Our Mission

The St John Fisher College Community
is inspired by God’s Spirit and
the Catholic faith tradition
to live, to love and to learn
with respect for truth,
the courage to seek justice,
the gift of peace
and the grace to forgive
as we respond with equal dynamism
to society’s challenges today and tomorrow.
CONTENTS

Our Mission 2
Message from the Principal 4
Senior School Information 5
Queensland Certificate of Education (QCE) 6
Queensland Certificate of Individual Achievement (QCIA) 6
Pathways to Tertiary Studies 9
The Senior School Curriculum 10
Subject Choices and Combinations 11
Senior Subjects currently offered 12
Year 10 Subjects 13
Recommended Prerequisites 14
Subjects Offered 15
  • Business
  • Drama
  • English
  • French
  • Health and Physical Education
  • History
  • Home Economics
  • Information Communication and Technology
  • Mathematics
  • Religious Education
  • Science
  • Visual Art
Careers 30
Useful Internet Sites for Career Planning 31
Inclusive Education 33
Homework Guidelines 34
Contact Details 35
Welcome to the new students to our St John Fisher College community. We hope that your stay with us will be happy and rewarding. To our continuing students we trust you have enjoyed your time with us and Year 10 provides you with the opportunity to explore some possibilities in preparation for your senior secondary education.

This year is a chance for you to consolidate your skills and take advantage of new experiences so that you can make appropriate choices for the senior years. We believe our curriculum will assist you to achieve your best and enjoy your learning as well as provide you with a strong foundation for more extensive studies in Years 11 and 12.

Along the way we hope that you will continue to be fully involved in College life. We encourage our girls to be ‘givers not just takers’ as you will gain more rewards and satisfaction and our community will be far richer for your contributions.

We expect our girls to be respectful of the Catholic nature of the College and ensure all relationships are respectful and caring. Treat those we meet in our journey the same way we would like to be treated ourselves. We speak of the ‘John Fisher Way’. We are all different and all have special gifts and talents. It is these differences that make our community, and in fact our world, such an exciting and interesting place.

Above all we expect that you will learn and contribute to the best of your ability.

We continue to strive to grow together in ‘Goodness, Knowledge and Discipline.’

Maree Messer
Principal
As Year 10 students prepare for courses in the senior school, the information below has been included as an introduction to the senior phase of learning. Further information will be provided as students move towards the decision-making stage.

**WHAT IS A SET PLAN?**
A Senior Education and Training Plan (SET Plan) helps students structure their learning around their abilities, interests and ambitions. The SET Plan maps out how the student will work towards a Queensland Certificate of Education as well as an Overall Position (OP) or Tertiary Selection Rank (Rank), vocational qualification, or a viable work option.

The SET Plan is designed to:
- work as a ‘road map’ to help students to achieve their learning goals during the Senior Phase of Learning
- include flexible and coordinated pathway options
- assist students to examine options across education, training and employment sectors
- help students to communicate with parents and staff about their future options.

In the plan, the student will be able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of a school. This will allow them to create more options and flexibility in learning.

The plan can be altered at any time, if the student decides to change direction and explore different learning pathways.

The student is responsible for the safekeeping of their copy of the SET Plan. It is their living document to assist their planning and goal setting in establishing a bright future.

A SET Plan is more than a piece of paper. It is a ‘living’ document, the end product of a good career education process, which involves four stages:
1. Thinking About the Future
2. Exploring Options
3. Documenting the Plan
4. Implementing the Plan


**SET PLANS AT SJFC**
At St John Fisher College, these four stages have been well-established in the last few years. The students participate in
- Year 8 – Options week – exploring goal setting and planning
- Year 9 – Futures week – exploring future options
- Year 10 – Careers Week – exploring opportunities available and documenting the future plan.

All Year 10 students will participate in building their SET plan from June to July. This completed document is then used during the SET plan interview with a staff member in Term 3. The document is designed to be maintained as a living document with much editing as the student matures and develops over the Senior Phase of Learning.

Each student is encouraged to discuss this plan and its components with her family and to seek assistance with any question that may arise. This assistance can be easily gained by visiting the Careers Coordinator, Sarah Meder, in the Careers Office or the Guidance Counsellor, Louise Fiumara, in the Counsellor’s Office. The Careers section and website list in this document and on the College website may also be of assistance.
Students at St John Fisher College will begin working towards the Queensland Certificate of Education (QCE) in Year Ten. Most students will achieve the QCE over Years Eleven and Twelve. Others may not achieve it until they complete further study after finishing Year Twelve. The total amount of learning required is at least twenty credits.

- **ELIGIBILITY FOR A QCE**
  To be eligible for a QCE, a student must be enrolled at a school and registered with the Queensland Studies Authority. Students must achieve at least one credit whilst at school.

- **CREDITS**
  A credit has two elements:
  - an amount of learning and
  - a set standard.
  For example,
  - one credit for a school subject is one semester at Sound Achievement (C standard) or higher or
  - one credit for a Certificate II qualification is 25% of the satisfactorily completed competencies.

Some learning achievements may still be recorded in the Learning Account, despite insufficient amount of learning or learning below the set standard. For example, a Limited Achievement (D+ or below) in a school subject does not meet the set standard to be a credit but will appear in the learning account.

- **FLEXIBILITY**
  The QCE recognises many learning options. There is flexibility in the learning. Not all the learning needs to take place at school. Some learning can be with a registered training provider, in a workplace or with a community group.

**QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)**

This certificate recognises the schooling achievement of students with difficulties in learning and who are on individualised learning programs.

The QCIA records educational achievement in two areas:
- **The Statement of Achievement** provides description of the student's demonstrated knowledge and skills in areas of study and learning.
- **The Statement of Participation** lists activities that a student has undertaken such as extracurricular activities or work experiences.

The QCIA recognises the unique individual achievements that cannot generally be credited to a learning account for a QCE. It is an official record of completion of at least twelve years of education. It can be shown to employers as a summary of knowledge and skills gained. It can also be used by training providers to help them decide the best training options they can provide for a particular student.

Students or parents wishing to find out more about the QCIA should talk to the Support Teacher – Inclusive Education (Ms Kerry Peacey), the Guidance Counsellor (Mrs Louise Fiumara) or the APA Curriculum (Ms Kerry McGuinness). The QSA website also has a section dealing with the certificate under Certificates and Qualifications. The current web address is [http://www.qsa.qld.edu.au/580.html](http://www.qsa.qld.edu.au/580.html)
Queensland Certificate of Education (QCE)
The QCE is Queensland's senior school-based qualification, awarded to eligible students on completion of the senior phase of learning, usually at the end of Year 12. The QCE recognises achievement where a student has demonstrated a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements.

Tertiary Entrance Statement
If a student is eligible for an Overall Position (OP), this statement will show the OP and Field Positions (FPs) they have achieved. These rankings are used to determine eligibility for admission to tertiary courses.

Queensland Certificate of Individual Achievement (QCIA)
This certificate recognises the schooling achievements of students who complete Year 12 on individualised learning programs. Students eligible for a QCIA are those who have impairments or difficulties in learning.

More information
Visit the QSA's website at www.qsa.qld.edu.au, email qce@qsa.qld.edu.au or telephone 3864 0299.
Queensland Certificate of Education (QCE)

The QCE is Queensland’s senior school-based qualification, awarded to eligible students on completion of the senior phase of learning, usually at the end of Year 12. The qualification is internationally recognised and offers flexibility in what is learnt, as well as where and when learning occurs. This allows students to tailor their senior pathway to suit their interests and support their future goals.

The QCE is achievable for students and recognises a broad range of learning, including senior school subjects, vocational education and training (VET), workplace and community learning recognised by the Queensland Studies Authority (QSA), and university subjects undertaken while at school.

To be awarded a QCE, a student needs to demonstrate a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements. These requirements are measured in terms of credits. Credits are banked when the set standard has been met. Students must have at least 20 credits in the required pattern to be awarded a QCE.

Planning for a QCE
QCE planning starts in Year 10, when students develop a Senior Education and Training (SET) Plan. The SET Plan helps students structure their learning around their abilities, interests and ambitions. The plan is agreed between the student, their parents/carers and the school, and maps out what, where and how a student will study during their senior phase of learning—usually Years 10, 11 and 12.

The SET Plan should be developed by the end of Year 10, updated as necessary, and regularly reviewed to monitor progress.

The learning account
Schools are required to register students with the QSA, which usually happens during Year 10. When a student is registered, a learning account is created for them.

The learning account records the individual student’s school subject enrolments and results of any completed studies, which contribute to the QCE. These details are provided by the school and/or other learning provider/s. Students are given a LUI (learner unique identifier) and a password for their learning account, which they can access anytime through the Student Connect website at www.studentconnect.qsa.qld.edu.au.

The QSA supplies schools with learning account cards, which should be distributed to students to help them keep their LUI and password handy.

Senior education profile
The QSA issues each Queensland student with a senior education profile upon completion of Year 12. The composition of profiles varies. They may include any, but not all, of the following:

Senior Statement
This is an official record of the studies and results captured in a student’s learning account. A senior statement is issued to all students completing Year 12.
Obtaining an Overall Position (OP) is the usual pathway for Year Twelve students to gain tertiary entrance but many other options are available to those wishing to pursue further studies.

**OPs**

Students can seek tertiary entrance by obtaining an Overall Position. To be eligible, they must study twenty semester units of Authority subjects, including at least three subjects for four semesters each, and sit the QCS Test. Students must also choose courses that meet the subject prerequisites for their tertiary preferences.

Students who satisfy the prerequisites are then selected for particular courses based on their OP. Students with the best OPs are offered places first. In some cases institutions need to differentiate between students with the same OP by using FPs.

**QTAC Selection Rank**

Students who are not eligible for an OP, but wish to gain entry to tertiary courses can apply to QTAC (Queensland Tertiary Admissions Centre) for a selection rank based on studies completed.

Young people with qualifications including the International Baccalaureate, AQF Certificate III, Certificate IV, Diploma, Advanced Diploma, speech and drama, music, and dance can also apply to QTAC.

**QTAC – Queensland Tertiary Admissions Centre**

QTAC applies two selection principles to all applications:

**Eligibility** - Applicants for a course must satisfy the Minimum Entry Requirements (eg prior study, folio, audition, English language proficiency, subject prerequisites). If an applicant does not satisfy the entry requirements for a course, their application is not considered for that course.

Institutions, not QTAC, set the entry requirements for their courses. It is QTAC’s role to ensure that applicants satisfy any entry requirements, except for folio, audition or interview requirements, which are assessed by the individual institutions.

**Merit** - Applicants who do satisfy the Minimum Entry Requirements then compete for a place on the basis of their QTAC Selection Rank. Prior to the allocation of tertiary places, eligible applicants are placed in an order of merit using either their OP or selection rank. OP is only used for current eligible Year Twelve applicants. Selection Rank is used for all other applicants.

The order of merit is expressed in two scales:

- Overall Positions on a scale from 1 (highest) to 25
- QTAC Selection Ranks on a scale from 99 (highest) to 1.
THE SENIOR SCHOOL CURRICULUM

There are three broad groups of subjects in the Senior Curriculum.

1. AUTHORITY SUBJECTS

An Authority subject is a subject for which the course of study is based on a syllabus that has been issued by the Queensland Studies Authority.

Students undertaking an OP would usually study six Authority subjects in Years Eleven and Twelve. Students must study a minimum of five authority subject to be eligible for an OP.

The calculation of OPs and FPs is made from students results in Authority subjects. Successful completion of an Authority Subject contributes credit towards a QCE.

Results from these subjects also contribute to the selection rank for OP ineligible students.

A student must complete a minimum of 55 hours per semester for each authority subject.

2. AUTHORITY REGISTERED SUBJECTS

An Authority Registered subject is a subject devised from a study area specification (SAS) for which a school specific study plan is accredited. At St John Fisher College these are Religion and Ethics, Prevocational Mathematics, English Communication, Creative Arts, Tourism and Hospitality.

Results in Authority Registered subjects are not included in the calculation of OPs and FPs. However, results from these subjects contribute to the QTAC selection rank for OP ineligible students.

3. VET COURSES

Results in VET courses are not included in the calculation of OPs and FPs. However results from these subjects contribute to the selection rank.

Successful completion of a VET course contributes credit towards a QCE.

Three subjects, Certificate II in Information, Digital Media and Technology, Certificate II in Workplace Practices and Certificate II in Business are the coursework for Vocational Educational and Training Certificates. A student choosing to study these subjects and successfully completing these courses will exit Year Twelve with the respective Certificate II.
SUBJECT CHOICES AND COMBINATION

Students can choose to study Authority Subjects, Authority Registered subjects, Vocational Education and Training course or a combination of all three. Students are also given the opportunity to undertake TAFE courses, school-based traineeships and apprenticeships. Usually a student undertakes six subjects to form their course of study during Years 11 and 12.

At the end of Year 11, students may apply to study subjects at university (for example QUT Start Program, QUT Accounting in High School Program, UQ Enhanced Studies Program) in Year 12.

All students will either be OP eligible or Tertiary Selection Rank eligible. Both pathways provide access to tertiary places in Queensland through QTAC.

OP ELIGIBILITY

Students who wish to be eligible for an Overall Position (OP) must complete:

- A minimum of five Authority Subjects (or 20 semester units) studied over two years At least three of the Authority subjects must be studied for the full two years (four semesters) to provide 12 semester units of completed coursework.
- At least eight other semesters of study from Authority Subjects.

Under special circumstances, students can apply to the Queensland Studies Authority for variable progression to extend their studies beyond two years.

QTAC SELECTION RANK ELIGIBILITY

Students who wish to take more than one Authority-registered subject are eligible for a QTAC Selection Rank. This rank is calculated from twenty semesters of subjects and courses successfully completed, and may enable students to be eligible for tertiary places through QTAC.

COMPULSORY SUBJECTS

At St John Fisher College, all students study the following subjects:

- Study of Religion OR Religion and Ethics.
- English OR English Communication.
- Mathematics B OR Mathematics A OR Prevocational Mathematics.

ADDITIONAL SUBJECTS

Students then choose three further subjects from a combination of the following:

- Authority subjects.
- Authority Registered subjects.
- VET Certificate Courses.

SENIOR EDUCATION AND TRAINING (SET) PLANNING PROCESSES

During Year 10, students are registered with the Queensland Studies Authority. An important part of this process is to identify a student’s preferred pathway through the senior phase of learning. The Senior Education and Training (SET) Plan forms an integral part of each student's planning, preparation and decision making for her senior phase pathway. During this process, students may indicate that they wish to

- undertake training at TAFE or another training provider, or
- participate in a traineeship or apprenticeship.

Students taking these opportunities would normally choose six subjects and wait until they were well established in their alternative subject/course before renegotiating their course of study.
The following Senior subjects are currently offered to SJFC students, the offered subjects are subject to change annually.

**Authority Subjects:**

- Accounting
- Biology
- Business Organisation and Management
- Chemistry
- Drama
- English
- Home Economics
- Legal Studies
- Mathematics A
- Mathematics B
- Mathematics C
- Modern History
- Physical Education
- Physics
- Study of Religion
- Visual Art.

**Authority Registered Subjects:**

- Creative Arts
- English Communication
- Hospitality
- Prevocational Mathematics
- Religion and Ethics
- Tourism

**VET Certificate Courses:**

- Certificate II in Business
- Certificate II in Information, Digital Media and Technology
YEAR 10 SUBJECTS

SEMESTER ONE - All students in Semester One will study in 6 core subjects and two elective subjects.

The Core subjects are
- Religious Education
- English
- Mathematics
- Health and Physical Education
- Science
- History

Students may choose TWO elective semester units from:
- Business
- Drama
- French
- Home Economics – Food Technology
- Home Economics – Textiles
- Information Communication and Technology (ICT)
- Visual Art

SEMESTER TWO - In Semester Two students will study 5 core subjects and three elective subjects in preparation for their Senior course of study.

The Core subjects are
- Religious Education
- English
- Mathematics
- Health and Physical Education
- Science

Students may choose THREE elective semester units from:
- Business
- Drama
- French
- Modern History
- Home Economics – Food Technology
- Home Economics – Textiles
- Information Communication and Technology (ICT)
- Legal Studies
- Visual Art

Students in Year 10 may begin courses at a vocational educational provider. This must be negotiated through the school before enrolling in any program or course. Such courses may provide students with opportunities to bank credits towards their Queensland Certificate of Education (QCE).
RECOMMENDED PREREQUISITES

Year 10 subjects provide good preparation for students in their senior study. The following prerequisites have been established to support students to make decisions to be as prepared as possible for Senior Study.

Assessment tasks in many senior subjects will require students to exhibit written language and higher order processing skills. It is therefore recommended that students studying the following subjects should also be studying English in Years Eleven and Twelve:

- Biology
- Business Organisation and Management
- Chemistry
- Drama
- Legal Studies
- Modern History
- Physics
- Study of Religion
- Visual Art.

A satisfactory result (C or above) in the Year Ten prerequisite subject below is recommended in order to undertake the following senior subjects:

<table>
<thead>
<tr>
<th>Senior Subject</th>
<th>Year 10 Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>10 Science</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10 Science</td>
</tr>
<tr>
<td></td>
<td>10 Mathematics – course 2</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>English</td>
<td>10 English</td>
</tr>
<tr>
<td>French</td>
<td>10 French</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>10 History or Legal Studies in Semester 2</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>10 Mathematics – course 2</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>10 Mathematics – course 2</td>
</tr>
<tr>
<td>Modern History</td>
<td>10 History or Legal Studies in Semester 2</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>Physics</td>
<td>10 Science</td>
</tr>
<tr>
<td></td>
<td>10 Mathematics – course 2</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>10 Religion</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
</tbody>
</table>

Students who enrol in these senior subjects without the recommended prerequisites may be required to meet with the Academic Coordinator to discuss their preparedness for the course of study.
BUSINESS

Why study Business Education?
Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. The level of skill required to become an effective business person influences jobs, incomes and opportunities for personal enterprise.

Business Education allows students to gain a degree of understanding and independence in accumulating and managing finances, and make decisions about goods and services. Students studying Business Education will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters, resulting in improved economic, consumer and financial literacy. Students will also be given the opportunity to run their own business venture at the College’s Market Day, as well as participate in a virtual business world simulation.

By the end of this course, students should have developed:
- knowledge and understanding of the world of business and how it works;
- an insight into work, small business and industry practice;
- an ability to perform a range of business tasks;
- an ability to complete financial records necessary to record common business activities;
- an awareness of the impact of technology in the workplace and business;
- an awareness of the vocational and business opportunities which are available in the world of business; and
- skills in effective communication.

The study of this course should prepare those students who wish to study Senior Accounting and Business Organisation and Management (BOM).

Course Content
Business Education involves both theoretical and practical elements. Communication is also an essential aspect of the study and involves language education.

Semester One: ‘Establishing the Business’
This semester, students will be given the opportunity to explore the managerial and financial components evident within establishing and maintaining a small business enterprise. Emphasis will be given to the policies and procedures needed to implement an effective audit trail. Students demonstrate such knowledge and skills through the establishment of a business venture at Market Day.

Semester Two: ‘PierSim Business World’
‘PierSim Business World’ is challenging the way in which Junior Business Education is delivered in the classroom. Students participate in a world-first approach to engaging with business, by establishing and operating their organisations in an ‘in-world’ and ‘out-world’ virtual simulation. From designing their products to seeing how the share price of their business is trading on the virtual stock exchange, our students adopt the role of an avatar and must trade within the ‘PierSim Business World’, in order to stay alive (and thus continue to stimulate the economy).

Assessment
Various assessment techniques may be used throughout the course, including objective short answer response items, extended response items, practical application items, response to stimulus materials, assignments and presentations.

Students are assessed in the following criteria - Knowledge and Understanding (KU), Reasoning Processes (RP) and Skills and Procedures (SP)

Note:
The course is designed to provide students with the foundational concepts necessary for studying a Business subject in Senior Schooling (e.g. Accounting or Business Organisation and Management). Therefore, students who study each semester unit will benefit greatly as the course progresses through foundational skills.
Why study Drama?
Drama at St John Fisher College provides opportunities for students to express themselves creatively and develop skills which prepare them to be effective communicators and critical thinkers in their future.

The Year 10 Drama course has been designed to immerse students into a safe and supportive environment leading to creativity and expression. Drama allows students to develop confidence, interpersonal skills and greater self-awareness.

Course Content
The Year 10 course provides opportunities for students to create drama as they examine real life, issues (individual, local, national & global). Students are also given an opportunity to study heritage texts such as Shakespeare and Ancient Greek texts. Other styles of Theatre that students will study are Physical Theatre, Improvisation and Process Drama, Collage and Documentary Drama. The range of units chosen for Year 10 Drama is to approach the subject with more maturity and to examine how drama can relate, inform, educate real life.

Semester 1 – Shakespeare, Ancient Greek Theatre, Physical Theatre & Improvisation
The students look at a range of scripts from Shakespeare and popular Ancient Greek playwrights. An examination of the era in which the styles of Theatre exist looking at social, cultural, political & historical influences. The students also explore the more contemporary form of Physical Theatre, using their bodies, movement and space to tell stories. Students also refine their skills of Improvisation, which is a foundation for most types of theatre.

Semester 2 – Collage & Documentary Drama
Students explore a range of issues that are relevant to them individually, locally, nationally and globally. They research issues and compile relevant information into a range of performance pieces. The art of Documentary Drama allows students to identify significant issues that can/may/will affect them in their lives. This style of theatre is aimed at making clear statements. Collage Drama is the art of using a range of sources, music, art, poems, stories, videos, pictures etc and creating a performance piece based around a certain issue, idea or theme. In this semester, students are able to take control over their own performance pieces.

Activities
Within these units, the students experience a range of activities including performing from a script, creating their own performance pieces and analysing drama. Depending on availability of productions, students may have the opportunity to view live theatre.

Assessment
Students are assessed within three strands - Presenting (performing in front of an audience), Creating (making and shaping drama) and Responding (responding to drama, how and why was it created). Students may not have strength in all three areas; however each strand is weighted equally.

Note:
If students are considering choosing Drama in senior, it is encouraged that they study Drama in Years 10; however it is not a prerequisite. Due to the physical nature of the subject, theatre blacks are required. Theatre blacks are comfortable black shirt and pants. Blacks should be modest and allow for movement without requiring students to constantly adjust their clothes.
**ENGLISH**

**Why study English?**
Junior English at St John Fisher College provides a foundation for successful, lifelong learning and participation in the Australian community and equips students to face the challenges that will continue to shape their learning in the future.

The Junior English course is designed to create confident communicators, imaginative thinkers and informed citizens and aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts. To become effective communicators in Australian society, secondary students need to learn to analyse, understand, communicate with and build relationships with others and with the world around them.

**Course Content**
The Year 10 course builds on the final unit of study in Year 9, in which students question the future of the human race and identify what is at the very core of our humanity. In Year 10 students think critically about texts that provide comment on social issues and further develop their skills in preparation for Senior English. Students create a range of imaginative, informative and persuasive types of texts including narratives, performances, feature articles and persuasive speeches.

Throughout the year students think critically about representations of issues through an examination of the documentary genre and come to understand how the media uses texts to influence public opinion and respond to public trends. They will discover how satirical texts can provide constructive social criticism and will view and analyse a broad range of humorous texts. Students will also engage in in-depth studies of Romeo and Juliet and To Kill a Mockingbird and assess the relevancy of the themes explored in these texts.

**Activities**
**Semester One**
Unit 1: *Shed a Little Light: Humanity through the Lens*
In this unit, students will examine texts as social commentary and think critically about representations of issues through an examination of the documentary genre. They will explore the representation of truth versus reality, beginning with an exploration of reality TV programs. Through their study of reality television, as well as documentaries, they will come to an understanding of how the media uses texts to influence public opinion and respond to cultural trends. With a particular focus on documentaries, students will explore the ways in which concepts and the relationships and identities of individuals, groups, times and places are constructed in ways that encourage viewers to take up particular positions in relation to the texts.

Unit 2: *Just One Kind of Folks: Cross Examining Humanity*
Classic literature not only enriches our knowledge of the societies in which it was written but it also enables us to understand our own lives and society by revealing insights into the nature of humanity. In this unit, students will continue their investigation into the nature of humanity through a study of Harper Lee's classic novel, To Kill a Mockingbird. They will come to understand that while it can be appreciated for its social commentary on a time long gone, To Kill a Mockingbird explores universal themes and issues still very much relevant today. Through an examination of the role of the setting and plot in developing themes and issues and the importance of character development and novel structure they will come to an understanding of the modern day relevance of this classic novel.

**Semester Two**
Unit 1: *Beyond a Joke: Humour to Heal Humanity*
In this unit students will build on their understanding of texts as a means of social commentary and be exposed to the disarming way in which humour, in particular satire, can blend a critical attitude with wit so that humanity can be improved. Students will come to understand that through its constructive social criticism, satire can inspire a remodelling of institutions of humankind’s devising. In our media saturated society, satires reach not only a greater number of people, but also a much greater number of young people. Therefore, it is essential that students possess the critical ability to interpret and analyse satirical texts and recognise them as catalysts for complex thinking about current social issues.
Unit 2: *Only Human: Star-cross’d Lovers*
This unit prepares students for the demands of Senior English by introducing them to the life and times of Shakespeare and his work. Students engage in an in-depth study of Shakespeare’s Romeo and Juliet, exploring the central themes, characters, and language elements. They will examine the relevancy of the play’s themes to those of their own lives and come to understand how Shakespeare still speaks to a 21st Century audience. Students will identify and examine types of love and explore central themes and issues including conflicts with parents and authority, power relations, rebellion, love and death.

**Assessment**
All student work is assessed on an A - E scale using the ACARA Australian Curriculum English Achievement Standard Descriptors under two modes - Receptive modes (listening, reading and viewing) and Productive modes (speaking, writing and creating)

Students will engage with a range of assessment tasks which have been designed to prepare them for the rigours of Year 11 and 12. They will construct a persuasive speech in which they explore the ways in which a documentary maker can position viewers to adopt their values. They will also write a narrative in response to a classic novel and a feature article which discusses satire as social commentary. Students will conclude the year by presenting a monologue and writing an analytical essay in response to Romeo and Juliet under exam conditions.

**Note:**
In order to improve and develop their understanding and use of vocabulary, students will need a dictionary and a thesaurus. Students may use a combined dictionary/thesaurus.
FRENCH

Why study French?

Competence in a language other than English is essential for young Australians who wish to take their proper place in a world where globalisation is the reality of life.

Learning a second language develops attributes of a lifelong learner. It fosters the development of the student, not only as a language user, but as a person. It provides students with an alternative way of expressing themselves and an opportunity to participate more fully in the global community.

French at St John Fisher provides students with opportunities to develop their communication skills and confidence which are useful in all areas of their school life and beyond. It also enables students to approach problems and concepts using different thought processes.

Course Content
Year 10 French further develops the students’ skills in reading, writing, speaking, listening and deepens their understanding of the French culture. The skills of reading, writing, listening and speaking are developed throughout the unit. Students become acquainted with the French speaking people and their cultures in different parts of the world.

Semester 1
En classe on travaille - Talking about school subjects and timetables
Culture: Paris - School life in France
Ma semaine, c'est comme ça - Talking about daily and weekly leisure activities
C'est par ici? - Asking and giving directions, identifying places in a French town, using prepositions
On fait des achats - Asking for and giving prices, buying and selling things in shops
Culture: Transport in France

Semester 2
Quel temps fait-il? - Talking about the seasons and weather conditions
Qu’est-ce que tu vas faire ce week-end? - Talking about future plans, and leisure activities
Je ne suis pas d’accord - Planning a celebration and expressing opinions

Activities
In Year 10 French, students will further explore French cultures and learn to understand, speak, read and write simple, useful and colloquial French. As their journey progresses, the student will increase their understanding of spoken French and become more fluent in speaking

Students participate in a range of activities including role play, singing, reading dialogues and stories, listening to stories and dialogues and writing simple sentences.

Assessment
A student’s work is assessed on the following criteria based on an A – E scale under the criteria
1. Reading
2. Writing
3. Speaking
4. Listening
5. Intercultural Understanding

Assessment is continuous throughout the semester over the 2 sub-strands of comprehending and composing. Students engage in role play, listening exercises, reading comprehension and writing exercises.
Why study Health and Physical Education?
Health and Physical Education provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

Course Content
Semester 1:
The purpose of this unit is to teach students the structure and functions of the human body, specifically the skeletal system and muscles. Training methods and programs are also a focus of the unit, in order to understand how fitness can be improved. Basketball and Futsal are the physical activities in this unit.

Semester 2 (Option 1):
Students will study the effect of sport on the world. They will identify major sporting events and evaluate the impact on athletes and spectators. They will study the factors that impact upon the choice of physical activity and the barriers many individuals and/or community groups face when it comes to participating in sport and physical activity. The physical activities included are predominantly T-ball and Sports Aerobics.

Semester 2 (Option 2):
This unit explores the types of skills students develop and shows the developmental process involved in the acquisition of skill and the levels of acquisition. The unit also introduces the concept of sport as a business. Physical activities could include Sports Aerobics, Volleyball and/or Touch Football depending on class needs and interests. Option 2 is also designed to prepare students for Senior Physical Education.

Activities:
Year 10 Semester 1
- Identify major bones and muscles of the body
- Investigating types of movement
- Develop a training program
- Fitness testing
- Basketball – round robin
- Futsal – round robin

Year 10 Semester 2 (Option1)
- Identifying major sporting events and evaluating their effect on society
- Identifying barriers to participation through surveys
- Group work
- Class discussions
- Research
- Multimodal presentation
- T-ball
- Sports Aerobics

Year 10 Semester 2 (Option 2)
- Evaluating physical performance
- Identify personal level of skill
- Persuasive argument: sport as a business
- Evaluating newspaper articles
- Basketball – round robin
- Futsal – round robin

Assessment:
Year 10 Semester 1
- Written exam
- Practical performance

Year 10 Semester 2 (Option1)
- Multimodal presentation
- Written report
- Practical performance

Year 10 Semester 2 (Option 2)
- Written report
- Persuasive speech
- Practical performance

Note: Students are required to wear supportive cross trainers that are predominantly white in colour. Canvas shoes are not appropriate for physical activity.
Why study History?
History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

History aims to ensure that students develop:
- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Course Content
In Year 10 students complete a core subject - History during Semester One only.

In Year 10 Semester Two the units are electives and are designed as preparation for Modern History and Legal Studies in Year 11 and 12:
- 10 Modern History: Studies of Hope and Change
- 10 Legal Studies: Courage and Conviction

Semester One - The Modern World and Australia (1918 to Present)
The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:
- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?
Semester Two – Electives

**10 Legal Studies - Courage and Conviction**
This module begins by exploring how the law has developed and changed over time. Students examine the changes in law and explore issues around what makes law effective in meeting the needs of stakeholders. They also examine Aboriginal customary law and the place it has played in the past and how it could be used today. Students are challenged to consider their ideas, values and attitudes as they learn about the process for law reform.

An examination of the rights and responsibilities of youth also occurs and students have to examine the effectiveness of the current Juvenile Justice Act in QLD. Students have to examine the issues, consider the needs of stakeholders and come to justified conclusions.

**10 Modern History – Studies of Hope and Change**
Through historical studies in this unit students will understand that continuity and change are fundamental concepts of historical studies. They will understand the historical origins and continuing influence of some of the major changes of the 20th century, and the ways in which these major changes have shaped the lives of ordinary people, at local and global levels.

Study 1 – Changing Gender Relations: the nature of the suffragette movement and the challenges its presents for global feminism.
- How and Why did suffragettes fight for their cause?
- How did Australian feminism develop from 1880 to 1914?
- How did the wars affect women's lives in Australia?
- What are the challenges for global feminism?

Study 2 - The nature of popular culture in Australia at the end of World War II, including music, fashion and film.
- Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll
- The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan)
- Australia’s contribution to international popular culture (music, film, television, sport) & changing beliefs and values that have influenced the Australian way of life

**Activities**
- Various written and non-written tasks
- Participating in role plays, dramatic activities, class discussions
- Analysing evidence including primary and secondary sources
- Using technology to inquire and present findings
- Inquiry Task

**Assessment**
A variety of formative and summative assessment strategies will be used to cater for students’ diverse backgrounds, learning styles and needs, and will give students more opportunities to demonstrate progress. These could include observations, conferencing, portfolios, writing and work samples as well as performances, demonstrations and exhibitions, as well as assignments or tests.

Students are assessed according to the criteria - Historical Knowledge & Understanding and Historical Inquiry and Communication. Students are assessed on an A – E scale.

**Notes**
Expectations for students regarding homework and excursions:
- Students are expected to read widely in preparation for class and research work.
- There are regular written tasks related to class work, providing students with beneficial preparation for assessments and tests.
- An opportunity for an excursion may arise which will be relevant to the students’ study. The cost of the excursion is covered by levies. Students will be required to attend.
HOME ECONOMICS

Why study Home Economics?
The central focus of Home Economics is the wellbeing of people within the context of their personal, family, community and work roles. Home Economics encourages personal independence, living effectively within the wider society and promoting preferred futures for self and others in situations related to food and nutrition, human development and relationships, living environments and textiles.

In Year 9 and 10, the Home Economics units available are Food Technology and/or Textiles.

FOOD TECHNOLOGY

Why study Food Technology?
Food Technology equips students with vital knowledge and understanding to make good food choices for health. It also develops practical cookery skills to enable students to independently prepare food to enhance their own wellbeing and the wellbeing of others.

"A healthy diet improves quality of life and wellbeing, and protects against chronic diseases. For infants and children, good nutrition is essential for normal growth. Unfortunately, diet-related chronic diseases are currently a major cause of death and disability among Australians." www.eatforhealth.gov.au

Skills and knowledge attained in Food Technology are useful for life for everyone and it is more important than ever when considering the increasing diet-related chronic diseases in Australia. The units are also useful for possible future careers in the areas of health (e.g. dietetics, nursing, nutritionist, community health) or food development (e.g. food chemist, food production designer) or hospitality (e.g. chef, function management, caterer).

Course Content:
Semester 1:
The unit addresses the nutritional needs of young people and analysis of current eating trends in Australia. Students will investigate factors that influence young people’s food choice and critically analyse the effect food advertising has on the eating habits and wellbeing of young children. Practical work aims to enable students to produce a range of products suitable for various nutritional needs specific to young people.

Semester 2:
This nutrition unit explores the most recent data available on the health of Australians with particular focus on lifestyle diseases. On a personal level, it is intended to empower students to critically analyse their own food habits in an attempt to improve/maintain their current and future health status. Practical work further develops cookery skills of students to produce a wide range of food products independently. In this unit students will be provided with a design challenge where they choose their own recipes to satisfy the scenario each practical lesson. Therefore, decision making is a key component of this unit.

Activities:
- Practical Cookery
- Interpreting statistics
- Research
- Evaluating food products
- Interpreting food labels
- Planning and recommending strategies
- Critically analysing current advertising
- Analytical essay writing
- Investigations
- Analysis of food products
- Menu planning
- Decision making
- Analysis and evaluation of diet (using computer analysis application)
- Personal goal setting
- ICT presentations

Assessment:
- Assignment (written and practical components)
- Research task
- Supervised written assessment (test)
- Practical performance task (written and practical components)

Note: Practical learning experiences usually occur weekly and make up 50% of the total lesson time.
TEXTILES

Why study Textiles?
As students engage in design challenges, they have multiple opportunities of creative input and innovation, as well as the application of technical skill and conceptual understandings, in solving a problem or providing a textile product solution. Decision making, time management and organisational skills are also key to the study of these units. The development of creativity, innovation, problem solving, decision making and organizational skills are important for individuals in our ever changing world. Textile units provide a learning environment where these types of skills can be further developed. Of course, producing a textile product can also provide students with a great sense of accomplishment and satisfaction and often lessons in perseverance along the way.

Course content:
Semester 1:
The aim of this unit is to satisfy a given design challenge by collecting information relevant to the design challenge, developing ideas, suggesting possible solutions and proposals, and evaluating the product in terms of its suitability and quality. Practical skills involve producing the proposed design as students further refined and broaden their skills to produce textile items involving varied types of fabric.

Semester 2:
This unit develops skills and knowledge related to textiles, which could be useful for either career or leisure activities. Students will complete varied tasks in this unit including the development of a journal to aid designing, creating and decision making in a textile context. This unit is designed to further develop time management, decision making, and practical skills of students.

Activities:
- Practical sewing tasks – simple and complex
- Manipulating fur fabric
- Toy making – use of movable joints, application of parts
- Interpreting pattern instructions
- Working with commercial patterns
- Investigations
- Designing and planning
- Fashion designing process steps
- Fashion drawing techniques used in industry
- Creating original designs by minor modification of patterns
- Practical Sewing tasks - simple and complex skills
- Altering garments to fit during construction stages
- Time management and planning
- Designing, making and evaluating textile products

Assessment:
- Supervised written assessment – test (Semester 1 & 2)
- Practical performance including journal - bear and fashion clothing item (Semester 1)
- Practical performance including journal - pyjamas and holiday clothing item (Semester 2)
INFORMATION COMMUNICATION AND TECHNOLOGY

Why study Information Communication and Technology?
People in all cultures and contexts are affected by the pervasiveness, impact and opportunities of technological change and development. Technology Education plays a vital role in preparing students to appropriately respond to technical advances and to shape technological futures. It provides the means to extend human capabilities to solve problems and to improve the human condition.

Students studying Information Communication and Technology (ICT) are equipped with the necessary transferrable skills to be able to design products, solve technical problems, and communicate in a dynamic social networking environment. By working technologically, students should be able to demonstrate confidence in navigating their way through various networks, design effective graphic images and short film productions, establish and maintain a user-friendly website, and develop software games for different devices.

By the end of this course, students should have developed:
- knowledge and understanding of a range of technological practices;
- an awareness of the impact of technology in the workplace;
- apply formats and conventions when undertaking tasks;
- select resources and techniques to design and produce a range of tasks to an ‘industry’ standard;
- an awareness of the technological opportunities which are available; and
- skills in effective communication.

Course Content
ICT involves both theoretical and practical elements. Communication is also an essential aspect of the study and involves language education. Therefore, comprehension and composition skills are developed in various genres.

Semester One: ‘Animation’
This semester, students will be given the opportunity to examine various animation principles and techniques, in order to produce a cartoon animated episode for a specific client. The use of sound editing software applications will also be used to enhance the students’ production.

Semester Two: ‘Gaming Around’
The ever-changing gaming industry presents an exciting opportunity for students to gain an insight as to how simple games are transformed from the storyboarding stage to a commercial product. Students will explore game design theory and learn some basic coding applicable to their game proposal.

Assessment
Various assessment techniques may be used throughout the course, including objective short answer response items, extended response items, practical application items, response to stimulus materials, assignments and presentations.

Students are assessed in the following criteria: Knowledge and Understanding (KU), Producing (PR), Evaluating (EV)

Note:
The course is designed to provide students with the foundational concepts necessary for studying a Technology subject in Senior School (e.g. Certificate II in Information Digital Media and Technology. Students who study Information Communication and Technology each semester unit will benefit greatly as the course progresses through foundational skills.
MATHEMATICS

Why study Mathematics?
Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Learning Mathematics provides all students with essential mathematical skills and knowledge. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of Mathematics are built.

Course Content
The Australian Curriculum – Mathematics has two mathematics courses 10 and 10A. The Australian Curriculum – Mathematics 10A course content is optional and is intended for students who require more content to enrich their mathematical study whilst completing the common Year 10 content. It is NOT anticipated that all students will attempt the 10A content, but doing so would be necessary for students intending to pursue Mathematics B and C in the senior secondary years.

In year 10 Mathematics two courses are offered:
10 Mathematics – Course One: is designed for all students and prepares for Year 11 study in Prevocational Mathematics and Mathematics A. It is based on the Year 10 Australian Curriculum – Mathematics.
10 Mathematics – Course Two: is a course that operates at a high academic level. It is designed to prepare for the study of Mathematics B and C in Year 11. It is based on the Year 10 Australian Curriculum – Mathematics AND Year 10A Australian Curriculum – Mathematics courses.

10 Mathematics – Course One:
Semester 1
- Geometry: congruent and similar triangles, angle properties.
- Measurement: area, surface area, volume and applications of surface area and volume.
- Money and Financial Mathematics: simple and compound interest using digital technology
- Patterns and Algebra: algebraic expressions, products and fractions, quadratic expressions.
Semester 2
- Statistics: graphical displays, interquartile range, statistical reports
- Probability: chance experiments, probabilities
- Patterns and Algebra: linear equations, inequalities, simultaneous equations, parallel and perpendicular lines, quadratic equations
- Pythagoras and Trigonometry: sine, cosine and tangent ratios, measurement applications

10 Mathematics – Course Two
Contains the following work in addition to the work taught in 10 Mathematics – Course One:
Semester 1
- Geometry: angle and chord properties of circles.
- Measurement: applications of surface area and volume in three dimensional shapes.
- Patterns and Algebra: surds, index laws, logarithms and exponential equations
Semester 2
- Statistics: interpretation of mean and standard deviation
- Patterns and Algebra: factorize quadratic equations, polynomials, sketch parabola and hyperbolas
- Pythagoras and Trigonometry: unit circle, trigonometric equations, three dimensional applications

Activities
Students will engage in a variety of activities which may include: textbook exercises; worksheets; assignments; investigations; video presentations; constructions and modelling; games and puzzles.

Assessment
Students in Year 10 are expected to complete three pieces of assessment each semester. - a mid-semester exam, end-semester exam and an extended modelling and problem solving task. The assessment criteria applying to this course are Understanding and Skills.
Why study Religious Education:
Religious Education is at the heart of the Saint John Fisher College curriculum. It aims to develop students’ religious literacy in the Catholic tradition and religion generally so that they may participate as active lifelong learners within Church and wider community contexts. Religious Education also requires students to employ a wide range of higher thinking strategies to analyse, synthesise and evaluate information and ideas. It links directly with one of the key goals under the new Australian Curriculum that requires students to become “active and informed citizens who are committed to ……. equity and justice, and work for the common good, in particular sustaining and improving …. social environments.” In this sense Religious Education is holistic as its central purpose is to develop the personal and social skills of students in addition to their academic engagement with complex and diverse religious and secular phenomena and ideas.

Course content:
Semester One
Spirituality and the Christian tradition:
- Lives of the Saints
- Spiritual traditions in the Church
- Spiritual Renewal
- Forms of spirituality

Christian Morality:
- Values, ethics, conscience, morality
- Religious frameworks
- Morality in context

Semester Two
Biblical Meaning:
- Women in the Hebrew and Christian scriptures
- Biblical interpretation and critical approaches
  - Historical criticism
  - Feminist criticism
  - Source criticism
  - Narrative criticism
  - Biblical influence on the modern world

World Religions:
- Respect of other traditions - “Nostra Aetate”
- Rituals and Prayer from different spiritualities
- Key Aspects of Major Religions (Buddhism, Christianity, Judaism, Hinduism, Islam)

Activities
Year 10 Religious Education activities include:
Semester One: Resource Centre research, Web research, analysis of printed texts, life studies of Australian and Irish saints and Catholics, defining spirituality from media and film texts, plotting cause and effect diagrams from moral scenarios and dilemmas.

Semester Two: Resource Centre research, Web research, analysis of printed articles and reference books, film/documentary viewing, comparing characteristics of belief systems of five world religions, investigation into the clothing and rituals of world religions, tabulating demographical data of religious adherents in Australia and abroad, media studies of Muslims, Jews, Buddhists and Hindus in Australia.

Assessment
Year 10 Religious Education Assessment is designed to engage students with genres used in Senior Study of Religion and Religion and Ethics. Assessment includes: research essay, short answer exam, scripture assignment – essay or visual piece, multimodal presentation.

---

1 Australian Curriculum, Assessment and Reporting Authority [ACARA], Dec, 2010. The Shape of the Australian Curriculum. ACARA Copyright Administration, Sydney.
Why study Science?
Humans are innately curious about their world. Science is a ‘way of inquiring’ used by people to explore and explain their experiences of phenomena of the world around them. Science is part of the human quest for understanding and wisdom, and reflects human wonder about the world.

The study of science can help students answer questions about the biological, physical and technological world. The Australian Science Curriculum provides opportunities for students to develop an understanding of important science concepts and processes. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Science prepares students for their future role in society and develops their understanding of the world around them.

Course Content
This course will cover the three strands of the Australian Science Curriculum: Science Understanding, Science Inquiry skills and Science as a Human Endeavour.

Students will study the sub-strands of Science Understanding (Biological Sciences, Chemical Sciences, Physical Sciences, and Earth and Space Science) in the following units over the two semesters:

- DNA and Genetics
- Geological Time
- Natural Selection & Evolution
- The Periodic Table
- Chemical Reactions
- Sustainability
- The Universe
- Motion and Energy
- Structures
- Forensic Science

Activities
Learning opportunities for students will include, but not be limited to: class activities, online interactive activities, group work, research and experimental work and investigation

Assessment
Assessment will include supervised assessments (tests), extended response tasks (assignments) and experimental investigations (practical reports). Students will be assessed under the three strands - Science Understanding, Science Inquiry Skills and Science as a Human Endeavour.
VISUAL ART

Why study Visual Art?
The focus of this subject is on the appreciation of art. Students are urged to use their imagination and to create artwork that is expressive of their experiences, intellect and individuality. They are given the opportunity to experience and explore a variety of media to help them understand the possibilities and limitations of the materials used. All students are encouraged to be creative and to solve problems in an atmosphere of acceptance and understanding.

Visual Art offers students the opportunity to develop skills that are both specific to the subject as well as being valuable to the development of lifelong learning. This is achieved through engagement in art experiences:

- planning and organising
- solving problems
- working collaboratively with others
- using of tools and technology
- analysing, making judgments, justifying opinions
- communicating ideas and information
- measuring mathematically and awareness of space
- appreciating the aesthetic
- understanding and tolerance of other cultures.

Course Content
Semester One will focus on the individual, physical, emotional or spiritual qualities and characteristics that make each person unique and explore two dimensional and three dimensional media to create sculptural artworks.

Semester Two will explore past and present art works to create sculptural ceramic vessels that are inspired by their research and exploration of their own identity and the purpose and function of art in public places. This is explored through the analysis of specific public art works in Brisbane.

Activities
Semester One:
Unit One - Looking In, Looking Out - students explore two dimensional drawing and painting media to create self-portraits.
Unit Two: The Object of My Obsession – working with the subject matter of ordinary objects from everyday life. Students will be introduced to the process of appraising artworks with a focus on an artist working in this media area.

Semester Two
Unit One: Virtual Visitor – through the use of images and symbols, students develop a visual language to record the identity of ‘the Aussie girl’ in 2013.
Unit Two: Community Art - Students will work individually and collaboratively with a selection of art media to create temporary or permanent art works for spaces in the College grounds.

Assessment
Students are assessed on an A-E scale according to the 3 criteria - Visual Literacy, Application, Appraising.

Note:
Students intending to study Senior Art in Year 11 and 12 are encouraged to complete two semesters of Visual Art in Year 10.
CAREERS

A career is more than the course or work type you move into after you leave Year 12. A career is all the paid and unpaid work, learning and life roles you undertake throughout your life.

Within this life journey, decisions about which occupation pathway to follow make the journey more exciting. The idea is to be flexible enough to progress towards your goal whilst still allowing movement as you change your ideas or shift your goals. The more information you have about yourself and your career goals the better equipped you are to make good decisions.

SUBJECT CHOICE
As a general rule the best way to choose subjects is to make considerations in two stages.

The first stage is to choose subjects that
- you enjoy
- you have previously achieved good results
- reflect your interests and abilities
- help you reach your goals
- will develop skills and abilities useful throughout your life.

The second stage of subject choice is to check
- the essential prerequisites for further careers and tertiary courses
- which subjects are not essential but highly recommended
- which subject is useful for giving a general background or particular skills.

Remember, your choice of occupation is only one of the aspects to consider when choosing subjects. Do not avoid subjects just because they are not related to your chosen occupation — keep your options open!

AVAILABLE RESOURCES
The St John Fisher College Careers Office is available for you and your parents to access. The careers section on the College website is also another place to check the latest course information and other careers resources are available for use. Be aware that the information on tertiary courses can, and does, change rapidly and the most recent materials need to be used. If you have a particular occupation in mind, it is really useful to talk to someone working in the area or to gain some work experience in this field. Call into the Careers Office to get some help with organising any of this.

Most importantly, be prepared to ask for assistance — we are all very happy to help you.

SOME GOOD RESOURCES
Myfuture - www.myfuture.edu.au
myfuture is the on-line national career information service for Australia. It has two main sections — The Facts and My Guide. The Facts contains information on occupations, employment opportunities, study/training pathways, financial assistance and many other topics useful for career decision-makers. My Guide provides a process through which the user develops a personal profile and explores occupational options.

The Jobguide — www.jobguide.deewr.gov.au
The Jobguide is a publication that provides information about how to choose an occupation, how to apply for work, occupations and study or training.

Student Connect - www.studentconnect.qsa.qld.edu.au
The website is designed to provide students, teachers and parents with accurate, up-to-date, relevant and useful information.

Queensland Tertiary Admissions Centre - www.qtac.edu.au
The Queensland Tertiary Admissions Centre (QTAC) publishes the QTAC Guide. It contains information on tertiary level courses in Queensland and selected interstate universities, institutes and colleges (including full-time diploma and some certificate level TAFE Queensland course).
USEFUL INTERNET SITES FOR CAREER PLANNING

There are many Internet sites that can help you with your career planning. Below is a selection you might find useful. Many of these sites have links to other helpful sites. Be aware that Internet addresses do change. These addresses were active on 10 May 2012.

Career
myfuture
www.myfuture.edu.au (select My Guide)

Student Connect

Graduate Careers
(select Industry CareerProfiles)

The Good Guides
www.thegoodguides.com.au
(select Career)

Youth information
www.youth.gov.au

Occupational information
Australia's Careers Online
(select Start here/World of career information)

Careers Advice
http://www.careernav.com.au

Enterprise Network for Young Australians
www.enya.org.au/

Job Guide - Occupational profiles

Job Outlook - Information on Occupations
www.jobsearch.gov.au
www.wisenet-australia.org/

National Innovation Website - Youth

Skilling Solutions Queensland

Industry Careers

Film & TV Industry

Information technology
www.acs.org.au/ (select IT Careers Portal)

Invest Australia - agribusiness, biotechnology, energy industries, environmental industries, financial services, ICT, advanced manufacturing, minerals, nanotechnology.
www.austrade.gov.au
www.itcareers.acs.org.au/
www.itskillshub.com.au

Manufacturing
www.zoom.aigroup.asn.au

Marine Science
www.amsa.asn.au/

Mining (Click on Skills and Education)
www.qrc.gov.au

Music industry

Nursing
www.thinknursing.com/

Queensland Police

Recreation industry
www.ntg.com.au

Retail
www.retail.org.au/

Rural
www.ruralskills.com.au

Science
www.science.uq.edu.au

Tourism and hospitality
www.ttnq.org.au
www.qtic.com.au

Specific occupations
Accounting
http://www.charteredaccountants.com.au

Architecture
www.architecture.com.au

Aviation Australia
www.aviationaustralia.net.au/index.php?home/item/7

Biotechnology

Construction industry
www.constructmycareer.com.au

Creative Industries Skills Council
www.cisc.com.au

Defence Forces
www.defencejobs.gov.au

Engineering and manufacturing
www.ieaust.com.au
www.engineeraustralia.org.au

Working Conditions
Australian Council of Trade Unions
www.worksite.actu.asn.au

Young Workers Advisory Service
www.ywas.org/

Wage Net
www.wagenet.gov.au

Training sites
Department of Education Training & the Arts
www.trainandemploy.qld.gov.au/

Australian Apprenticeships Centres

Training.gov
www.training.gov.au
TAFE Queensland
www.tafe.qld.gov.au
Group Training Australia
www.gtaltd.com.au
Department of Education, Employment & Workplace Relations
www.deewr.gov.au
New Apprenticeships Centres
www.australianapprenticeships.gov.au

Financial assistance
Centrelink
www.centrelink.gov.au
Going to uni
www.goingtouni.gov.au (select Fees, loans and scholarships)
Youth Allowance Guide
www.centrelink.gov.au

Job search
Australian workplace
www.workplace.gov.au
Career one
www.careerone.com.au
Youth Pathways
www.jobquest.com.au
Seek
www.seek.com.au
The Source
http://thesource.com.au
Queensland Government jobs
www.qld.gov.au (click ‘jobs and work’)
Commonwealth Government jobs
www.apsjobs.gov.au
Defence Forces
www.defencejobs.gov.au (select Careers)

Scholarships
Australian Govt Undergraduate Scholarships, Fellowships & Grants
www.education.gov.au/

Tertiary Institutions
Australian Catholic University National
www.acu.edu.au
Australian College of Agriculture
www.agriculturalcollege.qld.edu.au
Australian College of Natural Medicine
www.acnm.edu.au
Australian tertiary funding information
www.goingtouni.gov.au
Australian Defence Force Academy
www.defence.gov.au/adfa/
Australian Maritime College
www.amc.edu.au
Australian Universities
www.universitiesaustralia.edu.au
Bond University
www.bond.edu.au
Central Queensland University
www.cqu.edu.au
Christian Heritage College
www.chc.qld.edu.au
Griffith University
www.gu.edu.au
James Cook University
www.jcu.edu.au
QANTM
Open Learning Australia
www.open.edu.au/wps/portal
Open Learning Institute of TAFE
www.openlearning.tafe.qld.gov.au
Queensland University of Technology
www.qut.edu.au
Queensland Institute of Business & Technology
www.qibt.qld.edu.au
SAE Institute
www.saecollege.edu.au
Skills Tech
www.skillistech.tafe.qld.gov.au
Southern Cross University
www.scu.edu.au
TAFE Queensland Institutes
www.tafe.qld.gov.au
The Good Universities Guide
University of New England
www.une.edu.au
University of Queensland
www.youruq.com
University of the Sunshine Coast
www.usc.edu.au
University of Southern Queensland
www.usq.edu.au

Info for Indigenous students
Deadly pathways
http://www.deewr.gov.au

Guide for students with a disability
Australian Catholic University National
www.acu.edu.au
Career Information Service
Griffith University
www.griffith.edu.au/
Queensland University of Technology
http://www.qut.edu.au
Job Access
www.jobaccess.gov.au/
The University of Queensland
www.uq.edu.au/student-services

Adapted from the “Useful Internet Sites for Career Planning 2007” Curriculum Brank, Department of training and the Arts, June 2012
The curriculum at St John Fisher College offers a diverse range of subjects to cater for the needs, interests and abilities of all students. Classroom teachers employ a wide range of effective learning and teaching strategies to help all students achieve success.

In addition, learning support is offered to identified students to help them achieve to the best of their ability.

Inclusive Education programs may include:

- Lunch time Mathematics tutoring one day a week
- Lunch time assignment help – Tuesday - Thursday
- Homework Club 3 - 4pm three days per week - Monday, Wednesday and Thursday
- Liaison between the Support Teacher and parents of students with special needs
- Provision of particular strategies for teachers of students with special needs

Some students may find they have specific educational needs and wish to apply for special provision. ‘Special provision’ means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students. All students, including those with specific educational circumstances, should have opportunities to demonstrate their current knowledge and skills.

In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances. Reasonable adjustments to conditions of assessment must ensure equitable opportunities for all students.

Each case will be considered on an individual basis and decisions reached through consultation involving the student, their parents/ caregivers and appropriate staff members depending on the circumstances. At all times, the school will maintain respect for the dignity, privacy and confidentiality of the student and their family.
HOMEWORK GUIDELINES

Homework is an important part of the student's schoolwork. There are four types of "Homework":

1. Homework: arises from work done in class that day — usually to be finished for the next lesson.
2. Assignments: usually to be completed in a few weeks with some class time often provided.
3. Revision: going over the work completed in a week to make sure it is understood. This can mean:
   a. Making summaries of work done in class
   b. Working some examples, drawing diagrams etc.
   If the task is not clear, students are encouraged to see their teachers for additional guidance.
4. Study: usually done in preparation for exams. Students should start early, not the night before, by reviewing weekly revision notes. Study is an active process, not just reading. Make study notes, complete revision sheets, set own practice tasks (e.g. Mathematics problems or essay topics), rehearse exam strategies and then work at remembering information and applying skills.

Recommended time spent on homework for a Year 10 student is 2 hours each night.

Students are issued with School Planners in which to record information/homework. These Planners will be subject to checking by teachers.

It is expected that students organise their homework and assignment timetable so as to spread their workload evenly. Teachers are conscious of avoiding an overload of work at any one time, and assignment and examination due dates are programmed accordingly and published on a Year level Assessment Planner at the start of each semester.

Student Learning Plans and Assessment Planners showing assignment and examination dates are also issued to all students early in each semester. Students should transfer relevant dates into their Planner to aid planning and time management. Parents could also check these documents for information about unit work, resources and assessment.

After an absence from school, it is the student's responsibility to check on missed work. The student who fails to do homework will be expected to complete the work and may be given a penalty in the form of detention or extra work.

A subject teacher will normally communicate with parents through the student’s Planner if the student fails to do her homework in a subject.
CONTACT DETAILS

Postal Address: John Fisher Drive, Bracken Ridge  4017
Telephone: 3269 8188
Facsimile: 3869 0216
Absentee Line: 3869 1740
Email: sjfc@bne.catholic.edu.au
Website: www.sjfc.qld.edu.au
Office Hours: 7.45am – 4.00pm

Key Curriculum Contacts:
Principal: Mrs Maree Messer
Deputy Principal: Ms Sharee Lane
Assistant Principal (Curriculum): Ms Kerry McGuinness
Assistant Principal (Religious Education): Mr Gary Conwell

VET/Careers Coordinator: Mrs Sarah Meder
Guidance Counsellor: Mrs Louise Fiumara

Academic Coordinators:
Business Technology Mr Shane Weir
English & French Ms Rikki Chandler
Drama Ms Claire Prior
Home Economics/Health & Physical Education Mrs Michele Tillack
Mathematics Ms Juliana Vasanthakumar
Religious Education Mr Gary Conwell
Science Ms Karen Paterson
Social Science & Art Mrs Megan Pidskalny

Support Teacher (Inclusive Education) Ms Kerry Peacey
Teacher Librarian Mrs Frances Zabarauskas