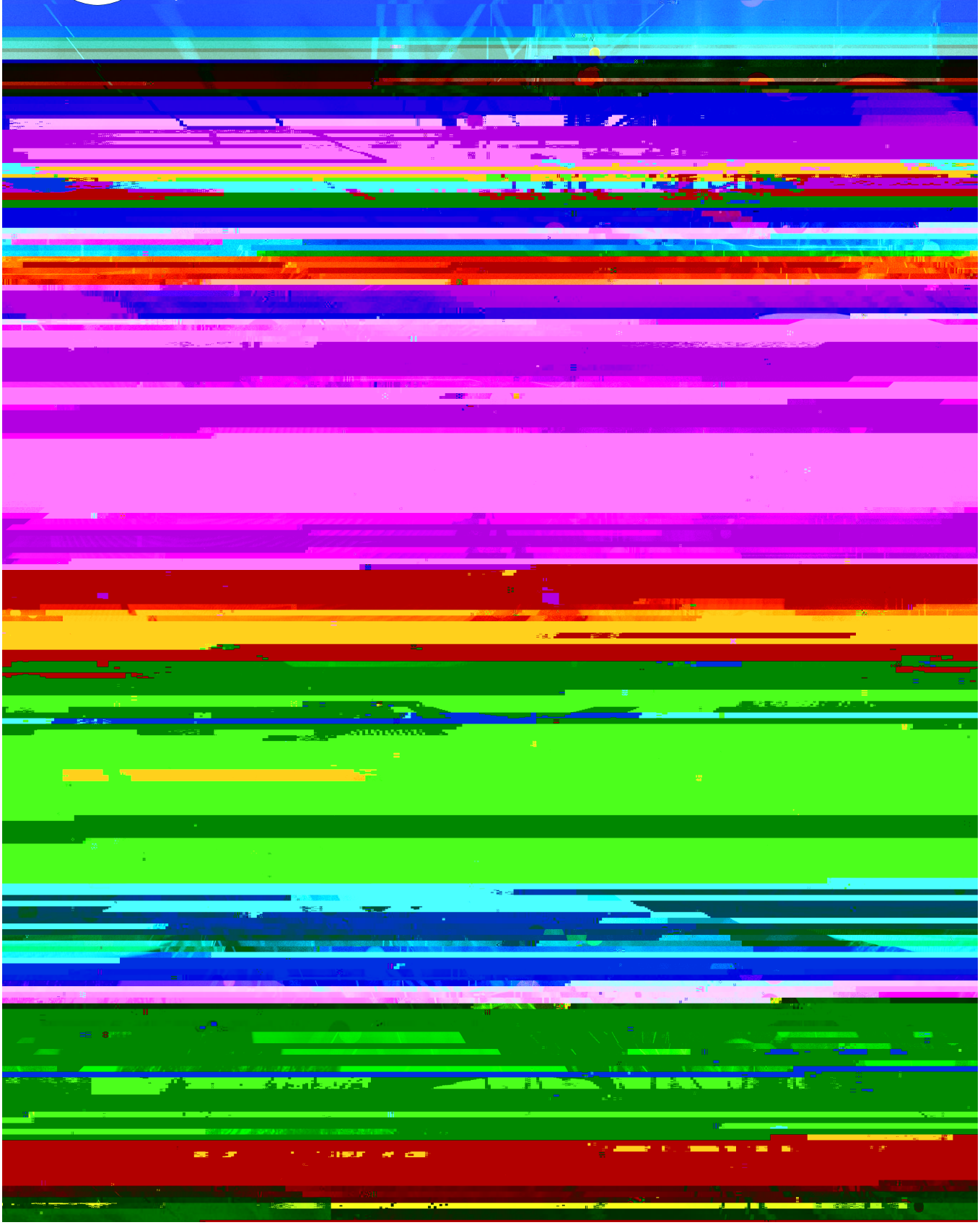
St Marg s

Curriculum HANDBOOK



Mission Statement

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

For the ATAR pathway, five or six General subjects can be selected from the following groups:

Group A **Choose at least one subject:**
Literature; English; English as an Additional Language

Group B **Choose a minimum of 2 and a maximum of 5 subjects:**
Accounting; Biology; Chemistry; Chinese; Digital Solutions; Economics; English; French; Geography; Literature; Mathematical Methods; Modern History; Physics; Specialist Mathematics

Group C **Choose a minimum of 0 and a maximum of 2 subjects:**
Ancient History; Design; Drama; General Mathematics; Legal Studies; Music; Physical Education; Visual Art

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a C in one of four subjects — English, Literature, English and Literature Extension or English as an Additional Language. While students must meet this standard to be eligible to receive an ATAR,

Glossary of Terms

Assumed Knowledge
Assumed knowledge is the minimum grade 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.

Prerequisites
Prerequisites are entry requirements (ie audition, senior subjects, portfolios) you must m

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- Common to all schools
- Administered under the same conditions at the same time and on the same day
- Developed and marked by the QCAA according to a commonly applied marking scheme

The external assessment contributes a determined percentage to the student's overall subject result and is not privileged over summative internal assessment.

School of Distance Education

St Margaret's offers both French and Mandarin as language options. However, students who wish to study another language may have the opportunity to do this through the School of Distance Education. Students wishing to do this need to have studied this language previously or be a native speaker.

To elect to do another language, please contact the Dean of Academics Office on 3862 0826.

Please note that no other subjects will be offered through the School of Distance Education.

QCAA Senior Syllabuses

Mathematics	
General • General Mathematics • Mathematical Methods	• Specialist Mathematics
English	
General • English • English as an Additional Language • Literature	• English & Literature Extension
Sociocultural	
General • Ancient History • Geography	• Modern History
Health and Physical Education	
General • Physical Education	
Science	
General • Biology • Chemistry	• Physics
eLearning, Research, Technology and Design	
General • Design	• Digital Solutions
Global Studies	
General • French • Chinese	• Economics • Accounting • Legal Studies
The Arts	
General • Design • Drama • Music	• Music Extension • Visual Art

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2
Formative internal assessment 1 (FA1):	34%	Formative internal assessment 2 (FA2):
Examination- Short Response		

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments

Biology

General Senior Subject

Biology provides opportunities for students to engage with living systems.

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments

Chemistry

General Senior Subject

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical clr (c)3.3 (4(e)-2.3 (x)7 (y)2.2 (u.1 (nd)10 9 ( )07 (pr)4(t)-4 ((,)1.6 -3

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2
Formative internal assessment 1 (FA1):	10%	Formative internal assessment 3 (FA3):
Data Test		

Chinese

General Senior Subject

Chinese provides students with the opportunity to reflect on their understanding of the Chinese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Chinese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways
A course of study in Chinese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses, could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives
By the conclusion of the course of study, students will:

- Comprehend Chinese to understand information, ideas, opinions and experiences
- |

Design

General Senior Subject

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live.
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Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination — Design Challenge	15%	Formative internal assessment 3 (FA3): Examination — Design Challenge	25%
Formative internal assessment 2 (FA2): Project	35%	Formative internal assessment 4 (FA4): Project	25%

Summative assessments

Unit 3		Unit 4
Summative internal assessment 1 (IA1): Examination — design challenge	15%	Summative internal assessment 3 (IA3):

Assessment

Drama

General Senior Subject

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

By the conclusion of the course of study, students will:
demonstrate an understanding of dramatic languages

- Apply literacy skills
- Apply and structure dramatic languages
- Analyse how dramatic languages are used to create dramatic action and meaning
- Interpret purpose, context and text to communicate dramatic meaning
- Manipulate dramatic languages to create dramatic action and meaning
- Evaluate and justify the use of dramatic languages to communicate dramatic meaning
- Synthesise and argue a position about dramatic action and meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? Cultural inheritances of storytelling, oral history and emerging practices A range of linear and non-linear forms	**Reflect** How is drama shaped to reflect lived experience? Realism, including Magical Realism, Australian Gothic associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre Associated conventions of styles and texts	**Transform** How can you transform dramatic practice? Contemporary performance Associated conventions of styles and texts Inherited texts as stimulus

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Extended response: persuasive written	25%	Formative internal assessment 3 (FA3): Extended response: imaginative spoken	25%
[redacted]	25%	Formative internal assessment 4 (FA4): Examination – analytical written response	25%

Economics

General Senior Subject

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They

English

General Senior Subject

English focuses on the study of both literary texts and non-literary texts, developing students as independent,i8lGtu2.36(i8

Structure

Unit 1	Unit 2	Unit 3	Unit 4

English & Literature Extension

General Senior Subject

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English cours2.3 (ffe)0.on

French

General Senior Subject

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways
A course of study in French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives
By the conclusion of the course of study, students will:

- Comprehend French to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning, values and attitudes
- Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- Apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- Structure, sequence and synthesise information to justify opinions, ideas and perspectives
- Use strategies t- (ns-2.3 .7 ( )11.3 (m)-3a-3 (i)-1.4 (n)7 (at)-6a-3 (i)-1.4 (n)7.9 ( )11.3 (co)-5.7 (m)-3.3 (m)-3.4 (u)3

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments

General Mathematics

General Senior Subject

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Assessment
In Units 3 and 4

Geography

General Senior Subject

Geography focuses on the significance of ‘place’ and ‘space’ in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural [illegible]
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Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Examination — combination response	33%	Formative internal assessment 3 (FA3): Investigation: Data Report	34%
Formative internal assessment 2 (FA2): Investigation: Field report	33%		

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Investigation — Data report	25%
Summative internal assessment 2 (IA2): Investigation — Field report	25%	Summative external assessment (EA): Examination — combination response	25%

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments

Assessment

In Units 3 and 4 students complete four summ[redacted]sments. The results from [redacted] assessments are added together to provide a subject score [redacted] Students will also [redacted]rall subject result (A–E).

Unit 1		Unit 2
Formative internal assessment 1 (FA1):	25%	Formative internal assessment 3 (FA3):
Examination – analytical written response		

Mathematical Methods

General Senior Subject

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, (l)10.uicsoadly (t)-3.92 (t)-

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1	Unit 2

Music

General Senior Subject

Music fosters creative and expressive communication. It allows students to develop musicianship through

Music Extension (Composition, Musicology or Performance Specialisation)

General Senior Subject

Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow

Physical Education

General Senior Subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciati.8 (ch)-3lop opf1.4 (Ta7 (an)1 Tw 2p)-3T0

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 1		Unit 2	
Formative internal assessment 1 (FA1): Project – folio	25%	Formative internal assessment 3 (FA3): Project – folio	30%
Formative internal assessment 2 (FA2): Examination — combination response	25%		

Physics

General Senior Subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, vapor saw syzygy [illegible]

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments a

Specialist Mathematics

General Senior Subject

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex

Visual Art

General Senior Subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.