

St Margaret's



Curriculum HANDBOOK

YEAR 9 2025



Table of Contents

MISSION STATEMENT	2
PRINCIPAL'S LETTER	3
YEAR 9 - 2025.....	4
PROCESS FOR ONLINE SUBJECT SELECTION	5
INDEPENDENT LEARNING OPTION FOR FLYERS	6
ELECTIVE SUBJECTS	7
ENGLISH AS AN ADDITIONAL LANGUAGE.....	7
ECONOMICS AND ENTREPRENEURIAL STUDIES.....	8
DIGITAL TECHNOLOGIES.....	9
DRAMA.....	10
FOOD AND DESIGN	11
GEOGRAPHY	13
FRENCH	14
CHINESE (MANDARIN)	15
LEGAL STUDIES	16
MUSIC.....	17
PHYSICAL EDUCATION	19
STEM.....	20
VISUAL ART	22
CORE SUBJECTS.....	23
ENGLISH.....	23
HEALTH AND PHYSICAL EDUCATION	24
HISTORY	25
HISTORY LEARNING ENHANCEMENT (HisLE)	25
MATHEMATICS.....	26
ON BEING HUMAN	27
SCIENCE	28

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

April 2024

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 2025, 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 - 2025

The academic program for students entering Year 9 in 2025 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 breadth of experiences offered to the students.

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

Core	Electives		
	Major – Select One	Minor – Select One	Minor – Select One
English	Chinese	Drama	Digital Technologies
Mathematics	Drama	Economics &	Economics &
Science	French	Entrepreneurial Studies	Entrepreneurial Studies
History	Geography	Food & Design	English as an Additional
On Being Human	Music	Geography	Language
(RVE)	STEM	Legal Studies	Food & Design
Health & Physical	Visual Art	STEM	Legal Studies
Education		Visual Art	Music
^Independent Learning			Physical Education
Option (2 lessons)			

^ 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, Mr Chris Dunn or the relevant Head of Faculty. Contact details are recorded at the back of this Handbook.

PROCESS FOR ONLINE SUBJECT SELECTION

In Term 2, 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 7 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 the online process please contact the Executive Assistant to the Deputy Principal on 3862 0771.

INDEPENDENT LEARNING 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 Director of Sport, Head of Performance or Head of Faculty – Arts
- Have an interview with 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

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 developing an innovative business idea. 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 the various business structures employed in Australia and the risks businesses undertake in their operations. The course also enables the opportunity for students to explore the dynamic role that entrepreneurship plays in our local, national and international community.

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

1. Basic principles of economics – scarcity, demand and supply and core economic models
2. Growing a business idea – ownership structures, maintaining competitive advantage and innovation.
3. Entrepreneurship – problem and solution identification, financing, marketing and growing a business idea
4. 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 undertaken 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 multiple choice, 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:

- Game Design
- App development
- Emerging Technologies
- Coding

LEARNING EXPERIENCES

Students will undertake tasks to enable them to:

- Create innovative solutions to real world problems
- Design, app's
- Design and program interactive games
- Investigate and evaluate digital systems

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.

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, such as creating Theatre in Education for Primary students
- 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 different 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 both individually and in small groups, each student is assessed individually in all situations using the specific Drama criteria.

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing

FOOD AND DESIGN

COURSE OVERVIEW

In this course students will employ design thinking, learn concepts, and use practical skills that solve problems and promote wellbeing. They will learn how various social, cultural, economic, and environmental perspectives underpin all study of Food and Design. This is undertaken in experiential practical and collaborative classes interacting with materials and resources. 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
- Sustainability and fast-fashion
- Textiles selection and using commercial patterns
- Design thinking to improve lifestyle

LEARNING EXPERIENCES

FOOD

Students will:

- Consider global conditions that affect food habits
- Menu planning to improve healthy consumption
- Follow kitchen hygiene and safety routines
- Use cooking preparation techniques and appliances in a state-of-art commercial kitchen classroom
- Apply principles of plating up and garnishing to improve the presentation of food
- Manage resources and time within constraints of design challenges
- Evaluate food, processes, and presentation

TEXTILES

Students will:

- Understand the realities of textile consumption and disposal in the fast-fashion cycle
- Consider consumer responsibilities through a sustainability lens
- Undertake a sustainable textiles project
- Develop ideas through drawing
- Sew, by hand, and use sewing machines
- Use commercial patterns and comprehend three-dimensional aspects made items

DESIGN

- Students will:
- Undertake design thinking processes and decision-making skills in response to design briefs
- Analyse the strengths, weaknesses and implications of various design ideas
- Apply design elements and principles
- Propose design concepts, fulfilling the design brief
- Use sketching and prototyping to represent and communicate design ideas

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. 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.

TOPICS OF STUDY

Biomes and Food Security

This unit will focus on investigating the major biomes of the world, their distribution and their distinct characteristics. Additionally, students will examine how biomes have been modified by humans, alongside the effects on the environment of an increasing population and the increased demand for food. Students will investigate how landscapes are used and altered to increase food production and what could and should be done to ensure future global food security.

Globalisation, Fast Fashion and Tourism

This unit provides students with the opportunity to examine how people, through their choices and actions, are connected to places throughout the world. These interconnections, through the buying and selling of products, have implications for the producers of goods and the places they live. These distinctive aspects of interconnection are investigated using studies drawn from Australia and around the world.

LEARNING EXPERIENCES

- Examination of the effects of future population growth on global food production and food security, as well as its implications for agriculture and agricultural innovation
- Use of GIS technologies to represent data in a range of appropriate forms, including scatter plots, choropleth maps, tables, field sketches and annotated diagrams
- Identification of distributions, patterns and trends, prediction of outcomes and the inference of relationships to draw conclusions
- Evaluation of multi-variable geographical data and information, using qualitative and quantitative methods, and including the use of GIS technologies
- Application of geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account different points of view

ASSESSMENT

- Examinations: Combination Response x2
- Investigation: Data Report
- Examination: Response to Stimulus Extended Response Essay

FRENCH

COURSE OVERVIEW

Languages are the medium through which we learn about the world and develop curiosity about new ideas, values, peoples and places. The ability to communicate in an additional language is an important skill in a global society. French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and interpretation of meaning across cultures and languages. Students participate in a range of interactions in which they become active participants demonstrating their skills of listening, speaking, reading and writing in culturally appropriate ways within realistic contexts.

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. Learning a second language has also been shown to enhance cognitive abilities, such as problem-solving skills, memory, and multitasking.

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. The ability to use a language other than English can increase students' post-school options in a country with such strong international links. French is spoken widely across the world, not just in France but also in parts of Africa, Canada, and the Caribbean. Proficiency in French can boost your employability, especially in industries such as tourism, hospitality, international business, diplomacy and international relations, and non-government organisations.

If you are considering studying French in Years 11 and 12 you must complete the Year 9 and 10 courses.

TOPICS OF STUDY

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

LEARNING EXPERIENCES

Language classes are fundamentally interactive and purposeful. Therefore, 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; watching films and listening to announcements, conversations, stories, and songs; reading newspaper and magazine articles, cartoons, advertisements, poems, and stories; responding to realia - brochures, timetables, recipes; making lists and writing reports, articles and letters; and recording events as diary entries and simple narratives. A range of digital technologies are incorporated during many of the learning experiences in languages to allow for direct participation in the target language culture in a range of ways and with different levels of engagement.

ASSESSMENT

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

CHINESE (MANDARIN)

COURSE OVERVIEW

Languages are the medium through which we learn about the world and develop curiosity about new ideas, values, peoples and places. The ability to communicate in the most spoke language in the world is an important skill in a global society. It is predicted that in the foreseeable future China will have the largest economy in the world, creating future job opportunities for St Margaret's students. This course will help students to attain a valuable language skill in an increasingly competitive workforce. 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 to 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 Year 9 and 10 course.

TOPICS OF STUDY

Topic 1: 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.

Topic 2: Where do you live? In this unit, you will learn to talk about places in a town and rooms in a house. 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.

Topic 3: 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 you will also learn how to discuss plans for a trip.

Topic 4: 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 will talk about shopping habits and opinions of online shopping.

LEARNING EXPERIENCES

The focus of language learning is on successful communication. Language classes are interactive and designed to encourage students to process meaningful portions of language rather than to focus on single words. Students will be exposed to a range of 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

From Year 9, students will be exposed to assessment techniques similar to those used in the senior syllabus. These include:

- Short response to stimulus examination
- Extended response examination
- Multi-modal presentation with student-centred conversation
- Combination short response and extended response 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 good for? An introduction to the legal system and how laws are made in Australia
- The Court System: The Trial process. Who is involved and how do the courts work?
- Civil Law: Consumer Protection to combat misleading, deceptive conduct and misrepresentations, penalties and sentencing for civil offenses
- Human Rights and International Law: What are they, why are they important, and how does the legal system protect our human rights?

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 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
- 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 through 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 skills required for producing effective lead and backing vocal parts present in an ensemble. Additionally, 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, Musescore Sibelius, and multi-tracking recording programs. Students will be supported, extended and have the opportunity to learn new instruments.

- Creating and making - Composition
- Presenting and performance (Individual and Group)
- Exploring and responding, Knowledge and Understanding – Musicianship skills
- Developing practices and skills

PHYSICAL EDUCATION

COURSE OVERVIEW

The knowledge, understanding and skills taught through Physical Education will enable students to enhance their own and others' participation and performance in a diverse range of physical activities. The program consists of applying topics (linked to improving individual performance) directly to a variety of 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. 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	Proposed practical contexts for units of study/focus areas
a. Functional Anatomy b. Biomechanics	a. Sports Aerobics b. Track and Field
a. Sports Psychology b. Equity in Sport – Barriers and Enablers	a. Badminton b. Basketball

GENERAL LEARNING EXPERIENCES

Students will understand principles, concepts and strategies related to:

- functional anatomy and biomechanics
- sports psychology and personal enablers and barriers to participation in physical activity

SPECIFIC LEARNING EXPERIENCES

Students will:

- develop an understanding of how their muscles and bones work together to produce movement
- analyse their biomechanical strengths and weaknesses and initiate technical skill changes
- implement psychological concepts to enhance their personal performance in an activity
- acknowledge and justify personal enablers and barriers to participate in sport and physical activity

ASSESSMENT

All physical activities have on-going practical assessment and contribute to student achievement levels per term. Theoretical focus areas will be assessed using one of the following modes/instruments:

- Exam
- Multi-modal presentation – Project Folio

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. Students will undertake a series 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** – After learning the physics of rocketry, which plays a vital role in the modern world, students then brainstorm, construct and launch a rocket of their own in groups. CAS designs are manufactured using laser cutters and 3D printing. With physics principles in mind, students need to consider the shape of the nose cone and tail fins, as well as the height of the rocket body to construct the most aerodynamic rocket. The engineering 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. Using clinometers and applying the rules of trigonometry, students are able measure the altitude of their rocket and compare it to other groups. A cycle of reflection and improvement is applied to refine the design.
- **Topic 2** – Further developing skills for designed solutions to real world problems and building students capabilities with software, students will create a working model of an Environmental Awareness Response System (EARS) device that can detect relevant conditions at a mine site using Micro:bit,; for example, changes in carbon dioxide levels, earthquakes and temperature levels. As a minimum, the device should be able to detect and respond to a change in conditions and can use manual input. Computer Aided Design (CAD) software will also be used to create 3D printed components for your device. Additional points are gained by automating the detection and response or adding visual outputs, audio outputs and relevant additional features. Along with demonstrating their prototype, students will also be required to complete a trouble shooting activity to find simple errors in a section of coding. There are many opportunities for students to self-extend while demonstrating competency by creating efficient and effective software code and building the physical components of their EARS.
- **Topic 3** – For their final unit, students draw on their skills to identify a real-world problem that lies under ‘Goal 11: Sustainable Cities and Communities’ from the United Nation’s 17 Sustainability Goals. In this project, students follow the engineering cycle to identify a problem, then; research and imagine possible solutions for this problem; plan and create a model or prototype of the solution; and test and improve their model. In a Shark Tank style event, a panel of industry representatives are invited to be the ‘sharks’, and select students deliver a presentation that outlines their problem and solution.

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 can 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 'Still Life' Portfolio and Still Life' Mixed media
- 'Sustainability in Art', 3D textiles and print making

LEARNING EXPERIENCES

- Develop skills in studio areas: painting, printmaking, observational drawing, abstraction drawing, ceramics, sculpture, eco-dying, image transfer, 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 Responding Task: Essay responding to the concept of Sustainability in Art.
- Integrated Resolved Task: Resolved artwork (painting, textiles and drawing), 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:

- contemporary Young Adult novels
- a selection of classic and contemporary short stories and poems
- a selection of contemporary persuasive texts
- contemporary films such as *Little Women*

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 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 – Water Polo, Volleyball, Badminton, Touch Football, Netball
- Health-related physical activities – Boxercise, Aqua Aerobics, snorkelling
- Rhythmic and expressive movement – Dance

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.

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

- 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
- Essay Exam and Essay Assignment – Historical essays based on sources

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 the following strands:

1. Number
2. Algebra
3. Space
4. Measurement
5. Probability
6. Statistics

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

- Literacy Numeracy
- Critical and creative thinking
- Digital Literacy
- Ethical understanding
- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

TOPICS OF STUDY

1. Number theory
2. Algebraic expressions
3. Algebraic relations
4. Index laws and exponential relations
5. Coordinate space
6. Systems of measurement
7. 2D measurement
8. 3D measurement
9. Chance
10. Experimental probability
11. Displaying data
12. Analysing data

LEARNING EXPERIENCES

- Emphasis on developing and refining core skills and processes
- 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

One exam per term. The exams at the end of terms 2 and 4 are semester exams.

ON BEING HUMAN

COURSE OVERVIEW

On Being Human (OBH), formerly 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, OBH 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 OBH classrooms is one of active listening, respect for others, curiosity, and an open mind. Students have one double lesson, or two single lessons of OBH per week.

TOPICS OF STUDY

- Connection: with others, with myself and with my community
- Conflict Resolution: accepting, managing and learning from conflict
- Accepting Difference: acknowledging and celebrating ourselves and others
- Perceptions of Disability: how difference is represented in film

LEARNING EXPERIENCES

- Personal reflection on religious and ethical issues
- Pair and group discussion; learning to listen, to develop curiosity, and respond with an open mind
- Learning from religious texts and modern case studies
- Making links between religious and secular ways of living and our own lives today
- Examination of our values and the values of the Sisters of the Society of the Sacred Advent
- Quiet reflection; the value of stillness and silence in our lives
- Participation in 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:

- Body Coordination & Homeostasis
- Atoms & Radioactivity
- Chemical Bonding & Reactions
- Electricity
- Global Systems
- Energy and Electromagnetic Radiation

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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