

St Margaret's



Curriculum HANDBOOK

YEAR 9 2022



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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

March 2021

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 2022, students in Year 9 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 subject choices are designed to allow them to develop their cognitive skills and provide them with a depth of conceptual understanding which will act as a solid foundation for the more senior years.

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

- She enjoys
- She will achieve in
- Keeps in mind her future aspirations
- Provides the kind of educational program the student and the family value.

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. 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 9. However, it is important for them to choose wisely so that the learning is engaging, and their opportunities maximised.

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 9

The academic program for students entering Year 9 in 2022 will consist of six core subjects and three elective subjects. This is to ensure the learning opportunities offer deep learning experiences.

Electives are organised into Majors (4 lessons a week) and Minors (3 lessons a week). Some subjects are offered as both Majors and Minors to allow for a breath of experiences offered to the students.

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

Core	Electives – Majors (select one)	Elective – Minors (select two)
English Mathematics Science History 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 STEM	Geography Food and Design Economics & Entrepreneurial Studies Legal Studies Physical Education Digital Technologies Music Drama Visual Art STEM

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

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 Studies, 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 8 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 11 June 4.00pm**
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 the online process please contact the Executive Assistant to the Deputy Principal on 3862 0771.

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). An 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. The ILO will replace Core HPE. 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 Flyers application and submit to the Head of Sport, Head of Performance or Head of Faculty – Arts and Design
- Have an interview with Head of Sport, Head of Performance or Head of Faculty – Arts and Design 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 Head of Sport, Head of Performance or Head of Faculty – Arts and Design to provide details as to how the time will be utilised

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 ever-day 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, ranging from short tests of skills in reading, writing, speaking and listening to longer tasks such as research essays and reports.

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

- Basic principles of economics – scarcity, demand and supply and core economic models
- Growing a business idea – ownership structures, maintaining competitive advantage and innovation.
- Entrepreneurship – problem and solution identification, financing, marketing and growing a business idea
- Personal finance with an emphasis on budgeting, borrowing and investing

LEARNING EXPERIENCES

- Using models to represent the marketplace and its responses to changing conditions
- Engaging with case studies to explore real life examples of business responding to opportunities and innovating
- Conducting an entrepreneurial start-up and working in a team
- Creating and pitching an idea to potential investors
- Developing data entry and data analysis skills using Microsoft Excel in the process of creating a budget for a household

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
- 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 9 the topics of study include:

- Web site development
- Game programming
- Graphic Design
- Robotics programming

LEARNING EXPERIENCES

Students will undertake tasks to enable them to:

- Design and print 3D objects
- 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 Year 9, students have the opportunity to select Drama as a Major or Minor subject. Each subject selection covers the same content and skills, but the distinction between both options lies in the depth in which they are covered.

In this course, students will extend on their prior knowledge 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 analysis
- 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
- 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

DRAMA MAJOR

Within the major course, further attention will focus upon building practical acting skills and performance techniques, as well as the development of dramatic concepts and original ideas for performance. Students may also be offered opportunities to engage in drama workshops (both internally and externally) and performances for public audiences.

ASSESSMENT

Assessment tasks will occur in the areas of Making and Responding and will include performance of scenes from published scripts, devising original performance 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 learn concepts and skills that solve problems and promote wellbeing. 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. Sustainability and recognising various social, cultural, historical, economic, technological and environmental perspectives underpin all study of Food and Design. This is undertaken in experiential practical classes interacting with materials and resources, often working together and presenting group responses to tasks. Theory coursework involves investigating and analysing contexts and issues, and at times, attending industry relevant excursions.

TOPICS OF STUDY

- Nutrition, applying the Australian Guide to Healthy Eating
- Cooking as a life-skill
- Multicultural food
- Design thinking to improve lifestyle
- Textiles selection and using commercial patterns
- Social trends, sustainability and fashion

LEARNING EXPERIENCES

FOOD

Students will:

- Consider global conditions that affect the way people choose food
- Cook and perform kitchen hygiene and safety routines
- Use measuring techniques and knife skills to improve the quality of their cooking skills
- 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
- Evaluate food, processes and presentation

DESIGN

Students will:

- Undertake design processes and decision-making skills
- Reflect on and evaluate design solutions
- Apply design elements and principles
- Choose clothing and understand consumer responsibilities through a sustainability lens
- Develop ideas through drawing and making prototypes
- Sew, by hand, and use machines, making of textile items such as soft furnishings and accessories
- Employ decorative textile techniques such as tie dying, painting, appliqué and quilting
- Use commercial patterns and comprehend dimensional aspects of accessories and soft furnishings
- Identify design features and materials
- Use management skills to consider constraints and use resources

ASSESSMENT

- Use Design Thinking – exploring and developing ideas
- Process journal that outlines 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

In Year 9, students have the opportunity to select Geography as a Major or Minor subject. Each subject selection covers the same content and skills, but the distinction between both options lies in the depth in which they are covered.

This course allows students to develop an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens. This main focus of the course is investigation of specific environmental management and human development and well-being issues

Students will, firstly, investigate major biomes and how they have been modified by humans. Specifically, students will investigate how landscapes are used and altered to increase global food production and what could and should be done to ensure future global food security. Transport, communication, the provision of services and products will then be examined in the Geographies of Interconnections Unit.

Students will then have the opportunity to 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. This will lead into a unit which focusses will examine landscapes that pose management challenges for local government authorities. Students will undertake an inquiry investigation into the strategies used to minimise risks and hazards.

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

TOPICS OF STUDY

- Biomes and food security
- Geographies of interconnection: Fast Fashion and Tourism

LEARNING EXPERIENCES

- Manipulation of statistics, drawing conclusions and predicting future scenarios, mapping and graphing techniques, field work and the use of spatial technologies
- Describing climatic regions, their biomass, characteristics and long-term management
- Investigating food production practices, competition for land resources and land
- Investigate global connections and fair trade through a range of media in order to consider human wellbeing and economic enhancement

ASSESSMENT

- Combination Response examinations
- Extended Response examinations
- Data Reports

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.

TOPICS OF STUDY

The following topics are explored during the Year 9 French course: Discussing household tasks, discussing daily routines, talking about holidays plans and discussing the future, talking about past events and part-time jobs, discussing recent social events, narrating past events and saying why and how things happened, buying food and drink.

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, watching films and listening to announcements, conversations, stories, anecdotes and songs; reading newspaper and magazine articles, cartoons, advertisements, poems, stories and simple books; 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.

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 8 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

All About Me (II) – You will learn to describe a range of clothing and colours to give detailed descriptions of people's outfits. You will learn to talk about your own as well as teenagers' daily routines and clothing in China.

Where do you live? In this unit, you will learn to talk about places in a town, rooms in a house and different types of jobs. Getting lost in a new city is a common problem for avid travellers and this unit will give students the skills to keep them from getting lost while travelling in Chinese speaking countries.

Shopping – You will fine tune your bargaining skills in this unit, learning how to get the best deal at the marketplace. You will also understand cultural practices related to haggling. You talk about shopping habits and opinions of online shopping.

Travel – You will explore some Chinese festivals, learn to talk about the seasons, some famous places in Beijing and list souvenirs. You will make travel plans and describe the weather in different places and you will also learn how to discuss plans for a trip.

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.

Students will be offered an opportunity to apply their language skills in the biennial St Margaret's China trip held in the September school holidays. The units in this course will provide students useful and practical language skills that will be relevant to the trip, their future travel opportunities and everyday life in our global environment.

In the past students have been offered an opportunity to apply their language skills in the biennial St Margaret's China trip held in the September school holidays. The units in this course will provide students useful and practical language skills that will be relevant to the trip, their future travel opportunities and everyday life in our global environment. We hope to be able to continue to offer this opportunity when the current limitations have been resolved.

ASSESSMENT

From Year 9, students will be exposed to assessment techniques used in the new senior syllabus. 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 student's question, explore and discuss tensions between changing social values, justice and equitable outcomes.

TOPICS OF STUDY

- Introduction to Law, Government and Democracy. What is the law it good for? An introduction to the legal system and how laws are made in Australia
- The Court System: Trial process. Who and how do the courts work?
- Criminal Law: Police to Punishment: What issues arise with respect to bail, juries, sentencing and punishing offenders?
- Civil Law: Consumer Protection to combat misleading, deceptive conduct and misrepresentations.

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

MUSIC

COURSE OVERVIEW

In Year 9, students have the opportunity to select Music as a Major or Minor subject. Each subject selection covers the same content and skills, but the distinction between both options lies in the depth in which they are covered.

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 Year 9 Music course are the three interacting dimensions of musicology, composing and performing.

TOPICS OF STUDY

YEAR 9

Battle of the Bands

Year 9 Music incorporates the highly anticipated “Battle of the Bands” in which students form their own rock bands and prepare a song for a live performance for the school community. Students develop performance skills learnt in Year 8 by using the electric and bass guitar, drum kit, piano and voice. Composition skills are developed as students write and record their own songs utilising technological processes. Students analyse contemporary songs and performers from a variety of styles.

Mood Music

The expressive capabilities of music are focussed on in Semester Two of Year 9, as students explore ways of telling stories, creating emotion and developing self-expression through composition and performance. Musicianship skills, (including aural, theory and analytical) will also be developed through the study of musicology and the analysis of music from a variety of styles and genres.

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
- 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 are assessed in the dimensions of Musicology, Composing and Performing. Musicology tasks include continuous musicianship tasks 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 include both individual and group construction of pieces in which students utilise current technologies such as Soundtrap, Sibelius, Garage Band, and multi-tracking recording programs. Students will be supported, extended and have the opportunity to learn new instruments.

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, physical activities 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

The following overview illustrates a suggested course of study for Year 9. Each of the theoretical focus areas identified below, would be studied over a two-year course. However, in each term of Year 9, a different unit of study will be explored in a practical context. The choice of physical activity (integrated into the focus area) will depend on both facility availability and teacher expertise. Tactical awareness, although not acknowledged as a foci area, will be addressed within the practical individual/team performance domains.

Units of Study and Focus Areas	Proposed practical contexts for units of study/focus areas
Sport psychology and equity in sport: a. Sport Psychology b. Equity – barriers and enablers	a. Touch football b. Netball/Basketball c. Orienteering d. Dance
Movement and motor learning: a. Functional anatomy and biomechanics b. Motor learning	a. Athletics: throws and jumps b. Tennis c. Badminton/soccer d. Volleyball
Energy systems and training principles: a. Energy and performance b. Training and performance	a. Dance/sports aerobics b. Volleyball/tennis c. Athletics: track and field d. Swimming/Water Polo

GENERAL LEARNING EXPERIENCES

Students will understand principles, concepts and strategies related to:

- sports psychology and personal enablers and barriers to participation in physical activity
- functional anatomy, biomechanics and motor learning
- exercise physiology, energy systems, fitness components and training principles
- tactics used in individual and team sporting activities

SPECIFIC LEARNING EXPERIENCES

Students will:

- implement psychological concepts to enhance their personal performance in an activity
- acknowledge and justify personal enablers and barriers to participate in a chosen practical context
- analyse their biomechanical strengths and weaknesses and initiate technical skill changes
- evaluate personal fitness levels and energy requirements needed to participate effectively
- investigate stages of learning, principles of training and tactics/strategies to improve their success in individual and team practical contexts

ASSESSMENT

All physical activities have on-going practical assessment and contribute to 50% of student achievement levels per term. The remaining 50% is from theory. 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 Year 9 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 and Technology. 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 not limited to) during the Semesters.

- **Topic 1** - Students investigate the engineering principals required to build big bridges, including Tension, Suspension, and Truss designs. Area, shape, density and pressure considerations are incorporated into a design for a bridge spanning a water way, cross channel tunnel, underwater vehicle or satellite living habitat. CAS designs are manufactured using laser cutters and 3D printing. The design and refine process is used to create and improve design ideas and physical science and mathematics are used to ensure the structure is strong enough to withstand all forces acting upon it.
- **Topic 2** - Further developing the skills for designed solutions to real problems, students will investigate the principals of flight, including aerofoils with lift and drag forces, motors to provide thrust, and control surfaces to maintain stable flight. Students may investigate powered flight by designing and building a remote-control aeroplane, or autonomous flight with a microprocessor-controlled glider.
- **Topic 3** - 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 cranes, 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.

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 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 9, students have the opportunity to select Visual Art as a Major or Minor subject. Each subject selection covers the same content and skills, but the distinction between both options lies in the depth in which they are covered.

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 firsthand by visiting contemporary art galleries and by working with artists in workshop situations.

TOPICS OF STUDY

- 'Observing the Obvious', still life painting on canvas
- 'Nature's Palette', ceramic forms and/or lino print folio
- 'Surrealism' Collage,' drawing and painting
- 'Potted Earth" drawing and ceramic forms
- 'Surface and Layers', mixed media exploration

LEARNING EXPERIENCES

- Develop skills in studio areas: painting, printmaking, 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 of two artworks and written Statement of Intent
- Integrated Resolved Task: Resolved artwork (painting, printmaking, sculpture, time-based media), folio of visual explorations and Reflection

ART MAJOR EXTENSION OPPORTUNITIES

- Collaborative project to feature at the Biennial MAYO Arts festival, school or community event
- Students will be challenged to develop concepts which extend and express a personal aesthetic
- 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

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 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:

- Active play and minor games – small group, minor and lead up games
- Challenge and adventure activities - Orienteering
- Fundamental movement skills – Aquatic activities for Disadvantaged swimmers
- Games and sports – Volleyball, European Handball, Basketball and Cricket
- Health-related physical activities – Sports Aerobics, Resistance Training and Fitness goals
- Rhythmic and expressive movement – Synchronised Swimming, Cultural Dance performance

GENERAL LEARNING EXPERIENCES

Students will:

- Use a range of concepts to refine their own and others' movement performances
- Respond to changing playing conditions and game situations
- Refine their personal, social, leadership and collaboration skills as they participate in a range of activities

SPECIFIC LEARNING EXPERIENCES

Students will:

- Apply a range of motor skills to different games and sports
- Design and implement actions to deal with inequities in participation in water activities
- Perform and evaluate individual and group routines in a variety of performance contexts
- Explore the influence that culture has had on the interpretation of dance in the Asian-Pacific region
- Participate in activities that reflect the principles of resistance and aerobic training

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

YEAR 9 History

- Industrial Revolution (1750 – 1914)
- Movement of Peoples – The Atlantic Slave Trade (1750-1900)
- Asia and the world – Imperial China 1700-1901
- World War I (1914 – 1918) – Australia's experience at War

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

COURSE OVERVIEW

The Year 9 curriculum focuses on developing and refining mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. 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 & Algebra
- (ii) Measurement & Geometry
- (iii) Statistics & Probability

Underpinning the study of Mathematics at St Margaret's are the following general capabilities:

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

TOPICS OF STUDY

- Probability
- Applications of percentage and percentage change
- Ratio, rate and direct proportion
- Linear relations
- Index laws and scientific notation
- Enlargement, similarity and Trigonometry
- Algebra – expanding and factorising
- Statistics

LEARNING EXPERIENCES

- Emphasis on developing and refining core skills and processes
- Introduction and exposure to concepts essential for mathematics at senior level
- Introduction and use of a variety of technologies as tools for supporting learning and inquiry
- 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 developing and refining core skills and processes through a system of second chance testing.

- End of term tests and end of semester tests
- Mastery learning quizzes

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. Students study one double lesson or two single lessons per week.

TOPICS OF STUDY

- Notion of God
- Film study
- Parables of Jesus
- Finding God - Reflection, Stillness, Listening, Music and Art
- World Religions – how major world religions view the Godly
- Community service – Anglican Aid Organisations

LEARNING EXPERIENCES

- Familiarity with the Biblical text
- Creating a Personal Reflective Journal
- Experiencing the liturgies and symbols of the Anglican Christian faith
- Writing a modern-day parable
- Researching ways and organisations that reach out to others
- Participation in/and preparation for Chapel services

ASSESSMENT

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

SCIENCE

COURSE OVERVIEW

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.

TOPICS OF STUDY

The topics of study for Year 9 Science include:

- Materials
- Electricity
- Body Coordination
- Chemical Patterns & Reactions Types
- Energy and Electromagnetic Radiation
- Disease

LEARNING EXPERIENCES

Students will develop their scientific skills and understanding through the following learning experiences during Years 9 Science:

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

ASSESSMENT

The Years 9 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).

The End of Semester Examination will be assessing the following criteria:

- Science Understanding (60%)
- Analysing, Applying and Interpreting Data (40%)

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