

St Margaret's



YEAR 9 2018  
YEAR 10 2019

910

St Margaret's



Curriculum  
HANDBOOK

# Mission Statement

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

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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 9 will have the opportunity to engage in a range of subject areas as they continue their learning journey and prepare to meet the challenges of the future. The subjects they choose will form their academic program for the next two years. 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 go through their senior studies under the new Senior 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 these very important preparatory years.

The core plus elective approach to curriculum design embraced at St Margaret's aims to prepare students for whatever endeavour they ultimately wish to pursue. We believe that it is important for girls to keep their options open through their choice of subjects. This curriculum handbook is an important document to read as part of the subject selection process. I would also encourage students and parents to talk to teachers about making suitable choices. Learning is a lifelong endeavour and students are not expected to have made decisions about their future career aspirations as they enter Year 9. 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 9 – 2018 and YEAR 10 - 2019

The academic program for students entering Year 9 in 2018 will consist of six core subjects and three elective subjects that will be studied for 2 years. 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 breath of experiences offered to the students.

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

Core	Electives – Majors (select one)	Elective – Minors (select two)
English Mathematics Science History Religious and Values Education Health and Physical Education	French Chinese (Mandarin) Music Drama Visual Art Geography	Geography Food and Textile Technologies Economics and Entrepreneurial Studies Legal Studies Physical Education English as an Additional Language Digital Technologies Music Drama Visual Art

Staffing and resource constraints oblige the School to remove those courses which are not sufficiently supported by student selection. All students affected will be asked to reselect from those courses that are available.

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

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

# THE PROCESS FOR ONLINE SUBJECT SELECTION

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

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

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

1. Students will be emailed with their **Web Preferences Access Guide** to be used when selecting 2018 subjects online. Please note this is the only method that subject preferences will be received.
2. This instruction sheet will include an individual **Student Access Code** and **Password**. The relevant Head of Year will also have a copy of each student's **Access Code** and **Password**.
3. The girls will have three opportunities to change their preferences but the final selection must be completed by **Monday 14 August 4.00pm**.
4. All students are required to print a **Preference Receipt** on completion of the online process. This will need to be signed by parents and submitted to School Reception. Boarders may have this signed by Mrs Fowler or attach an email from their parents approving their preferences.

If there are any difficulties with the online process please contact Jodi Fisher-Grimshaw on 3862 0771

# INDEPENDENT STUDY 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). 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 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***

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

### **COURSE OVERVIEW**

This subject provides additional scaffolding and instruction to support the language requirements of Year 9 and 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, and
- 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.



# ECONOMICS AND ENTREPRENEURIAL STUDIES

## COURSE OVERVIEW

Economics and Entrepreneurial Studies introduces students to basic accounting principles and the role of economics both within Australia and globally as well as providing students with a real-life experience of conducting a small business. Students will also learn about the role of budgeting within a household and techniques that can be used to sustainably manage personal finances.

This subject will particularly appeal to students with an interest in Senior Economics and/or Accounting and the Business Diploma.

## TOPICS OF STUDY

- Basic principles of Economics – scarcity, demand and supply, the government's role in managing the macro economy
- Australia's place in the international economy
- Personal budgeting, with an emphasis on borrowing and investing.
- An introduction to Accounting
- The marketing mix and its application to a case study
- Entrepreneurship and teamwork

## LEARNING EXPERIENCES

- Debating the extent to which the government is able to effectively manage the Australian macroeconomy,
- Developing data entry and data analysis skills using Microsoft Excel,
- Conducting an economic inquiry into the role of free trade as a global tool for development
- Researching Australia's place within the rising economies of Asia and broader global economy
- Using models to represent the market place and its responses to changing conditions
- Formulating recommendations for a small business to improve their performance based on financial ratios
- Conducting a small business and working in a team

## 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
- Extended response to stimulus examination
- Research report
- Multi-modal presentation

# DIGITAL TECHNOLOGIES

## COURSE OVERVIEW

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

The practical nature of Digital Technologies engages 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 Years 9 and 10, students have the opportunity to select Drama as a Major or Minor subject. Each subject selection covers the same content and skills, but the distinction between both options lies in the depth in which they are covered.

In this 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. Predominantly the course is practical, yet has a theory component building dramatic knowledge and preparing for senior studies. Particular reference will be given to acting techniques, concluding with a large-scale production delivered to a live audience.

## TOPICS OF STUDY

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

## LEARNING EXPERIENCES

- Drama elements are manipulated to express ideas and shape performances for a variety of audiences
- Dramatic action and texts are created and interpreted through specific styles, including realism and non-realism
- Roles, characters and relationships are interpreted to define motivation and purpose, using specific vocal, character building exercises and physical techniques
- Scriptwriting and linking existing text with self-devised work
- Researching chosen themes and transforming this into dramatic action
- Exploring stagecraft, creating stage spaces and using audio-visual technology
- Viewing live performances
- Developing literacy through text and student devised scripts

## DRAMA MAJOR

Within the major course, further attention will focus upon practical acting skills and performance techniques. Students will be offered greater opportunities of engaging in drama workshops (both internal and external) and participate in an additional public performance to a live audience.

## ASSESSMENT

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

# FOOD AND TEXTILES TECHNOLOGY

## COURSE OVERVIEW

In this course students will learn concepts and skills that promote wellbeing. Food and textiles are part of everyday life. Choices relating to these should be informed and appropriate to get the best outcomes. By the end of the course students will know how to gather and assess information relating to food and textiles and be able to use resources to make items using newly learned practical skills.

## TOPICS OF STUDY

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

## LEARNING EXPERIENCES

### FOOD TECHNOLOGY

Students will undertake tasks to enable them to understand:

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

### TEXTILES TECHNOLOGY

Students will:

- Undertake hand and machine sewing, using the sewing machine and overlocker
- Select resources for use, such as fabric and embellishments
- Use clothing patterns 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

## ASSESSMENT

- Process journal that outlines the investigation, development and analysis of design solutions and student reflections on the process
- Production of food and textile items that are examined in terms of their quality, functionality and the application of acquired skills.

# **GEOGRAPHY**

## **COURSE OVERVIEW**

In Years 9 and 10, students have the opportunity to select Geography as a Major or Minor subject. Each subject selection covers the same content and skills, but the distinction between both options lies in the depth in which they are covered.

This course allows students to develop an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens. This main focus of the course is investigation of specific environmental management and human development and well-being issues

Students will, firstly, investigate major biomes and how they have been modified by humans. Specifically, students will investigate how landscapes are used and altered to increase global food production and what could and should be done to ensure future global food security. Transport, communication, the provision of services and products will then be examined in the Geographies of Interconnections Unit.

Students will then have the opportunity to 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. This will lead into a unit which focusses will examine 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 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. They will consider factors that make our urban environments liveable and sustainable and design elements to provide a sense of place and enjoyment.

## **TOPICS OF STUDY**

- Environmental change and management
- Geographies of human wellbeing
- Biomes and food security
- Geographies of interconnection

## **LEARNING EXPERIENCES**

- Manipulation of statistics, drawing conclusions and predicting future scenarios, mapping and graphing techniques, field work and the use of spatial technologies
- Describing climatic regions, their biomass, characteristics and long term management
- Investigating food production practices, competition for land resources and land
- Investigate global connections and fair trade through a range of media in order to consider human wellbeing and economic enhancement

## **ASSESSMENT**

- Practical and response to stimulus tests
- Multi-modal presentations
- Extended essays and Geographical reports.

# 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. 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 French course: Discussing household tasks, discussing daily routines, talking about holidays plans and discussing the future, talking about past events and part-time jobs, discussing about recent social events, narrating past events and saying why and how things happened.

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, conversations, 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

Having the skill to communicate in the most spoken language in the world is of vital importance in today's society. It is predicted that in the foreseeable future – perhaps this decade - China will have the largest economy in the world, creating future job opportunities for St Margaret's students, as Chinese speakers will be in high demand in all areas. This course will help students to work towards becoming a highly skilled young woman with a competitive edge in the job market.

Through the application of increased vocabulary and grammar recognition, students will be able to discuss topics in depth and to create extended written texts. The use of blended learning technologies will give students more autonomy over their learning and the ability work at a pace compatible with their skills and needs. By the end of this course students will be able to communicate ideas and opinions related to their immediate world and the wider community. This course is recommended for students who enjoy a challenge and love to achieve while having fun at the same time.

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 Eight should consider undertaking this course. If you are considering studying Chinese in Year 11 and 12 you must complete the Year 9/10 course.

## TOPICS OF STUDY

**My Space** – Students will take classmates on a virtual tour of their bedroom, discussing objects of personal significance and detailing the layout of furniture. They will also explore the concept of the traditional Chinese courtyard house and how housing has adapted to the modernisation of China.

**My Community** – Excuse me Auntie, can you tell me how to get to the train station? This is just one of the many phrases students will practise in this unit. Getting lost in a new city is a common problem for avid travellers and this unit will give students the skills to keep them from getting lost while travelling in Chinese speaking countries.

**Chinese Geography** – China is a vast country with varying cultures and languages. As a part of this unit students will examine the lives and cultures of minority Chinese nationalities. Regional differences in food and culture will be discussed and students will construct texts to describe features of China's geography such as climate and position.

**Personal Identity** – Are you a kind-hearted person? What does your Chinese zodiac say about you? These are some of the questions that students will learn to respond to in this unit. Students will inform others about their own physical and personality traits as well as describe others.

## LEARNING EXPERIENCES

Students will continue to be exposed to a range of carefully designed visual, aural, written and kinesthetic 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 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

- Law, what is it good for? An introduction to the legal system
- Police to Prosecution: The criminal investigation and trial process
- Crime and Punishment
- No win, no fee: An introduction to civil law
- She said, he said: Where does free speech end and defamation start?
- What are human rights?

## 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

In Years 9 and 10, students have the opportunity to select Music as a Major or Minor subject. Each subject selection covers the same content and skills, but the distinction between both options lies in the depth in which they are covered.

Students live in a world in which music has an important and persuasive presence. Whether actively engaged in music by listening, performing or composing, or incidentally encountering music, students have an individual experience and this course builds on this. Music contributes to the holistic development of the individual through aspects such as memory, co-ordination, concentration and creativity. Students studying Music are empowered by the medium of music to gain insight into their ever-changing world, to develop self-discipline and to deepen their aesthetic awareness. Central to the Year 9/10 Music course are the three interacting dimensions of listening, composing and performing.

## TOPICS OF STUDY

### *Battle of the Bands*

- Music incorporates the highly anticipated “Battle of the Bands” in which students form their own rock bands and prepare a song for a live performance for the school community. Students develop performance skills learnt in Year 8 by using the electric and bass guitar, drum kit, piano and voice. Composition skills are developed as students write and record their own songs utilising technological processes. Students analyse contemporary songs and performers from a variety of styles.

### *Innovators/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 17<sup>th</sup> and 18<sup>th</sup> Centuries, to today’s most popular singer/songwriters, stage musicals and films.

### *Animate/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

- Listening, analysing, researching and discussing a variety of music including popular music and musicians
- Investigating chord structures, tonalities, textures and styles of songs and using this to create original works
- Developing technical skills on acoustic and electric guitar, drums, bass guitar and keyboard, and also skills required for producing effective lead and backing vocal parts present in an ensemble
- Creating ensemble parts and participating in a collaborative composing process
- Extending understanding of the music elements and developing skills on own performance instrument
- Develop their critical literacy through activities that develop higher order thinking skills and creative problem-solving skills

## ASSESSMENT

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

# 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 9/10. Each unit/focus area will be studied twice over the two-year course, but with a different theoretical emphasis and in different practical contexts. The order of delivery will also depend on the chosen practical element for each term.

Units of Study and Focus Areas	Proposed practical contexts for units of study/focus areas
<b>Sport psychology and equity in sport:</b> a. Sport Psychology b. Equity – barriers and enablers	a. Touch football b. Netball/Basketball c. Orienteering d. Dance
<b>Movement and motor learning:</b> a. Functional anatomy and biomechanics b. Motor learning	a. Athletics: throws and jumps b. Tennis c. Badminton/soccer d. Volleyball
<b>Integrity and tactical awareness:</b> a. Ethics and integrity b. Tactical awareness and physical activity	a. Active recreational activities b. Individual physical activities c. Team physical activities
<b>Energy systems and training principles:</b> 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 9 to 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

In Years 9 and 10, students have the opportunity to select Visual Art as a Major or Minor subject. Each subject selection covers the same content and skills, but the distinction between both options lies in the depth in which they are covered.

The Visual Art Course develops students' understanding of the visual world by making and appreciating images and objects. An understanding of the skills of artists, designers, craftspeople, critics and historians is developed. Emphasis is placed on experimentation and an enjoyment of the art making process. Students experience the work of talented artists first hand by visiting contemporary art galleries and by working with artists in workshop situations.

## TOPICS OF STUDY

- 'Observing the Obvious', still life painting on canvas.
- 'Tribal Figure', 'ceramic forms.
- '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)

## LEARNING EXPERIENCES

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

## ASSESSMENT

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

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

## ART MAJOR EXTENSION

- Independent project to feature at the Biannual MAYO Arts festival, school or community event. Students will be challenged to: develop concepts which extend and express a personal aesthetic. Projects may also take the form of a collaborative artwork or installation
- Students may meet with and experience the studio environment of a contemporary artist



# CORE SUBJECTS

## ENGLISH

### COURSE OVERVIEW

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

The Year 9 and 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:

- novels and plays such as *The curious incident of the dog in the night-time*, *To kill a mockingbird* and *Romeo and Juliet*
- a selection of classic and contemporary short stories
- contemporary films and documentaries such as *Edward Scissorhands* and *Bowling for Columbine*
- Indigenous poetry

### LEARNING EXPERIENCES

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

To complement the units on offer, the Year 9 and 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 weekly basis. The emphasis of the Literacy Boost program is on students mastering their ability to apply their explicit literacy learning to their own writing.

### ASSESSMENT

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

# HEALTH AND PHYSICAL EDUCATION

## COURSE OVERVIEW

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

## TOPICS OF STUDY

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

Context	Year 9	Year 10
Active play and minor games	Small group, minor and lead up games	Modified Beach Volleyball and Indoor Soccer
Challenge and adventure activities	Orienteering	Lifesaving, Bronze Medallion, Rock Climbing
Fundamental movement skills	Aquatic activities for Disadvantaged swimmers	Not Applicable
Games and sports	Volleyball, European Handball, Basketball and Cricket	Water Polo and Netball
Health-related physical activities	Sports Aerobics, Resistance Training and Fitness goals	Self Defence Skills
Rhythmic and expressive movement	Synchronised Swimming, Cultural Dance performance	Jive, Ballet and Hip Hop

## LEARNING EXPERIENCES

Students will:

- use a range of concepts to refine their own and others' movement performances
- respond to changing playing conditions and game situations
- refine their personal, social, leadership and collaboration skills as they participate in a range of activities
- adapt and respond to new and challenging environments
- propose rules/scoring systems and participate fairly/ethically in games and activities
- refine personal, social, leadership and collaboration skills as they participate in a range of activities

## ASSESSMENT

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

# HISTORY

## COURSE OVERVIEW

History at St Margaret's aims to stimulate students' minds to create an interest in and enjoyment of exploring the past. It is about developing critical skills of historical inquiry and enabling students to see the impact of Historical events on their lives today. Through investigations and case studies of key Historical eras and events around the world, students consider, what past societies were like, how these societies ordered their politics, and what beliefs, values and cultures influenced people's actions. They study the diversity of human experience through history and develop empathy for those involved. Students analyse how key events have shaped the world as we know it today. They will understand more about themselves as individuals and members of society.

## TOPICS OF STUDY

- Industrial Revolution (1750 – 1914)
- Archaeology and Ancient Civilizations
- World War I (1914 – 1918) – Australia's experience at War
- World War II (1939 – 1945)
- Rights and Freedoms (1945 – Present)

## 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 – Year 9 2018

## COURSE OVERVIEW

The Year 9 curriculum focuses on developing and refining mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. The content involved in this subject is organised into a number of strands, which in turn includes a number of topics. These strands are:

- (i) Number & Algebra
- (ii) Measurement & Geometry
- (iii) Statistics & Probability

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

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

## TOPICS OF STUDY

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

## LEARNING EXPERIENCES

- Emphasis on developing and refining core skills and processes
- Introduction and exposure to concepts essential for specialist mathematics at senior level
- Introduction and use of a variety of technologies as tools for supporting learning and inquiry
- Challenging and engaging experiences which promote inquiry and the development of strategic thinking skills required for problem solving in the real world.

## ASSESSMENT

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

- End of term tests and end of semester tests
- Mastery learning quizzes

# MATHEMATICS – Year 10 2019

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 I

Preparatory course for Senior Mathematics A.

### COURSE OVERVIEW

Mathematics I 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 – Year 10 2019

## 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**

- Notion of God
- Film study
- Parables of Jesus
- Finding God - Reflection, Stillness, Listening, Music and Art
- World Religions – how major world religions view the Godly
- Community service – Anglican Aid Organisations

## **LEARNING EXPERIENCES**

- Familiarity with the Biblical text
- Creating a Personal Reflective Journal
- Experiencing the liturgies and symbols of the Anglican Christian faith
- Writing a modern-day parable
- Researching ways and organisations that reach out to others
- Participation in/and preparation for Chapel services

## **ASSESSMENT**

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

# SCIENCE

## COURSE OVERVIEW

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

## TOPICS OF STUDY

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

## LEARNING EXPERIENCES

The following material will be spread over the three Semester and the relative order or material will be decided before the Semester starts.

**Biology:** body systems (nervous, endocrine); diseases and how the body defends itself; genetics, evolution and natural selection

**Chemistry:** Radioactivity and half-life; acids and bases; types of chemical reactions; exothermic and endothermic reactions; rates of reactions

**Physics:** Heat, sound, light, motion and energy

Experimental work will include design, hypothesising, performing, recording data, analysis of data, and discussions related to appropriate theory. Students will be expected to follow the appropriate method when writing up an experiment. Graphing and analysis of data play an important role in the practise of science, so students are expected to follow appropriate methods and procedures.

## ASSESSMENT

Assessment includes, tests, experimental investigations and assignments where students will have the opportunity to demonstrate mastery of content. Achievement is assessed through 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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