St Margaret Mary's College
Year 7-10 Subject Handbook

Mission Statement

St Margaret Mary's College is a learning community where young women are educated, inspired and inspirited. Together we are people of hope, who live compassionately and justly. True to the story of the Good Samaritan, we accept Jesus' call to be a neighbour to all.

"Who is my neighbour? The one who showed mercy.
Go and do likewise."
(Lk 10:36-37)

Christus Veritas

From the Principal

St Margaret Mary's College, founded in 1963 by the Sisters of the Good Samaritan, has a distinguished history in the Catholic Diocese of Townsville. For more than sixty years, students have enjoyed an enriching girls' education which draws on the strength of the Good Samaritan-Benedictine tradition.

As Principal, I am privileged to lead the College in partnership with staff, students and family. Ever mindful of the need for participative leadership, I value the gifts and talents of our teaching and support staff. Together, we are creating the future for the students at St Margaret Mary's.

This Handbook will guide you through the extensive range of core and elective subjects that are on offer for our students in Years 7 to 10. It will also provide you with the information you need to comprehend the study requirements and course outlines.

I encourage you to read the following information carefully, and if you have any questions, please do not hesitate to contact us. There is so much academic and pastoral support offered to assist you with your secondary education.

We look forward to celebrating with you, your successes in Junior schooling over the next few years.

Every blessing!

Kathleen McCarthy
PRINCIPAL

Curriculum Guidelines for Years 7 – 10

In 2022, the Australian Curriculum, Assessment and Reporting Authority published Version 9.0 of the Australian Curriculum after considerable review of existing curriculum documents. From 2023 onwards this has been implemented in St Margaret Mary's College classrooms. In May 2025, the Non-State Schools Accreditation Board introduced changes to curriculum delivery in order to increase flexibility for schools to meet the needs of their various communities.

The curriculum for Years 7-10 at St Margaret Mary's College for 2026 will be based upon:

- The Australian Curriculum for the eight Learning Areas of English, Mathematics, Science, Humanities, The Arts, Technologies, Health & Physical Education and Languages; and
- The Religious Education Curriculum, Archdiocese of Brisbane (2020)

For each Learning Area, the Australian Curriculum sets out the *core knowledge, understandings and skills* that are important for all Australian students. It includes seven general capabilities (literacy, numeracy, digital literacy, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability). The Foundation to Year 10 (F – 10) Australian Curriculum can be viewed at: https://v9.australiancurriculum.edu.au/

Reporting of student achievement in each subject in Years 7 to 10 is based on the following A – E standards:

A Evidence in the student's work typically demonstrates a very high level of knowledge and understanding of concepts, facts and procedures and application of processes

B Evidence in the student's work typically demonstrates a high level of knowledge and understanding of concepts, facts and procedures and application of processes

C Evidence in the student's work typically demonstrates a sound level of knowledge and understanding of concepts, facts and procedures and application of processes

D Evidence in the student's work typically demonstrates a limited level of knowledge and understanding of concepts, facts and procedures and application of processes

E Evidence in the student's work typically demonstrates a very limited level of knowledge and understanding of concepts, facts and procedures and application of processes

Overview of Years 7 - 10 Curriculum

The curriculum for Years 7 – 10 at St Margaret Mary's College reflects the designation of learning areas or subjects in Australian Curriculum as core or elective. The subjects of English, Mathematics, Science, Humanities and Health & Physical Education are core subjects to be studied by all students till the end of Year 9.

The Year 7 Curriculum is designed to give students experience in all curriculum areas in order to guide their elective choices in future years.

Year 7 Subjects

Core Subjects studied for the full year:	*Subjects studied for one term:*
● Religious Education ● English ● Mathematics ● Science ● Health & Physical Education ● Humanities (Geography, History, Civics & Citizenship) ● Japanese	● Art ● Dance ● Design & Technologies ● Digital Technologies ● Drama ● Food Technologies ● Textile Technologies ● Music

Year 8 Subjects

Core Subjects studied for the full year:	*Studied for a semester (students will select 2 for each semester based on the lines available):*
● Religious Education ● English ● Humanities (History, Business & Economics, Geography) ● Mathematics ● Science ● Health & Physical Education	● Art ● Dance ● Drama ● Design & Technologies ● Digital Technologies ● Food Technologies ● Textile Technologies ● Japanese ● Music*

In Years 9 and 10, students make choices about elective areas of study that deepen their understanding and support future pathways. In Year 10, both Humanities and Health & Physical Education subjects are no longer core studies and are available to select as electives.

Year 9 Core Subjects	**Year 9 Elective Subjects**
(Most Year 9 core subjects are studied for the full year). ● English ● Humanities ● Health & Physical Education ● Mathematics ● Religious Education ● Science ● Careers Education	(*All Year 9 electives are full-year subjects. These are based on the lines available. Students will select 2 subjects for the year).* ● Art ● Business and Economics & Civics and Citizenship Education ● Dance ● Drama ● Design & Technologies ● Digital Technologies ● Food Technologies ● Textile Technologies ● Japanese* ● Music* ● Sport Science & Performance Pathways

Year 10 Core Subjects	**Year 10 Elective Subjects**
(Most Year 10 core subjects are studied for the full year). ● English ● Religious Education ● Science ● Mathematics	*(All Year 10 electives are full-year subjects. These are based on the lines available. Students will select 3 subjects for the year).* ● Advanced Study of Health & Physical Education ● Art ● Certificate I in Hospitality ● Civics & Citizenship + Business & Accounting Foundations ● Dance ● Design & Technologies ● Digital Technologies ● Drama ● Food Technologies ● Health & Physical Education ● History + Ancient History Foundations ● History + Geography ● Japanese* ● Music* ● Textile Technologies

* These subjects are prerequisites for comparable subjects in Years 11 and 12.

Selecting Elective Subjects

A student's choice of Year 9 and Year 10 elective subjects can have an effect on job and career prospects, the availability of courses of study in Years 11 and 12, her attitude to school life and her personal well-being. It is important that considerable discussion takes place between parents and the student and, where required, with relevant subject teachers, Curriculum Leaders and Pastoral Leaders.

In choosing the most suitable subjects, the following factors should be considered:

1. Achievement - A student who has performed well in a subject in Year 7 would be likely to continue to do well in that subject.

2. Aptitude - A student's natural ability may be more suited to some subjects than others. It would be unwise to burden a student with a heavy academic course if she has neither the ability nor motivation to cope. On the other hand, the course must be sufficiently challenging for her.

3. Interests - After exposure to a wide variety of subjects in Year 7 & 8, the student should have an idea of the subjects she enjoyed and found interesting.

4. Further Studies - The student should be mindful of necessary prerequisites or highly recommended subjects for later progression to Year 11 and 12 courses.

5. Balance - A blend of practical and non-practical subjects is recommended.

Choosing Electives for Year 8 & 9

To assist Year 7 students in making a wise choice of subjects for Year 8 and then Year 9, the following procedure is followed:

1. Reports are sent home for each student at the end of Semester One. This provides a basis for some of the decisions to follow.
2. This Curriculum Handbook is issued to students and the Deputy Principal (Learning and Teaching) will speak with students about the process.

Choosing Electives for Year 10

Years 7, 8 and Year 9 provide all students with a general education and experiences in all Learning Areas. Year 10 is viewed as a year in which students begin the transition to Senior Schooling. Students at St Margaret Mary's College study fewer subjects in Year 10 than in Years 7, 8 and 9 as they begin to focus on the particular subjects they will continue to study in Years 11 and 12. Students will be asked to complete a subject selection form which requires them to:

1. Choose three elective subjects. Students are encouraged to read the subject descriptions in this handbook for information on each of the elective subjects or to talk with subject teachers if they have questions or need advice. Subject selection forms are to be returned by the due date.

Recommended Background for Entry into Subjects at Year 11 Level

Accounting	C in Year 10 English and C in Year 10 Maths; Study of Year 10 Accounting and Business
Ancient History	B in Year 10 English and B in Year 10 History
Biology	B in the Biology unit of Year 10 Science, B in Year 10 Maths or C in Year 10 Extension Maths and C in Year 10 English
General Business	B in Year 10 English and B in Year 10 Humanities elective.
Chemistry	B in the Chemistry unit of Year 10 Science, B+ in Year 10 Maths or C in Year 10 Extension Maths
Dance	C in Year 10 English; Study of Year 10 Dance recommended
Drama	C in Year 10 English; Study of Year 10 Drama recommended
Food & Nutrition	B in Year 10 English and B in Year 10 Science
General English	C+ in Year 10 English
Literature	B in Year 10 English
Essential English	C in Year 10 English
Geography	C in Year 10 English and C in Year 10 Geography
Health Education	B in Year 10 English
Hospitality Practices	C in Year 10 English
Information Communication Technology	C in Year 10 English
Japanese	B in Year 10 Japanese
Legal Studies	B in Year 10 English and B in Year 10 Humanities
Essential Mathematics	Year 10 Maths or short course in Numeracy
General Mathematics	C in Year 10 Mathematics
Mathematical Methods	B- in Year 10 Advanced & Applied Mathematics
Specialist Mathematics	B in Year 10 Advanced & Applied Mathematics (Students must also study Mathematical Methods in Years 11 and 12)
Study of Religion	B in Year 10 English
Modern History	B in Year 10 English and B in Year 10 History & Ancient History
Music	C in Year 10 Music Foundations
Health & Physical Education (Extension)	C in Year 10 English
Physics	B in the Physics unit of Year 10 Science and B- in Year 10 Advanced & Applied Maths (Students should also study Mathematical Methods in Years 11 and 12)
Psychology	B in the Biology unit of Year 10 Science, B in Year 10 Maths or C in Year 10 Advanced & AppliedMaths and C in Year 10 English
Visual Art	C in Year 10 Art

Art

Core subject for Year 7
Elective Subject for Years 8, 9 and 10

Why Study Art?

The study of Visual Art enables people to record their responses to their environment and culture and to visually express themselves. Students learn significant skills that enable them to communicate with a wide audience. They learn to explore creative processes and materials, build problem-solving skills, and activate the right side of their brain (responsible for creativity, imagination, intuition, non-verbal communication, feelings, rhythm, and visualisation). In Art, students also learn more about other cultures, enhance their critical thinking skills, become visually literate and read symbols, enhance their fine motor skills and become social commentators using visual communication to respond to society. Visual Arts is also an excellent form of therapy for young people and boosts their self-esteem and emotional intelligence.

Junior Art forms a solid foundation for students who wish to study Visual Art (as part of their QCE subject selections) as a general subject, or Visual Arts in Practice, an applied subject, in Years 11 and 12. Students who wish to study Senior Visual Art (the general subject) are strongly recommended to study Year 10 Art. The knowledge and practice of Visual Art also can benefit students in many post-school courses and career pathways.

Course Content

Visual Art is a core subject in Year 7. In Year 8, it is a one-semester elective and a full-year elective in Year 9 and 10. Each year builds upon the knowledge and skills of the previous year's study. Students are also introduced to new media and techniques at each year level.

Year	Content
Year 7	*Tell Your Story* **Viewpoint/Inquiry Question: How do artists use visual language and symbolism to tell stories?** Students learn the methods of ceramics, constructing and sculpting by hand and creating a three-dimensional artwork. Using visual storytelling, students create a ceramic pot to communicate a personal story, developing their own visual symbols or code to help communicate their story.
Year 8	*The Space Around Us* **Viewpoint/Inquiry question: "How can artists use positive and negative space to communicate identity and meaning in portraiture?"** Students explore how artists use positive and negative space in contemporary portraiture. They will think critically and creatively about how to create meaning in a portrait through artist studies and in class workshops. Finally they will create their own finished self portrait inspired by chosen artist models. *A Second Life* **Viewpoint/Inquiry question: "How can we transform everyday objects into sculptural artworks"** Students will give a second life to unconventional, found items in this sculpture unit. They will explore object art and learn foundational sculpture making skills to create their own 3D creature.

Year 9	*Cultural Masks* **Viewpoint/Inquiry question:"How do artists communicate culture, identity and stories through mask masking"** Students research the art of mask making through a range of different cultures and contexts. From this new knowledge, they will then create their own unique mask that tells a story through its use of materials and symbols. *Impressionism* **Viewpoint/Inquiry question: "How did the Impressionists explore light, colour and form through painting"** Students study the works of Monet and Vincent van Gogh through teacher led painting workshops. They then use these techniques to inspire their own impressionistic landscape painting. *Prints with Purpose* **Viewpoint/Inquiry question: "Printmaking is a voice, how can we use it to say something about our world today"** Students use contemporary printmaking techniques to stand up for a cause that matters to them. They will design and create a print that communicates a message or raises awareness. They then design an environmental exhibit throughout the school to present their work. *Glow up* **Viewpoint/Inquiry question: "How do artists use symbols and metaphors to create new personal meaning in their art"** Students explore stoneware clay techniques to create a ceramic light sculpture that symbolizes an area of their life that makes them 'Glow'.
Year 10	*Prints of the Planet* **Viewpoint /Inquiry question: How do artists express culture and identity through visual language?** *Digital Journal* **Viewpoint /Inquiry question: How do artists use digital photography to tell a personal story?** *Context Studies* **Viewpoint /Inquiry question: How do artists express meaning through the exploration of Visual Art contexts?**

Assessment

Students are assessed on both their practical folios, as well as research and reflection work completed for each unit.

Homework

Homework in Visual Art includes research tasks, some media experimentation and reflection activities.

Additional Information

Students must have their own basic artist's kit consisting of a fine point liner; an eraser; and 2B, 4B and 6B drawing pencils. All other equipment and art materials will be provided.

Certificate I in Hospitality

Elective subject for Year 10

Registered Training Organisation & RTO Code	*This qualification will be delivered at St Margaret Mary's College on behalf of registered training organisation - Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7*	
Subject Type	*Vocational Education and Training*	
Course Delivery Mode and Location	*The training and assessment of this qualification will be face-to-face and will take place at your school.*	
Course Length and Commencement Date	*The course will commence at the beginning of the school year. The course duration is one year.*	
Why study the qualification	*This preparatory course offers you an introduction to hospitality and develops your skills and knowledge, preparing you for your start in the industry.* *Learn the basic skills to work effectively, hygienically and safely, and discover how to provide customer information.*	
Entry Requirements and pre-requisites	*There are no entry requirements or pre-requisites. Students may be required to complete a language, literacy and numeracy test prior to enrolment.*	
Course Structure	*Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:*	
	Core Units *BSBTWK201 Work effectively with others* *SITXCCS009 Provide customer information and assistance* *SITXWHS005 Participate in safe work practices*	*Elective Units* *SITHIND005 Use hygienic practices for hospitality service* *TLIE1009 Carry our basic workplace calculations* *SITXCOM006 Source and present information*

Learning and Assessment	*Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways:* • *Written tasks* • *Observations - practical skills, practical tests, functions* • *Oral questioning*
Work Placement	*This qualification does not have mandatory work placement.*
Special requirements	*As part of the practical assessment requirements, students may be required to participate in functions and events inside and outside of school hours.*
Materials and Equipment Requirements	*Materials, equipment and resources required for completion of the qualification will be provided by the school.* *Closed in leather shoes for practicals. Long black pants for events.*
Credit Transfer	*Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations*
Pathways	*Completion of this qualification will provide students with basic skills and knowledge to provide them with a pathway into the Hospitality Industry, including hotels, resorts, restaurants, pubs, cafes, cruise ships and airlines. Students can also complete additional VET or university study to advance themselves further in the Hospitality Industry.*
Cost	*Students and parents are not required to pay a fee to complete this qualification.* *All learning resources are provided by the school at no additional cost to ordinary school fees.*

Program Disclosure Statement (PDS)	***This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school.*** ***To access the aforementioned PDS, visit: https://bit.ly/3aQRfm7***

The information contained in this document is correct at date of publication: 24/04/2025

Dance

Core subject for Year 7
Elective subject for Years 8, 9 and 10

Why Study Dance?

Dance is a recognised and popular form of social interaction and is a universal mode of self-expression and communication. Dance is a living expression of culture, spirituality and history. By engaging in the Dance program, students realise the body's potential as an instrument of expression, develop positive self-esteem and build confidence in personal physicality.

Course Content

Curriculum content is organised under 4 interrelated strands:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing.

Exploring and responding - This includes exploring, responding to, analysing and interpreting dance works across a range of contexts. Students respond using dance practices and forms, imagery, sounds, movement, language and/or digital tools.

Developing practices and skills - This strand is about developing practices and skills for choreographing, performing and responding to dance. Students develop knowledge and understanding through play, imagination, experimentation, and creative and critical thinking.

Creating and making - Students individually and/or collaboratively use their bodies, the elements of dance, choreographic devices, processes such as improvisation and/or digital tools to choreograph dances in forms and styles of interest and relevance interpret, as well as arrange and re-imagine dance choreographed by others.

Presenting and performing - In this strand, students perform dance they have choreographed and/or their interpretations of dance choreographed by other people, in informal and/or formal settings and in available physical or virtual spaces.

Year	Content
Year 7	Students in Year 7 will study Dance for across a single term unit. They will learn the basic elements of dance, the dance components, through different contexts and dance forms. These are investigated practically in class through individual and small group tasks. Students will be required to work collaboratively with others on group tasks.
Year 8	Students in Year 8 can elect to study Dance across a whole semester unit. The students will revise and expand upon the basic elements of dance, the dance components, through different contexts and dance forms (mainly contemporary dance). These are investigated practically in class through individual and small group tasks. Students will be required to work collaboratively with others on group tasks.
Year 9	Dance is an elective subject that is studied for a full year in Year 9. Students explore Popular and Contemporary forms of dance; making, presenting and responding to various dances.

Year 10	Dance is an elective subject that is studied for the whole year in Year 10. Students complete four units of study encompassing Musical Theatre, Cultural Dance and Contemporary Dance as well as a Story Ballet Unit. To study Dance in Year 10, it is recommended that students have achieved at an A or B Level of Achievement in Year 9. Having a background in Dance is certainly beneficial but not essential for Year 10 Dance.

Assessment

There will be a balance of practical and written assessment.

Homework

Homework would normally involve practising routines. Often students will be required to rehearse with other group members. There is also a significant written component, so students will be required to use homework time to develop skills of analysis and research.

Additional Information

Students also have the opportunity to audition for our Dance Troupes (A and B) to perform at the Townsville Eisteddfod, Maggies' Festival of the Arts and other school events throughout the year such as the Combined Schools' Production.

Design and Technologies – Food Specialisation

Core subject for Year 7
Elective subject for Years 8, 9 and 10

Why Study Food Specialisation?

Australia needs enterprising and innovative individuals with the ability to make discerning decisions related to the development, use and impact of technologies within a food context. These individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Food Specialisations prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies in relation to food, their functional and chemical properties, nutrition and consumer markets. Students will develop skills in:

- Applying their knowledge and understanding of factors and features which influence the design of products, services or environments.
- Practical skills, decision making and management in a food specialisations learning environment
- Exploring problems and generating solutions that may demonstrate sustainable, ethical and/or social considerations
- Evaluating design ideas, processes and solutions

Course Content

Students will use a design thinking approach to investigate, generate, produce, evaluate and manage a problem or issue relating to food & nutrition. This will develop skills in various forms of technologies creating learners of the 21st century including critical thinking, collaboration, creativity and communication.
Focus areas of study are broad and include:

- Food Specialisation
- Food and Fibre Production
- Food and Nutrition
- Hospitality Practices

Year	Content
Year 7	**Unit 1:** MasterChef Kitchen
Year 8	**Unit 1:** Innovation in the Kitchen **Unit 2:** War on Waste
Year 9	**Unit 1:** Crust with a Conscience **Unit 2:** Asian Food Trucks **Unit 3:** The Changing Food Scene: Convenience in a Box **Unit 4:** High Tea
Year 10	**Unit 1:** Food Chemistry **Unit 2**: Food Trends & Consumer Markets **Unit 3:** Cafe Culture **Unit 4:** Culinary Canvas

Assessment

Students are assessed in the following elements:

- Knowledge and Understanding
- Processes and Production Skills

The use of design project folios and practical performance tasks provides balance in the assessment of this subject.

Homework

Students may have approximately one hour of homework per week. This will include written preparation for practical classes and independent work on their design folio.

Additional Information

In each year level, all food resources and equipment required by the student in Food Specialisations will be provided. Students are required to wear leather non porous shoes when in the kitchen.

Design and Technologies – Material and Technologies Specialisation (Textile Technologies)

Core subject for Year 7
Elective subject for Years 8, 9 and 10

Why Study Textile Technologies?

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. We all need to wear clothes and use textile products, so to be able to do this, in a meaningful, sustainable and ethical way, is important. Textiles have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

This subject offers students the opportunity to:

- apply their knowledge and understanding of factors and features which influence the design of products, services or environments
- explore problems and generate solutions that demonstrate sustainable, ethical and/or social considerations
- evaluate design ideas, processes and solutions
- develop and use decision making and management skills
- develop practical skills in relation to materials and technologies specialisation, textiles and fashion
- encourage mindful behaviours, creativity and perseverance

Course Content

Students will use a design thinking approach to transform new realities that relate to a textile issue or challenge. A range of topics are investigated which allow students to develop skills in critical thinking, creative thinking, communication, collaboration, personal and social skills and ICT; all skills needed in the 21st Century. Students will also expand their skill set in a range of practical textile applications.
The skills learnt in Textiles Technologies are invaluable life skills that can be used across many other disciplines and in general living to enhance the wellbeing of students throughout their lives.

Focus areas of study are broad and include:

- Textiles design and construction
- Fashion for different contexts
- Sustainable fashion
- Fashion and emerging technologies

Year	Content
Year 7	**Unit 1:** It's in the Bag: Fabric Painting & Machine Operation
Year 8	**Unit 1:** Zip it Up: Design a zippered pouch **Unit 2:** Circular Fashion: Denim
Year 9	**Unit 1:** Designer Collection: Sleepwear

	Unit 2: Bags with a Conscience: Sustainability in the Textile Industry
Year 10	**Unit 1:** Textile Manipulation: Elements & Principles of Design **Unit 2:** Fashion Trends: Boho

Assessment

Students are assessed in the following elements:

- Knowledge and Understanding
- Processes and Production Skills

The use of project design folios and practical performance tasks provides balance in the assessment of this subject.

Homework

Students may have approximately one hour of homework per week. This will include written preparation for practical classes and independent work on their design folio.

Additional Information

Students will be required to provide their own fabric for some textiles projects. Tutorials may be available for students requiring additional teacher assistance in practical and written tasks.

Design and Technologies

Core subject for Year 7
Elective subject for Years 8, 9 and 10

Why Study Design Technologies?

Design Technologies involves the design and manufacture of products, processes and graphical representations. Design technology refers to the procedures and techniques used to combine and process materials, and organise and control systems into useful products. Design focuses on the creation, development and communication of concepts and specifications for a range of designed solutions. Designing and creating solutions involves learning and using the Design Process. The Design Process ensures that our designed solutions embrace health and safety and resource management, are fit for purpose and socially, ethically and environmentally responsible.

Course Content

The *Design Technologies* course is based upon the Australian Curriculum for the Technologies Learning Area. Design and Technologies comprises two related strands:

- **Knowledge and Understanding** – the use, development and impact of technologies and design ideas across a range of technologies contexts
- **Processes and Production Skills** – the skills needed to create designed solutions.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work. This subject works towards the knowledge and skills covered in the study of **Design** in Years 11 and 12.

Year 7

- **Sustainable Design** - Learn the Design process while saving the Planet! You will also learn Graphic Design and sketching techniques

Year 8

- **Designing Solutions for Younger Australians** - Investigate the needs of young children by researching and designing a functional and sustainable product, service or environment to help solve problems in the lives of busy 4-year-olds
- **Architectural Design** - Get on board the Tiny House Revolution! Research and design the interior layout of a new and sustainable “Tiny House”.

Year 9

- **Engineering Design** - Learn about Engineering by designing and prototyping a bridge, considering the properties of strength, structural efficiency and sustainability. Learn how different structures stand the test of time
- **Graphic Design** - Engage with a member of the community to design and create a logo for an event or promotion.
- **Furniture Design and Manufacture** - Research, design and manufacture a sustainable piece of furniture using recycled materials. Consider aesthetics, strength and stability in your design

Year 10

- **Landscape Design** - Use a wide variety of techniques to design and communicate plans for an innovative landscape design for a client. Use computer aided drafting, create scale models and produce a video pitch
- **Design with Empathy** - Explore human centred design with your stakeholder and their favourite animal friend. Use the Design Process to discover your stakeholder's needs and wants for a designed solution. Make your own decisions, and choose between hand-drawing and graphic design software to present your design ideas. Prototype your design using either 3D printing or laser cutting

Assessment

Assessment is an integral part of the learning process. The *Design Technologies* course includes a number of design challenges in which students work to design, develop and evaluate solutions to a given problem or task. A variety of other techniques will also be used to gather assessment data including practical exercises, teacher observation, skills checklists, and writing tasks.

More information

For more details on each year level with pictures and student testimonials, click here

Digital Technologies

Core subject for Year 7
Elective subject for Years 8, 9 and 10

Why Study Digital Technologies?

The information and communication technologies (ICTs) of the 21st century play a significant role in the daily lives of each and every one of us. The *Digital Technologies* subject seeks to build on the general ICT capabilities developed across all Learning Areas in the curriculum. *Digital Technologies* is studied as a core subject in Year 7 and can be studied as an elective in Years 8, 9 and 10. This subject aims to develop students' knowledge, understanding and skills related to contemporary and emerging digital technologies. It encourages students to become confident, creative, environmentally and socially responsible innovators as they plan, manage, produce and evaluate solutions for a range of problems or situations both individually and collaboratively. Students will use a range of thinking skills, including computational thinking, to generate and communicate creative ideas and to effectively and responsibly select and use appropriate digital technologies.

Course Content

The *Digital Technologies* course is based upon the Australian Curriculum for the Technologies Learning Area. Digital Technologies is one of the two subjects that make up the Technologies Learning Area.

The Australian Curriculum: Digital Technologies is comprised of two related strands:

- **Knowledge and Understanding** – the information system components of data, and digital systems (hardware, software and networks)
- **Processes and Production Skills** – using digital systems to create ideas and information, and to define, design and implement digital solutions, and evaluate these solutions and existing information systems against specified criteria.

As well as enhancing students' abilities to work *with* digital technologies, the course also looks to develop students' understanding of appropriate and responsible use and management of technologies. Collaboration is an important part of working with technologies so we provide opportunities for students to participate, both individually and as a member of a team, in a number of interesting design challenges such as video production and publishing, website development, building and programming robots, game development and animation using industry standard software. The course also introduces the Planning and Development Cycle as well as the practices and documentation associated with the various stages of this cycle. This forms an important part of the study of **Digital Solutions** in Years 11 and 12.

Year 7

- **Computer Quiz Game** - Make a game that teaches year 6 students about what's under the lid of your computer. Using Google sheets make your quiz interactive with messages for right and wrong answers as well as an automatic scoreboard

Year 8

- **Solving problems with Digital Technology** - Learn how to use Technology to solve real problems. Engage with members of the community to see how you could improve their

lives with technology. Create a digital solution and present it to your stakeholders for feedback
- **MicroComputing** - With micro:bits, a pocket-sized computer that can be used to create all kinds of projects from robots to musical instruments – the possibilities are endless. Learn how software and hardware work together. What will you create? It could be a digital watch, fitness tracker, a magic 8 ball or a games console

Year 9
- **There's an App for That** - Create a working Mobile App with visual coding, practice application design techniques and learn how Interfaces are designed to improve the user experience
- **Our Channel -** Podcasts & Vodcasts - Work with a partner to create content for your own channel. Develop your video and audio editing and production skills to ensure that your message reaches your audience
- **Introduction to Programming** - Learn how to code in Python, the world's most popular language. Design and create an interactive text based Guess Who game
- **Working with Data** - Discover the power and functionality of spreadsheets. Collect data and use Excel to manipulate, format and display the results in colourful and engaging ways

Year 10
- **Web Design** - Using HTML and CSS, the code of the web, design and create a website from a client brief. Discover how to use design principles to improve the user experience of your site.
- **Chatbots** - Coding in Python and a graphic user interface, we create an expert system that helps the user make decisions.
- **Artificial Intelligence (AI) -** Using microcomputers and a range of sensors we gain information on our environment. We then look to AI to do the work for us. In this unit students teach the computer!
- **Introduction to Databases** - Data is the most valuable commodity in the world! In this unit you will discover how databases are used to store and integrate data. Learn about the ethical collection of data and how to manipulate data to identify patterns and make meaning. Students work with data on the types of dogs and cats in Townsville.

Assessment

Assessment is an integral part of the learning process. The *Digital Technologies* course includes a number of design challenges in which students work **individually** or in **teams** to design, develop and evaluate digital solutions to a given problem or task. A variety of other techniques will also be used to gather assessment data including practical exercises, teacher observation and skills checklists, and writing tasks.

Homework

Students may be expected to complete unfinished work for homework at various times in the course. There is no necessity for students to own a home computer or to have special software on their home computer as most practical work is completed in class time. Where extra time on a computer is required, students may attend after school tutorials or make arrangements for lunchtime or afterschool access to school computer facilities.

Additional Information

Students are not required to have studied the previous year's course to enrol in this subject. Each year of study covers different concepts and content.

Drama

Core subject for Year 7
Elective subject for Years 8, 9 and 10

Why Study Drama?

Junior Drama is a subject that enables students to communicate effectively, not only in the written form, but also physically and orally. The program provides students with the confidence and ability to become valued and productive citizens. Consequently, as most other subjects include an oral communication component, these skills become even more valuable. This is especially important in an era where the community more and more frequently communicates electronically, and the skills of communicating orally with people are in danger of being lost.

Course Content

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

Curriculum content is organised under 4 interrelated strands:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing.

Exploring and responding - This includes exploring, responding to, analysing and interpreting dramatic works. Students respond using drama practices and forms, imagery, sounds, movement, language and/or digital tools.

Developing practices and skills - This strand is about developing practices and skills for creating, performing and responding to drama. Students develop knowledge, skills and understanding of these practices through play, imagination, experimentation, and creative and critical thinking.

Creating and making - Students create and make drama in a range of improvised, devised and scripted forms and styles, individually or collaboratively. They create work that is refined and realised, and other work that may not be resolved interpretations of scripted drama or texts. In Drama, creating and making can include improvising, devising, playing, acting, interpreting, directing, rehearsing and/or scripting.

Presenting and performing - In this strand, students use acting and, as appropriate, take on creative and/or technical design/production roles to share drama and ideas with audiences, using available materials and technologies. They share informal and/or formal performances of their work in available spaces as well as planning, selecting, designing and/or rehearsing their performances.

Year 7 (Term Unit)

The Voice Within - through improvisation students explore the inquiry question - *How do I use my voice and body to create characters and stories that relate to me?*

Year 8 (Semester Unit)
Storytelling: Bringing Stories to life!
Dream Weaver - Students explore the inquiry question - *How can I use the Elements of Drama to tell stories authentically from different perspectives?*

Year 9 (Whole Year Course - can be taught in any order)
Four term units are studied:

- **Skills and Styles** - *How do theatre-makers use different conventions to tell stories and communicate a dramatic meaning?*
- **Silent Movies and Melodrama** - *How can artists engage contemporary audiences with stories using visual media?*
- **Oz Goth - Exploration of Australian Gothic Theatre** - *How do drama makers explore gothic conventions (tropes) within a uniquely Australian context?*
- **The Scene Project -** *How do I make a piece of existing work my own?*

Year 10 (Whole Year Course - can be approached in different order according to touring performances etc)
Four term units are studied:

- Unit 1 - **What's My Motivation?** *How do artists use the dramatic languages to create engaging characters on stage?*
- Unit 2 - **The World of Comedy** - *How can I make historic theatrical styles relevant to contemporary audiences?*
- Unit 3 - **Part of My World - Celebrating or Challenging Australian Identity** - *How can I use the conventions of contemporary theatre to explore what it means to be Australian?*
- Unit 4 – **All the World's a Stage** - *Why are Shakespeare's plays still relevant today?*

Assessment

Assessment includes both written and practical tasks in each unit.

Homework

Homework will include responding to written questions about class activities, creating scripts or performance work, learning lines, rehearsing and writing assignments.

Additional Information

Drama helps students with oral presentations in all subjects and gives them the ability to enter Senior Drama with confidence. Students are encouraged to attend Drama club on a Wednesday lunchtime, which culminates in a production in Term 4. Students also have the opportunity to be involved in the college's entry in "The Scene project" hosted by Queensland Theatre and the Festival of One Act Plays.

English

Core subject for Years 7, 8, 9 and 10

Why Study English?

English is a necessary part of the curriculum and compulsory to Year 12. English is important in all walks of life from secretarial work to nuclear physics. English encompasses language we use every day and the study of it makes us better users of language.

The study of English helps students to enjoy language and empowers them as purposeful, critical and creative language users who know how texts transmit, maintain, negotiate and transform cultural perspectives.

Course Content

The English course is based on the Australian Curriculum for English P-10 (v 9.0). The National English Curriculum is organised into three interrelated strands that support students growing understanding and use of standard Australian English. Students need these elements for ongoing learning social and personal competence and participation in a democratic society. Units of work reflect the following the three strands:

- Language: Knowing about the English language.
- Literature: Understanding, appreciating, responding to, analysing and creating literary texts.
- Literacy: Expanding the repertoire of English usage.

English incorporates the study of novels, poetry, short stories, drama and media texts including film and television.

Assessment

Assessment is continuous. This involves oral and written assessment. There are a range of written genres covered, for example, persuasive, analytical and imaginative responses. Oral assessment covers persuasive and imaginative orals. At least one piece of writing is completed under supervised conditions in each semester.

Homework

Homework is ongoing and is usually linked to assessment - both written and spoken components. Your child will often have an English assignment to work on. When she says she has no English homework, please encourage her to read as this supports her ongoing literacy development. It is important that your daughter always has a book on loan from the Library.

Health & Physical Education

Core subject for Years 7, 8 and 9
Elective subject for Year 10

Why Study Health and Physical Education?

This subject acknowledges that Health and Physical Education incorporates two strands of student engagement: **Personal, Social and Community Health** and **Movement and Physical Activity.**

Health and well-being are addressed through the **Personal, Social and Community Health** strand. This strand acknowledges that health and well-being is multidimensional and is influenced by individual factors, group and community actions, and the natural, built and psychosocial environments. It also assumes a strengths-based approach in asserting that most students in Australia are in good health, rather than a deficit-based model, which adopts a negative perspective on young people's health and well-being in our society.

Physical Education is addressed through the **Movement and Physical Activity** strand. This acknowledges that movement is central to physical education not only for acquiring the skills, concepts and strategic awareness required for physical activity participation and enhanced performance but also as a medium for learning across the curriculum.

Course Content

Students participating in this subject at St Margaret Mary's College will engage in a wide range of physical activities through which they will come to understand the place and meaning of physical activity and sport in their own lives as well as locally, nationally and globally, and experience the varied roles that comprise organised sport and recreational activities. They will also develop knowledge, understandings and skills to build resilience; to support a positive sense of self; to effectively respond to life events and transitions; and to actively engage in their learning. Effective communication, decision-making and general goal-setting skills are integral to this subject as they help to establish and maintain relationships in family, College, peer group and community settings; support healthy and safe behaviours; and enable advocacy. The table below outline the course content for Years 7-9 Health and Physical Education at St Margaret Mary's College:

Year	Theory	Practical
Year 7	• Introduction to Health Education • Growing and Changing • Healthy Relationships	• Minor Games • European Handball • Badminton • Newcombe Ball • Swimming
Year 8	• Drug Education • Food and Nutrition • Health Benefits of Physical Activity	• Swimming • Oztag and Touch • AFL/Cricket/Netball
Year 9	• Water Safety and First Aid • Positive Education • Women's Health • Risk Taking Behaviours	• Lifesaving • Community Fitness • Athletics • Touch/Oz Tag
Year 10	• Drug Education • Introduction to Sports Psychology • Respectful Relationships	• Basketball • Golf • Gaelic Football/AFL

Assessment

Students will be assessed in both the physical and theoretical aspects of the course in both their ‘Understanding’ of the course content and their demonstration and application of ‘Skills’ appropriate for the particular units of work.

Homework

It is an expectation that students will complete a variety of tasks outside of scheduled class time.

Additional information

Students will be expected to be in full sports uniform, including a sports hat, and to bring a water bottle for each practical lesson. A sun-safe shirt must be worn for all swimming lessons. A note must be provided in cases where a student is unable to participate in a practical lesson.

Sport Science & Performance Pathways

Elective subject for Year 9

Why Study Sport Science & Performance Pathways?

The Sport Science & Performance Pathways subject is designed for students with a passion for sport and a desire to develop both their athletic performance and their understanding of the science behind it.

In Year 9, students will build strong foundations in both theory and practice, covering areas such as functional anatomy, biomechanics, coaching principles, nutrition, ethics, and sport psychology. These are paired with practical experiences including strength training, power development, balance and coordination challenges, and baseline testing in the gym and on field.

Students will also explore important aspects of performance lifestyle such as time management, goal setting, study skills, and maintaining balance between school, sport, and personal commitments. The program supports student-athletes to achieve both academically and athletically, while preparing them to cope with the demands of training, competition, injury, and recovery.

Outcomes for Year 9 students include:

- Recognising and applying key concepts in anatomy, biomechanics, and motor
- learning
- Developing skills in coaching and performance analysis
- Understanding the role of nutrition and psychology in sport
- Building strength, coordination, and resilience through structured training blocks
- Developing personal management strategies to balance study, sport, and wellbeing

This subject provides a pathway into senior Health, Certificate III in Fitness and senior and Physical Education (PE), as well as opening doors to future opportunities in coaching, sports science, exercise physiology, and athletic development.

Course Content

Physical Component	Theoretical Component
Term 1 - 3 Big Lifts - Strength Training Foundations **Term 2** - Bio Mechanics in sport **Term 3** - Balance in sport **Term 4** - Power Development	**Term 1** - *Anatomy* **Term 2** - *Coaching Principles* **Term 3** - *Sports Nutrition* **Term 4** - *Ethics & Sports Psychology*

Assessment

Assessment is the purposeful, systematic and ongoing collection of information about students' demonstrations of learning outcomes. These learnings progressively increase in sophistication and complexity to form a continuum of learning.

A variety of techniques are used to gather information about students' demonstrations of learning outcomes, including written, oral and practical forms.

Enrolment in Sport Science & Performance Pathways is subject to availability and approval by CML.

Advanced Study of Health & Physical Education

Elective subject for Year 10

Why Study Advanced Study of Health & Physical Education?

Advanced Study of Health & Physical Education in Year 10 is an elective subject that concentrates on the knowledge, processes and skills to prepare students for Senior Physical Education and Health by integrating practical and theoretical aspects of the course. Emphasis is placed on developing an inclusive curriculum where the physical experiences relate to everyday life so students have the opportunity to experience a variety of physical activities. Health & Physical Education, therefore, provides experiences that enable students to make informed, rational decisions as to their involvement in skilful physical activities.

Students will have the opportunity to demonstrate the following unit objectives:

1. Recognise and explain concepts and principles
2. Demonstrate specialised movement sequences and movement strategies
3. Apply concepts to specialised movement sequences and movement strategies
4. Analyse and synthesise data to explain the relationship between concepts
5. Evaluate principles and strategies
6. Justify principles and strategies
7. Make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts

Course Content

Physical Component	Theoretical Component
• Term 1 - Weight / Fitness Training • Term 2 - Touch • Term 3 - Netball • Term 4 - Badminton	**Term 1** - *Exercise Physiology 1* – Anatomy for physical movement, and Fitness Training **Term 2** - *Exercise Physiology 2* – Energy Systems and Touch Football **Term 3** - *Skill Acquisition* - Learning and Application of Physical Skills and Netball **Term 4** - *Biomechanics* – The mechanics of physical movement - Biomechanics

Assessment

Assessment is the purposeful, systematic and ongoing collection of information about students' demonstrations of learning outcomes. These learnings progressively increase in sophistication and complexity to form a continuum of learning.

A variety of techniques are used to gather information about students' demonstrations of learning outcomes, including written, oral and practical forms.

Humanities – History + Geography

Core subject for Years 7, 8 and 9
Elective subject for Year 10

Why Study Humanities?

To be well-informed citizens, students need to know how our society has developed. In addition, the study of History and Geography is most valuable for the development of life-long skills: analysis, research, interpretation, evaluation, critical argument, and written and oral expression. Many of our students find that having knowledge of History and Geography enriches their understanding of issues studied in other subjects. Others simply have a passion for finding out about how human beings have coped in historical contexts, been shaped by the environment, or how human society is structured, and why that is the case. History and Geography also provide valuable knowledge and skills that prepare students effectively for their Year 11 and 12 subjects and a number of post-school tertiary courses and careers.

Course Content

Students in Year 7 and 8 will study 2 terms of History, one term of Geography and 1 term of Economics and Business or Citizenship & Civics in the Humanities fortnightly timetable allocation.

Students in Year 9 will study one semester of History and one semester of Geography each year. Each subject is based on the Australian National Curriculum. The table below outlines the key units studied each year.

Year 10s will be offered three opportunities to select Humanities electives subjects as a bridge to Year 11 & 12 subject choice offerings. The year long elective choice offerings include:

- History + Geography
- Civics & Citzenship + Business & Accounting Foundations
- History + Ancient History Foundations

This structure is designed to inform the year 10s of the Year 11 Humanities choices available in the succeeding year.

Year	History	Geography
Year 7	**Investigating the Ancient World** ● Deep Time History of Australia ● The Ancient World: Greece, Rome, Egypt, India OR China	● Water in the world
Year 8	**The Ancient to the Modern World** ● Medieval Europe and the Early Modern World (c. 590-1500 C.E.) ● The Spanish Conquest of Americas (c. 1492 - c. 1572)	● Changing Nations
Year 9	**The Making of the Modern World** ● Making and Transforming the	● Biomes and Food Security ● Geographies of Interconnections

	Australian Nation (1750 – 1914) ● The First World War (1914 – 1918)	
Year 10	**Year long Electives** **History + Geography:** The Second World War and Building Modern Australia: Environmental Change and Management. This course will cover Australian Curriculum v9.0 History & Geography content. **History + Ancient History Foundation:** A combination of topics from Australian Curriculum v9.0 and senior Ancient History courses. Designed to give students the opportunity to prepare for and build skills beneficial for senior History study whilst this is considered beneficial, this is not a prerequisite for senior History study. Topics may include Traces of Empires, Modern Empires, Power & Politics, Personalities and Power in the Ancient World. **Civics & Citzenship + Business & Accounting Foundations:** A combination of topics from Australian Curriculum v9.0 and senior syllabus courses. Designed to give students the opportunity to prepare for and build skills beneficial for Senior Legal Studies, Business and/or Accounting study. Whilst this is considered beneficial, it is not a prerequisite for senior Legal Studies, Business or Accounting study. Topics covered include Basic Accounting Concepts, Business Environments and Objectives, Democracy and the Rule of Law.	

Assessment

Assessment in History and Geography, as well as all Year 10 Elective Choices will include research assignments, exams and multi-modal presentations.

Homework

Students will regularly be given homework to complete at home if unfinished in class or to further reinforce particularly important concepts and skills. Time at home should be allocated to complete assignments, with a period of two to three weeks typically allocated to an assignment.

Humanities – Economics and Business & Civics and Citizenship

Core subject for Years 7, and 8
Elective subject for Years 9 and 10

- Year 7 students will all study Civics and Citizenship in their first term.
- Year 8 students will all study Economics and Business in Semester 2.
- Year 9 students are offered Economics and Business & Civics and Citizenship as a full year elective subject on an elective line.
- Year 10 students are offered three opportunities to select Humanities subjects as a bridge to Year 11 & 12 subject choice offerings. The year long elective choice offerings including:
    - History + Geography
    - Civics & Citizenship + Business & Accounting Foundations
    - History + Ancient History Foundations

Why Study Civics & Citizenship + Business & Accounting Foundations?

A combination of topics from Australian Curriculum v9.0 and senior syllabus courses. Designed to give students the opportunity to prepare for and build skills beneficial for Senior Legal Studies, Business and/or Accounting study. Whilst this is considered beneficial, it is not a prerequisite for senior Legal Studies, Business or Accounting study. Topics covered include Basic Accounting Concepts, Business Environments and Objectives, Democracy and the Rule of Law.

Why Study Economics and Business?

Business and Economics explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of economic and business decision-making and its effects on themselves and others, now and in the future. It will also develop the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it. The curriculum examines those aspects of economics and business that underpin decision-making at personal, local, national and global levels. Students learn to appreciate the interdependence of decisions made, as well as the effects of these decisions on consumers, businesses, governments and other economies.

Why study Civics and Citizenship?

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. The curriculum recognises that Australia is a secular nation with a multicultural and multi-faith society, and promotes the development of inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander Peoples and their identities within contemporary Australia. While strongly focusing on the Australian context, students also reflect on Australia's position, obligations and role of the citizen today within an interconnected world.

Japanese

Core subject for all Year 7 students
Elective subject for Years 8, 9 and 10

Why Study Japanese?

The study of a second language helps students gain a sense of personal achievement, enhances insights into diverse cultural and linguistic practices and also promotes awareness and confidence in the correct use of English.

There are a number of key reasons for studying Japanese:
- Australia has broad and deep economic relations with Japan
- The ability to communicate in Japanese provides many career opportunities
- Japan and Australia share rich cultural traditions
- Learning a second language enriches students' experiences by giving them an appreciation of cultural diversity
- Learning Japanese is FUN and broadens the mind!

Junior Japanese forms the foundations required to study Japanese in Years 11 and 12.

The government, armed forces and business and industry have all identified a need for people who can speak a second language. In response to this, universities are seeking to increase the number of students studying a language through to Year 12. A number of universities are offering bonus entry points for LOTE learners. As a language learner, you are valued.

Note: In order to study the Japanese elective in Years 8 - 10, students need to have at least obtained a 'C' in Japanese the previous year.

Course Content

Years 7 to 10 Japanese develops students' skills in communicating in and understanding Japanese. They study topics such as Shopping, Travel, Jobs, Health Issues, Weather and Festivals, Daily Routines, Food, Leisure Activities and Animals. They are introduced to the three Japanese writing scripts: Hiragana, Katakana and Kanji. The topics are integrated with cultural activities such as calligraphy, origami and cooking. Technology is also used to enhance language learning. This subject broadens students' understanding of Japanese people and their culture.

Assessment

Students are assessed in skills of reading, writing, listening and speaking Japanese through oral and written exams and ongoing activities.

Homework

Students will need to regularly fulfil specific tasks. It is also vital for them to be learning and revising vocabulary and language structures continuously. Time every day should be set aside specifically for this purpose.

Additional Information

The annual SMMC Languages Speech Night and Japanese Speech Competition provide students with the opportunity to use and develop their skills in the Japanese language. Our school trips to Japan and our sister school in Osaka provide students with the opportunity to use their language skills and experience the culture.

Mathematics

Core subject for Years 7, 8, 9 and 10

Why Study Mathematics?

Mathematics is a fundamental component of a well-rounded education, deepening our understanding of the world and enhancing our ability to engage fully in society. It equips us with vital skills that are applicable in personal, civic, and professional contexts. Concepts such as numbers, space, measurement, probability, and algebra are part of everyday life and are integral to various fields of study, including Science, Mathematics, Art, and Design & Technologies. Proficiency in Mathematics is crucial for broad scientific literacy and is essential in developing a technologically skilled workforce.

Course Content

The Mathematics course follows the Australian Curriculum. The key content strands covered are Number, Algebra, Measurement, Space, Statistics and Probability.

At the end of Year 9, students will choose their Year 10 Mathematics subject based on their Year 9 results, their future career or study interests and consultation with CML & parents.

- **Year 10 Advanced & Applied Mathematics - For students aiming for STEM, Health Science, Medicine or Engineering pathways** – or those considering Mathematical Methods in Year 11 – it's recommended to aim for at least a B- in Year 9. This will help them manage the pace and content of Year 10 Advanced & Applied Mathematics, which includes optional 10A content. This course offers exposure to extension topics and more challenging concepts essential for success in Mathematical Methods. Recommended homework for this course is approximately 45 minutes.
- **Year 10 Mathematics - For students interested in careers such as Nursing, Primary School Teaching or Psychology** – achieving at least a C in Year 9 Mathematics is recommended. These students should select the Year 10 Mathematics course to prepare for General Mathematics in Year 11. This course covers foundational concepts necessary for General Mathematics. Recommended homework for this course is approximately 30 minutes.
- **For students considering a non-ATAR pathway, such as vocational studies** – or those needing further development and consolidation of their Math skills, the Year 10 Mathematics course tailored for Essential Mathematics is advised. This course focuses on strengthening foundational skills with additional support in Semester 1 and then in Semester 2, students will be offered the Numeracy short course with parental permission preparing students for Essential Mathematics in Year 11.

If your child is uncertain about their pathway or the appropriate level of Mathematics, they should aim to 'do the hardest maths they are capable of' to keep as many options open as possible. If students wish to enrol in a course for which they haven't met the prerequisites, we will contact parents to discuss the selection.

Assessment

Students will be assessed through both formal and informal evaluations throughout the year. Exams, along with Problem Solving and Modelling Tasks, will be used to gauge their overall achievement. All assessments will focus on the student's ability to apply mathematical knowledge to problem-solving.

Homework

Regular practice of mathematical skills and techniques is crucial for developing expertise, so all students are expected to complete homework consistently. Due to the pace and complexity of the course, it is particularly important for students aiming for the Year 10 Advanced & Applied Mathematics course (including the optional 10A content) to stay on top of their homework and actively use study plans and revision strategies. This approach will help them build the study habits and resilience needed to successfully transition to Senior Mathematics in 2026. This is also an important consideration for students interested in General Mathematics.

Additional Information

The Mathematics course in Years 7 to 9 is supported by the use of the textbooks from the Jacaranda and Cambridge Essentials Mathematics series.

Music

Core subject for Year 7
Elective subject for Years 8, 9 and 10

Why Study Music?

Classroom Music teaching in Queensland primary schools particularly in the Townsville district has long been based on the philosophies of famous educator Zoltan Kodaly, who firmly believed that "No person is complete without music". For many years, Music teachers at St Margaret Mary's College have drawn their inspiration from the philosophies and teaching suggestions of this great man. Kodaly also believed that Music should be the core, the very heart of the curriculum. Foremost Kodaly Music educator, Lois Choksy, explains:

"Through music we possess a means for the general development of the human soul … a means that cannot be replaced by any other subject … the elements of music are precious instruments in education. Rhythm develops concentration and determination. Melody opens up the world of emotions. Singing … is such a many-sided physical activity that its effect in physical education is immeasurable."

(Lois Choksy, Professor of Music, University of Calgary)

Note: No prerequisites are required for the study of Years 7 and 8 apart from a genuine interest in learning how to listen to, read, write, perform and create music. However, participation in the Year 9 Music course is strongly recommended for the study of Music in Year 10 unless certain other conditions are met.

Course Content

The course is based on the Australian Curriculum for Music. In studying Music, students will:

- Improvise and arrange music to explore personal style in composition and performance
- Compose in a range of styles and with an understanding of style and convention using technology and notation, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists
- Practise and perform to refine a variety of performance repertoire with increasing technical and interpretative skill
- Evaluate a range of music and compositions to inform and refine their own compositions and performances
- Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts

In short, Music students will learn to read, write, interpret, perform and create music in a variety of styles and begin to understand that music reflects the period in which it was written.

Years 7 and 8
All Year 7 students will participate in a short but engaging Music course for one term of Year 7. Students can select Music for a semester unit of study in Year 8.

It is important that in-coming students with a particular interest in Music indicate this at

enrolment as St Margaret Mary's College will offer some special extension experiences for this group. Instrumental groups for guitar, band and wind instruments, as well as the opportunity to join Choir, are also available for Year 7 and 8 students. Participation in these groups gives students valuable lessons in musicianship as well as in patience, self-discipline and generosity with their talents and their time.

Year 7 and 8 students will:

- Experiment with texture and timbre in sound sources using aural skills
- Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music.
- Rehearse a variety of music to develop technical and expressive skills
- Compose by combining and manipulating the elements of music using notation.
- Perform and present a range of music,
- Analyse composers' use of the elements of music and stylistic features when listening to music.
- Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples.

Year 9 and 10
Students who elect to take Music as a subject in Years 9 and 10 will enter a more intense phase of Music education.

Assessment/Homework

Students are assessed through homework tasks, in-class tests (aural and written) and composition and performance assignments.

Additional Information

- Choral program – Bella Voce (Years 7 to 12)
- Instrumental program ensembles – Guitar Ensemble and Rock Band
- Individual lessons are offered in guitar, strings and piano as well as others by request
- Theory and practical exams by consultation with individual teachers
- Musical evenings, school performances and community performances by request
- Tutorials offered

Religious Education

Core subject for Years 7, 8, 9 and 10

Why Study Religious Education?

The Learning Area of Religion is organised to complement the two dimensions of ***teaching people religion*** and ***teaching people to be religious drawing upon the Catholic Christian tradition*** in ways that are sensitive to local contexts and the ecumenical and multifaith realities of contemporary culture. St Margaret Mary's College seeks to understand and utilise the distinctiveness and complementarity of these two dimensions of Religious Education in the holistic education and the formation of students. Our programs, activities and experiences for the classroom learning and teaching of religion and the religious life of the school are ***responsive to religious diversity while being faithful to the Catholic Christian identity of the school.***

Course Content

Through Years 7 to 12, students grow in their knowledge and appreciation of the Catholic faith tradition, other Christian traditions and other religions. The College programme progressively develops students' understanding of the ways in which the religious material they study has its foundation in the Scriptures, its articulation in the teaching of the Church, and its embodiment in historical events and persons as well as in contemporary life.

In Years 7 - 10, content for the classroom teaching and learning of Religion is organised around four strands with three sub-strands for each:

- **Sacred Texts**
  - Old Testament
  - New Testament
  - Spiritual Writings and Wisdom
- **Beliefs**
  - Trinity: God, Jesus the Christ, Spirit
  - Human Existence
  - World Religions
- **Church**
  - Liturgy and Sacraments
  - People of God
  - Church History
- **Christian Life**
  - Moral Formation
  - Mission and Justice
  - Prayer and Spirituality

Assessment

Assessment is based on the assessable elements: Knowledge and Understanding and Skills. Assessment provides an indication of students' religious literacy (not their level of faith). Students are assessed through a range of in-class activities and assessment tasks.

Homework

While no formal homework is set, it may be necessary for students to complete class activities and to spend time completing assignment work.

Religion and Ethics (Senior Applied Subject)

In Semester Two, Term 3 – all Year 10 students will commence Religion and Ethics

Rationale

A sense of purpose and personal integrity are essential for participative and contributing members of society. This Applied syllabus provides for a course of study that encourages students to explore their personal values and life choices and the ways in which these are related to their beliefs. Religion and Ethics helps students understand the personal, relational and spiritual perspectives of human experience. A search for meaning assists students from different cultural, social, linguistic and economic backgrounds to learn about and reflect on the richness of religious and ethical worldviews. (*Queensland Curriculum and Assessment Authority).*

Core components:

- Are designed to allow students to become familiar with the nature of religion, beliefs and ethics.
- Cover three areas: personal, relational and spiritual

The students will study four units across Year 10 to Year 12. Each unit contains two topics.

- Unit One:
  - Peace - Keeping the Peace; Peace Promotion
- Unit Two:
  - Social Justice - Social Justice; Human Dignity
- Unit Three:
  - World Religions & Spiritualities - Religious & Spiritual Diversity; Expressions of Spirituality
- Unit Four
  - Meaning and Purpose & Expression - Religious or Spiritual Expression; Meaning & Purpose

At the end of Semester Two, Year 10, the students will have completed Unit One.

Assessment

Students will complete a variety of assessment tasks. The types of assessment include: Extended Response, Project and Investigation.

Homework

All homework would be viewed as contributing to the attainment of understanding and of skill development in this subject area. Some homework will be directly related to assessment tasks.

Science

Core subject for Years 7, 8, 9 and 10

Why Study Science?

In today's world, knowledge of Science is essential. The study of Science can offer ways of understanding many of the social, political and economic issues confronting us. It equips us with skills and strategies used throughout our lives. Some of these include critical thinking, observing, hypothesising, communicating, interpreting and researching.

The new generation of scientific knowledge involves careful, disciplined investigative and analytical work using scientific methods and models. It also involves making and testing hypotheses, making intuitive guesses, inventing and taking risks. Developments in Science rely on the collaborative work of multi-disciplinary teams of researchers and practitioners from wide-ranging fields of endeavour - hence the promotion of STEM initiatives.

Science at St Margaret Mary's College provides opportunities for, and assistance in, the development of students' abilities to access, process, communicate and evaluate information, so they can be culturally, socially and scientifically informed about the world around them. Importantly, Science also works on the development of students' abilities to work constructively in teams.

Course Content

The Junior Science program is based on the Foundation to Year 10 Australian Curriculum: Science. This is organised into three strands of Science Understanding, Inquiry Skills and Science as a Human Endeavour. The sub-strands within the Science Understanding strand are how units of work are developed. These four sub-strands are Biological Science, Chemical Science, Earth and Space Sciences, and Physical Sciences. Students are required to demonstrate skills such as designing, explaining, analysing and evaluating in the learning experiences presented in class and in assessment tasks.

Assessment

A variety of assessment methods are employed, including research investigations, experimental investigations, and examinations.

Homework

Science homework usually requires the following time commitments from the students:

- Year 7 - 1 hour per week
- Year 8 - 1 to 1½ hours per week
- Year 9 - 1½ hours per week
- Year 10 - 2 hours per week