

# YEAR 12

## SEMESTER BULLETIN



### 2026 SEMESTER 1

## 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:

All Students from Year 7 to Year 12 begin the year writing prayers to contribute to their Pastoral Care Class Prayer Book. They are very creative and beautifully written. Throughout the year, our Year 7 students participate respectfully in a variety of prayer experiences

#### Service Activities:

Project Compassion fundraising begins our year followed by World Down Syndrome day. Harmony Day is a highlight and we spend the week celebrating the many cultures that enhance our College community.

#### Calendrical Events:

Gatherings for such things as Lent, Stations of the Cross, Harmony Day, Samaritan Day, Advent/Christmas.



## Religious Education outline

Year 12 Religion and Ethics	
<p><b><i>Unit Four - Topic One: Meaning and Purpose</i></b></p> 	<p>This module investigates how people make meaning in their lives by worldviews and religious traditions, as well as through analyzing personal relationships and responsibilities. Students will engage with members in their community to gain insight into factors that influence personal identity and a sense of purpose in life, thereby helping them to define how people's values and beliefs are shaped.</p> <p><b>Assessment:</b> Investigation</p>
<p><b><i>Unit Four: Topic Two: Spirituality</i></b></p>	<p>The final topic explores ways in which spirituality gives meaning and direction to people's lives. Students will examine how Individuals and communities establish roles and promote particular ways of living using rituals and symbols that encourage the growth of a person's spirituality.</p> <p><b>Assessment:</b> Religious Ritual Project</p> 
Year 12 Study of Religion	
<p><b><i>Unit Three- Topic Two: Ethical Relationships</i></b></p> 	<p>This module investigates the religious-ethical principles that are evident within the traditions of Judaism, Christianity, Islam, Hinduism and Buddhism. Students are required to understand the religious foundations that form and inform ethical principles within different religious traditions. Students apply religious-ethical principles to real-life contexts and evaluate how they influence individuals, groups and society.</p> <p><b>Assessment:</b> Investigation - Inquiry Response</p>
<p><b><i>Unit Four: Topic One: Spirituality</i></b></p>	<p>Students consider how religion affects and influences people's understanding of culture, history, politics and social interaction. Within this context, they consider the nature of humanity according to various world views, and the issues of</p>

	<p>rights and religion–state relationships that result. Students investigate how religions seek to shape and are shaped by their social, cultural and political contexts. They examine how the dynamic of religion in different times and places has interacted with the nation–state, as well as religion’s contributions to society and culture. They explore how religions seek to address humanity’s big questions about life, destiny, meaning and purpose, belief in the divine and the influence such responses have on the relationships between individuals, groups and society and how they treat and interact with each other.</p> <p>Assessment: Investigation - Inquiry Response</p>
--	---

Rachel Harrison – Assistant Principal Identity & Mission

## ENGLISH

### Essential English

In Unit 3, students explore representations of science and technology and space travel. Under exam conditions, students will sit their Common Internal Assessment which is a short response to stimulus exam. Practice is vital for this exam and students will have the opportunity, both in class and at home, to prepare for this exam.

In Term Two, we will begin our final unit, *Representations and Popular Culture Texts*. In Topic 1, students focus on understanding how structure, language features and language choices shape meaning and purpose in a range of popular culture texts. They will develop, write and present a persuasive spoken response.

Teacher:  
12EEN.1 Chelsea Clay [cclay3@smmc.catholic.edu.au](mailto:cclay3@smmc.catholic.edu.au)

### Literature

In Literature, students are continuing their exploration of Unit Three: Literature and Identity. In this unit, students are exploring the relationship between language, culture and identity.

Assessment: IA1 Examination Analytical Response (please note students completed their IA2 at the end of 2023).

In Term Two, students will commence their final unit of study. With a focus on marginalised and silenced voices in Unit Four: Independent Explorations, students will demonstrate their increasing independence in exploring, interpreting, analysing and appreciating the aesthetic appeal of literary texts and the insights they offer.

Assessment: IA3 Extended Response - Imaginative Written Response

Teacher:  
12LIT.1 Keeley O’Connell [koconnell@smmc.catholic.edu.au](mailto:koconnell@smmc.catholic.edu.au)

## General English

As students continue their study of Unit Three, they will study *Gaslight* by Patrick Hamilton and explore a range of texts, including media articles and poetry, that will allow them to analyse some of the key concepts, identities, times and places across the texts.

Task IA2: Extended response - written response for a public audience

Online Literary Essay: up to 1,500 words

Students will analyse a key concept, identity, time or place highlighted in both *Gaslight* and another text of their choice and write an article suitable for publication in *Kill Your Darlings* that explores their chosen focus.

Conferencing of ideas completed by:

Handout: Week 4 - Monday 16th February 2026

Draft Due: Week 6 - Thursday 5th March 2026

Due: Week 9 - Monday 23rd of March 2026

In Term Two, we will begin our final unit *Close Study of Literary Texts*. We will begin by examining a range of poems and poets and the imaginative genre. Under exam conditions, students will craft an imaginative response that uses a poem of their choice as a springboard and demonstrates their understanding of the cultural assumptions, attitudes, values and beliefs that underpin the text. As there can be no access to teacher help, feedback or drafting once this task is handed out, it is vital that students make the most of help from peers and family members. All students were issued a copy of Jane Austen's *Pride and Prejudice* at the end of Year 11 and asked to read the novel over the holidays. All students should have read the novel at least once by now. Please check with your daughter and encourage her to read.

Teachers of 12 General English:

12GEN.1 Lincoln Miller [lmiller11@smmc.catholic.edu.au](mailto:lmiller11@smmc.catholic.edu.au)

12GEN.2 Peter Leete [pleete1@smmc.catholic.edu.au](mailto:pleete1@smmc.catholic.edu.au)

12GEN.3 Correna Neumann [cneumann1@smmc.catholic.edu.au](mailto:cneumann1@smmc.catholic.edu.au)

12GEN.4 Alison Lloyd [alloyd@smmc.catholic.edu.au](mailto:alloyd@smmc.catholic.edu.au)

*Correna Neumann* – Curriculum Middle Leader, English

## SCIENCE

Welcome to the final year of Senior Science.

At this stage, all students in Year 12 Science have completed their IA1. Any student taking Senior Science will be sitting a 50% external exam at the end of this year. While this seems like a quite a while away, now is the time to invest in a good study timetable and ensure that regular revision of their subjects occurs. It is much easier to chip away at small bits on a regular basis than leave it all until the last minute. In this way, the revision will seem much more manageable by the time we get closer to the final external exam.

Biology students in Year 12 continue their Unit 3 studies relating to biodiversity and general principles of ecology. The students will complete the assessment of Unit 3 with a Student Experiment. In Term 2, the students will start Unit 4 on genetics and evolution. Towards the end of Term 2, the girls will start their final internal summative assessment task for Biology – a Research Investigation – based around

claims relating to aspects of genetics and evolution.

Mr Theo Koulakis, Mrs Belinda Coombe & Ms Georgia Stayte will be continuing with your daughter as their Senior Biology teacher.

The Chemistry students will be continuing their studies in Unit 3, relating to chemical equilibrium systems, oxidation and reduction. The students will complete their Student Experiment which is based around the experiment work they have completed in this unit. Term 2 will see the students start Unit 4 on the structure, synthesis and design of organic compounds. They will complete a research investigation based on claims relating to design and synthesis of organic compounds.

The Year 12 Chemistry teacher is Mr Matthew Brescianini.

The Physics students will be continuing their work in Unit 3 on gravity and electromagnetism. The girls will complete their Student Experiment on this topic, before the end of Term 1. In term 2, the students will start Unit 4 on revolutions in Physics. They will explore the big theories of Physics and how they can explain natural phenomena, but also their shortcomings. They will complete a research investigation based around claims relating to these revolutionary theories.

Ms Irma Lapico will be continuing with your daughter as their Senior Physics teacher.

The Psychology students in Year 12 continue their Unit 3 studies relating to Individual thinking. This covers the topics of brain structure and function, visual perception, memory and learning. The students will complete their Student Experiment based on one of the studies explored in this unit. In Term 2, the girls will start Unit 4 on the influence of others. This includes the topics of social psychology, interpersonal processes, attitudes and cross-cultural psychology. The girls will start their final internal summative assessment task for Psychology – a Research Task – based around claims relating to aspects of influence of others.

The Year 12 Psychology teachers are Ms Rebecca Little and Mrs Belinda Coombe.

I encourage your daughter to actively continue a regular home study routine and continue revising their Unit 3 theory to ensure it remains fresh in their head.

*Belinda Coombe* – Curriculum Middle Leader, Science

## HEALTH & PHYSICAL EDUCATION

### *Health Education*

Term 1 will see the Year 12 Health students continue with their Unit 3 work from 2025, which focuses upon Road Safety and the Community as a Resource for Healthy Living. This requires them to examine this issue through the Social Ecological model. This model allows the students to explore the multiple layers of influence that impact upon safe driving behaviours in the community. In response to this investigation, the students are then required to decide upon a plan of action, an innovation that can be diffused into the community using the Diffusion of Innovations model. This forms the basis for the first assessment task (IA1) which is due at the end of week 5. The second assessment task (IA2) evaluates the effectiveness, or lack thereof, of their innovation using the RE-AIM model. This will occur in the week 10 Year 12 exam block.

Term 2 marks the beginning of Unit 4, which focuses upon Respectful Relationships in the Post-Schooling Transition. This will be assessed using an assignment (IA3), which requires the students to decide upon an innovation that can be actioned for the Year 12 cohort at the school, to enable them to develop respectful relationships as a resource in their post-schooling transition.

Teacher of Health is Kim Cameron

### **Physical Education**

Last year students completed IA2 during term 4, they explored the concepts of Ethics and Integrity in sport. From there they devise an ethical strategy that aimed to optimise integrity and positive engagement for students here at St Margaret Mary's College. This was their first piece of assessment for year 12, leaving them with IA1 and IA3 to complete this year.

This year in Physical Education, students are completing their IA1 on Tactical Awareness through the sport of Badminton.

Term 2 will see the girls begin the Energy, fitness and training integrated with the physical activity of Aquathon. This unit will complete IA3, the last internal assessment for Physical Education. After the completion of all IAs, preparation for the external assessment will begin.

Teacher of Physical Education is Georgia Stayte.

### **Recreation**

In Recreation practical lessons, students are completing an Aquatics unit. The girls will be developing their knowledge and skills required when partaking in aquatic recreation. In Term Two, students will be working on Event Management.

Teacher of Recreation is Michael Dear.

*Kim Cameron* – Curriculum Middle Leader, Health & Physical Education

## **FOOD & TEXTILES TECHNOLOGIES**

### **Hospitality Practices**

Unit 3 and 4, students explore the hospitality industry through the context of Culinary Trends and Casual Dining. They interpret briefs using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge that the quality of products depends on customer expectations of value, which affects industry processes.

Teacher: Nadine Orman

### **Fashion**

Unit 3 and 4, students explore the fashion industry through the context of Slow Fashion and Adornment. They interpret briefs to produce fashion products, using practices, skills and processes to an industry standard. Students evaluate and adapt production plans, techniques and procedures with the knowledge

that the quality of products depends on customer expectations of value, which affects industry processes.

Teacher: Marianne Milani

### Food & Nutrition

Carbohydrate is the focus of the second part of Unit Three. We will be investigating sugars and starches and their role in the processing of carbohydrates. How does plain flour gelatinise as compared to potato flour? Does gluten-free flour react differently, thus what would I need to do to ensure the food solution is appealing to consumers?

Our folio investigation will focus on using an ancient grain to include in a Arnott's Snack Right type snack product.

In Term Two, we move on to Unit Four: Food Solution Development for Nutrition Consumer Markets. This unit will involve researching the nutritional needs of various consumer groups, including the elderly, health-conscious individuals, fitness-focused consumers, those with diet-related diseases, vegetarians, and individuals with food intolerances.

Teacher: Tanya Krause

*Tanya Krause* – Curriculum Middle Leader, Food & Textiles Technologies

## HUMANITIES

Welcome back to Year 12 Humanities! Your daughter is a Humanities student if she is studying one of the following subjects:

- Ancient History (Teacher - Mr Lincoln Miller)
- Legal Studies (Teacher - Mrs Bernadette Anderson)
- Modern History (Teacher – Ms Kath Burke)

Hopefully, your daughter has started the year focused on how she can best maintain or improve her results from Year 11. She will have a Course Outline containing details of her assessment, and I encourage you to check that she has marked all assessment due dates in her College diary.

Generally, most Year 12 students have to balance their studies with a range of extra-curricular, work and social commitments. Most students will manage their workload effectively 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 your daughter has any questions about her progress or her assessment, I would encourage her to talk to her class teacher.

*Kath Burke* – Curriculum Middle Leader, Humanities

# MATHEMATICS

## Welcome, Year 12 Students and Parents!

Over the Australia Day weekend, Katherine Bennell-Pegg was named the 2026 Australian of the Year. She is Australia's first woman astronaut and the first Australian to qualify as an astronaut through Australia's own space program.

In interviews, Bennell-Pegg has shared that even when she was at school, she knew she wanted to be an astronaut. It began with curiosity — looking up at the stars and asking, “*what if?*” She has also spoken about how Australia can miss out on great talent when students step away from STEM subjects as soon as learning starts to feel challenging.

What really stood out to me was her comparison to sport. In Australia, we are often encouraged to “*give it a go*” on the sporting field, even if we are not the strongest player. Yet in Mathematics, many students begin to doubt themselves when learning feels hard.

Bennell-Pegg's message is a powerful reminder that challenge is not a sign to stop — it is often a sign that real learning is taking place.

At SMMC, we encourage your daughter to lean into the challenges of Year 12 Mathematics and to back herself. By developing a growth mindset and establishing strong routines around homework and study, students build the foundations needed for future success in Mathematics, senior studies, further study or the workplace.

This year our Year 12 Mathematics team includes

- Avril Johnson (12EMA.1),
- Louise Martin (12EMA.2)
- Claire Tidmas (12GMA.1),
- Anna-Luisa Bertocchi (12GMA.2),
- Irina Korshunova (12GMA.4),
- Dr Leah Daniel (12MMD.1),
- Irma Lapico (12SMA.1)

We look forward to a **successful and rewarding year** ahead, helping your daughter build the skills and confidence she needs to excel in Mathematics and beyond!

*Irma Lapico* – Curriculum Middle Leader, Mathematics



Katherine meeting a young space enthusiast in W.A. | credit: International Space Centre

# DIGITAL & DESIGN TECHNOLOGIES

## Design Technologies

In Year 12 Design students will start their Unit 3 Project, 'Human-Centred Design'. Students will respond to a question using the Human-Centred Design process. This project is based on a real-world issue. It will involve students engaging stakeholder/s whom they will work with throughout the Project. Students will use techniques to devise and develop design ideas in response to their stakeholder/'s needs and wants. They will use sketching techniques, diagrams, and low-fidelity prototypes (such as cardboard models) to represent their design ideas. Their designed solution will be presented either live or in a multimedia format.

In Term Two, students will start Unit 4, 'Sustainable design influences'. Unit 4 involves the completion of a Project and an External Exam. The project will start in Term Two and will involve students in redesigning products, services, and environments for enhanced sustainability.

*Cathy Jago* – Curriculum Middle Leader, Design and Technologies

# THE ARTS

## VISUAL ART

Students are continuing the Art as Knowledge Unit they started in Term 4. There are two assessment items for this: An Investigation, which students have already completed in Term 4, 2024, and a making component. This Project is what students are working on during Term 1, 2025. Art as Knowledge looks at how artists apply their conceptual and technical knowledge to create works of art. We journeyed around Townsville on our field trip in Term 4 2024, documenting experiences and extending on historical, environmental, cultural and aesthetic knowledge. Students are creating a project based on the stimulus and knowledge gathered from this site work.

There is sufficient time allowed during class to complete these tasks provided that the girls formulate a strong idea that they can pursue over the next few weeks and continue working on it regularly. However, senior students must also consider how they make use of their own time to access the art rooms to work on their making tasks. Please encourage them to do so and develop time management.

## VISUAL ART IN PRACTICE

Our Year 12 Visual Arts in Practice students will continue Unit Three, *Looking Outwards*, with the girls creating their wearable art designs. Each wearable item must be functional while creatively communicating an issue related to teenage mental health. Students are encouraged to experiment with non-traditional materials and innovative processes to express their chosen topic in a meaningful way.

The course will conclude with Unit Four, *Clients*, where Year 12 students will take on a collaborative design project with a Year 7 student as their client. Together, they will conceptualise and design a custom skate deck, drawing inspiration from the history and evolution of skateboarding and skate deck graphics. Year 12 artists will present their creative visions for client feedback before producing their final designs. Throughout both units, students will be required to thoroughly plan, document, and reflect on their creative process within their Visual Diary.

## **DANCE**

The Year 12 Dance students will be continuing their study of Unit 3 “Moving Statements” with Mr Chris Davis. They will be looking at how choreographers, across different styles of dance, make social and political statements through their work. The girls have danced their first Internal Assessment performance inspired by the connection and modern obsession with technology and the mobile phone (choreographed by local choreographer Jane Pirani). They will now be turning their attention to choreograph their own dance work based on a social or political issue that is important to them. This choreographic work will be due in Exam Week at the end of Term 1 and will require the girls to work with others in the class, creating and teaching the work, as well as writing a written statement of intent that outlines what the work is all about. Unit 4, “Moving My Way” invites the students to choreograph and perform a dance work in the style of their choice, and analyse their practice in detail. The unit encourages the students to think about and explore how they like to move and create their own work that reflects this.

## **DRAMA**

The year 12 students will be continuing their studies in 2026 with Mrs Jen Edwards. They have begun studying Unit 3, “Challenge” looking at styles of theatre and how they challenge their audiences perceptions, beliefs and understandings. They have been investigating how different styles of theatre have challenged their audiences through social commentary and expressing political and philosophical viewpoints. The girls are working specifically with Epic Theatre and Theatre of the Absurd amongst others, and will be synthesising their understanding to create their own Dramatic Concept for their first assessment task of 2026, their IA2. The girls will then rush headlong into the unit “Transform” where the girls are invited to explore key dramatic works of the past and use them as a springboard for developing their own artistic statement. Working with “the Bard”, William Shakespeare and one of his iconic plays, the girls will study these traditional forms only to re-imagine, adapt and transform the text to express their own artistic voices for a 21st-century audience

## **MUSIC**

In Unit 3 “Innovations”, students make and respond to music that demonstrates innovative use of music elements and concepts, and learn about how these ideas are used to communicate new meanings. The musical styles and genres studied in this unit reflect innovations that extend from Western art music through to jazz, contemporary, and emerging styles promoted by technological developments. In Unit 4 “Narratives” students develop their understanding about the expressive powers of music to convey narrative through setting (in time and place), characterisation, drama and/or action, mood or atmosphere in film and television, video games, music theatre, opera and program music. Assessment for this unit will be in Semester Two.

## **MUSIC EXTENSION**

In Music Extension, students follow an individual program of study designed to develop refined performing skills. This semester students continue Unit 3 “Explore” where they consolidate best practice to present a polished performance. In Unit 4 “Emerge” students complete a project, critically reflecting on their musicianship and refining practice in an endeavour to discover their personal style.

*Jennie Edwards* – Curriculum Middle Leader, The Arts

# SENIOR SCHOOL PATHWAYS & VET

Hi all, and welcome to Semester One for 2026.

As students commence the year, there are some administrative tasks that students will need to complete to ensure their successful enrolment in their VET Certificate courses. Any student enrolled in a Certificate course is required to have a USI Number. A USI (Unique Student Identifier) is an individual education number for life. It also gives you an online record of your vocational education and training (VET) undertaken in Australia. One can be created at the following website <https://www.usi.gov.au/>. If your student is having difficulty creating this number, please contact the school to assist.

In Year 12, there is a range of Certificate courses available to students as timetable subjects. These courses continue over two years and are delivered during normal school hours. Certificate coursework is competency-based, and assessment tasks do not receive an A-E grading scale; students must submit fully completed tasks. Competency-based assessment tasks will continue to be attempted until responses are submitted to a competent level. All students need to ensure that when submitting assessment tasks, they submit complete tasks and fix up any corrections as they receive them. Failure to do so will result in students falling behind in their work, which will start to accumulate and can be the source of stress for students. If you have any concerns or questions about the progress of your child's Certificate coursework, please contact their teacher.

Year 12 students also have the opportunity to participate in a VET activity available to students, such as TAFE, Certificate courses delivered by Townsville Catholic Education, external Certificate courses, School-based Traineeships or Apprenticeships and work experience. Throughout the year, additional opportunities may arise and are communicated to students through emails and student notices. If they are interested, they are encouraged to express their interest to Mrs Truntic as they are made available.

## Certificate II / III in Health Services

At the end of Year 11, Certificate II/III in Health Services students completed all units and were awarded their Certificate II in Health Support Services. In Year 12, work towards completing Certificate III in Health Services Assistant commenced with units focusing on recognising body systems, medical terminology, First Aid, organising work priorities, responsible behaviour and meeting community needs. 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

To continue the coursework for 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 12 Certificate III in Fitness students are continuing their course topics and will start to finalise full units of study.

These topics include:

- The Sport, Fitness and Recreation (SFR) Industry
- 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
- Community Coaching Essential Skills
- Provide First Aid and CPR
- Risk Analysis
- Organise Work
- Community Fitness Programs
- Community Fitness Program: Plan and Conduct Community Fitness Sessions for Junior Secondary School Participants

*Katherine Truntic* – Senior School Pathways & VET Middle Leader

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
The Arts	Jennie Edwards	jedwards10@smmc.catholic.edu.au
Digital & Design Technologies	Cathy Jago	cjago3@smmc.catholic.edu.au
Food & Textiles Technologies	Tanya Krause	tkrause3@smmc.catholic.edu.au
Languages	Marita Townsend	mtownsend5@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 Advisor	Marianne Milani	mmilani2@smmc.catholic.edu.au
Indigenous Education	Louise Martin	lmartin20@smmc.catholic.edu.au