



ST HILDA'S SCHOOL
GOLD COAST

CURRICULUM HANDBOOK

YEARS 9 & 10 | 2022-2023



Be Inspired



Meet Nadine Chia

2019 St Hilda's Graduate

My St Hilda's journey began in 2010 when I started Year 3 after moving to Australia from a small town called Kuala Belait in Brunei. The decision to emigrate was made by my parents to ensure I had access to the best education possible. Throughout school I always had a passion for learning and a profound love for the community of students and staff around me.

When I was 10, I told my parents I wanted to become a Neurosurgeon – ambitious for a pre-teen, I know. In my mind it was perfect because I liked science and I liked helping people, so I set my sights on becoming a doctor. As I got closer to my senior years, I started to question my chosen career path. The image of 'future Nadine' I had formed at 10 was vastly different to the Nadine I now saw in the mirror.

I think I changed the subject preference form at least three times. I had always adored singing, dancing and acting. I felt most at home when I was on the stage. Performing provided an escape from all the academic pressure I placed on myself, but I never perceived it as anything more than a hobby. Maybe it was the fear of pursuing a career that wasn't 'secure', or maybe it was the fear of being judged for not using my academic abilities to become a lawyer or a business woman. Nevertheless, I knew deep down I would never be content if I didn't at least give performing a shot.

In Year 11, I decided to follow my dreams (as cheesy as it sounds) and pursue a career as a musical theatre performer. I always knew I

wanted to study overseas and decided to apply to Performing Arts Universities in the USA.

In order to get into top Performing Arts Universities, you need a stellar academic record as well as a great audition. In my Senior years, I studied English, English Extension, Maths B, French, Music, Drama and Chemistry*. Although Drama was certainly one of my favourites, I also had a real soft spot for English Extension. I love reading, writing and being challenged, so this subject was perfect for me.

I took regular singing and dance lessons, and rehearsed for concerts, plays and musicals. It wasn't easy. Even though I wanted to become a performer, I was still eager to excel in my academic subjects, get my desired OP** and prove to everyone I could balance it all. While it was a rollercoaster, it was definitely worth the effort.

After graduating with an OP 2***, I flew to the USA to attend my auditions. It was a stressful process but long-story-short, I got into my number one university! I am now in New York City studying a Bachelor of Fine Arts in Musical Theatre at Pace University— one of the best Performing Arts Universities in America. As one of only 26 students chosen, I feel extremely privileged to be educated at such a fine institution and I couldn't be more eager for the journey ahead.

In five to ten years, I hope to have performed in various professional productions, hopefully at least one on Broadway, and possibly branch off into other areas of the arts such as

film & television, production or script-writing. Until August, I will continue my own artistic training as well as teaching classes at my old Performing Arts School on the Gold Coast called NAPA.

Looking back on my invaluable St Hilda's experience, I could not be more grateful for the memories made and the education I

received. The school gave me a strong foundation to head out into the world with vigour, determination and a genuine sense of self. I truly appreciate the opportunities the 'Roo Pen' provided and the now-beloved people who supported me from day one.

Below: Nadine performing in a Drama Showcase in the Langford Theatre.



- * Several subjects have been renamed under the new QCE system.
- ** Students no longer receive an Overall Position (OP); instead, they receive an ATAR score.
- *** Under the old OP system, students received OP scores ranging from OP 1 (the highest score) to OP 25 (the lowest score).

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Our Anglican Heritage

Anglican Schools are thriving, inclusive learning communities which seek to cater for the whole person: mind, heart, body and soul. They are places rich in tradition, guided in all things by Christian values.

Inspiring the Women of Tomorrow

Our aim at St Hilda's School is to create a nurturing and engaging learning environment which inspires young women and equips them with the values, knowledge, skills and confidence they will need to reach their full potential, and to serve, shape and change the world.

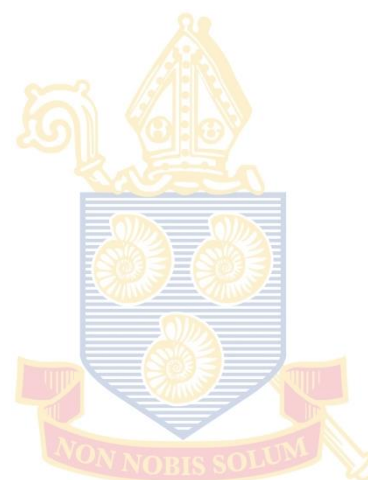
We celebrate intellectual pursuit and consider learning to be a privilege, a joyous life-long journey for both students and staff.

Learning and Teaching Framework

The St Hilda's School Learning and Teaching Framework promotes high-impact, explicit instruction from P-12. This Framework is informed by the research of John Hattie, Robert Marzano, Jay McTighe and Jim Knight.

There are six years areas of focus:

- Student-Centred Planning
- High Expectations
- Alignment of Curriculum, Pedagogy and Assessment
- Evidence-based Decision Making
- Targeted and Scaffolded Instruction
- Safe, Supportive, Connected and Inclusive Learning Environments



Considerations for Subject Selection

The purpose of this booklet is to offer a guide to parents and students as they consider subject selection for Years 9 and 10, and possible study and work pathways for future. In Years 9 and 10, students study six compulsory core subjects: English, Mathematics, Science, History, Health and Physical Education, and Religious Education. In addition to these core subjects, three elective subjects are studied.

When choosing electives, students should consider the following two questions:

Do I have a good understanding of each elective subject on offer in 2022?

Will the combination of elective subjects I have chosen suit my interests and abilities, and allow me to achieve my future aspirations?

Guidelines for Subject Selection

- Read through this booklet.
- Listen carefully to the subject presentations in Week 9 of Term 2.
- Complete the elective subject nomination process in Term 3. Further information about this process will be disseminated in Week 1 of Term 3.

Core and Elective Subjects

All students study six core subjects and three elective subjects over Years 9 and 10.

Core Subjects:

English, Mathematics, Science, History, Health and Physical Education, Religious Education

Elective Subjects:

Business, Finance and Management

Drama

Literature

French

Geography

Hospitality

Japanese

Media Arts

Music

Sport Science

STEM-Design Technology

Visual Art

Learning Enhancement (in consultation with the Head of Students, Research and Engagement)

English as an Additional Language (in consultation with the Head of Students, Research and Engagement)

Subject Pathways

Subject Pathways	Year 7	Year 8	Years 9 & 10	Years 11 & 12
English	English Honours English	English Honours English	English Honours English Literature	English Literature English & Literature Extension (Yr12)
Mathematics	Mathematics Honours Mathematics	Mathematics Honours Mathematics	Mathematics Honours Mathematics Advanced Mathematics (Yr 10)	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Science	Science Honours Science	Science Honours Science	Science Honours Science	Biology Chemistry Physics Psychology
Humanities and Social Sciences	Humanities and Social Sciences	Humanities and Social Sciences	History Geography Business, Finance and Management	Ancient History Modern History Geography Accounting Business Economics Diploma of Business
Health and Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education Sport Science	Physical Education
The Arts	Drama Music Visual Arts and Media Arts	Drama Music Visual Arts and Media Arts	Drama Music Visual Arts Media Arts	Drama Music Visual Arts Film, Television and New Media Music Music Extension Yr 12
Technologies	Digital Technologies Design and Technologies	Digital Technologies Design and Technologies	STEM-Design and Technology Hospitality	Engineering Hospitality Practices
Languages	French Japanese	French Japanese	French Japanese	French French Extension Yr 12 Japanese
Religious Education	Religious Education	Religious Education	Religious Education	Study of Religion

ELECTIVE SUBJECTS

Business, Economics and Finance Management

As students start to gain a degree of independence in accumulating and managing finances, make decisions about goods and services, and acquire legal rights and responsibilities as citizens, it is important to develop a unique repertoire of knowledge, practices and dispositions in these decisions.

Understandings for this subject are drawn from the fields of accounting, economics, marketing, management, communications, industrial relations, human resources, and administration.

How do students study?

- Individual and group work
- Technology infused-electronic bookkeeping, spreadsheet and presentation software
- Practical and written applications
- Case studies
- Project-based planning

How are students assessed?

- Written exams
- Reports – investigations and project focused
- Multimodal presentations

<i>Year 9 Content</i>	<i>Year 9 Skills</i>
<ul style="list-style-type: none">• Business and Innovation• Personal Finance (risk and rewards)• Running an Enterprise• Australia-a trading nation	<ul style="list-style-type: none">• Budgeting• Presentation and video• Designing, launching and running a business venture• Problem solving and inquiry-based research• Using analytical tools (SWOT Analysis)
<i>Year 10 Content</i>	<i>Year 10 Skills</i>
<ul style="list-style-type: none">• Personal Finance• Introduction to Accounting• Australia's Economic Performance• Introduction to Business	<ul style="list-style-type: none">• Spreadsheets• Budgeting• Financial Decision-making• Problem Solving• Investigation and Research• Manual and Electronic Bookkeeping

Drama

Drama is a dynamic and unique art form that represents and re-enacts experiences, ideas, stories and emotions. Although one of the oldest art forms known, Drama retains its relevance and importance in all aspects of society and culture. Drama provides a medium for, exploration, collaboration, social criticism, celebration and entertainment. It enables students to define and shape their own identity, develop their self-esteem and nurture their creativity and imagination. Students involved in drama activities are participating in aesthetic learning, nurturing social and emotional intelligences in partnership with other cognitions. This is an experiential mode of learning that demands active participation.

Studying Drama provides opportunities to:

- Engage with aesthetic learning through making, performing and responding to the art form
- Nurture effective communication and presentation skills
- Develop skills in creative, critical and lateral thinking as well as problem solving
- Refine co-operative and collaborative group skills including working as a team, balanced with effective skills as an independent life-long learner
- Develop a greater understanding of cultural awareness and to explore national and global issues and ethics

How do students study?

Drama is an academic subject with a fundamental theoretical component. However, we learn by doing, developing and applying our learning in practical activities, engaging students in experiential and aesthetic learning experiences. Students engage in the creative process through:

- Working collaboratively as well as individually to create, shape, present and critique Drama
- Manipulating a variety of technology, including the use of multi-media, lighting and sound technologies
- Developing creative and critical thinking skills.
- Developing skills in communication and presentation, nurturing self-confidence and self-expression.
- Participating actively in workshops, excursions and incursions to view live theatre
- Discussions, reflection as well as opportunities to perform for an audience.

How are students assessed?

- The student's development in Making and Responding
- Drama is assessed in a variety of ways such as:
 - Performances
 - Journal work
 - Written and practical assignments

<i>Year 9 Content</i>	<i>Year 10 Content</i>
<ul style="list-style-type: none"> • Introduction to the Dramatic Languages • Scripted Drama play study- Realism and comic realism • Non-Realism Drama • Improvisation and playbuilding 	<ul style="list-style-type: none"> • Scripted Australian Drama Play study – Realism • Contemporary performance – Physical Theatre • Comedy - Commedia del'arte and Improvisation

<i>Year 9 and Year 10 Skills</i>	
<ul style="list-style-type: none">• Making: Forming• Play building, Choreography, scriptwriting, improvisation, designing, devising, dramaturgy• Making: Presenting• Scripted and student devised work, acting techniques and performance skills, integrating stage technology, mediated performance.• Responding• Critiquing, analysing, evaluating and justifying.	

French

Studying French contributes to and enriches the educational, intellectual, personal, social, cultural, ethical and intercultural development of students. It has the potential to improve the quality of their participation in an evolving global world. Aims:

- Increase the student's cultural understanding
- Develop skills in a range of different text types
- Equip students with the skills to communicate their own aspirations, values, opinions, ideas and relationships with others within the French speaking communities.
- Increase the student's self-esteem through the acquisition of new and different communication skills and through learning to interact with people of other cultures
- Develop positive attitudes to people of other languages, cultures and races
- Develop relationships based on fairness and tolerance
- Broaden the student's worldview
- Enhance post-school options and meet the growing needs of industry for language skills and cultural understanding

How do students study?

- Through student centred learning, students are encouraged to develop their communicative skills and cultural understandings through:
 - The use of a variety of texts
 - Their participation in individual and group activities.
 - The exposure to songs and movies
 - The use of learning software such as Language Perfect
 - Their participation in a variety of competitions
 - Their participation in a variety of cultural experiences.
 - The use of leaning networks and iTunes U courses

How are students assessed?

Following the Australian Curriculum Assessment Guidelines, students will be assessed each semester in Communicating and Understanding. These include the reading, writing, listening and speaking skills. In Year 10, students will be assessed with tasks that reflect the senior QCAA assessment tools.

<i>Year 9 Content</i>	<i>Year 10 Content</i>
<ul style="list-style-type: none"> • Leisure activities and hobbies • Social Issues (environment, social media etc.) • Health • Travel 	<ul style="list-style-type: none"> • Advertising • The Future • Being engaged – how can we help others? • School and Beyond
<i>Year 9 and 10 Skills</i>	
<ul style="list-style-type: none"> • Understanding oral communications. • Expressing ideas on familiar topics. • Understanding both known and new written material. • Being able to write more complex communications such as letters, formal and informal magazine articles. • Appreciating the cultural differences between French-speaking communities and Australia. 	

Geography

Geography is a structured way of exploring, analysing and understanding the human and natural characteristics of places and societies that make up our world. Over the course of the two-year period, we will study a number of key geographic concepts through a range of scales, from the personal to global, and investigate a number of contemporary issues and challenges facing our world today and in the future. Our course aims to ensure that students develop as informed and responsible citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

Geography uses an inquiry approach to assist students in making meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an investigation, collect, evaluate, analyse and interpret information, and suggest responses to what they have learned.

How do students study?

Students will engage in a wide variety of learning experiences from individual to group work activities. Learning experiences will take place in the classroom as well as in the “field”, with learning by direct observation and recording of data, being of importance in this discipline.

How are students assessed?

Students complete three different assessment task types during the year:

- Combination Response Test
- Field trip report
- Data Report

<i>Year 9 Content</i>	<i>Year 10 Content</i>
<ul style="list-style-type: none">• Biomes• Food Security• Interconnections• Waterways	<ul style="list-style-type: none">• Human Well-being• Population Geography• Environmental Change and Management• Coastal Processes
<i>Year 9 and 10 Skills</i>	
<ul style="list-style-type: none">• Data manipulation and transformation• Data analysis and interpretation• Mapping skills• Field Sketching & data collection• Spatial knowledge and awareness• Geographic report writing• Research methods• Problem solving and decision-making skills• Ability to think and act as a responsible member of society	

Hospitality

The Hospitality program has been developed to help students gain knowledge and build thinking and process skills that will enable them to participate effectively in a world of change. In today's society, hospitality is rarely a matter of protection and survival and involves showing respect for one's guests, providing for their needs, and treating them as equals.

Hospitality encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, relationships and living environments. It is an interdisciplinary study drawing on the fields of nutrition and dietetics, human development and behaviour.

How do students study?

- Group work
- Technology – Food Choices the IT Way Practical applications
- Integration of theoretical components

How are students assessed?

- Progressive Design Journal
- Assignments, presentations and projects

<i>Year 9 Content</i>	<i>Year 10 Content</i>
<ul style="list-style-type: none"> • Basic cookery methods • Nutrition and the adolescent: Focus on breakfast Factors influencing food choices • Australia's Multicultural Menu Food safety and hygiene 	<ul style="list-style-type: none"> • Build on cookery skills and independence in the kitchen Investigate diet, disease and lifestyles which affect food choices • Investigate the influences of technology on the hospitality industry • Investigate the impact of fast foods on society and individuals • Food safety, hygiene and security
<i>Year 9 Skills</i>	<i>Year 10 Skills</i>
<ul style="list-style-type: none"> • Prepare and cook simple dishes based on sound • Investigation and problem-solving techniques • Apply food hygiene practices • Investigate adolescent eating and analyse diets using computer program "Food Choices" and make informed dietary choices • Investigate cultural influences on Australian cuisine and the impact on food choices in the hospitality industry 	<ul style="list-style-type: none"> • Investigate a specific hospitality • Select and prepare nutritious foods based on sound investigation and problem-solving techniques • Plan and prepare meals for people with a variety of needs • Make informed and ethical decisions about products • Work with changing technologies • Apply simple budgeting skills to food choices • Implement food safety procedures

Japanese

The study of Japanese is concerned primarily with the development of communicative proficiency. As the language is greatly influenced by the dynamics of the country, students are also taught about the sociocultural environment of Japan as they progress through the topics and new language patterns.

Studying Japanese benefits students in a number of ways. The importance of cross-cultural links between Japan and Queensland ensures that there will be increasing contact with Japanese business people and tourists. The ability to communicate in the Japanese language may become an empowering professional adjunct for the student's future as well as a useful asset for travel and recreation.

How do students study?

Through student centred learning, students are encouraged to develop their communicative skills and cultural understandings through:

- The use of a variety of texts (Hiragana, Katakana and Kanji scripts)
- Consolidation of the Katakana script
- Their participation in individual and group activities
- The exposure to songs and movies
- Their participation in cultural activities
- The use of learning software such as Language Perfect
- Their participation in a variety of competitions
- Allowing for the use of digital technology in expressing their thoughts in Japanese

How are students assessed?

Following the Australian Curriculum Assessment Guidelines, students will be assessed each semester in Communicating and Understanding. These include the reading, writing, listening and speaking skills. In Year 10, students will be assessed with tasks that reflect the senior QCAA assessment tools.

<i>Year 9 Content</i>	<i>Year 10 Content</i>
<ul style="list-style-type: none"> • Introduction to Katakana • Eating Out • International Backgrounds • Summer Holidays • School and Study • Shopping • Introduction to Describing Locations • Increasing Kanji Knowledge 	<ul style="list-style-type: none"> • Revision and Locations: Town and Home • Daily Routine • Pen Friend and Travel • Future Plans • Family Lifestyle • Exchange Presents • Let's Go Out
<i>Year 9 Skills</i>	<i>Year 10 Skills</i>
<ul style="list-style-type: none"> • Understanding simple oral communication • Expressing simple ideas on familiar topics • Consolidating and understanding both known and new written material • Writing simple communications such as letters and emails • Integrating technology into communication strategies 	<ul style="list-style-type: none"> • Oral skills are further developed so that interactions become more natural and realistic conversations and interchanges • A larger variety of vocabulary and structures are introduced so that writing becomes more fluent and competent • In the receptive skills of listening and reading, students are exposed to a wider range of situation and text types

Literature

Studying Literature will allow students to develop their love of reading and their appreciation of a range of texts, both past and present. The nature of what constitutes literary texts is dynamic and evolving; however, broadly they are seen to have personal and aesthetic value and the potential for enriching students' scope of experience. Students will explore and reflect on their personal understanding of the world and significant human experience gained from interpreting various representations of life matters in literature. The exposure to a broad range of novels, plays, poems and films gained by studying Literature will help to prepare students for further study in the Senior School.

Students will study a range of literature based around a different theme each term. The themes below are examples of what might be included.

How do students study?

- Reading novels, plays and poetry
- Watching films
- Engaging in discussion of literary texts
- Engaging in individual and group work
- Using technologies for research and text production
- Making relevant links between texts
- Viewing/listening to speakers and performers

How are students assessed?

- Written – Analytical and Imaginative
- Spoken – Imaginative multimodal

<i>Year 9 Content</i>	<i>Year 10 Content</i>
<ul style="list-style-type: none"> • Walk a mile in another's shoes: A novel - To Kill a Mockingbird • Study of Realism-A Doll's House • Gothic literature – Rebecca • Film Study-The Pursuit of Happyness (sic) 	<ul style="list-style-type: none"> • Detective fiction - short stories • One thing led to another – the text spin-off • Investigation of own choice of novel • Poetry and periodisation • Novel study – Little Women • Novel study - 1984
<i>Year 9 and 10 Skills</i>	
<ul style="list-style-type: none"> • Comprehension, interpretation, analysis and evaluation of works of literature • Writing expository and analytical essays • Oral presentation skills • Grammar, spelling and vocabulary • Critical thinking 	

Media Arts

Media Arts is a subject encompassing 21st century skills. In a digital age, it is essential for girls to engage with new media technologies, not as passive learners but as creative, critical thinkers and media producers. Teamwork and collaborative problem solving are at the forefront of this course, affording students the opportunity to work in real-life learning situations. “The new literacies almost all involve social skills developed through collaboration and networking. These skills build on the foundation of traditional literacy, research skills, technical skills, and critical analysis skills taught in the classroom” (Media Education for the 21st Century).

Study in the Media Arts Course will involve students developing knowledge, understanding and skills based on new media technologies as they emerge. Students work on industry style projects across a range of media formats including; digital image creation and manipulation; time-based traditional and digital animation: short film productions, music video and sound editing. The course will culminate in a project using a selection of these formats.

Students develop their knowledge of communicating ideas and intentions through media formats. They build on and refine their knowledge, understanding and skills through media arts practices focusing on: technologies, representation and construction of reality, the technical and symbolic languages of media, audience positioning, and the contexts of media institutions.

How do students study?

The course is project based, allowing students to express critical and creative thinking, while exploring issues which they are passionate about. A series of tasks allow them to develop skills across a range of digital formats and industry standard software including, Photoshop, Illustrator, Premiere, Final Cut Pro, and leading animation and sound editing software.

How are students assessed?

- Practical individual and group projects
- Formal written appraisal tasks
- Online production journals for self and peer evaluation, reflection and research

<i>Year 9 Content</i>	<i>Year 10 Content</i>
<ul style="list-style-type: none"> • Creating a Movie Poster using Photoshop • Tradigital animation skills and production • Podcasting, script-writing and sound editing • iBook design and creation 	<ul style="list-style-type: none"> • Short film production, including Genre films and Film Noir • Film trailers and advanced editing • Appraising and analysing film and moving image sequences • Music video and sound editing
<i>Year 9 and Year 10 Skills</i>	
<ul style="list-style-type: none"> • Critical and creative thinking • Appraise and analyse moving images • Manipulate still images • Experiment with a range of moving image products and animation styles • Develop and produce short film projects • Work collaboratively • Apply the design process 	

Music

Studying music fosters students' expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas. Students become problem-solvers and develop their ability to deconstruct and critically evaluate. The discipline and commitment of music-making builds students' self-esteem, personal motivation and independence as well as providing opportunities for the refinement of their collaborative teamwork skills.

The study of music is not restricted to those who intend on pursuing music professionally. There are many other fields where music can enhance career prospects. Music contributes to educating students for life – music can be listened to, appreciated and participated in by people of all ages and nationalities as it is an international language and integrated into all aspects of society.

In the music curriculum, students will be encouraged to develop their musicianship using the composing and performing of music and its associated symbol system as the basis of study. Throughout the course, students learn about the development and changes in music across history.

How do students study?

The course of study is divided into three strands: Responding, Composing and Performing studied through:

- Individual and group work to create music by composing and performing
- Classroom activities involving the analysis of the use of the music elements (pitch, rhythm, timbre, texture, dynamics and form) in music of different styles
- Using computer software such as Sibelius and Logic for traditional and film score composing, Auralia for the development of aural skills and Musition for the development of theoretical skills
- Viewing professional musical performances at an annual excursion
- Collaborating in classroom ensembles which cater for each individual's performing expertise, not necessarily just using instrumental skills learnt individually outside the classroom
- Taking the opportunity to join a school music ensemble as part of improving teamwork and ensemble skills for the performing component of the course.

How are students assessed?

A variety of assessment techniques are used and are selected from:

- Solo and group performances (instrumental and vocal)
- Composing tasks (submitted as notated and sound scores)
- Aural and written tests involving recalling terminology, recognising patterns and compositional devices and comparing and contrasting musical styles
- As part of the Years 9 and 10 Music Course, students will sit for an External AMEB examination - Music Craft Grade 1 in Year 9 and Music Craft Grade 2 in Year 10. As well as the content for these examinations being an integrated part of the St Hilda's Years 9 and 10 Music course, this also provides the experience of sitting for an external examination in preparation for Years 11 and 12 Music

In the music curriculum, students will be encouraged to develop their musicianship using the composing and performing of music and its associated symbol system as the basis of study. Throughout the course, students learn about the development and changes in music across history.

<i>Year 9 Content</i>	<i>Year 10 Content</i>
<ul style="list-style-type: none"> • Strike It! • Strum It! • Sing It! • Score It! 	<ul style="list-style-type: none"> • Music and Media • Jazz
<i>Year 9 Skills</i>	<i>Year 10 Skills</i>
<ul style="list-style-type: none"> • Playing percussion and guitar • Singing • Composing music (in Strike It! composing for a Junior School class to perform) • Analysing Music from a range of historical and cultural contexts (e.g. art music, pop music and folk music) • Score Reading 	<ul style="list-style-type: none"> • Composing music for a Film, Television or Gaming Score and in Jazz Styles • Performing Music from the Movies, Television, Gaming and Jazz works • Analysing music for specific stylistic elements associated with Film, Television, Gaming and Jazz Styles

Sport Science

Sport Science involves the study of scientific disciplines related to physical activity and sport. Students are introduced to theoretical concepts associated with improving fitness and athletic performance.

Human anatomy, physiology, psychology and sociology related to movement, exercise and sport are explored in detail. Participation in physical activity also offers an opportunity for application of theoretical concepts to athletic performance.

Sport Science provides students who are interested in undertaking Years 11 and 12 Physical Education with a strong grounding in the theoretical topics and strategies for physical activities studied during the senior course.

How do students study?

- Teacher presentation
- Independent research and revision
- Individual and group brainstorming
- Practical laboratories
- Participation in physical activity
- Reflection regarding practical experiences

How are students assessed?

- Written examinations and research reports
- Multimodal presentations
- Physical performance tasks (worth 25%)

<i>Year 9 Content</i>	<i>Year 10 Content</i>
<ul style="list-style-type: none"> • Functional anatomy • Stages of motor learning • Training principles 	<ul style="list-style-type: none"> • Sport psychology • Sociology of sport • Biomechanical analysis of movement
<i>Year 9 Skills</i>	<i>Year 10 Skills</i>
<ul style="list-style-type: none"> • Physical activities may include: triathlon, golf, European handball, water polo and fitness training • Software analysis of physical performance • Evaluation, justification and referencing 	<ul style="list-style-type: none"> • Physical activities may include: Aussie rules football, basketball, hockey, sof-crosse, volleyball and futsal • Statistical analysis of participation rates in physical activity and sport • Evaluation, justification and referencing

STEM-Design and Technology

The STEM-Design and Technology program has been developed to help students gain knowledge and build thinking and process skills that will enable them to participate effectively in a world of change. The rate of technological change in the last twenty- five years has been greater than any other comparable period in human history. This change has had important social, cultural and environmental implications.

Students need to be prepared for life in the 21st century. They will need to have the capacity to assess and deal with rapid technological change, the ability to form considered opinions about and be critical users of technology, the confidence and knowledge to help determine the future and not simply to adapt to a future determined by others and the capacity to contribute in areas of engineering, science and technology.

Students will be able to:

- Investigate a specific problem utilising resources such as the Internet, library, community and business links
- Generate ideas based on good research and testing in order to propose an optimum solution
- Produce an artefact, system or presentation that satisfies the original brief utilising both traditional workshop facilities and automated computerised milling
- Evaluate the final solution in order to build and improve upon learned design skills.

How do students study?

The subject is project-based where students are required to complete a brief consisting of a practical component and comprehensive journal documentation. In order to resolve practical problems presented to them (e.g. create a robotic vehicle to transport people on Mars) students will need to draw upon knowledge gained from their studies in other subjects such as Mathematics, Science, Art, Music and the Social Sciences.

How are students assessed?

- The finished product
- Oral and multi-media presentation
- Electronic journal submission
- Personal engagement within the learning environment

<i>Year 9 Content – Sustainability, Systems and Mechanisms</i>	<i>Year 10 Content – Sustainable Architecture, Consumer Awareness, Pre-engineering</i>
<p>The design, fabrication, and evaluation of STEM projects such as:</p> <ul style="list-style-type: none"> • L.E.D sustainable lighting • Laser cut flat pack models (IKEA type) • Robot controlled devices • Aeronautics and flight • 3D or laser cut sustainable jewellery • Simple mechanisms (toys or artifacts) • Sustainability and the built environment • Polymer materials and fabrication • Digital graphical communication 	<p>The design, fabrication, and evaluation of STEM projects such as:</p> <ul style="list-style-type: none"> • An architecturally designed beach house • A variable-gear scale dragster car • A laser cut modern wall clock • Product analysis multimedia presentation • Sustainability in modern-day architecture • Application of linear motion formulas • Aspects of contemporary design • The problem-solving process

Visual Arts

The Visual Art course employs the goals of 21st Century Learning in creative and thought-provoking tasks to help our girls become confident critical thinkers, creative makers and enthusiastic life-long learners able to use their own artistic 'voice' with purpose. Each student is encouraged to employ a range of technologies, techniques and processes as tools for meaning making.

Course content in both Making and Responding tasks is designed to engage students as global citizens with a social conscience and the ability to think critically and empathetically about the issues with which they work. Girls learn to use traditional and new media as expressive tools as they develop their own personal. They learn from the work of artists and identify and read artworks for intended meaning using the evidence of visual language, symbolism and media.

Through the development of visual literacy skills, students will be able to think creatively, employ strategies to problem solve, and critically analyse information and images. The Inquiry-learning process is at the heart of the new senior syllabus and is central to the subject throughout Middle and Senior Visual Art. Students make art works that explore personal, social and cultural issues and express concepts, experiences, feelings, ideas and observations relevant to their world. Study in the Visual Arts also encourages creative, intuitive and imaginative abilities that assist in personal growth.

In our increasing visual world, Visual Art related careers are in the ascent. Artists have amazingly creative lives with opportunities to work collaboratively with a range of other professions from scientists in places such as NASA or the CERN Laboratories that employ artists to translate data for public understanding. You may not be aware, but an academic pathway in the Visual Arts can culminate in Doctorate level qualifications.

How do students study?

- Make artworks to explore creative ideas with increasingly self-directed themes
- Learn to read and apply visual literacy; a skill that supports learning in all areas of the curriculum
- Complete practical bodies of work in a variety of media, supported by research of relevant contexts
- Are encouraged to develop their own personal style by engaging in increasingly individual and/or collaborative artmaking tasks
- Develop interconnected bodies of work in both making and responding tasks centred on a given concept
- Students keep an individual visual diary for experimentation, reflection and research

How are students assessed?

Create bodies of work, including both making and responding pieces that are based around an investigation inquiry, modelling the new Senior Syllabus assessment instruments.

<i>Year 9 Content</i>	<i>Year 9 Skills</i>
<ul style="list-style-type: none"> • Surrealism, Dreamscapes and Imagination - animation, mixed media and collage. • Making Meaning with Images - using two-dimensional and time-based media. • Combining New & Old Technologies - understanding the tools and techniques of etching and photomontage. • Playing Detective - analysing artworks to reveal viewpoints in art • My Little Book of Jewels Sculpture - exploring symbolism and contemporary approaches to layering media and meaning 	<ul style="list-style-type: none"> • Learning how to compose with time- based, two-dimensional and three- dimensional media • Using a variety of media; photography and collage techniques as meaning making tools • Etching using 15th Century processes with 21st Century concepts • Applying and reading visual language using evidence-based approaches to interpretation • Implementing ideas to make artworks that communicate to an audience
<i>Year 10 Content</i>	
<ul style="list-style-type: none"> • Vanitas – experimenting, developing and resolving artworks with old and new technologies: such as Photoshop, video and installation. • Applying and Reading Visual Language -evidence-based approaches to constructing and understanding image. • Serendipity - contemporary and imaginative approaches to the creative process. • Investigation and Inquiry in Making and Responding 	
<i>Year 10 Skills</i>	
<ul style="list-style-type: none"> • Arriving at creative outcomes using an inquiry-based problem-solving processes • Communicating meaning and implementing ideas using visual language • Utilising various media to explore techniques, create artworks and communicate ideas • Applying literacy skills by analysing and interpreting visual language • Evaluating artworks using evidence-based approaches and justifying viewpoints • Developing creative visual problem-solving strategies • Learning to experiment with, select and utilise appropriate technologies, techniques and materials with purposeful intent, including traditional and contemporary approaches to art making • Developing and evolving a personal style. <p>Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. Tertiary studies, vocational education or work experience in the area of visual arts can lead to and benefit careers in diverse fields such as:</p> <ul style="list-style-type: none"> • Advertising, e.g. art director, brand specialist, content marketer, photographer, graphic artist • Arts administration and management, e.g. art project manager, agent, events and festivals manager • Communication, e.g. writer, communication strategist, journalist, sign writer, art editor, blogger/vlogger, web content producer • Creative industries, e.g. visual artist, illustrator, photographer, screenwriter • Design, e.g. architect, fashion designer, environmental designer, fashion marketer, graphic designer, industrial designer, interior designer, stage designer, textiles designer • Education, e.g. specialist classroom teacher, lecturer, private teacher • Galleries and museums, e.g. curator, registrar, exhibition designer, director, public programs officer, conservator • Film and television, e.g. animator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, producer • Public relations, e.g. campaign manager, publicist, creative director • Science and technology, e.g. visual translator, computer game developer/programmer, digital communication specialist, digital content producer, multimedia designer, web designer, computer graphics modeller, forensic photographer. 	

Learning Enhancement (LEN)

“Every student can learn, just not on the same day, or in the same way.” (George Evans)

For a variety of reasons, some students learn at a different rate to their peers, taking longer to acquire and consolidate certain knowledge, concepts and skills.

At St Hilda’s School, we offer support to students who need additional assistance to:

- access the curriculum
- further develop their literacy and numeracy skills
- cope with the organisational demands of their various subjects

Who can join this class?

Students who are verified or have a diagnosis of a learning disorder from an educational psychologist or other specialised professional may be eligible to join the class.

Students who enter the class in either Year 7 or Year 8 may continue in the class as long as they obtain an updated educational assessment during their Middle School years. Students who continue in the class into Year 10 may need an additional educational assessment to be eligible for Access Arrangements Reasonable Adjustments (AARA) in the Senior School.

All participants are invited to attend the class at the discretion of the Head of Students, Research and Engagement.

What is covered in the class?

Students continue to develop their skills in literacy, numeracy, listening, speaking and reasoning through small group lessons. Students are also assisted with the planning and scaffolding of their assignments. In addition, time management and organisation are supported.

The program is designed to complement other subject lessons and help students to gain confidence in their own abilities.

English as an Additional Language (EAL)

Students learning English as a second language face the challenge of accessing a curriculum in English while they are still acquiring competency in this language.

To make progress and to achieve the same level of educational success as other students, they must develop literacy in English by:

- learning to speak, read and write English
- learning about the Australian school system
- developing a knowledge of cultural information that is often assumed knowledge for their English-speaking peers

St Hilda's recognises the challenges facing EAL learners and offers support within the elective program as a way of providing the assistance needed and reducing the stress and load on these students.

Who can join this class?

All students of Non-English-Speaking Background are eligible to receive EAL assistance and consideration within the curriculum. Their skills will be assessed on entry and they will be assigned Bandscales in line with the Queensland NILLIA bandscale system.

The students will be placed in EAL classes until such time as they reach a level of 7 across all skills on the NILLIA scale.

Their skills will be assessed on an ongoing basis.

What is covered in this class?

The aims of the program are twofold. First is to improve the students' English language skills through the use of targeted skills building exercises designed to enhance speaking, listening, reading and writing skills.

In addition, the program will offer assistance in interpreting and explaining the requirements of the tasks set in mainstream classes.

In EAL classes, time will be spent examining these tasks, explaining teachers' intentions and clarifying any relevant assumed or implied cultural references.

Time will also be spent on drafting and assisting students to improve the quality of their written work.

