

St Margaret's



Year 9 **2027**
Curriculum
HANDBOOK



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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.

YEAR 9 - 2027

The academic program for students entering Year 9 in 2027 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 |
| Health & Physical Education | Drama | Economics & Entrepreneurial Studies | Economics & Entrepreneurial Studies |
| History | French | Food & Design | Food & Design |
| Mathematics | Geography | Geography | Legal Studies |
| On Being Human | Music | Legal Studies | Music |
| Science | STEM | STEM | Physical Education |
| ^Independent Learning Option (2 lessons) | Visual Art | Visual Art | |

^ 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.

Students who require English as an Additional Language (EAL) support in Year 9, will be offered this on an individual basis.

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 12 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

CORE SUBJECTS

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 9 English program provides 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 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 9 Literacy Boost course embeds 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
- analyse representations of people, places, events and concepts, and how texts respond to contexts
- analyse 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

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, such as *The Hunger Games*
- a selection of classic and contemporary short stories and poems by First Nations Australians, and Australian and world authors
- a selection of contemporary persuasive texts
- contemporary films such as *Little Women*

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 response• multimodal seminar presentation• literary article• analytical essay examination |

HEALTH & PHYSICAL EDUCATION

SUBJECT OVERVIEW

In Year 9, students will participate 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.

LEARNING EXPERIENCES

In this subject, students will:

- Apply and transfer movement concepts and strategies to new and challenging movement situations
- 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
- 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

TOPICS OF STUDY

- Challenge and adventure activities – Rock Climbing, Lifesaving
- Games and sports – Volleyball, Badminton, Basketball, Netball
- Health-related physical activities – Boxercise, Yoga, Aquatics
- Rhythmic and expressive movement – Dance

ASSESSMENT

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

HISTORY

SUBJECT OVERVIEW

In Year 9 History, students learn about the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points and movements globally, including European contact with Asia, Australia's development as a nation and Australia's role in the First World War. They describe the social, cultural, economic and political aspects related to these changes and continuities. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.

LEARNING EXPERIENCES

In this subject, students will:

- Ask and answer different kinds of questions about the past to guide their historical enquiries
- Describe the origin and content of sources
- Explain the purpose and context of sources
- Compare sources to determine their usefulness and reliability as evidence
- Compare and explain different perspectives of the past
- Analyse different historians' interpretations of the past
- Determine how people's perspectives are influenced by their contexts and experiences
- Explain reasons for contested debates
- Develop their own interpretations about the past
- Construct and communicate a historical argument using knowledge, relevant evidence and historical thinking concepts
- Take part in pair, group and whole class discussion to build and refine their thinking

TOPICS OF STUDY

- The Industrial Revolution
- Making and Transforming the Australian Nation
- China and the World (1750 – 1914)
- The First World War (1914 – 1918)

ASSESSMENT

| Formative | Summative |
|---|--|
| <ul style="list-style-type: none">• Retrieval practice• In class questioning and discussion• In-class monitoring and feedback on written work• Homework tasks• Practice assessment questions• Practice assessment papers | <ul style="list-style-type: none">• Short response examinations• Essay examinations based on research |

HISTORY LEARNING ENHANCEMENT (HISLE)

SUBJECT OVERVIEW

History Learning Enhancement offers a modified and simplified History curriculum, focusing on the historical significance of the early modern world up to 1918. Students explore the causes and effects of global developments, including European contact with Asia, Australia's development as a nation, and Australia's role in the First World War.

This subject is offered on an invitation-only basis for students requiring additional support. The curriculum is streamlined to focus on significant individuals, ideas, and events, allowing students to describe the social and political changes of the period in a supportive environment. Two lessons per week are dedicated to the core modified curriculum, while remaining lessons provide intensive support for study skills, assessment tasks, and the use of assistive technology.

Due to the modified nature of this curriculum, students who enrol in HisLE will not be eligible to select History as a subject in Years 11 and 12.

LEARNING EXPERIENCES

In this subject, students will:

- Engage with a modified History curriculum focusing on core concepts and significant historical events through simplified case studies.
- Ask and answer guided questions to investigate the past while utilizing structured inquiry frameworks.
- Analyse historical sources by describing their origin and purpose using supported templates and visual cues.
- Explore different perspectives and interpretations of the past through scaffolded tasks and group discussions.
- Develop and communicate historical arguments using knowledge and evidence supported by modified writing structures.
- Build academic independence through two dedicated lessons per week focused on intensive support for homework and assessment tasks.
- Apply specialised study strategies to manage academic workloads, improve organization, and strengthen memory retention.
- Master assistive technology tools, such as speech-to-text and digital organizers, to remove barriers to learning and communication.
- Participate in structured oral rehearsals and small-group discussions to refine thinking and build confidence before completing written work.
- Reflect on personal learning progress and the effectiveness of different support strategies through regular metacognitive check-ins.

TOPICS OF STUDY

- The Industrial Revolution
- Making and Transforming the Australian Nation
- China and the World (1750 – 1914)
- The First World War (1914 – 1918)

ASSESSMENT

| Formative | Summative |
|--|--|
| <ul style="list-style-type: none">• Retrieval practice - memory and recall activities• Focused in-class discussion and oral rehearsals• High-frequency feedback on sentence-level work• Regular support with digital tools and study strategies• Visual mapping of historical causes and effects | <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

In Year 9, students will work with rational and irrational numbers, extend exponent laws, and manipulate algebraic expressions including expanding binomial products and factorising quadratic expressions. They will use linear and quadratic functions to model financial and applied problems, graph quadratic functions, and explore the effects of parameter variation using digital tools. In measurement and geometry, students will solve surface area and volume problems, apply Pythagoras' theorem and trigonometry, work with similarity, scale and proportion, and use scientific notation. They will apply enlargement transformations and design algorithms based on geometric constructions. In statistics and probability, students will compare data distributions, evaluate sampling techniques, and assign probabilities to compound events using simulations and digital tools.

LEARNING EXPERIENCES

In this subject, students will:

- Apply scientific notation and work with absolute, relative and percentage errors in measurement contexts
- Use the real number line to locate fractions and irrational numbers using scale, similarity and Pythagoras' theorem
- Use linear and quadratic functions to model phenomena, make predictions and represent using tables, graphs and algebra
- Manipulate algebraic expressions involving variables, exponents, and expansion and factorisation of quadratic expressions
- Formulate and solve linear and non-linear equations using numerical, graphical and algebraic approaches
- Solve problems involving surface area and volume, calculating related dimensions as required
- Apply similarity, scale, trigonometry and Pythagoras' theorem to solve practical problems
- Investigate probabilities of compound events using Venn diagrams, tree diagrams, two-way tables and grids
- Design experiments to gather empirical data and compare with theoretical probabilities
- Compare and analyse multiple data distributions, considering symmetry and skew, and critically evaluate statistical presentations

TOPICS OF STUDY

- Unit 1 – Index laws and linear relations
- Unit 2 – Trigonometry, the Pythagorean Theorem and transformations
- Unit 3 – Binomial expansion, factorisation and Quadratic relations
- Unit 4 – Errors in measurement, surface area and volume
- Unit 5 – Statistics
- Unit 6 – Probability

ASSESSMENT

| Formative | Summative |
|---|---|
| In class: <ul style="list-style-type: none">• Regular quizzes and retrieval practice• Mid-term quizzes for feedback | End of Term and Semester exams Multiple choice and short response Criteria: <ol style="list-style-type: none">1. Fluency2. Understanding3. Problem Solving and Reasoning |

ON BEING HUMAN

SUBJECT OVERVIEW

In Year 9, students explore the importance of connection to ourselves and to others. They consider how stillness, silence and spiritual journeys can lead to a deeper understanding of ourselves. They explore ancient and modern meanings of how we love one another, and the need to connect to those both within and outside of our community. Students investigate different aspects of conflict, taking a secular and multi-faith approach to discuss emotional awareness, effective communication and forgiveness. Students explore difference and disability, how we develop our perceptions of others, the importance of the language we use, and the role of the media in shaping beliefs. Students develop an understanding of how learning, listening and open communication builds genuine connection and a more tolerant world.

LEARNING EXPERIENCES

In this subject, students will:

- 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
- Examine current social and political issues through a faith-based, spiritual and secular lens, applying ethical frameworks to make reasoned judgements
- Use case studies from ancient and modern times, as well as popular culture and the academic world to explore what it means to live a good 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

- Connection with the self and others
- Dealing with Conflict
- Disability and Difference
- Film study: challenging perceptions to build a fairer world.

ASSESSMENT

There is no formal assessment in On Being Human.

SCIENCE

SUBJECT OVERVIEW

In Year 9, students explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

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

- Body Coordination & Homeostasis
- Atoms & Radioactivity
- Chemical Bonding & Reactions
- Energy
- Global Systems
- Light, Sound & Electricity

ASSESSMENT

| Formative | Summative |
|--|--|
| <ul style="list-style-type: none">• Regular quizzes and retrieval practice• End of Semester Practice Test | <ul style="list-style-type: none">• Term 1: Student Experiment Task• Term 2: End of Semester 1 Examination• Term 3: Research Examination• Term 4: End of Semester 2 Examination |

ELECTIVE SUBJECTS

CHINESE (MANDARIN)

SUBJECT OVERVIEW

The Year 9 Chinese (Mandarin) program builds on students' existing language foundations, extending their ability to communicate ideas and opinions across a broader range of topics and text types. Through the application of increased vocabulary, grammar and character knowledge, students develop the skills to construct extended written and spoken texts and to engage with more complex authentic materials. The program has a strong emphasis on analytical and evaluative skills, intercultural understanding, and the development of learner independence. Assessment techniques in Year 9 begin to mirror those used in the senior syllabus. Only students who have studied Chinese in Year 8 should consider this course. Students wishing to study Chinese in Years 11 and 12 must complete the Year 9 and 10 courses.

LEARNING EXPERIENCES

In this subject, students will:

- Communicate in Mandarin Chinese across listening, speaking, reading and writing, using language for genuine purposes within culturally relevant contexts
- Expand core vocabulary and grammatical knowledge to construct extended written and spoken texts with greater accuracy and complexity
- Develop increasing independence as language learners through the use of tools such as online dictionaries, digital platforms and blended learning technologies
- Engage with a variety of authentic and created texts, including conversations, films, short video clips, advertisements and written passages
- Analyse a range of text types, applying comprehension strategies and expressing opinions about characters, themes and ideas
- Develop skills in reading and writing Chinese characters, including the ability to look up unfamiliar characters in a Chinese dictionary
- Explore Chinese cultural practices related to each topic, comparing these with students' own backgrounds and perspectives
- Collaborate with peers through interactive activities, games and group tasks to practise and consolidate language skills

TOPICS OF STUDY

- All About Me (II): describing clothing and outfits; teenagers' daily routines and clothing culture in China
- Where Do You Live?: talking about places in a town and rooms in a house; navigating in Chinese-speaking cities
- Travel: Chinese festivals, seasons, famous places in Beijing, Xi'an, Guangzhou, Shanghai and souvenirs; planning a trip
- Shopping: bargaining and comparing prices at the marketplace; shopping habits and opinions on online shopping; cultural practices around haggling

ASSESSMENT

| Formative | Summative |
|--|---|
| <ul style="list-style-type: none">• Character writing and vocabulary practice• In-class oral activities, role plays and interactive tasks• Listening comprehension exercises• Reading comprehension tasks• Vocabulary and grammar quizzes• Draft responses and teacher feedback | <ul style="list-style-type: none">• Short response to stimulus examination• Extended response examination• Multimodal presentation with student-centred conversation• Combination short response and extended response examination |

DIGITAL TECHNOLOGIES

SUBJECT OVERVIEW

Students develop and modify innovative digital solutions, decompose real-world problems, and critically evaluate alternative solutions against stakeholder elicited user stories. Students acquire, interpret and model complex data with databases and represent documents as content, structure and presentation. They design and validate algorithms and implement them, including in an object-oriented programming language. Students explain how digital systems manage, control and secure access to data; and model cyber security threats and explore a vulnerability. They use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects. Students apply privacy principles to manage digital footprints.

LEARNING EXPERIENCES

In this subject, students will:

- use techniques, including interviewing stakeholders to develop user stories, to increase the precision of their problem definitions and solution specifications.
- prototype ideas, develop user stories and apply design criteria based on current and future needs and enterprising opportunities.
- consolidate their systems thinking by exploring how the hardware and software components of digital systems interact to manage, control and secure access to data.

TOPICS OF STUDY

- Innovate with AI
- Game Development
- Cyber Security
- Python Coding

ASSESSMENT

| Formative | Summative |
|--|---|
| <ul style="list-style-type: none">• Low fidelity prototypes• Brainstorming• Stakeholder feedback• Teacher Observation• Pitch rounds• Reflections• Wireframes | <p>Students will complete a portfolio of work that is built throughout each unit for AI, Game Development and Python Coding.</p> <p>Cyber Security Exam</p> |

DRAMA

SUBJECT OVERVIEW

The Year 9 Drama program builds on students' foundational performance skills through four units that explore a range of theatrical styles, dramatic texts and acting techniques. Students investigate scripted, devised and collaborative drama, developing increasing sophistication in their use of performance skills, dramatic conventions and analytical reflection. The program addresses achievement standards across Exploring and Responding, Creating and Making, Developing Practices and Skills, and Presenting and Performing.

LEARNING EXPERIENCES

In this subject, students will:

- Investigate the conventions of Greek Tragedy and Epic Theatre, including chorus work, direct address, split staging, narration and role-swapping
- Perform a scripted adaptation of Antigone, applying Epic Theatre conventions to communicate themes of moral conflict and civic responsibility
- Explore the conventions of Magical Realism through the contemporary Australian play Living with Lady Macbeth
- Devise original scenes in the style of Magical Realism, using abstract movement, symbolic staging, dream sequences and non-linear narrative
- Research and create Theatre in Education (TIE) performances designed for primary school audiences
- Conduct audience research, devising scripts and collaborating with primary students through workshops and live performance
- Develop Stanislavski's acting techniques including given circumstances, backstory, objectives, super-objectives, actioning and sense memory
- Select, learn and perform a monologue or duologue from a published script, applying the conventions of realism
- Maintain an Actor's Notebook to document and reflect on the character development process
- Analyse and annotate scripts to understand subtext, character motivation, dramatic structure and meaning
- Use voice, movement, physicality and relationship dynamics to sustain character through performance
- Apply technical elements including lighting, sound, props and staging to enhance dramatic meaning
- Reflect on and evaluating their own and others' performances through peer feedback, self-assessment and written analysis

TOPICS OF STUDY

- Greek and Epic theatre: Scripted performance of Sophocles' Antigone
- Magical Realism: Devised performance based on Rob John's Living with Lady Macbeth
- Theatre in Education: Devised performance for primary school students
- Monologues and Duologues: Solo or paired performance from a published script

ASSESSMENT

| Formative | Summative |
|--|--|
| <ul style="list-style-type: none">• In-class workshop tasks and drama exercises• Script annotation and planning documents• Practice performances and peer feedback sessions• Drama journal reflections and goal-setting tasks• Teacher observation and consultation throughout the rehearsal process• Quizzes | <ul style="list-style-type: none">• Group scripted performance• Group devised performance• Written evaluation• Solo or paired performance• Actor's Notebook (reflective journal) |

ECONOMICS & ENTREPRENEURIAL STUDIES

SUBJECT OVERVIEW

Economics and Entrepreneurial Studies introduces students to the principles of economics, personal finance and entrepreneurship, equipping them with knowledge and skills relevant to their lives as informed citizens, consumers and future participants in the workforce. The program will explain the interdependence of consumers and producers in the market, analyse how businesses respond to opportunities and risks, and evaluate strategies for managing financial resources effectively. Students engage with real-world contexts to understand how economic and business decisions are made, how entrepreneurship drives innovation, and how individuals can take purposeful action in local, national and global economic settings. The subject provides strong preparation for students considering Accounting or Economics in the senior years.

LEARNING EXPERIENCES

In this subject, students will:

- Apply economic models including supply and demand to represent how markets respond to changing conditions and resource scarcity
- Investigate real-world business case studies to explore how organisations identify opportunities, innovate and maintain competitive advantage
- Design and develop an entrepreneurial business concept, applying processes of problem identification, solution development, marketing and financial planning
- Create and pitch an original business idea to a panel, communicating ideas clearly and persuasively
- Analyse different business ownership structures and evaluate the risks and responsibilities involved in business operations
- Develop practical skills in budgeting, borrowing and investing using Microsoft Excel, applying these to real personal finance contexts
- Evaluate the role of entrepreneurship in driving economic and social change at local, national and global levels
- Construct and communicate economic and business arguments using data, case studies and evidence-based reasoning

TOPICS OF STUDY

- Basic principles of economics: scarcity, demand and supply, and core economic models
- Growing a business: ownership structures, maintaining competitive advantage and innovation
- Entrepreneurship: problem and solution identification, financing, marketing and developing a business concept
- Personal finance: budgeting, borrowing and investing

ASSESSMENT

| Formative | Summative |
|--|--|
| <ul style="list-style-type: none">• Retrieval practice and economic concept activities• Case study analysis tasks• Entrepreneurship pitch rounds and peer feedback• Budget development tasks using Microsoft Excel• Draft responses and teacher feedback | <ul style="list-style-type: none">• Combination multiple choice, short response and response to stimulus examination• Research report• Multimodal presentation |

FOOD & DESIGN

SUBJECT OVERVIEW

Food, Textiles and Design incorporate food preparation and presentation, kitchen hygiene, fibres and fabric production and application, the fashion design process, hand and machine fabrication skills, and safe operation and maintenance of equipment. In Design they apply creative skills in the investigation of the design process.

LEARNING EXPERIENCES

In this subject, students will:

FOOD

- 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 and time
- Decision making and problem solving in relation to meal planning and practical tasks
- Evaluating food, processes and presentation

TEXTILES

- Undertake hand and machine sewing, using the sewing machine and overlocker
- Select resources for use, such as fabric and embellishments
- Use clothing patterns and comprehend dimensional aspects
- 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 in sustainable contexts

TOPICS OF STUDY

- Sustainable Design
- Fresh Versus Convenient Food
- Sustainable textiles – breaking the cycle of fast fashion

ASSESSMENT

| Formative | Summative |
|---|---|
| <ul style="list-style-type: none">• Low fidelity prototypes• Brainstorming• Stakeholder feedback• Teacher Observation• Peer to Peer feedback rounds• Reflections• Journal | Students will complete a portfolio of work for each unit that incorporates planning, prototyping and practical elements of each unit. |

FRENCH

SUBJECT OVERVIEW

The Year 9 French program builds on students' developing language skills, extending their communicative competence across a broader and more complex range of contexts and text types. Students engage with the four macro-skills of listening, speaking, reading and writing to interact, describe, narrate, express opinions and discuss past, present and future events in culturally appropriate ways. The program has increasing emphasis on responding to unpredictable language, applying intercultural understanding, and reflecting on how the French language shapes identity, culture and global connection. Students who wish to study French in Years 11 and 12 must complete the Year 9 and 10 courses.

LEARNING EXPERIENCES

In this subject, students will:

- Communicate in French across all four macro-skills — listening, speaking, reading and writing — using language for genuine purposes within realistic contexts
- Develop accuracy and fluency in French by expanding core vocabulary and grammatical structures, including past and future tenses
- Engage with a range of authentic and semi-authentic texts, including conversations, songs, news articles, advertisements, narratives and role plays
- Participate in interactive and purposeful language activities, including conducting interviews, performing skits and dialogues, and telling anecdotes
- Develop strategies for responding spontaneously to unpredictable language in unrehearsed situations
- Investigate French-speaking cultures across the world, comparing cultural values, practices and perspectives with their own
- Use digital technologies to engage directly with the target language and culture in a range of purposeful ways
- Reflect on their own language learning, building independence and developing strategies to extend their proficiency beyond the classroom

TOPICS OF STUDY

- Household tasks and responsibilities
- Daily routines
- Holiday plans – past and future
- Talking about past events
- Recent social events
- Describing housing

ASSESSMENT

| Formative | Summative |
|---|---|
| <ul style="list-style-type: none">• Vocabulary and grammar activities• In-class oral practice, and role plays• Listening comprehension exercises• Draft written responses and teacher feedback | <ul style="list-style-type: none">• Listening examination• Speaking assignment/examination• Reading examination• Writing examination |

GEOGRAPHY

SUBJECT OVERVIEW

Students in Geography learn how peoples' activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.

LEARNING EXPERIENCES

In this subject, students will:

- Develop a range of questions about a geographical phenomenon or challenge
- Collect, represent and compare relevant and reliable geographical data and information using primary and secondary research methods and materials
- Interpret and analyse data and information to explain patterns, trends and relationships
- Draw evidence-based conclusions about the impact of a geographical phenomenon or challenge
- Develop and evaluate strategies, predict impacts and make recommendations
- Use geographical knowledge, concepts, terms and digital tools to develop descriptions, explanations and responses that acknowledge research findings

TOPICS OF STUDY

- Biomes and Food Security
- Geographies of interconnections: Tourism and Fast Fashion

ASSESSMENT

| Formative | Summative |
|---|--|
| <ul style="list-style-type: none">• Retrieval practice• In-class monitoring and feedback• Homework tasks• Practice assessment questions• Practice assessment papers | <ul style="list-style-type: none">• Combination response examination• Data Report• Extended response examination |

LEGAL STUDIES

SUBJECT OVERVIEW

Legal Studies introduces students to the legal system that governs Australian society and its connections to civic life, democratic values and human rights. Students develop their understanding of how laws are made, interpreted and applied, and examine the structures, institutions and processes that underpin the Australian legal system. In the program students will analyse how Australia's federal system of government operates, explain the role of the courts and evaluate the extent to which laws and legal institutions uphold justice, fairness and democratic principles. Students are empowered to think critically and constructively about the law and its role in shaping a just and equitable society. Assessment techniques mirror those used in the senior years, providing strong preparation for students considering Legal Studies in Years 11 and 12.

LEARNING EXPERIENCES

In this subject, students will:

- Investigate the nature and purpose of law, and how laws are made and reformed in Australia's federal system of government
- Examine the structure and function of the Australian court system, including the roles of key participants in the trial process
- Analyse primary sources of law including legislation, case law, media reports and expert legal commentary to identify and interpret key legal issues
- Evaluate the Australian legal system's capacity to protect human rights and deliver just and equitable outcomes
- Investigate the principles of civil law, including consumer protection and remedies for misleading or deceptive conduct
- Synthesise information from multiple legal sources to construct informed, evidence-based arguments and recommendations for law reform
- Develop and apply legal reasoning skills to evaluate competing perspectives and the significance of legal issues
- Communicate legal knowledge and analysis through a range of modes, including extended writing, structured responses to stimulus, and multimodal presentations

TOPICS OF STUDY

- Introduction to Law, Government and Democracy: the nature and purpose of law; how laws are made in Australia's federal system
- The Court System: the structure of Australian courts; the trial process and the roles of key participants
- Human Rights and International Law: the nature and importance of human rights; how the legal system protects rights in Australia and internationally
- Civil Law: consumer protection; misleading and deceptive conduct; penalties and remedies

ASSESSMENT

| Formative | Summative |
|---|---|
| <ul style="list-style-type: none">• Retrieval practice and vocabulary activities• In-class discussion and structured debate• Source analysis tasks• Draft written responses and teacher feedback• Practice examination questions and papers | <ul style="list-style-type: none">• Combination short response and extended response to stimulus examination• Multimodal assessment• Investigative Report |

MUSIC

SUBJECT OVERVIEW

The Year 9 Music program develops students' analytical, performance and compositional skills across two units. In Semester 1, students explore contemporary rock and popular music through the unit 'Rock On!', culminating in a live public performance. In Semester 2, the Program Music unit broadens students' musicological understanding as they study instrumental music across the Baroque, Classical and Romantic periods and compose a string quartet arrangement. The program addresses achievement standards across Exploring and Responding, Developing Practices and Skills, Creating and Making, and Presenting and Performing.

LEARNING EXPERIENCES

In this subject, students will:

Semester 1 — Rock On!

- Analysing the elements of music in contemporary songs through aural and score-based listening activities
- Learning chords and chord progressions on guitar and keyboard, including G, Em, D, C, Am and A
- Developing ensemble skills by rehearsing and performing in a rock band for a public 'Battle of the Bands' event
- Building stage presence, confidence and collaborative rehearsal skills across the term
- Composing an original contemporary song with an introduction, verse, chorus and memorable hook
- Writing for voice and guitar or piano, with extension opportunities for additional instruments and countermelodies
- Recording compositions using Soundtrap and submitting with a written composition statement
- Reflecting on performance and compositional progress using music terminology

Semester 2 — Program Music

- Identifying how program music is used today by comparing features to earlier works
- Studying some of the most well-known composers and works
- Developing aural skills through melodic and rhythmic dictation, sight-singing and score annotation
- Performing a solo piece that tells a story or creates a specific mood, demonstrating expressive technique
- Understanding compound time (6/8), minor keys, cadences and the alto clef
- Composing a string quartet arrangement in MuseScore or Sibelius, harmonising a given melody using chord progressions
- Manipulating elements of music including dynamics, articulation, register and rhythm to represent a visual image

TOPICS OF STUDY

- Rock On! — ensemble and solo performance;
- Contemporary song composition using Soundtrap
- Program Music — musicology and solo performance; string quartet arrangement using MuseScore or Sibelius

ASSESSMENT

| Formative | Summative |
|---|--|
| <ul style="list-style-type: none">• Weekly aural and theory exercises including dictations and quizzes• In-class rehearsal observations and teacher feedback• Composition draft submissions and checkpoint reviews• Mock performance and peer feedback sessions• Rehearsal reflection diary and ongoing self-evaluation• Quizzes | <ul style="list-style-type: none">• Group 'Battle of the Bands' performance• Solo performance• Written reflection• Original contemporary song composition• Composition statement• Musicology essay• Annotated score• String quartet arrangement (MuseScore/Sibelius)• Written Composer's Notes |

PHYSICAL EDUCATION

SUBJECT 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.

LEARNING EXPERIENCES

In this subject, 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
- 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

TOPICS OF STUDY

The following list 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.

- Functional Anatomy
- Biomechanics
- Sports Psychology
- Equity in Sport – Barriers and Enablers
- Sports Aerobics
- Track and Field
- Badminton
- Netball

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• Multi-modal presentation – Project Folio |

STEM

SUBJECT OVERVIEW

STEM is a course that challenges and inspires students in year 9 to develop their critical and creative skills across the disciplines of Science, Technology, Engineering and Mathematics through a practical, interdisciplinary approach. Students will undertake a series of context-based projects that utilise the engineering design, build and refine cycle, combining mathematical reasoning with the application of technology and scientific understanding. These projects involve a hands-on approach to finding practical solutions to real-world problems, with each semester introducing a more complex project that builds on the skills and knowledge acquired previously.

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.

LEARNING EXPERIENCES

In this subject, students will:

- Solve real-world problems and create innovative engineering solutions
- Use Fusion 360 3D modelling software to design and visualise solutions
- 3D print components and prototypes
- Laser cut materials for design and fabrication projects
- Program and code using Arduino software
- Operate power tools and equipment safely

TOPICS OF STUDY

The following show examples of possible topics that may be covered (but not limited to) during the Semesters.

- **Rocketry:** Students learn rocketry physics, then design, build, and launch rockets in groups. Using laser cutters and 3D printing, they consider nose cone shape, tail fins, and rocket height for optimal aerodynamics. They apply physics and math to ensure structural integrity, measure altitude with clinometers, and refine designs through reflection and improvement.
- **Wind Turbines:** Students explore wind-powered electricity generation and electrical circuits, understanding voltage, current, and resistance. They design and test turbine blades to maximise power output, documenting incremental improvements through iterative design cycles.
- **Environmental Awareness Response System (EARS):** Students develop an environmental response system using Micro:bit to detect conditions like CO₂ levels, earthquakes and temperature levels. They use CAD software for 3D printed components and gain extra points for automation and additional features. They also troubleshoot coding errors and demonstrate competency in software and hardware integration.
- **Sustainable Cities and Communities:** Students address the United Nation's Goal 11 to identify a real-world problem. They follow the engineering cycle to research, plan, create, and improve a solution, presenting their project to industry representatives in a Shark Tank-style event.

ASSESSMENT

| Formative | Summative |
|--|---|
| <ul style="list-style-type: none">• Peer review sessions on product designs or code• Build and test phases, students receive real-time feedback through teacher observation and peer review, to diagnose problems and refine their designs iteratively. | <ul style="list-style-type: none">• Term 1 - Multimodal Portfolio• Term 2 – Multimodal Portfolio• Term 3 – Multimodal & Presentation• Term 4 – Multimodal & presentation |

VISUAL ART

SUBJECT OVERVIEW

The Year 9 Visual Arts program develops students' skills across drawing, painting and mixed media through four units that explore still life, sustainability and landscape. Students investigate focus artists, develop personal expression across a range of materials and techniques, and produce resolved artworks supported by analytical and reflective written responses. The program addresses achievement standards across Exploring and Responding, Developing Practices and Skills, and Creating and Making.

LEARNING EXPERIENCES

In this subject, students will:

- Investigating the work of still life artists including Margaret Olley and Henri Matisse, analysing their use of composition, colour and personal expression
- Developing observational drawing skills using graphite, exploring depth, proportion and arrangement
- Exploring colour theory including tonal scales, hue, shade, tint and colour mixing through practical exercises
- Creating acrylic still life paintings with deliberate tonal variation, blending techniques and refined surface quality
- Critiquing exemplar artworks using visual arts terminology to inform and improve their own making
- Investigating sustainability as a visual arts concept through artists who work with waste and repurposed materials
- Weaving brightly coloured packaging to create a textile, applying the elements of pattern, line, colour and texture
- Enlarging a woven surface to A3 using grid enlargement techniques, exploring scale, repetition and line weight
- Investigating Paul Klee's use of text and grid structures to create environmental comment artworks
- Painting enlarged drawings using watercolour, testing opacity, wet-on-wet and wet-on-dry techniques
- Constructing 2D collages from recycled materials to communicate a personal environmental message
- Selecting a landscape theme and creating A3 oil pastel artworks, applying blending, layering and pressure techniques
- Exploring artists such as Auguste Renoir as inspiration for capturing mood, light and atmosphere in landscape
- Documenting the creative process through art journal annotations, folio entries and technique testing
- Writing artist statements and written reflections that evaluate artistic decisions using visual arts terminology

TOPICS OF STUDY

- Observing the Obvious (Folio) — drawing and acrylic painting folio inspired by Margaret Olley and Henri Matisse
- Observing the Obvious (Still Life Painting) — resolved acrylic still life painting on canvas;
- Written reflection
- Sustainability in Art — four-task folio including woven packaging, A3 grid drawing, watercolour painting and recycled materials collage; artist statement
- Oil Pastel Landscape — A3 oil pastel landscape artwork

ASSESSMENT

| Formative | Summative |
|--|--|
| <ul style="list-style-type: none">• In-class skill-building exercises and technique practice• Draft written responses with teacher feedback• Checkpoint reviews of artwork progress and art journal documentation• Peer critique activities using visual arts terminology• Individual teacher–student verbal feedback consultations• Quizzes• Artist pages | <ul style="list-style-type: none">• Drawing and acrylic painting folio• Written analysis and evaluation• Resolved acrylic still life painting on canvas• Art journal folio• Written reflection• Artist statement evaluating both resolved artworks• A3 oil pastel landscape + watercolour landscape study• Artist statement |

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