YEAR 9 **2016**

9 Curriculum HANDBOOK

Mission Statement

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

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St Margaret's

June 2015

Dear Parents / Guardians

"Desire is the key to motivation, but it's the determination and commitment to an unrelenting pursuit of your goal - a commitment to excellence - that will enable you to attain the success you seek."

(Mario Andretti)

St Margaret's offers broad subject choice for students. In 2016 Year 9 students will have the opportunity to engage in a range of subject areas as they continue their learning journey and prepare to meet the challenges of the future.

The core plus elective approach to curriculum design embraced at St Margaret's aims to prepare students for whatever endeavour they ultimately wish to pursue. We believe that it is important for girls to keep their options open through their choice of subjects for Year 9.

I commend this curriculum handbook as one mechanism for finding out more about the subjects available to your daughter in 2016. As well as this it is important that students engage in conversations with their teachers and parents regarding suitable subject choices. At this stage it is most important for students to focus on developing a positive approach to their learning, which is founded on persistence and practice.

Mario Andretti's words in the above quote remind us that the attitude students bring to their learning and the behaviours which result will ultimately lead to success.

Yours sincerely

Ros Curtis
PRINCIPAL

YEAR 9 - 2016

In 2016, the academic program for Year 9 students at St Margaret's Anglican Girls School will consist of six core subjects and four elective subjects. To ensure the learning opportunities offer a breadth of experiences, each elective shall be undertaken for one semester only, with the exception of languages.

As students transition through the school, their interests and preferences towards certain subjects will become more evident. The curriculum in Year 9 at St Margaret's will allow them to experience subjects which they may specialise in for their senior years at school. Below is a table that outlines the curriculum offerings for Year 9.

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

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.

St Margaret's will allow Year 9 students participating in an elite sporting or performance program the option to select Independent Study as one elective per semester. Details of this are contained in this handbook.

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

The Process for Online Subject Selection

In Term 3 the Year 8 students will be addressed by each Head of Faculty during the Year Level Assembly time. The curriculum details and requirements of each elective subject will be outlined. Students will have the opportunity to ask questions about the subjects they may be interested in pursuing next year.

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

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

1. During Form Class students will receive their **Web Preferences Access Guide** to be used when selecting 2016 subjects online. Please note this is the only method that subject preferences will be received.

2. This instruction sheet will include an individual **Student Access Code** and **Password.** The relevant Head of Year will also have a copy of each student's **Access Code** and **Password.**

3. The girls will have three opportunities to change their preferences but the final selection must be completed by **Friday 14 August 4.00pm**.

4. All students are required to print a **Preference Receipt** on completion of the online process. This will need to be signed by parents and submitted to School Reception. Boarders may have this signed by Mrs Fowler or attach an email from their parents approving their preferences.

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

Independent Study Option

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

Independent Study can only be selected as an elective and must not replace any of the core subjects. It is school policy that students take as close to the full complement of subjects as possible to ensure they fine-tune skills such as time management, in preparation for the academic rigours of Years 11 and 12. By studying a full complement of subjects, students also have greater engagement with the 49 Common Curriculum Elements tested in the Queensland Core Skills test. Furthermore, by studying a wide range of subjects, students 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:

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

Code: ISO

Title: Independent Study (Years 9/ 10)
Length: One or Two Semester/s

Pre-requisite:

Sport - State/ National Representation, or in preparation for National or International events
Music - passed Grade 7 as a minimum

Content Description

The purpose of ISO is for students to

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

ELECTIVE SUBJECTS

In Year 9 students are required to select two subjects for each semester. This allows them to experience four elective subjects across the year.

BUSINESS

COURSE OVERVIEW

Business Studies endeavours to provide students with an introduction to the world of business and to provide an understanding of the workplace. Within this framework, students will investigate what a business does, explore the skills necessary to be a successful employee/employer and gain a general understanding of the place of business in society. This course also provides students with an introduction to financial literacy, which includes learning about the banking system, personal budgeting, savings, borrowing and investing, and the use of credit cards. This subject will appeal to students who are interested in finding out about how business operates in Australia and those who may have an interest in studying business or accounting subjects in their senior years of school.

TOPICS OF STUDY

- An introduction to business and business management
- Employability skills (teamwork, communication in the workplace)
- Personal budgeting, the banking system, importance of savings and money management
- Responsible use of credit – e.g. buying a car/unit, renting a house
- Basic accounting computer packages including Microsoft Word and Excel to develop word processing/excel skills

LEARNING EXPERIENCES

- Understanding how business operates and the importance of social responsibility and ethical practices in business
- Identifying and practising basic skills essential for successful entry into the workforce
- Developing an understanding of personal budgeting, banking processes, managing credit
- Increasing their practical computing skills
- Developing communication, negotiation, planning and problem solving skills
- Enhancing understanding through interacting with specialist guest speakers

ASSESSMENT

- In-class practical test
- Written assignment
- Non-written presentation

DRAMA

COURSE OVERVIEW

Within this semester of study, students will begin to explore the Elements of Drama, a set of principles used when presenting and responding to theatre. The course is practical in nature, providing students with a set of skills that will extend the girls' ability to shape dramatic action and confidently present work in front of an audience.

TOPICS OF STUDY

- Acting Techniques
- Melodrama

LEARNING EXPERIENCES

- Drama 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
- Scriptwriting and linking existing text with self-devised work
- Researching chosen themes and transforming this into dramatic action
- Exploring stagecraft, creating stage spaces and using audio-visual technology
- Viewing live performances
- Developing literacy through text and student devised scripts

ASSESSMENT

Assessment tasks will include the creation of movement sequences, scripts, performance based work and responding to live and recorded performances. Each student is assessed individually in all situations using the specific criteria for Arts based subjects.

FOOD AND TEXTILES TECHNOLOGY

COURSE OVERVIEW

Students apply new and learned practical skills in the areas of food production and presentation; and fashion and textiles production. This is underpinned by assignment work that facilitates informed decision making and the exploration of design solution options.

TOPICS OF STUDY

The topics studied in the Food and Textiles Technology electives are:

- Nutrition, good food choices, food science and technology and the food industry
- Textiles technology, selecting fabrics, the design elements and the fashion industry

LEARNING EXPERIENCES

FOOD TECHNOLOGY

Students will undertake tasks to enable them to understand:

- Food production
- Kitchen hygiene and safety
- Measuring techniques
- Knife skills
- Using electrical cookery appliances
- Food choices and meal planning
- Plating up, garnishing and presentation of appetising food
- Managing resources
- Decision making and problem solving in relation to meal planning and practical tasks
- Evaluating food, processes and presentation

TEXTILE TECHNOLOGY

Students will:

- Undertake hand and machine sewing, using the sewing machine and overlocker
- Select resources for use, such as fabric and embellishments
- Use clothing patterns
- Identify fibres and fabrics
- Consider sources of inspiration
- Undertake design processes and decision making skills
- Reflect on and evaluate design solutions
- Design elements and principles
- Choose clothing and understand consumer responsibilities

ASSESSMENT

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

GEOGRAPHY

COURSE OVERVIEW

In Year 9, the Geography course builds on the skills and knowledge acquired in Year 8. The biotic environment and its role in food and fibre production are examined. Students will 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. Through international and Australian case studies, students will explore the world's capacity to feed itself and to progress sustainably. Transport, communication, the provision of services and products will be examined in the Geographies of Interconnections Unit. People's links and associations to places through their behavioural choices and actions are considered and the effects that production has on the regions responsible for manufacture will be investigated at a range of levels or scales.

TOPICS OF STUDY

- **Biomes and food security**:
  This unit focuses on the role that the environment plays in food and fibre production. The course will investigate the global distribution of climate, soils, vegetation and production of food. How humans have changed ecosystems to produce goods and how these impacts have altered the natural environment will be considered. Students will evaluate the effects of technology on production and the challenges of climate change and land degradation on future food security for the planet.

- **Geographies of interconnection:**
  This is a new and exciting course investigating people's perceptions of places. This unit analyses the role that information and communication technologies play in connecting people and services locally and globally. On a broad scale students will investigate the effects of production and consumption of goods on places and environments around the world including an Asian case study. A depth study will be undertaken into the effects of people's travel, recreational, cultural and leisure choices on places and the implications for the future sustainability of these places and environments.

LEARNING EXPERIENCES

- Field work
- 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

- Practical and response to stimulus tests
- Multi-modal presentations
- Knowledge tests
- Essay Test

LANGUAGES
FRENCH, GERMAN OR MANDARIN
(Must complete both semesters 1 & 2)

COURSE OVERVIEW

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

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

TOPICS OF STUDY

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

LEARNING EXPERIENCES

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

ASSESSMENT

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

LEARNING ENHANCEMENT

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

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

Writing

Students will work toward competency:

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

Reading

Students will work toward competency:

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

Listening and Speaking

Students will work toward competency:

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

Organisation

Students will work toward competency:

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

Numeracy

Students will work toward competency:

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

MULTI MEDIA STUDIES

COURSE OVERVIEW

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

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

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

TOPICS OF STUDY

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

- Digital Design
- Interactive Animations
- Video Production
- Computer games.

LEARNING EXPERIENCES

Students will undertake tasks to enable them to:

- Gain knowledge and understanding of the design process
- Develop skills in the use of graphic design software
- Produce solutions to 'real world' design tasks
- Create Multi Media solutions
- Design and program interactive games
- Program robots

ASSESSMENT

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

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

MUSIC

COURSE OVERVIEW

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 the Year 9 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 listening, composing and performing.

TOPICS OF STUDY

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.

LEARNING EXPERIENCES

- Listening, analysing, researching and discussing a variety of music including popular music and musicians
- Investigating chord structures, tonalities, textures and styles of songs and using this to create original works
- 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
- Creating ensemble parts and participating in a collaborative composing process
- Extending understanding of the music elements and developing skills on own performance instrument

ASSESSMENT

Students complete one assessment task in each dimension: Analysing, Composing and Performing. Analysing tasks include a test and a written assignment. Composing tasks include both individual and group construction of songs in which students utilise current technologies such as Garage Band and multi-tracking recording. Students will be supported, extended and have the opportunity to learn new instruments.

VISUAL ART

COURSE OVERVIEW

The Year 9 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 first hand by visiting Art galleries and by working with artists in workshop situations.

TOPICS OF STUDY

- 'Observing the Obvious', still life painting on canvas. Students devise and photograph a still life image which is digitally manipulated. The image is further refined using stencilling, spray and masking techniques, expressive and detailed paint applications.
- 'Tribal Figure, 'ceramic forms. Students analyse the work of sculptors who use cultural symbols. Objective drawing exercises are developed into stylised designs which are then modelled in clay. Students display completed work for audiences and must justify the creative decisions made in the process of developing each unit of work.

LEARNING EXPERIENCES

- Painting, still life and figure drawing, ceramic modelling, digital and mixed media explorations
- Create, present and reflect on art works that incorporate Visual Art techniques, technologies, processes and language
- Understand and use the elements and principles of art and design
- Research and evaluate the practices of local and international artists in relation to students' own ideas
- Evaluate and reflect on art works in appraising and theory tasks

ASSESSMENT

Work will be assessed using the following schema: Visual Literacy, Making and Appraising.

- Visual Journal preliminary work and documentation of individual concepts and practical activities
- Painting on canvas
- Sculpture
- Analyse art works using visual arts language
- Class test and/or assignment

CORE SUBJECTS

In Year 9, all students are required to study seven core subjects for the whole year. Information about each of these is listed below.

ENGLISH

COURSE OVERVIEW

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

The Year 9 English program therefore provides our students with repeated opportunities to engage with the capabilities outlined in the Australian Curriculum. The study of English is central to the learning and development of students in Australia, and although Australia is a culturally diverse nation, the ability to communicate effectively and precisely in the English language is integral to participation in all areas of Australian life. English will therefore allow students to develop their skills and knowledge in the area of English, as ethical and thoughtful members of Australian society, and they will be presented with opportunities to engage imaginatively and critically with literature.

TOPICS OF STUDY

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

During the year, students will consider a variety of different topics, beginning the year with a study of film techniques and fractured fairy tales, as well as undertaking a study of creative writing, and finishing the year by undertaking a novel study in Term 3, and considering poetry techniques and analysis through the creation of a podcast on contemporary Indigenous poetry in Term 4.

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 are also expected to make deliberate choices when constructing their own texts in order to achieve different purposes.

The Year 9 English course also embeds the explicit teaching of spelling and grammar, with activities being completed regularly, either in-class or as homework.

ASSESSMENT

Assessment in English at St Margaret's Anglican Girls School allows for the collection of evidence of student learning over time to allow for an on-balance judgment about the quality of student achievement, as well as to assist students 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.

HEALTH & PHYSICAL EDUCATION

COURSE OVERVIEW

The Year 9 Health and Physical Education program supports students in applying health and physical activity information to personal preventative health practices and demonstrating more specialised movement skills, concepts and strategies in performance environments. Health contexts include food and nutrition, alcohol and drugs, relationships and sexuality issues and mental health and wellbeing. Movement contexts include challenge and adventure, games and sports, health-related, rhythmic and expressive activities. Students have three HPE lessons per week – two concentrating on practical elements and one focusing on health education and/or personal development.

TOPICS OF STUDY

Semester	Promoting Health and Personal Development – theory elements	Developing skills for physical activity – practical elements
1	Nutritional evaluation Drug education and health promotion strategies	Aquatic activities for disadvantaged swimmers Volleyball Cultural Dance Performance Cricket/Basketball
2	Sexual health & relationships Adolescence & mental health issues	Sports Aerobics Basketball Cricket Resistance training and fitness goals Synchronised Swimming

GENERAL LEARNING EXPERIENCES

Students will:

- devise and implement personalised plans for maintaining a healthy and active lifestyle
- propose strategies that support and optimise the health and wellbeing of themselves and their community
- use a range of concepts and evaluative tools to refine their own and others' movement performances
- respond to changing playing conditions in more complex physical environments and game situations
- refine their personal, social, leadership and collaboration skills as they participate in a range of activities

SPECIFIC LEARNING EXPERIENCES

Students will:

- propose and implement healthy eating strategies in response to their personal nutritional evaluation
- analyse a range of situations where decision making capacities related to drug use may be influenced by external factors
- participate in activities to enhance their knowledge about sexual health and to develop positive self-esteem
- analyse a range of mental health scenarios and propose strategies that will increase the likelihood of young people using support services
- design and implement actions to deal with inequities in participation in practical water activities
- apply a range of skills, tactics and strategies in a variety of game situations
- perform and evaluate individual and group routines in a variety of performance contexts
- participate in fitness activities that reflect the principles of resistance and aerobic training

ASSESSMENT

On-going assessment occurs throughout each semester in all practical subjects. Students complete the following assessment tasks for Health and Personal Development:

- Personal Nutritional Evaluation report and recommendations
- Alcohol and Drug Health Promotion campaign and justification
- Sexual Health and Relationships – Dolly Doctor response to stimulus
- Adolescence and Mental Health Issues – Supportive strategies for a friend in need – written response

HISTORY

COURSE OVERVIEW

History in Year 9 covers one topic per term. Students are taken on a 500 year journey on this course commencing their study with an investigation into the social, cultural and political life of Renaissance Italy. They will analyse the factors that led to the rebirth of classical ideas and thinking, and the impact that these developments had on both the secular and religious world. Students will explore artistic, religious, mathematical and scientific advances and discuss the legacy that these left for trade, exploration and diplomacy in Europe at the time and today.

In Term 2, the impact and effects of agricultural reforms and mechanisation in Britain in the mid ninetieth century will be discussed. This period of time saw rapid industrialisation and changes in how people lived, worked and thought. The course is designed to empower students to think deeply about the different views and perspectives of the groups studied and to develop empathy for those involved in this period of rapid urbanisation and change.

The origins and impacts of European expansionism in Asia and the responses that Asian societies had to the West will be investigated and analysed in Term 3. Through an examination of a range of sources, students will consider the consequences of industrialisation, imperialism and the rise of nationalism, with a particular focus on China and India.

In Term 4 the emergence of democratic values and the causes and consequences of Australia's involvement in the Great War will form the basis of the depth study. Students will research the key aspects of the war and the nature of Australia's experiences. Topics covered will include the reasons for Australians enlisting, where they fought, and the nature of warfare during this period. Students will also consider divisive policies such as conscription, the impact that the war had on Australia's civilian populations and the war's legacy today.

TOPICS OF STUDY

- Renaissance Italy (c1400-c.1600)
- Making a better world – Industrial Revolution (1750 – 1914)
- Asia and the world – Nationalism and Imperialism
- World War 1 (1914 – 1918) – Australia's experience at War

LEARNING EXPERIENCES

- Analysing the impact and contribution made by sections of society on the development of and progress of a civilisation or country.
- Researching and evaluating the role that key individuals played in advancing knowledge and exploring new fields through the use of primary and secondary source material.
- Engaging in activities that require the critiquing and analysis of primary and secondary sources of evidence and the drawing of conclusions from them.

ASSESSMENT

- Response to stimulus tests
- Research tasks
- Multi-modal presentations

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

- Ratio, Rate and Direct Proportion
- Linear Relations
- Financial Mathematics
- Solving Equations
- Pythagoras
- Measurement
- Geometry
- Expanding and Factorising
- Statistics
- Probability

LEARNING EXPERIENCES

- Emphasis on developing and refining core skills and processes
- Introduction and exposure to concepts essential for specialist 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. The students study one lesson of RVE per week.

TOPICS OF STUDY

- The Jews and their ideas of God - the story of Abraham
- The Gospels – focus on Mark's Gospel
- Miracles and Parables of Jesus
- Christian heroes
- 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

Tasks and assessment for RVE are carried out during class time. These may include: multi-media presentations, written reflections, research paragraphs.

SCIENCE

COURSE OVERVIEW

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

TOPICS OF STUDY

The topics of study in Science include the elements, atoms, bonding, and reactions; photosynthesis, ecosystems, and food webs; energy, heat and sound; electricity; mirrors and lenses, body coordination, body control systems, bacteria; earth quakes and volcanos.

LEARNING EXPERIENCES

Students will investigate photosynthesis, and the impact of different quality light upon the growth of plants; they will experience chemical reactions, observe and try to manipulate the rate of these reactions. Microscopes will be used to delve cells and to observe these basic units of living things.

Students will experience energy in different forms, including kinetic, heat, and chemical energies. The properties of magnetism will be experienced firsthand and electrical circuits will challenge their ingenuity. An extended experimental investigation will allow students to thoroughly engage with a longer term practical task, where careful planning may lead to redesign of ideas or of practical methodologies for carrying out such "real world" experimentation.

ASSESSMENT

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

STEM EXTENSION

COURSE OVERVIEW

STEM Extension is a one semester course which seeks to extend and inspire Year 9 students who have an interest in STEM (Science, Technology, Engineering, and Maths). Entry into this subject is dependent upon achieving well in the core subjects of science and mathematics during Year 8 and at the discretion of the Heads of Faculty. Students will have the opportunity to establish connections between the solutions to theoretical problems and the approach used in solving hands-on practical tasks.

TOPICS OF STUDY

Semester One

In Semester 1 the STEM Extension class will use advanced mathematical skills to investigate the size of things, from the tallest buildings and the size of the earth, down to microbes. Shapes, areas, and density measurements will be used to develop underwater flying vehicles, or aquaplanes. The mathematics and science of the International Space Station will provide an opportunity to investigate space and volume through shapes, nets, and 3D models.

Semester Two

The Semester 2 program will build upon Semester 1 Science and Mathematics, to investigate aspects of flight including aerofoil shapes, wing surface area and cross section area, mass, and forces acting to keep aeroplanes flying. The theory of flight will be used to check the early work of the Wright brothers, with a view to establishing a better airplane design.

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 high mental functioning in the areas of science, mathematics, engineering and technology. Tools employed will include web-based Cad software and Geogebra, as well as 3D printing and digital design in a 3D environment. The course builds on the pillars of Science, Mathematics 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 level of engagement with practical tasks as well as theory will also contribute to the overall level of achievement in Year 9 STEM Extension.

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