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.
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MESSAGE FROM THE PRINCIPAL

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 Ten 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 Eleven and Twelve.

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 on 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
SENIOR SCHOOL INFORMATION

As Year Ten 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 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 Ten 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 Three. 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, Amy Hodgkinson, in the Counsellor’s Office. The Careers’ section and website list in this document 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 Curriculum and Assessment Authority (QCAA). 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 (Ms Amy Hodkinson) or the Deputy Principal (Ms Sharee Lane). The QCAA website also has a section dealing with the certificate under Certificates and Qualifications.
Senior Education Profile

Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Statement. Eligible students also receive a Queensland Certificate of Education (QCE) and/or a Tertiary Entrance Statement, or a Queensland Certificate of Individual Achievement (QCA). Students who continue to study towards a QCE after completing Year 12 will receive a Statement of Results when they become eligible for a QCE.

Queensland Certificate of Education

The QCE is Queensland’s senior schooling qualification. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfill literacy and numeracy requirements.

Tertiary Entrance Statement

The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) and FP’s (Field Positions). An OP indicates a student’s rank, based on overall achievement in Authority subjects. The student must study at least three of these subjects for all four semesters and sit the Queensland Core Skills (QCS) Test. FP’s indicate a student’s rank based on overall achievements in Authority subjects in up to five fields (areas of study that emphasize particular knowledge and skills). FP’s are calculated only for OP-eligible students.

Senior Statement

All students who finish Year 12 will receive a Senior Statement, regardless of whether they have met the requirements for the award of a QCE. This statement is a transcript of the learning account that records all contributing studies and results achieved.

Queensland Certificate of Individual Achievement

The QCA recognizes the achievements of students who undertake individualized learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Statement of Results

If a student leaves school or completes Year 12 without achieving a QCE, they can add to their learning account for up to seven years after leaving school. Once they become eligible, the QCAA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved, if applicable, a student’s QCS Test result.
To gain a QCE, students need:

- an AMOUNT of LEARNING: 20 credits
- at a SET STANDARD: Sound Achievement, Pass or equivalent
- in a SET PATTERN: at least 12 credits from completed Core courses of study, an additional 8 credits from a combination of any courses of study, meet literacy and numeracy requirements.

Working towards a QCE

About the QCE

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

How the QCE works

To achieve a QCE a student needs 20 credits in a set pattern.
- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway

QCE planning usually starts in Year 10.
- A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

For more information

There are a number of ways a student can gain a QCE.

The QCE Handbook provides information about:
- credit for partial completion of courses of study
- credit transfer for intrastate, interstate and overseas transfers
- conceded semesters for subjects exited at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- national Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.

Visit www.qcaa.qld.edu.au for a copy of the handbook

Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE courses: usually undertaken by students in the senior phase of learning</td>
<td>At least 12 credits are needed. At least 3 credits undertaken while enrolled at a school.</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>Per course (4 semesters)</td>
</tr>
<tr>
<td>Subjects assessed by a Senior Externally Assessed Examination</td>
<td>Certificate II</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships)</td>
<td>Certificate II &amp; IV</td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>Certificate III competencies</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>On-the-job component</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course</td>
</tr>
<tr>
<td>PREPARATORY COURSES: generally used as stepping stones to further study</td>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
</tr>
<tr>
<td>VET Certificate II qualifications</td>
<td>A maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>(Max. of 2 qualifications can count)</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Employment-skills development programs approved under the VET Act 2009</td>
<td>Re-engagement programs</td>
</tr>
<tr>
<td>(Max. of 1 program can count)</td>
<td>Recognised certificates and awards</td>
</tr>
<tr>
<td>Career development: A short course senior subject</td>
<td>Short course in numeracy developed by the QCAA</td>
</tr>
<tr>
<td>PREPARATORY COURSES: generally used as stepping stones to further study</td>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
</tr>
<tr>
<td>RECOGNISED ENRICHMENT: add value or complement Core courses of study</td>
<td>Recognised certificates and awards</td>
</tr>
<tr>
<td>ENRICHMENT courses:</td>
<td>Recognised certificates and awards</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Authority extension subjects, such as English Extension</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Career development: A short course senior subject</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>ADVANCED courses: go beyond senior secondary schooling</td>
<td>Advanced courses</td>
</tr>
<tr>
<td>One or two-semester university subjects completed while enrolled at a school</td>
<td>One-semester subject</td>
</tr>
<tr>
<td>Two-semester subject</td>
<td>Two-semester subject</td>
</tr>
<tr>
<td>Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>Up to 8 credits (1 credit per competency)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
</tbody>
</table>

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:
- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in Literacy and Numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C in the Queensland Core Skills (QCS) Test
- at least a 6 for an International Baccalaureate examination in English and Mathematics
- completion of FSK20101 Certificate II in Skills for Work and Vocational Pathways
- completion of 39282QLD Certificate I in Core Skills for Employment and Training — Communication
- completion of 39286QLD Certificate I in Core Skills for Employment and Training — Numeracy.
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.

**OP**

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 Queensland Core Skills 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 Field Positions (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.

**QCS – Queensland Core Skills Test**

All students who wish to obtain an OP must sit the QCS Test to be eligible. This is a two day test which assesses how students perform across all curriculum areas. For OP eligible students, the group performance is used for scaling purposes in OP calculations.

OP ineligible students who sit the QCS test and perform at a D level or above can only improve their QTAC selection rank by doing so. The better they perform, the greater the increase in the QTAC selection rank. For this reason, all senior students at St John Fisher College are required to sit the QCS test.
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 Curriculum and Assessment 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 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.
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 Curriculum and Assessment 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 Ten, students are registered with the Queensland Curriculum 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 Management
- Chemistry
- Drama
- English
- French
- 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

**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 six core subjects and two elective subjects.

The Core subjects are
- Religious Education
- English
- Mathematics or Mathematics Extension
- 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 five core subjects and three elective subjects in preparation for their Senior course of study.

The Core subjects are
- Religious Education
- English
- Mathematics or Mathematics Extension
- 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 Ten 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

Assessment tasks in many 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 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 compulsory in order to undertake the following Senior subjects. Students must have this prerequisite in order to enrol in the subject:

<table>
<thead>
<tr>
<th>Senior Subject</th>
<th>Yr 10 Compulsory Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>10 French</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>10 Mathematics - Extension</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>10 Mathematics - Extension</td>
</tr>
</tbody>
</table>

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>Yr 10 Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>10 Science 10 English</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10 Science 10 Mathematics - Extension 10 English</td>
</tr>
<tr>
<td>English</td>
<td>10 English</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>10 History or Legal Studies 10 English</td>
</tr>
<tr>
<td>Modern History</td>
<td>10 History 10 English</td>
</tr>
<tr>
<td>Physics</td>
<td>10 Science 10 Mathematics - Extension 10 English</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>10 Religion 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 finance, and in making 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.

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

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Understanding Organisations</strong></td>
<td><strong>Topic One – Which Business Is It Anyway?</strong></td>
</tr>
<tr>
<td>• the Domino’s Effect</td>
<td>• types of business structures - sole trader/partnerships, private/public companies, Government Business Enterprises (GBEs), not-for-profit organisations</td>
</tr>
<tr>
<td>• introduction to Operations Management</td>
<td>• legislative requirements for different organisations</td>
</tr>
<tr>
<td><strong>Topic Two – Please Mind Your Own Business</strong></td>
<td><strong>Topic Two – Stock Up!</strong></td>
</tr>
<tr>
<td><em>(MYOB)</em></td>
<td>• Concept of inventory management</td>
</tr>
<tr>
<td>• introduction to computerised accounting systems</td>
<td>• FIFO method</td>
</tr>
<tr>
<td>• establishing and operating a small business</td>
<td>• Stock ledger cards</td>
</tr>
<tr>
<td><strong>Topic Three – It’s Market Day!</strong></td>
<td><strong>Topic Three – In Good Company</strong></td>
</tr>
<tr>
<td>• registering a small business in Queensland</td>
<td>• Corporate Business Practices</td>
</tr>
<tr>
<td>• licensing and zoning requirements for small business</td>
<td>• Business Loan application process</td>
</tr>
<tr>
<td>• introduction to production management</td>
<td>• Wholesaling</td>
</tr>
<tr>
<td>• introduction to operations management</td>
<td>• Financial Management</td>
</tr>
<tr>
<td>• shop design and layout</td>
<td>• Human Resource Management</td>
</tr>
<tr>
<td>• introduction to marketing</td>
<td>• External market forces</td>
</tr>
<tr>
<td>• supply chain management</td>
<td>• Share registry</td>
</tr>
<tr>
<td>• customer service delivery</td>
<td>• Marketing and Competition analysis</td>
</tr>
<tr>
<td>• inventory controls and banking procedures</td>
<td>• Introduction to insolvency</td>
</tr>
<tr>
<td>• preparation and presentation of financial statements</td>
<td></td>
</tr>
<tr>
<td>• introduction to management decision-making</td>
<td></td>
</tr>
<tr>
<td>• review of small business management practices</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment**
Students’ work will be assessed in the following criteria - Knowledge and understanding, Reasoning Processes, Skills and Procedures.

Students will engage with a range of assessment techniques including objective short answer response items, extended response items, practical application items, response to stimulus materials, assignments and presentations.

**Note:** Students considering Accounting or Business Management in Senior are encouraged to study Business in Year 10, however it is not a prerequisite.
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 the future.

The Year Ten Drama course has been designed to immerse students into a safe and supportive environment allowing students to develop their creativity, confidence, interpersonal skills and greater self-awareness.

Course Content
The Year Ten 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 Shakespeare. Other styles of Theatre that students will study are Physical Theatre, Improvisation, Monologue, Collage and Documentary Drama. The range of units chosen for Year 10 Drama encourages the students to approach the subject with more maturity and to examine how drama can relate, inform and educate about real events.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Shakespeare and Physical Theatre</strong></td>
<td><strong>Topic One – Collage/Documentary Drama</strong></td>
</tr>
<tr>
<td>• Explore a Shakespearean play eg Macbeth</td>
<td>• Learn how to structure a</td>
</tr>
<tr>
<td>• Learn physical theatre techniques eg Suzuki</td>
<td>• In groups devise and present a documentary</td>
</tr>
<tr>
<td>walk, Cause and Effect</td>
<td>drama which communicates an important</td>
</tr>
<tr>
<td>• Devise and present a performance combining</td>
<td>message</td>
</tr>
<tr>
<td>Shakespearean text and physical theatre</td>
<td>• Learn how to incorporate technology into</td>
</tr>
<tr>
<td>techniques</td>
<td>performance work</td>
</tr>
<tr>
<td><strong>Topic Two – Monologue</strong></td>
<td><strong>Topic Two - Gothic Theatre</strong></td>
</tr>
<tr>
<td>• Research and explore Convict and Refugee</td>
<td>• Explore themes and dramatic conventions of</td>
</tr>
<tr>
<td>stories</td>
<td>Gothic Theatre</td>
</tr>
<tr>
<td>• Structure of a monologue</td>
<td>• Read examples of Gothic Theatre plays eg</td>
</tr>
<tr>
<td>• Research, write and present a monologue</td>
<td>Children of the Black Skirt</td>
</tr>
<tr>
<td></td>
<td>• Rehearse and present script extracts</td>
</tr>
</tbody>
</table>

In both Semester One and Two students will write an analytical essay in response to a live (or recording of a live) theatre performance.

Assessment
Students’ work will be assessed within three dimensions - Presenting (acting skills), Creating (making and shaping drama) and Responding (responding to drama, how and why was it created).

Students will engage with a range of assessment techniques throughout the course including group performance, analytical essays and scriptwriting. Although most assessment items require students to work as part of a group they are marked individually. Students may not have strength in all three areas; however each dimension is weighted equally.

Note:
Students considering Drama in Senior are encouraged to study Drama in Years Nine and Ten; 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.
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 Ten course builds on the final unit of study in Year Nine, in which students question the future of the human race and identify what is at the very core of our humanity. In Year Ten 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.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Shed a Little Light: Humanity through the Lens</strong></td>
<td><strong>Topic Three – Beyond a Joke: Humour to Heal Humanity</strong></td>
</tr>
<tr>
<td>• View and analyse documentary excerpts</td>
<td>• Engage with a variety of humorous texts</td>
</tr>
<tr>
<td>• Consider documentaries as constructed versions of reality</td>
<td>• Examine the various types of humour</td>
</tr>
<tr>
<td>• Examine techniques employed by documentary makers</td>
<td>• View and analyse satirical texts</td>
</tr>
<tr>
<td>• Present a persuasive speech</td>
<td>• Consider satire as social commentary</td>
</tr>
<tr>
<td><strong>Topic Two – Just One Kind of Folks: Cross Examining Humanity</strong></td>
<td>• Write a feature article in response to satirical texts</td>
</tr>
<tr>
<td>• Examine the social and historical context of <em>To Kill a Mockingbird</em></td>
<td></td>
</tr>
<tr>
<td>• Read, discuss and analyse <em>To Kill a Mockingbird</em></td>
<td></td>
</tr>
<tr>
<td>• Write a narrative in response to the novel</td>
<td></td>
</tr>
<tr>
<td><strong>Topic Three – Beyond a Joke: Humour to Heal Humanity</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Topic Four – Only Human: Star-cross’d Lovers</strong></td>
<td></td>
</tr>
<tr>
<td>• Examine the cultural context of <em>Romeo and Juliet</em></td>
<td>• Examine the cultural context of <em>Romeo and Juliet</em></td>
</tr>
<tr>
<td>• Read, discuss and analyse <em>Romeo and Juliet</em></td>
<td>• View, discuss and compare film versions of the play</td>
</tr>
<tr>
<td>• Prepare and perform a monologue</td>
<td>• Write an essay in response to the play</td>
</tr>
<tr>
<td>• Write an essay in response to <em>Romeo and Juliet</em></td>
<td></td>
</tr>
</tbody>
</table>

Assessment
Students’ work will be assessed 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 Eleven and Twelve. 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.
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 College 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 Ten French further develops the students’ skills in reading, writing, speaking and listening and
deepens their understanding of the French culture. Students become acquainted with the French
speaking people and their cultures in different parts of the world.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Daily routines and household chores</strong></td>
<td><strong>Topic One – Leisure activities and part-time work</strong></td>
</tr>
<tr>
<td>• Develop vocabulary to explain daily routines</td>
<td>• Develop vocabulary to talk about daily and weekly activities</td>
</tr>
<tr>
<td>• Investigate the chores completed by French teenagers</td>
<td>• Read, discuss and analyse texts in French concerning leisure activities</td>
</tr>
<tr>
<td>• Develop grammar and the use of prepositions</td>
<td>• Investigate the working week in France</td>
</tr>
<tr>
<td>• Read French emails and blogs about daily routines</td>
<td>• Write a summary describing personal daily routines</td>
</tr>
<tr>
<td>• Write a paragraph about your daily chores</td>
<td>• Listen, discuss and analyse French conversations about routines and leisure activities</td>
</tr>
<tr>
<td>• Listen to French teenagers describe their daily chores</td>
<td>• Discuss part-time work and earning pocket money</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic Two – The French on holidays</th>
<th>Topic Two – Telling a story and future plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read, discuss and analyse emails in French about holiday activities</td>
<td>• Develop vocabulary to talk about future plans</td>
</tr>
<tr>
<td>• Listen to French conversations about holiday plans</td>
<td>• Investigate French novels and stories</td>
</tr>
<tr>
<td>• Investigate the sites of Paris</td>
<td>• Listen, discuss and analyse French conversations about the advances of technology</td>
</tr>
<tr>
<td>• Write an email to friends about a holiday in France</td>
<td>• Prepare a speech about the future goals</td>
</tr>
<tr>
<td>• Investigate the places the French holiday</td>
<td>• Develop grammar skills</td>
</tr>
<tr>
<td>• Develop grammar and the use of near future</td>
<td>• Write a paragraph using future tense talking about future projects</td>
</tr>
<tr>
<td>• Develop vocabulary to talk about booking a hotel</td>
<td>• Develop vocabulary to express an opinion</td>
</tr>
<tr>
<td>• Listen to dialogues of making hotel bookings and reservations</td>
<td></td>
</tr>
</tbody>
</table>

Assessment
Students’ work will be assessed within the following dimensions: Reading, Writing, Speaking, Listening, Intercultural Understanding

Students will engage with a range of assessment tasks focusing on the four macro skills: reading, writing, speaking and listening. They will demonstrate their interpretative abilities by engaging in listening and reading exams. Students will also demonstrate their writing skills in various exam contexts and their French speaking skills by participating in role plays and interviews. For some spoken tasks, students will respond to and prepare for unseen questions and scenarios.
HEALTH AND PHYSICAL EDUCATION

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.

Students are encouraged to act, individually or collectively, in culturally appropriate ways, to enhance health and wellbeing and to promote structures in society which support their own and others’ health and wellbeing.

Active engagement in physical activity is a major emphasis which recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning. A significant amount of time is allocated to learning experiences that actively engage students in physical activity.

Course Content:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two (option 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – It’s what’s on the Inside that Counts</strong></td>
<td><strong>Topic One – Sport on the World Stage</strong></td>
</tr>
<tr>
<td>- structure of the human body</td>
<td>- the effect of sport on the world</td>
</tr>
<tr>
<td>- functions of the human body</td>
<td>- major sporting events</td>
</tr>
<tr>
<td>- skeletal system</td>
<td>- impact on athletes</td>
</tr>
<tr>
<td>- muscles</td>
<td>- impact on spectators</td>
</tr>
<tr>
<td>- physical activity (eg Basketball)</td>
<td>- physical activity (eg T-ball)</td>
</tr>
<tr>
<td><strong>Topic Two – Me – the PT</strong></td>
<td><strong>Topic Two – What’s stopping me?</strong></td>
</tr>
<tr>
<td>- training methods</td>
<td>- factors that influence choice of physical activity</td>
</tr>
<tr>
<td>- training programs</td>
<td>- barriers to participating in sport and physical activity</td>
</tr>
<tr>
<td>- designing programs</td>
<td>- physical activity (eg Sports Aerobics)</td>
</tr>
<tr>
<td>- improving fitness</td>
<td></td>
</tr>
<tr>
<td>- physical activity (eg Futsal)</td>
<td></td>
</tr>
</tbody>
</table>

| Semester Two (Option 2)                                                     |                                                                  |
| **Option 2 is designed for those students wishing to take Senior Physical Education however it is not a prerequisite.** |                                                                  |
| **Topic One – Going for Gold**                                              | **Topic Two – Sport is Big Business**                           |
| - types of physical skills                                                   | - concept of sport as a business                                |
| - developmental process involved in the acquisition of skill                | - physical activities (eg Sports Aerobics, Volleyball and/or Touch Football depending on class needs and interests) |
| - levels of acquisition of skill                                             |                                                                  |
| - physical activities (eg Sports Aerobics, Volleyball and/or Touch Football depending on class needs and interests) |                                                                  |

Assessment:

Students’ work will be assessed under three dimensions – Acquire, Apply, Evaluate

Students will engage with a range of assessment tasks, such as written exam, assignment, practical performance, multimodal presentation, and persuasive speech.

**Note:** Students are required to wear their sports uniform and supportive cross trainers that are predominantly white in colour. Canvas shoes are not appropriate for physical activity.
HISTORY

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.

Course Content
In Year Ten, students complete a core subject, History - The Modern World and Australia (1918 to Present) during Semester One only.

In Year Ten Semester Two, the units are electives and are designed as preparation for Modern History and Legal Studies in Year Eleven and Twelve:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two - History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td><strong>Overview</strong></td>
</tr>
<tr>
<td>- The inter-war years</td>
<td>- Significant changes and events, including impact on Australia post-WW2</td>
</tr>
<tr>
<td>- Post-WW2 efforts to achieve peace</td>
<td></td>
</tr>
<tr>
<td>- Major movements for rights and freedoms in the world and independence of colonies</td>
<td></td>
</tr>
<tr>
<td>- Nature of the Cold War and Australia’s involvement</td>
<td></td>
</tr>
<tr>
<td>- Developments in the 21st century</td>
<td></td>
</tr>
<tr>
<td><strong>Depth Study 1 - World War 2</strong></td>
<td><strong>Depth Study 1 – Changing Gender Relations</strong></td>
</tr>
<tr>
<td>- Causes and course of WW2</td>
<td>- The Suffragette movement</td>
</tr>
<tr>
<td>- Significant events</td>
<td>- Feminism in Australia</td>
</tr>
<tr>
<td>- Impacts of WW2</td>
<td><strong>Depth Study 2 – Popular Culture (1945 – present)</strong></td>
</tr>
<tr>
<td>- Significance of WW2 to international relationships</td>
<td>- Developments in popular culture in post-war Australia</td>
</tr>
</tbody>
</table>

**Depth Study 2 – Rights and Freedoms**
- Origin and significance of the Declaration of Human Rights
- Aboriginal and Torres Strait Islander struggle for rights
- Civil rights, including its influence on Australia
- The continuing struggle for Human Rights

**Depth Study 2 – Rights & Responsibilities of Young People**
- The Juvenile Justice Act – legal status of children, their rights and police powers
Assessment
Students will be assessed according to the following dimensions: Historical Knowledge and Understanding and Historical Skills

Students will engage with a range of assessment techniques to cater for students’ different learning styles, give students opportunities to demonstrate progress and prepare students for Year 11 and 12 Modern History or Legal Studies. These may include short response and response to stimulus tests, extended response under exam conditions, research tasks and multimodal presentation.

Notes
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 in situations related to food and nutrition, human development and relationships, living environments and textiles.

In Year Nine and Ten, 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:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Youth – our Future</strong></td>
<td><strong>Topic One – State of the Nation</strong></td>
</tr>
<tr>
<td>• nutritional needs of young people</td>
<td>• state of the nation’s health</td>
</tr>
<tr>
<td>• current eating trends in Australia</td>
<td>• lifestyle diseases</td>
</tr>
<tr>
<td>• influences on young people’s food choice</td>
<td>• critically analyse personal food habits</td>
</tr>
<tr>
<td>• practical cookery to meet nutritional needs specific to young people</td>
<td>• personal food goal</td>
</tr>
<tr>
<td><strong>Topic Two – ‘Happy Little Vegemite’</strong></td>
<td>• practical cookery to develop a wide range of food products independently</td>
</tr>
<tr>
<td>• food advertising targeting young people</td>
<td>• problem solving</td>
</tr>
<tr>
<td>• impact of food advertising on eating habits</td>
<td>• recipe selection to meet nutritional needs</td>
</tr>
<tr>
<td>• effect food advertising has on young people’s wellbeing</td>
<td><strong>Topic Two – Tools of the Trade</strong></td>
</tr>
<tr>
<td>• practical cookery to enhance health</td>
<td>• ‘Foodchoice’ nutrition analysis application</td>
</tr>
<tr>
<td></td>
<td>• evaluating daily dietary intake</td>
</tr>
<tr>
<td></td>
<td>• designing balanced diets for personal needs</td>
</tr>
<tr>
<td></td>
<td>• practical cookery</td>
</tr>
</tbody>
</table>

Assessment:
Students’ work will be assessed under three dimensions – Reasoning and communicating processes, and Practical performance.

Students will engage in a range of assessment tasks, such as: Written tests, analytical essays, assignment (written and practical components), and presentations including use of ICT.

Note:
As a requirement of the course students are expected to provide ingredients, trays and containers for practical food preparation (list supplied at start of semester). The cost is dependent on the student’s choice of recipes.
TEXTILES

Why study Textiles?
As students engage in design challenges, they have multiple opportunities for creative input and innovation. They also have opportunities to apply 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 organisational skills is 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 item can also provide students with a great sense of accomplishment and satisfaction and often lessons in perseverance along the way.

Course content:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – The Slumber Party</strong></td>
<td><strong>Topic One – The Bear Necessities</strong></td>
</tr>
<tr>
<td>• commercial patterns</td>
<td>• interpreting written/pictorial instructions</td>
</tr>
<tr>
<td>• pattern symbols, terminology, diagrams</td>
<td>• manipulating fur fabric</td>
</tr>
<tr>
<td>• independent sewing construction (pyjamas)</td>
<td>• practical sewing construction skills (jointed</td>
</tr>
<tr>
<td>• refine sewing construction skills</td>
<td>teddy bear)</td>
</tr>
<tr>
<td><strong>Topic Two – Fashion Stakes</strong></td>
<td><strong>Topic Two – Bon Voyage</strong></td>
</tr>
<tr>
<td>• fashion design</td>
<td>• fashion drawing (fashion design sketching)</td>
</tr>
<tr>
<td>• design challenge (fashion - clothing)</td>
<td>• design challenge (holiday clothing)</td>
</tr>
<tr>
<td>• use of the ‘Technology Process’ (information</td>
<td>• use of the ‘Technology Process’ (information</td>
</tr>
<tr>
<td>gathering, designing/ generating ideas,</td>
<td>gathering, designing/ generating ideas,</td>
</tr>
<tr>
<td>creating and constructing, evaluating end</td>
<td>creating and constructing, evaluating end</td>
</tr>
<tr>
<td>products)</td>
<td>products)</td>
</tr>
<tr>
<td>• design journal</td>
<td>• design journal</td>
</tr>
<tr>
<td>• practical sewing construction</td>
<td>• practical sewing construction</td>
</tr>
<tr>
<td>• refine and broaden sewing techniques</td>
<td></td>
</tr>
</tbody>
</table>

Assessment:
Students’ work will be assessed under two dimensions – Knowledge and understanding, and Practical Performance.

Students will engage in a range of assessment tasks, such as: written tests, assignment (written design journal and practical components).

Note:
As a requirement of the course students are expected to provide fabric, patterns and sewing notions for semester practical textile items (requirements will be advised at the beginning of the semester). The cost is dependent on the student’s choice of patterns and materials.
Why study Information and Communication Technologies (ICT)?

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 and Communication Technologies (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.

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.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic One – Applications Creations</td>
<td>Topic One – The Gaming Industry</td>
</tr>
<tr>
<td>• Applications ethics and standard of conduct.</td>
<td>• anticipatory vs complex systems</td>
</tr>
<tr>
<td>• Ethics policy writing.</td>
<td>• desired functionality</td>
</tr>
<tr>
<td>• Preparing a pitch</td>
<td>• scripting languages and object behaviours</td>
</tr>
<tr>
<td>• Setting project expectations.</td>
<td>• the organic process and storytelling</td>
</tr>
<tr>
<td>• Project management techniques</td>
<td>• components of ‘level’ design</td>
</tr>
<tr>
<td>• Use of timelines</td>
<td>• game elements - characters, items, objects, mechanisms</td>
</tr>
<tr>
<td>• Storyboarding</td>
<td>• modelling reality</td>
</tr>
<tr>
<td>• Building an Application using a content management platform</td>
<td>• the game design cycle</td>
</tr>
<tr>
<td>• Incorporation of photographs, sound, graphics and text.</td>
<td></td>
</tr>
<tr>
<td>• Evaluating the product through the use of qualitative and quantitative data.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

Students’ work will be assessed in the following dimensions: Knowledge and understanding, Producing, and Evaluating.

Students will engage with a range of assessment techniques including objective short answer response items, extended response items, practical application items, response to stimulus materials, assignments and presentations.

Note: Students considering a technology subject (Certificate II in Information Digital Media and Technology) in Senior are encouraged to study ICT in Years 9 and 10, however it is not a prerequisite.
**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 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 – Extension: 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.

<table>
<thead>
<tr>
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<td><strong>Topic Four – Measurement and Geometry</strong></td>
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<td>• Surface Area and Volume of prisms, cylinders, pyramids, cones and spheres</td>
<td>• Expansion and Factorisation</td>
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<td>• Special Binomial products</td>
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<td>• Proofs involving congruent triangles</td>
<td>• Algebraic and graphical solutions of equations</td>
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<td><strong>Topic Six – Number and Algebra</strong></td>
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<td>• Algebraic and graphical representations of quadratics, circles, hyperbolas and exponential functions</td>
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<tr>
<td>• Solving and simplifying linear equations</td>
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<tr>
<td>• Rearrangement of formulae</td>
<td>• Sine and Cosine rules</td>
</tr>
<tr>
<td>• Linear inequalities</td>
<td>• Unit circle</td>
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<tr>
<td>• Solving simultaneous equations using graphical and algebraic techniques</td>
<td>• Solving trigonometric equations</td>
</tr>
<tr>
<td><strong>Topic Two – Number and Algebra</strong></td>
<td>• Applications to three dimensional problems</td>
</tr>
<tr>
<td>• Index notation</td>
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<tr>
<td>• Negative indices</td>
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<tr>
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</tr>
<tr>
<td>• Index Laws</td>
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</tr>
<tr>
<td>• Logarithms and Application of logarithmic laws</td>
<td><strong>Topic Nine – Statistics and Probability</strong></td>
</tr>
<tr>
<td>• Solving simple exponential equations</td>
<td>• Quartiles and interquartile range</td>
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<tr>
<td><strong>Topic Three – Number and Algebra</strong></td>
<td>• Box plots and Scatterplots</td>
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<td>• Linear functions</td>
<td>• Comparing data sets</td>
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<td>• Investigating real life statistics</td>
</tr>
<tr>
<td><strong>Topic Four – Measurement and Geometry</strong></td>
<td>• Evaluating statistical reports</td>
</tr>
<tr>
<td>• Surface Area and Volume of prisms, cylinders, pyramids, cones and spheres</td>
<td>• Line of best fit</td>
</tr>
<tr>
<td>• Applications</td>
<td>• Misleading graphs</td>
</tr>
<tr>
<td>• Right pyramids, right cones, spheres and related composite solids</td>
<td>• Evaluating sampling methods and sample size</td>
</tr>
<tr>
<td><strong>Topic Five – Number and Algebra</strong></td>
<td>• Mean and standard deviation</td>
</tr>
<tr>
<td>• Rational and irrational numbers</td>
<td><strong>Topic Ten – Number and Algebra</strong></td>
</tr>
<tr>
<td>• Surds – operation</td>
<td>• Expansion and Factorisation</td>
</tr>
<tr>
<td>• Fractional indices</td>
<td>• Special Binomial products</td>
</tr>
<tr>
<td><strong>Topic Six – Measurement and Geometry</strong></td>
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<td>• Proofs involving congruent triangles</td>
<td>• Algebraic and graphical solutions of equations</td>
</tr>
<tr>
<td>• Angle properties</td>
<td>• Quadratic equations and Polynomials</td>
</tr>
<tr>
<td>• Congruency and Similarity</td>
<td><strong>Topic Eleven – Number and Algebra</strong></td>
</tr>
<tr>
<td>• Prove and apply angle and chord properties of circles</td>
<td>• Non-linear relationships</td>
</tr>
<tr>
<td></td>
<td>• Algebraic and graphical representations of quadratics, circles, hyperbolas and exponential functions</td>
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<td></td>
<td>• Single transformations</td>
</tr>
<tr>
<td></td>
<td>• Sketching parabolas, hyperbolas, circles and exponential functions and their transformations.</td>
</tr>
</tbody>
</table>

**Assessment:**

**Mathematics 10:** Students’ work will be assessed in the following dimensions: Understanding and Fluency, and Problem Solving and Reasoning.

**Mathematics 10A:** Students’ work will be assessed in the following dimensions: Knowledge, Modelling and Problem Solving and Communication.

Students will engage with a range of assessments which may include a mid-semester exam, end-semester exam and an extended modelling and problem solving task.
Why study Religion:
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:

<table>
<thead>
<tr>
<th>Semester One</th>
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<tbody>
<tr>
<td><strong>Topic One – The Mystery of God</strong></td>
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<tr>
<td>Old Testament and God</td>
<td></td>
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<tr>
<td>Christian spiritual writings</td>
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<tr>
<td>World religions and God</td>
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<tr>
<td><strong>Topic Two – Making amends, moving forward</strong></td>
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<tr>
<td>Aboriginal freedom rides</td>
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<tr>
<td>Mabo, reconciliation and stolen generations</td>
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<tr>
<td>The response of the Catholic Church to Indigenous people 1918 - present</td>
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<tr>
<td>Personal conscience and moral decision making</td>
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<tr>
<td><strong>Topic Three – Responding to the signs of the times</strong></td>
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</tr>
<tr>
<td>The role of victims, bystanders, collaborators and rescuers in the Shoah (Holocaust)</td>
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<tr>
<td>The teachings of Jesus, Catholic Social Teaching and personal conscience</td>
<td></td>
</tr>
<tr>
<td>See-judge-act process of moral decision making</td>
<td></td>
</tr>
<tr>
<td><strong>Topic Four – The diversity of Australia’s faiths</strong></td>
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</tr>
<tr>
<td>Australia’s diverse faith environment</td>
<td></td>
</tr>
<tr>
<td>The similarities and differences of Christianity, Hinduism and Buddhism</td>
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</tr>
<tr>
<td>Personal response to religious pluralism</td>
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</tbody>
</table>

Assessment
Students’ work will be assessed in the following dimensions: Knowledge and Understanding, Skills.

Year 10 Religious Education Assessment is designed to engage students with genres used in Senior subjects Study of Religion and Religion and Ethics. Students will engage with a range of assessment techniques including: research essay, journal, short answer exam, scripture assignment – essay or visual piece, multimodal presentation.
**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.

In Year Ten, the Science Understanding strand covers the four areas of: Biological Sciences, Earth and Space Sciences, Physical Sciences, and Chemical Sciences.

The units studied across the two semesters include:

<table>
<thead>
<tr>
<th>Semester One</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic One - The Recipe of Life</strong></td>
<td><strong>Topic Three - Galileo’s New Science</strong></td>
</tr>
<tr>
<td>• DNA and Genetics</td>
<td>• Motion – Velocity and Acceleration</td>
</tr>
<tr>
<td>• Geological Time</td>
<td>• Newton’s Law’s and Energy</td>
</tr>
<tr>
<td>• Natural Selection &amp; Evolution</td>
<td>• Structures - Engineering</td>
</tr>
<tr>
<td><strong>Topic Two – Chemical Reactions Matter</strong></td>
<td><strong>Topic Four - The Big Ideas of Science</strong></td>
</tr>
<tr>
<td>• The Periodic Table - Atomic structure</td>
<td>• Sustainability - Global issues</td>
</tr>
<tr>
<td>• Chemical Reactions - Balancing</td>
<td>• The Universe - Stars and Galaxies</td>
</tr>
</tbody>
</table>

**Assessment**

Students’ work will be assessed under the two dimensions:
- Knowledge and Understanding including Science Understanding and Science as a Human Endeavour strands.
- Skills including Science Inquiry Skills

Students will engage in a range of assessment tasks including written tests, experimental investigations (practical reports) and extended response tasks (research assignments).
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

<table>
<thead>
<tr>
<th>Semester One</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic One – Looking in, looking out</strong></td>
<td><strong>Topic One – Virtual Visitor</strong></td>
</tr>
<tr>
<td>Focus on contemporary portraiture - revealing more than just the physical self</td>
<td>Focus on the identity of the ‘Aussie Girl’ and how it could be portrayed to a virtual visitor</td>
</tr>
<tr>
<td>Explore identity in relation to physical appearance and cultural heritage: society and family, narratives/stories, experiences and lifestyle</td>
<td>Explore who we are, what we stand for, where we live, past and present</td>
</tr>
<tr>
<td>Experiment in 2D media: drawing, painting and mixed media</td>
<td>Experiment with painting and ceramic sculptures</td>
</tr>
<tr>
<td><strong>Topic Two – The Object of my Obsession</strong></td>
<td><strong>Topic Two – Community</strong></td>
</tr>
<tr>
<td>Focus on ‘the ordinary’ and how it can become the extraordinary</td>
<td>Symbols and motifs are key to understanding identity. This unit will focus on social and political commentary and community response.</td>
</tr>
<tr>
<td>Explore the use of everyday materials and their place in the art world.</td>
<td>Explore historical narratives and cultural experiences</td>
</tr>
<tr>
<td>Experiment in 2D and 3D media: Drawing, recycled materials and sculpture</td>
<td>Experiment with conventional and non-conventional media and surfaces, printmaking/ lino prints</td>
</tr>
</tbody>
</table>

Assessment
Students’ work will be assessed according to three dimensions - Visual Literacy, Application, and Appraising.

Students will engage with a range of assessment techniques including short written task, test, experimental folio, oral presentation, and visual diary.

Note:
Students considering Visual Art or Creative Arts in Senior are encouraged to study Visual Art in Years Ten; however it is not a prerequisite.
A career is more than the course or work type you move into after you leave Year Twelve. 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:
- you enjoy
- in which you achieve 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 recommenced
- 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. 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.

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 courses.
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 17 May 2014.

Career Information
myfuture
www.myfuture.edu.au
Student Connect
Graduate Careers
(select Career Planning & Resources)
The Job Guide
Hobsons Course Finder
www.hobsonscoursefinder.com.au
Youth information
www.youth.gov.au

Occupational information
Australia’s Careers Online
Enterprise Network for Young Australians
www.encya.org.au/
Job Outlook - Information on Occupations and myfuture
www.myfuture.edu.au
www.jobsearch.gov.au
www.wisenet-australia.org/
Training.gov
My Skills – directory of training
Industry Careers
www.skillsone.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
www.ausbiotech.org
Construction industry
www.constructmycareer.com.au
Creative Industries Skills Council
www.cisc.com.au
Defence Forces
www.defencejobs.gov.au
Engineering and manufacturing
Film & TV Industry

Information technology
www.acs.org.au/
www.austrade.gov.au
www.itcareers.acs.org.au/
Manufacturing
www.zoom.ai/group.asn.au
Marine Science
www.amsa.asn.au/
Mining (Click on Skills and Education)
www.qrc.org.au
Music industry
Nursing
Queensland Police
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

Working Conditions
Australian Council of Trade Unions
http://www.actu.org.au/
Queensland Working Women’s Service
Fair Work Ombudsman
www.fairwork.gov.au
Department of Employment
myfuture (The Facts)
www.myfuture.edu.au

Training sites
Australian Apprenticeships
Department of Education Training & the Arts
www.trainandemploy.qld.gov.au/
My Skills – training information
www.myskills.gov.au
Australian Apprenticeships Centres
www.australianapprenticeships.gov.au
Training.gov
www.training.gov.au
TAFE Queensland
www.tafe.qld.gov.au
Group Training Australia
www.gtaltd.com.au
Department of Employment
Financial assistance
Centrelink
www.centrelink.gov.au
Study Assist
www.studyassist.gov.au

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

Scholarships
Department of Employment

Tertiary Institutions
Australian Catholic University National
www.acu.edu.au
Australian College of Agriculture
www.agsc.edu.au
Australian College of Natural Medicine
www.endeavour.edu.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.edu.au
Griffith University
www.griffith.edu.au
Hobson’s Course Finder
James Cook University
www.jcu.edu.au
QANTM
Open Learning Australia
www.open.edu.au
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

Queensland Tertiary Admissions Centre
http://www.qtac.edu.au/
SAE Institute
http://www.sae.edu/en-gb/home/
Skills Tech
www.skillstech.tafe.qld.gov.au
Southern Cross University
www.scu.edu.au
TAFE Queensland Institutes
www.tafe.qld.gov.au
University of New England
www.une.edu.au
University of Queensland
www.yourq.com
University of the Sunshine Coast
www.usc.edu.au
University of Southern Queensland
www.usq.edu.au

Info for Indigenous students
myfuture
www.myfuture.edu.au
Queensland Government

Guide for students with a disability
Australian Catholic University National
www.acu.edu.au
Griffith University
www.griffith.edu.au/
Queensland University of Technology
www.qut.edu.au
My Future
www.myfuture.edu.au
Job Access
www.jobaccess.gov.au
INCLUSIVE EDUCATION

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 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
- Exam support for students with special needs (when necessary)
- Assessment modification (if required) for students with special needs
- Involvement in co-curricular enrichment / extension activities

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.

WHERE TO GO FOR HELP

Students experiencing difficulty with their studies are encouraged to seek help. The following options are available:
- Ask the subject teacher for help. This is the first and most important step in seeking help but many student neglect this.
- Go to subject tutorials if these are available eg textiles, mathematics.
- Go to Homework Club – three afternoons per week in the College library – teachers are available to assist with class work and home work.
- Go to Assignment Help – two lunchtimes in the College library.
- Approach some older students for assistance.
- Consult with the Academic Coordinator of the subject if needing advice about continuing in a subject.
- Consult with counsellor, Amy Hodgkinson; Amy can provide careers and subject advice.
- Go to the Careers’ office and talk to Mrs Meder.
- Consult with Ms Lane (Deputy Principal) re problems that you are experiencing.
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.
   If the task is not clear, students are encouraged to see their teachers for additional guidance.
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.
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 Ten student is two hours each night.**

**Absences from school**: After an absence from school, it is the student’s responsibility to catch up on missed work and homework. Students will need to negotiate reasonable timelines for this with teachers. A subject teacher will normally communicate with parents through the student’s Planner if the student fails to do her homework or class work in a subject. Hence, it is important that parents are signing the Planner each week.

PLANNING FOR SUCCESS

**College Planner**: Students are issued with School Planners in which to record homework and other information. These Planners will be subject to checking by teachers and are to be signed each weekend by parents.

**Assessment Calendars**: Each semester, an Assessment Calendar is published for each level, indicating the due date for all assessment tasks for that Year level. Students may access these on the school portal. The purpose of these documents is to assist students with planning and time management. Hence, students should transfer relevant dates into their Planner. Parents will be notified via letter if there are changes to the Assessment Calendar in any of their daughter’s subjects. This would only occur in exceptional circumstances.

**Student Learning Plans** are issued for each subject that your daughter studies. These show a weekly outline of class work for the semester as well as information about assessment and resources for the subject.
CONTACT DETAILS

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Telephone: 3269 8188
Facsimile: 3869 0216
Absentee Line: 3869 1740
Email: sjfc@bne.catholic.edu.au
Website: www.sjfc.qld.edu.au
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Key Curriculum Contacts:
Principal: Mrs Maree Messer
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Assistant Principal (Pastoral): Mrs Carol Hoareau
Assistant Principal (Religious Education): Mr Gary Conwell
VET/Careers Coordinator: Mrs Sarah Meder
Guidance Counsellor: Ms Amy Hodgkinson

Academic Coordinators:
Business Technology Ms Melissa Keenan
English & French Mrs Rikki Stanton-Cook
Drama Mrs Suellen Geran
Home Economics/Health & Physical Education Mrs Michele Tillack
Mathematics Ms Lyn Hedemann
Religious Education Mr Gary Conwell
Science Mr David Hooper
Social Science & Art (Acting) Mrs Megan Pidskalny
Support Teacher (Inclusive Education) Ms Kerry Peacey
Teacher Librarian Mrs Frances Zabarauskas