YEAR 9 2021

YEAR 10 2022

May2020

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 Year 9 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 your daughter moves into the next phase of her schooling it is important to remember that she should choose subjects that:

- She enjoys
- She will achieve in
- Keeps in mind her future aspirations
- Provides the kind of educational program the student and the family value.

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

P

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.

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 hands-on experience of conducting a small business. Students learn about the role of budgeting within a household and acquire techniques that can be used to manage personal finances sustainably. Additionally, the course explores Australia's place in the global community by considering the nuances of international trade. The course also

DIGITAL TECHNOLOGIES

COURSE OVERVIEW

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 in a range of projects within the areas of Making and Responding. Additionally, improvisation and acting techniques will be explored to create engaging performance work. The course is predominantly practical, with theoretical components included throughout to build core knowledge of a range of dramatic skills, styles and conventions as well as the ability to respond to and analyse live performance in preparation for a senior course of study in Drama.

TOPICS OF STUDY

- Script interpretation and character analysis
- Developing realistic and believable drama
- Creating visual and symbolic drama through movement and heightened performance styles
- Devising new and original dramatic concepts and realising them in a variety of modes
- Acting for a public audience
- Responding to live theatre as well as performances by themselves and their peers

LEARNING EXPERIENCES

- Dramatic 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
- Devising original dramatic concepts and linking existing text with this work
- Researching concepts for dramatic works and transforming them into dramatic action
- Viewing live performance by both peers and professionals
- Developing literacy through text and visually based drama
- Exploring stagecraft through choices in set, props and staging as well as visual and audio components

DRAMA MAJOR

Within the major course, further attention will focus upon building practical acting skills and performance techniques, as well as the development of dramatic concepts and original ideas for performance. Students may also be offered opportunities to engage in drama workshops (both internally and externally) and performances for public audiences.

ASSESSMENT

Assessment tasks will occur in the areas of Making and Responding and will include performance of scenes form published scripts, devising original performance work based on theatrical texts, styles or other appropriate stimulus, multi-modal presentation of dramatic concepts and ideas and responding to live theatre. While assessment in Drama occurs individually and small groups, each student is assessed individually in all situations using the specific Drama criteria.

Develop ideas through drawing and making prototypes
Sew, by hand, and use machines, making of textile items such as soft furnishings and clothing
Employ decorative textile techniques such as tie dying, painting, printing and stencilling, appliqué, and quilting
Use clothing patterns and comprehend dimensional aspects relating to garment components, accessories, and body shapes
Identify design features and materials
Use management skills to consider constraints and use resources

ASSESSMENT

Process journal that outlines the gathering of facts and inspiration through investigation, development and analysis of design solutions, consideration of various perspectives, and reflections on the process or issue
Production of drawings, prototypes, food and textile items that are examined in terms of their idea development, suitability, quality, functionality and the application of a variety of acquired skills.
Communication through graphical, written and spoken presentations

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 living 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 fact.f4 css6g.f4 csi ghe plldvha gelheytri t wi9 (t412 >>32.62 Td ( )Tj (e)-2.2 (d)7 (

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 apply 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 languagi6 (e)-2.2

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. 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.

Only students who have studied Chinese in Year 8 should consider undertaking this course. If you are considering studying Chinese in Years 11 and 12 you must complete the Year 9/10 course.

TOPICS OF STUDY

Where do you live? In this unit, you will learn to talk about places in a town, rooms in a house and different types of jobs. 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.

Bargain Hunting – You will fine tune your bargaining skills in this unit, learning how to get the best deal at the market place. You will also understand cultural practices related to haggling. You will apply your skills to participate in a role play at the Silk Market.

Travel – You will explore some Chinese festivals, learn to talk about the seasons, some famous places in Beijing and list souvenirs. You will make travel plans and describe the weather in different places and you will also learn how to discuss plans for a trip.

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.

Unit Health, Topic 1 - Seeing a doctor, you will learn how to describe your symptoms and discuss the pros and cons of visiting a traditional Chinese medicine doctor or Western medicine doctor.

Topic 2 – Healthy lifestyle (nutrition, sleep and exercise) – What does the healthy diet pyramid recommend? 0.337-2p

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. Students will develop their ability to analyse various text types by completing comprehension tasks and written work. Students will also watch movies and short video clips and express their opinion on characters and stories. Students will recognise and engage with an increasing variety of text types and grammatical functions through reading and writing tasks. They will learn the skills needed to look up characters in a Chinese dictionary and use this as a tool for growing their lexicon.

LEGAL STUDIES

COURSE OVERVIEW

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 pervasive 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, coordination, 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 Years 9/10 Music course are the three interacting dimensions of musicology, composing and performing.

TOPICS OF STUDY

YEAR 9

Battle of the Bands

Year 9 Music incorporates the highly anticipated “Battle of the Bands” in which students form their own rock bands and prepare a song for a live performance for the school community. Students develop performance skills learnt in Year 8 by using the electric and bass guitar, drum kit, piano and voice. Composition skills are developed a

YTOPYa4 (l)(io)-4 Bm

Develop critical literacy through activities that develop higher order thinking skills and creative problem-solving skills

ASSESSMENT

Students complete one assessment task in each dimension: Musicology, Composing and Performing. Musicology tasks include continuous musicianship tasks that assess aural skills, theory skills and music analysis skills, as well as developing the ability to form in-depth extended written responses to musical stimuli. Composing tasks include both individual and group construction of pieces in whic anstimu 2(in)t Td ua

TION

skills taught through Physical Education will enable students to enhance
a diverse range of physical activities. The program consists of applying
performance) directly to a variety of games, sports and performances.
students with the foundations for learning and is aligned to the Physical
nior years.

c 7 (f3.9 (he)11.6 (i)1Tc 0.-YC /TT2)0.7 (ni)1.6 (o)-2.3 1Tc 7 (9/2.5 (t)3.2

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:

- Investigative Report
- Multi-modal presentation - Folio
- Exam

STEM

COURSE OVERVIEW

STEM is a course that challenges and inspires Year 9 to Year 10 students to develop their skills in the STEM disciplines of Science, Technology, Engineering and Mathematics through a practical, interdisciplinary

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

CORE SUBJECTS

ENGLISH

COURSE OVERVIEW

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.

CONTEXTS OF LEARNING

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

- Active play and minor games – small group, minor and lead up games
- Challenge and adventure activities -

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 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

YEAR 9 History
Industrial Revolution (1750 – 1914)
Movement of Peoples – The Atlantic Slave Trade (1750-1900)
Asia and the world – Imperial China 1700-1901
World War 1 (1914 – 1918) – Australia's experience at War

YEAR 10 History
The Ancient World: Emperor Nero
Causes of World War II and Australia's role in war (1939 – 1945)
Rights and Freedoms (1945 – Present)
Migration experiences (1945 – Present)

OBJECTIVES TO BE ASSESSED

MATHEMATICS – Year 9

COURSE OVERVIEW

The Year 9 curriculum focuses on developing and refining mathematical understanding, fluency, logical

MATHEMATICS – Year 10 2021

The goal of the Mathematics Faculty at St Margaret's is to empower young women to achieve to their highest potential in mathematics. Our overarching program focuses on developing strong positive self efficacy in mathematics through an approach which centres on mastery goals rather than achievement goals.

Mathematics education at St Margaret's to the end of Year 10 focuses on developing and refining mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills, and to provide a strong foundation for future study in Mathematics. Year 10 students are required to study either Mathematics 1 or Mathematics 2. Guidance will be provided by teachers regarding the appropriate choice for individual students.

MATHEMATICS 1

Mathematics 1 is a preparatory course for Senior General Mathematics.

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 Mathematical Methods and Specialist Mathematics. The topics studied in Mathematics 1 provide students an insight into the dimensions of learning required for General Mathematics at senior level.

TOPICS OF STUDY

- Linear equations and their graphs
- Bivariate data – scatterplots
- Consumer arithmetic
- Shape and measurement
- Univariate data analysis
- Time and time zones
- Applications of Pythagoras and trigonometry
- Networks and graphs

LEARNING EXPERIENCES

- Development and refinement of concepts and skills essential for General Mathematics at senior level
- Use oNTe(T)-7tr irpc 0 Tj EMC MC 15 0.5 (s)] J 0 Tc 0 Tw.03w 1.17.00 (c)2.2 (o)(c)2.2DC (D)-710.6 (

SCIENCE

COURSE OVERVIEW

The study of Science at St Margaret's develops the six overarching ideas of the Australian 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.