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# 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.



## A local school with a global outlook

May 2022

Dear Parents / Guardians

Year 10 at St Margaret's signifies the beginning of the Senior Phase of Learning. To assist in starting this process and to give all students the opportunity to select from a wide range of options to suit their interests and career goals, the Year 10 Curriculum has been modified and extended to allow all students to begin to meet the requirements for their Queensland Certificate of Education (QCE).

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. Across your daughters Year 10 year she will participate in a well-developed careers program that will assist all student to make decisions for subjects to study in Year 11 and 12.

To facilitate the move to the senior phase of learning your daughter will reselect her subjects as she moves into Year 10. She will choose two electives (studied for 4 lessons a week) and she will have the opportunity to complete a Certificate II qualification that will contribute to her QCE and develop skills for future work or study.

As your daughter moves into the next phase of her schooling it is important to remember that she should choose subjects that:

- She enjoys and will achieve in
- Keeps in mind her future aspirations
- Provides the kind of educational program the student and the family value
- Maximises her choices for tertiary studies

This Curriculum Handbook is an important document to read as part of the subject selection process. It contains information about the elective subject choices and certificate course that are proposed to be undertaken to begin your daughters' journey towards her Queensland Certificate of Education.

Learning is a lifelong endeavour and students are not expected to have made decisions about their future career aspirations as they enter Year 10. Contained in this Curriculum Handbook is also information about the Careers Education Program your daughter will take part in across her Year 10 year. This program is targeted at providing information to assist your daughter to select her subjects for Year 11/12.

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 – 2023

The academic program for students entering Year 10 in 2023 will consist of six core subjects, two elective subjects and a Certificate II qualification.

Within the core program students will have the ability to select into specific streams to ensure the learning opportunities offer a tailored approach to their needs.

Electives are organised into Majors (4 lessons a week) and a Certificate II qualification (2 lessons a week).

Below is a table that outlines the curriculum offerings for your daughter.

Core	Electives – Majors (select two)	Elective – Certificate II (select one)
English Mathematics <ul style="list-style-type: none"> <li>• 10.1 (including Numeracy Short Course)</li> <li>• 10.2</li> </ul> Science <ul style="list-style-type: none"> <li>• 10.1</li> <li>• 10.2</li> </ul> History <ul style="list-style-type: none"> <li>• History</li> <li>• History Learning Enhancement</li> </ul> Religious and Values Education Health and Physical Education ^Independent Learning Option (2 lessons)	French Chinese (Mandarin) Music Drama Visual Art Geography English as an Additional Language Food and Design Economics & Entrepreneurial Studies Legal Studies Physical Education Digital Technologies STEM English and Literature Extension Maths Extension	Community Services Community Support Service Hospitality Sport and Recreation Engineering Pathways Agriculture#

^ This option is available to Flyer Students only, and takes the place of Health and Physical Education

# This option should be discussed with Ms Naomi Holley, Head of Faculty – Student Pathways & Futures

Staffing and resource constraints oblige the School 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.

If students or parents have any questions in relation to the information contained in this Curriculum Handbook or the subject selection process, they should contact the Dean of Academics, Ms Caitlin McCluskey or the relevant Head of Faculty. Contact details are recorded at the back of this Handbook.

# PROCESS FOR ONLINE SUBJECT SELECTION

In Term Two, Year 9 students will be required to select their elective subjects through the online process outlined below.

1. Each student will receive an email with the information required for entering their subject preferences online. **It is very important that this is done by Friday 10 June 3.00pm**
2. For your records, please print a receipt of your subject selections. This is for your reference only - there is no need to submit this receipt to the school as we have an electronic copy of your preferences.

If there are any difficulties with this process, please contact the EA to the Deputy Principal on 38620771.

## CAREERS DEVELOPMENT PROGRAM

In Year 10 all students will be engaged in a Career Development Program that starts in Year 10 and continues into Year 11 and 12. This program has been designed in conjunction with research from the National Career Education Strategy (2019).

**Elements that make up this program include:**

### **Career Avenues Profile Testing**

All Year 10 students will undertake a full career assessment conducted by Dr Marian Kratzing, a Careers Psychologist with Career Avenues. Career Avenues have developed a unique career profiling system which they have provided to independent schools in Australia for over 25 years. On completion of the Profile tests, every Year 10 student will attend an online 30-minute individual career counselling session with a member of the Career Avenues team to receive their Career Avenues Profile Report. This session will help students identify their strengths and skills, areas of interest, and their distinctive personal style. It will also help students to integrate their understanding in these areas and their relevance to suitable career alternatives.

### **Broadening Horizons Conference**

The Broadening Horizons Conference provides Year 10 students with the opportunity to increase their exposure to a range of career pathways and opportunities. Experienced and early career professionals, recent school leavers, tertiary institutions and organisations have been invited to present through a variety of panels, workshops and stalls. This is opportunity to raise aspirations, create awareness and highlight the changing nature of work and its impacts. Students attend a Careers Expo in the afternoon, providing the opportunity to learn more about post school pathways from a variety of tertiary institutions.

### **Transition Day and Careers and Tertiary Expo**

On this day, Year 10 students will travel to the Careers Expo at the Brisbane Convention and Exhibition Centre to again have an opportunity to investigate tertiary and post school options. The Year 10 students will also attend sessions at school with the Heads of Faculty and Dean of Academics to gain a better understanding of subjects and pathways on offer at St Margaret's for Years 11 and 12.

### **SET Plan Interviews**

The last stage before the Year 10 students select subjects for Years 11 and 12, all students and parents are required to attend an individual SET Plan (Senior Education and Training Plan) meeting. The interviews are approximately 15 minutes in duration with the purpose of discussing possible senior study pathways and subject selections for Years 11 and 12. It is essential that parents attend the interview either in person or online.

Any questions about this program can be directed to Ms Naomi Holley – Head of Faculty – Student Pathways and Futures.

# INDEPENDENT STUDY OPTION FOR FLYERS

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, such as when preparing for a high-level Music examination or competing at an elite level (State or National Representation). The Independent Learning Option (ILO) 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.

This option is only available to students who have applied to the Flyers Program and have been accepted. 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 wide range of subjects, students have more options for subjects in Senior, particularly where prerequisites may be required.

## REQUIREMENTS FOR SELECTING THE INDEPENDENT STUDY OPTION

Students wishing to undertake the Independent Study Option must:

- Complete a Flyer application and submit to the Director of Sport, Head of Performance or Head of Faculty – Arts.
- Have an interview with the Director of Sport, Head of Performance or Head of Faculty – Arts to discuss a training/practice schedule identifying the number of hours assigned to the activity per week. Following this interview, they will receive a letter of recommendation to support the application for this elective option
- Make an appointment to discuss the recommendation with the Deputy Principal
- Demonstrate conduct with a high degree of-discipline
- Communicate with their Head of Year, and meet regularly with the Director of Sport, Head of Performance or Head of Faculty – Arts to provide details as to how the time will be utilised

# CERTIFICATE 2 QUALIFICATIONS

Students are to select one of these areas to study in Year 10. These qualifications will run for 2 lessons a week and will contribute 4 points towards a student's Queensland Certificate of Education.

## **SIS20115 - Certificate II Sport & Recreation [Binnacle Training, 31319]**

This entry-level qualification will equip students with the skills to provide assistance at community recreation centres, aquatic centres, outdoor sporting grounds, or progress into further studies. Students are involved with the delivery of sport/recreation programs within their school community. This qualification includes First Aid, CPR, officiating and coaching accreditations.

## **SIT20316 - Certificate II Hospitality [Axial Training, 2437]**

This qualification offers students an introduction to hospitality, the basic skills to work effectively and safely, interact with customers, increase hospitality knowledge and skills and boost cultural awareness. It will equip students with the operational knowledge for work in various hospitality settings, such as restaurants, hotels, catering operations, motels, clubs, pubs, cafes and coffee shops.

## **HLT23215 - Certificate II Health Support Services [Axial Training, 2437]**

This qualification will provide foundation skills necessary to work in an assistant role in a health, aged or residential care setting, or to undertake further study in the field. This course will equip students to work with people from diverse backgrounds, recognise body healthy systems, respond to behaviours of concern, and transport patients.

## **CHC22015 - Certificate II Community Services [Axial Training, 2437]**

This qualification will provide the foundation skills required to enter the community services industry or complete further studies in this field. According to the Australian Government's Job Outlook service, the number of people working in community and welfare support is expected to grow strongly in the coming years. This course will provide students with a basic understanding of the skills required to work within a variety of fields including health, education, social work, aged care and disability services.

## **MEM20413 - Certificate II Engineering Pathway (Build & Fly Drones) [Axial Training, 2437]**

This qualification will provide the foundation skills required for students interested in exposure to an engineering or related working environment. This hands on course will provide skills to operate tools and equipment to build and fly a drone. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

## **AHC30116 - Certificate III Agriculture (School Based Traineeship) [TAFE Queensland, 0526]**

This course will provide students with the skills needed to take on high-level responsibilities a senior farm hand in livestock, cropping or mixed-enterprise. Students will be equipped with the specific skills employers are looking for to prepare them for future innovation within the agricultural sector. Successful completion of this course will qualify students to work in a diverse range of settings as a farmhand in the agricultural industry. The Certificate III can be tailored to meet most agricultural settings, with a range of electives to suit the property the student will be working on. A copy of electives can be provided on request. Completion of this qualification contributes 6 points to a student's QCE.

*Please note: As this is a School Based Traineeship (SAT), students must enter into a training contract with an employer in Queensland. The training contract legally binds the employer and the student for the duration of the SAT. Employers are required to provide students with a minimum of 375 hours (50 days) of paid employment over each 12-month period of the training contact, equalling a total of 750 hours. A logbook of hours and payslips will be required for audit purposes. Further information on School Based Traineeships can be found here: <https://desbt.qld.gov.au/training/apprentices/sats>*

*In the past, St Margaret's students who have undertaken this qualification have been boarding students who have been employed by their parents to work on their family's properties over each school holiday. The students have been paid (wages can be subsidised in many circumstances) to work throughout the holiday to accrue required hours.*

# CORE SUBJECTS

## 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 Years 9 and 10 English program provides our students with a range of 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 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.

Throughout the year, students will consider a variety of topics which involve them exploring the ways in which texts offer persuasive and reflective viewpoints and how language can be used for emotive and aesthetic impact on readers. Students will explore a variety of literary and non-literary texts, including:

- novels such as *Dry*
- a selection of classic and contemporary short stories and poems
- a selection of contemporary persuasive texts
- contemporary films such as *Edward Scissorhands*

### LEARNING EXPERIENCES

In English, students learn to speak, listen to, read, view, write and shape texts. They develop their ability to analyse how texts are constructed for particular purposes and to suit different contexts. Students also focus on developing their ability to make deliberate choices when constructing their own texts in order to achieve different purposes.

To complement the units on offer, the Year 9 English course embeds the explicit teaching of literacy skills through the Literacy Boost Program which focuses on spelling, punctuation, grammar and reading comprehension, with activities being completed on a weekly basis. The emphasis of the Literacy Boost program is on students mastering their ability to apply their explicit literacy learning to their own writing.

### 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 judgement about the quality of student achievement, as well as to assist students 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. Throughout the Year 9 course, students will prepare a spoken reflection, a short story, a feature article, a persuasive written response and an analytical essay.



# HEALTH AND PHYSICAL EDUCATION

## COURSE OVERVIEW

Students will be participating in 2 core Health and Physical Education lessons per week. The subject focuses on the students being active, whilst experiencing a variety of different practical contexts which are new to the cohort. The main objective is based on the principle that students should be provided with opportunities that allow them to develop their competence and confidence.

## CONTEXTS OF LEARNING

These opportunities will fall under the contexts of learning presented below:

- Challenge and adventure activities – Rock climbing
- Games and sports – AFL, Sof-crosse, Cricket, Futsal, Badminton, Volleyball and Netball
- Health-related physical activities – Water Aerobics, Resistance Training and Fitness goals

## GENERAL LEARNING EXPERIENCES

Students will:

- Apply and transfer movement concepts and strategies to new and challenging movement situation.
- Apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances.
- Work Collaboratively to design and apply solutions to movement challenges

## SPECIFIC LEARNING EXPERIENCES

Students will:

- Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations.
- Develop, implement and evaluate movement concepts and strategies for successful outcomes.
- Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels.
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.
- Apply a range of tactics and strategies to a variety of sports.

## ASSESSMENT

Assessment is not the focus of this subject and as such there will not be any formal assessment.

# HISTORY

## COURSE OVERVIEW

History at St Margaret's aims to stimulate students' minds to create an interest in and enjoyment of exploring the past. It is about developing critical skills of historical inquiry and enabling students to see the impact of Historical events on their lives today. Through investigations and case studies of key Historical eras and events around the world, students consider what past societies were like, how these societies ordered their politics, and what beliefs, values and cultures influenced people's actions. They study the diversity of human experience and develop empathy for those involved. Students analyse how key events have shaped the world as we know it today. They will understand more about themselves as individuals and members of society.

## TOPICS OF STUDY

- Ancient Rome: Emperor Nero
- Causes of World War II and Australia's role in war (1939 – 1945)
- Rights and Freedoms (1945 – Present)
- Post War Australia (1945 – 1975)

## OBJECTIVES TO BE ASSESSED

- Comprehend terms, issues and concepts
- Devise Historical questions and conduct research
- Analyse historical sources and evidence to show understanding
- Synthesise information from historical sources and evidence to form an historical argument
- Evaluate historical interpretations to make judgments
- Create responses that communicate meaning to suit audience and purpose

## ASSESSMENT

- Examinations – Short Response and Historical Essay in response to Historical Sources
- Investigation - Historical Essay based on research

## History Learning Enhancement (HisLE)

### COURSE OVERVIEW

History Learning Enhancement offers a modified and simplified History Curriculum for two classes a week and will continue into Year 10. The remaining timetabled lessons will be used to further support students. This subject is only offered on an invitation only basis to selected students who require additional support in their learning. Given that this subject is modified, it will not be graded/assessed in the same way as other subjects, with students only receiving a teacher comment on their semester report card. Due to the modified curriculum, students who choose to enrol in this subject will **not** be eligible to select History as a subject in Years 11 and 12.

# MATHEMATICS

The goal of the Mathematics Faculty at St Margaret's is to empower young women to achieve to their highest potential in mathematics. Our overarching program focuses on developing strong positive self-efficacy in mathematics through an approach which centres on mastery goals rather than achievement goals.

Mathematics education at St Margaret's to the end of Year 10 focuses on developing and refining mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills, and to provide a strong foundation for future study in Mathematics. 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 individual students.

## MATHEMATICS I

Mathematics I is a preparatory course for Senior General Mathematics.

### 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 Mathematical Methods and Specialist Mathematics. The topics studied in Mathematics I provide students an insight into the dimensions of learning required for General Mathematics at senior level.

### TOPICS OF STUDY

- Linear equations and their graphs
- Bivariate data - scatterplots
- Consumer arithmetic
- Shape and measurement
- Univariate data analysis
- Time and time zones
- Applications of Pythagoras and trigonometry
- Networks and graphs

### LEARNING EXPERIENCES

- Development and refinement of concepts and skills essential for General Mathematics at senior level
- Use of a variety of technologies as tools for supporting learning and inquiry with special emphasis on the effective use of scientific calculators, EXCEL and GeoGebra
- 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 General Mathematics at senior level. The assessment system at St Margaret's in Years 7 to 10 focuses on developing mastery through a system of second chance testing. In Year 10 the specific focus is on introducing students to the style of assessment in senior.

- Mastery learning quizzes
- End semester tests
- Problem-solving and Modelling tasks [PSMT]

# MATHEMATICS 2

Preparatory Course for Mathematical Methods and prerequisite course for Specialist Mathematics.

## COURSE OVERVIEW

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

Students wishing to study Mathematical Methods or Mathematical Methods and Specialist Mathematics 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 General Mathematics in Years 11 and 12.

## TOPICS OF STUDY

- Algebra 1: Linear relations
- Bivariate data: Scatterplots
- Algebra 2: Surds and factorising quadratics
- Algebra 3: Solving quadratic equations
- Algebra 4: Graphs of quadratic relations
- Congruence, similarity and trigonometry
- Algebra 5: Index laws and exponential relations
- Measurement

## LEARNING EXPERIENCES

- Development and refinement of concepts and skills essential for Mathematical Methods at senior level
- Use of a variety of technologies as tools for supporting learning and inquiry with special emphasis on the Ti-84 Plus graphics calculator, EXCEL and GeoGebra
- 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 Mathematical Methods and Specialist Mathematics at senior level. The assessment system at St Margaret's in Years 7 to 10 focuses on developing mastery through a system of second chance testing. In Year 10 the specific focus is on introducing students to the style of assessment in senior.

- Mastery learning quizzes
- End semester tests
- Problem-solving and Modelling tasks [PSMT]

# RELIGIOUS AND VALUES EDUCATION (RVE)

## COURSE OVERVIEW

Religious and values Education helps students to explore their own values and beliefs by learning how others see the world. Drawing on the Anglican Schools Commission syllabus, RVE lessons invite students to learn about how people of faith respond to the challenges, joys and questions of everyday life. Case studies from ancient as well as modern times, popular culture alongside the academic world are used to support students in developing and exploring their own values. The ethos of RVE classrooms is one of active listening, respect for others, curiosity, and an open mind.

## TOPICS OF STUDY

- How do we know? The concepts of Knowledge and Doubt
- Learning from the Holocaust: Eddie Jaku and ‘The Happiest Man on Earth’
- A study in ethics: justice, the environment, media, free speech, and responsibility
- Poverty, homelessness and altruism: How we can make a difference

## LEARNING EXPERIENCES

- Reading: book study, case studies, individual stories of faith and doubt, challenge and redemption
- Watching and listening: excerpts from film, documentaries, and podcasts
- Discussion: paired and small group, whole class sharing of ideas
- Writing: personal reflection on the connection of others’ experiences to one’s own life

## ASSESSMENT

Assessment is not the focus of this subject and as such there will not be any formal assessment.

# SCIENCE

The study of Science at St Margaret's develops the six overarching ideas of the Australian Curriculum in Science: patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy. The curriculum provides opportunities for students to develop an understanding of the important scientific concepts and processes, as well as the practices used to develop scientific knowledge, or science's contribution to our culture and society, and its application to our lives. The curriculum supports students in gaining an understanding of science to develop the necessary skills to make informed decisions, and so to participate in science related careers if they wish. Year 10 students are required to study either Science 1 or Science 2. Guidance will be provided by teachers regarding the most appropriate choice for individuals.

## Science I

Science I is a preparatory course for Senior Biology in years 11 and 12.

### COURSE OVERVIEW

Science I is aligned with the Australian Curriculum for year 10, however, its coverage of the Physics and Chemistry units is more practical-based and therefore it does not cover the same concepts and abstract thinking required for Senior Physics or Chemistry. Students who are not considering studying a science in years 11 and 12, or, students who are only considering Senior Biology are recommended to choose Science I in year 10.

### TOPICS OF STUDY

Semester One

- Chemistry Foundations
- Global Systems and the Universe

Semester Two

- DNA & Genetics
- Evolution

### LEARNING EXPERIENCES

Students will develop their scientific skills and understanding through the following learning experiences:

- Practical laboratory classes – including student-led experiments
- Inquiry-based learning activities
- Exercises involving analysis and interpretation of data
- Exercises involving evaluation of data

### ASSESSMENT

The Year 10 Science Assessment Plan includes the following tasks per semester:

- 1 x Student Experiment Task/Research Task
- 1 x End of Semester Examination (assessing all units covered).
  - Assessing the following criteria: Science Understanding (SU) and Applying, Analysing and Interpreting Data (AAID)

## Science 2

Science 2 is a preparatory course for Senior Biology, Chemistry and Physics in Years 11 and 12.

### COURSE OVERVIEW

Science 2 is aligned with the Australian Curriculum for year 10, however, its intention is to extend students' exposure to scientific concepts and further their skills and understanding, particularly in the fields of Chemistry and Physics. Students wishing to study Physics or Chemistry in Senior must choose this subject, and their entry into Chemistry or Physics is conditional based on their effort and achievement in Science 2 at the end of year 10. Please note that students studying Science 2 can still choose to study both Biology units if they are interested in studying Senior Biology.

### TOPICS OF STUDY

Semester One

- Advanced Chemistry
- Forces, Energy and Motion

Semester Two

- DNA & Genetics
- Organic Chemistry

### LEARNING EXPERIENCES

Students will develop their scientific skills and understanding through the following learning experiences:

- Practical laboratory classes – including student-led experiments
- Inquiry-based learning activities
- Exercises involving analysis and interpretation of data
- Exercises involving evaluation of data

### ASSESSMENT

The Year 10 Science Assessment Plan includes the following tasks per semester:

- 1 x Student Experiment Task/Research Task
- 1 x End of Semester Examination (assessing all units covered).
  - Assessing the following criteria: Science Understanding (SU) and Applying, Analysing and Interpreting Data (AAID)

# ELECTIVE SUBJECTS

## ENGLISH AS AN ADDITIONAL LANGUAGE

### COURSE OVERVIEW

This subject provides additional scaffolding and instruction to support the language requirements of Year 9 subjects. Smaller class sizes, typical of this subject, allow a more flexible and responsive environment that is well suited to students for whom English is an additional language. This elective provides student with a structured language course focussing on the skills of reading, writing, speaking and listening in academic and everyday English as well as time for individual support and feedback.

Topics studied are organised according to students' overall needs in developing language and analytical skills as well as their broader assessment obligations. Students will learn about how language changes depending on purpose and context and appreciate that changes in genre and register can be used to either persuade, inform or analyse. Students will also be given intensive guidance regarding critical literacy to support their analysis of subjective texts.

Where appropriate, these skills will be taught within an historical and geographical context to expand students' understanding of Australia and the world.

### TOPICS OF STUDY

- Common genres and text types such as essays, feature articles, reports, short stories, speeches
- Language register for different purposes such as academic, persuasive and imaginative styles
- Critical literacy and the construction of analytical arguments
- Speaking and non-verbal language skills
- Reading and research skills, note taking, summarising, synthesising

### ELIGIBILITY

English as an Additional Language will suit students for whom English is not their first or home language. Eligibility for this elective will be determined upon consultation and recommendation.

### ASSESSMENT

All assessment within English as an Additional Language is formative, including short tests of skills in reading, writing, speaking and listening to support their learning and assessment.



# ENGLISH EXTENSION

## COURSE OVERVIEW

English Extension is offered on an invitation-only basis for students in Year 10. The course is designed for students who excel in English and have a passion for literature, literary analysis and imaginative writing. The subject offers opportunities for increased challenge and builds upon the skills and learning students have already engaged with in English. Furthermore, students are provided with a range of opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Throughout the course, engage with diverse literary texts to help them develop a sense of themselves, their world and their place in it.

The nature of learning and assessment in the subject demands that students are able to work on intellectually challenging tasks whilst engaging with a wide range of traditional and contemporary literary texts which will equip them for further studies in Senior subjects including English, Literature and Year 12 English & Literature Extension.

Throughout this unit, students will study a range of prose literature and consider how textual choices engage readers imaginatively, emotionally and critically. They will develop familiarity with key terms, concepts and practices that will equip them for further studies in English and Literature. Through their examination of structure, style and subject matter in a range of literary texts, including Marcus Zusak's *The Book Thief*, students will deepen their appreciation of the various ways literary texts are crafted and can inspire their own imaginative responses. In the creation of imaginative texts, students will use their knowledge and appreciation of literary techniques to explore and experiment with aesthetic features and stylistic devices to achieve particular effects.

## TOPICS OF STUDY

Throughout the year, students will consider a variety of topics which involve them exploring the various perspectives, textual and aesthetic features in literary texts and how language can be used to prompt emotional and critical responses in readers. Students will explore a variety of literary texts, including:

- novels such as *The Book Thief* by Markus Zusak and *The Great Gatsby* by F. Scott Fitzgerald
- a selection of classic and contemporary short stories by writers such Ursula Le Guin, Edgar Allan Poe, Katherine Mansfield, Flannery O'Connor and Neil Gaiman
- contemporary films
- a selection of classic and contemporary poems

## LEARNING EXPERIENCES

Students will have the opportunity to engage in a range of extension learning experiences aimed at developing their ability to explore, interpret and appreciate the aesthetic appeal of literary texts and the insights they offer. Throughout the duration of the course, students will study a range of literary texts and consider how textual choices engage readers imaginatively, emotionally and critically. They will develop familiarity with the key terms, concepts and practices that will equip them for further studies in Senior subjects. Through their examination of structure, style and subject matter in a range of literary texts, students will deepen their appreciation of the various ways literary texts are crafted and can inspire their own analytical and imaginative responses. |

## ASSESSMENT

Assessment instruments in this course will mirror the assessment techniques and academic skills that students will be expected to replicate in Senior English, Literature and English and Literature Extension. These include extended analytical essays, writing portfolios and imaginative written responses.

# ECONOMICS AND ENTREPRENEURIAL STUDIES

## COURSE OVERVIEW

Economics and Entrepreneurial Studies introduces students to basic accounting principles and the role of economics, both within Australia and globally, as well as providing students with a real-life experience of conducting a small business. Students learn about the role of budgeting within a household and acquire techniques that can be used to manage personal finances sustainably. Additionally, the course explores Australia's place in the global community by considering the nuances of international trade. The course also enables the opportunity for students to explore the dynamic role that entrepreneurship plays in our local, national and international community as an agent of creative destruction.

This subject will particularly appeal to students with interest in Economics, Accounting or business ownership. It will provide students with a broad range of academic and thinking skills that will apply to a variety of disciplines.

## TOPICS OF STUDY

- Growing a business idea – ownership structures and problem identification
- Entrepreneurship – cultivating, financing, marketing and growing a business idea
- Basic principles of economics – scarcity, demand and supply and core economic models
- An introduction to accounting and financial statement analysis
- The global village – trade and Australia's place in the global economy

## LEARNING EXPERIENCES

- Debating the extent to which the government can effectively manage the Australian macroeconomy
- Developing data entry and data analysis skills using Microsoft Excel
- Conducting an economic inquiry into the role of free trade as a global tool for development
- Researching Australia's place within the rising economies of Asia and broader global economy
- Using models to represent the marketplace and its responses to changing conditions
- Formulating recommendations for a small business to improve their performance based on financial ratios
- Conducting a small business and working in a team
- Pitching a business idea to venture capitalists

## ASSESSMENT

Assessment instruments deployed in this course will mirror the assessment techniques and academic skills that students will be expected to replicate in their study of Accounting and Economics in the senior years. These include:

- Combination short response and response to stimulus examination
- Extended response to stimulus examination
- Research report
- Multi-modal presentation

# DIGITAL TECHNOLOGIES

## COURSE OVERVIEW

Digital Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

The practical nature of Digital Technologies engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions.

## TOPICS OF STUDY

In Year 10 the Topics of Study include:

- Robotics programming
- Video editing
- Game programming
- Web site development
- Graphic Design
- Digital Systems

## LEARNING EXPERIENCES

Students will undertake tasks to enable them to:

- Design, create and maintain web sites
- Design and program interactive games
- Build and program robots
- Investigate and evaluate digital systems
- Create and manipulate graphics and videos

## ASSESSMENT

Assessment in this subject is based on folio completion and project work and includes the following criteria: Collecting, managing and analysing data; Defining, designing, implementing and evaluating; Collaborating and managing

# DRAMA

## COURSE OVERVIEW

In this course, students will extend their understanding of the Elements of Drama in a range of projects within the areas of Making and Responding. Additionally, devising skills and acting techniques will be developed to create engaging performance work. The course is predominantly practical, with theoretical components included throughout to build core knowledge of a range of dramatic skills, styles and conventions as well as the ability to respond to and analyse live performance in preparation for a senior course of study in Drama.

## TOPICS OF STUDY

- Script interpretation and character development
- Developing realistic and believable drama
- Creating visual and symbolic drama through movement and heightened performance styles
- Devising new and original dramatic concepts and realising them in a variety of modes
- Acting for a public audience through 'The Scene Project' with Queensland Theatre
- Responding to live and recorded live theatre as well as performances by themselves and their peers

## LEARNING EXPERIENCES

- Dramatic elements are manipulated to express ideas and shape performances for a variety of audiences
- Dramatic action and texts are created and interpreted through specific styles, including realism and non-realism
- Roles, characters and relationships are interpreted to define motivation and purpose, using specific vocal, character building exercises and physical techniques
- Devising original dramatic concepts and linking existing text with this work
- Examining a range of concepts for dramatic works and transforming them into dramatic action
- Viewing live and recorded live performances by both peers and professionals
- Developing literacy through text and visually based drama
- Exploring stagecraft through choices in set, props and staging as well as audio-visual components

## ASSESSMENT

Assessment tasks will assess Making and Responding skills through performances of published scripts, integrated projects in which students devise original work based on theatrical texts, styles or other appropriate stimulus, multi-modal presentation of dramatic concepts and ideas and responding to live theatre. While assessment in Drama occurs individually and small groups, each student is assessed individually in all situations using the specific Drama criteria.

# FOOD AND DESIGN

## COURSE OVERVIEW

In this course students will employ design thinking, explore concepts, and apply practical skills. Students will engage in deeper learning about the importance of making informed decisions, analyse alternative solutions to problems, and reflect upon the needs of individuals and groups of people. Design thinking considers various social, cultural, economic, technological, and environmental perspectives. This is undertaken in experiential practical classes interacting with materials and resources, often working together - presenting in or to a group. Theory coursework involves investigating and analysing contexts and issues, and at times, attending industry relevant excursions.

## TOPICS OF STUDY

- Nutrition, the Australian Guide to Healthy Eating and individual dietary needs
- Food science and technology
- The food industry and factors affecting food choices around the globe
- Design influences and avenues
- Design disciplines including products, services, and built and natural environments
- Textiles technology, functional selection of fabrics, pattern drafting and alteration
- Fashion and the influence of culture and society
- Interior design and the built environment

## LEARNING EXPERIENCES

### FOOD

Students will:

- Understand the food production cycle
- Gather information about medically diagnosed conditions such as diabetes, coeliac disease, lactose intolerance, and other non-communicable diseases that may be managed through diet and lifestyle
- Explore and employ local produce, seasonal variations, promotion of food products, and food innovations
- Adhere to kitchen hygiene and safety routines
- Apply intermediate cooking skills including using and adapting recipes and practical process
- Use electrical cookery appliances in a state-of-art commercial kitchen classroom
- Plan food choices and meals to suit the needs of individuals and groups
- Apply principles of plating up and garnishing to improve the presentation of food
- Manage resources and time within constraints of design challenges
- Make decisions and solve problems in relation to meal planning and practical tasks
- Evaluating food, processes and presentation

### DESIGN

Students will:

- Consider design perspectives, context, socio-cultural influences, user needs and constraints
- Consider sources of inspiration by referencing examples of historical, contemporary and innovative products
- Explore design contexts including graphic design, interiors, architecture, products and landscapes
- Undertake design processes and decision-making skills
- Reflect on and evaluate design solutions
- Apply design elements and principles
- Develop ideas through drawing and making prototypes
- Sew, by hand, and use machines, making of textile and clothing items

- Use commercial patterns and comprehend dimensional aspects relating to garment components, accessories, and body shapes
- Identify design features and materials
- Use management skills to consider constraints and use resources

## **ASSESSMENT**

- Use Design Thinking – exploring and developing ideas
- Portfolio and process journal tasks that involve the gathering of facts and inspiration through investigation, development and analysis of design solutions, consideration of various perspectives, and reflections on the process or issue
- Production of drawings, prototypes, food and textile items that are examined in terms of their idea development, suitability, quality, functionality and the application of a variety of acquired skills.
- Communication through graphical, written and spoken presentations

# GEOGRAPHY

## COURSE OVERVIEW

This course allows students to develop an interest in the interaction of the physical and human environments. Students will develop geographic knowledge and skills to problem solve contemporary issues which impact local and global communities.

## TOPICS OF STUDY

### Environmental Change and Management:

- Human induced environmental changes that challenge sustainability
- Environmental world views of people and the implications for environmental management
- The application of GIS systems which aid in understanding causes and effects of environmental change.
- The application of environmental, economic, and social criteria in evaluating management responses.

### Geographies of Human Wellbeing

- Different ways of measuring and mapping human well being and development and how these can be applied to measure differences between places.
- Research reasons for spatial variations between countries using selected global indicators of human wellbeing.
- Issues affecting development and the impacts upon standards of living
- The role of international and local governments in initiating improvements in well-being

## ASSESSMENTS

- Combined Response Examination (x2)
- Extended Response Examination (x1)
- Field Report (x1)

# FRENCH

## 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. 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 apply 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.

Year 10 French is a prerequisite for undertaking the Year 11-12 French program.

## TOPICS OF STUDY

The following topics are explored during the French course: Talking about sporting injuries and illnesses, discussing how things used to be in the past, constructing a narrative news report using a range of past tenses, talking about personal relationships and problems, offering advice, and expressing desires and plans for the future. Students will study selected French music, films and poetry in Term 4.

## 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 announcements, conversations, 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

In Year 10, students complete assessment tasks which mirror the assessment structure in Years 11 and 12. These tasks cover a combination of the macro skills of listening, reading, speaking and writing. There is an emphasis on analysing language and producing spontaneous language related to unseen stimuli.



# CHINESE (MANDARIN)

## COURSE OVERVIEW

Having the skill to communicate in the most spoken language in the world is of vital importance in today's society. It is predicted that in the foreseeable future – perhaps this decade - China will have the largest economy in the world, creating future job opportunities for St Margaret's students. This course will help students to work towards becoming a highly skilled young woman with a competitive edge in the job market.

Through the application of increased vocabulary and grammar recognition, students will be able to discuss topics in depth and to create extended written texts. The use of blended learning technologies will give students more autonomy over their learning and the ability work at a pace compatible with their skills and needs. By the end of this course students will be able to communicate ideas and opinions related to their immediate world and the wider community. This course is recommended for students who enjoy a challenge and love to achieve while having fun at the same time.

Only students who have studied Chinese in Year 9 or who are background speakers should consider undertaking this course. If you are considering studying Chinese in Years 11 and 12 you must complete the Years 9/10 course.

## TOPICS OF STUDY

**Unit Health, Topic 1** - Seeing a doctor – you will learn how to describe your symptoms and discuss the pros and cons of visiting a traditional Chinese medicine doctor or Western medicine doctor.

**Topic 2** – Healthy lifestyle (nutrition, sleep and exercise) – What does the healthy diet pyramid recommend? How are Chinese people's diets changing? What advice do scientists and nutritionists give? What do the Chinese Youth Health Guidelines say? And how do these recommendations compare with ours? You will learn how to talk like an expert to give an evidence-based opinion regarding how to lead a healthy lifestyle.

**Unit Education Topic 1** – School life – You will discuss your day-to-day school experiences such as classes, routines, subject choices, interests and extracurricular activities. You will also examine the pressures of studying and school life, making comparisons between students' experiences in Australia and China.

**Topic 2** – Choices – As Year 10 students, you will have been thinking about choices you need to make for your senior schooling years – What subjects do you want to do? What sort of career are you interested in? Would you be willing to take on a part time job or a leadership position? We will explore the reasons for the choices we make, and talk about whether or not our parents support our choices.

## LEARNING EXPERIENCES

Students will continue to be exposed to a range of carefully designed visual, aural, written and kinaesthetic resources and activities, catering to individual learning needs. Digital technologies will be employed where appropriate to improve independent learning skills. Students will develop their ability to analyse various text types by completing comprehension tasks and written work. Students will also watch movies and short video clips and express their opinion on characters and stories. Students will recognise and engage with an increasing variety of text types and grammatical functions through reading and writing tasks. They will learn the skills needed to look up characters in a Chinese dictionary and use this as a tool for growing their lexicon.

## ASSESSMENT

Assessment instruments used in Year 10 will mirror the assessment techniques and academic skills that students will encounter in the senior years. These include:

- Short response to stimulus examination
- Combination short response, extended response to stimulus examination and student-centred conversation
- Multi-modal presentation with student-centred conversation
- Combination short response, extended response to stimulus examination

# LEGAL STUDIES

## COURSE OVERVIEW

Legal Studies is centred on the interaction between the discipline of law and society. This subject considers the legal system that regulates activities and aims to protect the rights of all individuals and balances these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be informed and better able to constructively question and contribute to the improvement of laws and legal processes. Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. It empowers students to make constructive judgments and knowledgeable commentaries on the law and its processes from critical perspectives. The subject satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

## TOPICS OF STUDY

- Law: What is it good for? An introduction to the legal system
- Police to Punishment: The criminal investigation, trial process and sentencing
- No win, no fee: An introduction to civil law
- He said, she said: Where does free speech end and defamation begin?
- Consumer Protection
- The Australian Constitution and Governance
- What are human rights and why do they matter?

## LEARNING EXPERIENCES

The learning experiences in Legal Studies will be crafted in such a way that they enable students to best demonstrate the objectives upon which they will ultimately be judged in this subject. The learning experiences, therefore, will entail:

- Determining key legal issues through the use of primary and/or secondary sources such as legislation, cases, media and expert commentary
- Comprehending key facts, law and concepts associated with the Australian legal system
- Investigating Australian Law through the use of media and databases
- Analysing legal concepts to determine the nature and significance of troublesome legal issues
- Synthesising ideas in order to make informed decisions about the suitability of the law
- Making recommendations for changes and reform to the law
- Communicating through essays, research projects and multimodal presentations
- Reflecting on legal outcomes

## ASSESSMENT

Assessment instruments in this course will mirror the assessment techniques and academic skills that students will be expected to replicate in the senior years. These include:

- Combination short response and extended response to stimulus examination
- Inquiry report
- Argumentative essay

# MATHS EXTENSION

Mathematics extension is offered on an invitation-only basis for students in Year 10. The course is designed to stimulate interest in sources of Mathematics in the real world. In Semester Two there will be a focus on collecting real life data using temperature probes and other data collecting devices which can be linked to the students' graphic calculators and modelling this data with appropriate mathematical functions.

## COURSE OVERVIEW

The 10.2 course covers some of the topics from the 10A curriculum, the Mathematics Extension course covers other topics from this curriculum as well as extends some of the topics covered in the 10.2 course. The aim of the course is to stimulate interest in higher level mathematics.

## TOPICS OF STUDY

- Geometry
- Surds
- Statistics
- Modelling Real Data with Mathematical Relations
- Probability
- Complex Algebraic Skills

## LEARNING EXPERIENCES

- Use of a variety of technologies as tools for supporting learning and inquiry with special emphasis on the Ti-84 Plus graphics calculator, EXCEL and GeoGebra
- Challenging and engaging experiences which promote inquiry and the development of strategic thinking skills required for problem solving in the real world

## ASSESSMENT

- Two end of semester exams

# MUSIC

## COURSE OVERVIEW

Students live in a world in which music has an important and persuasive presence. Whether actively engaged in music by listening, performing or composing, or incidentally encountering music, students have an individual experience and this course builds on this. 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 Years 10 Music course are the three interacting dimensions of musicology, composing and performing. These concepts build on work covered in the Year 9 course.

## TOPICS OF STUDY

### YEAR 10

#### **Innovators**

'Innovators' will focus on the music of the most significant contemporary composers and those from other classical music eras. Through the exploration of influential vocal and instrumental works, students will learn to compose and perform music that develops their own personal strengths and style.

#### **Music of the Stage and Screen**

This unit further develops the topics introduced in Year 9 Semester 2, and applies them to film music, musical theatre, opera, ballet and animated films. Students will use technology to create their own animated or live action film soundtracks and will explore the creative and production process of some of the greatest theatrical works throughout time.

## LEARNING EXPERIENCES

- Listening, analysing, researching and discussing a variety of music including popular music and musicians
- Extending understanding of the music elements and developing skills on own performance instrument
- Using technology to create film music scores to accompany animations and short videos
- Developing technical skills on acoustic and electric guitar, drums, bass guitar and keyboard, and also skills required for producing effective lead and backing vocal parts present in an ensemble, as well as developing individual skills in a chosen instrument or specialisation
- Developing solo performance skills alongside ensemble skills
- Creating ensemble parts and participating in both collaborative and individual composing processes.
- Investigating chord structures, tonalities, textures and styles of songs and using this to create original works
- Musicianship skills will be further developed through extension of theory, aural and analytical work
- Develop critical literacy through activities that develop higher order thinking skills and creative problem-solving skills

## ASSESSMENT

Students complete one assessment task in Performing and Composing, a combined Musicology/Composing task and a Musicology/Performing task. They engage in class musicianship activities that assess aural skills, theory skills and music analysis skills, as well as developing the ability to form in-depth extended written responses to musical stimuli. Composing tasks are completed individually as students utilise current technologies such as Soundtrap, Sibelius, Garage Band, and multi-tracking recording programs. Students will be supported and extended throughout the course.

# PHYSICAL EDUCATION

## COURSE OVERVIEW

The knowledge, understanding and skills taught through Physical Education will enable students to enhance their own and others' participation in a diverse range of physical activities. The program consists of applying topics (linked to improving individual performance) directly to a variety of games, sports and performances. The study of this subject will provide students with the foundations for learning and is aligned to the Physical Education syllabus offered in the senior years.

## TOPICS OF STUDY

Units of Study and Focus Areas	Proposed practical contexts for units of study/focus areas
<b>Ethics and Integrity</b> <ul style="list-style-type: none"><li>Ethics, integrity and fair play</li></ul>	
<b>Movement and motor learning:</b> <ul style="list-style-type: none"><li>Motor learning</li></ul>	<ul style="list-style-type: none"><li>Basketball</li></ul>
<b>Tactical awareness:</b> <ul style="list-style-type: none"><li>Tactical awareness and physical activity</li></ul>	<ul style="list-style-type: none"><li>Badminton</li><li>Sports Aerobics</li></ul>
<b>Energy systems and training principles:</b> <ul style="list-style-type: none"><li>Energy, Fitness and Training</li></ul>	<ul style="list-style-type: none"><li>Basketball / Netball</li></ul>

## GENERAL LEARNING EXPERIENCES

Students will understand concepts and strategies related to:

- Tactical awareness in individual and team sporting activities
- Ethics and integrity related to acceptable behaviour and expectations
- Movement and motor learning
- Exercise physiology, energy systems and training principles

## SPECIFIC LEARNING EXPERIENCES

- Implementing motor learning concepts to enhance skill development
- Evaluating personal fitness levels and energy requirements needed to participate in activities
- Investigating tactics/strategies to improve success in individual and team practical contexts
- Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

## ASSESSMENT

All physical activities are integrated within each assessment instrument. Theoretical Focus Areas will be assessed using one of the following modes/instruments:

- Investigative Report
- Multi-modal presentation - Folio
- Exam

# STEM

## COURSE OVERVIEW

STEM is a course that challenges and inspires Years 9 to 10 students to develop their skills in the STEM disciplines of Science, Technology, Engineering and Mathematics through a practical, interdisciplinary approach. Entry into STEM is subject to high achievement in the core subjects of Science and Mathematics through Year 8, and to the approval of the Head of Faculty – Science. Students will undertake a series of context-based projects that utilise the engineering design and refine cycle and combine mathematical reasoning with the application of technology and scientific understanding. These projects involve a hands-on approach to finding practical solutions to real problems through an interdisciplinary approach, with each semester seeing a more complex project to build on the skills acquired previously.

## TOPICS OF STUDY

The following show examples of possible topics that may be covered (but limited to) during the Semesters.

**Topic 1** - Students investigate how engineering solutions can help improve living conditions, particularly through the emerging field of biomechanics. From studying the anatomy – function and form – of the human arm, to the engineering principals of levers, students will design, fabricate, and then refine a prosthetic limb that will be operated by a microprocessor. Students will demonstrate competency with creating efficient and effective software code which, when matched with their own built prosthesis, will demonstrate mastery of the physical design and coding to emulate the human hand.

**Topic 2** – Students explore the physics of rollercoasters with particular emphasis on the conservation of energy during different phases of the rollercoaster pathway. Students investigate the design of rollercoasters in a real-world environment to assess the design principles used to minimise energy loss. Working in a collaboration, students then apply this knowledge to their own design. Using the principles of the engineering design cycle, students refine their model with the aim of building individual sections of the final product. Students demonstrate success by creating 3D CAD designs and building their model using a combination of 3D printing and handcrafting from more traditional materials.

## LEARNING EXPERIENCES

The course is designed to challenge and extend the intellectual capacity of the students, enabling them to solve problems and create solutions. This will assist in transforming their cognitive behaviours, promoting the emergence of deepest thinking in the areas of science, mathematics, engineering and technology. Tools employed will include Fusion 360 3D modelling software, 3D printing, laser cutting, programming using Arduino software, operation of power tools and equipment and putting together design folios for presentation. The course builds on the pillars of science, mathematics, engineering and technology to extend students with interesting engineering projects.

## ASSESSMENT

The program of assessment includes periodic check point quizzes, research and investigations, which will culminate in the presentation of a project. Continuous assessment through levels of engagement with practical tasks as well as theory will also contribute to the overall level of achievement.

# VISUAL ART

## COURSE OVERVIEW

In Year 10, the Visual Art Course develops students' understanding of the visual world by making and appreciating images and objects. An understanding of the skills of artists, designers, craftspeople, critics and historians is developed. Emphasis is placed on experimentation and an enjoyment of the art making process. Students experience the work of talented artists through research, visiting contemporary art galleries and/or by working with artists in workshop situations.

## TOPICS OF STUDY

- 'Social Comment', 2D focus
- 'Let's Face It', 3D focus
- 'Surrealism', 2D and 3D focus and digital media, which may include printmaking and animation
- 'Through the Looking Lens', digital media
- 'Inside Out', figurative drawing and printmaking
- Collaborative project (2D and 3D media focus)

## LEARNING EXPERIENCES

- Develop skills in studio areas: painting, observational drawing, abstraction drawing, ceramics, sculpture, digital and mixed media explorations
- Create, present and reflect on artworks that incorporate Visual Art techniques, technologies, processes and language
- Understand and use the Elements and Principles of Art and Design in analysing and interpreting the meaning of artworks
- Research and evaluate the concepts of local and international artists in relation to students' own ideas
- Evaluate and reflect on artworks in Responding tasks

## ASSESSMENT

- Integrated Preliminary Task: Folio of visual explorations and documentation of individual concept development (Visual Journal), analysis and interpretation of artworks and written Statement of Intent
- Integrated Resolved Task: Resolved artwork (painting, printmaking, sculpture, time-based media), folio of visual explorations and Reflection

## ART EXTENSION OPPORTUNITIES

- Collaborative project to feature at the Biennial MAYO Arts festival, school or community event
- Projects may also take the form of a collaborative artwork or installation
- Students may meet with and experience the studio environment of an Artist-in-Residence

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