

St Margaret's



YEAR 11 2014

YEAR 12 2015



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>	4
<i>Year 11/2014 – Year 12/2015</i>	5
<i>Career Planning and Tertiary Study</i>	6
<i>Accounting</i>	9
<i>Ancient History</i>	10
<i>Biology</i>	11
<i>Business Management</i>	12
<i>Certificate II in Business</i>	13
<i>Certificate II in Hospitality</i>	14
<i>Chemistry</i>	15
<i>Drama</i>	16
<i>Economics</i>	17
<i>English</i>	18
<i>English Communication</i>	19
<i>English Extension (Year 12 only)</i>	20
<i>Geography</i>	21
<i>Home Economics</i>	22
<i>Languages</i>	23
<i>Legal Studies</i>	24
<i>Mathematics A</i>	25
<i>Mathematics B</i>	26
<i>Mathematics C</i>	27
<i>Modern History</i>	28
<i>Music</i>	29
<i>Music Extension (Year 12 only)</i>	30
<i>Physical Education</i>	31
<i>Physics</i>	32
<i>Visual Art</i>	33

St Margaret's



June 2013

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 2014 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 studies for Years 11 and 12. It is important that subject selections are made in light of 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 the right 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 from subject choices and a positive 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 enjoys the opportunity to grow in knowledge and understanding in her final years of school.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ros Curtis'.

Ros Curtis
PRINCIPAL

YEAR 11/2014 – YEAR 12/2015

In preparation for the Year 11 academic program in 2014, students and their parents need to give careful consideration to 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 QTAC resources
- future university or TAFE course prerequisites
- the value of maintaining a balanced course

Once students have made their initial selections, the 2014 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.

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 Academics, 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 information sessions, the School will conduct a Parent Information Evening on Thursday 15 August. This event will incorporate a Subject Expo where parents and students can speak with staff about subject offerings.

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

1. During Form Class students will receive their **Web Preferences Access Guide** to be used when selecting 2014 subjects online. Please note this is the only method that subject preferences will be received.
2. This instruction sheet will include an individual **Student Access Code** and **Password**. The relevant 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 **Monday 19 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 Jenny Eisentrager on 3862-0794 or Lisa Gleeson on 3270 5394.

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 you choose subjects which:

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

Following are some further, more specific guidelines and a brief glossary of key terms intended to support your decision making processes.

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 your senior subject selections. Where subject prerequisites are flexible, use common sense to select senior subjects where the content covered and/or skills developed are likely to provide a relevant foundation for your 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. 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 at all times by the information contained in the official QTAC booklet Tertiary Prerequisites. It lists all of the prerequisite subjects for 2016 entry. This booklet will be available for distribution late July, 2013 and should be kept until the completion of Year 12.

In addition to keeping the Tertiary Prerequisites 2016 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 a number of opportunities throughout the senior phase of learning for students to gain a greater understanding of the requirements.

CAREER PLANNING AND TERTIARY STUDY

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, and
- Meet prescribed literacy and numeracy requirements.

Core courses of study refers to:

- Authority Subjects
- Authority-Registered Subjects
- Vocational Education and Training (VET) qualifications at Certificate II, III or IV level
- School-based traineeships and apprenticeships

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 Studies Authority website <http://www.qsa.qld.edu.au>

KEEP YOUR OPTIONS OPEN

While some students may currently feel absolutely sure of your future career, it is very common for them to change their minds over the last two years of senior 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 ready to implement. In essence, there are many benefits to be gained from keeping your options open. Choosing a balance of subjects across a variety of disciplines can serve many positive purposes. You are being asked to select subjects that you enjoy, which will give you the greatest chance of achieving academic success, and which will allow you flexibility of options post 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 Studies Authority (QSA), 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 QSA 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 select students from within an OP band.

OP Eligible

An Overall Position (OP) 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 QSA 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 but is not recommended.

OP Ineligible

A student who does not meet the above QSA 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 and Music, Speech, Dancing and Drama qualifications can also contribute to a student's tertiary entrance rank. OP ineligible students are afforded the same access to tertiary courses 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 you study in Years 11 and Year 12 that are stated by universities, TAFE and private colleges as necessary for you to complete at the required level to qualify for entry to particular courses. Prerequisites are expressed as achievement in specific senior subjects. For example, English (4,SA) indicates that the QSA 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 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 Diploma, 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 a student's 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 may be studied by OP eligible and OP ineligible students. VET can take the form of stand-alone subjects or entire courses or as 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.

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, not only to provide a foundation in the discipline of accounting, but also to prepare students for further education, training and employment. The subject offers scope and flexibility through the exploration of financial decisions and provides relevance for 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 their 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
Budgeting
Personal financing and investing

LEARNING EXPERIENCES

The learning experiences in accounting reflect the active and practical nature of the course due to our 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 complete learning experience engaging in group work, analysing and evaluating case studies, completing practical questions, undertaking research activities and completing assignments, projects and delivering oral presentations.

ASSESSMENT

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

ANCIENT HISTORY

COURSE OVERVIEW

Ancient History provides each student with an understanding of the origins of her own culture, 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' capacity 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 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 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).

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 and dissections, and field work. Attendance and active participation in a mandatory 3 day field research into ecosystems at Stradbroke Island 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.

BUSINESS MANAGEMENT

COURSE OVERVIEW

Through the study of this subject, students will gain understandings of the important role that managers play in businesses that vary in size and nature. Students will explore the main functions of businesses and the ways that these functions work together to achieve business goals. They will work in partnerships, small groups and teams as they navigate through the decisions that business managers often face, analysing, interpreting and evaluating business information and strategies and the success of these strategies in meeting business outcomes.

Students will participate in practical and authentic business situations. This will involve using innovation and creativity to develop feasibility studies for new or existing business ventures.

TOPICS OF STUDY

- management practices
- marketing management
- operations management
- human resource management
- finance management
- business development

LEARNING EXPERIENCES

- Investigating case studies which are based on local, national and global business contexts to identify the key issues that impact businesses
- Analysing business information to look for trends, patterns and relationships
- Simulating the role of a business manager, to suggest management strategies and recommendations aimed at achieving business objectives
- Working in partnerships, small groups and teams on short- and long-term projects, to learn and develop communication and management strategies which are essential for business managers
- Enacting communication and management strategies and identifying how business managers apply these strategies in the business situations

ASSESSMENT

Assessment items will be varied and will include project/practical work, oral work, objective/short answer questions, reports, essays, response to stimulus material and a feasibility study.

CERTIFICATE II IN BUSINESS

(Authority Registered Subject)

COURSE OVERVIEW

Certificate II in Business provides students with the opportunity to develop practical skills that will allow them to communicate effectively and to interact confidently within a business setting. Students will learn to use a range of business information and business specific technologies, relevant to both the private and public sector.

This subject aims to provide students with the capacity to engage in and understand a range of administrative practices through real-life situations and business simulations. There is a focus on developing effective teamwork skills and personal and interpersonal communication skills as they relate to staff and customer relations.

TOPICS OF STUDY

- Participate in OHS processes
- Organise and complete daily work activities
- Communicate in the workplace
- Work effectively with others
- Use business technology
- Process and maintain workplace information
- Maintain daily financial/business records
- Produce simple word processed documents
- Create and use spread sheets
- Participate in environmentally sustainable work practices
- Design and produce text documents
- Create electronic presentations

LEARNING EXPERIENCES

- Undertaking practical exercises that relate to the workplace
- Learning to use a range of business equipment and software
- Working with others in a team
- Exploring workplace health and safety issues
- Learning to work with time pressures and deadlines
- Learning to deal with multiple tasks and priorities
- Developing communication and customer relations through practical exercises

ASSESSMENT

Assessment in Certificate II in Business 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 required in the workplace.

CERTIFICATE II IN HOSPITALITY

(Authority Registered Subject)

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 SIT20212 Certificate II in Hospitality as a stand-alone certificate.

The common core units of competency are:

BSBWOR203B	Work effectively with others
SITHIND201	Source and use information on the hospitality industry
SITHIND202	Use hospitality skills effectively
SITXCCS202	Interact with customers
SITXFSA101	Use hygienic practices for food safety
SITXWHS101	Participate in safe work practices

The additional units chosen by St Margaret's are:

BSBITU201A	Produce simple word processed documents
SITXFIN201	Process financial transactions
SITHFAB203	Prepare and serve non-alcoholic beverages
SITXCOM101	Source and present information

St Margaret's has also chosen the following unit of competency and it will be assessed through an outside Registered Training Organisation:

SITHFAB204	Prepare and serve espresso coffee
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ASSESSMENT AND LEARNING EXPERIENCES

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 in response to stimulus tasks. Students will also have the opportunity to complete tasks which reflect industry-related contexts, for example catering for school events.

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 life. 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, cooperative 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 summative assessment instruments in Term 4, Year 11 and all year 12 work. All criteria will be assessed in each piece of assessment.

DRAMA

OVERVIEW

Studies in Drama assist students to complete their Secondary Education as articulate, assertive and confident young women, capable of taking an active place in a highly competitive world. Students need learning environments that promote imagination, critical thinking, cultural engagement, communication, creativity and problem solving. Drama provides students with a range of life skills that are transferred to a variety of vocational and future pathways.

COURSE OUTLINE

The Senior Drama course is designed to provide a diverse range of aesthetic experiences within the three dimensions of forming, presenting and responding. The programs intention is to provide ample opportunities for students to 'make and shape' drama, 'present and communicate' dramatic actions to others, and 'reflect, evaluate and value' drama through written and oral communication. Students will participate in peer and public performances showcasing forms and styles throughout the course. They will also attend theatre performances and collaborate with professional theatre companies throughout the course.

YEAR 11

Semester 1

- A Woman's Voice – A study of Realism, with a focus on the feminine within Heritage text.
- I See Voices – A study of Absurdism , exploring creative scriptwriting
- Critical Voice 1 – Building analytical skills through studying performance

Semester 2

- Moving Voices – Using Physical Theatre and heritage text
- My Voice – Creating Expressionist performance using cinematic devices
- Critical Voice 2 – Building analytical skills through studying performance.

YEAR 12

Semester 3

- The Australian Voice –Students will work in the role of director to shape and create Australian Drama.
- The Political Voice – A study of Political theatre and performance.
- Critical Voice 3 – Building analytical skills through studying performance.

Semester 4

- Your Voice – Students study Theatre for Young People or Theatre in Education.
- Your Choice – Students choose one dimension to study and assess in.

CRITERIA ASSESSED

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

ECONOMICS

COURSE OVERVIEW

Economics is the study of how societies use resources for particular ends. 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'. The 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 should gain the competence to effectively participate in and contribute to, economic decision-making at both the personal and wider level.

TOPICS OF STUDY

The approach to 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.

	Core Subject	Electives
Semester 1	Markets and Models	The Sharemarket OR Personal Economics
Semester 2	Contemporary Microeconomic Issues	Systems and Development OR Population
Semester 3	Contemporary Macroeconomic Issues	Globalisation and Trade OR Environmental Economics
Semester 4	International Economics	Personal Economics OR Income and Wealth Distribution

LEARNING EXPERIENCES

The criteria by which a student will be judged on completion of the course are:

- Knowledge & Understanding
- Investigation
- Synthesis & Evaluation

ASSESSMENT

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

- Short Response Examination
- Extended Written Response to Economic Stimulus
- Written Response to Inquiry, and
- Non-Written Response to Inquiry.

Students will complete one item from each category in Year 11 (4 items in all) and repeat these same categories in Year 12 prior to Verification (3 items in all). The final Year 12 item will be an additional category 2 task (a total of 4 items for the year).

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 critical concepts of identity in the unit "Growing Up Australian". Students will also undertake a study of Dystopian texts in term three, and conclude the year by considering the representation of power in Arthur Miller's play, *The Crucible*. The Year 12 study 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 and story, and moving in term 2 to a close study of *Jane Eyre*. In term 3, students will examine a Shakespearean tragedy, and in term 4 they will conclude their Senior English studies by undertaking an independent unit, entitled "Global Voices".

LEARNING EXPERIENCES

Throughout all units, students will engage in study of a wide range of novels, poetry, film, multi-media texts and plays. However, students entering Year 11 need to appreciate the importance of reading and must be prepared to devote a considerable amount of time to this necessary activity. Such effort is usually well rewarded, as those students who read widely often find their writing skills improve and, as well, the novel provides a very real source of enlightenment 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 unit.

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 6 language 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 writing and speaking aspects of the course.

ENGLISH COMMUNICATION

(Authority Registered Subject)

COURSE OVERVIEW

In Australia, English is the principal spoken language and the predominant written language of personal and public life. Proficiency in and understanding of English allows people to share in and contribute to current and future local, national and global communities and cultures. Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts in preparation for lifelong learning. English Communication is designed to allow students to develop and use these skills in the areas of work, community and leisure.

TOPICS OF STUDY

The English Communication Study Area Specification (2004) has been developed for a broad range of students in Years 11 and 12. The course of study is based on units designed to promote vocational education as well as general knowledge and skills. Units are designed within contexts of work, community and leisure. This approach does not provide any vocational units of competency.

LEARNING EXPERIENCES

English Communication can establish a basis for students' further learning as well as developing essential communication skills to enhance employment opportunities. This study area specification offers students opportunities, within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity and interact in groups, organisations and the community. It focuses on developing students' understanding and use of language systems to communicate effectively. Students will have the opportunity to:

- Make meanings in and of everyday, mass-media and literary texts, understanding the influence of cultural contexts and social situations;
- Develop abilities in speaking (signing), listening, reading, viewing, writing and shaping practices, responsive to and effective in diverse social contexts; and
- Become confident, effective and critical users of texts and language, making judgments to accept or challenge meanings.

Students will be involved in learning experiences that allow them to develop their interpersonal skills, to learn and function in various situations, and to acquire specific knowledge and skills relevant to future life and further training and employment. Students are supported in developing the capacity to learn from and about spoken, written and visual texts.

ASSESSMENT

An exit level of achievement will be awarded on completion of the program of study for English Communication. The criteria on which students will be judged are derived from the general objectives of the course: knowledge of contextual factors, knowledge of textual features, and knowledge and understanding of texts. Students will complete a variety of written and spoken/signed tasks in real-life contexts for particular purposes and audiences. Assessment will be conducted in both individual and group situations. The three assessment criteria are integrally related, and will be applied holistically to the body of work completed by the student in order to determine the exit level of achievement.

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

Students will be provided with more information on the course towards the end of their Year 11 studies by the Head of English Faculty. 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.

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.

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:

- Develop an understanding of the contribution of geography to understand 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 eg 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 various social contexts. The areas of study include nutrition and food, textiles and fashion, individuals, families and communities. As a result of their study 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 and natural beauty
- 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 student's 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, and producing practical items such as food and textile products.

LANGUAGES – FRENCH, GERMAN, JAPANESE

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 Japanese 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 Modern Languages some Queensland Universities offer two selection rank points to any student who receives at least a Sound Achievement at the end of Year 12.

TOPICS OF STUDY

Topics which are commonly explored during the language course are chosen from under 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 focuses on 'legal awareness'. It has been designed for students who, whatever their post-school destinations, wish to develop their wider education in understandings, skills, abilities, and attitudes about legal situations and issues so as to be better able to participate in the social processes of local communities. Individuals and groups in Australian society are faced with many significant legal and social issues. To deal with these issues, people need to understand their legal rights and responsibilities. They need to be able to access the Australian legal system and investigate how it affects their basic rights, obligations and responsibilities. Informed students are able to constructively question and make significant improvements in our society.

TOPICS OF STUDY

A new work program for Legal Studies will be implemented in 2014. Students will undertake four core areas of study which provide the foundation knowledge and understanding of the Australian legal system, laws and processes for developing and organising a course of study in Legal Studies. These four core units are:

- The Legal System
- Human Rights
- Introduction to civil obligations
- Criminal Law

Further, students may undertake the following electives:

Civil wrongs and the law	Employment and the law	Environment and the law
Family and the law	Housing and the law	Indigenous Australians and the law
International law	Sport and the law	Technology and the law

LEARNING EXPERIENCES

Learning experiences may include:

- visits to the Brisbane Supreme and District Courts
- case studies
- specialist speakers, lecturers and judges
- mock trials and moots
- debates and discussions about topical issues
- interviews and surveys
- role-plays
- statistics and data analysis

ASSESSMENT

Assessment techniques include short response, extended written responses (seen and unseen), non-written presentations, inquiry tasks, and response to stimulus materials.

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.

Examples of the practical emphasis in the Mathematics A course include:

- Offering students the opportunity to complete a recreational Shipmaster's Licence – On Water Navigation
- An excursion to a building site - elements of applied geometry
- Involvement in the ASX Share Market Game - managing money

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

ASSESSMENT

Assessment consists of end of semester examinations together with class tests, 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

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. 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 C

COURSE OVERVIEW

Mathematics C may be taken by students with a strong interest in mathematics in addition to Mathematics B. 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 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 a desirable background for 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 Analysing Repertoire, Composing and Performing.

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 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 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, student's 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 bases 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 design, 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 Obsession:</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 process to introduce year 12 working methods

YEAR 12 – Specialisation

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

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

- 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 students' conceptual messages they 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.

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