

St Margaret's



YEAR 11 2018
YEAR 12 2019



St Margaret's



Curriculum HANDBOOK

Mission Statement

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

CONTENTS

SUBJECT LIST	PAGE
<i>Letter from the Principal</i>	3
<i>Year 11/2018 – Year 12/2019</i>	4
<i>Career Planning and Tertiary Study</i>	5
<i>Accounting</i>	6
<i>Ancient History</i>	9
<i>Biology</i>	10
<i>Chemistry</i>	11
<i>Drama</i>	12
<i>Economics</i>	13
<i>English</i>	14
<i>English for ESL Learners</i>	15
<i>English Extension (Year 12 only)</i>	16
<i>Geography</i>	17
<i>Home Economics</i>	18
<i>Information Processing & Technology (IPT)</i>	19
<i>Languages</i>	20
<i>Legal Studies</i>	21
<i>Mathematics A</i>	22
<i>Mathematics B</i>	23
<i>Mathematics C</i>	24
<i>Modern History</i>	25
<i>Music</i>	26
<i>Music Extension (Year 12 only)</i>	27
<i>Physical Education</i>	28
<i>Physics</i>	29
<i>Visual Art</i>	30
<i>Professional Opportunities: Vocational Education</i>	31



June 2017

Dear Parents / Guardians

The purpose of learning is growth and our minds, unlike our bodies, can continue growing as long as we live.
Mortimer Adler

St Margaret's has enjoyed a long tradition of academic excellence and broad subject choice. In 2018, the school continues with this tradition, as it focuses on preparing each student to meet the challenges of the future.

Whether it is for further study at a tertiary institution, an apprenticeship or entry into the workforce, St Margaret's, through its subject offerings, aims to prepare students for whatever endeavour they ultimately wish to pursue.

This Curriculum Handbook is designed to help your daughter plan her course of study for Years 11 and 12. It is important that subject selections are made considering personal interests and future career goals. Students should choose carefully knowing that they are choosing their study program for two years.

Members of staff are available to assist you and your daughter in making good selections. Their advice is invaluable, as most have had experience assisting families in their choices over many years.

Ultimately, success in senior studies is based on wise selection of subjects and a productive approach to learning. The latter involves good time management, focus and persistence.

I do hope your daughter enjoys her Years 11 and 12 program and the opportunity to grow in knowledge and understanding in her final years of school.

Yours sincerely

Ros Curtis
Principal

YEAR 11 2018 – YEAR 12 2019

In preparation for the Year 11 academic program in 2018, students and their parents need to consider the information in the following pages to guide senior subject selections. This Curriculum Handbook is an excellent resource for providing details of each subject offered in Year 11 at St Margaret's Anglican Girls School, the requirements for achieving the Queensland Certificate of Education and guidance for tertiary pathways.

When choosing subjects, it is important for students to consider:

- subjects that the individual student has found enjoyable, interesting and personally rewarding
- academic strengths and weaknesses
- possible career pathways – seek the Careers Counsellor's advice and use QTAC resources
- future university or TAFE course prerequisites
- the value of maintaining a balanced course

Once students have made their initial selections, the 2018 timetable will be prepared. Staffing and resource constraints oblige us to remove those courses which are not sufficiently supported by student selection. All students affected will then be asked to reselect from those courses that are offered. Please note that the school limits the size of classes; therefore, a change of subject may not be possible if the class is full. Some classes may be combined Year 11 and 12 classes.

Religious and Values Education will be delivered through a series of lessons and masterclasses. The latter will take the form of workshops where students will participate in a variety of seminars exploring relevant and contemporary issues.

If students or parents have any questions in relation to the information contained in this Curriculum Handbook or the subject selection process, please contact the Dean of Pedagogy, Ms Samantha Bolton, the Careers Counsellor, Ms Elizabeth Johnston, or the relevant Head of Faculty. Contact numbers are recorded at the back of this Handbook.

THE PROCESS FOR ONLINE SUBJECT SELECTION

In Term 3 the Year 10 students will be addressed by each Head of Faculty during the Year Level Assembly time. The curriculum details and requirements of each senior subject will be outlined. Students will have the opportunity to ask questions about the subjects they may be interested in pursuing next year.

In addition to these sessions, the School will conduct a Parent Information Evening on Monday 7 August. This event will incorporate a Subject Expo where parents and students can speak with staff about subject offerings and a Careers Expo which includes displays from a range of tertiary institutions.

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

1. Students will be emailed with their **Web Preferences Access Guide** to be used when selecting 2018 subjects online. Please note this is the only method through which subject preferences will be received.
2. This instruction sheet will include an individual **Student Access Code** and **Password**. The Head of Year will also have a copy of each student's **Access Code** and **Password**.
3. The girls will have three opportunities to change their preferences but the final selection must be completed by **Friday 11 August 4.00pm**.
4. All students are required to print a **Preference Receipt** on completion of the online process. This will need to be signed by parents and submitted to School Reception. Boarders may have this signed by Mrs Fowler or attach an email from their parents approving their preferences.

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

CAREER PLANNING AND TERTIARY STUDY

Some of the most important decisions students make at school are those relating to subject selections. These decisions are important since they may directly affect a student's success at school and how she feels about school. Senior subject selections are also an important part of career planning, particularly if tertiary study is integral to future career plans. As an overall strategy, it is suggested that students choose subjects which:

- they enjoy;
- they have demonstrated, or feel confident of achieving, some success in;
- will help them to develop skills, knowledge and attitudes useful throughout life;
- help them to achieve their chosen career goals, (if such goals have been formulated,) or to keep their career options open should they be unsure of their post-school direction (being uncertain of career direction at this age is quite normal).

Following are some more specific guidelines and a glossary of key terms.

INVESTIGATE OCCUPATIONAL PATHWAYS

Choosing subjects will be easier if students have identified a few preferred occupations and researched the various pathways available for entry to those occupations. If entry to a preferred occupation requires specific post-school training or completion of a tertiary qualification, it is imperative to ensure that any subject prerequisites for such training or tertiary courses are included amongst senior subject selections. Where subject prerequisites are flexible, common sense suggests selecting senior subjects where the content covered and/or skills developed are likely to provide a relevant foundation for future training or tertiary study.

The self-reflection and career exploration processes underpinning the development of the Senior Education and Training (SET) Plan are a major focus of the Year 10 Careers program at the beginning of Term 3. This will help students to select and structure senior learning options so that they reflect their interests and ambitions as well as meeting tertiary entry requirements.

CHECK TERTIARY ADMISSION POLICIES

Students must be guided by the information contained in the official QTAC booklet, Year 10 Tertiary Prerequisites. It lists all of the prerequisite subjects for 2020 entry. This booklet will be available for distribution in July 2017 and will be available online at www.qtac.edu.au/about-qtac/publications. This booklet should be kept until the completion of Year 12. In addition to keeping the Tertiary Prerequisites 2020 Booklet as a reference tool, students should also familiarise themselves with the admission policies of each tertiary institution offering courses of interest. Selection of applicants for tertiary courses can involve complex admission rules and such rules often vary between institutions and change over time. Students considering the OP ineligible option, students likely to be eligible for multiple selection ranks at the end of Year 12, and students planning upgrading strategies will be those most in need of clarifying their admission status with the tertiary institutions.

Ms Liz Johnston, Careers Counsellor is available to assist students with tertiary entrance and other post-secondary options. There will be several opportunities throughout the senior phase of learning for students to gain a greater understanding of the requirements.

THE QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The Queensland Certificate of Education (QCE) will be awarded to students who:

- Complete a minimum of 20 semesters credits at the standard of Sound Achievement, Pass (each subject gains 4 credits if a student passes the subject) or equivalent
- Complete at least 12 of their 20 credits from core courses of study
- Meet prescribed literacy and numeracy requirements

Core courses of study are:

- Authority Subjects
- Authority-Registered Subjects
- Vocational Education and Training (VET) qualifications at Certificate II level

Successful completion of any of the English and Mathematics subjects offered at St Margaret's satisfies the literacy and numeracy requirements. More detailed information about the QCE can be accessed via the Queensland Curriculum and Assessment Authority (QCAA) website <http://www.qcaa.qld.edu.au>

KEEP YOUR OPTIONS OPEN

While some students may currently feel absolutely sure of their future career, it is very common for them to change their minds over the last two years of schooling. Given the pace of change in the employment sector and the unpredictability of life in general, it is a wise strategy to have multiple career options in mind. There are many benefits to be gained from keeping options open through subject choices. Choosing a balance of subjects across a variety of disciplines can serve many positive purposes. It is important for students to remember to select subjects they enjoy, which will give them the greatest chance of achieving academic success, and which will allow them flexibility of options post-secondary school.

GLOSSARY OF TERMS

Assumed Knowledge

Assumed knowledge is the minimum level of achievement in senior studies (or equivalent) considered necessary for successful first year tertiary study. Students lacking the assumed level of knowledge are not prevented from enrolling; however, they may be disadvantaged unless they undertake recommended bridging, preparatory, or appropriate introductory subjects prior to, or during, their first year of study.

Authority Subjects

These subjects, approved by the Queensland Curriculum and Assessment Authority (QCAA), are offered state wide in Queensland secondary schools and colleges. Many Authority subjects may be taken in Year 11 without prior study of similar subjects. It would be difficult, however, to attempt subjects such as Mathematics B or C, Chemistry, Physics, Music and Languages without successful prior study in related Year 10 subjects. Authority subjects are used in the calculation of OPs and selection ranks.

Authority-Registered Subjects

Authority-registered subjects are those based on QCAA developed Study Area Specifications or developed by the school where the school's work program is accredited. These subjects emphasise practical skills and knowledge relevant to specific industries. Authority-registered subjects are not used in the calculation of an OP but may be used in the calculation of a tertiary selection rank.

Field Positions (FP)

Field Positions (FPs) indicate a student's rank based on overall achievement in Authority subjects in up to five fields (areas of study that emphasise particular knowledge and skills). FPs are calculated for OP eligible students only and used for tertiary entrance only when there is a need to discriminate between students within an OP band.

OP Eligible

An Overall Position (OP) is only relevant for the purpose of tertiary entrance. It indicates a student's rank order position in the state reported in bands from 1 (highest) to 25. To be OP eligible, students must meet the following QCAA guidelines:

- study a minimum of 20 semesters of Authority subjects (equivalent to 5 subjects),
- study at least 3 of these subjects for all four semesters of Years 11 and 12, and
- sit the Queensland Core Skills (QCS) test.

St Margaret's policy is for Year 11 students to begin with a course of study of six subjects. This maximises the options available to them over Years 11 and 12. Variation to this policy is by negotiation on an individual basis.

OP Ineligible

A student who does not meet the above QCAA guidelines becomes OP ineligible. A student who does not qualify for an OP, yet has 20 semester units of study, will be considered for tertiary entry on the basis of her subject results as recorded on her Queensland Certificate of Education (QCE) or Senior Statement and her results on the QCS test, if she sits it. Certificate III or IV courses, Diplomas and Music, Speech, Dancing and Drama qualifications can also provide a student with a tertiary entrance rank. OP ineligible students are afforded the same access to tertiary courses in Queensland as OP eligible students providing they still meet subject prerequisites and admission cut-offs. The OP ineligible option provides a more flexible pathway for a student who does not wish to follow the traditional academic course of study by allowing more flexible combinations of Authority, Authority-registered and/or VET subjects.

Prerequisites

These are subjects studied in Years 11 and Year 12 that are stated by universities, TAFE and private colleges as necessary to qualify for entry to particular courses. Prerequisites are expressed as achievement in specific senior subjects. For example, English (4 SA) indicates that the QCAA Authority subject English must have been studied over four semesters and an overall Exit Assessment of Sound Achievement or better obtained.

Queensland Tertiary Admissions Centre (QTAC)

QTAC acts on behalf of universities, TAFE institutes and some private organisations to publish course information and to receive and process tertiary course applications.

Recommended Subjects

Subjects recommended in order to undertake a course successfully. These subjects, are desirable, but are not entry requirements and do not affect applicant selection.

School-Based Apprenticeships and Traineeships

School-based apprenticeships and traineeships provide students with the opportunity to complete, or work towards the completion of, nationally recognised VET qualifications whilst still at school. The qualifications, ranging from Certificate II to Advanced Diplomas, involve structured training combined with practical work experience.

Selection Ranks

Selection ranks are calculated by QTAC assessors for tertiary applicants who are not school leavers or who are OP ineligible senior students. For OP ineligible students, selection ranks are determined by their results, as recorded on their Queensland Certificate of Education (QCE) or Senior Statement, and their performance on the Queensland Core Skills (QCS) Test, as well as other qualifications that are recorded by QTAC. Ranking is from 99 (highest) to 1 (lowest). Institutional policies regarding qualifications accepted as First Order Ranks for students completing Year 12 do vary. It is important that you check the admission policy for each institution offering courses for which you might seek entry.

Vocational Education and Training (VET)

Vocational Education and Training courses may be studied by OP eligible and OP ineligible students. VET can take the form of stand-alone subjects or entire courses or modules embedded in Authority or Authority-registered subjects. Student achievement is based on industry-endorsed competency standards. Successful completion of VET modules or whole courses may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations. St Margaret's students have undertaken VET studies in areas such as Business, Information Technology, Event Management and Tourism, Hospitality, Sport and Recreation, Fashion Design, Childcare, Beauty, Agriculture, Multimedia and Design.

Summative Assessment

Results are used in the calculation of an Exit level of achievement which is used in the calculation of an OP or selection rank.

Formative Assessment

Results are not used for the calculation of an OP but rather are designed to allow students the opportunity to develop their skills and understanding.

ACCOUNTING

COURSE OVERVIEW

The study of Accounting enables students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for effective decision making. This course is designed to provide a foundation in the discipline of Accounting and to prepare students for further education, training and employment. The subject offers scope and flexibility through the exploration of financial decisions and is relevant to a general education.

Students are also provided with opportunities to develop skills in managing financial resources that they can apply at a personal level and in the business environment. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner and to become independent learners.

The changing processes of accounting practices are recognised, especially with respect to the development and use of new information and communication technologies. Students will use information technology to enable them to apply the accounting process in business, their daily lives, and as members of society. Completion of this course should enable students to participate more effectively and responsibly in a changing business environment.

TOPICS OF STUDY

Areas of study are grouped into two categories, Core studies and Elective studies.

Core studies

Core studies one
Core studies two
Integrated accounting package
Budgeting

Elective studies

Accounting for cash
Accounting for non-current assets
Internal controls
Analysis of financial reports
Accrual accounting
Cash flow statement
Personal financing and investing

LEARNING EXPERIENCES

The learning experiences in Accounting reflect the active and practical nature of the course, as well as its balanced and flexible programme. The course presents students with realistic circumstances enabling them to develop knowledge, skills and valid opinions in relation to accounting situations.

Throughout the course students will engage in learning experiences which involve group work, analysing and evaluating case studies, completing practical questions, undertaking research activities, completing assignments and delivering oral presentations.

ASSESSMENT

Semester 1 and 2 contain formative assessment and Semesters 3 and 4 consist of summative assessment. Assessment includes class tests, assignments, and non-written pieces.

ANCIENT HISTORY

COURSE OVERVIEW

Ancient History provides each student with an understanding of the origins of a range of cultures, enabling her to live more effectively as a global citizen. Ancient History remembers the past, explains the present and provides understanding and hope for the future. The essential aim of all units of study is to develop students' proficiency in analysing and evaluating a range of evidence in order to evaluate critically a variety of heritages and traditions. It aims to develop students' capacity to become critical and independent thinkers.

Ancient History is a challenging academic subject that requires significant literacy and thinking skills. The course is designed to refine students' ability to deal critically with information and to develop independent theories in response to historical questions.

TOPICS OF STUDY

Semester 1: Funerary practices in the ancient world.

Semester 2: Personalities in the ancient world.

Semester 3: The changing society and government of the ancient Greek or Roman world.

Semester 4: The influence of groups in the ancient world

In each semester, one in-depth study will be a guided inquiry and the second in-depth study will be based on student choice and interests.

LEARNING EXPERIENCES

- Identifying issues or problems for investigation
- Designing research questions and developing hypotheses
- Locating sources of evidence and recording findings
- Analysing, interpreting and evaluating the authenticity of evidence, its worth, bias, reliability and purpose
- Drawing conclusions and supporting ideas with evidence
- Communicating using written and non-written genres
- Reflecting on all stages of an inquiry

ASSESSMENT

All Year 11 assessment is formative and all Year 12 assessment is summative.

The four categories of assessment are:

Category 1: Extended Written Response to Historical Evidence

Category 2: Written Research Tasks

Category 3: Multi-Modal Presentations

Category 4: Additional Test Formats (such as short written responses to stimulus)

Students will complete one item from each category in Year 11 (four items in all) and repeat these same categories in Year 12 prior to Verification (four items in all). The final Year 12 item will be an additional Category 2 or 4 task (a total of five items for the year).

BIOLOGY

COURSE OVERVIEW

Biology is the study of the natural systems of the living world. Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee consequences for the living world arising from their own and society's activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.

TOPICS OF STUDY

The topics of study include:

- Units of life
- Energy Systems
- Transport, excretory and regulatory systems
- Parasites, pathogens and defence against disease
- Ecology
- Genetics and reproduction
- Classification systems
- Evolution

LEARNING EXPERIENCES

The study of Biology provides rich learning experiences, which enhance a student's knowledge and understanding of the living world. A capacity to communicate effectively is developed through writing essay style analyses on issues and concepts. The appreciation and complexity of the biological phenomena is fostered through investigations into ecosystems, body systems, and the interaction between both. Each type of organism, including homo-sapiens, occupies a unique position in the biosphere. A study of Biology develops the ability to apply biological skills and reasoning to present-day and emerging issues. The capacity to identify, gather, manipulate and process information is built through laboratory investigations, dissections, and field work. Attendance and active participation in a mandatory 2-day field research into ecosystems at Hastings Point is required of all students.

ASSESSMENT

The achievement level awarded to each student upon exiting is based on performance in the three dimensions of:

- Understanding Biology
- Investigating Biology
- Evaluating Biological Issues

These dimensions are assessed through a two-year program of supervised examinations, assignments, oral presentations, and field work.

CHEMISTRY

COURSE OVERVIEW

The focus of Chemistry is to develop knowledge and understanding of the chemical aspects of the world. By using knowledge and investigative techniques students will frame questions, identify issues, conduct investigations, and use problem solving strategies to seek understanding of their surroundings. There are two main themes (structure and reactions) through which all material will be studied. These themes and associated key concepts will be developed within particular contexts to generate deeper understanding.

Chemistry remains a growing discipline with exciting and unexpected developments. Knowledge of this area can assist understanding and interpreting experiences in students' everyday lives. For students entering Year 11 Chemistry it would be advisable to have at least a "B" standard in Science and Mathematics, and at least a pass in English at Year 10 level. It is possible to study this subject without this, but it may be difficult.

TOPICS OF STUDY

The following topics will be studied:

- Elements of life
- Cave chemistry
- Big molecules
- Gases
- Energy and the speed of life
- Equilibrium – a balancing act, redox, and forensics

LEARNING EXPERIENCES

Students will experience a range of learning activities – guided discovery, inquiry, co-operative learning, individualised instruction and direct instruction. The learning experiences will be based in real work contexts to which students can relate. They will be encouraged to be academic risk takers to achieve their potential, and also encouraged to learn through intrinsic and extrinsic motivation. The learning will develop from simple to complex, and experimental skills will be developed throughout the course.

ASSESSMENT

Students will be assessed using supervised exams, extended experimental investigations, and extended response tasks. There are three assessment criteria, Knowledge and Conceptual Understanding; Investigative Processes; and Evaluating and Concluding. A student's level of achievement upon exiting the course of study in Chemistry is based on Year 12 work. All criteria will be assessed in each piece of assessment.

DRAMA

OVERVIEW

YEAR 11

Within each unit, Year 11 students will immerse themselves in a variety of dramatic elements and conventions. Numerous skills will be developed through forming, presenting and responding dimensions. Additionally, girls will be exposed to a range of dramatic experiences including scriptwriting, improvisation, performance, theatre review and design. Throughout the year, students will present work that is both skilful and thought provoking whilst their ability to perform and engage an audience will be clearly apparent.

TOPICS OF STUDY

- Polished Improvisation/Acting Techniques
- Gothic, Cinematic and Symbolic Theatre
- Community Theatre
- Physical Theatre

YEAR 12

Within this year, Year 12 students will utilise the specific dramatic skills that they have acquired over their junior and/or senior courses of study. Working through the dimensions of forming, presenting and responding, girls will create work that is both innovative and thought provoking. Styles of theatre include directing, performance, dramaturgy (design) and engagement in live theatrical productions. Various performances will occur throughout the year, showcasing the acting skills of the class.

TOPICS OF STUDY

- Comedy
- Political and Absurd Theatre
- Poor Theatre and Theatre of Cruelty
- Identity

CRITERIA ASSESSED

Drama is experienced and assessed through the three dimensions of forming, presenting and responding.

ECONOMICS

COURSE OVERVIEW

The discipline of Economics is integral to every aspect of our lives. It challenges us to be innovative when resolving problems in a world typified by complexity. Households, businesses and governments are confronted with the economic problem of alternative uses for limited resources and for this reason Economics is sometimes referred to as the 'Science of Choice'. Extensive media coverage of economic issues, problems and events has, in recent years, highlighted the need for increased economic literacy for all participants of our global community if we are to meet our responsibilities as citizens and as participants in local, national and global economies. In developing a wide range of economic skills and understandings as they investigate problems and issues facing Australian society, senior students of Economics are positioned to think deeply, and are provided with the tools to think creatively beyond what is known and predictable.

TOPICS OF STUDY

At the heart of each unit is inquiry and, wherever possible, students will be encouraged to design their own investigations and develop their own responses to economic questions through a rigorous interpretation, analysis and evaluation of a range of relevant sources.

Semester 1	Markets and Models	Economics and the Environment
Semester 2	Contemporary Microeconomic Issues	Population
Semester 3	Contemporary Macroeconomic Issues	Income and Wealth Distribution
Semester 4	International Economics	Personal Economics

LEARNING EXPERIENCES

The learning experiences deployed in Economics will be crafted in such a way that they enable students to best demonstrate the dimensions upon which they will be judged in this subject. The learning experiences, therefore, will:

- be related to a wide range of contemporary issues
- provide opportunities for students to develop and demonstrate the full extent of their higher order thinking skills
- create opportunities for the critical use of qualitative and quantitative data from a wide range of primary and secondary sources
- provide opportunities to use technology where appropriate, including the gathering of information, analysis, presentation and communication
- provide opportunities to communicate in a range of genres both written and non-written.

ASSESSMENT

All assessment in Year 11 is formative and all Year 12 assessment is summative. Assessment techniques include:

- Short response examination
- Extended written response to economic stimulus
- Written response to inquiry
- Multi-modal response to inquiry

Students will complete one of each assessment technique in Year 11 (four tasks in total). In Year 12, students will once again complete one of each assessment technique prior to verification with one additional piece to be submitted post-verification (five tasks in total).

ENGLISH

COURSE OVERVIEW

A course of study in Senior English aims to develop students' knowledge of the relationship between language and culture, as well as their awareness of the flexibility, diversity and dynamism of the Australian English language. Through creative and critical engagement with a range of literary and non-literary texts, students will be presented with opportunities to explore their own society as well as worlds beyond their immediate experience. This will provide them with opportunities to reflect on the ways language is used in a wide range of cultural contexts and social situations to shape meanings. In this manner, students will build on skills established in English in Year 10, using language appropriately, effectively, purposefully, aesthetically and critically, in order to think, write and speak about texts.

TOPICS OF STUDY

Across the four semesters of Senior English, students will study a range of topics. In Year 11, they will begin their English study by considering the ways in which gender is represented in the media, as well as exploring the critical concepts of youth identity in a unit based on Craig Silvey's novel, *Jasper Jones*. Students will also undertake a study of dystopian texts in Term 3, and conclude the year by considering the representation of power in Arthur Miller's play, *The Crucible*. The Year 12 course provides students with an opportunity to consolidate the language and writing skills they developed in Year 11, beginning the year with a detailed exploration of the hero archetype in contemporary films, and moving in Term 2 to a close study of Jane Austen's novel, *Pride and Prejudice*. In Term 3, students will examine a Shakespearean tragedy, and in Term 4 they will conclude their Senior English studies by undertaking an independent exploration of a selection of texts by foreign writers.

LEARNING EXPERIENCES

Throughout all units, students will engage in study of a wide range of novels, poetry, film, multimedia texts and plays. Students entering Year 11 and Year 12 need to appreciate the importance of reading and must be prepared to devote a considerable amount of time to this very worthwhile pursuit. Such effort is usually well rewarded, as those students who read widely often find their writing skills improve and that the texts provide them with a very real source of inspiration and pleasure. Students will be encouraged to read and view texts around the themes being studied to further enhance their knowledge base and understanding of the units.

ASSESSMENT

The assessment for English is continuous and is collected for formative and summative purposes, requiring the student's consistent effort as skills acquired in Year 11 will be essential for Year 12. Overall achievement will be based on a folio of work displaying fullest and latest information about the student's progress. The information used when deciding on exit achievement levels will be drawn from work comprising of six tasks which have been selected from the latter part of the course. It is important to note that, in order to obtain a minimum Sound Achievement in English, students must achieve a sound result in both the writing and speaking aspects of the course. Throughout the course, students will prepare a range of tasks, including short stories, analytical essays, feature articles, seminar presentations and persuasive speeches.

ENGLISH FOR ESL LEARNERS

COURSE OVERVIEW

The English for ESL Learners course is specifically designed for students for whom English is their Second or Additional Language. This subject explicitly teaches knowledge about English language and assists students to gain the knowledge and skills to enable them to succeed academically in an English language context. English for ESL Learners gives students the listening, speaking, reading and writing skills necessary to participate in situations and communities where English is used.

TOPICS OF STUDY

In their studies, students will communicate ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences. They will collect, analyse and organise information gained from a variety of sources, and presented in a range of forms and genres, and evaluate its quality and validity.

The course consists of three mandatory areas of study: Language of Academic Learning; Language of Literature; and Language of the Media. Across the four semesters of their senior studies, students will study a range of topics. In Year 11 they will be introduced to the processes of academic research and will also explore the immigrant experience through literature, considering themes related to displacement and the struggle for identity across cultures. They will also analyse the language of the media through the themes of family, growing up, cultural identity and generation gaps. As they move into Year 12, students will engage with more complex concepts, building on the skills of academic learning that were introduced in Year 11 through a research investigation that focuses on gender roles. Using their research on gender, students will also investigate how women are represented in literature from the 19th century to today and explore the notion that texts are constructed for a particular time, culture and historical period. To conclude their Year 12 studies, students will undertake an independent investigation of how contemporary issues are represented within a wide variety of media texts, including newspaper articles, current affairs shows and documentaries.

LEARNING EXPERIENCES

English for ESL Learners provides students with a tailored English language course which meets the structural and grammatical requirements for the academic English required in tertiary studies. The subject encourages students to develop the knowledge and skills required for English language learners to become competent users of written and spoken English in social, community, economic and academic contexts. As such, there is an emphasis on cultivating high order functional competence in English language and communication situations, allowing students greater access to success in further study, as well as access to cultural thought processes in Western language and literature which have influenced text construction.

ASSESSMENT

The assessment for English for ESL Learners is continuous and is collected for formative and summative purposes, requiring the student's consistent effort as skills acquired in Year 11 will be essential for Year 12. Overall achievement will be based on a folio of work displaying fullest and latest information about the student's progress. The information used when deciding on exit achievement levels will be drawn from work comprising of six tasks which have been selected from the latter part of the course.

ENGLISH EXTENSION

(Year 12 only)

COURSE OVERVIEW

English Extension is a one-year course offered to students in Year 12 only. The course must be studied in conjunction with Year 12 Senior English and gives interested and able students the opportunity to explore related texts in greater depth, with particular emphasis on the reading process. The course examines different approaches to reading and the attribution of literary value, both traditional and contemporary, through the study of a variety of written and visual texts which are linked, thematically, to those being studied in mainstream English.

The requirement for entry into the English Extension subject, therefore, is that the student has studied two semesters of Year 11 Senior English, or the equivalent, and has concurrent enrolment in Year 12 Senior English.

TOPICS OF STUDY

English Extension applies the lenses of a variety of theoretical approaches to analysing and evaluating literary texts to help students explore ways of valuing literature. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued. The nature of the learning and assessment in English Extension demands that students are able to work independently on intellectually challenging tasks.

Throughout the course, students will apply their understanding of reading practices and the theories that underpin them by producing readings of literary texts, and defending their readings by analysing how the readings are related to specific approaches and reading practices. Students will produce complex transformations of texts by intervening in a text or part of a text, and rewriting it to reposition themselves or other readers. By the end of the course, students will be engaging in sharply focused and critically defensible ways of reading and evaluating texts.

LEARNING EXPERIENCES

In accordance with syllabus requirements, the course provides for accelerated independence, increased cognitive demands and complexity of assessment tasks. Whilst explicit teaching of the four approaches, using at least three lessons a week, is planned for the early stages of the course, increasing time is allocated to independent study as the year progresses. This is paralleled by greater flexibility in regard to the choice of texts and contexts for assessment tasks, in the expectation that students will draw on an increasing variety of approaches and theorists in their responses.

ASSESSMENT

Students of English Extension are assessed across three dimensions, which describe the complex thinking that students use when working with literary texts:

- Understanding and interpreting
- Analysing and applying
- Evaluating and synthesising

Students complete three tasks during the year, under assignment conditions, which demonstrate their understanding of the above criteria. These include a close reading and defence of a literary text, a complex transformation and defence of a text, and an extended analytical response.

GEOGRAPHY

COURSE OVERVIEW

Geography is a valuable medium for the education of young people. Its contributions lie in the content, cognitive processes, skills and values that it can promote to help students better explore, understand and evaluate the social and environmental dimensions of the world.

The global aims of this course are to develop students' ability to:

- appreciate the contribution of geography to the understanding of questions, issues and problems arising from the human perception and use of the earth's resources
- become proficient in the use of the key questions and concepts of geography and the way they guide the process of geographic investigation
- use geographical concepts to organise information about people and environments to achieve an understanding of questions, issues and problems
- become proficient in the use of a range of thinking, social, communication, practical and study skills, and be able to use each step in following through the stages of a geographical investigation and
- develop a concern for the sustainability of the environment and the quality of human life through the exploration of a range of attitudes and values related to ecologically sustainable development, social justice and democratic processes and institutions.

TOPICS OF STUDY

Managing the Natural Environment

- Responding to Natural Hazards e.g. volcanoes, earthquakes, floods, cyclones, bushfires and tornadoes
- Managing Catchments
- Managing Coastal Environments

Social Environment

- Sustaining Communities
- Connecting People and Places

Resources & the Environment

- Living with climate change
- Sustaining biodiversity

People and Development

- Contrasting development
- Exploring the geography of disease

LEARNING EXPERIENCES

Learning experiences include a minimum of 20 hours spent undertaking fieldwork.

ASSESSMENT

It is anticipated there will be 4 assessment items per Semester:

- Field Report based on field trips.
- Practical tests involving the manipulation of data
- Short response tests – each semester
- Stimulus Essay based on unseen topic

HOME ECONOMICS

COURSE OVERVIEW

Home Economics focuses on the wellbeing of individuals and families in a range of social contexts. The areas of study include nutrition and food, textiles and fashion, individuals, families and communities. As a result of their studies students become informed decision makers who are empowered to make good food choices, be responsible consumers of textiles, and care for their families, peers, communities, and themselves.

TOPICS OF STUDY

- **Emerging designers** – creating and making, advertising and marketing, cultural and historical fashion, natural beauty and design contexts
- **At home** – packaging, labelling and marketing of foods, food choices for events, home environments, social interaction and family dynamics
- **Food for thought** – nutrition and food analysis, special dietary needs, food innovation and cookery
- **Ethical threads** – consumer responsibility, social justice in the fashion industry and designing clothing

LEARNING EXPERIENCES

- Analyse trends in the fashion industry and fashion forecasting
- Interpret media messages about beauty
- Gain an awareness of body image issues
- Identify product specifications, fabric selection, and making and fitting clothing
- Read and analyse food labels and select foods for various dietary needs
- Choose recipes, prepare food and present balanced meals
- Develop and refine practical skills through the use of various ingredients and equipment in food preparation
- Implement planning and management skills in the completion of written and practical work
- Consider social interactions such as family dynamics, and develop an understanding of communication processes and conflict resolution
- Understand how the global community affects consumer choice and consumption
- Appreciate the contributions of local, national, and international support agencies
- Make recommendations to improve individual, family and social wellbeing

ASSESSMENT

The nature of the assessment pieces varies and can include multiple choice and short answer examinations that assess students' knowledge and their ability to interpret unseen design challenges. Research assignments further facilitate inquiry into social issues and require the ability to develop logically reasoned arguments. Practical tasks involve considering a design scenario, generating ideas, seeking design solutions, thorough research and training, and producing practical items such as food and textile products.

INFORMATION PROCESSING & TECHNOLOGY (IPT)

COURSE OVERVIEW

Information Processing and Technology (IPT) touches many aspects of modern human life. IPT deals with Information Systems, Software Development, Artificial Intelligence, Computer Systems and the Social and Ethical implications of information technology (IT). The emphasis is software development rather than the use of application packages. In studying Information Processing and Technology, students investigate the nature of information processing and related technologies, using a computer as the primary tool. Such a study assists students to cope with the rapid rate of change associated with IT and to appreciate its impact on society and the individual.

TOPICS OF STUDY

Topics in this course include:

- Games Programming (Software and Systems engineering)
- Database and Business Applications (Information Systems)
- Human – Computer Interfacing
- Artificial Intelligence

LEARNING EXPERIENCES

Information Processing and Technology (IPT) is an academic and practical discipline which seeks to prepare students to meet rapid changes and be responsive to emerging technologies and trends. It provides students with knowledge, skills, processes and understandings in IT.

Combined with other subjects such as Science and Maths, IPT will give students an advantage and a greater understanding of problem solving with the use of computers. Furthermore, the study of this course will contribute in a significant way to the general education of students, whether or not they intend proceeding to further studies or employment specific to IT.

Students are exposed to a variety of intellectual challenges involving formal approaches to problem identification and solution while developing a range of practical skills.

ASSESSMENT

Assessment in Information Processing and Technology is based on three dimensions:

- Knowledge and Application
- Analysis and Synthesis
- Evaluation and Communication

Assessment techniques include objective tests and writing tasks. Students are also required to undertake practical exercises and software development projects.

LANGUAGES – CHINESE, FRENCH AND GERMAN

COURSE OVERVIEW

In the study of languages at St Margaret's, students are given the opportunity to continue with the development of skills acquired in Years 9 and 10. An overall achievement of a B standard at the end of Year 10 is suggested as a guideline for students considering continuing their study of French, German or Chinese to Year 12. However, where a student has not achieved the above standard, it may still be possible for her to continue with the study of her chosen language, particularly if there were extenuating circumstances. Students in this situation would need to consult with their subject teacher and seek advice as to whether or not they might be able to achieve successfully at the senior level. As an incentive to continue the study of Languages, Australian universities have historically offered bonus rank points to any Year 12 student who receives a passing grade in their course of study – it is expected that this bonus will continue to be made available in the forthcoming changes to tertiary entrance in Queensland.

TOPICS OF STUDY

Topics which are commonly explored during the language course are chosen from the following four themes: family and community; leisure, recreation and human creativity; school and post-school options; and social issues. They might include personal descriptions, relationships, health care, fitness, family life, home, celebrations and special occasions, customs, shopping, transport and travel, sport, hobbies, interests, television, films, newspapers, magazines, advertising, the arts, literature, holiday planning, accommodation, climate, science and technology, school, student exchanges, future plans, further study, part-time work, occupations, current affairs, environment, adolescence, advertising, consumerism, discrimination, equity, and the family unit.

LEARNING EXPERIENCES

Learning experiences in languages are designed to encourage students to process meaningful portions of language rather than to focus on single words. Students are guided gradually to think beyond the meaning of the immediate phrase or sentence and anticipate what will be said. They also consider the broad purposes of the communication and the speaker's attitudes to the topic, the situation and the audience, which may be conveyed by tone of voice or non-verbal means such as gesture. As a broad principle of methodology, the focus is on successful communication.

Students are encouraged to express their own ideas and opinions on topics of relevance to them. Being exposed to good models of language assists students in developing acceptable pronunciation, stress and intonation. Through trial and error in their own production, students gradually increase their range of vocabulary and idiom and improve control over structures.

Students are guided to think beyond the meaning of the immediate phrase or sentence, to anticipate, and to consider the broad purpose of the communication and the writer's attitudes to the topic and to the audience. They develop strategies that suit each specific task. Where the text has unfamiliar words crucial to understanding, students are encouraged to use appropriate strategies, such as reading on, working out the meaning from the context and checking in a dictionary. Students are exposed to hand-written, as well as typed texts and are given the opportunity to practise the various writing conventions that provide experience in using realistic writing forms, such as letters, postcards, reports and articles. A range of digital technologies are incorporated during many of the learning experiences in languages to allow for direct participation in the target language culture in a range of ways and with different levels of engagement.

ASSESSMENT

Students undertake one test for each of the macro-skills: reading, writing, listening and speaking per semester. The macro-skills are equally weighted and include unpredictable language which gives students the opportunity to respond spontaneously in unrehearsed situations.

LEGAL STUDIES

COURSE OVERVIEW

Legal Studies is centred on the interaction between the discipline of law and society. This subject considers the legal system that regulates activities and aims to protect the rights of all individuals and balances these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be informed and better able to constructively question and contribute to the improvement of laws and legal processes. Knowledge of the law enables students to have confidence in approaching and accessing the legal system, and provides them with an appreciation of the influences that shape the system. It empowers students to make constructive judgments and knowledgeable commentaries on the law and its processes from critical perspectives. The subject satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

TOPICS OF STUDY

At the heart of each unit is inquiry and, wherever possible, students will be encouraged to consider their own line of thinking within each topic of study through a rigorous interpretation, application and evaluation of a range of legal sources.

Semester 1	The legal system	Criminal law
Semester 2	Civil wrongs (torts and the law)	Introduction to civil obligations
Semester 3	Family law	Employment law
Semester 4	Independent inquiry	Indigenous law and human rights

LEARNING EXPERIENCES

The learning experiences deployed in Legal Studies will be crafted in such a way that they enable students to best demonstrate the dimensions upon which they will be judged in this subject. The learning experiences, therefore, will entail:

- Determining key legal issues through the use of secondary sources,
- Defining key facts, law and concepts associated with Australian legal issues,
- Investigating Australian Law through the use of media and databases,
- Ascertaining and investigating the key stakeholders in society,
- Applying current legislation to social issues,
- Making decisions on whether the law is just and equitable,
- Assigning recommendations for changes and reform to the law,
- Communicating through essays, research projects and multimodal presentations, and
- Reflecting on legal outcomes

ASSESSMENT

Assessment techniques employed in Legal Studies include short response examinations, extended written responses (seen and unseen), multi-modal presentations, inquiry tasks, and response to stimulus examinations.

MATHEMATICS A

COURSE OVERVIEW

Mathematics A is intended to provide learning experiences which extend students' exposure to immediately useful applications of Mathematics in the real world and to familiarise them with current, user friendly, readily available technology where possible. There is an emphasis on life-related experiences, individual as well as group work, discussion, investigation and research. Thus, the course is inherently practical and does not require the same depth of abstract reasoning as do Mathematics B and Mathematics C. However, this does not diminish the overall level of difficulty or relevance of Mathematics A as a subject.

At the conclusion of the course, students will have been exposed to a detailed development of many aspects of mathematics that are essential survival skills in life.

TOPICS OF STUDY

Topics include: financial mathematics, applied geometry, statistics and probability and the elective options - introduction to models for data, maps and compasses - navigation

LEARNING EXPERIENCES

Mathematics A provides opportunities for the development of the key competencies in contexts that arise naturally from the general objectives and learning experiences of the subject. The seven key competencies are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology including the CAS calculator and EXCEL

ASSESSMENT

Assessment consists of end of term examinations together with reports, investigations and assignment or project work. At least one assignment/project type assessment is included per semester. In Mathematics A, alternative assessment is considered to be equally important as formal assessment.

Assessment items cover the three criteria of Knowledge and Procedures, Modelling and Problem Solving and Communication and Justification. Assessment is formative in Semesters 1 and 2. All assessment in Semesters 3 and 4 is summative. Latest and fullest assessment information will be most important in decisions regarding exit levels which are awarded according to minimum standards in each of the three criteria.

MATHEMATICS B

COURSE OVERVIEW

The intent of Mathematics B is to encourage students to develop positive attitudes towards Mathematics by an approach involving problem solving and applications. Students will also be encouraged to work systematically and logically, and to communicate with and about Mathematics. Mathematics B is designed to raise the level of competence of the mathematics required for intelligent citizenship, to increase students' confidence in using mathematics to solve problems, to raise the level of understanding and confidence in an increasingly quantitative and technologically skilled work force, and to provide the basis for further studies.

Recommendations: It is recommended that students achieve at least a “B” in MA2 at Year 10 Level.

Any student who has not completed Core Mathematics with Mathematics B Concepts (MA2) at Year 10 Level could not satisfactorily pursue the course and it is unlikely that students with a grade less than B in these mathematics electives will complete the course successfully without difficulty.

TOPICS OF STUDY

Topics include: introduction to functions, rates of change, periodic functions and applications, exponential and logarithmic functions and applications, optimization using derivatives, introduction to integration and applied statistical analysis.

LEARNING EXPERIENCES

Mathematics B provides opportunities for the development of the key competencies in contexts that arise naturally from the general objectives and learning experiences of the subject. The seven key competencies are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology including the CAS calculator, EXCEL and GeoGebra

ASSESSMENT

Students will be assessed in a variety of ways. Students may be required to construct models, use graphing calculators, Computer Algebra Systems (CAS) calculators and computer software, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic, as well as undertaking pen and paper tests. Assessment is continuous throughout each semester.

The three objectives linked to the exit criteria are:

- (i) Knowledge and Procedures
- (ii) Modelling and Problem Solving
- (iii) Communication and Justification

Assessment is formative in Semesters 1 and 2. All assessment in Semesters 3 and 4 is summative.

MATHEMATICS C

COURSE OVERVIEW

Mathematics C may be taken in addition to Mathematics B, by students with a strong interest in mathematics. Students are given the opportunity to explore topics not met in Mathematics B as well as the opportunity to extend knowledge acquired in Mathematics B. There is an emphasis on applying mathematics both in life-related situations and in purely mathematical contexts but the mathematics is more rigorous and demanding than in Mathematics B. A high standard of communication skills is expected and the concept of mathematical proof is considered in greater depth than in Mathematics B.

Recommendations: Mathematics C can only be studied concurrently with Mathematics B. It is recommended that students should not commence Mathematics C unless they achieve at least a high “B” grade in MA2 at Year 10 Level. Strong mathematics skills are essential and students need to be active, interested and enthusiastic problem solvers.

TOPICS OF STUDY

Mathematics C is an integrated course of study consisting of six core topics and two option topics. The core topics are introduction to groups, real and complex number systems, matrices and applications, vectors and applications, calculus and structures and patterns. In addition, the School will choose two of the following options: linear programming, conics, dynamics, introduction to number theory, introductory modelling with probability, advanced periodic and exponential functions or approved options of the School's design.

LEARNING EXPERIENCES

Mathematics C provides opportunities for the development of the key competencies in contexts that arise naturally from the general objectives and learning experiences of the subject. The seven key competencies are:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Working with others and in teams
- Using mathematical ideas and techniques
- Solving problems
- Using technology including the CAS calculator

ASSESSMENT

Students will be assessed in a variety of ways. Students may be required to construct models, use graphing calculators Computer Algebra System (CAS) calculators and computer software, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic, as well as undertaking pen and paper tests. Assessment is continuous throughout each semester.

The three objectives linked to the exit criteria are

- (i) Knowledge and Procedures
- (ii) Modelling and Problem Solving
- (iii) Communication and Justification

Assessment is formative in Semesters 1 and 2. All subsequent assessment is summative leading to this subject's exit result.

MODERN HISTORY

COURSE OVERVIEW

The Modern History course in Years 11 and 12 is concerned with contemporary world history, the themes and movements that are of significance to the lives of men and women in the twenty-first centuries and the implications of these challenges for our developing societies. For each student, the course provides an opportunity to develop an understanding of the great issues of our time, many of which arise daily in the newspapers and other media. This is of value to all students, whether their interests lie chiefly in the sciences, humanities or commercial studies.

Modern History is a challenging academic subject that requires significant literacy and thinking skills. The course is designed to refine students' capacity to deal critically with information and to develop independent theories in response to historical questions.

TOPICS OF STUDY

Semester 1: The history of everyday lives
Semester 2: The history of ideas and beliefs
Semester 3: Studies of conflict
Semester 4: Studies of hope

In each semester, one in-depth study will be a guided inquiry and the second in-depth study will be based on student choice and interests.

LEARNING EXPERIENCES

- Identifying issues or problems for investigation
- Designing research questions and developing hypotheses
- Locating sources of evidence and recording findings
- Analysing, interpreting and evaluating the authenticity of evidence, its worth, bias, reliability and purpose
- Drawing conclusions and supporting ideas with evidence
- Communicating using written and non-written genre
- Reflecting on all stages of an inquiry

ASSESSMENT

All Year 11 assessment is formative and all Year 12 assessment is summative.

The four categories of assessment are:

Category 1: Extended Written Response to Historical Evidence
Category 2: Written Research Tasks
Category 3: Multi-Modal Presentations
Category 4: Additional Test Formats (such as written responses to stimulus)

Students will complete one item from each category in Year 11 (four items in all) and repeat these same categories in Year 12 prior to verification (four items in all). The final Year 12 item will be an additional Category 2 or 4 task (a total of five items for the year).

MUSIC

COURSE OVERVIEW

Students studying music are empowered by the medium of music to gain insight into their ever-changing world, to develop self-discipline and to deepen their aesthetic awareness. Students who study Music in Year 12 have the option of selecting “Music Extension” as an additional Authority Subject in Year 12. The Senior Music Work Program operates over four semesters with ample opportunity for students to experience music through the three dimensions of Musicology, Composition and Performance.

TOPICS OF STUDY

Year 11 Semester One: ‘Traditions and Innovations’

In Semester One of Year 11, through a study of selected traditional and innovative vocal and instrumental music from a wide variety of styles and genres, students should acquire a working knowledge of the rudiments of music and build a range of skills in performing, composing and musicology. This unit ensures all students have the skills required to study music. Therefore, students who have not studied music previously are not disadvantaged.

Year 11 Semester Two: ‘Music of the Silver Screen’ and ‘Jump, Jive and Swing It!’

Students will explore a range of styles and genres of film music, and the techniques associated with conveying character, setting scenes, and portraying a range of emotions. Students will record an original film soundtrack to their chosen film excerpt. Term 4 introduces students to a wide range of dance music taken from the 20th Century, incorporating the history of jazz.

Year 12 Semester Three: ‘Seasons of Change’

A study of music or musical motives from previous eras or styles used in contemporary music, along with re-inventions of popular songs.

Year 12 Semester Four: ‘On Stage’ and ‘Music and Me’

Students engage in a variety of Theatre genres from blockbuster musicals, ballets, operas and other stage productions. The final term of Year 12 allows students to choose their own area of interest and undertake an independent study in their choice of one of the three dimensions – Musicology, Composing or Performing.

LEARNING EXPERIENCES

Musicology involves deconstructing music as a way of evaluating repertoire from a variety of historical and cultural contexts. It also serves as a tool to enhance performing and a model to assist composition. Composing involves the creation of music in a variety of genres and styles by combining musical elements and compositional devices. Students are encouraged to utilise recording technology and composition software. Performing involves interpreting musical repertoire by playing an instrument, singing or conducting in both solo and ensemble settings. Students can choose the type of performance (solo or ensemble), instrument/voice, and repertoire they wish to prepare for each assessment task.

ASSESSMENT

Students complete one assessment task in each of the three dimensions (Musicology, Composing and Performing) each semester. Year 11 is formative and does not contribute to exit levels of achievement in Year 12. Monitoring (Year 11) and Verification (Year 12) overall exit levels of achievement are determined by two responses from each of the three dimensions. A post verification task (Term 4 Year 12) allows students to selectively upgrade their weakest dimension in an assessment task of their own choice.

MUSIC EXTENSION

(Year 12 Only)

COURSE OVERVIEW

Music Extension is an extension of the Senior Music Syllabus and is designed to offer more challenge than Senior Music. The challenge of the subject includes expectations of accelerated independence, increased cognitive, expressive and musical demands and assessment task requirements. The course is studied for the two semesters of Year 12, concurrently with the parent Music syllabus, and is designed for students interested in exploring in greater depth one of the three areas of study that lie behind the general objectives of the Senior Music Syllabus: Composition, Performance or Musicology (Analysing Repertoire). Students will undertake detailed studies in one of these specialisations. Whether for career, commercial or leisure needs, students will have the opportunity to gain the basis for a life-long engagement with music.

TOPICS OF STUDY

Topics of study depend on the chosen specialisation and are determined through the repertoire selection of the student. As such, students have the opportunity to choose topics in consultation with their teacher that are of most interest and relevance to their own specific strengths, talents and experiences.

LEARNING EXPERIENCES

- Performance students learn advanced performance and rehearsal techniques, showmanship, repertoire selection, and increase their confidence through regular formal and informal solo and ensemble performance opportunities.
- Composition students learn advanced compositional techniques and work to develop their own unique and individual composition style through workshops and focussed study of other prolific composers and songwriters. Composition students also use professional recording and composition software.
- Musicology students develop their analysis techniques in both visual and aural settings and study research techniques, and extended writing.

ASSESSMENT

- Performance students participate in one solo recital each semester: 3 minutes in Semester One and 15 minutes in Semester Two.
- Composition students create a 1 minute composition in any chosen style in Semester One and a 3 minute composition in any chosen style in Semester Two. These compositions are, where possible, performed in the Music Extension performance recitals.
- Musicology students submit one analysis/research assignment on their own choice of topic each semester.
- All students submit an “Investigating” task each semester that investigates a specific area of their specialisation and relates directly to the repertoire/topic chosen.

PHYSICAL EDUCATION

COURSE OVERVIEW

Physical Education involves the study of physical activity and engages students as intelligent performers, learning in, about and through physical activity. The program consists of studying one physical activity per term in Year 11, revisiting each practical area in Year 12. There will be a 50/50 ratio of physical activity to theory focus in this program. Whilst there are no prerequisites required to participate in the Physical Education course, students should possess adequate writing and analytical skills, and demonstrate a proficient level of performance in a variety of physical skills.

TOPICS OF STUDY

The following provides an overview of the course of study:

1. **Physical Activity** - each type of activity must be studied for one term per year. Each activity is revisited in Year 12.
 - Volleyball/Tennis – indirect interceptive activity
 - Touch Football – direct interceptive activity
 - Athletics – performance activity
 - Dance- aesthetic activity
2. **Focus Areas** – each area is the focus of the theoretical study of one or more of the physical activities per year. Each content area is revisited at **least once** in Year 12.
 - Learning Physical Skills – Year 11 Athletics, Year 12 Touch Football
 - Process and effects of training and exercise – Year 11 Touch Football and Tennis/Volleyball, Year 12 Athletics
 - Equity and access to exercise, sport and physical activity – Year 11 Dance, Year 12 Tennis/Volleyball

LEARNING EXPERIENCES

Students will:

- investigate the influence of factors on their performance and participation
- evaluate personal fitness levels and the energy requirements needed to participate in certain sports
- analyse their biomechanical strengths and weaknesses in relation to athletic events
- participate in a variety of simple to complex physical performance contexts
- apply tactics and strategies to complex performance contexts
- evaluate their own and others' performances and initiate technical skill changes in order to achieve improved outcomes

ASSESSMENT

There will be an appropriate balance in assessment between the physical activities and the written and multi-modal techniques. Summative assessment information will be gathered from tasks completed during the second year of the course. All physical activities have on-going practical assessment.

Activity	Content Focus and Assessment Instruments
11. Dance	Equity and access to exercise, sport and physical activity – Multi-modal
11. Touch Football	Process and effects of training and exercise – Folio and Essay
11. Athletics	Learning Physical Skills – Written response
11. Tennis/Volleyball	Process and effects of training and exercise – Report
12. Tennis/Volleyball	Equity and access to exercise, sport and physical activity – Written response
12. Touch Football	Learning Physical Skills – Multi-modal
12. Athletics	Process and effects of training and exercise – Folio
12. Dance	Student choice of focus area and type of assessment instrument

PHYSICS

COURSE OVERVIEW

The study of Physics provides students with a means of enhancing their understanding of the world. Physics is a way of achieving useful knowledge and skills and is a stepping stone for further study in many scientific fields. Physics is more mathematical than other sciences and so students can expect to use concepts from mathematics subjects.

The science of Physics has developed particular methods and procedures that value precise measurement and highly reproducible experiments, and has a powerful and fruitful partnership with Mathematics. Physics is concerned with the discovery, understanding and application of the fundamental laws of nature.

Knowledge of Physics remains a basis for technology in the foreseeable future. Telecommunications, electronics and computers have had a profound impact on social structures. Through the application of its findings, Physics is also indirectly responsible for generating much of the intellectual and material wealth of our way of life. Knowledge of Physics is useful to people in exercising their responsibilities as citizens, in confronting technologies, in understanding the physical and social environment and in pursuing hobbies.

Students entering Physics typically have established a 'B' standard or better in Year 10 Science and Mathematics and a pass in English.

TOPICS OF STUDY

The study of Physics occurs within several contexts for learning, based on the following topics: the physics of fun; physics in the home; rocket science; making waves; electronic systems; power to the people, and atomic and nuclear physics.

LEARNING EXPERIENCES

Through this course of study, students will engage with the physics of exciting adventure experiences such as roller coasters and bungee jumping, and find how physics is in action in sports. Students will design, construct, fly, and recover high powered rockets, and earn a rocketry licence in the process. The physics of wave phenomena and music will be investigated, and a clean and green electrical power generator will be developed. Lastly, the applications of nuclear technologies to medicine will be studied.

ASSESSMENT

The program of assessment in Physics includes three different styles of instrument. These are supervised examinations, extended experimental investigations, and extended research tasks. Within these instruments, students' work is measured against the criteria of Knowledge and Understanding; Investigative Processes; and Evaluating and Concluding, with all criteria being of equal value. A student's level of achievement at the end of Year 12 is determined on the basis of a folio of work including all assessment from Year 12.

VISUAL ART

COURSE OVERVIEW

The Senior Visual Art Course is designed to develop sophisticated aesthetic and cultural awareness, creativity and communication through visual means; together with skills in problem solving, art processes and techniques. Students visit prominent Brisbane art galleries and participate in workshops with contemporary artists, gaining insight into art practices which complement the academic course of work. It is highly advisable for students selecting this course to have studied Visual Art at Year 10 level.

TOPICS OF STUDY

YEAR 11: Diversification

Students learn to use a wide range of art media to seek creative solutions to design problems, think divergently and use higher order learning skills to articulate an informed aesthetic

Semester 1 Unit titles -	<i>Cultural Essence</i> <i>Ethos:</i>	Sculpture, life drawing, design Painting
Semester 2 Unit titles -	<i>Alchemy:</i> <i>Building Blocks:</i>	Printmaking, mixed media and artist book A selection of processes to introduce year 12 working methods

YEAR 12 – Specialisation

Students use an inquiry learning model to define and solve visual problems, developing individual responses to art concepts through: researching, developing, resolving and reflecting.

Bodies of Work are developed from two (2) of the following themes:

- Evolve
- Dialogue
- Artist in revolt
- Personal extension – all students must develop an extension folio in either making or appraising in Term 4

LEARNING EXPERIENCES

Year 11: Techniques and approaches to creative thinking are explored utilising a broad range of media, thus forming a foundation of knowledge for the development of more conceptual works.

Year 12: Students are required to self-initiate ideas for art works and to research, develop, resolve and reflect on those ideas. Students engage in various written genres in art appraising to explore art works and ideas portrayed by artists.

Media areas will allow for flexibility of choice and reflect the diversity of ideas and the conceptual messages students wish to deliver. Media areas the students can choose from are: painting, photographic arts, installation, printmaking, drawing, graphic design, sculpture, ceramics, electronic imaging, performance art and product design. Students will produce two resolved Bodies of Work in Year 12.

ASSESSMENT

Criteria: Visual Literacy, Application and Appraising. Each of the three criteria is weighted equally.

Visual Literacy: communicating meaning through visual forms

Application: the use of materials, techniques, technologies and art processes to construct and communicate visual meaning.

Appraising: the critical analysis of artworks, investigation of artistic language and expression, concepts, focuses and media areas.

Vocation and Alternative Pathways

The St Margaret's Vocation and Alternative Pathways Program was introduced in 2014 to assist students in making informed and effective decisions regarding the numerous alternative pathways available to them both while at school and beyond. This applies not only in the field of Vocational Education but also with regards to universities and other tertiary institutions. The program aims to enhance the opportunities offered to students through an established network of mentoring and practical real-world experiences provided by both internal and external individuals, businesses and educational institutions.

Overview

The Vocation and Alternative Pathways program at St Margaret's is designed to equip students with the information, advice and resources necessary to ensure a smooth and successful transition into further education, work and training.

St Margaret's along with the Careers Counsellor and Vocational and Alternative Pathways Coordinator works to support current students in making the best possible decisions relating to their work and study. It is hoped that through various opportunities and activities targeted to specific individual needs, students are provided with all possible opportunities to succeed in their desired field. The Vocation and Alternative Pathways Program is tailored to students' requirements on a case-by-case basis, and is dependent upon their year level and aspirations for their future.

Enquiries

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 mail@stmargarets.qld.edu.au • www.stmargarets.qld.edu.au
 St Margaret's School Council Ltd ABN: 69069684019 CRICOS Code: 00511K
A School of the Society of the Sacred Advent

St Margaret's Anglican Girls School, in partnership with Registered Training Organisations, offer the VET in Schools Program.

Our primary partner is Barrington College.

Barrington College was established in 1991 and as a boutique provider of Vocational Education has become a market leader in training.

They provide:

- training delivered at St Margaret's
- continuous support outside of the class delivery
- cater for all learning styles
- holiday workshops
- continuous reporting
- hand-picked educators

Why study a VET course?

A VET course:

- offers a broad variety of flexible courses
- a well established practical approach to learning
- responsive to student and school needs
- delivered at school or nearby campuses or training facilities
- suitable for students with a range of academic capabilities
- provides credit towards the attainment of a QCE
- provides credit towards further study at university
- opens up employment opportunities.

Other providers (off campus):

- TAFE Qld
- Fitnace
- College of Natural Beauty

Courses Available:

- Diploma of Business
- Diploma Project Management
- Certificate III in Fitness
- Certificate III in Beauty
- Certificate III in Early Childhood Education and Care
- Certificate III in Health Services
- Certificate II in Hospitality/
Certificate III in Events
- Certificate III in Fashion

Other options may be available depending on those offered by the service providers.

Courses are an additional cost to school fees.

What are the benefits of attaining a Diploma?

- According to the current QTAC Guide (2016), on the completion of the Diploma, your daughter will gain a selection rank of 82.
- The flexible program delivery of the Diploma enables your daughter to progress at her own pace.
- Your daughter does not have to leave the campus for instruction, as the Diploma will be delivered at St Margaret's.
- Educators are on hand for individualised assistance.

Vocation and Alternative Pathways



For further information, please contact Kirsteen Devine, Vocational and Alternative Pathways Coordinator, on +617 3862 0847 or email kdevine@stmargarets.qld.edu.au



BSB51415 LEVERAGING LEARNING PROJECT

Diploma of Project Management

Project management is the discipline of planning, organising, and managing resources to bring about the successful completion of specific projects.

It is the fastest growing branch of management studies in the world today, providing the skills to manage complex activities effectively in a rapidly changing environment. Project management is used in most institutions and across many professions, including engineering, information technology, construction, health professions, education and trades.

The students studying the Diploma of Project Management achieve excellent preparation for school improvement, future work opportunities and university studies. The Diploma is facilitated by Management Frontline and the Leverage Learning Team which is in Alliance Partnership with Interlink Technology as the RTO.

Course Units

BSBPMG511A	Manage project scope
BSBPMG512A	Manage project time
BSBPMG513A	Manage project quality
BSBPMG514A	Manage project cost
BSBPMG515A	Manage project human resources
BSBPMG516A	Manage project information and communication
BSBPMG517A	Manage project risk
BSBPMG521A	Manage project integration
BSBPMG518A	Manage Project Procurement
BSBPMG519A	Manage Project Stakeholder Engagement
BSBADM502B	Manage Meetings
BSBWOR502B	Ensure Team Effectiveness

In order to maximise the effectiveness of the course the students use as their 'project' their Year 12 assessment requirements – to be submitted on time and in accordance with school performance criteria, with reference to their Academic Improvement Plan.

Students will learn how to manage:

- their time
- the project budget
- risks and issues
- their information (files, documents and records).

There is an emphasis on gaining life skills including:

- running meetings
- team work
- working with diversity and self-management
- problem solving. +

Conditions

Class time commitment is approximately 60 hours spread over three terms, with an additional time commitment for completing assignment work of 40 hours. Students must attend all sessions as work is not repeated. In case of emergency or illness, there is a degree of flexibility for catching up, by arrangement.

Course Inclusions and Costs

All course material including a set of organisational templates

Team Management Index – a professional personality profile which will assist the student to understand their learning style and how they interact in a team environment

MS Project training and workbook

Assignment Tutorials

Achievement

According to the current QTAC Guide (2016), on the completion of the Diploma, your daughter will gain a selection rank of 82.

Expert Staff

We are fortunate to have a team of highly qualified professionals who enjoy sharing their expertise.

Dr Elaine Roberts

Principal

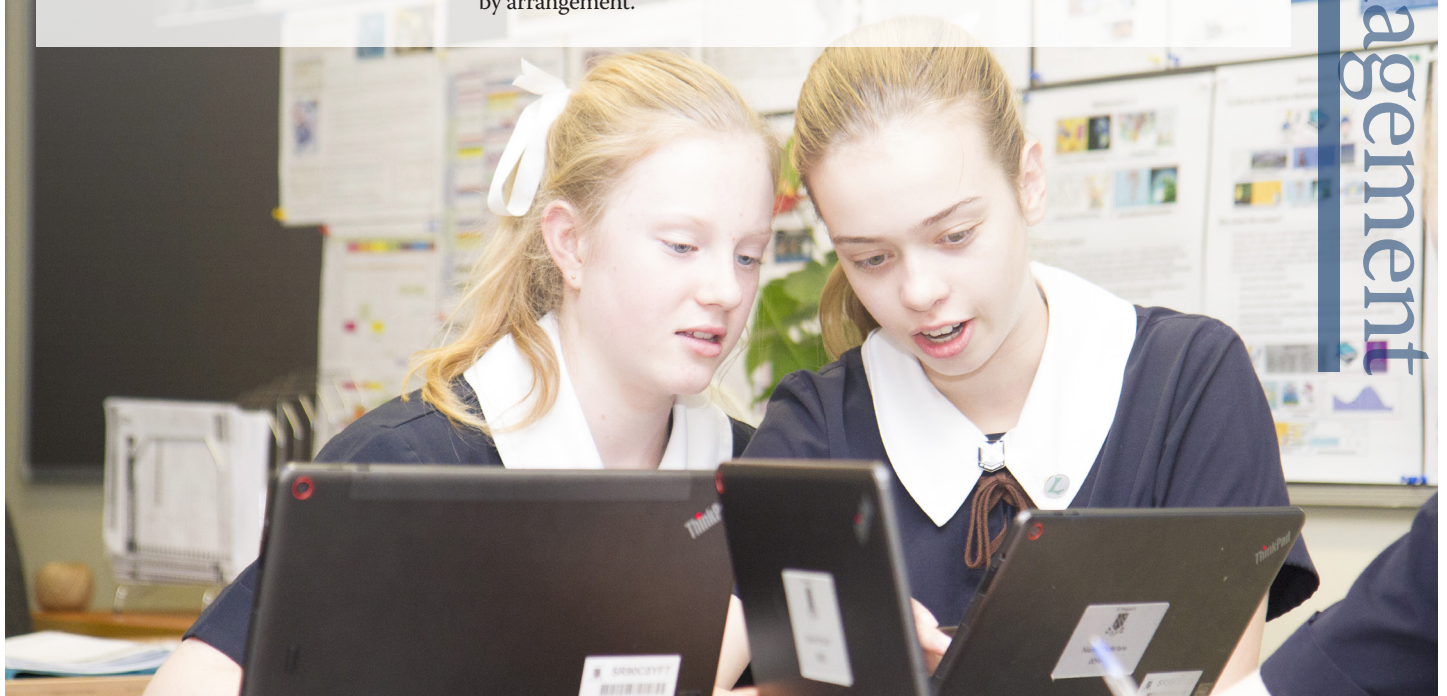
Management Frontline and Leader of the Leveraging Learning Team

Phone: 07 3353 2587

Mobile: 0407 695 502

Email: elainejroberts@outlook.com

2 x \$2250 payments



Enquiries

For more information contact:

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This course is not offered to International students.

BSB50215

Diploma of Business in Schools Program

St Margaret's Anglican Girls School, in partnership with Barrington College, will facilitate the Diploma of Business in Schools Program. Barrington College was established in 1991 and as a boutique provider of Vocational Education has become a market leader in training.

Why was Barrington College chosen to work with St Margaret's students?

They provide:

- training delivered at St Margaret's
- continuous support outside of the class delivery
- consideration of all learning styles
- holiday workshops
- continuous reporting
- hand-picked educators

What are the benefits of attaining this Diploma?

- According to the current QTAC Guide (2016), on the completion of the Diploma, your daughter will gain a selection rank of 82.
- The flexible program delivery of the Diploma enables your daughter to progress at her own pace. Early completion is encouraged.
- Your daughter does not have to leave the campus for instruction, as the Diploma will be delivered at St Margaret's.
- Educators are on hand for individualised assistance.

Course Subjects:

- Manage meetings
- Quality customer service
- Manage personal work priorities and professional development
- Undertake project work
- Make a presentation
- Manage risk
- Identify and evaluate marketing opportunities
- Manage recruitment, selection and induction processes

Cost: \$ 1850 (\$ 250 non-refundable)



For further information, please contact Kirsteen Devine, Vocation and Alternative Pathways Coordinator, on +617 3862 0847 or email kdevine@stmargarets.qld.edu.au

This course is offered to International students.

SIT20316 CERTIFICATE II IN HOSPITALITY

SIT30616 CERTIFICATE III HOSPITALITY

COURSE OVERVIEW

Hospitality provides students with a variety of thinking and operational skills, and vocational competencies, along with a range of interpersonal skills with general application in personal and working life. The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. This subject is designed to provide an understanding of the role of the hospitality industry as well as the structure, scope and operation of related activities. The hospitality industry provides the context in which students not only learn to understand the industry's workplace culture and practices, but also develop the skills, processes and attitudes crucial for making valid decisions about future career paths. The subject also enables students to investigate hospitality as a source of leisure activities, life skills and employment opportunities or as an avenue for further study.

TOPICS OF STUDY

St Margaret's Anglican Girls School has elected to offer SIT20316 Certificate II in Hospitality as a stand-alone certificate.

The common core units of competency are:

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXFSA001	Use hygienic practices for food safety
SITXWHS001	Participate in safe work practices

The additional units chosen by St Margaret's are:

SITHFAB203	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
BSBCMM201	Communicate in the workplace
SITHCCC002	Prepare and present simple dishes
SITHCCC003	Prepare and present sandwiches
SITHKOP001	Clean kitchen premises and equipment

Students will complete the Certificate II in Year 11 and then progress to the Certificate III in Year 12.

LEARNING EXPERIENCES AND ASSESSMENT

Assessment in Certificate II in Hospitality is competency based. Competency-based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. To determine a student's level of achievement a wide range of tasks are used. Assessment techniques include objective and short response tests, practical work and response to stimulus tasks. Students will also have the opportunity to complete tasks which reflect industry-related contexts, for example catering for school events and undertaking work experience in our college cafe.

Please Note: This course is not offered to International students.

Contact Details

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