

YEAR 11

SEMESTER BULLETIN



2025 SEMESTER 2

Welcome to Semester Two! I would like to congratulate the Year 11 cohort as they are working diligently to meet the challenges that come with starting Senior Schooling. It has also been wonderful to see them embracing the many connections to be made in the community. I hope the mid-year break gave all students an opportunity to reflect on their progress in Unit One and consider the feedback given by their teachers in class and through their reports. It is particularly important that, as senior students, they are taking on this challenge with a positive and determined attitude. They are encouraged to realistically consider their input to their subjects, act on feedback, and celebrate their achievements.

Goals

During SET planning last year, the cohort had to consider their goals for the future. Having a clear goal can help your child stay motivated through their Senior Schooling. If your child is unsure of their path or has altered their goal, this can make Senior feel like a struggle rather than a positive challenge. When discussing this with your child, you might like to ask:

- What is your child's goal?
- Has this changed from last year, and if not, are they still on track to reach it?
- If it has changed, how can they be supported to reach this new target?
- What resources do they have available to help them reach their goal?
- Are they taking advantage of things like after-school tutorials?
- How will they know if they are on track to achieve their goals?

If your child's goal has changed or they are struggling to maintain motivation, we encourage them to reach out to the resources available at the College, including our Careers Development Practitioner, Marianne Milani, Katherine Truntic, our Senior Pathways and VET Program Leader or our Counselling staff.

Balance

The girls have come to realise that, across all subjects, the course requirements and the work required for each subject are extensive. There is a need to ensure regular homework is

completed and students must be proactive with their learning - focusing in class, asking questions and completing in-class activities and homework effectively. It is important to remember that Senior Schooling is designed to set the students up for their pathway after school and requires a positive growth mindset and determination to succeed.

The key to thriving in Senior is to develop a balance between school, work and other commitments. Parents play a vital role in acting as time 'gatekeepers' making sure students stick to the schedules they have created.

When you are working with your child to develop the family timetable, it is important that any blocks of study time are dedicated to school work, not just time spent in front of a computer. messaging apps, Netflix and Instagram are all readily accessible on laptops. Have you asked your child how much of her study time is dedicated to effective study and how much is dedicated to social media? Don't be afraid to limit screen time when they should be focused on other activities.

Absenteeism

Regular attendance at school is a vital part of a successful senior year as extended absences can not only impact students' academic performance but also their social engagement. This does not just mean being in regular class, but also being present at assemblies, school events, pastoral care time and for tutorial lessons. Tutorial days offer unique opportunities for students to seek extra support from their peers and teachers, while regular school events like assemblies are important moments for our College Community to come together and celebrate what it means to be a Maggie. Students should be aiming to be at school every day, prepared and ready to engage in learning.

If your child is absent because of illness, please encourage them to touch base with their teachers once they have returned to school. Your child should be working closely with their teachers to develop a plan to catch up on missed work. Just a reminder that the school has a legal obligation to maintain records of attendance. Any absences must be clearly documented. You can assist with this process by notifying the College if your child is going to be absent, or late to school.

Senior Student Leaders Selection for 2026

We have already begun the selection for Senior Student Leaders for 2026. The leadership process will continue throughout the term with the announcement of all student leaders in Term Four. St Margaret Mary's College aims to educate young women of spirit and purpose, who strive to be positive role models and who actively engage in College life and the wider community. All students within the community should demonstrate leadership and model our Benedictine values. Being a leader is an act of service to the College community and an opportunity to build upon the lifelong skills of leadership. As the cohort continues to *Ignite the Spirit*, it is wonderful to see them continue to develop this sense of leadership.

Finally, I would also like to take this opportunity to say thank you. We are grateful to you, our Parents and Carers, who continue to encourage and support your children in so many ways. Your support of the College and us, as their teachers, is also greatly appreciated. As always, if you have questions and concerns, please do not hesitate to contact me.

Save the date: Year 11 Retreat, **Week 2 Term 4!** Look out for more information about this soon!

Mrs Jennie Edwards

Pastoral Middle Leader - Year 11

LEARNING & TEACHING

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

By now, most of your daughters have gained confidence in what it means to be a Senior Secondary Student! At SMMC, we aim to provide your daughter with a quality, contemporary education which utilises data and evidence to provide the best possible learning outcomes for your child. Our skilled and engaging teachers aim to structure the Year 11 curriculum so that it builds the foundations that that will be covered in the Year 12 units of work. I encourage all parents to discuss their daughter's goals for the remainder of the year, and how you can support them in achieving these goals. Needless to say, at times this support will be referring your child to seek assistance from teachers; our Career Development Practitioner, Mrs Marianne Milani; our VET and Senior Pathways Middle Leader, Mrs Katherine Truntic; our skilled counselling team or myself.

It is vital that in Year 11, students are present for all assessments. This is especially important during block exams. The College is unable to reschedule these assessment pieces for students who leave for holidays early. For easy reference our assessment policy and calendars are linked [here](#). These will be available from the end of Week 2. The next Block Exam period for Year 11 students runs in Week 8 and 9 of Term 3 (4th September to 12th September). We will also finish Term 4 with another Exam Block for our Year 11 students.

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

Curriculum Area	Curriculum Leader	Email address
Religious Education	Rachel Harrison (Assistant Principal Identity & Mission)	rharrison6@smmc.catholic.edu.au
English	Correna Neumann	cneumann1@smmc.catholic.edu.au
Maths	Irma Lapico	ilapico@smmc.catholic.edu.au
Science	Belinda Coombe	bcoombe1@smmc.catholic.edu.au
Humanities	Kath Burke	kburke4@smmc.catholic.edu.au
Health and Physical Education	Kimberly Cameron	kcameron1@smmc.catholic.edu.au
Arts	Chris Davis	cdavis3@smmc.catholic.edu.au
Digital & Design Technologies	Cathy Jago	cjago3@smmc.catholic.edu.au
Food & Textiles Technologies	Tanya Krause (acting)	tkrause3@smmc.catholic.edu.au
Languages	Cathy Spencer	cspencer@smmc.catholic.edu.au
Senior Pathways and VET	Katherine Truntic	ktruntic@smmc.catholic.edu.au
Inclusive Education	Paula Gabrielli	pgabrielli@smmc.catholic.edu.au
Career Development Practitioner	Marianne Milani	mmilani2@smmc.catholic.edu.au
Indigenous Education	Louise Martin	lmartin20@smmc.catholic.edu.au

Other useful curriculum links can be found below:

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

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

Ms Melissa Pearce

Deputy Principal - Learning & Teaching

RELIGIOUS EDUCATION



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

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

Daily Prayer:

Throughout the year, our students participate respectfully in a variety of prayer experiences within Pastoral Care and Religion lessons. This includes opportunities to write prayers, participate in Christian Meditation and college liturgies.

Year Level Retreats:

This semester our Year 7, 11 and 12 students have retreat days. During our retreats, great things happen. Students are

encouraged to: disconnect a little from their daily school life; find time for reflection; get to know themselves and each other better; recharge; rejuvenate; and my favourite - strengthen their friendships. The St Margaret Mary's retreats are themed in a way that sees students grow through each experience.

Our Year 11 Retreat takes the students away for a few nights to Genazanno, Lake Tinaroo where they workshop 'Leadership', considering the footprints they will leave behind.

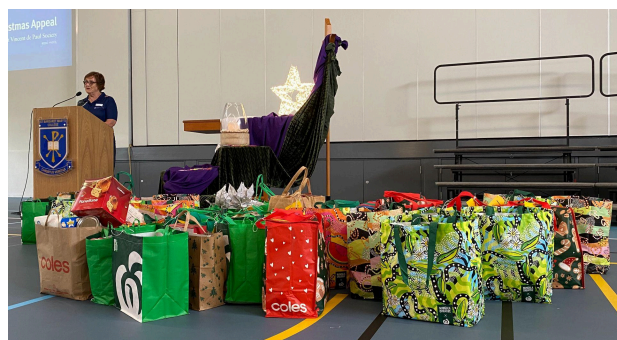


Service Activities:



Good Neighbour Day will see us once again working with Wellington House and Penola Place. The gift of community service involves small teams of students, with a staff member, going out to clean the homes of people in need in our parish area.

This is a lovely way to spend constructive time with members of our local community. Our Samaritan Angels are gifting their time on Friday afternoons to create 'fiddle blankets' for the dementia ward at Townsville University Hospital, felt hearts for the Kindness Project and our beginner sewers are learning sewing skills from Mrs McCarthy by creating bunting. Christmas card making and taking our choir to Loreto House for a Christmas concert is always a highlight of our year. While collecting Christmas food items and packing them for the St Vincent De Paul Christmas Appeal will also be part of our Term 4 Social Justice program.



Calendrical Events:

Save the dates for the following:

Catholic Education Week: 27 July - 1 August;

Samaritan Day: 19 September;

Graduation Liturgy: 21 November;

Christmas Liturgy: 28 November.

Religious Education outline - Semester Two

Year 11 Religion & Ethics

Unit Three - World Religions & Spiritualities

In this unit, students explore how people seek, explore and express beliefs and practices through the living systems of world religions and spiritualities, including the world's indigenous peoples. Religions and spiritualities support dynamic and complex expressions of world views, beliefs, values, culture and community. By exploring a variety of community contexts, students investigate how religions and spiritualities influence and shape the experiences and interactions of individuals and communities. Students seek to know how understanding and respecting religions and spiritualities can help to foster a more harmonious society.

This unit allows for the study of principles and practices across the diverse religions and spiritualities of the world.

Topic 1: Expressions of Spirituality

In this topic, students will examine religions and spiritualities that support dynamic and complex expressions of world views, beliefs, values, culture and community. By exploring various community sacred spaces, they will investigate how religions and spiritualities influence and shape the experiences and interactions of individuals and communities. In their response, students will show the diversity and adaptability of religions and spiritualities across different contexts, times and places.

Assessment: Extended Response

Topic 2: Religious & Spiritual Diversity

In this topic, students will explore how people seek and express beliefs and practices through the living systems of world religions and spiritualities. They will seek to know how understanding and respecting religions and spiritualities can help to foster a more harmonious society.

Assessment: Project

Year 11 Study of Religion

**Unit Two -
Religion & Ritual**

In Unit 2, students build on their understandings of Judaism, Christianity, Islam, Hinduism, Buddhism, Australian Aboriginal spiritualities and Torres Strait Islander spiritualities and religion as they investigate religious rituals that mark significant moments and events within the religion and in the lives of adherents.

The rituals are studied under two categories: lifecycle rituals and calendrical rituals. Lifecycle rituals mark rites of passage in the biological and sociological cycle of human life; calendrical rituals occur at a particular time of the day, week, month or year or mark a period of time since a significant event.

Topic 1: Lifecycle rituals

In this topic, students will identify, analyse and interpret religious lifecycle rituals within and across religious traditions. Students will also consider how some rituals have remained unchanged for centuries, while others have incorporated cultural practices. They will consider the role ritual plays in membership of the religious community.

Assessment: Investigation - Inquiry Response

Topic 2: Calendrical Rituals

In this topic, students will identify, analyse and interpret religious calendrical rituals within and across religious traditions. Students will investigate the significance of calendrical rituals in the lives of individuals and examine the influence that culture may play in these rituals. They will consider the extent that participation in such rituals enhances identity and membership of individuals, groups and society.

Assessment: Examination - Short Response

*Mrs Rachel Harrison
Assistant Principal - Identity & Mission*

ENGLISH

Essential English

This semester in Essential English, we will be studying the unit, Texts and the Human Experience. In Unit Two, students will explore individual experiences and perspectives of the world. They will investigate whether texts tell us the truth and how representations of controversial people are constructed. Students will construct their own representations when they write a TEDx talk about a controversial film or TV show and why it is important that filmmakers are telling the truth. Students will also engage in a mock exam to prepare them for the Common Internal Assessment (IA2) in Year 12.

Teacher:
Chelsea Clay cclay3@smmc.catholic.edu.au

Literature

In Semester Two, we will be studying the unit 'Intertextuality'. Students will develop knowledge and understanding of the ways literary texts connect with each other. Students study texts that are closely related in terms of genre, theme and/or context, or texts that are adaptations of other texts. They compare and contrast the ideas, style and structure of different texts to explore how texts interact with and build on each other to offer varied representations and perspectives. As

part of their study of this unit, students will produce a reimagining that reinterprets ideas and perspectives in *Jane Eyre* for a new cultural context. Students will then write a response to a seen question in the form of an analytical essay for an audience with a deep understanding of Jean Rhys' *Wide Sargasso Sea*. In Term Four, 11 Literature will start their first unit as part of their Year 12 studies and will be examining the relationship between Literature and Identity.

FA3: Imaginative spoken/multimodal response

FA4: Seen analytical essay response

IA2: Imaginative Spoken/multimodal response

Teachers:

Sarah Daniels: sdaniels@smmc.catholic.edu.au

General English

Students continue their Unit Two study, exploring cultural experiences of the world through engaging with a variety of texts, including a focus on Australian cultures. Building on Unit One, students develop their understanding of how relationships between language, text, purpose, context and audience shape meaning and cultural perspectives.

Assessment: FAI4: Analytical Exam: Exam Block

Unit Three will begin at the start of Term Four, and this will allow students to explore a contentious issue that has appeared in the media.

Assessment: IA1: PersuasiveSpeech

Teachers:

Correna Neumann cneumann1@smmc.catholic.edu.au

Peter Leete pleete@smmc.catholic.edu.au

Alison Lloyd alloyd@smmc.catholic.edu.au

Lincoln Miller lmiller11@smmc.catholic.edu.au

Please note as per the College's Assessment Policy, if your daughter is absent on the day of assessment and cannot submit their work to Turnitin, upon their return to school, they will need to complete an application for Special Provisions. If your daughter will be absent for assessment due to a holiday or sporting commitments, they need to submit their work on or before the due date.

Mrs Correna Neumann

Curriculum Middle Leader - English

SCIENCE

All students in Year 11 Science are already well into their Unit 2 studies having spent 5 weeks at the end of Term Two working in this space. All students will have two pieces of assessment this term and thus it is important that they maintain a regular study routine from the beginning of this term. A strategy that works well is to ask them to teach you a topic that they learnt about during school that day. This is a great way to open the conversation at the dinner table.

The **Biology** students continue their studies, relating to Infectious Disease and Homeostasis. They will learn the nature of infectious diseases, how organisms defend against disease (including the human immune response), as well as how diseases are transmitted and spread. Their assessment involves submitting a report on a Research Investigation (based on a claim) later in Term 3. Students will then complete their work with a Unit Two exam. The students will commence their study of Unit Three topics at the start of Term Four. This will involve them

studying biodiversity and ecosystem dynamics. The girls will complete their first summative piece of assessment – IA1 (Data Test) at the end of Term Four.

During Semester Two in **Chemistry**, the students will be continuing their work on Unit Two - a unit that focuses on covering more of the fundamental concepts in Chemistry. They will be learning about intermolecular forces and gases, aqueous solutions and acidity, and rates of chemical reactions. Students will complete their Student Experiment (based on a modified experiment completed in class) mid Term Three and then complete their work with a Unit Two with an exam. The students will commence their study of Unit Three topics at the start of Term Four. This will involve the study of chemical equilibrium systems, as well as oxidation and reduction. The girls will complete their first summative piece of assessment – IA1 (Data Test) at the end of Term Four.

The **Physics** students will continue their Senior studies with completion of work in Unit Two, relating to Linear Motion and Force, as well as Waves. They will explore concepts relating to vectors, linear motion, Newton's Laws of Motion and energy. Students will then move on to study wave properties, sound and light. Their assessment involves submitting a report on their Student Experiment early in Term Three. Students will complete their Student Experiment (based on a modified experiment completed in class) mid Term Three and then complete their work with a Unit Two with an exam. The students will commence their study of Unit Three topics at the start of Term Four. This will involve them studying gravity and electromagnetism. The girls will complete their first summative piece of assessment – IA1 (Data Test) at the end of Term Four.

During Semester Two in **Psychology**, the students will be continuing their work on Unit Two, relating to Individual behaviour. They will explore our understanding of intelligence, psychological disorders, emotions and motivation. Their assessment involves submitting a report on a Research Investigation (based on a claim) mid Term Three. Students will then complete their work with a Unit Two exam. The students will commence their study of Unit Three topics at the start of Term Four. This will involve them studying localised functions of the brain and visual perception. The girls will complete their first summative piece of assessment – IA1 (Data Test) at the end of Term Four.

Mrs Belinda Coombe
Curriculum Middle Leader - Science

HEALTH & PHYSICAL EDUCATION

Health Education

In Unit Two, Health Education students are focusing on the Peer Health topic of Teenage binge drinking and associated risk-taking behaviours. Students examine the issue through the Social Cognitive Theory and the Ottawa Charter to explore past campaigns and devise a campaign of their own to implement here at the College. The health promotion campaign will then be evaluated to determine its effectiveness in reducing harm.

In Term Four, Health Education students will begin Unit Three, focusing on the Community Health topic of Young Motorists and Road Trauma. Students examine the issue through the Ottawa Charter, explore current policies and laws, and investigate successful health promotion campaigns and models of health promotion that can be used to improve road trauma rates for young drivers. They will assess Queensland's performance in this topic area and suggest and implement new innovations to reduce the incidence of road trauma among the young adult population.

Teacher:
Kim Cameron

Physical Education

In Unit 2.1, Physical Education students are studying Sports Psychology through involvement in a team volleyball competition. Teams select one Psychological factor to improve their overall performance and will develop a range of strategies to improve this factor. They will apply these strategies over several weeks and then assess the impact that these have had on their performance.

Unit 2.2 focuses on Equity in Sport and Physical Activity. Students must devise equity strategies to optimise engagement and performance in a range of physical activities. They will then evaluate the effectiveness of the equity strategy on engagement and performance.

During Term Four, Physical Education students will begin Unit Three. This unit of work focuses on Ethical issues. Students will explore a range of ethical dilemmas and propose strategies to address them in a school sporting context.

Teacher:
Georgia Stayte

Sport and Recreation

During Term Three, students will be working on Sport and Recreation in the Fitness Industry. Last term, in practical lessons, Recreation students undertook a series of Athletics coaching sessions with year seven St Margaret Mary's students. They did this in conjunction with a theory unit on sports coaching that involved understanding coaching principles, how students learn, game organisation and giving effective feedback. In Term Three, students will focus on Badminton and improving their Badminton skills.

Teacher:
Michael Dear

Students in Sport and Recreation and Physical Education are reminded that participation in practical lessons is compulsory. If a student can't participate in practical activities for any reason, they must bring a note of explanation from a parent/guardian.

Mrs Kim Cameron
Curriculum Middle Leader - Health and Physical Education

FOOD & TEXTILES TECHNOLOGY

**Step outside your comfort zone,
Explore the unknown,
And discover the wonders that await.**

Fashion

In this unit, students will design and produce a cohesive fashion collection centered around a primary fabric print, which may be an original or pre-existing design. Drawing inspiration from established fashion designers and collections, students will investigate contemporary influences to inform their creative direction.

Students will develop a folio that documents their design journey, showcasing how they translate a central fabric concept into a resolved collection of garments. This process will include iterative design development through annotated sketches, photographs, and a production plan. Emphasis will be placed on exploring and justifying material and construction choices, refining design elements, and demonstrating thoughtful decision-making throughout the collection's creation.

Students will have a series of garments that reflect the chosen fabric's aesthetic, supported by a

Multimodal folio that captures the evolution and the design process.

Teacher: Mrs Milani

Food and Nutrition

In Unit Two, the students have been using problem-solving skills to create a protein snack for Fancy Plants. The product must be high in plant-based proteins and can be either shelf-stable or refrigerated. Students have been learning about consumer food drivers, food safety & legislation, and sensory profiling. They have completed lots of sensory profiling: identifying the difference between three brands of chocolate chip cookies. Students will investigate how we can be more sustainable and ethical in our food choices.

We will begin Unit Three in Term 4 with the focus being on the nutrient, Fat: the chemical & functional properties and how preservation techniques can be used to develop food products.

Teacher: Mrs Krause

Hospitality Practices

During this semester, students will be completing Units 2 and 3. In-house Dining and Casual Dining in the Hospitality Industry. The class will be busy investigating and trialing potential food and beverages for the Melodies and Mocktails Event and Culinary Trends Event. The class is responsible for organising the event, final menu and the service period both for the back and front of house. A multimodal folio that documents the planning, implementation, and evaluation of this hospitality event will be their assessment task.

Teacher: Mrs Orman

Ms Tanya Krause

Curriculum Middle Leader - Food & Textile Technology

HUMANITIES

Welcome to Semester 2 of Senior Humanities at SMMC!

This year, the Humanities Department is pleased to offer a broad range of subjects, including:

- **Ancient History** (Teacher - Mr Lincoln Miller)

This semester, students in Ancient History continue their work on Unit 2, where they investigate key personalities of the Ancient World, namely Hatshepsut and Thutmose III. Students consider the attributes that characterise a significant ancient personality and the driving forces behind such individuals. In this unit there is a focus on the key conceptual understandings of: context, reliability and usefulness of sources; perspectives and representation; evidence; continuity and change; cause and effect; significance; empathy; and contestability. Students will investigate how we know about the past, and become aware of some of the ethical issues surrounding Ancient History. They will then examine significant civilisations, and begin looking at what these can tell us about power and humanity today. In Term 4, students will begin their Unit 3 (Year 12) coursework.

- **Legal Studies** (Teacher - Mrs Bernadette Anderson)

This term, your daughter will continue her work on Unit 2, where she will consider legal concepts, principles and processes within the Australian and Queensland civil justice systems. She will develop an understanding that civil law regulates the rights and responsibilities that exist between individuals, groups, organisations and governments, and explore dispute resolution methods, including judicial determination and alternatives in and out of courts. Through a consideration of contemporary cases and legal issues, your daughter will evaluate the effectiveness of civil law and how it affects individuals within society. Unit 2 will be

completed by the end of Term 3, with students their first topic in Unit 3 (Year 12 work) at the beginning of Term 4.

- **Modern History** (Teacher - Ms Sarah Heerschop)

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own critical views about the Modern World. They discover how the past consists of various perspectives and interpretations. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. This semester, we continue working on Unit 2, Movements in the Modern World, investigating how ordinary people have made a difference, analysing the anti-Apartheid movement in South Africa before examining the Women's Liberation Movement of the 1970s. They will also evaluate the extent to which contemporary movements like BLM and # MeToo have roots in earlier struggles, and what we might learn from this. In Term 4, we will begin Unit 3 (our Year 12 work), with a depth study focused on the rise of Nazi Germany.

Your daughter should be further refining her understanding of the concepts, skills and processes required to be a successful Humanities student. She should be bringing home regular homework, and preparation for assessment. She will have a Course Outline containing details of that assessment, and I encourage you to check that she has marked all assessment due dates in her College diary. Your daughter's studies may also include excursions to do field work, to collect information, or for experiences linked to her course.

Students will commence their Unit 3 (Year 12) study in Term 4. This can be a little overwhelming. Generally, most students will manage the transition if they use their time well, complete all class work and homework, and spend sufficient time outside of class working on their assessment - especially in relation to their research assignments.

If you or your daughter have any questions about her progress or her assessment, I would encourage you to talk to her class teacher.

Mrs Kath Burke

Curriculum Middle Leader - Humanities

MATHEMATICS

Supporting Your Daughter's Growth in Senior Mathematics

As we move into the second half of Unit 2, it's a good time for students to pause and reflect: are they taking the wheel in their learning, or sitting back as a passenger?

Students who are 'drivers' tend to:

- Ask for help when they need it (including attending tutorials)
- Take responsibility for catching up on missed work
- Complete homework regularly
- Treat exam preparation as something ongoing - not something left until the last minute

These habits build the independence and initiative that universities, employers, and training providers highly value.

In the coming weeks, students will complete major assessment pieces:

- **General, Methods & Specialist Mathematics**
 - Unit 2 Exam: Week 7

– Combined Unit 1 & 2 Exam: Week 9

- **Essential Mathematics**

– Unit 2 Exam: Week 9

Given the amount of content covered, now is a great time for students in Methods, Specialist and General Maths to begin reviewing and revising. We've been really pleased with how so many of our Year 11s have approached senior Maths so far - it's been great to see their growth and determination.

As always, if you have any questions or concerns, please don't hesitate to get in touch with your daughter's teacher or with me directly.

Ms Irma Lapico

Curriculum Middle Leader - Mathematics

DIGITAL AND DESIGN TECHNOLOGIES

Welcome to Semester Two!

We're excited to begin another semester filled with valuable learning experiences and opportunities to make a positive impact in our community.

Design

As they progress through Unit Two, Year 11 Design students are becoming more confident and capable in applying the design process. This term, students are working within the context of commercial design influences, where they are learning that successful design must meet the needs and wants of clients and users.

Year 11 Design students are actively engaging with real-world design challenges, learning to listen and respond to the needs and wants of their stakeholders. To communicate their design concepts, students are using a range of visual tools including sketching techniques, annotated diagrams, and low-fidelity prototypes such as cardboard models.

Students will complete their Unit Two exam at the end of Term Three, demonstrating their understanding of the design process and commercial design principles.

In Term Four, students will begin Unit Three: Human-Centred Design (HCD). This unit focuses on designing with people at the core - placing human needs and wants above all other considerations in the design process. The term will conclude with their Unit Three Exam (IA1), where students will respond to a design challenge that reflects the values and principles of HCD.

ICT

In Term Three, students interpret client briefs, technical information, existing and emerging trends and products to inform the development of products to meet industry standards. Students evaluate and adapt processes and products based on the outcomes of testing and feedback to improve alignment with client briefs and product specifications. ICT is a very hands-on subject with much of the learning coming from doing. We also make use of the College community as clients to ensure that students' work is more than just a task. This gives students a well-rounded and full experience of the creation process, especially when dealing with clients. Students will also have a valuable portfolio of skills that they can take with them to the workforce.

Ms Catherine Jago

Curriculum Middle Leader - Technologies

LANGUAGES

Italian

In Term 3, students will continue with Unit 2. They will explore the language through the topics: Social Customs and Italian Influences Around the World.

In Term 4, they will begin Unit 3, Our Society, Culture, and Identity. They will complete their first summative assessment.

We will be having our SMMC Languages Movie Night in Week 2 of Term 3. In Week 7 of Term 3, there is the Languages Speech Night, which allows students to show off their Italian skills in a non-competitive environment.

The limits of my language are the limits of my world. – Ludwig Wittgenstein

Mrs Cathy Spencer

Curriculum Middle Leader - Languages

THE ARTS

Visual Art

In Semester 2, the Year 11 Visual Art students are continuing their study in Unit 2, 'Art as Code'. Students are exploring the concept 'Art as Code' and learning how visual language is capable of expressing complex ideas through symbols and other non-literary codes. Throughout this unit, students will consider the idea that whilst spoken language and visual language vary by culture, visual language has the potential to transcend and communicate across cultures, time and geography.

The students will be completing two assessment tasks in Unit 2. Students will create a folio consisting of a selection of 4 experimental artworks in student directed media and one resolved work that extends from one of the experimental artworks. The students will also complete an extended response under examination conditions.

Study of Unit 3, 'Art as Knowledge', will commence at the beginning of Term 4 and students will complete their first internal assessment for the unit before the end of the year. This unit will also include a field trip to launch their investigation.

Visual Art in Practice

During Semester Two, Year 11 Visual Arts in Practice students will continue Unit Two, 'Looking Inwards (self)'. Through planning and experimentation, students will reflect on themselves through a tree metaphor. After exploring Self, students will upcycle a seat to skillfully communicate the tree using relevant recycled objects and methods like stitching, printmaking, weaving, fibre art, paint, papier mache' and other media. They will consider: line, form, colour, texture, unity, scale, balance and space. Each chair will be installed together to create a dinner party table setting that will be displayed in the College.

Unit 3 will commence in Term Four and continue into 2026. Students will explore the concept 'Looking Outwards', where they will consider mental health as a global issue and evaluate how artists respond to the issue in their artworks. Students will then plan a wearable artwork to reflect how they view one aspect of mental health.

Dance

The Year 11 Dance class will be continuing with Unit 2, "Moving through Environments", taught by Mr Chris Davis. This unit gives students an opportunity to explore how using different spaces can tell different stories and contribute to the choreographic intent, or the message, that a choreographer wants to convey. The class will be specifically using contemporary as well as

other genres to communicate an original story or viewpoint in their IA3 Dance Project assessment. This is another opportunity for students to explore their own choreographic process in creating a performance of their own. The class will create their own dance films, planning, choreographing, and resolving a dance in a location of their choice. At the beginning of Term 4, the class will begin their next unit, Unit 3 “Moving Statements”. They will be looking at how choreographers, across different styles of dance, make social and political statements through their work. Students will prepare their first Internal Assessment 1 performance and we will be learning a new dance work by a local Dance choreographer, Jane Pirani, with “The Space Between...”. Jane will be coming in as a guest artist to teach and rehearse the work for performance, along with some of the girls who were in the original staging of the dance work for the Ulysses performance season at the Townsville Civic Theatre.

Drama

Over the course of Unit 2, students will explore the representational dramatic traditions of Realism, then investigate more contemporary dramatic styles associated with the realist style, such as Magical Realism, including Australian Gothic Theatre, looking at the text of “Ruby Moon”. In Week 6, the girls will perform their “Ruby Moon” excerpts from the play before they complete their exam at the end of Term in Week 9 based upon analysing an excerpt of live-recorded theatre. In Term 4, the girls will begin studying Unit 3, “Challenge”, looking at styles of theatre and how they challenge their audiences perceptions, beliefs and understandings. They will investigate how different styles of theatre have challenged their audiences through social commentary and expressing political and philosophical viewpoints. The girls will be working specifically with Theatre of Social comment, rehearsing a play for their performance task IA1 at the end of Term 4.

Music

In Year 11 Music students are continuing their study of Unit 2 ‘Identities’, where they make and respond to music that expresses cultural, political and social identities in both local and global contexts. The students will consolidate their knowledge from Unit 1 and continue to develop their understanding of the elements of music as they complete an integrated project and a musicology exam. In Unit 3, ‘Innovations’, students make and respond to music that demonstrates innovative use of music elements and concepts, and how these ideas are used to communicate new meanings. They will prepare a performance showcasing an innovation before composing their own innovative piece next year.

Mr Chris Davis

Curriculum Middle Leader - The Arts

CAREER DEVELOPMENT

This time of year is full of excitement and growth as students prepare for the transition into what lies ahead in the next year.

As we begin Semester 2, ***Informed decisions today lead to opportunities and employability success tomorrow.*** This year has seen the growth of the career development framework from 9-12, which has empowered our students with the skills and knowledge to make informed decisions that are essential for lifelong learning and career decision making.

Career Development in Year 11

Year 11 is the year for seeking opportunities. This semester, we have students successfully engaging in;

- weekly and scheduled holiday work experiences,
- virtual work experiences,
- enrolled in university courses,
- pursuing scholarship applications,
- Working with industry experts,
- Attending information sessions in the community and,

- Participating in nationwide learning camps. Through this participation, we have several students who have already been offered *guaranteed entry* into university courses, once they graduate.
- *Lunch and Learn* connections. This connects students in person and via Zoom to advisors around Australia and New Zealand.

Mrs Marianne Milani

Career Development Practitioner and Teacher

SENIOR SCHOOL PATHWAYS AND VET

All students who are enrolled in completing a Certificate course through TCE as a subject at school are required to complete an enrolment form providing their USI numbers. At this stage, students should have now completed their enrolment, however, there are a few students who still have outstanding enrolment forms and USI numbers. These will be followed up in class by their teachers to ensure students receive their certificates for completed courses or SOAs (statement of attainment).

Unit 1 Report Cards have been issued, and students enrolled in a Certificate course have their progression through the units indicated on their report. All units in the course are listed and have one of the following progress outcomes listed: Competent, Not Yet Competent, Not Yet Started, Continuing and Credit Transfer. As each report card is issued, parents should see students progressing to Competent for all the units (towards the end of Year 12). If you have any concerns or questions about the progress of your child's Certificate coursework, please make contact with their teacher.

Certificate II/III in Health Services

Students have commenced working towards completing their Certificate II in Health Support Services. During Semester One, units completed include communication in health services, personal and professional time management, processing workplace information, Workplace Health and Safety, working with diverse people, and principles and practices of infection prevention and control. This certificate is delivered at school through an external RTO, Connect n Grow. As part of our agreement with CnG, we have a qualified nurse visit the school and deliver some aspects of the course to the students.

Certificate III in Business

In Certificate III in Business, students are completing modules that focus on business communications, designing, writing and producing workplace documents, workplace health and safety, sustainable work practices and critical thinking in a team environment. Assessment tasks include producing a portfolio of documents and demonstrating the skills required to participate in team environment activities.

Certificate III in Fitness

At SMMC, we deliver this Certificate through an external RTO, Binnacle Training. The Year 11 Certificate III in Fitness students are continuing their course topics:

These topics include:

- The Sport, Fitness and Recreation (SFR) Industry
- Community Coaching Essential Skills
- Provide First Aid and CPR
- Risk Analysis

- Apply Knowledge of Coaching Practices
- Workplace Health and Safety
- Laws and Legislation
- Bootcamp Program
- Assist with Delivering Sessions
- Plan and Deliver Coaching Sessions
- Respond to an Emergency Situation
- Organise Work
- Community Fitness Programs
- Community Fitness Program: Plan and Conduct Community Fitness Sessions for Junior Secondary School Participants

ASSESSMENT CALENDAR

To access the Year 11 Assessment calendar [**CLICK HERE**](#)