

St Margaret's



Year 7 and Year 8 **2027**
Curriculum
HANDBOOK



TABLE OF CONTENTS

MISSION STATEMENT	2
CHINESE (MANDARIN)	3
DIGITAL DESIGN	5
DRAMA	7
ENGLISH	9
FRENCH	11
HEALTH & PHYSICAL EDUCATION	13
HUMANITIES	15
HUMANITIES LEARNING ENHANCEMENT (HUMLE)	17
MATHEMATICS	19
MUSIC	21
ON BEING HUMAN	23
SCIENCE	25
VISUAL ART	27

MISSION STATEMENT

In a supportive Christian environment, reflecting the philosophy
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.

CHINESE (MANDARIN)

SUBJECT OVERVIEW

Year 7

The Year 7 Chinese (Mandarin) program introduces students to one of the world's most widely spoken languages and the cultures of Chinese-speaking communities. Students develop foundational communicative competence across listening, speaking, reading and writing, with a particular focus on pronunciation, tones and the Chinese writing system. The program cultivates curiosity about Chinese language and culture and empowering students to explore differing cultural perspectives.

Year 8

The Year 8 Chinese (Mandarin) program builds on students' foundational knowledge, deepening their communicative competence and expanding their core vocabulary and grammatical understanding. Students engage with a broader range of topics and texts, such as ordering food and school subjects, developing greater independence using online tools such as dictionaries and digital platforms. The program has increasing emphasis on analytical and evaluative skills alongside language use across all four macro-skills. Support is available for students who begin the study of Chinese in Year 8.

LEARNING EXPERIENCES

In this subject, students will:

- Develop communicative competence across listening, speaking, reading and writing in Mandarin Chinese
- Build accurate pronunciation and mastery of the four Mandarin tones through structured oral practice and listening activities
- Develop skills in reading and writing Chinese characters, including knowledge of stroke order, radicals and character components
- Engage with a range of authentic and created texts, including conversations, digital presentations, songs and written passages
- Explore aspects of Chinese culture, traditions and daily life, comparing these with their own experiences and perspectives
- Use digital technologies and online platforms to access and engage with the Chinese language and culture
- Apply language learning strategies to extend their vocabulary, improve accuracy and develop independence as learners
- Collaborate with peers through games, group activities and performances to practise and consolidate their language skills

TOPICS OF STUDY

Year 7

- Introduction to Chinese: greetings, self-introductions and numbers; pronunciation, tones and Chinese character writing
- Family and home: immediate and extended family, pets, birthdays and dates; cultural aspects of Chinese family life
- Hobbies and interests: sports, music and activities; expressing opinions and preferences; digital presentation of hobbies

Year 8

- My School Life: school subjects, timetables, class descriptions and nationalities; opinions about school; aspects of student life in China
- Food and Drinks: food and drink preferences, mealtimes, ordering at a restaurant; the cultural significance of food in Chinese society
- Holidays: holiday destinations, activities and transport; weather descriptions; countries, languages and nationalities; Chinese holiday traditions
- All About Me: describing appearance, bedrooms and living spaces; creating and delivering a presentation about themselves

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Character writing and vocabulary practice• In-class oral activities and role plays• Listening comprehension exercises• Vocabulary and grammar quizzes• Draft responses and teacher feedback	<ul style="list-style-type: none">• Listening examination• Speaking presentation• Reading examination• Writing examination

DIGITAL DESIGN

SUBJECT 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 EXPERIENCES

In this subject, students will:

- analyse how people in design and technologies occupations consider ethical and sustainability factors to design and produce products, services and environments
- analyse the impact of innovation and the development of technologies on designed solutions for global preferred futures
- develop project plans to individually and collaboratively manage time, cost and production of designed solutions

TOPICS OF STUDY

Year 7

- Minecraft Build Challenge
- ZooNXT

Year 8

- Powered Creativity: The Holiday Inventor
- Visions Beyond: Shaping Tomorrow

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Low fidelity prototypes• Brainstorming• Stakeholder feedback• Teacher Observation• Pitch rounds• Reflections	<ul style="list-style-type: none">• A portfolio of work from in class activities is submitted at the end of each semester unit.

DRAMA

SUBJECT OVERVIEW

Year 7

The Year 7 Drama program introduces students to the Elements of Drama and foundational storytelling skills through practical, collaborative performance. Students explore a range of theatrical styles, conventions and global storytelling traditions, developing their abilities to investigate, create and perform drama with growing confidence and craft. The program addresses achievement standards across Exploring and Responding, Creating and Making, Presenting and Performing, and Developing Practices and Skills.

Year 8

The Year 8 Drama program builds on students' foundational skills, challenging them to identify and analyse how the elements of drama are combined and manipulated in different styles. Students collaborate to devise, interpret and perform drama, applying specific performance styles and conventions to convey status, relationships and intentions. They use design elements and performance skills to shape theatrical effect for an audience, developing as skilled practitioners and informed critics.

LEARNING EXPERIENCES

In this subject, students will:

Year 7

- Explore global storytelling traditions from Aboriginal, Asian and European cultures
- Apply conventions including narration, mime, tableau, thought tracking and devils and angels
- Develop voice, movement and bold characterisation skills
- Read and analysing scripts to understand narrative structure and dramatic meaning
- Explore Magical Realism and Heightened Realism through the play April Aardvark
- Investigate themes of bullying and self-identity through issue-based drama
- Rehearse and performing scripted drama using props, costumes and technical elements
- Reflect on practice through drama journals, peer feedback and written evaluations

Year 8

- Investigate theatrical styles including Mystery Drama, Social Theatre and Commedia dell 'Arte
- Devise and perform original drama using situation, role, relationships, tension and place
- Apply physical theatre techniques: gesture sequences, chair duets, Japanese Rock Garden and verbatim theatre
- Experiment with comedic conventions including slapstick, crosstalk, the double take and the Rule of Three
- Embody stock characters and status dynamics in Commedia dell 'Arte
- Communicate social perspectives through symbolic movement, placards and voiceover
- Use lighting, sound and staging to shape theatrical effect
- Evaluate and refine work through self-reflection and peer critique

TOPICS OF STUDY

Year 7

- Global storytelling traditions (Aboriginal, Asian and European) culminating in a Pantomime performance
- Devised Performance: April Aardvark by Nathaniel Moncrieff (Magical Realism and Heightened Realism)

Year 8

- Mystery Drama Devised Performance: Mystery genre conventions including flashbacks, narration, cross-cutting and split staging
- Social and Physical Theatre: Exploring a real-world social issue using gesture sequences, chair duets, Japanese rock garden and verbatim theatre
- Commedia dell 'Arte: Stock characters, physical comedy, status dynamics and comedic conventions

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Drama journal entries and reflections• In-class skill exercises and warm-up tasks• Peer feedback sessions and practice performances• Teacher observation during rehearsal process• Planning documents and scene arc templates• Quizzes	<ul style="list-style-type: none">• Group performance task• Individual contribution and performance

ENGLISH

SUBJECT OVERVIEW

Students will employ imagination, creativity and their appreciation of worldviews 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 7 and 8 English programs provide students with a range of opportunities to engage with the capabilities outlined in the Australian Curriculum. English at St Margaret's is organised according to the three interrelated content strands - 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. English in Year 7 and 8 allows students to develop their skills and knowledge as ethical and thoughtful members of Australian society, and they are presented with opportunities to engage imaginatively and critically with literature by First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors.

To complement the skills taught in English, the Year 7 and 8 Literacy Boost courses embed the explicit teaching of literacy skills with a targeted focus on spelling, punctuation, grammar and reading comprehension. The emphasis of the Literacy Boost program is on students mastering their ability to apply their explicit literacy learning to their own writing.

LEARNING EXPERIENCES

In this subject, students will:

- interact with others, and listen to and create spoken and multimodal texts including literary texts
- select and experiment with text structures to organise and develop their ideas
- select and experiment with language features including literary devices, and experiment with multimodal features and features of voice
- read, view and comprehend a range of texts created to inform, influence and engage audiences
- identify and explain representations of people, places, events and concepts, and how texts respond to contexts
- identify and explain the aesthetic qualities of texts, along with the effects of text structures and language features including literary devices, intertextual references and multimodal features
- create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation for their interpretations.

TOPICS OF STUDY

Year 7

- contemporary novels
- a selection of contemporary and classic short stories and poems by First Nations Australians, and Australian and world authors
- a selection of written and spoken persuasive texts
- contemporary films such as *The Wild Robot*

Year 8

- contemporary novels such as *The Bone Sparrow*
- a selection of classic and contemporary poems by First Nations Australians, and Australian and world authors
- a selection of famous speeches by well-known figures throughout history
- a range of texts within the historical fiction genre

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• persuasive, analytical, reflective and imaginative writing on demand• practice essay examinations• short responses• draft responses, concept proposals and conferences	<ul style="list-style-type: none">• imaginative written responses• multimodal seminar presentations• persuasive spoken responses• analytical essay examinations• short response examinations

FRENCH

SUBJECT OVERVIEW

Year 7

The Year 7 French program introduces students to the French language and culture of French-speaking communities around the world. Students begin developing communicative competence across the four macro-skills of listening, speaking, reading and writing, using language for genuine purposes within realistic and culturally appropriate contexts. The program has a focus on communicating and reflecting as students begin to explore language as a system and as a cultural practice.

Year 8

The Year 8 French program builds on students' foundational language skills, extending their ability to communicate across a broader range of familiar topics and everyday contexts. Students continue to develop accuracy and fluency across all four macro-skills, using language to interact, describe, narrate and express opinions. The program has increasing emphasis on responding to unpredictable language, applying intercultural understanding, and reflecting on how language shapes identity and worldview.

LEARNING EXPERIENCES

In this subject, students will:

- Communicate in French through listening, speaking, reading and writing, using language for real purposes within culturally relevant contexts
- Develop their understanding of the French sound system, pronunciation patterns and intonation through aural and oral activities
- Explore how cultural practices and values are embedded in language, comparing French-speaking cultures to their own
- Interact with a range of authentic and semi-authentic texts, including conversations, advertisements, letters and short articles
- Perform and view role plays, conduct interviews and engage in structured classroom interactions in French
- Build vocabulary systematically and apply grammatical structures to construct increasingly complex sentences
- Use digital technologies to engage with the target language and culture, including through film, audio and online tools
- Reflect on their own language learning, developing strategies to extend their proficiency and independence as learners

TOPICS OF STUDY

Year 7

- Greetings and classroom language
- Introducing yourself and others
- Numbers, dates and age
- Describing friends and family
- Describing pets
- Asking and responding to questions

Year 8

- School life: subjects, timetables and preferences
- Daily routines and leisure activities
- Dining out and ordering food at a restaurant
- Asking for and giving directions around town
- Future holiday plans

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Vocabulary and grammar activities• In-class oral practice and role play tasks• Listening comprehension exercises• Written responses followed by teacher feedback	<ul style="list-style-type: none">• Listening examination• Speaking examination• Reading examination• Writing examination

HEALTH & PHYSICAL EDUCATION

SUBJECT OVERVIEW

Year 7

The Year 7 Health and Physical Education program provides students with opportunities to develop the knowledge, processes, skills and attitudes necessary for making informed decisions about personal, social and community health. It also focuses on the concepts/skills required for lifelong participation in movement and physical activity.

Year 8

The Year 8 Health and Physical Education program supports students in refining their decision-making skills in relation to their health and provides them with opportunities to develop movement competence in a range of physical activities. Health contexts include personal fitness, nutrition, respectful relationships and making healthy and safe choices. Movement contexts include aquatic activities, games and sports and movement and expressive activities.

Students have three HPE lessons per week; two concentrating on the practical elements and one on the theoretical components.

LEARNING EXPERIENCES

In this subject, students will be:

Year 7

- Accessing and assessing health information and services that support young people to effectively manage changes and transitions as they grow older
- Analysing factors that influence emotional responses and devise strategies to self-manage emotions
- Exploring and refining skills and strategies needed to communicate assertively and respectfully in relationships
- Proposing strategies for how they can maintain and enhance their own health and general wellbeing
- Learning to transfer skills and concepts across a variety of practical contexts
- Modifying movement skills and sequences in sport and physical activity
- Applying a range of tactics and strategies to a variety of sports

Year 8

- Planning and implementing strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing
- Refining protective behaviours and evaluate community resources to seek help for themselves and others
- Designing and justifying strategies to increase physical activity levels to achieve health and wellbeing outcomes
- Learning to transfer skills and concepts across a variety of practical contexts
- Modifying movement skills and sequences in sport and physical activity
- Applying a range of tactics and strategies to a variety of sports
- Performing and evaluating individual and group routines

TOPICS OF STUDY

Year 7

- Approaching Adolescence
- Sport for All – Inclusivity, Collaboration and Fair Play
- Summer Safety
- Swimming
- First Nations Games
- Basketball
- Lifesaving

Year 8

- Nutrition
- Fitness, Health and Me
- Decision Time
- Mental Health and Wellbeing
- Rowing
- Cricket
- AFL
- Artistic Swimming

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Regular quizzes and retrieval practice• Homework tasks• Skills, drills and modified game play	<ul style="list-style-type: none">• Exam• Group presentation and report• Investigative report• Observation of practical performance

HUMANITIES

SUBJECT OVERVIEW

In History, students develop their understanding of the ancient and early modern past, analysing causes, effects, and continuities across societies. They examine social, cultural, economic, and political aspects of historical change, learning about significant individuals, groups, and heritage sites. Students evaluate primary and secondary sources, compare perspectives, and explain historical interpretations. They construct evidence-based descriptions, explanations, and arguments using historical concepts and terminology.

In Geography, students explain how places and environments are perceived, valued, and interconnected with people. They investigate how human activity, environmental processes, and hazards shape and transform places and environments. Students learn how to evaluate responses to geographical challenges with reference to environmental, economic, and social factors. Students collect and interpret data, identify patterns and trends, draw conclusions, and propose evidence-based strategies for action.

LEARNING EXPERIENCES

In this subject, students will:

- Build knowledge of the environment and of the past through case studies and historical narratives
- Use written and visual sources to make inferences about the past
- Use written and visual sources, including data, to make inferences about the environment
- Compare perspectives and learn how to synthesise evidence to draw their own conclusions
- Learn how to evaluate the quality of evidence to make judgements about usefulness and reliability
- Engage in pair and whole class discussions to articulate their own views and learn from those of others.

TOPICS OF STUDY

Year 7

- Deep Time History of Australia
- The Ancient Egyptians
- Water in the World
- Place and Liveability

Year 8

- Landforms and Landscapes
- Changing Nations
- The Medieval World
- The Spanish Conquest of the Americas

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Every lesson: retrieval practice• Sentence level work: in-class monitoring and feedback• Homework tasks• Practice assessment questions• Practice assessment papers	<ul style="list-style-type: none">• Short response assessment• Geography Field Report

HUMANITIES LEARNING ENHANCEMENT (HUMLE)

SUBJECT OVERVIEW

Humanities Learning Enhancement (HumLE) is a supportive, small-group subject designed to relieve the pressure of the transition to high school. It is offered on an invitation-only basis to students who require additional support with their academic workload. While students engage with the core themes of History and Geography, the curriculum is modified to focus on essential concepts with a simplified and reduced workload.

In History, students explore the ancient and early modern past, focusing on significant individuals and societies. With guided support, they learn to use historical evidence to understand how people lived in the past.

In Geography, students investigate how people interact with their environments. They explore geographical challenges and learn to identify patterns in the world around them, focusing on practical, evidence-based strategies for action.

LEARNING EXPERIENCES

In this subject, students will:

- Explore the environment and the past through simplified case studies and storytelling to build foundational knowledge.
- Use supported written and visual sources to make simple inferences about history and the environment while developing literacy and inquiry skills.
- Compare perspectives and synthesise evidence through scaffolded tasks to draw their own conclusions about historical and geographical events.
- Evaluate the quality of evidence using guided frameworks to make judgements about the usefulness and reliability of different sources.
- Engage in structured pair and small-group discussions to articulate their own views and learn from the perspectives of others in a supportive environment.
- Targeted Study Support: Use at least two lessons per week to catch up on homework and receive 1-on-1 assistance with difficult tasks.
- Skill Building: Learn to use assistive technology and specific study strategies to manage their academic requirements.
- Collaborative Learning: Engage in small-group discussions to build confidence in articulating views and learning from peers.

TOPICS OF STUDY

Year 7

- Deep Time History of Australia
- The Ancient Egyptians
- Water in the World
- Place and Liveability

Year 8

- Landforms and Landscapes
- Changing Nations
- The Medieval World
- The Spanish Conquest of the Americas

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Guided practice activities• Retrieval quizzes• Learning logs• Graphic organisers• Oral rehearsals	<ul style="list-style-type: none">• Students in the subject will not be graded in this subject but will receive a comment on their end of semester report cards about their progress and effort.

MATHEMATICS

SUBJECT OVERVIEW

Year 7

In Year 7, students will develop number sense across integers, fractions, decimals and rational numbers, choosing efficient strategies and representations for financial and applied problem-solving. They will use exponents to represent natural numbers and explore conjectures using digital tools. Students will work with algebraic expressions, formulas and linear equations, exploring relationships between variables. In measurement and geometry, students will apply angle relationships, area and volume formulas, and circle properties, classify and sort polygons, and use coordinates to describe transformations. In statistics and probability, students will conduct data investigations, interpret distributions and select appropriate measures of central tendency. They will develop understanding of probability through experiments and digital simulations.

Year 8

In Year 8, students will extend their number knowledge to include irrational numbers and exponent laws, applying mathematical modelling to solve problems involving ratios, percentages, rates and financial contexts. They will develop algebraic skills by rearranging, expanding and factorising expressions, solving linear equations and inequalities, and using digital tools to analyse linear relations. In measurement and geometry, students will apply Pythagoras' theorem, work with composite shapes, circles and right prisms, and explore congruency, similarity and properties of quadrilaterals. In statistics and probability, students will conduct investigations using sampled data, compare distributions, calculate probabilities for compound events, and use digital simulations to test and interpret results.

LEARNING EXPERIENCES

In this subject, students will:

- Extend understanding of number systems, building fluency with integers and rational numbers, converting between fractions and decimals using mental, written and digital strategies
- Use exponents and exponent laws for calculations and representations, exploring conjectures with digital tools
- Apply mathematical modelling to solve problems involving ratios, percentages, rates and proportional reasoning
- Manipulate linear algebraic expressions, solve equations and inequalities, and analyse linear relations using tables, graphs and algebra
- Use variables, relations and functions to express and interpret real-life data
- Investigate Pythagoras' theorem, irrational numbers and their place on the real number line
- Select and convert metric units, recognising the effects of measurement accuracy
- Apply circle formulas, establish congruency and similarity conditions, create testing algorithms and locate objects using 3D coordinates
- Extend knowledge of angles to solve measurement and spatial problems
- Apply statistical investigation processes, choose appropriate displays and interpret summary statistics across varying sample sizes
- Represent and calculate probabilities for compound and mutually exclusive events, conducting simulations and comparing expected and observed results

TOPICS OF STUDY

Year 7

- Unit 1 – Number theory and the four operations
- Unit 2 – Introduction to Algebra
- Unit 3 – Fractions, percentages and ratios
- Unit 4 – Solving and modelling equations
- Unit 5 – Angle geometry, triangles and polygons
- Unit 6 – Fractions, decimals and percentages
- Unit 7 – Perimeter and Area
- Unit 8 – The Cartesian plane and transformations
- Unit 9 – 3D measurement and Volume
- Unit 10 – Chance and experimental probability
- Unit 11 – Statistics

Year 8

- Unit 1 – Integers and index laws
- Unit 2 – Linear expressions
- Unit 3 – Fractions, decimals and percentages
- Unit 4 – Inequalities and linear relations
- Unit 5 – Congruence and similarity
- Unit 6 – Pythagoras, rates, ratios and time
- Unit 7 – 2D and 3D Measurement
- Unit 8 – Statistics
- Unit 9 – Probability

ASSESSMENT

Formative	Summative
<p>In class:</p> <ul style="list-style-type: none"> • Regular quizzes and retrieval practice • Mid-term quizzes for feedback <p>Year 7 End of Term 1 Formative Test only (no Summative)</p>	<p>End of Term Exams Multiple choice and short response Criteria:</p> <ul style="list-style-type: none"> • Fluency • Understanding • Problem Solving and Reasoning

MUSIC

SUBJECT OVERVIEW

Year 7

The Year 7 Music program introduces students to foundational music literacy and keyboard skills through the unit 'The Keys to Music'. Students develop their ability to read and perform notation, explore the elements of music, and compose using digital audio tools. The program addresses achievement standards across Exploring and Responding, Creating and Making, and Presenting and Performing.

Year 8

The Year 8 Music program builds on students' foundational skills through the unit 'Finding Your Groove'. Students develop ensemble performance skills across multiple instruments, compose in contemporary styles using digital tools, and deepen their understanding of how the elements of music communicate ideas, perspectives and meaning across cultures and contexts.

LEARNING EXPERIENCES

In this subject, students will:

Year 7

- Developing keyboard technique by learning to read and perform treble and bass clef notation
- Identifying and performing rhythmic patterns
- Building aural skills through rhythmic and melodic dictation exercises
- Learning about First Nations music and considering Indigenous Cultural and Intellectual Property (ICIP) rights
- Composing an arrangement of known repertoire using the digital audio workstation Soundtrap
- Applying dynamics, instrumentation and accompaniment patterns to communicate musical ideas
- Reflecting on performance progress through written self-evaluations and practice goal-setting

Year 8

- Developing performance skills on multiple instruments including keyboard, guitar, cajon and voice
- Rehearsing and performing in small ensembles, selecting repertoire and coordinating instrumental parts
- Investigating how composers use elements of music across cultures, times and places
- Exploring and performing music from the Asia region
- Developing solo keyboard technique and sight-reading skills across major keys (C, F and G)
- Composing in contemporary style using Soundtrap and MuseScore, including melody, chords, bass and percussion
- Notating compositions digitally and applying deliberate choices around dynamics, timbre and structure
- Demonstrating listening and aural skills through theory exercises, rhythmic dictations and a cumulative exam

TOPICS OF STUDY

Year 7

- Unit 1 (Semester 1): The Keys to Music — keyboard performance (Ode to Joy, Love Story), music literacy, First Nations song Inanay
- Unit 1 (Semester 2): The Keys to Music — keyboard performance (Hedwig's Theme), aural and theory skills, and Soundtrap arrangement of Love Story

Year 8

- Unit 1 (Semester 1): Finding Your Groove — small ensemble performance on keyboard, guitar, cajon and voice; contemporary composition using Soundtrap
- Unit 1 (Semester 2): Finding Your Groove — solo keyboard performance (River Flows In You), contemporary composition using MuseScore

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Weekly rhythmic and melodic dictations• In-class keyboard checkpoint performances• Composition drafts and teacher conferencing• Peer and teacher feedback during ensemble rehearsals• Written self-reflections and practice goal setting• Theory and Aural quizzes	<ul style="list-style-type: none">• Solo keyboard performance• Composition using Soundtrap• Small ensemble group performance• Contemporary composition using Soundtrap

ON BEING HUMAN

SUBJECT OVERVIEW

Year 7

Students explore the values of St Margaret's and their foundation in the Society of the Sacred Advent. They discuss what it means to live out our values and connect this to meaning of Lent and Easter in the Christian calendar. Students discuss the meaning of dignity, empathy and respect for difference. They consider how we make decisions, the nature of free will and how to deal with conflict. With a focus on Anglican tradition, students discuss religion and spirituality, the role of prayer and meditation, and the meaning of Advent.

Year 8

Students learn about the legacy of the Sisters of the Society of the Sacred Advent, placing the values and Anglican ethos of St Margaret's in its historical context. They consider the ongoing challenges of girls' education globally, and the ways in which individuals and organisations continue to campaign for change. Students take a multi-faith lens to the importance of rituals, considering how small actions performed with intent develop our connection to self and others. They explore what it means to 'flourish', using religious texts, ancient philosophies and modern values to connect to a life well lived. Students also investigate the role of change makers, researching and presenting on women who have made a positive impact on our world today.

LEARNING EXPERIENCES

- Explore what it means to 'be human' in the 21st century
- Examine and develop their own beliefs and values by learning how others see the world
- Focus on the importance of community and connection to others, including how this is lived out in our everyday lives
- Learn about the history of St Margaret's, the role of the Society of the Sacred Advent, and the significance of the Sisters' legacy in the fabric of our school culture
- Learn about world religions, faith communities and spiritual traditions, applying their tenets to concepts such as community, service, peace and connection
- Learn about how people of faith respond to the challenges, joys and questions of everyday life
- Develop skills of active listening, respect for others and curiosity, exploring our differences and diversity with an open heart and open mind

TOPICS OF STUDY

Year 7

- The Society of the Sacred Advent and Living our Values
- Dignity and respect
- Making Good Choices
- Spirituality and Practice

Year 8

- Educating Girls: The history of St Margaret's and girls education today
- The Power of Rituals
- Flourishing
- Ordinary people, Changing Lives

ASSESSMENT

There is no formal assessment in On Being Human.

SCIENCE

SUBJECT OVERVIEW

Year 7

Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties. They consider the effects of multiple forces when explaining changes in an object's motion. Students make accurate measurements and analyse relationships between system components. They construct and use models to test hypotheses about phenomena at scales that are difficult to study directly and use these observations and other evidence to draw conclusions.

Year 8

Students are introduced to cells as microscopic structures that explain macroscopic features of living systems. They connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs. They continue to develop a view of Earth as a dynamic system, in which change occurs across a range of timescales. They classify different types of energy and describe the role of energy in causing change in systems, including the role of energy and forces in the geosphere. They learn to classify matter at the atomic level and distinguish between chemical and physical change. They understand that chemical reactions also involve energy. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations.

LEARNING EXPERIENCES

In this subject, students will engage in:

- Practical laboratory classes, including student-led experiments
- Kinaesthetic and hands-on activities
- Multimodal presentations
- Inquiry-based learning activities
- Analysis and interpretation of data
- Evaluation of data and experimental conclusions

TOPICS OF STUDY

Year 7

- Introduction to Science
- States of Matter
- Separating Mixtures
- Classification and Ecosystems
- Earth in Space
- Forces

Year 8

- Cells
- Organ Systems
- Rocks
- Energy
- Matter, Physical and Chemical Change
- Reproduction

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none">• Regular quizzes and retrieval practice• End of Semester Practice Tests	<p>Year 7 Term 1: Student Experiment - Examination Term 2: End of Semester Examination Term 3: Multi-modal Presentation Term 4: End of Semester Examination</p> <p>Year 8 Term 1: Data Test Term 2: End of Semester Examination Term 3: Student Experiment - Examination Term 4: End of Semester Examination</p>

VISUAL ART

SUBJECT OVERVIEW

Year 7

The Year 7 Visual Arts program introduces students to foundational art-making skills and visual analysis through the unit 'Our Place, My Space'. Students explore the landscape and ceramics genres, investigate Australian artists, and develop skills across a range of materials and techniques. The program addresses achievement standards across Exploring and Responding and Creating and Making.

Year 8

The Year 8 Visual Arts program builds on students' skills through three units that explore identity, culture and the natural world. Students investigate contemporary and historical artists, work across painting, drawing, weaving, and mixed media, and develop their capacity to analyse, make and reflect on visual arts practice with increasing independence and depth.

LEARNING EXPERIENCES

In this subject, students will:

Year 7

- Identifying and applying the Elements and Principles of Art across different media and art forms
- Investigating Australian artists including William Robinson and Dr Thancoupie, analysing how they use visual conventions to represent ideas and meaning
- Exploring First Nations artistic traditions, including Dr Thancoupie's Torres Strait Islander ceramic practice and connection to Country
- Developing watercolour techniques including wet-on-wet, wet-on-dry, tonal washes, salt texture and masking
- Building clay coil pots, applying form, line, surface texture and glazing inspired by the river and water theme
- Producing analytical and reflective written responses using visual arts terminology
- Curating and presenting a folio that documents the creative process from planning to final artwork

Year 8

- Investigating visual conventions and how artists across cultures, times and places manipulate materials to communicate ideas
- Exploring First Nations weaving traditions and their cultural significance, with reference to contemporary and historical textile artists
- Developing raffia weaving skills including coil, plait, twist and crochet techniques to create a functional three-dimensional object
- Studying the evolution of Cubism and applying Cubist principles to create a self-portrait in acrylic paint
- Practising observational drawing with graphite, contour drawing, and portraiture skills
- Using animal imagery to explore personal and cultural identity, experimenting with techniques including watercolour, ink wash, wax resist and mixed media
- Creating an illustrated concertina book integrating creative writing and visual techniques
- Writing formal art analyses and artist statements using discipline-specific language and visual arts terminology
- Documenting and reflecting on visual arts practice through portfolio compilation and self-assessment

TOPICS OF STUDY

Year 7

- Our Place, My Space — watercolour landscape folio and 400-word analysis of William Robinson
- Our Place, My Space — clay coil pot inspired by river elements and 150-word artist statement; focus on Dr Thancoupie

Year 8

- Form and function — raffia woven object exploring cultural weaving traditions; responding task investigating artists Paula Boo, Sheila Hicks, Diedrick Brackens and Vanessa Barragão
- Animals in Art — illustrated concertina book with personal animal motif; formal analysis of Dr Nicola Hooper’s ‘James the Rat King’
- IDENTI-KIT — acrylic Cubist self-portrait on canvas; written analysis of Pablo Picasso

ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> • In-class technique practice and skill-building exercises • Draft written responses with teacher feedback • Checkpoint reviews of artwork progress and folio documentation • Peer feedback activities using structured checklists • Teacher–student conferencing and individual consultations 	<ul style="list-style-type: none"> • Watercolour landscape folio • Analysis task • Clay coil pot • Artist statement • Raffia woven object • Written responding task • Illustrated concertina book • PowerPoint portfolio • Acrylic Cubist self-portrait on canvas

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