting

The formal reporting system has two components for all students:

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

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

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

Teachers award grades according to the following criteria:

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

The exceptions are:

- Negotiated Studies and EAL
- Health & Physical Education - an overall grade is recorded.

All reports include a written comment by the tutor.

The aim of the comment is to praise students for their progress and to provide information about areas in which further development could be achieved.

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

Appeal procedure Years 7-10

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

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

Academic Integrity

Purpose of an academic integrity policy

Definition: Academic Integrity

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

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

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

Definition: Plagiarism

Plagiarism is a breach of academic discipline. It is an attempt to present someone else's words or ideas as your own. Students plagiarise if they copy or paraphrase any text or composition generated by another person without proper acknowledgment.

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

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

Examples of Academic Integrity

To write with academic integrity, students will have:

- Acknowledge the work and ideas of others within their presentations and writing across all areas of the curriculum.

- An appropriately formatted reference list or bibliography
- Demonstrated critical thinking, synthesis, have paraphrased information and have written the work themselves.

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

- Submitting all or part of another person's work or source text with or without that person's or source's knowledge
- Submitting work generated by artificial intelligence as a student's own work
- Submitting all or part of a paper from a source text without proper acknowledgement
- Copying part of a source text, supplying proper acknowledgement, but leaving out quotation marks or not using italics
- Submitting materials that paraphrase or summarise other work or ideas including using paraphrasing software, without appropriate acknowledgement
- Submitting a digital image, sound, design, artwork, artefact, product, photograph or animation, altered or unaltered, without proper acknowledgement.

See <https://smartcopying.edu.au/>

Principles behind the imposition of penalties:

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

Procedures for dealing with situations involving plagiarism:

- a. Any suspected case of plagiarism must be investigated at the school level
- b. The principles of natural justice must be applied at all stages in the process. If you are suspected of plagiarising work, you must be given a fair hearing and the opportunity to provide evidence of authorship

- c. If there is evidence of plagiarism you must be interviewed by the teacher and the Head of Faculty and given the opportunity to explain your case before a penalty is determined
- d. If plagiarism is shown to have occurred, then the teacher, in conjunction with the Head of Faculty and Director (Studies), should determine the penalty, taking into account the principles and the penalty schedule listed
- e. You must be advised, in writing, of the penalty and informed that you have the right to appeal the penalty to the Director (Studies)
- f. Details of any case of academic integrity must be recorded and the record kept centrally at the school.

Right of Appeal

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

Penalties

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

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

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

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

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

Testing and In-Class assessment

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

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

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

Student Services

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

Student Support

Head of Academic Engagement: Ms Winifred Hanson

The Student Support team considers referrals for:

1. Negotiated Studies

The Negotiated Studies course offers the necessary support and addresses the educational needs of students who require long-term assistance to adequately manage their academic studies and school life. Students with special educational needs are identified and invited to join Negotiated Studies. This course provides assistance to students by revising and reinforcing basic skills required in other subjects such as organisation, comprehension, research and writing. The Negotiated Studies teacher also liaises with teachers in other subjects to offer specific help. The aim of the course is to support students' learning and to provide better foundations for students to manage their study in Years 11 and 12. Negotiated Studies takes the place of an elective in Year 9 and 10 and placement in the course is reviewed each semester.

2. Senior Study Support

Students with educational needs are identified and invited to join Senior Study Support. This program provides assistance in managing the academic requirements of Year 11 and 12. Senior Study Support

is offered in an individual or small group setting to enable students to receive targeted support and guidance. This enables identification and development of specific learning goals for each student. Senior Study Support is available before school and during student's free study periods.

3. Gifted and Talented Students

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

4. Special Considerations for Assessment

Medical, social, academic and/or emotional concerns are given special individual consideration. Requests for assistance in assessment tasks and for ongoing provision due to long-term illness or special needs are accommodated on a needs basis. This must be supported by appropriate official documentation.

5. Modified Packages

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

Students with Disabilities

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

Study and Peer Monitoring

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

Career Advice

The Head of Careers and Tertiary Pathways provides assistance and information to students about options in further education, career pathways and career decision making. Counselling is offered to all students from Years 7 to 12, either individually or in groups.

Curriculum and Assessment Advice

The Director (Academic Administration) is responsible for the implementation of curriculum, assessment and reporting for Years 7 to 12, and the ACT Scaling Test (AST).

Information regarding Year 12 tertiary package requirements, assessment processes, and the Australian Tertiary Admission Rank (ATAR) is available from the Director (Studies) who also leads the Heads of Faculty and has responsibility for overall curriculum development.

Use of the Library and computers

Library hours are from 8.00am – 6.00pm (Monday to Friday). A Teacher Librarian is available during these times to assist students.

The computers in the Library are available for student use when the Library is open. All computers have the full suite of software applications required for any courses taught within the School. In the Library, students can access the School network, and all information resources, word process and print assignments, and search the Internet for school related material. The Library also provides charging facilities for certain laptops, and lends equipment such as calculators, headphones and school laptops.

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

Co-Curricular Activities

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

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

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

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

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

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

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

Winter Sport	Summer Sport	Music and Drama	Clubs and Societies
<ul style="list-style-type: none"> – Cross Country – Basketball – Equestrian – Hockey – Netball – Orienteering – Mountain Biking – Soccer – Swimming – Snowsports – Tennis – Touch Football – Water Polo 	<ul style="list-style-type: none"> – Basketball – Dragon Boats – Indoor Hockey – Netball – Tennis – Sailing (Training) – Futsal – Soccer – Swimming – Rowing – Water Polo 	<ul style="list-style-type: none"> – Bands – Choirs – Dance Festival – Ensembles – Fashion Parade – Musical – Orchestras – Senior Drama – Production – Summer Shorts (Drama) – Year 9, 10 Production 	<ul style="list-style-type: none"> – Book Club – Burrawi Committee – CCC Club (Chess, Cards & Checkers) – Creative Writing – Duke of Edinburgh Award – Da Vinci Decathlon – Dance/Drama – Debating & Public Speaking – Environment Group – C.S.I (Social Justice Group) – Chinese speaking – Melbourne Ave Media – Nexus Club (Science fiction and fantasy) – Science Club – Tournament of the Minds

Notes



CANBERRA
GIRLS
GRAMMAR
SCHOOL