YEAR 10 **2018**

10 Curriculum HANDBOOK

Mission Statement

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

CONTENTS

St Margaret's

June 2017

Dear Parents / Guardians

Learning is not attained by chance; it must be sought for with ardour and diligence.
Abigail Adams (1744-1818)

St Margaret's offers broad subject choice for students. In 2018 students in Year 10 will have the opportunity to engage in a range of subject areas as they continue their learning journey and prepare to meet the challenges of the future. The subjects they choose will form their academic program for the whole year. This continuity will allow them to develop their cognitive skills and provide them with a depth of conceptual understanding which will act as a solid foundation for the more senior years.

As you are no doubt aware, your daughters will be the first cohort to go through their senior studies under the new system. This will provide them with an ATAR for the purpose of tertiary entrance, rather than an OP. In terms of subject selection, the same principles apply as in the past. Students should choose subjects they enjoy, keeping in mind their future aspirations and demonstrated aptitudes. While Year 11 and 12 subjects will be scaled in terms of their contributions to an ATAR, this should not be used by students to choose the subjects they will study, either in the senior years or in this very important preparatory year.

The core plus elective approach to curriculum design embraced at St Margaret's aims to prepare students for whatever endeavour they ultimately wish to pursue. We believe that it is important for girls to keep their options open through their choice of subjects. This curriculum handbook is an important document to read as part of the subject selection process. I would also encourage students and parents to talk to teachers about making suitable choices. Learning is a lifelong endeavour and students are not expected to have made decisions about their future career aspirations as they enter Year 10. It is important; however, for them to choose wisely so that the learning is engaging and their opportunities maximised.

I do hope your daughter enjoys the growth that comes from an engaging learning program and wish her well in her studies.

Yours sincerely

Ros Curtis
PRINCIPAL

YEAR 10 – 2018

The academic program for Year 10 students at St Margaret's Anglican Girls School in 2018 will consist of six compulsory subjects and three elective subjects. Although Mathematics is a core subject there are two strands offered. Teachers will assist students to choose the strand most appropriate for them at this stage of their education.

To ensure the learning opportunities available offer academic rigour and the depth necessary to enable a smooth transition into Year 11, electives are chosen for the year.

Core	Electives
English Mathematics Science History Religious and Values Education Health and Physical Education	Drama Economics and Entrepreneurial Studies Digital Technologies Food & Textiles Geography Languages – French, Mandarin Legal Studies Music Physical Education STEM Extension Visual Art

Some of the most important academic decisions students make at school are those relating to subject selection. These decisions are important as they influence a student's engagement in her learning. Subject selection can also impact on career plans after leaving school. As an overall strategy, it is suggested that students choose subjects which:

- they enjoy
- they have demonstrated some success in or feel able to develop in
- will help them to develop skills, knowledge and attitudes useful throughout life
- help them to achieve their chosen career goals if such goals have been formulated
- keep their career options open should they be unsure of their post-school direction (being uncertain of career direction at this age is quite normal) or change their minds

This handbook allows students to view the course outlines within each discipline and possible requirements for entry to Year 11 Subjects for 2019. Advice from the Careers Counsellor, Ms Johnston is available to assist girls with subject choices. Once again it is emphasised that levels of motivation, interest and ability already demonstrated in each area should be considered.

Year 10 students will study three electives for the year. One of these electives will be studied for four lessons a week (a major) and the other two will be studied for three lessons a week (minors). The difference between a major and a minor relates entirely to the amount of time spent on it so students are encouraged to choose a subject they enjoy most as their major. It should be noted, that students wishing to undertake a language in Years 11 and 12, will need to continue this language in Year 10, so that the demands of the senior curriculum can be met.

Once students have made their initial selections, the 2018 timetable will be prepared. Staffing and resource constraints oblige us to remove those courses which are not sufficiently supported by student selection. All students affected will be asked to reselect from those courses available.

St Margaret's will allow Year 10 students participating in an elite sporting or performance program the option to have an independent study option. Applications for this option are made through the Flyers program.

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

THE PROCESS FOR ONLINE SUBJECT SELECTION

In Term 3 the Year 9 students will be addressed by each Head of Faculty during Year Level Assembly time. The curriculum details and requirements of each elective subject will be outlined. Students will have the opportunity to ask questions about the subjects they may be interested in pursuing next year.

In addition to these information sessions, the School will conduct a Parent Information Evening on **Monday 7 August**. This event will incorporate a Subject Expo where parents and students can speak with staff about subject offerings, as well as a tertiary/careers exhibition.

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

1. During Form Class students will receive their **Web Preferences Access Guide** to be used when selecting 2018 subjects online. Please note this is the only method acceptable for subject selection.

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

3. The girls will have three opportunities to change their preferences but the final selection must be completed by **Friday 11 August 4.00pm**.

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

If there are any difficulties with the online process please contact Jodi Fisher-Grimshaw on 3826 0771.

INDEPENDENT STUDY OPTION FOR FLYERS

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. The Independent Study Option (ISO) may be considered when the School believes that it is in the student's best interests to have a lighter academic load for a semester. In this event, it is expected that students will use the time at school for study purposes maximising their capacity to prepare for their extra-curricular activities at other times. This flexibility is provided to assist students maintain their wide-ranging commitments in a balanced and positive way.

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 Flyer application and submit to the Head of Sport, Head of Performance or Head of Faculty – Arts and Design
- Have an interview with the Head of Sport, Head of Performance or Head of Faculty – Arts and Design to discuss a training / practice schedule identifying the number of hours assigned to the activity per week and following this interview receive a letter of recommendation to support the application for this elective option
- Make an appointment to discuss the recommendation with the Deputy Principal
- Demonstrate conduct with a high degree of-discipline;
- Communicate with their Head of Year, and meet regularly with the Head of Sport, Head of Performance or Head of Faculty – Arts and Design to provide details as to how the time will be utilised

ELECTIVE SUBJECTS

DIGITAL TECHNOLOGIES

COURSE OVERVIEW

Digital Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

The practical nature of Digital Technologies engages girls in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions.

TOPICS OF STUDY

- 3D Object design
- Robotics programming
- Video editing
- Game programming
- Web site development
- Graphic Design
- Digital Systems

LEARNING EXPERIENCES

Students will undertake tasks to enable them to:

- Design and print 3D objects
- Design, create and maintain web sites
- Design and program interactive games
- Build and program robots
- Investigate and evaluate digital systems
- Create and manipulate graphics and videos

ASSESSMENT

Assessment in this subject is based on folio completion and project work and includes the following criteria: Collecting, managing and analysing data; Defining, designing, implementing and evaluating; Collaborating and managing

DRAMA

COURSE OVERVIEW

In this year long course, students will extend on their prior knowledge of the elements of Drama within forming and presenting dimensions. Additionally, improvisation and acting techniques will be explored to create engaging theatrical experiences. Particular reference will be given to acting techniques, concluding with a large-scale production delivered to a live audience. This course is structured so that students who do not study Drama in Year 9 are not disadvantaged.

TOPICS OF STUDY

- Improvisation
- Course Production (full length play performed to audience)
- Acting Studies
- Gothic/Magical Realism

LEARNING EXPERIENCES

- Exploring the elements of Drama in the shaping of performances for an audience
- Developing literacy through workshopping text into action; including student devised scripts
- Researching and linking existing text with self-devised work
- Viewing live performances as fundamental learning in the arts

ASSESSMENT

- Forming: focused script or movement work
- Presenting: play text or student devised performance
- Responding: analysis of live or recorded live performance.

ECONOMICS AND ENTREPRENEURIAL STUDIES

COURSE OVERVIEW

Students will study the two disciplines of Economics and Accounting. Initially, students are introduced to the fundamental principles of economics, including the Circular Flow Model and the Market Mechanism. Students then explore Australia's place in the global community by looking at different economic systems and investigating the nuances of international trade. Students are given the opportunity to become familiar with the basic principles of Accounting and use these to analyse balance sheets and profit and loss statements. The course also enables the opportunity for students to explore the dynamic role that entrepreneurship plays in our local, national and international community as an agent of creative destruction.

This subject aims to provide students with a broad overview of Economics and Accounting to aid their selection of senior subjects. It will also be useful for those students considering completing the Business Diploma.

TOPICS OF STUDY

- Basic principles of Economics - demand and supply, the circular flow model and the government's role in steering the macroeconomy
- An introduction to Accounting – types of accounts, reporting, and the use of financial ratios to inform business decision making
- The global village – economic development, free trade and Australia's place internationally
- Entrepreneurship and teamwork

LEARNING EXPERIENCES

- Enhancing economic understanding through class discussion
- Studying and applying economic models
- Undertaking research and investigation
- Applying knowledge to case studies of small businesses
- Making recommendations based on financial ratios

ASSESSMENT

Assessment instruments deployed in this course will mirror the assessment techniques and academic skills that students will be expected to replicate in their study of Accounting and Economics in the senior years. These include:

- Combination short response and response to stimulus examination
- Research report
- Extended response to stimulus examination
- Multi-modal presentation

ENGLISH AS AN ADDITIONAL LANGUAGE

COURSE OVERVIEW

This subject provides additional scaffolding and instruction to support the language requirements of Year 10 subjects. Smaller class sizes, typical of this subject, allow a more flexible and responsive environment that is well suited to students for whom English is an addition language. This elective provides student with time for individual support and feedback.

Topics studied are organised according to students' broader assessment obligations. Students will learn about how language changes depending on purpose and context and appreciate that changes in genre and register can be used to either persuade, inform or analyse. Students will also be given intensive guidance regarding critical literacy to support their analysis of subjective texts.

Where appropriate, these skills will be taught within an historical and geographical context to expand students understanding of Australia and the world.

TOPICS OF STUDY

- Common genres and text types such as essays, feature articles, reports, short stories, speeches
- Language register for different purposes such as academic, persuasive and imaginative styles
- Critical literacy and the construction of analytical arguments
- Speaking and non-verbal language skills
- Reading and research skills, note taking, summarising, synthesising

ELIGIBILITY

English as an Additional Language will suit students for whom English is not their first or home language. Eligibility for this elective will be determined upon consultation and recommendation of the subject coordinator.

ASSESSMENT

All assessment within English as an Additional Language is formative, ranging from short tests of skills in reading, writing, speaking and listening to longer tasks such as research essays and reports.

FOOD AND TEXTILES TECHNOLOGY

COURSE OVERVIEW

This course aims to further develop essential skills for life that lead to good food choices, enhanced wellbeing, consumer awareness and design thinking. Students will engage in deeper learning about the importance of making informed decisions, analyse alternative solutions to problems, and reflect upon the needs of individuals and groups of people. This is undertaken in experiential practical classes interacting with materials and resources. Theory course work involves investigating and analysing contexts and issues, and at times, attending industry relevant excursions.

TOPICS OF STUDY

- Nutrition, the Australian Guide to Healthy Eating and individual dietary needs
- The food industry, food sources, the impact of culture and consumer demand
- Interior design, textile design, and the design elements
- Cultural textiles, fashion design, pattern drafting and alteration, promotion and marketing

LEARNING EXPERIENCES

- Gather knowledge about dietary requirements for medically diagnosed conditions such as diabetes, coeliac disease, lactose intolerance, and non-communicable diseases
- Explore local produce, seasonal variations, promotion of food products, and food innovations
- Learn a variety of food preparation and presentation principles
- Plan and produce menus
- Use a range of kitchen appliances and tools in the production of complex dishes
- Experience and appreciate various food flavours, textures and presentation styles
- Design thinking to assess context, socio-cultural influences, user needs and design features
- Garment components, accessories, and body shapes
- Development of basic to advanced sewing and construction skills in the making of textile items such as soft furnishings and clothing
- Employ decorative textile techniques such as tie dying, screen printing and stencilling, appliqué, beading, sequins, hand painting and quilting
- Apply pattern styling and construction techniques to produce clothing items, employing sewing machines, overlocking and fastenings

ASSESSMENT

- Process journal outlining the student's design thinking – processes involving gathering facts, applying knowledge, analysing, assessing user needs, developing of design solutions, making, and reflecting
- Production processes - food and textile items, that are examined in terms of their development, design suitability, functionality, quality and variety of skills

GEOGRAPHY

COURSE OVERVIEW

Geography focuses on the investigation of specific environmental management and human development and well-being issues. Each semester students will have the opportunity to complete studies in these two areas.

Students will commence their course with an overview of the major challenges facing key biomes and regions around the world. They will consider how different people's perceptions and backgrounds affect their ability to respond and engage with these challenges and mitigate their effects. The views of indigenous groups including Australian Aboriginal and Torres Strait Islander peoples along with other stakeholder groups will be reflected upon and considered when evaluating strategies to manage change.

In the second unit students will examine global, national and local differences in human wellbeing. To do this they will study economic, social and demographic indicators and their Human Development Rank. The characteristics of developing and developed countries will be compared and the spatial differences will be considered. Programs designed to reduce the inequalities between places will be analysed and students will explore countries exhibiting distinct differences in human well-being from Australia, including India and Brazil.

Unit 3 will see students visiting and studying landscapes that pose management challenges for local government authorities. Students will undertake an inquiry investigation into the strategies used to minimise risks and hazards. The girls will study coastal and mountainous landscapes and how people use these areas in south-east Queensland and around the world.

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

Students will use spatial technologies to visualise distribution patterns and develop management solutions to these issues. They will investigate the impact of conflict and spatial variations in human well-being at various scales. Field work and excursions will enable the girls to see first-hand the issues discussed in class and bring a level of reality into the classroom.

TOPICS OF STUDY

- Environmental change and management
- Geographies of human wellbeing

LEARNING EXPERIENCES

- Develop spatial literacy skills and communication skills using written and non-written genres
- Engage in field work and research tasks including reflection on all stages of an inquiry
- Become proficient in the design of an inquiry and research questions, as well as in the location of sources of evidence and the recording of field data
- Analyse, interpret and evaluate the authenticity sources, their worth, bias, reliability and purpose, by drawing conclusions and supporting ideas with evidence
- Develop and use criteria to make logical and justified decisions
- Explore attitudes and values associated with the quality of human life, the sustainability of the environment, social justice and democratic processes

ASSESSMENT

May include:

- Practical and or Knowledge test
- Field work
- Multi-modal presentation based on research

LANGUAGES - FRENCH

COURSE OVERVIEW

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

The benefits of learning a language accrue not only to the individual but also to the nation as a whole. Our trade, cultural and tourist links with other countries are enhanced if we have a pool of varied language expertise, including Australians from both English and non-English speaking backgrounds. The ability to use a language other than English can increase students' post-school options in a country with such strong international links. Experience has shown that learning a language contributes to and enriches the educational, intellectual, personal, social and cultural development of learners and has the potential to improve the quality of their participation in a rapidly changing world. As an incentive to continue the study of French, Australian universities have historically offered bonus rank points to any Year 12 student who receives a passing grade in their course of study – it is expected that this bonus will continue to be made available in the forthcoming changes to tertiary entrance in Queensland.

TOPICS OF STUDY

The following topics are explored during the Year 10 language course: buying food and drink, talking about sporting injuries and illnesses, discussing how things used to be in the past, constructing a narrative using a range of past tenses, talking about personal relationships and problems, offering advice, expressing desires for the future.

LEARNING EXPERIENCES

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

ASSESSMENT

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

LANGUAGES - CHINESE (MANDARIN)

COURSE OVERVIEW

China, along with other Chinese-speaking countries and regions, such as Taiwan, Singapore and Hong Kong, is among the largest, most dynamic and fastest-growing economies in the world. Students who have the ability to speak Chinese will be a highly-valued commodity in an increasingly competitive job market. Currently, approximately only 400 students study Chinese to Year 12 level across Australia, making those graduates with fluency in Chinese still relatively unique. Many of these graduates combine their studies of Chinese with Law, International Business, International Relations, Engineering, Journalism and Tourism at a tertiary level.

The Year 10 Chinese course is designed to prepare students for the Year 11 and 12 course and is therefore a prerequisite for senior Chinese study. Students will deepen their cultural understanding of Chinese speaking communities and develop new perspectives on cultural differences. By the end of this course students will be able to communicate ideas and opinions on current social issues in both written and spoken texts. They will also be able to examine texts for underlying meaning and analyse the information presented and language used.

Opportunities also exist for students to take part in future China Study Tours, allowing students to visit China and to meet with Chinese exchange students in Australia. Many of our students will be taking advantage of some of these opportunities in September this year. As an incentive to continue the study of Chinese, Australian universities have in recent years offered bonus rank points to students who successfully complete the Year 12 Chinese course – it is expected that this bonus will continue to be made available in the forthcoming changes to tertiary entrance in Queensland.

Only students who have studied Chinese in Year 9 should consider undertaking this course.

TOPICS OF STUDY

Fresh Market – 太贵了 (tàiguìle) **!** Anyone who has travelled to China would have learnt the Chinese term for 'That's too expensive!'. Shopping at the fresh market is a part of everyday life in China and bartering for your fish, pork or fruit and veg is part of the experience. Students will take part in market place role plays and express their opinion on the benefits of market place shopping.

Health – Does acupuncture really work? Do you know what moxibustion is? Students will evaluate the pros and cons of western and Chinese medicine and express their opinion in a teacher-student role play. They will also analyse other people's perspectives on health issues.

Environment – Students will investigate current environmental issues affecting China and Australia for example air pollution, banning of plastic bags, panda habitat destruction and the environmental impact of China's booming economy. They will also evaluate various texts reporting on these issues.

LEARNING EXPERIENCES

Students will continue to be exposed to a range of carefully designed visual, aural, written and kinaesthetic resources and activities, catering to individual learning needs. Digital technologies will be employed where appropriate to improve independent learning skills. Apart from class favourites such as The Whiteboard Game, Sentence Races, Toad Stomp, Rapid Recognition, Quizlet Live and Kahoot, students will improve their ability to analyse various text types by completing comprehension tasks and written work. Students will also watch movies and short clips and express their opinion on characters and story line.

ASSESSMENT

Students will complete both prepared assessments and examinations as a part of the Year 10 Chinese course. Assessments will involve analysing intermediate level texts such as podcasts, magazine articles and profiles as well as the creation of audio visual digital presentations, taking part in teacher-student discussions and performing role-plays.

LEGAL STUDIES

COURSE OVERVIEW

Legal Studies is centred on the interaction between the discipline of law and society. This subject considers the legal system that regulates activities and aims to protect the rights of all individuals and balances these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be informed and better able to constructively question and contribute to the improvement of laws and legal processes. Knowledge of the law enables students to have confidence in approaching and accessing the legal system, and provides them with an appreciation of the influences that shape the system. It empowers students to make constructive judgments and knowledgeable commentaries on the law and its processes from critical perspectives. The subject satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

TOPICS OF STUDY

- Introduction to law
- Criminal investigations and the trial process
- No win, no fee: An introduction to civil law
- Crime and Punishment
- She said, he said: Where does free speech end and defamation start?
- Indigenous Australians and the law

LEARNING EXPERIENCES

The learning experiences deployed in Legal Studies will be crafted in such a way that they enable students to best demonstrate the objectives upon which they will ultimately be judged in this subject. The learning experiences, therefore, will entail:

- Determining key legal issues through the use of primary and/or secondary sources such as legislation, cases, media and expert commentary,
- Comprehending key facts, law and concepts associated with the Australian legal system,
- Investigating Australian Law through the use of media and databases,
- Analyse legal concepts to determine the nature and significance of troublesome legal issues
- Synthesise ideas in order to make informed decisions about the suitability of the law,
- Make recommendations for changes and reform to the law,
- Communicating through essays, research projects and multimodal presentations, and
- Reflecting on legal outcomes.

ASSESSMENT

Assessment instruments deployed in this course will mirror the assessment techniques and academic skills that students will be expected to replicate in the senior years. These include;

- Combination short response and extended response to stimulus examination
- Inquiry report
- Argumentative essay

MUSIC

COURSE OVERVIEW

Music contributes to the holistic development of the individual through aspects such as memory, co-ordination, concentration and creativity. Students studying Music are empowered by the medium of music to gain insight into their ever-changing world, to develop self-discipline and to deepen their aesthetic awareness. Central to the Year 10 Music Course are the three interacting dimensions of listening, composing and performing. The Year 10 course is presented so that students who did not study Music in Year 9 will not be disadvantaged.

TOPICS OF STUDY

"Innovators" and "You're The Voice"

- **'**Innovators' will focus on the music of the most significant composers of each musical era, such as Beethoven, The Beatles, Queen, Stevie Wonder, John Williams, Michael Jackson, Stravinsky, Mozart, Louis Armstrong and Debussy, as well as current pop idols.
- **'**You're the Voice' focuses on the history of popular vocal music from early vocal music of 17th and 18th Centuries, to today's most popular singer/songwriters, stage musicals and films.

"Animate" and "Musical Storytellers"

- **'**Animate' teaches students about writing music for animation and film. Students will use technology to create their own animated film soundtracks and will explore the creative process of some of the greatest animated film scores from early Disney films through to modern computer animated films
- **'**Musical Storytellers' will explore the stories and inspirations behind a variety of styles and genres of art, popular, electronic and world music. Students will create and perform their own story-based compositions

LEARNING EXPERIENCES

It is anticipated that students who undertake this course will:

- Perform a variety of pieces and demonstrate an understanding of the processes involved in music creation
- Develop their own compositions that can be performed, recorded and notated on the 'Sibelius' and 'Garage Band' programs
- Develop their critical literacy through activities that develop higher order thinking skills and creative problem-solving skills
- Develop social and personal skills that promote group co-operation, responsibility, confidence and self-esteem
- Develop individual performance skills on instruments or voice through large and small ensemble practices

ASSESSMENT

Students complete one assessment task in each of the three dimensions (Analysing, Composing and Performing) each semester. Analysing tasks include exams and written assignments. Composing tasks are individual and students are encouraged to utilise the technology and recording facilities available. Students can choose to either sing or play an instrument for their performing tasks and can perform as a soloist or as a member of an ensemble. In consultation with their teacher, students have the flexibility to manipulate their assessment tasks to utilise their individual strengths and talents.

PHYSICAL EDUCATION

COURSE OVERVIEW

The knowledge, understanding and skills taught through Physical Education will enable students to enhance their own and others' participation in a diverse range of physical activities. The program consists of applying topics (linked to improving individual performance) directly to a variety of games, sports and performances. The study of this subject will provide students with the foundations for learning and is aligned to the Physical Education syllabus offered in the senior years.

TOPICS OF STUDY

The following overview illustrates the proposed course of study for Year 10. The order of delivery of the following units of work will depend on the chosen practical element for each term.

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

LEARNING EXPERIENCES

Students will understand concepts and strategies related to:

- Sports psychology, access, ethics and integrity related to acceptable behaviour and expectations
- functional anatomy, biomechanical and motor learning
- exercise physiology, energy systems and training principles
- tactics used in individual and team sporting activities

Students will:

- implement psychological concepts that enhance performance
- analyse their biomechanical strengths and weaknesses and initiate technical skill changes
- evaluate personal fitness levels and energy requirements needed to participate in activities
- investigate stages of learning, principles of training and tactics/strategies to improve their success in individual and team practical contexts

ASSESSMENT

All physical activities have on-going practical assessment and contribute to 50% of student achievement levels per term. The remaining 50% is from theory. Focus Areas will be assessed using one of the following modes/instruments:

- Analytical Exposition – extended written response
- Investigative Report
- Response to stimulus
- Multi-modal presentation
- Exam

STEM EXTENSION

COURSE OVERVIEW

STEM is a course that challenges and inspires Year 10 students to develop their skills in the STEM disciplines of Science, Technology, Engineering and Mathematics through a practical, interdisciplinary approach. Entry into STEM is subject to high achievement in the core subjects of Science and Mathematics through Year 8, and to the approval of the Head of Faculty – Science and Technology. Students will undertake a series context-based projects that utilise the engineering design and refine cycle, and combine mathematical reasoning with the application of technology and scientific understanding. These projects involve a hands-on approach to finding practical solutions to real problems through an interdisciplinary approach, with each semester seeing a more complex project to build in the skills acquired previously.

TOPICS OF STUDY

The following show examples of possible topics that may be covered (but limited to) during the Semesters.

Topic 1
Students investigate the engineering principals required to build big bridges, including Tensity, Suspension, and Truss designs. Area, shape, density and pressure considerations are incorporated into a design for a bridge spanning a water way, cross channel tunnel, underwater vehicle or satellite living habitat. CAS designs are manufactured using laser cutters and 3D printing. The design and refine process is used to create and improve design ideas and physical science and mathematics are used to ensure the structure is strong enough to withstand all forces acting upon it.

Topic 2
Further developing the skills for designed solutions to real problems, students will investigate the principals of flight, including aerofoils with lift and drag forces, motors to provide thrust, and control surfaces to maintain stable flight. Students may investigate powered flight by designing and building a remote control aeroplane, or autonomous flight with a microprocessor-controlled glider.

Topic 3
Students investigate how engineering solutions can help improve living conditions, particularly through the emerging field of biomechanics. From studying the anatomy – function and form – of the human arm, to the engineering principals of cranes, students will design, fabricate, and then refine a prosthetic limb that will be operated by a microprocessor. Students will demonstrate competency with creating efficient and effective software code which, when matched with their own built prosthesis, will demonstrate mastery of the physical design and coding to emulate the human hand.

LEARNING EXPERIENCES

The course is designed to challenge and extend the intellectual capacity of the students, enabling them to solve problems and create solutions. This will assist in transforming their cognitive behaviours, promoting the emergence of deepest thinking in the areas of science, mathematics, engineering and technology. Tools employed will include web-based Cad software and GeoGebra, as well as 3D printing and digital design in a 3D environment. The course builds on the pillars of science, mathematics, engineering and technology to extend students with interesting engineering projects.

ASSESSMENT

The program of assessment includes periodic check point quizzes, research and investigations, which will culminate in the presentation of a project, Continuous assessment through levels of engagement with practical tasks as well as theory will also contribute to the overall level of achievement.

VISUAL ART

COURSE OVERVIEW

The Year 10 Visual Art Course develops students' understanding of the visual world by making and appreciating images and objects. Students experiment with and refine art making processes and an understanding of the skills of artists, designers, craftspeople, critics and historians is further developed. Students experience the work of prominent and emerging artists first hand by visiting Brisbane's major Art galleries and by working with artists in workshop situations.

The course is structured so that students who did not study Visual Art in Year 9 are not disadvantaged.

TOPICS OF STUDY

- '*Social Comment'*, 2D focus
- '*Face It'*, 2D preliminary focus, 3D major
- *'Surrealism'*, 2D and digital media which may include printmaking and animation
- *'Inside out*', figurative drawing and printmaking
- Collaborative project (2 and 3D media focus)
- Extension project

LEARNING EXPERIENCES

- Students develop knowledge, understanding and skills to make: drawing, painting, digital imagery, mixed media, printmaking, sculpture
- Create, present and reflect on art works that incorporate Visual Art techniques, technologies, processes and language
- Students will develop confidence in the use of the resources of the art studio and familiarity with processes and routines
- Students learn to prepare and exhibit their work both in our own gallery and in external competitions and displays
- Research and evaluate the practices of local and international artists in relation to students' own ideas
- Understand and reflect on art works in appraising and theory tasks
- Students will visit major Brisbane galleries and/or participate in Art Workshops

ASSESSMENT

Students are assessed in Making and Appraising, assessment instruments include:

- Visual Journal preliminary and development work
- Painting
- Animation
- Sculpture
- Printmaking folio
- Written reflections
- Class test/Assignment

CORE SUBJECTS

In Year 10 all students are required to study SIX core subjects for the whole year. Information about each of these is listed below.

ENGLISH

COURSE OVERVIEW

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

The Year 10 English program therefore provides our students with a range of opportunities to engage with the capabilities outlined in the Australian Curriculum. The study of English is central to the learning and development of students in Australia, and although Australia is a culturally diverse nation, the ability to communicate effectively and precisely in the English language is integral to participation in all areas of Australian life. English will allow students to develop their skills and knowledge in the area of English, as ethical and thoughtful members of Australian society, and they will be presented with opportunities to engage imaginatively and critically with literature.

TOPICS OF STUDY

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

Throughout the year, students will consider a variety of topics which involve them exploring the ways in which texts offer persuasive and reflective viewpoints and how language can be used for emotive and aesthetic impact on readers. Students will explore a variety of literary and non-literary texts, including:

- contemporary novels and canonical plays such as *To kill a mockingbird* and *Romeo and Juliet*
- a range of biographical and autobiographical texts
- documentaries such as *Bowling for Columbine*
- Shakespearean sonnets

LEARNING EXPERIENCES

In English, students learn to speak, listen to, read, view, write and shape texts. They develop their ability to analyse how texts are constructed for particular purposes and to suit different contexts. Students also focus on developing their ability to make deliberate choices when constructing their own texts in order to achieve different purposes.

To complement the units on offer, the Year 10 English course embeds the explicit teaching of literacy skills through the Literacy Boost Program which focuses on spelling, punctuation, grammar and reading comprehension, with activities being completed on a fortnightly basis. The emphasis of the Literacy Boost program is on students mastering their ability to apply their explicit literacy learning to their own writing.

ASSESSMENT

Assessment in English at St Margaret's Anglican Girls School allows for the collection of evidence of student learning over time to allow for an on-balance judgement about the quality of student achievement, as well as to assist students achieve success in their English studies through the provision of effective feedback, careful monitoring, and a balanced coverage of the English content descriptions outlined in the Australian Curriculum. Over the course of the year, students will prepare a seminar presentation, an analytical essay, a critical review and a novel chapter.

HEALTH AND PHYSICAL EDUCATION

COURSE OVERVIEW

Year 10 students will be participating in 2 core Health and Physical Education lessons per week. The subject focuses on the students being active, whilst experiencing a variety of different practical contexts which are new to the cohort. The main objective is based on the principle that students should be provided with opportunities that allow them to develop their competence and confidence.

TOPICS OF STUDY

These opportunities will fall under the contexts of learning presented below:

- Active play and minor games – modified beach volleyball and indoor soccer
- Challenge and adventure activities – Lifesaving: Bronze Medallion Level, Rock Climbing
- Fundamental movement skills, Games and Sports –Water Polo, Netball
- Health-related or safety orientated physical activities – Self Defence skills
- Rhythmic and expressive movement –Jive, Ballet and Hip Hop

LEARNING EXPERIENCES

Students will:

- adapt and respond to new and challenging environments
- propose rules/scoring systems and participate fairly/ethically in games and activities
- refine their personal, social, leadership and collaboration skills as they participate in a range of activities

Students will:

- apply a range of skills in different performance contexts
- develop tactics and strategic thinking related to a variety of water rescue scenarios
- plan and practise responses to first aid emergencies
- participate in challenging practical activities that develop the personal skills of teamwork, communication, trust, decision-making and resilience
- explore the cultural practice of martial arts through self-defence instruction
- develop movement skills, concepts and patterns related to different dance genres

ASSESSMENT

All practical assessment is on-going and based on participation and performance standards.

HISTORY

COURSE OVERVIEW

In Year 10, History students will gain an appreciation of the interactions between individuals, groups and institutions through history. Students will study the numerous changes through history; socially, culturally, economically and politically and how this time of transformation has led to profound changes in Australian Society. This course provides students with opportunities to analyse and interpret both modern and Ancient Historical evidence, investigate the concepts of change and continuities, develop understandings regarding causes and effects as well as providing students with opportunities to contest and debate reliability, significance and impact of events, people, places and things. As a discipline, History has its own methods and processes and much of the work undertaken by students requires them to interpret and analyse evidence, question values and interpretations and encourage debate and reflection. This year students will be exposed to the concepts of contestability and the nature of historical interpretation and argument.

TOPICS OF STUDY

World War 11
Students will undertake an overview of the causes and course of the war, including an examination of the key events such as the Holocaust and the use of atomic weapons. Australia's military experiences will be investigated with emphasis on key battles in the Pacific, Kokoda, the fall of Singapore and Australians' experiences as prisoners of war. In addition, the impact that the war had on Australian families, the roles of women and the changes it necessitated in domestic and foreign policies will be considered. As part of this unit students will visit MacArthur's Headquarters in Brisbane, The Queensland Maritime Museum and the Shrine of Remembrance.

Rights and Freedoms
In this unit, the origins and significance of the Universal Declaration of Human Rights, including Australia's role in its formation, will be examined. Students will consider the struggles that Aboriginal and Torres Strait Islander peoples have had in the formulation of their rights and freedoms. Students will consider the impact of colonisation on Australia's indigenous peoples through to the present day and the civil rights movement in the Unites States of America. Students will be asked to question the reconciliation process in Australia and how successful or otherwise it has been through a study of significant events such as the 1967 Referendum, the Mabo Decision, the Bring Them Home Report and the Apology by the Rudd Government. Students will investigate the Migration experiences of individuals coming to Australia from around the word and the impact this migration had on the individuals and Australia.

Archaeology and Ancient Civilizations
In this unit, students will be introduced to the study of Ancient History. Students will investigate how the ancient past has been recorded and how Archaeologists and Historians analyse this evidence. They will analyse core political, economic and social aspects to life in Ancient Civilizations and draw conclusions based on research.

OBJECTIVES TO BE ASSESSED

- Comprehend terms, issues and concepts
- Devise Historical questions and conduct research
- Analyse historical sources and evidence to show understanding
- Synthesise information from historical sources and evidence to form an historical argument
- Evaluate historical interpretations to make judgments
- Create responses that communicate meaning to suit audience and purpose

ASSESSMENT

- Examination-Historical Essay in response to Historical Sources
- Investigation-independent research interrogation
- Investigation-Historical essay based on research
- Examination-Short Response to Historical Sources

MATHEMATICS

The purpose of Mathematics education at St Margaret's to the end of Year 10 is to provide all students with mathematics required for numeracy and to provide the skills necessary for future Mathematics study. Year 10 students are required to study either Mathematics 1 or Mathematics 2. Guidance will be provided by teachers regarding the most appropriate choice for each individual.

The curriculum at both levels is underpinned by the following general capabilities:

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

MATHEMATICS 1

Preparatory course for Senior Mathematics A.

COURSE OVERVIEW

Mathematics 1 is intended to provide learning experiences which extend students' exposure to useful applications of Mathematics and technology in the real world. The course is inherently practical and does not require the same depth of abstract reasoning needed for Mathematics B and Mathematics C.

The content involved in this subject is organised into a number of strands, which in turn include a number of topics. These strands are:

(i) Number and Algebra
(ii) Measurement and Geometry
(iii) Statistics and Probability

TOPICS OF STUDY

- Finance: Earning and Investing
- Measurement and Pythagoras
- Proportion: Ratio and Rates
- Finance: Spending and Borrowing
- Enlargement, Similarity and Scale
- Navigation
- Statistics
- Trigonometry

LEARNING EXPERIENCES

- Introduction to a variety of technologies such as EXCEL as tools for supporting learning
- Investigation activities and problem solving tasks

ASSESSMENT

Multiple opportunities will exist for the demonstration of learning outcomes with an emphasis on developing and refining core skills and processes through a system of second chance testing.

- Mastery learning quizzes
- End of term tests

MATHEMATICS 2

Preparatory Course for Mathematics B

COURSE OVERVIEW

The intent of Mathematics 2 is to encourage students to develop a positive attitude to the more abstract components of mathematics. Particular emphasis is placed on modelling and problem solving and the use of technologies and software to enhance inquiry and learning.

Students wishing to study Mathematics B or Mathematics B and C in Years 11 and 12 must select this subject and will need to demonstrate an achievement level of a B by the end of Year 10. It is recommended that students who do not reach this prerequisite grade in Mathematics 2 should study Mathematics A in Years 11 and 12.

The content involved in this subject is organised into a number of strands, which in turn includes a number of topics. These strands are:

(i) Number and Algebra
(ii) Measurement and Geometry
(iii) Statistics and Probability

TOPICS OF STUDY

- Linear relations and simultaneous equations
- Geometry, congruent triangles and similar triangles
- Indices and surds
- Trigonometry, bearings, sine and cosine rules
- Quadratic equations and parabolas and graphs of other functions
- Probability and statistics
- Logarithms and polynomials

LEARNING EXPERIENCES

- Development and refinement of concepts essential for specialist mathematics at senior level
- Use of a variety of technologies as tools for supporting learning and inquiry with special emphasis on the CAS calculator
- Challenging and engaging experiences which promote inquiry and the development of strategic thinking skills required for problem solving in the real world.

ASSESSMENT

Multiple opportunities will exist for the demonstration of learning outcomes with an emphasis on the development and refinement of concepts essential for specialist mathematics at senior level.

- End of term tests
- Mastery learning quizzes
- Investigation and problem solving tasks

RELIGIOUS AND VALUES EDUCATION (RVE)

COURSE OVERVIEW

Religious and Values Education introduces the students to a Christian way of life, as well as the aims and objectives of the Sisters of the Society of the Sacred Advent. The students study one lesson of RVE per week.

TOPICS OF STUDY

- The spread of Christianity throughout Europe and England
- St Paul and his missionary journeys
- The Reformation
- Being Anglican
- Christianity in Australia
- Sacraments of the Church – confirmation
- Introduction to values-based decisions, ethics

LEARNING EXPERIENCES

- Familiarity with the biblical text
- Film Study
- Researching historical evidence and sources
- Evaluating the role of the Reformation in Christianity today
- Exploring how Christians choose to express their faith
- Participation in/and preparation for Chapel services

ASSESSMENT

Tasks and assessment for RVE are completed during class time. These may include: a written assignment, class work and short answer responses.

SCIENCE

COURSE OVERVIEW

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

A progressively higher academic standard is required during year 10, and as it is anticipated that most students will select senior science in year 11. The year 10 course is primarily designed to ensure students are adequately prepared for the rigours of Biology, Chemistry and Physics.

TOPICS OF STUDY

The topics of study in Science include scientific methods and practices featured in Biology, Chemistry and Physics. Earth Science will be incorporated into one or more of the previously mentioned sections.

LEARNING EXPERIENCES

In Biology, students will investigate genetics and use fossil evidence to evaluate and discuss evolution. DNA will be extracted from fruit and genetic variations will be discussed and investigated. Gene technology will be explored.

In Physics, motion will be further explored and applied to the cosmos and to understanding the universe and theories of how it began. Stars birth and death will be analysed and the concepts associated with spectra applied.

Chemistry will focus upon rates of various reactions and the factors that affect them. Energy associated with fuels may be assessed and discussed.

ASSESSMENT

Assessment includes: tests, experimental investigations and assignments where students will have the opportunity to demonstrate mastery of content. Achievement is assessed through the criteria of Knowledge and Understanding and Skills. Worksheets and various activities for literacy and numeracy may be used as part of formative assessment.

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