



YEAR 10 2016

10

# Curriculum

HANDBOOK

# Mission Statement

In a supportive Christian environment, reflecting the philosophy of the Sisters of the Society of the Sacred Advent, St Margaret's Anglican Girls School aims to provide excellence in teaching and learning within a broad, balanced and flexible curriculum complemented by other school activities; preparing confident, compassionate and capable young women able to contribute in a global community.

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June 2015

Dear Parents / Guardians

*Learning is not attained by chance; it must be sought for with ardour and diligence.*

Abigail Adams (1744-1818)

St Margaret's offers broad subject choice for students. In 2016 Year 10 students will have the opportunity to engage in a range of subject areas as they continue their learning journey and prepare to meet the challenges of the future.

The core plus elective approach to curriculum design embraced at St Margaret's aims to prepare students for whatever endeavour they ultimately wish to pursue. We believe that it is important for girls to keep their options open through their choice of subjects for Year 10.

This curriculum handbook is an important document to read as part of the subject selection process. I would also encourage students and parents to talk to teachers about making suitable choices. Learning is a lifelong endeavour and students are not expected to have made decisions about their future career aspirations as they enter Year 10. It is important; however, to choose wisely so that the learning is engaging and in accord with each student's personal interest and aptitudes. Generally speaking it is likely that students will ultimately choose tertiary study and work options which reflect these interests.

I do hope your daughter enjoys the growth that comes from an engaging learning program and wish her well in her studies.

Yours sincerely

Ros Curtis  
**PRINCIPAL**

# YEAR 10 - 2016

The academic program for Year 10 students at St Margaret's Anglican Girls School in 2016 will consist of six compulsory subjects and three elective subjects. Although Mathematics is a core subject there are two strands offered. Teachers will assist students to choose the strand most appropriate for them at this stage of their education.

To ensure the learning opportunities available offer academic rigour and the depth necessary to enable a smooth transition into Year 11, electives are chosen for the year. An important objective of the Year 10 program at St Margaret's is the inclusion of the Common Curriculum Elements (CCEs) within subjects, as your daughter will be assessed in these in the Year 12 Queensland Core Skills Test.

Core	Electives
English Mathematics Science History Religious and Values Education Health and Physical Education	Business Drama English Extension Food & Textile Geography Legal Studies Learning Enhancement Multimedia Studies Music Science Extension Languages – French, German, Mandarin Visual Art

Some of the most important decisions students make at school are those relating to subject selection. These decisions are important as they may affect a student's success at school and how she feels about her learning. Subject selection may also impact on career plans after leaving school. As an overall strategy, it is suggested that students choose subjects which:

- they enjoy
- they have demonstrated some success in or feel able to develop in
- will help them to develop skills, knowledge and attitudes useful throughout life, as well as
- help them to achieve their chosen career goals if such goals have been formulated, or to keep their career options open should they be unsure of their post-school direction (being uncertain of career direction at this age is quite normal).

This handbook allows students to view the course outlines within each discipline and possible requirements for entry to Year 11 Subjects for 2017. Advice from the Careers Counsellor, Ms Johnston is available to assist girls with subject choices. Once again it is emphasised that levels of motivation, interest and ability already demonstrated in each area should be considered.

Each subject is offered as a yearlong course. Year 10 students will be asked to select three electives for the year. It should be noted, that students wishing to undertake a language in Years 11 and 12, will need to continue this language in Year 10 for two semesters, so that the demands of the senior curriculum can be met.

Once students have made their initial selections, the 2016 timetable will be prepared. Staffing and resource constraints oblige us to remove those courses which are not sufficiently supported by student selection. All students affected will be asked to reselect from those courses that are available.

St Margaret's will allow Year 10 students participating in an elite sporting or performance program the option to select Independent Study as one elective for the year. Details of this are contained in this handbook.

If students or parents have any questions in relation to the information contained in the Curriculum Handbook, or regarding the subject selection process, please contact the Dean of Academics, Ms Samantha Bolton, the Careers Counsellor, Ms Elizabeth Johnston or the relevant Head of Faculty. Contact details are recorded at the back of this Handbook.



# The Process for Online Subject Selection

In Term 3 the Year 9 students will be addressed by each Head of Faculty during the Year Level Assembly time. The curriculum details and requirements of each elective subject will be outlined. Students will have the opportunity to ask questions about the subjects they may be interested in pursuing next year.

In addition to these information sessions, the School will conduct a Parent Information Evening on **Monday 10 August**. This event will incorporate a Subject Expo where parents and students can speak with staff about subject offerings.

Following the Information Evening, students will be required to select their subjects through the online process outlined below.

1. During Form Class students will receive their **Web Preferences Access Guide** to be used when selecting 2016 subjects online. Please note this is the only method acceptable for subject selection.
2. This instruction sheet will include an individual **Student Access Code** and **Password**. The relevant Head of Year will also have a copy of each student's **Access Code** and **Password**.
3. The girls will have three opportunities to change their preferences but the final selection must be completed by **Friday 14 August 4.00pm**.
4. All students are required to print a **Preference Receipt** on completion of the online process. This will need to be signed by parents and submitted to School Reception. Boarders may have this signed by Mrs Fowler or attach an email from their parents approving their preferences.

If there are any difficulties with the online process please contact Jenny Eisentrager on 3862 0794 or Lisa Beeney on 3862 0826.

# CAREERS PROGRAM

## MAKING SUBJECT DECISIONS

In Semester 2 of Year 10 students will make choices about the subjects they will study in Years 11 and 12, the Senior Phase of Learning. They are provided with resources to assist them with this. These resources include:

- The St Margaret's Careers website ([www.stmargaretscareers.com](http://www.stmargaretscareers.com)). This website is specifically designed to suit St Margaret's students. It provides a large range of resources that can be used by students to help make decisions about their future pathway and possible career. It contains information on University, TAFE and other types of courses across Australia, information about the QCE (Queensland Certificate of Education), personality profiles and much more. Students will use this website to generate their Career Planner which will be used in the development of their SET (Senior Education and Training) plan.
- *JlIG CAL - Career Voyage* and *ACE (Adolescent Career Education) E-course*. This is a specially designed career education course for students. It aims to assist students to clarify their priorities with regard to: career plans, subject selection and post-secondary further education.  
Year 10 students complete this computer interest inventory program in Term 2. The interest profiles generated may provide a starting point for discussion about possible career options.
- *Job Guide 2016*  
This resource, available at [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au) produced by the Department of Education, Science and Training, provides over 500 job descriptions including personal requirements, education and training requirements and employment opportunities. The publication also includes information about career building, how students can explore options, plan and manage their careers, looking for work and learning pathways.
- *QTAC Tertiary Prerequisites 2019*  
This publication provides information about tertiary study, courses available at institutions that use QTAC for their admission processes and course entry requirements for students who will be commencing tertiary study in 2019.

## SET PLANS

The major focus of the Careers Program in Year 10 is the Senior Education and Training Plan (SET Plan). The SET Plan is a flexible document created by your daughter using guidelines provided by the Careers Counsellor. The SET Plan is intended to work as a map for each student's individual learning pathway through the Senior Phase of Learning. Documenting such a plan will help your daughter select and structure her senior school learning options around her abilities, interests and ambitions. Completion of the *JlIG CAL – Career Voyage* interest inventory, visiting and participating in the National Courses and Careers Expo in May and completing the online career related activities from the St Margaret's career website during personal development classes are some of the School activities that support the reflection and exploration processes needed for students to create a meaningful SET Plan.

A basic understanding of the Senior Certificate arrangements governed by the Queensland Studies Authority (QSA) is also needed by students as they document their SET Plan and make subject selections for Years 10, 11 and 12. The following summary of the arrangements is provided for parents who are not familiar with them. More detailed information can be accessed via the QCAA website at <http://www.qcaa.qld.edu.au/certificates/589.html>

## QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Your daughter will be registered by the School into the Registration and Banking System (RABs). When your daughter is registered, the Queensland Studies Authority opens a learning account for them. The student is assigned a learner unique identifier (LUI) and password so they can access their web-based account through the Career Information Service Website. The learning account records enrolments and results of any completed studies in the different types of learning that may lead to a Queensland Certificate of Education (QCE). This is awarded to students who meet the following requirements:

- A minimum of 20 semester credits at the standard of Sound Achievement, pass or equivalent
- Such credits including at least 12 credits from completed core courses of study\*
- Prescribed literacy and numeracy requirements.

All students who complete Year 12, regardless of whether they meet the QCE requirements will receive a Senior Statement which is a summary of all learning completed during the Senior Phase of Learning whether it be at School or with an external provider.

An additional statement, the Tertiary Entrance Statement, will be provided to students eligible for an Overall Position (OP). An OP indicates a student's rank position based on overall achievement in Authority subjects. To be eligible for an OP a student must study a minimum of 20 semester units of authority subjects, study at least three of these subjects for all four Semesters and sit the Queensland Core Skills (QCS) Test in Year 12.

# Independent Study Option

At St Margaret's, we recognise that some students undertake significant extra-curricular activities in Sport or Performance, in addition to their academic load. For such students, there may be periods of the year where their commitment increases further, such as preparation for a high level Music examination or competition at an elite level (State or National Representation). The Independent Study Option (ISO) may be considered when the School believes that it is in the student's best interests to have a lighter academic load for a semester. In this event it is expected that students will use the time at school for study purposes maximising their capacity to prepare for their extra-curricular activities at other times. This flexibility is provided to assist students maintain their wide ranging commitments in a balanced and positive way.

The option to undertake Independent Study is as an elective only and must not replace any of the core subjects. It is school policy that students take as close to the full complement of subjects as possible to ensure they fine-tune skills such as time management, in preparation for the academic rigours of Years 11 and 12. By studying a full complement of subjects, students also have greater engagement with the 49 Common Curriculum Elements tested in the Queensland Core Skills test. Furthermore, by studying a wide range of subjects, students keep open more options for subjects in Senior, particularly where prerequisites are required.

## REQUIREMENTS FOR SELECTING THE INDEPENDENT STUDY OPTION

Students wishing to undertake the Independent Study Option must:

- Undertake an interview with Head of Sport or Head of Co-curricular Music to discuss a training / practice schedule identifying the number of hours assigned to the activity per week and following this interview receive a letter of recommendation to support the application for this elective option
- Make an appointment to discuss the recommendation with the Deputy Principal in Semester 2, 2015
- Demonstrate conduct with a high degree of-discipline
- Communicate with Head of Year, and meet regularly with the Head of Sport or Head of Co-Curricular Music to provide details as to how the time will be utilised

### Code: ISO

Title: Independent Study (Years 9/10)

Length: Two Semesters

### Pre-requisite:

Sport - State/ National Representation, or in preparation for National or International events

Music - Passed Grade 7 as a minimum

### Content Description

In this unit, students will be given the opportunity to pursue individual goals in the extra-curricular (either sporting/ musical) domain.

In this subject, students will:

- Use the time available on the line for private study, private lessons, or practice;
- Communicate regularly with Head of Sport/Co-curricular Music and submit an outline of long and short term goals;
- Prepare for a significant sporting event (for example state/national titles) or music examination (8th grade or higher)
- Remain at school, unless approval is granted for an external commitment such as a training session or Music lesson. When at school students must sign in and remain in the Library.



# ELECTIVE SUBJECTS

## BUSINESS

### COURSE OVERVIEW

Students will learn the basic business and accounting theory associated with operating a business, developing a product and buying and selling their product. They will learn about the world of work, and have the opportunity to develop employability and enterprise skills. This subject also explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of economic and business decision making and its effects on themselves and others, now and in the future.

### TOPICS OF STUDY

- Entrepreneurship
- The roles and functions of business – marketing, operations, finance, human resource management;
- Enterprising skills (communication, negotiating, planning, problem solving);
- The accounting process;
- Exploring ways businesses respond to changes in the global economy;
- Basic Principles of Economics: Needs and Wants, Resource Allocation, Circular Flow Model, Supply and Demand, the Price Mechanism.

### LEARNING EXPERIENCES

- Developing an insight into what is required to establish and manage a small business or organisation;
- Practising interpersonal skills such as team building, conflict resolution, negotiation, advocacy, problem solving and communication;
- Undertaking group investigation, project planning of a business incorporating elements of designing, financing, manufacturing, marketing and accounting;
- Facilitating the operation of a Market Day;
- Recording business transactions and developing money management and accounting skills;
- Enhancing understanding through interacting with business mentors, guest speakers, case studies and discussion;
- Involvement in ASX share market competition.

### ASSESSMENT

Assessment items will reflect the items evidenced in the Senior Syllabus.

- In class exam with an extended written response
- Feasibility study
- Non-written presentation

# **DRAMA**

## **COURSE OVERVIEW**

A year long course, students will extend on their prior knowledge of the Elements of Drama within forming and presenting dimensions. Additionally, improvisation and acting techniques will be explored to create engaging theatrical experiences. Particular reference will be given to acting techniques, concluding with a large scale production delivered to a live audience. This course is structured so that students who do not study Drama in Year 9 are not disadvantaged.

## **TOPICS OF STUDY**

- Improvisation
- Course Production (Full length Play performed to audience)
- Acting Studies
- Gothic/Magical Realism

## **LEARNING EXPERIENCES**

- Exploring the Elements of Drama in the shaping of performances for an audience
- Developing literacy through workshopping text into action; including student devised scripts
- Researching and linking existing text with self-devised work
- Viewing live performances as fundamental learning in the arts

## **ASSESSMENT**

- Forming: Focused Script or movement work
- Presenting: Play text or Student Devised performance
- Responding: Analysis of live or recorded live performance.

# ENGLISH EXTENSION LITERATURE - VICTORIANA

## COURSE OVERVIEW

The Year 10 Literature course, “Victoriana”, is a specialised study in English that students may choose to do in addition to their normal English studies at St Margaret’s. It is not a replacement for standard Year 10 English therefore, but is designed to provide enthusiastic English students with an opportunity to engage in literature study in far greater depth, enhancing their ability to construct and analyse texts, and providing an effective adjunct to the studies that they already undertake in Year 10 English. As a result of the advanced nature of the course, entry into the subject is dependent on the approval of the Head of Faculty – English.

## TOPICS OF STUDY

The particular focus of the Year 10 Literature course is “Victoriana”. The Victorian period is a particularly influential period in English Literature, marked not only by the birth of the novel, but by significant historical, political and cultural movements which continue to shape the world we live in today. As such, this course will provide students with the opportunity to explore the realities of Victorian life through a study of its literature, considering work by canonical writers such as Alfred Lord Tennyson, the Brontës, Charles Dickens and Oscar Wilde. In the second half of the course, students will consider the pervasive nature of the Victorian imagination, exploring the ways in which Victoriana endures in modern fiction, particularly in contemporary “steampunk” culture.

## LEARNING EXPERIENCES

Throughout the course, students will engage in exploring a range of text types, with a particular focus on novels, poetry, short stories and plays. The objective of the course is to enable students to undertake close study of literary texts, and students who undertake the course therefore need to be diligent and enthusiastic readers. The course presents interested English students with an opportunity to engage with the English language at a sophisticated level, allowing opportunities for accelerated independence, increased cognitive demands and complexity of assessment tasks in students’ written and spoken responses.

## ASSESSMENT

The content covered in the Year 10 Literature course builds on the English content descriptions outlined in the Australian Curriculum, but as an advanced study, expects far more of students, particularly in terms of the ways in which they value and appreciate texts. Students of Year 10 Literature are therefore assessed across three dimensions, which describe the complex thinking that students use when working with literary texts:

- Understanding and interpreting
- Analysing and applying
- Evaluating and synthesising

Students complete three tasks during the year, under both assignment and examination conditions, which demonstrate their understanding of the above criteria.

# FOOD/TEXTILES TECHNOLOGY

## COURSE OVERVIEW

Students who enjoy using their practical skills in the areas of food and textiles are encouraged to choose these units. This course develops further their existing skill set in the areas of food selection and presentation, and interior design and fashion. The international food scene, hospitality industry and textile and fashion design industry are the focus of the learning experiences and assessment pieces called design challenges.

## TOPICS OF STUDY

- International foods, food selection and presentation
- Interior design, textile design, and the design elements
- Hospitality industry, events planning, high tea
- Fashion design, pattern drafting and alteration, promotion and marketing

## LEARNING EXPERIENCES

- Learn a variety of international food preparation and presentation principles
- Plan and produce menus
- Use a range of kitchen appliances and tools in the production of complex dishes
- Develop basic to advanced sewing and construction skills in the making of textile items such as soft furnishings
- Employ decorative textile techniques such as tie dying, screen printing and stencilling, appliqué, beading, sequins, hand painting and quilting
- Learn a variety of food preparation and presentation techniques, as used in the hospitality industry
- Apply pattern styling and construction techniques to produce clothing items, employing sewing machines, overlocking and fastenings

## ASSESSMENT

- Process journal outlining the student's development of design solutions and student reflections on the process
- Practical food and textile items, that are examined in terms of their quality and the skills required.

## LEARNING EXPERIENCES

## ASSESSMENT

- Process journal outlining the student's development of design solutions and student reflections on the process
- Practical food and textile items, that are examined in terms of their quality and the skills required.

# GEOGRAPHY

## COURSE OVERVIEW

Geography focuses on the investigation of specific environmental management and human development and well-being issues. Each semester students will have the opportunity to complete studies in these two areas.

Students will commence their course with an overview of the major challenges facing key biomes and regions around the world. They will consider how different people's perceptions and backgrounds affects their ability to respond and engage with these challenges and mitigate their effects. The views of indigenous groups including Australian Aboriginal and Torres Strait Islander peoples along with other stakeholder groups will be reflected upon and taken into account when evaluating strategies to manage change. As part of this study students will visit Australia Zoo and investigate the methods being employed to manage species and habitat loss in Australia and around the world.

In the second term students will examine global, national and local differences in human wellbeing. To do this they will study economic, social and demographic indicators and their Human Development Rank. The characteristics of developing and developed countries will be compared and the spatial differences will be considered. Programs designed to reduce the inequalities between places will be analysed and students will explore countries exhibiting distinct differences in human well-being from Australia, including India and Brazil.

Term Three will see students visiting and studying landscapes that pose management challenges for local government authorities. Students will undertake an inquiry investigation into the strategies used to minimise risks and hazards. In particular, the girls will study coastal and mountainous landscapes and how people use these areas in south-east Queensland and around the world.

The final term provides girls with an opportunity to reflect and plan for a better environment. Students will investigate how and why cities grow and the challenges that this places on governments and planning authorities. In particular, they will consider factors that make our urban environments liveable and sustainable and design elements to provide a sense of place and enjoyment.

Students will use spatial technologies to visualise distribution patterns and develop management solutions to these issues. They will investigate the impact of conflict and spatial variations in human well-being at various scales. Field work and excursions will enable the girls to see first-hand the issues discussed in class and bring a level of reality into the classroom.

## TOPICS OF STUDY

- Environmental change and management
- Geographies of human wellbeing

## LEARNING EXPERIENCES

- Develop spatial literacy skills and communication skills using written and non-written genres
- Engage in field work and research tasks including reflection on all stages of an inquiry
- Become proficient in the design of an inquiry and research questions, as well as in the location of sources of evidence and the recording of field data
- Analyse, interpret and evaluate the authenticity sources, their worth, bias, reliability and purpose, by drawing conclusions and supporting ideas with evidence
- Develop and use criteria to make logical and justified decisions
- Explore attitudes and values associated with the quality of human life, the sustainability of the environment, social justice and democratic processes

## ASSESSMENT

May include:

- Practical and or Knowledge test
- Field work
- Multi-modal presentation based on research

# **LANGUAGES FRENCH, GERMAN OR MANDARIN**

## **COURSE OVERVIEW**

Languages are the medium through which we learn about the world and develop curiosity about new ideas, values, peoples and places. Since knowledge about social relations and cultural identity are dependent on language, the study of a language extends, diversifies and enriches our ways of thinking and appreciation of our own language and culture. At St Margaret's students are able to study French, German or Mandarin. Students may elect to continue their study of languages into the senior years. Learning a language is about communication. It involves the ability to comprehend and compose, and includes the four skills of listening, speaking, reading and writing. Learners communicate with real language for genuine purposes. Students will achieve communicative ability by using various skills and strategies in culturally appropriate ways within realistic contexts.

The benefits of learning a language accrue not only to the individual but also to the nation as a whole. Our trade, cultural and tourist links with other countries are enhanced if we have a pool of varied language expertise, including Australians from both English and non-English speaking backgrounds. The ability to use a language other than English can increase students' post-school options in a country with such strong international links. Experience has shown that learning a language contributes to and enriches the educational, intellectual, personal, social and cultural development of learners and has the potential to improve the quality of their participation in a rapidly changing world. As an incentive to continue the study of Modern Languages, Queensland universities offer two selection rank points to any student who receives at least a Sound Achievement at the end of Year 12.

## **TOPICS OF STUDY**

The following topics are commonly explored during the language course: getting to know you, nationality, weather, family, famous places, food, school, pets, telling time, free time, places to visit, transport, likes and dislikes, leisure activities, shopping, money, music, health and well-being, celebrations, seasons, fashion, entertainment, animals, and housing.

## **LEARNING EXPERIENCES**

Language classes are fundamentally interactive and purposeful, therefore, as a broad principle of methodology the focus of language learning experiences is on successful communication. Learning experiences in languages are designed to encourage students to process meaningful portions of language rather than to focus on single words. The language course includes learning experiences such as: performing and viewing role plays, skits and dialogues; conducting/designing interviews, surveys/ questionnaires; telling anecdotes, singing songs and reciting poems; watching films and listening to radio broadcasts, announcements, stories, anecdotes and songs; reading newspaper and magazine articles, cartoons, advertisements, poems, stories and simple books; responding to realia - brochures, timetables, recipes; making lists and writing reports, articles and letters; and recording events as diary entries and simple narratives. A range of digital technologies are incorporated during many of the learning experiences in languages to allow for direct participation in the target language culture in a range of ways and with different levels of engagement.

## **ASSESSMENT**

Students undertake one test for each of the macro-skills, reading, writing, listening and speaking per semester. The macro-skills are equally weighted and include unpredictable language which gives students the opportunity to respond spontaneously in unrehearsed situations.



# LEARNING ENHANCEMENT

Learning Enhancement is a course of study for students requiring intense literacy and numeracy support across all the curriculum areas. Skills in the specific area of academic learning of Writing, Reading, Speaking, Listening, Organisation and Numeracy are developed throughout the course. The program supports courses of work in other high literacy and numeracy demand areas such as English, Mathematics, Science and Humanities and develops the macro and micro skills within these contexts. The course consolidates relevant content, coherence and standard documentation in academic writing of various types. Students are also introduced to different study skill strategies.

The course is selected as an elective for students with a diagnosed disability, an identified learning difficulty or requiring ESL support. Students can choose to attend Learning Enhancement for the year provided they meet the eligibility standard as outlined in the Learning Enhancement Policy.

## Writing

Students will work toward competency:

- Using various techniques to plan, scaffold, draft, edit, revise and self-edit
- Paragraph Writing
- Recognising essay structure and adhering to criteria guidelines
- Developing hypotheses and recognising themes
- Organisational skills, researching skills and comprehension of texts
- Writing various text types as required by individual subject areas: incorporating skills such as cause and effect, comparison and contrast, definition, division and classification, narration, argumentation/persuasion and research
- Using appropriate grammatical structures and punctuation

## Reading

Students will work toward competency:

- Finding the meaning of vocabulary using context clues and decoding strategies
- Understanding a wider range of content words, technical language and idiomatic expressions
- Identifying themes, plot and understanding of characters
- Using higher order comprehension skills
- Visual literacy skills
- Reading and interpreting various tables, diagrams, maps and charts

## Listening and Speaking

Students will work toward competency:

- Practising formal class presentations
- Active listening
- Participate in formal and informal conversations and group discussions

## Organisation

Students will work toward competency:

- Taking notes, paraphrasing and summarising
- Independent learning skills
- Goal setting
- Time management
- Exam strategies
- Research skills

## Numeracy

Students will work toward competency:

- Understanding and using of Mathematical skills and strategies
- Recognising and understanding of basic calculation
- Consolidating Mathematics that mirrors current class work
- Developing language of Mathematics
- Comprehension and strategies for problem solving

# LEGAL STUDIES

## COURSE OVERVIEW

Legal Studies endeavours to provide students with the knowledge of how the judicial system operates. Within this framework students will investigate the consequences and impact of these systems on various members and groups within society. This course provides students with an introduction to the parliamentary and criminal justice systems.

Students should be able to:

- Understand that the law is necessary to regulate the behaviour and actions of consumers and members of society
- Examine the nature and features of different types of law and legal procedures in Australia
- Identify and solve criminal legal problems through the application of relevant legal principles
- Identify and appreciate the changing nature of the law, and its effects on different stakeholders who are involved in legal issues
- Develop communication, negotiation, planning and problem solving skills

## TOPICS OF STUDY

- An introduction to Law
- DNA versus civil rights
- Juvenile crime
- Renting and Buying
- Rights and Responsibilities
- The Adversarial System

## LEARNING EXPERIENCES

- Excursion to the Supreme and District Courts
- Excursion to Queensland Police Museum
- Inquiry-based activities
- Debates on issues relevant to the course
- Mock trials

## ASSESSMENT

Assessment items will reflect the items evidenced in the Senior Syllabus.

- In class exam
- Research assignment
- Oral presentations
- Extended written responses

# MULTI MEDIA STUDIES

## COURSE OVERVIEW

A comprehensive education in Multi Media provides opportunities for students to progress from creative and directed learning through to the consolidation of knowledge, understanding and skills. This learning area provides students with opportunities to develop practical skills and processes when using technologies and resources to create innovative solutions that meet current and future needs.

Learning in Multi Media involves the creative processes through which products, services and environments are designed and developed. Students learn how the design, development and use of technologies are influenced by the significant role they play enriching and transforming societies through our natural, managed, constructed and digital environments.

In doing so, students consider social, economic, environmental, ethical, legal, aesthetic and functional factors. In Multi Media Studies students manage projects independently and collaboratively from conception to realisation. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative design solutions.

## TOPICS OF STUDY

The topics studied in the Multi Media elective take into account the growing need for students to design and create digital media elements:

- Product Design Graphics
- Interactive Web Design
- Advanced Computer games
- Robotics

## LEARNING EXPERIENCES

Students will undertake tasks to enable them to:

- Design 2D Graphics using industry standard software
- Produce solutions to 'real world' design tasks
- Design, create and maintain web sites
- Design and program interactive games
- Build and program robots

## ASSESSMENT

Assessment in this subject is based on folio completion and project work and includes the following criteria:

- Designing and Investigating
- Creating and Producing
- Reflecting and Evaluating

# MUSIC

## COURSE OVERVIEW

Music contributes to the holistic development of the individual through aspects such as memory, co-ordination, concentration and creativity. Students studying music are empowered by the medium of music to gain insight into their ever-changing world, to develop self-discipline and to deepen their aesthetic awareness. Central to the Year 10 Music Course are the three interacting dimensions of listening, composing and performing. The Year 10 course is presented so that students who did not study Music in Year 9 will not be disadvantaged. Extension projects may be offered to students who choose to study the Music course for an entire year.

## TOPICS OF STUDY

### Semester One: “Innovators” and “You’re The Voice”

- ‘Innovators’ will focus on the music of the most significant composers of each musical era, such as Beethoven, The Beatles, Queen, Stevie Wonder, John Williams, Michael Jackson, Stravinsky, Mozart, Louis Armstrong and Debussy, as well as current pop idols.
- ‘You’re the Voice’ focuses on the history of popular vocal music from early vocal music of 17<sup>th</sup> and 18<sup>th</sup> Centuries, to today’s most popular singer/songwriters, stage musicals and films.

### Semester Two: “Animate” and “Musical Storytellers”

- ‘Animate’ teaches students about writing music for animation and film. Students will use technology to create their own animated film soundtracks and will explore the creative process of some of the greatest animated film scores from early Disney films through to modern computer animated films
- ‘Musical Storytellers’ will explore the stories and inspirations behind a variety of styles and genres of art, popular, electronic and world music. Students will create and perform their own story-based compositions

## LEARNING EXPERIENCES

It is anticipated that students who undertake this course will:

- Perform a variety of pieces and demonstrate an understanding of the processes involved in music creation
- Develop their own compositions that can be performed, recorded and notated on the ‘Sibelius’ and ‘Garage Band’ programs
- Develop their critical literacy through activities that develop higher order thinking skills and creative problem-solving skills
- Develop social and personal skills that promote group co-operation, responsibility, confidence and self-esteem
- Develop individual performance skills on instruments or voice through large and small ensemble practices

## ASSESSMENT

Students complete one assessment task in each of the three dimensions (Analysing, Composing and Performing) each semester. Analysing tasks include exams and written assignments. Composing tasks are individual and students are encouraged to utilise the technology and recording facilities available. Students can choose to either sing or play an instrument for their performing tasks and can perform as a soloist or as a member of an ensemble. In consultation with their teacher, students have the flexibility to manipulate their assessment tasks to utilise their individual strengths and talents.

# SCIENCE EXTENSION

## COURSE OVERVIEW

Science Extension is a one year course which seeks to extend passionate Year 10 Science students who anticipate taking up a senior science (especially Chemistry or Physics) in Year 11. Entry into this subject is dependent upon achieving well in the core science course during Year 9 and at the discretion of the Head of Faculty. This program will run independently of the core science subject. Work covered will prepare students for the rigour of self-managed experimental investigations as well as extending the knowledge base of students to further aid their transition into Senior Chemistry or Senior Physics. Science Extension is not a pre-requisite subject for Chemistry or Physics, but will facilitate each student's transition into these Year 11 subjects.

## TOPICS OF STUDY

Within the Science Extension course, time will be equally devoted to both Chemistry and Physics, extending upon the knowledge gained through compulsory science study and polishing skills required for careful scientific experimentation, problem solving, and report writing.

Topics studied will include, but are not limited to:

- The concept of molarity
- Concentration, dilutions, and solutions
- Organic chemistry, Hydrocarbons
- Physics of music
- Physics of car crashes

## LEARNING EXPERIENCES

A variety of quality learning experiences will be undertaken with the emphasis on gaining a high level of proficiency in investigative procedures and developing the skills of evaluation and how to conclude. The knowledge content will draw significantly from the early part of study in Chemistry or Physics at Year 11 level, and assessment will be through regular unit tests with a supervised exam each term, as well as projects to be evaluated.

## ASSESSMENT

The program of assessment includes examinations, experimental investigations, and assignments, where students will have the opportunity to demonstrate their mastering of the curriculum content. Achievement is assessed through the criteria of Knowledge and Understanding, Investigative Processes, and Evaluating and Concluding. These criteria are similar to those used in the senior sciences. Assessment will also test prior knowledge and skills and there is reflection writing after each unit.

# VISUAL ART

## COURSE OVERVIEW

The Year 10 Visual Art Course develops students' understanding of the visual world by making and appreciating images and objects. Students experiment with and refine art making processes and an understanding of the skills of artists, designers, craftspeople, critics and historians is further developed. Students experience the work of prominent and emerging artists first hand by visiting Brisbane's major Art galleries and by working with artists in workshop situations.

The course is structured so that students who did not study Visual Art in Year 9 are not disadvantaged.

## TOPICS OF STUDY

- 'Social Comment', 2D focus
- 'Face It', 2D preliminary focus, 3D major
- 'Surrealism', 2D and digital media which may include printmaking and animation
- 'Inside out', figurative drawing and printmaking
- Collaborative project (2 and 3D media focus)
- Extension project (may be offered to students who undertake a whole year course of study in Visual Art)

## LEARNING EXPERIENCES

- Students develop knowledge, understanding and skills to make: drawing, painting, digital imagery, mixed media, printmaking, sculpture
- Create, present and reflect on art works that incorporate Visual Art techniques, technologies, processes and language
- Students will develop confidence in the use of the resources of the art studio and familiarity with processes and routines
- Students learn to prepare and exhibit their work both in our own gallery and in external competitions and displays
- Research and evaluate the practices of local and international artists in relation to students' own ideas
- Understand and reflect on art works in appraising and theory tasks
- Students will visit major Brisbane galleries and/or participate in an *Artist in Residence Day*
- Opportunities to enrol in *Days of Excellence* art courses

## ASSESSMENT

Students are assessed in Making and Appraising, assessment instruments include:

- Visual Journal preliminary and development work
- Painting
- Animation
- Sculpture
- Printmaking folio
- Written reflections
- Class test/Assignment



# CORE SUBJECTS

In Year 10 all students are required to study seven core subjects for the whole year. Information about each of these is listed below.

## ENGLISH

### COURSE OVERVIEW

At St Margaret's Anglican Girls School, students employ imagination, creativity and their appreciation of world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities.

The Year 10 English program therefore provides our students with repeated opportunities to engage with the capabilities outlined in the Australian curriculum. The study of English is central to the learning and development of students in Australia, and although Australia is a culturally diverse nation, the ability to communicate effectively and precisely in the English language is integral to participation in all areas of Australian life. English will therefore allow students to develop their skills and knowledge in the area of English, as ethical and thoughtful members of Australian society, and they will be presented with opportunities to engage imaginatively and critically with literature.

### TOPICS OF STUDY

English at St Margaret's is organised according to the three interrelated content strands laid out by the Australian Curriculum - Language, Literature and Literacy. These strands are interrelated and their content is taught in an integrated way, and collectively they describe the skills learnt in English, as well as important areas of knowledge and understanding.

To begin their Year 10 studies, students will consider the construction of ideas of "self" and "identity" through their consideration of biographical and autobiographical texts. Students will therefore come to understand that auto/biographical texts are the result of a complex shaping process and not merely a simple reproduction of an experience. Inherent in all of this is developing an aesthetic appreciation of the importance and value in reading and writing about their own lives and the lives of others. In Term 2, students will analyse the ways in which documentary films may present a biased view of reality, exploring the persuasive methods such texts employ. In preparation for their senior studies, the second semester will see students considering a range of more advanced literary texts, undertaking an extended novel study in Term 3, and concluding with the study of a Shakespearean play in Term 4.

### LEARNING EXPERIENCES

Throughout all units, students will engage in exploring a wide range of text types, including novels, biographies, media texts and plays, and will sometimes be provided with the opportunity to select texts that they are interested in studying. The objective of the course is to ensure students are able to interpret and construct texts for a wide range of personal, cultural, social and aesthetic purposes.

### ASSESSMENT

Assessment in English at St Margaret's Anglican Girls School allows for the collection of evidence of student learning over time to allow for an on-balance judgment about the quality of student achievement, as well as to assist students to achieve success in their English studies through the provision of effective feedback, careful monitoring, and a balanced coverage of the English content descriptions outlined in the Australian Curriculum. The assessment in English is continuous, requiring the student's consistent effort as skills acquired in Year 10 will be essential for Years 11 and 12.

# HEALTH & PHYSICAL EDUCATION

## COURSE OVERVIEW

The Year 10 Health and Physical course offers two distinct modules of work per semester that either promote the health of individuals or develop the concepts and skills for physical activity. These modules provide students with a natural progression into Physical Education as an Authority subject in Years 11 and 12.

Each module in Health Education will focus on different health concerns and allows students to explore issues (of interest to them) which directly impact on themselves, their families, their friends and the larger community. In Physical Education, students will analyse the energy system requirements of Water Polo players, as well as understand the contributing factors to acquiring skills in Futsal. They will participate in practical activities related to both of these sports twice a week.

## TOPICS OF STUDY and ASSESSMENT

Terms	Health Education	Assessment
1 or 2	Social Justice Principles and the Ottawa Charter	Response to stimulus under exam conditions
3 or 4	Adolescent Health Issues	Design of a health promotion stimulus with written justification

Terms	Physical Education	Assessment
1 and 4	Water Polo	Ongoing practical assessment
1 and 4	Exercise Physiology	Essay on unseen question
2 and 3	Futsal	Ongoing practical assessment
2 and 3	Motor Skill Acquisition	Oral/multi-modal presentation

## LEARNING EXPERIENCES

In **Health Education**, students will:

- develop an understanding of some of the health issues and concerns of young people and their families
- identify negative risk behaviours that can impact on an individual's health and well-being
- explore alternatives and solutions to these issues
- propose action plans that meet the needs of themselves and others within their population group
- address social justice issues of equity and access related to chosen health concerns

In **Physical Education**, students will:

- acquire knowledge and apply the principles of motor learning, physiology and training to Water Polo and/or Futsal
- refine and modify their movement skills through evaluating their own performance and that of others
- develop teamwork, tactical knowledge and strategic thinking related to specific positions

# HISTORY

## COURSE OVERVIEW

In Year 10, History students will gain an appreciation of the interactions between individuals, groups and institutions. The course reflects the history of the Modern World and Australia's role in this global context. The past century has seen numerous changes socially, culturally, economically and politically and this time of transformation has led to profound changes in Australian Society. This course provides students with opportunities to analyse and interpret evidence, investigate the concepts of change and continuities, develop understandings regarding causes and effects as well as providing students with opportunities to contest and debate reliability, significance and impact of events, people, places and things. As a discipline, History has its own methods and processes and much of the work undertaken by students requires them to interpret and analyse evidence, question values and interpretations and encourage debate and reflection. This year students will be exposed to the concepts of contestability and the nature of historical interpretation and argument.

## TOPICS OF STUDY

### World War II (1939-45)

Students will undertake an overview of the causes and course of the war, including an examination of the key events such as the Holocaust and the use of atomic weapons. Australia's military experiences will be investigated with emphasis on key battles in the Pacific, Kokoda, the fall of Singapore and Australians' experiences as prisoners of war. In addition, the impact that the war had on Australian families, the roles of women and the changes it necessitated in domestic and foreign policies will be considered. As part of this unit students will visit MacArthur's Headquarters in Brisbane and the Shrine of Remembrance.

### Rights and Freedoms

In this unit, the origins and significance of the Universal Declaration of Human Rights, including Australia's role in its formation, will be examined. Students will consider the struggles that Aboriginal and Torres Strait Islander peoples have had in the formulation of their rights and freedoms. Students will consider the impact of colonisation on Australia's indigenous peoples through to the present day and the role that the civil rights movement in the United States of America has had on them. Students will be asked to question the reconciliation process in Australia and how successful or otherwise it has been through a study of significant events such as the 1967 Referendum, the Mabo Decision, the Bring Them Home Report and the Apology by the Rudd Government.

### The Globalising World

In this depth study, students will focus on two key topics that will each run for a term. The first is on the history of the environmental movements and the second is on migration experiences. Since the mid twentieth century and the end of WWII population increase, urbanisation and industrial production have increased, threatening environments and encouraging people to reconsider where they want to call home and how they wish to live. In this unit students will investigate why people have migrated to Australia, changes to Australia's migration policies and the contribution that migrants have made to Australian society. They will also consider the importance of people power in changing government policy, particularly with respect to environmental issues and the effect that major environmental disasters have had on the global psyche with respect to liability and sustainability concepts.

## LEARNING EXPERIENCES

- Develop spatial literacy skills and communication skills using written and non-written genres
- Engage in research tasks including reflection on all stages of an inquiry
- Become proficient in the design of research questions, the development of a thesis, as well as locating sources of evidence and recording findings
- Analyse, interpret and evaluate the authenticity of sources, their worth, bias, reliability and purpose, by drawing conclusions and supporting ideas with evidence
- Explore attitudes and values associated with the quality of human life, the sustainability of the environment, social justice and democratic processes

## ASSESSMENT

- Response to stimulus test and Knowledge tests
- Multi-modal presentation based on research
- Essay test and or research essay

# MATHEMATICS

The purpose of Mathematics education at St Margaret's to the end of Year 10 is to provide all students with mathematics required for numeracy and to provide the skills necessary for future Mathematics study. Year 10 students are required to study either Mathematics 1 or Mathematics 2. Guidance will be provided by teachers regarding the most appropriate choice for each individual.

The curriculum at both levels is underpinned by the following general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

## MATHEMATICS I

Preparatory course for Senior Mathematics A.

### COURSE OVERVIEW

Mathematics I is intended to provide learning experiences which extend students' exposure to useful applications of Mathematics and technology in the real world. The course is inherently practical and does not require the same depth of abstract reasoning needed for Mathematics B and Mathematics C.

The content involved in this subject is organised into a number of strands, which in turn include a number of topics. These strands are:

- (i) Number and Algebra
- (ii) Measurement and Geometry
- (iii) Statistics and Probability

### TOPICS OF STUDY

- Finance: Earning and Investing
- Measurement and Pythagoras
- Proportion: Ratio and Rates
- Finance: Spending and Borrowing
- Enlargement, Similarity and Scale
- Navigation
- Statistics
- Trigonometry

### LEARNING EXPERIENCES

- Introduction to a variety of technologies such as EXCEL as tools for supporting learning
- Investigation activities and problem solving tasks

### ASSESSMENT

Multiple opportunities will exist for the demonstration of learning outcomes with an emphasis on developing and refining core skills and processes through a system of second chance testing.

- Mastery learning quizzes
- End of term tests

# MATHEMATICS 2

Preparatory Course for Mathematics B

## COURSE OVERVIEW

The intent of Mathematics 2 is to encourage students to develop a positive attitude to the more abstract components of mathematics. Particular emphasis is placed on modelling and problem solving and the use of technologies and software to enhance inquiry and learning.

Students wishing to study Mathematics B or Mathematics B and C in Years 11 and 12 must select this subject and will need to demonstrate an achievement level of a B by the end of Year 10. It is recommended that students who do not reach this prerequisite grade in Mathematics 2 should study Mathematics A in Years 11 and 12.

The content involved in this subject is organised into a number of strands, which in turn includes a number of topics. These strands are:

- (i) Number and Algebra
- (ii) Measurement and Geometry
- (iii) Statistics and Probability

## TOPICS OF STUDY

- Linear relations and simultaneous equations
- Geometry, congruent triangles and similar triangles
- Indices and surds
- Trigonometry, bearings, sine and cosine rules
- Quadratic equations and parabolas and graphs of other functions
- Probability and statistics
- Logarithms and polynomials

## LEARNING EXPERIENCES

- Development and refinement of concepts essential for specialist mathematics at senior level
- Use of a variety of technologies as tools for supporting learning and inquiry with special emphasis on the CAS calculator
- Challenging and engaging experiences which promote inquiry and the development of strategic thinking skills required for problem solving in the real world.

## ASSESSMENT

Multiple opportunities will exist for the demonstration of learning outcomes with an emphasis on the development and refinement of concepts essential for specialist mathematics at senior level.

- End of term tests
- Mastery learning quizzes
- Investigation and problem solving tasks

# **RELIGIOUS AND VALUES EDUCATION (RVE)**

## **COURSE OVERVIEW**

Religious and Values Education introduces the students to a Christian way of life, as well as the aims and objectives of the Sisters of the Society of the Sacred Advent. The students study one lesson of RVE per week.

## **TOPICS OF STUDY**

- The spread of Christianity throughout Europe and England
- St Paul and his missionary journeys
- The Reformation
- Being Anglican
- Sacraments of the Church – confirmation
- Introduction to values-based decisions, ethics

## **LEARNING EXPERIENCES**

- Familiarity with the biblical text – St Paul
- Researching historical evidence and sources
- Evaluating the role of the Reformation in Christianity today
- Exploring how Christians choose to express their faith
- Participation in/and preparation for Chapel services

## **ASSESSMENT**

Tasks and assessment for RVE are completed during class time. These may include: a written assignment, class work and short answer responses.



# SCIENCE

## COURSE OVERVIEW

The study of Science at St Margaret's develops the six overarching ideas of the National Curriculum in Science: patterns, order, and organization; form and function; stability and change; systems; scale and measurement, and matter and energy. The curriculum at St Margaret's provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its application to our lives. The curriculum supports students in gaining an understanding of science and to develop skills to make informed decisions and to participate in science-related careers if they should so wish.

A progressively higher academic standard is required during Year 10, and as it is anticipated that most students will select a senior science in Year 11. The Year 10 course of study is primarily designed to ensure students are adequately prepared for the rigours of Biology, Chemistry, and Physics.

## TOPICS OF STUDY

The topics of study in Science include the study of genetics, including gene extraction, and the mechanics of heredity. Chemistry is experienced at a higher level than in Year 9, reflecting the sequential nature of the student's learning. Similarly, Physics is undertaken, initially, with minor project work and the establishment of methods for working and problem solving.

## LEARNING EXPERIENCES

Students will investigate the structure of DNA, and the processes of mitosis and meiosis. DNA will be extracted from fruit, and inspected with microscopes; genetic variation and gene technologies will be investigated. Evolution theories of Darwin and Russel will be cross-examined, and processes of speciation learnt.

The structure of the atom will be explored more fully and extended into understandings of chemical reactions. The periodical table is carefully analysed as a tool for understanding the relationships between the elements.

Speed, acceleration and similar kinematic ideas will be experienced, with sensitive accelerometers and motion detectors used to carefully analyse the physics of motion. The concept of energy will be extended to include work, and the forces holding up bridges will be investigated through models and research.

Students will learn about the origin of our universe, and explore distant galaxies as well as neighbouring stars. The physical processes of nuclear fission and evidence for star birth and death will be explored. The structure of the earth will be delved into, along with significant natural events of global scale such as tsunamis and earthquakes. The evidence for, and projected consequences of global warming will be analysed critically.

## ASSESSMENT

The program of assessment includes examinations, experimental investigations, and assignments, where students will have the opportunity to demonstrate their mastering of the curriculum content. Achievement is assessed through the criteria of Knowledge and Understanding, Investigative Processes, and Evaluating and Concluding. These criteria are similar to those used in the Senior sciences. The program of work includes regular testing of baseline knowledge prior to studying a unit of work, as well as reflection writing after each unit.

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