

# YEAR 10

# SEMESTER BULLETIN



## 2024 SEMESTER 1

### LEARNING & TEACHING

Welcome back to another exciting year of secondary schooling at SMMC.

By now, most of your daughters are very familiar with what it means to be a 'secondary student' and they are moving along their pathway to 'Senior Studies'. Some of your daughters would be making this transition by selecting more specific subjects, which will prepare them for further study in Year 11 and 12. This year, our Year 10 students will undertake the Certificate II in Skills for Work and Vocational Pathways. This course, if completed provides students with 4 credits toward their QCE (Queensland Certificate of Education), out of a possible 20 needed for their QCE attainment at the end of Year 12. It also will assist them in preparing for their Senior Education and Training (SET) Planning in Term Two.

At SMMC we aim to provide your daughter with a quality, contemporary education which utilises data and evidence to provide the best possible learning outcomes for your child. Our skilled and engaging teachers aim to structure their curriculum so that Year 10 students continue to build their skills in core subjects whilst engaging in elective subjects, which are of interest to them. As this is a year for growth and for consolidating interest in subject areas, I encourage all parents to make contact with your daughter's teachers should you have any questions regarding what they are learning and how we can best meet her needs. Often reflection on your daughter's Semester Two report card in Year 9 can be a starting point for these conversations. In Term Two, you will be invited to a 'Senior Schooling' information session in preparation for senior schooling. We will also host a 'Subject Information Evening' where parents can come and speak with senior teachers before subject selections and SET Planning interviews in Term Three. Two important people that you can contact around all things Careers and Senior Pathways are Mrs Marianne Milani (Careers Advisor) and Mrs Katherine Truntic (Senior Pathways and VET Program Leader).

To assist parents with preparation for the year ahead, here are some key contacts for staff who are leading curriculum areas at our school.

Curriculum Area	Curriculum Leader	Email address
Religious Education	Rachel Harrison (Assistant Principal Identity & Mission)	<a href="mailto:rharrison6@smmc.catholic.edu.au">rharrison6@smmc.catholic.edu.au</a>
English	Correna Neumann	<a href="mailto:cneumann1@smmc.catholic.edu.au">cneumann1@smmc.catholic.edu.au</a>
Maths	Irma Lapico	<a href="mailto:ilapico@smmc.catholic.edu.au">ilapico@smmc.catholic.edu.au</a>
Science	Ben Naughton	<a href="mailto:bnaughton@smmc.catholic.edu.au">bnaughton@smmc.catholic.edu.au</a>

Humanities	Kath Burke	<a href="mailto:kburke4@smmc.catholic.edu.au">kburke4@smmc.catholic.edu.au</a>
Health and Physical Education	Kimberly Cameron	<a href="mailto:kcameron1@smmc.catholic.edu.au">kcameron1@smmc.catholic.edu.au</a>
Arts	Chris Davis	<a href="mailto:cdavis3@smmc.catholic.edu.au">cdavis3@smmc.catholic.edu.au</a>
Digital & Design Technologies	Cathy Jago (Acting)	<a href="mailto:cjago3@smmc.catholic.edu.au">cjago3@smmc.catholic.edu.au</a>
Food & Textiles Technologies	Wendy Owens	<a href="mailto:wowens@smmc.catholic.edu.au">wowens@smmc.catholic.edu.au</a>
Languages	Cathy Spencer	<a href="mailto:cspencer@smmc.catholic.edu.au">cspencer@smmc.catholic.edu.au</a>
Senior Pathways and VET	Katherine Truntic	<a href="mailto:ktruntic@smmc.catholic.edu.au">ktruntic@smmc.catholic.edu.au</a>
Inclusive Education	Paula Gabrielli	<a href="mailto:pgabrielli@smmc.catholic.edu.au">pgabrielli@smmc.catholic.edu.au</a>
Career Development Advisor	Marianne Milani	<a href="mailto:mmilani2@smmc.catholic.edu.au">mmilani2@smmc.catholic.edu.au</a>
Indigenous Education	Louise Martin	<a href="mailto:lmartin20@smmc.catholic.edu.au">lmartin20@smmc.catholic.edu.au</a>

Other useful curriculum links can be found below:

- [Curriculum @ SMMC](#)
- [Attendance and Absence During Term Time](#)
- [Assessment Policy](#)

Once again, please do not hesitate to contact either the Curriculum Leaders or myself if we can assist in any way.

*Ms Kath Hunter*  
*Deputy Principal - Teaching & Learning*

## RELIGIOUS EDUCATION

Religious Education is a significant component of the entire Religious Life of the College package. All teachers at St Margaret Mary's College contribute to this, as do our students, with various opportunities also offered to families.

The Religious Life of the College is lived out in a variety of ways:



### DAILY PRAYER

All Students from Year 7 to Year 12 begin the year writing prayers to contribute to their Pastoral Care Class Prayer Book. They are very creative and beautifully written. Throughout the year, our Year 7 students participate respectfully in a variety of prayer experiences

### YEAR-LEVEL RETREATS

Year 8 reflect on Sisterhood, while Year 11 workshop Leadership, considering the footprints they will leave behind.



### SERVICE ACTIVITIES

Project Compassion fundraising begins our year, World Down Syndrome Day & odd socks, Pride Week is a highlight and we spend a few evenings creating Birthing Kits for the Zonta Foundation - supporting women around the world that we may never meet.



## CALENDARICAL EVENTS

Gatherings for such things as Lent, Harmony Day, Samaritan Day, Advent/Christmas.

## UNIT 1: LIVING A LIFE IN CHRIST

Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australia and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. The students will develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined.



**Assessment:** Multimodal Task

## UNIT 2: KEEPING THE PEACE

In this unit, students are introduced to the study of peace from a variety of religious, spiritual and ethical viewpoints. They examine the roles these viewpoints play in an individual's perspective of peace and conflict. Students explore the roles of individual and communal beliefs, values, vision and goals to realise peace and justice in the world at all levels of social organisation. Students can investigate peace at the individual, community, national and/or the international level. They explore practical questions about how to realise peace and justice in overcoming conflict.

**Assessment:** Extended Response Assignment

*Mrs Rachel Harrison*  
*Assistant Principal - Identity & Mission*

# ENGLISH

Welcome to Year 10 English!

This semester will prove to be very busy as we implement Australian Curriculum V9 and prepare your daughters for the selection of their senior English subjects. Term One will begin with an exploration of the influence of the media in our world today. Students will explore a range of issues and problems that the world faces and the many ways that we can respond to the issues as a global community.

Term Two will see our classes change focus and some classes will focus on narrative writing and imaginative responses. Novels for our novel study will be issued later this term. Please encourage your daughter to read their text at least once before the unit begins.

Our dedicated teachers for Year 10 this year are:

10ENG.1	Keeley O'Connell	<a href="mailto:koconnell@smmc.catholic.edu.au">koconnell@smmc.catholic.edu.au</a>
10ENG.2	Correna Neumann	<a href="mailto:cneumann1@smmc.catholic.edu.au">cneumann1@smmc.catholic.edu.au</a>
10ENG.3	Peter Leete	<a href="mailto:pleete1@smmc.catholic.edu.au">pleete1@smmc.catholic.edu.au</a>
10ENG.4	Lincoln Miller	<a href="mailto:lmiller11@smmc.catholic.edu.au">lmiller11@smmc.catholic.edu.au</a>
10ENG.5	Amanda May	<a href="mailto:amay@smmc.catholic.edu.au">amay@smmc.catholic.edu.au</a>

Tips for success in English:

1. Read daily. Encourage your daughter to read each day - even if it is only for 10-15 minutes. Reading daily is an excellent way to improve comprehension, writing and spelling skills. There are many [websites](#) and resources that outline the benefits of reading. Our school library is stocked with the latest and some of the greatest books available and the friendly staff will help with recommendations. Each week there will be time for reading in class

2. Complete homework! If there is no set homework for English, your daughter should focus on revising the work completed in class
3. Ask questions. If your daughter is unsure of any work to be completed, please contact her teacher.
4. Engage in class discussion
5. Join a debate team! Further information regarding our school debate teams will be released shortly
6. Take the opportunity to compete in one of the many public speaking competitions that we are involved in

Further information on these opportunities will be available over the next few weeks.

I hope that your daughter enjoys Semester One!

*Mrs Correna Neumann*  
*Curriculum Middle Leader - English*

## MATHEMATICS

Welcome to Year 10 Students and Parents!

This year, our goal is to consistently foster a growth mindset in your daughter's approach to mathematics. Success in this subject is a result of effort and resilience rather than innate ability. It's essential to recognize that successful math students aren't necessarily the most naturally talented; rather, they are individuals willing to invest time and effort.

Here are key strategies for success:

- Be an Active Participant: Mathematics is not a spectator sport. Actively engaging with the material is the best way to learn. If absent, catching up on missed content through Google Classroom resources is essential
- Seek Help When Needed: Everyone encounters challenges in math. Whether through asking questions or completing assigned homework, proactive engagement is vital. Avoiding addressing difficulties until the week before exams can lead to unnecessary stress
- Cultivate a Positive Attitude and a Growth Mindset: Understand that mathematical ability is a skill that develops with time and practice

The Year 10 Mathematics courses aim to prepare students for careers and pathways that demand an understanding of various concepts and the development of diverse skills outlined in the Year 10 Curriculum. These courses involve more challenging coursework, pacing, and homework requirements compared to Year 9. Student placements are determined by their Year 9 preferences and results. Given that the concepts explored in Year 10 serve as the foundation for senior math courses such as Mathematical Methods, General Mathematics, and Essential Mathematics, establishing a homework and study routine is crucial. In particular as students will be selecting their Senior Mathematics subjects in Term Three.

In the classroom, all students will receive the intended outline for Term One, with an electronic copy available on Google Classroom. Learning intentions will be clearly stated, and students will know what is needed for success. Practical feedback will be provided through formative quizzes, emphasizing and valuing effort. We are committed to after-school tutorials on Tuesdays and Wednesdays, offering additional support and time for consolidation.

During lessons, your daughter will be encouraged to show bravery by asking questions, reviewing her work for errors, and completing consolidation tasks to reinforce learned skills. In times of difficulty, we encourage you to direct your daughter to refer to her examples in her 'rule book' and prompt her to attend after-school tutorials promptly.

Meet our experienced Year 10 team: Ms Irina Korshunova (10MAT.1), Ms Anna-Luisa Bertocchi (10MAT.2), Ms Claire Tidmas (10MAT.3), Ms Leah Daniel (10MAT.4) and Ms Bronwyn Miller (10MAT.5).

*Ms Irma Lapico*  
*Curriculum Middle Leader – Mathematics*

## SCIENCE

Welcome to SMMC Science 2024!

In Year 10 this year, the course is split into two Semester pathways. The first pathway covers Biology, Global Science, and a Psychology taster course. The second covers Chemistry, Physics, and the Universe. As well as

completing the Australian Curriculum, the aim is to give students an experience allowing them to make informed decisions about future study in Science at the Senior level.

The Biology unit focusses on the basics of cell structure and exploring the integral role of DNA in inheritance, evolution as well as developments in biotechnology to improve our lives. The students will develop their research skills to support or refute claims related to genetics and the use of technologies associated with genetics. Global Science looks at the cycling of key elements into and out of ecosystems, as well as human impacts on the environment.

Finally, the Psychology course introduces to the nervous system and some fundamental ideas in the human thoughts, feelings, and behaviour.

The Chemistry unit focusses on understanding the Periodic Table, learning how to name chemical formulae, write chemical equations and identifying different types of reactions. The main goal of the unit is to show how everyday reactions that occur in our lives can be understood and predicted using an element's position on the Periodic Table.

For their assessment, the students will be modifying an experiment performed in class and then designing and conducting a follow-up investigation. They will be given a deeper understanding of how to process and analyse data.

The Physics unit concentrates on Forces and Motion. The students will be investigating factors such as speed, velocity and acceleration. They will use Newton's laws to explain why objects behave the way they do when in motion.

The semester ends by looking at the Universe beginning with a deeper look at the origins of the universe and the history of astronomy. Within the space-related component, students will focus on the important aspects of the universe such as stars (both their structures and life cycles), black holes and nebulae formation.

Each term the students will complete an assessment targeting specific scientific skills that have been the focus of the unit, and a final test to gauge their progress to this point.

*Mr Ben Naughton*  
*Curriculum Middle Leader - Science*

## HEALTH & PHYSICAL EDUCATION

### HEALTH AND PHYSICAL EDUCATION

Welcome to Health and Physical Education Semester One, 2024. Students at St Margaret Mary's College will cover a range of health-related topics such as Sport Ed Model, Drug Education and Safe Relationships, while participating in Basketball, Athletics, Net Sports and modified games.

In Year 10, the first unit is an integrated unit where the students will explore and apply the Sports Ed model through Basketball Team Leadership unit which develops the students knowledge and skills around running their own round robin tournament.

In Term Two, the students will engage in a Drug Education unit based upon the concept of 'Youth Advocacy'. It is an accepted fact that peers can have a strong positive influence upon a young person's decisions related to engaging in many forms of risk-taking behaviours, including those decisions related to using licit and illicit drugs. The foundation concept upon which this unit is based is that young people can be powerful advocates for each other. In the practical environment the students explore movement strategies and movement sequences through Athletics.

Students in Health and Physical Education are reminded that participation in practical lessons is compulsory. If a student can't participate in practical activities for any reason, they must provide their classroom teacher with a note of explanation from a parent/guardian.

Year 10 HPE Teachers are:

- 10.1 Miss Rebecca Little
- 10.2 Miss Margot Cook
- 10.3 Mr Michael Dear
- 10.4 Mr Jason Gray
- 10.5 Mrs Kim Cameron

## PHYSICAL EDUCATION (Elective)

Physical Education students at St Margaret Mary's College will cover a range of topics in order to best prepare them for Senior Physical Education in Years 11 and 12.

In Term One, the Year 10 Physical Education (Elective) students are currently participating in a Human Anatomy/Gym and Fitness Unit. In theory lessons, they will learn about bones, muscles, joints, and human movement and then apply this knowledge to the gym and fitness training they will do in Practical lessons.

In Term Two, the students will investigate the three energy systems and how our bodies create energy for exercise. They will apply this knowledge to analyse their energy systems used in Touch Football.

Students in Health and Physical Education are reminded that participation in practical lessons is compulsory. If a student can't participate in practical activities for any reason, they must provide their classroom teacher with a note of explanation from a parent/guardian.

Year 10 PE teacher is Miss Ashleigh Rhodes.

*Mrs Kimberly Cameron*

*Curriculum Middle Leader - Health and Physical Education*

# HUMANITIES

Welcome to a new year of Humanities at SMMC! We will work with your daughters to help them to see that the Humanities are alive and well, and are very important to our understanding of what happens in our world. This semester, your daughter will have elected to undertake two of five Humanities subjects on offer. These subjects include:

Accounting and Business

Ancient History

Geography

Legal Studies

Modern History

Each elective will be studied for one semester. The Humanities Department has elected to present the Year 10 course in this manner in order to provide students with an experience of unique subjects that are on offer for subject selection in Year 11 and 12. It is very much hoped that more informed subject selection choices are made by the current cohort of Year 10s during Term Two in view of their positive experience of studies in Humanities subjects during this semester.

## ACCOUNTING AND BUSINESS

In Year 10 Accounting, students will complete an introductory unit to prepare them for studying General Accounting in Years 11 and 12.

By the completion of the unit, students will be able to synthesise accounting and other information in order to enter accounting transactions into a general journal, post to a ledger and prepare a trial balance from their knowledge of fundamental accounting concepts. They will be able to interpret the performance of a business through analysis of financial reports. Students will use manual accounting processes and MYOB accounting software.

The assessment will be two supervised exams where students will be asked to comprehend and apply accounting principles and processes, analysis financial information and create responses. The course will also provide a brief experience of studying General Business in Year 11 and 12. Students will use an inquiry approach to investigate an Australian business and use the Business Life Cycle and analytical tools to recommend growth strategies for the business. The Year 10 unit is being presented by our very experienced Senior teacher, Mrs Justine Lyons.

## ANCIENT HISTORY

Students studying Ancient History this semester will learn about how historians approach the study of the ancient world, before engaging in two depth studies focussed on significant women of the ancient past: Cleopatra and Boudicca. In these, students build on and develop their skills of historical inquiry. They particularly focus on the key concepts of evidence and sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are directly linked to Year 11 and 12 studies in Ancient History. Mr Lincoln Miller, our Senior Ancient History Teacher, is facilitating these interesting investigations of the past.

## GEOGRAPHY

The unit of study in the Year 10 curriculum for Geography is Environmental change and management, with a focus on the Water issue due to population increase and urban sprawl in Townsville.

Year 10 Geography students explore the following inquiry questions:

How can spatial variation between places and changes in environments be explained?

What management options exist for sustaining human and natural systems into the future?

How is 'water availability' an issue in Townsville and how can it be managed?

A variety of skills will be included in the unit's learning experiences, such as Mapping - using GIS and/or Google mapping, Collective Social Learning, Field trip observation and recording and Report writing. Content and skills in this unit relate to some, though not all aspects of Senior Geography as this unit is delivered in one term. The opportunity to experience a Geography Case Study in the field has been developed to enable a valuable insight into the advantages a choice of Geography at the Year 11 and 12 level will offer students. Mrs Sarah Heerschop will be teaching this class, and brings a wealth of experience and enthusiasm to the subject.

## LEGAL STUDIES

Students who have nominated Legal Studies are completing an in-depth unit on law making in Australia and Queensland. This unit serves as an introduction to the first term Year 11 Legal Studies unit. Students will investigate the role of parliament and delegated bodies in law making, as well the role of the courts in law making. The distinction between criminal and civil law is examined as well as the level of courts across jurisdictions. Students undertake case studies via online media and newspaper articles to appreciate the constant calls and demand for reform and improvement to the operation of law in Australia. Students also examine the use of social media by jurors and whether this threatens the ability of jurors to remain unbiased and impartial during criminal cases. Students put forward recommendations for improvement to this area of the law. Mrs Donna Bruce, our Senior Legal Studies Teacher, is presenting the Legal Studies unit.

## MODERN HISTORY

Modern History students are learning about World War II this term. World War II was one of the defining events of the 20th century, and brought about profound social, economic and political impacts for populations all over the world. Students are set the task of completing a source investigation on a significant event of their choice. This task will further develop student skills of interpreting, analysing and evaluating historical sources.

In Term Two our Year 10 Historians will be examining the civil rights movement in Australia, focusing on the actions taken by Aboriginal and Torres Strait Islander Australians to gain full rights. They will learn about activists such as Eddie Koiki Mabo, Vincent Lingiari and Charles Perkins, and events including the Wave Hill Walkout, the Freedom Rides and the 1967 Referendum. They will apply this knowledge in a response to stimulus exam at the end of the term. These key skills will help students prepare for further studies of History in Senior School. Ms Kath Burke is excited to be taking this class.

Students will also have the opportunity to become involved in extracurricular activities such as the United Nations Youth Program, so encourage your daughters to watch the Morning Notices!

*Mrs Kath Burke*

*Curriculum Middle Leader - Humanities*

# FOOD & TEXTILES TECHNOLOGY

## FOOD DESIGN

Take a risk  
And be amazed at what happens next

Creativity is about doing something where you don't know the outcome, that means it's about taking a risk. It is the ability to come up with unique and novel ideas that have not been explored before. Creativity is not just about generating new ideas; it is also about combining existing ideas in new and innovative ways. In design, creativity is used to explore and generate a wide range of solutions to a problem.

This year in the SMMC Food & Textiles Department we are encouraging our students to **take a risk** with their learning. If no risks were ever taken in the food industry, consumers would never have experienced the tantalizing flavour of salted caramel or enjoyed the range of gluten-free products.

We will also be encouraging our students to be mindful of the waste they create and look at ways in which we can repurpose ingredients into other food solutions.

There are two Year 10 Food Design classes: 10FTE.1 will have their classes in M01: the Hospitality Centre and 10FTE.2 in E08. They are both a keen and skilled group of students who we know will do some amazing things in the world of food design.

This year, we will complete a semester unit that focuses on alternative proteins which will provide students with a taste of what Year 11 Food & Nutrition is about. Alternative Proteins is a booming industry with more and more consumers opting to include some plant-based meals into their diets. The students will use the phases of design thinking to create a Meat-free Monday Tuckshop lunch meal. This will require them to understand the stakeholder needs and wants, ideate ideas, create prototypes, test, and then refine their design. We will be experimenting with ingredients such as legumes, cricket powder, and vegetables to investigate how they can be used in an appetising and healthy way.

We will begin the 'Science of Baking' unit towards the end of Term Two which focuses on the functional properties of starches.

Teachers: Mrs Wendy Owens (10 FTE.1) and Ms Janice LoMonaco (10 FTE.2)

## TEXTILES

Take a risk  
And be amazed at what happens next

Creativity is about doing something where you don't know the outcome, that means it's about taking a risk. It is the ability to come up with unique and novel ideas that have not been explored before. Creativity is not just about generating new ideas; it is also about combining existing ideas in new and innovative ways. In design, creativity is used to explore and generate a wide range of solutions to a problem.

If no risks were ever taken in the textile industry, where would we have been without Velcro being invented to secure openings or long-sleeved swimsuits and rashies to help protect against damage to our skin from the sun?

There has been a high level of interest shown in Year 10 Textiles with a class of the next fashion designers taking on the challenge. 'Boho Fashion' is the first unit of study. Students will investigate the features and common characteristics of boho-style dress and link this to contemporary fashion. They will investigate and generate a range of ideas that meet the design brief before deciding upon their final garment idea which they will construct. Their fashion illustration skills will be developed, as well as their practical skills which are needed when manipulating fabric. For this unit, students will be required to purchase their fabric and pattern. Further details will be provided by Mrs Milani later in the term.

Teacher: Mrs Marianne Milani

*Mrs Wendy Owens*  
*Curriculum Middle Leader - Food & Textile Technology*

## DIGITAL & DESIGN TECHNOLOGIES

Designing and creating with people at heart.

Greetings as we embark on yet another academic year! We are looking forward to a year rimming with learning and chance to contribute positively to our community, through immersive, hands-on learning experiences. This term, we extend a warm welcome to two new educators joining our esteemed department. Alongside Mrs Rita Archard, Mrs Irina Korshunova, and Mrs Courtney Batten, let's welcome Mrs Ivy Trueman and Mrs Cathy Jago.

The Australian Curriculum Technologies subjects are built around solving problems. Our students will be given opportunities to seek our ways to help others and improve products, practices or procedures allwhile considering the environmental and social impacts of their solutions as well as the choices of materials and methods of production.

The students will delve into a spectrum of technology concepts, enhancing their twenty-first-century skills. They will actively participate in invaluable and in-demand experiences that can shape their future careers. As they tackle problem-solving scenarios, students will employ a diverse set of industry-standard software and hardware, fostering confidence in the selection and application of various techniques.



## DESIGN & TECHNOLOGIES

Year 1 Design & Technologies starts with an extended unit, immersing students in the design process, by engaging in a unit on Empathetic Design. Students are challenged to design a product to support pet owner/s in providing a nurturing home for their pet/s.

Students will work with a stakeholder of their own choice to develop a design specifically suited to their stakeholder's needs and wants. This will involve interviewing their stakeholder/s and observing their environment. As students develop their design ideas, their stakeholder/s will again play a role in providing their opinion and feedback. By the end of Term Two, students will present their design concept using a 3D prototype. They may choose to use 3D printing, vacuum-forming or laser cutting to create a prototype of their product.

## DIGITAL TECHNOLOGIES

In Term One, the students will venture into the world of Artificial Intelligence and The Internet of Things. This unit will teach the students about how the agricultural industry is making use of sensors with Wi-Fi connections to inform their decision-making. They will use a microcomputer called a Raspberry Pi and a range of environmental sensors to help collect data that they can analyse and use to make decisions.

Term Two will see the students continue the coding journey with the Python coding language. This time we are looking at Graphic User Interfaces and how they can be used to improve user experience. Python is a very popular coding language and is used for a range of applications by some of the world's biggest tech companies. Learning to solve problems with code teaches students to think differently about problems by breaking them down in smaller, more manageable tasks and applying creative solutions to new problems.

*Ms Cathy Jago*

*Acting Curriculum Middle Leader - Technologies*

# LANGUAGES

Saluti! Greetings!

In Languages this Semester students will continue to develop communicative skills and learn about the culture of Italy or Japan.

This semester in Italian students will begin by learning how to talk about holidays and holiday destinations. This will introduce them to using the past tense. We will then move on to the topics of Health and Daily Routines. Students will be able to say if they are feeling sick and describe their symptoms and explain what their usual routines are.

Students of Japanese will be using the textbook *iiTomo 3&4* which is primarily written in Hiragana and Katakana script. The use of Kanji characters will begin to increase as the year progresses. Topics for Year 10 in Semester One include Healthy Fast Food, Department Stores in Japan, and Having Fun Together.

The start of the term will be focused on revision of reading and writing skills of the Japanese Hiragana and Katakana alphabets. Vocaroo will be a tool used for recording conversations and Quizlet will continue to be used to reinforce student vocabulary skills.

All Year 10 students will have access to the language learning website Education Perfect. This website will be used in class and can also be used at home. It also runs competitions which the students always enjoy. Ask your daughter to show you how it works!

It is vital that your daughter spends time regularly learning the vocabulary we are using in class. 10-15 minutes every homework night will mean she is prepared for lessons and able to participate in class. You can help her by quizzing her on the meanings or ask her to teach you some language.

In Term Two we will be having our Languages Movie Night so watch out for information about this.

*Mrs Cathy Spencer*

*Curriculum Middle Leader - Languages*

# THE ARTS

## ART

The Year 10 Art class has started with a Lino Printing Unit where they are to write an Expression of Interest to the Printmakers Association to submit works into the fictitious exhibition, Prints of the Planet, to be hosted at the Perc Tucker Regional Gallery. Their submission will include, up to 5 x original lino prints and a written statement to the curatorial panel, justifying the inclusion of their work in the exhibition.

In Term Two, Year 10 Art students will engage in a Digital Photography/Photoshop and animation unit, entitled Digital Perspectives. In this unit, students will explore altering views of a 'place', either internal or external. They will select their best 5 digital works and produce a short artist's statement for each.

Students are encouraged to establish good work-study habits and a work plan in preparation for their senior phase of learning. Utilising home time to also complete their research work and document their progress in their Visual Journal, will be of benefit to students.

## DANCE

This Semester, the Year 10 dance students begin by looking at dance in Musical Theatre through the unit 'Happy Feet' through the guidance of their teacher, Mrs Courtney Batten. This unit will give students the opportunity to explore the Musical Theatre genre, focusing on Tap and Jazz technique. The students will complete three assessment pieces in this extended unit, the first being a class Tap performance and the second being a group choreographic task - creating a musical number from a musical of their own choice. The students will finish the unit with a Responding task to a piece of Musical Theatre.

To conclude Term Two, the students will study a short cultural dance unit exploring dances from around the world. Guest artists will be joining us in the classroom studying as diverse forms as Middle Eastern Belly dancing and Scottish Highland Dancing.

## DRAMA

Lights, Camera Action! This term, Year 10 Drama students will be exploring the style of Realism, with a particular focus on Stanislavski's System of Acting. Mrs Jennie Edwards is looking forward to watching the students develop their performance skills in their preparation of a One Act Play.

In Term Two the course steers away from Realism and we begin to look at other forms of theatre including the improvisational form of Commedia Dell'arte. The students will have the opportunity to explore the world of comedy! They will be taking inspiration from the modern world of comedy and linking it to the origins in 15th Century Italy. The unit culminates with the students creating and performing their own Commedia Dell'arte scenes, exploring the iconic characters and bringing them to life on stage.

## MUSIC

This year the combined Year 9 and 10 Music class delve into the magical world of Musical Theatre. Performing skills will be continuously practised in order to foster the confidence to freely play in front of audiences in both individual and group ensemble formats. Perhaps the annual 'Showcase' on Friday, 8 March could provide an opportunity for some students to perform. Hopefully, some students also participate in the school musical production 'Bring It On' in June. We'll discover the characteristics of musical theatre, from opera classics to Broadway smash hits, preparing students for writing and performing their own mini-musical at the end of the year.



*Mr Chris Davis*

*Curriculum Middle Leader - The Arts*

## SENIOR SCHOOL PATHWAYS AND VET

Welcome to Semester One for 2024.

As students commence the year, there are some administrative tasks that students will need to complete to ensure their successful enrolment in their VET Certificate courses. Any student enrolled in a Certificate course needs a USI. A USI (Unique Student Identifier) is an individual education number for life. It also gives you an online record of your vocational education and training (VET) undertaken in Australia. One can be created at the following website <https://www.usi.gov.au/>. If your student is having difficulty creating this number, please contact the school to assist.

In Year 10 students have their first introduction to Vocational Educational and Training (VET) courses. These are Certificate I in Hospitality and Certificate II in Skills for Work and Vocational Pathways. Certificate coursework is competency-based and assessment tasks do not receive an A-E grading scale, therefore students must submit fully complete tasks. Competency-based assessment tasks will continue to be attempted until responses are submitted to a competent level. All students need to ensure that when submitting assessment tasks they submit complete tasks and fix up any corrections as they receive them. Failure to do so will result in students falling behind in their work, this work will start to accumulate and can be the source of stress for students.

If you have any concerns or questions about the progress of your child's Certificate coursework, please make contact with their teacher.

## CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS

Every student in Year 10 will complete a Certificate II in Skills for Work and Vocational Pathways as a part of their core subjects. This course provides students with a broad understanding of general workplace knowledge and skills.

During Semester One, students will commence Modules One and Two. Module One focuses on Workplace Health and Safety, responding to workplace problems, reading and creating workplace documents and engaging in effective workplace communication. Module Two focuses on Career Planning and Work Placement. Students will explore strategies for workplace learning, career planning, job identification, preparedness for work, interacting with others and participating in work placement. Module Two will then lead students through the SET Plan (Secondary Education and Training Plan) which is completed in Term Three.

## CERTIFICATE I IN HOSPITALITY

In Certificate I in Hospitality, students complete a total of six units. In Semester One, students will complete the first three of the six units. As this certificate course is a practical rich course, students must be present for all lessons. The first three units focus on Workplace Health and Safety, Hygiene practices in Hospitality and basic workplace calculations.

# ASSESSMENT CALENDAR

To access the Year 10 Assessment calendar [CLICK HERE](#)

[College Website](#)

[College Calendar](#)

[Library Times](#)

St Margaret Mary's College  
**SHOWCASE**

Join us this  
International  
Women's Day  
for our College  
**Showcase**  
**Friday 8 March**  
**3.30pm – 6pm**

 



The poster features a young woman in a blue school uniform and hat smiling. The background is dark blue with white and yellow text. A QR code is located in the bottom left corner, with a yellow arrow pointing to it. The college name is at the top and bottom.