St Margaret's

YEAR 11 2014

Critical Thinking

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.

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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'

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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 stepping stones

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 and 12 at St M'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 selections. 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.

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

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

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),

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.

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

Core studies one
Core studies two
Integrated accounting package
Budgeting

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

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 experiences engaging in group work, analysing and evaluating case studies, completing practical questions, undertaking research activities and completing assignments, projects and delivering oral presentations.

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

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.

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.

- 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 validity, reliability and purpose
- Drawing conclusions and supporting ideas with evidence
- Communicating using written and non-written genre
- Reflecting on all stages of an inquiry

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 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.

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

The study of Biology provides rich learning experiences, which enhance a student's knowledge and understanding of the living word. 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,

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

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.

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.

St Margaret's Anglican Girls School has elected to offer SIT20122 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

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.

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

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.

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.

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

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.

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.

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

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

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.

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

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

- Knowledge & Understanding
- Investigation
- Synthesis & Evaluation

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

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

Geography is a valuable medium for the education of young people. Its contributions lie in the content, cognitive

Home Economics focuses on the wellbeing of individuals and families in various social contexts. The areas of study include nutritionand food, textiles and fashion,

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 which are commonly explored during the language course are chosen from under the following 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 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 handwritten, 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.

Students undertake one test for each of the macro

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 understanding 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.

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

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 Sharemarket Game – managing money

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

Topics include – financial mathematics, applied geometry, statistics and probability and the elective options – Introduction to models for data, maps and compass – navigation

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 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 and 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 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 to real life 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.

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 century 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

Students studying music are empowered by the medium of music to gain insight into their 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

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,

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.

The following provides an overview of the course of study:

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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 see 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.

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.

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	*Cultural Obsession*:	Sculpture, life drawing, design
	Ethos:	Painting
Semester 2 Unit titles	*Alchemy*:	Printmaking, mixed media and artist book
	Building Blocks:	A selection of process to introduce year 12 working methods

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

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.

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.

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

: communicating meaning through visual forms

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

the critical analysis of artworks, investigation of