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
Year 9 Subjects 5
Subjects Offered
  • Business 6
  • Drama 7
  • English 8
  • French 10
  • Geography 11
  • Health and Physical Education 12
  • History 13
  • Home Economics 15
  • Information Communication and Technology (ICT) 17
  • Mathematics 18
  • Religious Education 19
  • Science 20
  • Visual Art 21
Careers 22
Useful Internet Sites for Career Planning 23
Inclusive Education 25
Homework Guidelines 26
Contact Details 27
MESSAGE FROM THE PRINCIPAL

We hope your Year 8 was a great experience and you are looking forward to Year 9. We look forward to working with you over the year ahead. Welcome to the new students to our St John Fisher College community. We hope that your stay with us will be happy and rewarding.

The next two years are 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. The Year 9 cohort of 2013 will be following the Australian Curriculum in English, Mathematics, Science and History.

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
YEAR 9 SUBJECTS

All students study core units in:

- Religious Education
- English
- Mathematics
- Health and Physical Education
- Science
- History & Geography (one semester of each)

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
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.

Year 9 – Semester One: ‘Money Management’
Money Management introduces students to the concept of business and its impact in today’s Australian free enterprise marketplace. Students will be given the opportunity to explore different types of business structures and begin the Accounting Process (by exploring the General Journal, General Ledger and Trial Balance) for specific organisations.

Year 9 – Semester Two: ‘Wealthy and Wise’
This semester unit allows students to explore the major concept and principles associated with the business flow source documents cycle, as well as an introduction to shares and investments. Students will investigate current trends of the Australian Stock Exchange (ASX) and commence virtual share trading in the Australian Schools Sharemarket Game.

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 the future.

The Year 9 & 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 9 course provides opportunities for students to create drama as they examine real life, issues relating to teenagers and entertainment for young people. In the process, a range of texts are used including fairy tales, children's films and a variety of plays.

The Drama course covers a range of Theatre styles. Students delve into the world of children’s theatre, clowning, puppetry and working with scripts. Students are encouraged to use their knowledge of the world around them to support connections to the wider world and make meaning of their environment.

Semester One:
- Fractured Fairy tales - Students will look at what is entertaining for children, in particular fairy tales. Students will make existing fairy tales even more interesting and entertaining. They will write their own scripts and present the work to local primary school children.
- Clowning - Students look at where comedy fits in society and why it has lasted for thousands of years.

Semester Two:
- Puppetry - Students are introduced to making, manipulating and using puppets in performance, directing skills and educating specific audiences on relevant issues.
- Working with scripts - Students focus on the use scripts where they will bring the text alive in a performance.

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 9 and 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 9 English course challenges students’ perceptions and allows them to develop understanding and empathy through a study of world issues and an exploration of the themes of human experience and cultural significance, interpersonal relationships and ethical and global dilemmas.

Students will also participate in Readers’ Circles which provide students with the opportunity to engage in reading for enjoyment and to develop an appreciation of literature.

**Activities**

**Term 1: Here and Beyond: The Big Wide World**
This unit aims to broaden students’ understandings about the world and global issues. Through a broad study of the representation of issues such as overpopulation, resource exhaustion, consumerism, technology, genetic engineering and the destruction of nature in various forms of print and digital media students will come to an understanding of the role they play in the future of the world. The issues and ideas explored in this unit will equip students with knowledge and understanding that will eventually underpin their study of a dystopian novel in Term Four.

**Term 2: World Lens: Eyes Wide Open**
In this unit students engage in a study of visual texts such as picture books, with a particular focus on animated films including WALL-E (directed by Andrew Stanton), a science-fiction fantasy with a strong message about the ways humans have neglected the biological health of the planet, and Spirited Away, an environmentally themed fantasy set in Japan and directed by Hayao Miyazaki. Students explore and analyse how the design elements and narrative structures chosen by film makers seek to influence their audience. Through their exploration of visual texts, students will continue their investigations of ethical and global dilemmas and explore themes of human experience and cultural significance. They will come to understand how visual texts and films in particular, both from home and around the world, reflect and challenge our perceptions.

**Term 3: Wordplay: The World in Words**
"Wordplay: The World in Words" presents students with a diverse group of poets and poems and employs interconnectivity to create links between the poems studied and the issues and texts being explored by the students throughout the year, allowing them to draw parallels between the two. Students will begin by exploring the power of poetry that is designed to be spoken, including poetry slam (performance poetry), hip-hop and rap, which is often considered to serve as a universal voice for the young. They will come to appreciate poetry as another medium for writers to express commentary on and protest against contemporary social issues.

**Term 4: Utopian Dream: Dystopian Nightmares**
This unit draws on the knowledge students have developed in previous units of work about the world and the issues it faces. Examination of a dystopian novel will occur alongside discussion of the developments and issues in contemporary society that have been foreshadowed or commented upon by the text, e.g. loss of freedom and privacy, intrusion of the state, environmental destruction, genetic engineering, artificial intelligence etc. Students will consider the type of world and future that awaits the next generation and will think critically about both the world and the issues it faces.
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. They will write and present a persuasive speech, produce a film review, write poetry of protest and participate in a group poetry performance. They will also create literary transformations of poems into narratives and write an analytical essay in response to a novel during a seen exam.

NAPLAN - National Assessment Program – Literacy preparation
Students are given extensive preparation for the National Assessment Program Literacy test:
• Grammar / spelling / punctuation
• Writing skills
• Proofreading and editing
• Reading comprehension

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 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 9 French further develops the students’ skills in reading, writing, speaking and 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.

Activities
In Years 9 French, students will become acquainted with 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 Competence

Assessment is continuous throughout the semester over the two sub-strands of comprehending and composing. Students engage in role play, listening exercises, reading comprehension and writing exercises.
**WHY STUDY GEOGRAPHY?**

Geography nurtures students’ curiosity about places and the differences between them. It responds to their wonder about the world and its diversity, and teaches them how to explore this world directly through field work and indirectly through other types of investigation. It develops a geographical imagination that enables students to relate to other places and people, and to appreciate the cultures and perspectives of others.

The aims of Geography are to:

- develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world
- enable students to explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining
- enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places
- develop students’ ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways
- build the confident and creative use of geographical skills, and to enable students to use these skills to extend their knowledge; make sense of new situations, and to solve problems.

**COURSE CONTENT**

In Year 9 students will complete one semester of Geography.

‘Damage Control’

Introducory Study – Australia: the unique characteristics of Australia’s physical environments and the responses of people to the challenges they present.

Depth Study One – Natural Hazards in Australia focuses on the impact of natural disasters and humans on different environments in Australia with an emphasis on tropical cyclones. Students will continue to develop their geographic skills such as: interpreting graphs and data; mapping; understanding patterns, and reading synoptic charts.

Depth Study Two - Footprint Fighting focuses on the impact of humans on the environment. This will involve examining strategies that lower the ecological impact on our environment to ensure future sustainability. Students will undertake a student inquiry approach to assess the College’s current ecological footprint and assess alternative strategies to reduce its impact on the environment.

**ACTIVITIES**

- Various written and non-written tasks
- Various skill based activities including compulsory field work
- Analysing audio-visual materials, statistics, responses and alternatives
- Completing individual primary and secondary research (Action Plan)
- Using technology to analyse, interpret and present findings.
- Use of spatial technologies

**ASSESSMENT**

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

Students are assessed according to the following criteria:

i) Geographical Knowledge & Understanding

ii) Geographical Investigation, Participation and Reflection

iii) Geographical Communication

Students are assessed on an A to E scale.
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.

Course Content
Year 9 Semester 1:
The unit aims to raise students’ awareness of the common causes of harm to adolescents and to provide strategies to minimise harm for themselves and others. Basic first aid is addressed to better enable students to take action when required. The physical activities to develop skills and teamwork for this unit are European handball and AFL.

Year 9 Semester 2:
The unit aims to increase student awareness of the major health concerns in Australia and reasons behind them. The health of Australians is compared with populations of other nations. The amount and type of physical activities popular in Australia is compared to other countries. Participation in a range of physical activities is also part of this unit.

Activities:
Year 9 Semester 1
- Identifying causes of harm
- Research and investigations
- Small group task
- Multimodal presentation
- European handball practical skills – round robin tournament
- AFL practical skills – round robin tournament

Year 9 Semester 2
- Identifying common health concerns
- Reflecting on data and identifying trends in health and physical activity patterns
- Identifying inequities in health
- Proposing strategies to improve health
- Participating in a variety of physical activities from various cultures

Assessment:
Year 9 Semester 1
- Written exam
- Multimodal presentation
- Practical performance

Year 9 Semester 2
- Panel Presentations
- Ethnography
- 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 9 students will complete one Semester of History - ‘The Making of the Modern World (1750 to 1918)’.

‘The Making of the Modern World (1750 to 1918)’
The unit provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.

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:
- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

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 following criteria:

  i) Historical Knowledge & Understanding  
  ii) Historical Skills

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 choose 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 Textiles.

FOOD TECHNOLOGY
Why choose 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:
Food Technology Year 9 Semester 1:
This unit aims to develop knowledge and understanding of the need for healthy snack foods and takeaway foods to establish healthy eating habits. Students will use the “Australian Guide to Healthy Eating” food model and the “Food Choices” computer program to analyse and evaluate food items. Learning experiences will include how to prepare and cook healthy snacks and how to modify and prepare foods that are typical takeaway foods to enhance nutritional value.

Food Technology Year 9 Semester 2:
The unit aims to develop an understanding of common specialised diets and how they can be managed to maintain necessary nutrient intake to optimise health. Recipe selection and modification will be covered to enable specialised meals to be planned. Diets could include vegetarian, coeliac (gluten free), diabetic, lactose intolerance and elite athletes. Practical skills will be further developed to cater for specialised diets.

Activities:
- Practical cookery
- Food product analysis
- Recipe selection
- Recipe modification
- Research
- Practical trials
- Evaluation of products
- Research
- Practical cookery
- Recipe modification
- Menu and food product analysis
- Developing and implementing strategies
- Presentations
- Using ICT to aid presentations

Assessment:
- Written test
- Assignment (written and practical components)
- Presentation including use of ICT

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

Why choose 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 offer lessons in perseverance along the way.

Course content:
Textiles Year 9 Semester 1:
The unit aims to enable students to use the ‘Technology Process’ to design and create products. This will involve information gathering, designing/generating ideas, creating and constructing, evaluating end products. The unit also aims to develop students practical sewing construction skills to produce three dimensional products.

Textiles Year 9 Semester 2:
This unit aims to provide opportunities for students to develop knowledge of fabrics and their use. Students will respond to a design challenge by designing, producing and evaluating creative solutions. New textile skills and techniques are introduced and current skills further refined.

Activities:
- Practical Sewing
- Analysis of design and function of textiles
- Planning and decision making documentation
- Reflecting / evaluating
- Time management
- Fabric investigations
- Interpreting and designing labels
- Design challenges
- Practical Sewing

Assessment:
- Practical sewing tasks (Semester 1)
- Journal component for design task (Semester 1)
- Written test (Semester 2)
- Practical sewing tasks including journal (Semester 2)
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: ‘Can We Believe What We See?’
Students will be given the opportunity to explore the major concept and principles underpinning Graphic Design and Video Production. Emphasis will be given to the Design Elements needed to produce effective products for industry specifications. Students can demonstrate these skills through various graphic design and video editing software applications (e.g. Photoshop).

Semester Two: ‘Web Gurus’
This semester unit allows students to investigate current organization's website productions. Students will employ a range of website design elements to begin studying basic coding, in order to produce effective web tools. Project Management introductory concepts and practices will also be an area of focus for the semester.

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 Schooling (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.
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 in Number and Algebra, Measurement and Geometry, Statistics and Probability. 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. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Course Content
Mathematics is organised around the interaction of three content strands and four proficiency strands:

<table>
<thead>
<tr>
<th>Content Strands</th>
<th>Four Proficiency Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Algebra</td>
<td>Understanding</td>
</tr>
<tr>
<td>Measurement and Geometry</td>
<td>Fluency</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>Problem Solving</td>
</tr>
<tr>
<td></td>
<td>Reasoning</td>
</tr>
</tbody>
</table>

The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Semester 1
- Money and Financial Mathematics: fractions, decimals and percentages, simple interest
- Pythagoras: pythagoras’ theorem and applications
- Index Laws: index notation and laws, simplifying and solving simple indicial equations
- Scientific Notation and Real Numbers
- Proportion, including graphical representations
- Patterns and Algebra: distributive law, binomial expansion
- Linear and Non-Linear Relationships: sketching graphs using the coordinates of two points with and without the use of digital technologies.

Semester 2
- Solving Equations
- Trigonometry: sine, cosine and tangent ratios, angles of elevation and depression
- Measurement: area, surface area, volume and applications
- Geometry: similar triangles, ratio and scale and applications
- Statistics
- Probability

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 9 are expected to complete three pieces of assessment each semester. These assessments would include a mid-semester exam, end-semester exam as well as an assignment.

The assessment criteria applying to this course are Understanding and Problem Solving
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:

Term One
Portraits of Jesus:
- Cultural and historical settings of the Bible
- Geographical contexts of the Bible
- Synoptic Gospels
- The Message of Jesus

Term Two
The Early Christian Church:
- Early Christian communities
- Early Christian artwork
- The journeys of Peter and Paul
- The role of women in the early church

Term Three
Heal the World:
- People of Justice
- Beatitudes
- Catholic Social Teaching
- The global village

Term Four
Celebration and Prayer:
- Sacraments in the early Church
- Sacramental celebrations in the modern Church

Activities
Year 9 Religious Education activities include:

Semester One: Interpreting scripture using modes of analysis; analysis of scripture in its historical context; web quests, contextualising biblical places and events using ancient maps to study geography of the past, group discussion; assessing scripture for values and their application to contemporary life, comparing and contrasting gospel accounts, analysing perspectives of women in the scripture.

Semester Two: Defining justice, student visions of justice, framing just responses to world injustice, methods of research; analysing and evaluating justice organisations within and outside the church; examination of rituals and sacraments, comparing and contrasting ritual in early and modern church, evaluating representations of Church by contemporary media

Assessment
Year 9 Religious Education Assessment is designed to engage students with genres used in Senior Study of Religion and Religion and Ethics. Assessment includes:
- Research Essay
- Multimedia presentation
- Interactive display
- Short answer exam

---

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 universe. 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 reach deeper understandings and make sense of the phenomena they experience as they investigate, understand and communicate.

Science education involves students and teachers working together as they construct new understandings and compare their current ideas with those of the scientific community.

**Course Content**

The Australian Science curriculum is taught via three strands - Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

In Year 9, the *Science Understanding* strand covers the four areas of: Biological Sciences, Physical Sciences, Chemical Sciences, and Earth and Space Sciences.

The units studied across the two semesters include:

- The atom
- Important materials
- Reaction types
- Heat, light and sound
- The electromagnetic spectrum
- Electrical energy
- Coordinated body systems
- Disease
- Ecosystems
- Plate tectonics

**Activities**

Learning activities include but are not limited to: online interactive activities, group tasks, experimental investigations and library research.

**Assessment**

Assessment includes Supervised Assessments (tests), Experimental Investigations (practical reports) and Extended Response Tasks (research assignments). 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
- use of tools and technology
- analysing, making judgments, justifying opinions
- communicating ideas and information
- mathematical measurement and space
- aesthetic appreciation
- understanding and tolerance of other cultures.

Course Content
Year 9 Semester One will focus on developing student awareness of their environment and its visual features. Each student explores how art reflects society and the social role of the artist.

Year 9 Semester Two will create a response to books as artworks and explore and reflect on the relationship between visual art and fashion.

Activities
Term One: Going Bush –
- develop an awareness of the natural environment
- create collages,
- identify patterns, symbolic colours and perspective through the use of mixed media.

Term Two: Living in a Material World –
- Experiment with techniques and processes of the Pop artists.
- Analyse and evaluate artworks.
- Respond to the popular culture of our time.

Term Three: Artists’ Books –
- research techniques and processes used by book artists
- Experiment with collage, layering images, letter styles and shapes to create book-like constructions.

Term Four: Design for the Body –
- explore and reflect on wearable art and its link to fashion.
- Experiment with forms, materials and processes using line, shape, colour and texture and create possible solutions

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 three or four semesters of Visual Art in Years 9 and 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 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. 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
The Good Guides
www.thegoodguides.com.au (select Career)
Youth information
www.youth.gov.au

Occupational information
Australia's Careers Online
www.careersonline.com.au/ (select Start here/World of career information)
Careers Advice
http://www.careernav.com.au
Enterprise Network for Young Australians
www.ena.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

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

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.org.au
Music industry
Nursing
www.thinknursing.com/
Queensland Police
Recreation industry
www.rfq.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

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
workplace.gov.au
myfuture (The Facts)
www.myfuture.edu.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
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
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 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 who may 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 9 student is 1½ 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 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.
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 Pidkskalny
Support Teacher (Inclusive Education): Ms Kerry Peacey
Teacher Librarian: Mrs Frances Zabarauskas