Our Mission

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

Our Mission 2
Message from the Principal 4
Senior School Information 5
Senior Subjects offered 12
Recommended Prerequisites 13
Year 10 Subjects 14
Subjects Offered
  • Business and Technology 15
  • Drama 22
  • English 25
  • French 27
  • Health and Physical Education 29
  • Home Economics 32
  • Mathematics 35
  • Religious Education 41
  • Science 43
  • The Study of Society and Environment 47
  • Visual Art 52
Subject Materials 55
Careers 56
Useful Internet Sites for Career Planning 58
Assessment Policy 61
Inclusive Education 65
Homework Guidelines 65
Textbook Hire Scheme 66
Contact Details 67
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 10 provides you with the opportunity to explore some possibilities in preparation for your senior secondary education.

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

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

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

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

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

Maree Messer
Principal
SENIOR SCHOOL INFORMATION

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

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

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

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

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

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

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


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

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

Students are encouraged to discuss this plan and its components with her family and to seek assistance with any question that may arise. This assistance can be easily gained by visiting the Careers Coordinator, Sarah Meder, in the Careers Office or the Guidance Counsellor, Louise Fiumara, in the Counsellor’s Office. The Careers section and website list in this document and on the College website may also be of assistance.
QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Students at St John Fisher College will begin working towards the Queensland Certificate of Education (QCE) in Year 10. Most students will achieve the QCE over Years 11 and 12. Others may not achieve it until they complete further study after finishing Year 12.

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

  The total amount of learning required is at least twenty credits.

- **CREDITS**
  
  A credit has two elements:
  
  - an amount of learning
  - 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.

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

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

The QCIA records educational achievement in two areas:

- **The Statement of Achievement** provides description of the student’s demonstrated knowledge and skills in areas of study and learning.

- **The Statement of Participation** lists activities that a student has undertaken such as extracurricular activities or work experiences.

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

Students or parents wishing to find out more about the QCIA should talk to the Support Teacher – Inclusive Education (Ms Kerry Peacey), the Guidance Counsellor (Mrs Louise Fiumara) or the APA Curriculum (Ms Kerry McGuinness). The QSA website also has a section dealing with the certificate under Certificates and Qualifications. The current web address is [http://www.qsa.qld.edu.au/590.html](http://www.qsa.qld.edu.au/590.html)
Obtaining an Overall Position (OP) is the usual pathway for Year 12 students to gain tertiary entrance, but many other options are available to those wishing to pursue further studies.

**OPs**

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

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

**QTAC Selection Rank**

Students who are not eligible for an OP, but wish to gain entry to tertiary courses can apply to QTAC (Queensland Tertiary Admissions Centre) for a selection rank based on “schedules”, which are specifically developed for this purpose.

Young people with qualifications including the International Baccalaureate, AQF Certificate III, Certificate IV, Diploma, Advanced Diploma, music, dance, and speech and drama, can also apply to QTAC. QTAC will then use schedules to assess students and offer tertiary places.

**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 Tertiary selection rank.

The Order of Merit is expressed in two scales:
- Overall Positions on a scale from 1 (highest) to 25 [current Queensland Year 12 students]
- QTAC Selection Ranks on a scale from 99 (highest) to 1 [all other applicants].
THE SENIOR SCHOOL CURRICULUM

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

1. AUTHORITY SUBJECTS

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

Students undertaking an OP would usually study six Authority subjects in Years 11 and 12. Students must study a minimum of five authority subject to be eligible for an OP.

The exit level of achievement for each senior Authority subjects is recorded on the Senior Statement. The calculation of OPs and FPs is made from student’s results in Authority subjects. Successful completion of an Authority Subject also contributes credit towards a QCE.

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

2. AUTHORITY REGISTERED SUBJECTS and VET COURSES

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, Hospitality, Tourism.

The subject Workplace Practices is the coursework for the Vocational Education and Training - Certificate II in Workplace Practices. The subject Business Studies is the coursework for the Vocational Education and Training – Certificate II in Business Studies. A student choosing to study these subjects and successfully completing these courses, will exit Year 12 with the respective Certificate II.

Results in Authority Registered subjects or completion of VET certificates are not included in the calculation of OPs and FPs. However, results from these subjects and certificates contribute to the QTAC selection rank.

Successful completion of an Authority Registered subject or VET competencies can contribute credit towards a QCE.
SUBJECT CHOICES AND COMBINATION

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

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

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

OP ELIGIBILITY

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

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

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

TERTIARY SELECTION RANK ELIGIBILITY

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

COMPULSORY SUBJECTS

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

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

ADDITIONAL SUBJECTS

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

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

SENIOR EDUCATION AND TRAINING (SET) PLANNING PROCESSES

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

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

Students taking these opportunities would normally choose six subjects and wait until they were well established in their alternative subject/course before renegotiating their course of study.
Below is a list of Senior subject currently offered for SJFC students, this list of subjects may change in the future.

**Authority Subjects:**
- Accounting
- Biology
- Business Communication & Technologies
- Chemistry
- Drama
- English
- Geography
- 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
- Functional English
- Functional Mathematics
- Hospitality
- Prevocational Mathematics
- Religion and Ethics
- Tourism

**VET Certificate Courses:**
- Certificate II in Business
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 Communication & Technologies
- Chemistry
- Drama
- Geography
- Legal Studies
- Modern History
- Physics
- Study of Religion
- Visual Art.

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

<table>
<thead>
<tr>
<th>Senior Subject</th>
<th>Yr 10 Recommended Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>10 Science 1 and Science 3 (Preparing for Senior Science)</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10 Science 1 and Science 3 (Preparing for Senior Science)</td>
</tr>
<tr>
<td></td>
<td>10 Maths Course 2 (Getting Ready for Maths B – part 1 and 2)</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>English</td>
<td>10 English</td>
</tr>
<tr>
<td>Geography</td>
<td>10 SOSE or History or Geography</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>10 SOSE or History</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>10 Maths Course 2 (Getting Ready for Maths B – part 1 and 2)</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>10 Maths Course 2 (Getting Ready for Maths B – part 1 and 2)</td>
</tr>
<tr>
<td>Modern History</td>
<td>10 SOSE or History</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>Physics</td>
<td>10 Science 3 (Preparing for Senior Science)</td>
</tr>
<tr>
<td></td>
<td>10 Maths Course 2 (Getting Ready for Maths B – part 1 and 2)</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
<tr>
<td>Study of Religion</td>
<td>10 Religion 2 (Biblical Meaning &amp; World Religions)</td>
</tr>
<tr>
<td></td>
<td>10 English</td>
</tr>
</tbody>
</table>

Students who enrol in these senior subjects without the recommended prerequisites may be required to meet with the Academic Coordinator to discuss their preparedness for the course of study.
YEAR 10 SUBJECTS

All students study core units in:

- Religious Education
- English
- Mathematics
- Health and Physical Education
- Science
- Study of Society and Environment (SOSE) including History & Geography

Science is a core subject, however, students may elect to study this core subject for three out of four semesters in Years 9 and 10. This must be the first three semesters. It is recommended that students intending to study a science (Physics, Chemistry or Biology) in Years 11 and 12 should study Science over four semesters in Years 9 and 10.

SOSE is a core subject, however, students may elect to study this for any three semesters in Years 9 and 10. It is recommended that students intending to study a social science in Senior school should have completed four semesters in Years 9 and 10.

Please check the subject descriptions for more information.

Students may choose elective semester units from:

- Business and Technology - ICT
- Business and Technology - Business Studies
- Drama
- French
- Home Economics – Food Technology
- Home Economics – Textiles
- Visual Art

Students in Year 10 may begin courses at a vocational educational provider in Semester Two. 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).

All Year 10 students should note that if their intended pathway beyond Year 10 is further education not within a school then at least one credit must be gained from core studies completed at school to remain eligible for a QCE in the future. Students should refer to the table ‘Planning your pathway to a Queensland Certificate of Education (QCE)’ table. If you need to ask questions to clarify any of this information, please see the APA Curriculum, VET/Careers Coordinator or Guidance Counsellor.
BUSINESS AND TECHNOLOGY

NATURE OF BUSINESS AND TECHNOLOGY
The use of computers is important in the study of technology, but technology is not just learning about, or with, computers. It is also about how technology can assist in all facets of society.

Business and Technology education contributes significantly to technology, as students are involved in designing, making and appraising a range of business-related documents and learning about business-related systems – communication, stock control, banking, marketing and accounting.

In developing these skills, business education students use a range of computer software packages in the designing, making and appraising process, for example, desktop publishing, database, spreadsheet, graphics, word processing, communications and accounting packages.

CONTRIBUTION TO LIFELONG LEARNING:
In the study of Business and Technology, students will gain a number of skills which will help them in their endeavours to become lifelong learners.

Within the Information and Communication Technology strand, lifelong learners are created by developing in students an understanding of developments in technology, how technology influences and is influenced by social, cultural and environmental factors. Students are given the opportunity to learn to ‘think and work technologically’, to identify challenges within a technological environment, to explore and generate new ways of viewing and resolving challenges associated with technology, to communicate effectively in a technological world, to consider the appropriateness of technology in various contexts to meet real-life and lifelike challenges, and, ultimately to evaluate and reflect on their ideas, assumptions, values and processes and products while ‘working technologically’.

Within the Business strand, skills taught for lifelong learning include an understanding of the nature of business and economic systems, business procedure, enterprises and ventures and the complexity of work environments and an understanding of the roles within these environments. Students will select techniques to access, organise, present, transmit and assess information related to business decisions, to identify business opportunities, the needs and wants of consumers and use innovation and entrepreneurial creativity to satisfy those needs and wants. Using case studies and past experiences, students will investigate and analyse the use of business practices and undertake activities that require an understanding of business relationships. Communication skills suitable to business will be learnt using a variety of genres and students will work independently and collaboratively on business activities.

INFORMATION & COMMUNICATION TECHNOLOGY STRAND COURSE PATHWAYS:
In Year 8, all students study the Unit, 08BAT Business and Technology, in either Semester 1 or 2.

In Year 9, students can select the following units:

| Semester 1 | 09ICT 1 | Microsoft Magic |
| Semester 2 | 09ICT 2 | Presentation Plus |

In Year 10, students can select the following units:

| Semester 1 | 10ICT 1 | Present Yourself Professionally |
| Semester 2 | 10ICT 2 | Living in an Online World AND |
| 10ICT 3 | BCT Introduction |

10ICT3 is offered in Semester 2 only, provides transition to Senior Business & Communication Technology. Students may study a combination of both ICT and BUS subjects at the same time.
<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>10 ICT1 - Present Yourself Professionally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumed Prior Knowledge:</td>
<td>09ICT1</td>
</tr>
</tbody>
</table>
| Criteria: | Practical Applications  
Design and Presentation |
| Key Concepts: | • Revision  
• Occupational health and safety  
• Keyboard  
• Business letters  
• Styles  
• Punctuation  
• Attention lines  
• Subject headings  
• Inserts/enclosures  
• Multiple pages  
• Bullet and numbered paragraphs  
• Microsoft Publisher  
• Toolbar, margins, ruler, layout guides  
• Frames – using, connecting, disconnecting and moving between  
• Objects – positioning, moving, resizing, rotating, layering, 
group/ungroup, overlapping  
• Text wrapping  
• Background  
• Colour Schemes  
• Tables  
• Use advanced word processing functions  
• Multi-level numbering  
• Leader tabs  
• Styles – create, modify  
• Section breaks  
• Alternate headers and footers  
• Insert and link documents  
• Cover page  
• Table of contents  
• Referencing  
• Appendices  
• Bibliography  
• Page numbering |
| Purpose: | This unit is designed to develop valuable word processing skills and 
conventions to prepare reports, assignments and other documents such as 
letters. There is an emphasis on production of high quality documents utilising 
advanced tools and display techniques. 
Microsoft Publisher is a valuable tool for small business and tradespeople in 
promoting their business/skills. Business organisations can now produce 
dynamic publications themselves. |
| Assessment Strategies: | A variety of assessment techniques will be used including: tests, assignments, 
and class project work. |
| Equipment: | A4 display book  
Text: Keyboarding and Document Production, Contemporary Word Processing 
PCsimplicity Manual |
<table>
<thead>
<tr>
<th><strong>Unit Title:</strong></th>
<th>10ICT2 – Living in an Online World</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria:</strong></td>
<td>Knowledge and Understanding</td>
</tr>
<tr>
<td></td>
<td>Investigation and Evaluation</td>
</tr>
<tr>
<td><strong>Key Concepts:</strong></td>
<td>♦ Revision</td>
</tr>
<tr>
<td></td>
<td>◆ Occupational health and safety</td>
</tr>
<tr>
<td></td>
<td>♦ Social and ethical aspects of computers and the internet and social networking</td>
</tr>
<tr>
<td></td>
<td>♦ Web Page Design (Dreamweaver)</td>
</tr>
<tr>
<td></td>
<td>◆ Analysing websites, their purpose and function</td>
</tr>
<tr>
<td></td>
<td>◆ Design features</td>
</tr>
<tr>
<td></td>
<td>◆ Making a web page</td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>Students will investigate the impact of the internet and social networking on society and learn skills to produce a professional webpage.</td>
</tr>
<tr>
<td><strong>Overview of Activities:</strong></td>
<td>Students will use current media issues to examine the impact of technology on our lives. Class activities will be used to teach students how to create a webpage using Dreamweaver.</td>
</tr>
<tr>
<td><strong>Assessment Strategies:</strong></td>
<td>Media review and analysis, practical tasks.</td>
</tr>
<tr>
<td><strong>Equipment:</strong></td>
<td>A4 display book, USB drive, ear phones</td>
</tr>
<tr>
<td></td>
<td>PCSimplicity Manual</td>
</tr>
<tr>
<td><strong>Unit Title:</strong></td>
<td>10ICT3 – BCT Introduction</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| **Criteria:** | Knowledge and Understanding  
Reasoning Processes  
Skills and Procedures |
| **Key Concepts:** | Students will study some of the more advanced skills of word processing used to enhance the presentation of documents. They will cover some of the basics of organising their time and working together with others to achieve a common goal. Content will be studied in relation to various types of industry. |
| **Purpose:** | To consolidate skills that students may already possess through studying AT subjects or general computing skills. Students will also be introduced to some of the concepts in theory units and how they integrate with computing through BCT. |
| **Overview of Activities:** | Intermediate/Advance word processing  
o Format Painter  
o Columns  
o Multi-level Numbers/Bullets  
o Mail Merge  
o Drawing tools – Graphics  
o Styles  
o Section Breaks  
o Alternate Headers and Footers  
o Flyers  
o Email  
o Short Reports  
Workteam communication  
o Team skills  
o Team members  
o Leadership styles  
o Task analysis  
o Evaluation of team tasks  
o Conflict Resolution  
Organisational skills  
o Goal setting  
o Prioritising tasks  
o Work schedules  
o Meeting deadlines  
o Eliminating time wasters  
International Business  
o Culture, language and religious differences – cross-cultural communication  
o Time and currency differences  
o Business etiquette  
o Support agencies |
| **Assessment Strategies:** | Integrated Project on International Business and Workteam Communication Skills to assess Knowledge and Understanding and Reasoning Processes. This will evaluate the student's ability to analyse and give recommendations based on what they have learned.  
Organisational Skills test to assess Knowledge and Understanding, Reasoning Processes and Skills and Procedures.  
Computer produced Routine Documents to assess Skills and Procedures. |
| **Equipment:** | A4 display book, Notebook  
USB  
PCSimplicity manual  
Recommended Text: Business Communication and Technologies - version 1 |
BUSINESS STUDIES STRAND

COURSE PATHWAYS:
In Year 8, all students study the Unit, 08BAT Business and Technology, in either Semester 1 or 2.

In Year 9, students can select the following units:
- Semester 1: 09BUS1 - Cash Counts
- Semester 2: 09BUS2 - Credit Concerns

In Year 10, students can select the following units:
- Semester 1: 10BUS1 - Financial Foundations
- Semester 2: 10BUS2 - The Computerised Business World AND 10BUS3 - Accounting Introduction

10BUS3 is offered in Semester 2 only, provides transition to Senior Accounting.
Students may study a combination of both ICT and BUS subjects at the same time.

| Unit Title: 10BUS1 – Financial Foundations |
|-------------------------------------------------
| Assumed Prior Knowledge: 09BUS1 |
| Criteria: Knowledge & Understanding Practical Procedures |
| Key Concepts: Australian Stock Exchange • Function and Purpose • Shares and Investing • Global impacts • ASX Game Personal Investing • Purpose • Superannuation • Other wealth building options • Planning for future expenses • Preparing a budget • Financial services |
| Purpose: Students will be introduced to the concepts of the world of investments and shares. They will become aware of the importance of economic future planning. |
| Overview of Activities: Students will participate in the Australian Stock Exchange game after learning about the purpose and function of the ASX. They will look at the effect of natural disasters, political and economic change and other global factors have on our economy. Students will then look at some practical situations where they need to be able to secure their financial future and ways to do this. |
| Assessment Strategies: A combination of written and practical tests, assignments. |
| Equipment: Exercise book Text: Focus on Business 1 |
**Unit Title:** 10BUS2 – The Computerised Business World

**Criteria:**
- Knowledge & Understanding
- Interpretation & Evaluation
- Practical Procedures

**Key Concepts:**
- MYOB
  - Setting up a business
  - Opening balances
  - Purchase and sale of inventories – credit and cash transactions
  - Return of inventories
  - Receipts and payments of cash
  - End of period reports
  - Autobuild inventories
  - Bank reconciliation
- E-Commerce
  - What is it?
  - Elements of E-Commerce for business
  - Elements of E-Commerce for consumers
  - B-2-B; B-2-C
  - Risks and controls
  - Technology requirements

**Purpose:** Students will study the use of computers in business through practical applications and examples of a number of facets of business.

**Overview of Activities:** Students will work through a number of activities with both theoretical and practical applications to the business world.

**Assessment Strategies:** A combination of in-class examinations and assignment tasks.

**Equipment:** Exercise book
- USB

**Resources:** ClickView: Exploring e-Commerce; E-Business: A Case Study
**Unit Title:** 10BUS3 – Accounting Introduction

**Criteria:**
- Knowledge & Understanding
- Skills & Procedures

**Key Concepts:**
Students will study the basic concepts of accounting:
- Types and classification of accounts (REALO)
- Debtors and Creditors
- GST
- Transaction analysis
- General journal
- T-Ledger
- Trial Balance
- End of period reports – Income Statement and Balance Sheet
- Analysis and interpretation of reports
- Ratios (Gross Profit; Net Profit; Return on Investment)

**Personal Finance and Investing**
- Asset classes
- Types of investments

**Purpose:** To consolidate concepts of accounting procedures and give students an insight into the use and purpose of that information.

**Overview of Activities:**
Students will work through a number of activities with both theoretical and practical applications for the business and personal world of finance.

**Assessment Strategies:**
Students will undergo a range of assessment strategies similar to what would be expected at Year 11 level. This will consist of practical applications, extended written response and interpretation and analysis.

**Equipment:**
- Exercise book / loose leaf paper
- Calculator
- 3 money-column Journal paper (loose leaf or book)
- T-Ledger paper (loose leaf or book)
- Text: Focus on Business 1
DRAMA

NATURE OF DRAMA:
Drama focuses on students expressing and communicating understandings about human issues and experience through the enactment of real and imagined events. They develop confidence and self-awareness as they collaborate to prepare and present drama in an enjoyable, safe and creative environment.

Students will gain an understanding of the various forms and styles of Drama, namely:
- Process Drama
- Improvisation
- Realism
- Documentary Drama
- Mask and Movement
- Collage Drama
- Children’s Theatre
- Script
- Physical Theatre
- Comedy and Clowning
- Ritual
- Monologue

CONTRIBUTION TO LIFELONG LEARNING:
Through participating in Drama activities students are provided with opportunities to develop:
- skills that allow students to see and appreciate a range of perspectives
- skills that assist in positive critical reflection of self and others
- skills that assist in understanding and working within group dynamics
- an understanding of various social, cultural and historical research, analysis and evaluation to gain an understanding of how the Creative Arts Industry has grown to be

ASSESSMENT:
Students are assessed on the following outcomes:

Knowledge and Understanding: The knowledge and understanding of the dramatic languages including within and across the range of forms, styles and contexts.

Creating: The devising, making and shaping of drama. This comes in the form of things like script-writing, Improvisation, interpretation and student-devised pieces

Presenting: The performance of drama both individually and in groups. This is presented in the form of scripted texts such as plays and monologues and student-devised pieces

Responding: The reflecting and writing about drama. This comes in the form of various written responses such as reviews, examinations of plays, characters or elements of drama.

COURSE PATHWAYS:
In Year 8, all students study the Unit, 08DRA Ritualistic Behaviours, in either Semester 1 or 2.

In Year 9, students can select the following units:
- Semester 1 09DRA 1 - Fractured Fairytales
- Semester 2 09DRA 2 - Clowning Around

In Year 10, students can select the following units.
- Semester 1 10DRA 1 - Physicalising Shakespeare and Improvisation
- Semester 2 10DRA 2 - Documentary and Collage

Although it is not compulsory preparation for Years 11 and 12 Drama, it is certainly helpful to have studied three or four semesters of Drama through Years 9 and 10 as it creates a solid foundation for their learning.

CRITERIA FOR YEAR 10:
Students are assessed on the following criteria based on an A – E scale:
1. FORMING – making and shaping drama
2. PRESENTING – performing drama
3. RESPONDING – written or spoken analysis of drama
<table>
<thead>
<tr>
<th><strong>Unit Title:</strong></th>
<th><strong>10DRA1: PHYSICALISING SHAKESPEARE AND IMPROVISATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria:</strong></td>
<td>Students are assessed on the following criteria based on an A – E scale: Forming, Presenting and Responding.</td>
</tr>
<tr>
<td><strong>Key Concepts:</strong></td>
<td>Students explore the use of the body as a tool in Theatre and storytelling. By using key concepts from <em>Viewpoints</em>, they are able to recreate stories using their body as they study Shakespeare and the Elizabethan period. Students also workshop the use the body to tell a story and convey emotion. A study of key techniques used in Drama including Improvisation and stage etiquette will also be explored. Students devise, script and present improvised drama. Students use drama terminology as they evaluate their own work and that of others and respond to live theatre.</td>
</tr>
</tbody>
</table>
| **Purpose:**    | • to develop communication and performance skills, social and interpersonal skills and foster self confidence  
|                 | • to develop an appreciation of drama as an art form especially in Improvisation, Physical Theatre and Shakespearean texts  
|                 | • to analyse and evaluate their own drama and the work of others  |
| **Overview of Activities:** | • workshops to develop performance skills  
|                 | • explore different aspects of Physical Theatre  
|                 | • workshop Physical Theatre techniques  
|                 | • to apply drama elements and conventions to structure scenes and scenarios  
|                 | • participate in a range of improvisations  
|                 | • devise and perform drama for a specific audience  
|                 | • respond to live theatre  
|                 | • investigate transforming written text to the stage  
|                 | • evaluate the effectiveness of various dramas  |
| **Assessment Strategies:** | A variety of assessment strategies will provide students with the opportunity to demonstrate progress. These could include:  
|                 | • Forming Tasks - role plays, improvisations and character work; script work  
|                 | • Presenting Tasks - small group devised work – rehearsed and polished  
|                 | • Responding Tasks - play reviews: play and character analysis either in the form of assignments or exams  |
| **Equipment:**  | A4 notebook or exercise book  
|                 | Access to basic costumes and props  
<p>|                 | Plain black T-Shirt and long pants (which allow movement) – these are referred to as Theatre Blacks |</p>
<table>
<thead>
<tr>
<th><strong>Unit Title:</strong> 10DRA2: DOCUMENTARY AND COLLAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria:</strong> Students are assessed on the following criteria based on an A – E scale. Forming, Presenting and Responding.</td>
</tr>
<tr>
<td><strong>Key Concepts:</strong> Within this unit, students explore the style of Documentary Drama and how it can change the perceptions and perspectives of the audience. The unit enables students to identify topics/issues relevant in today’s society and challenge expectations of the audience whilst teaching something about an issue. The students are able to collaborate and display the skills and techniques learnt throughout Junior Drama and create a performance of which they can be proud. Students will also be exposed to analytical expository writing in responding to Drama.</td>
</tr>
<tr>
<td><strong>Purpose:</strong> • to develop communication and performance skills, social and interpersonal skills and foster self confidence • to develop an appreciation of drama as an art form especially in Documentary Drama and it’s place in society • to identify and challenge issues relevant in the local and wider communities • to analyse and evaluate their own drama and the work of others</td>
</tr>
<tr>
<td><strong>Overview of Activities:</strong> • workshops to develop performance skills • apply drama elements and conventions to structure scenes and scenarios • participate in a range of improvisations and workshops • devise and perform drama for a specific audience • investigate transforming written text to the stage • creating and integrating a range of texts to create an interesting piece of theatre • evaluate the effectiveness of various dramas</td>
</tr>
<tr>
<td><strong>Assessment Strategies:</strong> A variety of assessment strategies will provide students with the opportunity to demonstrate their progress. These could include: • Forming Tasks - improvisation, role-play, devising scripts • Presenting Tasks - monologues and student-devised performance • Responding Tasks - analytical exposition</td>
</tr>
<tr>
<td><strong>Equipment:</strong> A4 notebook or exercise book Access to basic costumes or old clothes Plain black T-Shirt and long pants (which allow movement) – these are referred to as Theatre Blacks</td>
</tr>
</tbody>
</table>
ENGLISH

NATURE OF ENGLISH:
The Junior English course aims to expose students to a wide range of literary and non-literary styles of writing and speaking. Students interpret, create, evaluate, discuss and perform a variety of texts.

All units offered focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students will also participate in Readers’ Circles in Years 8, 9 and 10 - as part of the Junior English course.

CONTRIBUTION TO LIFELONG LEARNING:
The Junior English course recognises that the study of English helps to create confident communicators, imaginative thinkers and informed citizens. To become effective communicators in Australian society, secondary students need to learn to analyse, understand and communicate with and build relationships with others and with the world around them.

ASSESSMENT:
When assessing a student’s performance on assessment tasks, teachers use achievement standards to judge work. An achievement standard describes the quality of student learning, including the extent of their knowledge, the depth of their understanding and the sophistication of their skills.

All student work is assessed on an A-E scale.

COURSE PATHWAYS:

Year 8
The Year 8 English course is designed to develop skills in oral and written communication. The purpose of the English program is to give students an appreciation of the use of language in all forms and an understanding of how language can be used to further their experiences of life. Grammar, punctuation, spelling and the knowledge of text type structures will be enhanced through the drafting process. All students are required to purchase a Grammar workbook to gain knowledge and control over the mechanics of writing. Readers’ Circles are designed to encourage further reading for relaxation and enjoyment.

Year 9
Year 9 English is organised so that students can mature in their application and knowledge of the English language. This means that students will revise prior learning as well as extend their knowledge and understanding of how language works in preparation for senior English studies. The course has been designed to heighten awareness of the constructed nature of all texts and the ways writers and shapers use textual resources to influence readers and viewers in particular ways. Grammar, punctuation, spelling and the knowledge of text type structures will be enhanced through the drafting process. All students are required to purchase a Grammar workbook to gain knowledge and control over the mechanics of writing. A Readers’ Circle unit is included in the course in order to encourage further reading for relaxation and enjoyment.

Year 10
This interesting and challenging course is intended to cover skills required to communicate effectively in every aspect of the student's schooling. It is also intended to provide an enjoyable and relevant bridge between the introductory Year 8 and 9 courses and the rigours of the senior courses which lie ahead. Grammar, punctuation, spelling and the knowledge of text type structures will be enhanced through the drafting process. All students are required to purchase a Grammar workbook for use in Year 10. As in Year 9, a Readers’ Circle unit is included in the course in order to encourage further reading for relaxation and enjoyment.
<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>10ENG1 – Behind the Story</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Concepts:</strong></td>
<td>Students will continue to explore the narrative genre and examine the elements of a novel. Students will be exposed to film as text and will compare a novel with the film. A brief exploration of cinematography will be covered.</td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>Visual texts such as film use a variety of textual features to compose narratives and this study of film will empower students to be able to critically evaluate and construct language used in this form. Students will understand that films, as stories, are a way of promoting particular behaviours, values and beliefs. Films are not reality - they are carefully crafted through a process of selection, omission and emphasis by people with their own sets of knowledge, values and beliefs (positioning) for specific target audiences. Students will study a classic novel in-depth and through an examination of the role of the setting and plot in developing themes and issues and the importance of character development and novel structure they will come to an understanding of the modern day relevance of classics.</td>
</tr>
<tr>
<td><strong>Overview of Activities:</strong></td>
<td>Students will learn to critically analyse visual texts and the socio-cultural contexts surrounding them. The skills of visual literacy will be developed through the exploration of film codes and conventions. They will also come to learn how classic literature enriches our knowledge of the societies in which it was written and helps us to understand our own lives and society.</td>
</tr>
</tbody>
</table>
| **Assessment Strategies:** | **Writing:** analytical essay in response to novel  
**Speaking:** film review - TV panel member |
| **Equipment:**      | A4 exercise book; dictionary; thesaurus; plastic pocket display folder; Grammar workbook (to be purchased from the College) |

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>10ENG2 The Power of the Pen</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Concepts:</strong></td>
<td>Students will examine the representation of truth versus reality through an exploration of reality TV and documentary. They will then be introduced to the life and times of Shakespeare and a study of either <em>The Merchant of Venice</em> OR <em>Romeo and Juliet</em> OR <em>Much Ado About Nothing</em>.</td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>Through a study of documentaries and reality television the students will come to an understanding of how the media uses texts to influence public opinion and responds to cultural trends. Term 4 further prepares the students for the rigours of senior English. They will see how Shakespeare contributed greatly to the richness of the English language we use today. They will investigate possible reasons for the ongoing popularity of Shakespeare’s works.</td>
</tr>
<tr>
<td><strong>Overview of Activities:</strong></td>
<td>Students will view and deconstruct a number of documentaries and reality television shows, identifying the representations of reality and exploring the persuasive techniques employed to achieve particular representations. Students will read and view a Shakespearean play, comparing film versions of the play or analysing a film version of the play with a modern film that uses the play’s storyline.</td>
</tr>
</tbody>
</table>
| **Assessment Strategies:** | **Writing:** exam: analytical response to play  
**Speaking:** persuasive speech (documentary) |
| **Equipment:**      | A4 exercise book; dictionary; thesaurus; plastic pocket display folder; Grammar workbook (to be purchased from the College) |
NATURE OF 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.

Year 8 French introduces students to the language and life of the French speaking community. 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. The units offered in Year 9 and 10 further develop the students’ skills in reading, writing, speaking and listening and deepen their understanding of the French and their culture.

In Years 9 and 10 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.

The students are issued with a workbook which includes many language learning activities and engage in many interesting internet and CD Rom activities.

CONTRIBUTION TO LIFELONG LEARNING:
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.

ASSESSMENT CRITERIA
A student’s work is assessed on the following criteria based on an A – E scale:
1. Reading
2. Writing
3. Speaking
4. Listening

COURSE PATHWAYS:
Year 8 08FRN1 – Bonjour - Term unit in Semester 1 or Semester 2

Year 9 09FRN1 Je me présente Semester 1
        09FRN2 C’est la vie Semester 2

Year 10 10FRN1 La France et les Français Semester 1
        10FRN2 Vive la France Semester 2
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>10FRN1 – La France et les Français</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Concepts:</strong></td>
<td>Topics covered include: household tasks; holiday plans; work and leisure activities. Students will learn about travelling in France. Students will learn about France, its regions and its people and links between France and Australia.</td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>This course aims to increase the students’ understanding of spoken French and become more fluent in speaking. The students’ ability to write and read French will be enhanced.</td>
</tr>
<tr>
<td><strong>Overview of Activities:</strong></td>
<td>The skills of reading, writing, speaking and listening are enhanced through: role play; singing; CD Rom activities; board games; watching TV programmes; reading – letters, newspaper articles, advertisements, public notices and recipes; writing reports and letters.</td>
</tr>
<tr>
<td><strong>Assessment Strategies:</strong></td>
<td>Assessment is continuous throughout the semester over the two strands of comprehending and composing.</td>
</tr>
<tr>
<td></td>
<td>• Role play</td>
</tr>
<tr>
<td></td>
<td>• Listening exercises</td>
</tr>
<tr>
<td></td>
<td>• Reading comprehension</td>
</tr>
<tr>
<td></td>
<td>• Writing exercises</td>
</tr>
<tr>
<td><strong>Equipment:</strong></td>
<td>64 page exercise book; English-French Dictionary; Plastic pocket display folder</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>10FRN2 – Vive la France</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Concepts:</strong></td>
<td>Topics covered include: talking about the weather; social activities; places around town; shopping and health. Students will learn about fashion in France and the French health system.</td>
</tr>
<tr>
<td><strong>Purpose:</strong></td>
<td>This course aims to enhance the students’ proficiency in the four skills of reading, writing, speaking and listening. They will thus be prepared for the rigors of senior French.</td>
</tr>
<tr>
<td><strong>Overview of Activities:</strong></td>
<td>The skills of reading, writing, speaking and listening are enhanced through: role play; singing; CD Rom activities; board games; watching TV programmes; reading – letters, newspaper articles, advertisements, public notices and recipes; writing reports and letters.</td>
</tr>
<tr>
<td><strong>Assessment Strategies:</strong></td>
<td>Assessment is continuous throughout the semester over the two strands of comprehending and composing.</td>
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<td></td>
<td>• Reading comprehension</td>
</tr>
<tr>
<td></td>
<td>• Writing exercises</td>
</tr>
<tr>
<td><strong>Equipment:</strong></td>
<td>64 page exercise book; English-French Dictionary; Plastic pocket display folder.</td>
</tr>
</tbody>
</table>
HEALTH AND PHYSICAL EDUCATION

NATURE OF 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.

CONTRIBUTION TO LIFELONG LEARNING:
The units of work contribute to the learners’ lifelong learning. It does this by engaging the learners in a range of activities that enables them to be quality producers, designers and creators, active investigators, effective communicators, leaders and collaborators and community contributors.

CRITERIA:
Yr 9
- Knowledge and Understanding
- Investigating and Planning
- Implementing and Applying
- Reflecting

Yr 10
- Acquiring
- Applying
- Evaluating

COURSE PATHWAYS:
In Year 8, all students study the Unit, 08HPE, in either Semester 1 or 2.

In Year 9, students can select the following units:

| Semester 1 | 09HPE1 | Safety First – Harm Minimisation |
| Semester 2 | 09HPE2 | Around the World |

In Year 10, students can select the following units.

| Semester 1 | 10HPE1 | The Human Body |
| Semester 2 | 10HPE2 | Sport is for everyone  AND 10HPE3 | Show me the money |

10HPE3 offered in Year 10 Semester 2 only provides transition to Senior Physical Education
### Unit Title: 10HPE1 - ‘The Human Body’

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>The purpose of this unit is to teach students the structure and functions of the human body as well as to develop their understanding of training the human body for improvements in fitness.</th>
</tr>
</thead>
</table>
| Criteria: | Acquiring  
Applying  
Evaluating |
| Key Concepts: | Muscles  
Bones  
Body structure  
Types of movement  
FITT Principle  
Training methods  
Basketball skills and strategies  
Futsal skills and strategies |
| Overview of Activities: | Identify major bones and muscles of the body  
Develop a training program  
Fitness testing  
Basketball – round robin  
Futsal – round robin |
| Assessment Strategies: | Written exam  
Practical performance |
| Equipment: | Sports uniform, water bottle, exercise book, text book  
**NB:** students are required to wear supportive cross trainers that are predominantly white in colour. Canvas shoes are not appropriate for physical activity. |

### Unit Title: 10HPE2 - ‘Sport is for Everyone’

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Students will study the effect of sport on the world. They will identify major sporting events and evaluate the impact on athletes and spectators. They will study the factors that impact upon the choice of physical activity and the barriers many individuals and/or community groups face when it comes to participating in sport and physical activity.</th>
</tr>
</thead>
</table>
| Criteria: | Acquiring  
Applying  
Evaluating |
| Key Concepts: | Factors affecting participation  
Globalisation of sport  
Commodification of sport  
Major sporting events  
T-ball  
Sports Aerobics  
Cricket |
| Overview of Activities: | Identifying major sporting events and evaluating their effect on society  
Identifying barriers to participation through surveys  
Group work  
Class discussions  
T-ball  
Sports Aerobics |
| Assessment Strategies: | Multimodal presentation  
Written report  
Practical performance |
| Equipment: | Sports uniform, water bottle, exercise book, text book  
**NB:** students are required to wear supportive cross trainers that are predominantly white in colour. Canvas shoes are not appropriate for physical activity. |
<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>10HPE3 - ‘Show Me The Money’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong></td>
<td>This unit takes students through the types of skills that they develop and shows them the developmental process involved in learning these skills. The unit also introduces students to the concept of sport as a business.</td>
</tr>
</tbody>
</table>
| **Criteria:**       | Acquiring  
|                     | Applying  
|                     | Evaluating |
| **Key Concepts:**   | Characteristics of learners  
|                     | Types of skills  
|                     | Levels of skill acquisition |
| **Overview of Activities:** | Evaluating physical performance  
|                     | Identify personal level of skill  
|                     | Persuasive argument: sport as a business  
|                     | Evaluating newspaper articles  
|                     | Basketball – round robin  
|                     | Futsal – round robin |
| **Assessment Strategies:** | Written report  
|                     | Persuasive speech  
|                     | Practical performance |
| **Equipment:**      | Sports uniform, water bottle, exercise book, text book  
|                     | **NB:** students are required to wear supportive cross trainers that are predominantly white in colour. Canvas shoes are not appropriate for physical activity. |
HOME ECONOMICS

NATURE OF HOME ECONOMICS:
The central focus of Home Economics is the well being 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.

CONTRIBUTION TO LIFELONG LEARNING:
The units of work contribute to the learners’ life long learning. It does this by engaging the learners in a range of activities that enables them to be quality producers, designers and creators, active investigators, effective communicators, leaders and collaborators and community contributors.

CRITERIA FOR ASSESSMENT:
1. Knowledge and Understanding
2. Reasoning Processes
3. Practical Performance

COURSE PATHWAYS:
Home Economics is broken into two modules – Food Technology and Textiles
Students may study a combination of both Food Technology and Textiles subjects at the same time.

All units are discrete. Therefore it is not necessary to have completed units in the order shown or all units shown. It is also possible to choose both food and textile units simultaneously.

FOOD TECHNOLOGY STRAND
In Year 8, all students study the Unit, 08FTEC, in either Semester 1 or 2.

In Year 9, students can select the following units:
- Semester 1: 09FTEC1
- Semester 2: 09FTEC2

In Year 10, students can select the following units.
- Semester 1: 10FTEC1
- Semester 2: 10FTEC2

TEXTILES STRAND
In Year 8, all students study the Unit, 08TEX, in either Semester 1 or 2.

In Year 9, students can select the following units:
- Semester 1: 09TEX1
- Semester 2: 09TEX2

In Year 10, students can select the following units.
- Semester 1: 10TEX1
- Semester 2: 10TEX2
### Unit Title: 10FTEC1 – “What’s That You’re Eating?”

#### Introduction:
This unit aims to develop and incorporate strategies supportive of eating behaviours, addressing current dietary trends. Students will investigate the influence and role of advertising on the eating habits and well-being of young children.

#### Dimension:
- Reasoning and Communicating Processes
- Practical Performance

#### Key Concepts:
- Nutritional needs of children
- Current eating trends of Australian children
- Influences on food consumption patterns
- Food advertising targeting children

#### Purpose:
- to develop and incorporate strategies supportive of healthy eating behaviours addressing current trends and influences
- to collect information regarding the incidence and type of food advertising targeting children. Then critically analyse the effects of this advertising and propose action to address the issue.

#### Overview of Activities:
- Practical Cookery
- Evaluation of influences on food choices
- Research food advertising
- Evaluating food products advertised
- Interpreting food labels
- Planning and implementing strategies

#### Assessment Strategies:
- Research assessment on food advertising
- Practical performance task

#### Equipment:
Exercise book, ingredients for practical lessons (list supplied at start of semester).

### Unit Title: 10FTEC2 – “Food for the Good of the Planet”

#### Introduction:
This unit aims to develop knowledge, skills and processes to promote health and well-being within the community. This unit investigates lifestyle issues, nutritional principles, food selection and labelling and packaging of food to promote good health.

#### Dimension:
- Knowledge and Understanding
- Practical Performance

#### Key Concepts:
- Health and nutritional principles
- Food labelling and packaging
- Health resources including food and nutrition models and nutritional analysis software
- Analysis of food products
- Food production
- Lifestyle and health issues

#### Purpose:
To create awareness of the impact of food on the health and well-being of individuals. It is intended to empower students to critically analyse their food choices in an attempt to improve the current health status.

#### Overview of Activities:
- Practical cookery
- Gather data on health issues
- Analyse food products
- Make suitable food choices for health issues
- Trial food products
- Evaluating and Reflecting

#### Assessment Strategies:
- Supervised written assessment (test)
- Practical performance task

#### Equipment:
Exercise book, ingredients for practical lessons (list supplied at start of semester).
<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>10TEX1 – “The Business of Textiles”</th>
</tr>
</thead>
</table>
| Dimension: | • Knowledge and Understanding  
• Practical Performance |
| Key Concepts: | • Consumer textiles  
• Advertising influences on consumer choices  
• Technology practices – generating ideas, producing items, evaluating items.  
• Time management |
| Purpose: | • to further develop practical skill level  
• to investigate the link between advertising and textile products  
• to satisfy a given design brief by collecting information relevant to a given design task, developing ideas, suggesting possible solutions and proposals, constructing chosen design (prac work) and evaluating end product in terms of its suitability and quality |
| Overview of Activities: | • Practical Sewing tasks – simple and complex  
• Consumer textiles investigation  
• Critical analysis  
• Interpreting pattern instructions  
• Time management |
| Assessment Strategies: | Supervised written assessment (test)  
Practical performance (teddy bear, fashion clothing item) |

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>10TEX2 – “Design by Design”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction:</td>
<td>“Design by Design” is a unit that would be beneficial to students continuing Home Economics as a senior subject, and those students planning to finish Home Economics study at the end of junior school. This unit develops skills and knowledge, related to textiles, which could be useful for either career or leisure activities. Students will complete varied tasks in this unit including the development of a journal to aid designing, creating and decision making in a textile context. This unit is designed to further develop time management, decision making, and practical skills of students. A written test which assesses knowledge and understanding of the concepts covered in the unit will also be completed. The style of assessment in this unit is similar to the style of assessment in senior Home Economics and SO aids in the student's transition from junior to senior Home Economics.</td>
</tr>
</tbody>
</table>
| Dimension: | • Knowledge and understanding  
• Practical Performance |
| Key Concepts: | • Interpreting instructions  
• Technology Practice - generating ideas, producing items, evaluating items  
• Time management  
• Terminology specific to textiles design |
| Purpose: | • to further develop practical skill level  
• to satisfy a given design brief by collecting information relevant to a given case study, developing ideas, suggesting possible solutions and proposals, constructing chosen design (prac work), and evaluating end product in terms of its suitability and quality |
| Overview of Activities: | • Practical Sewing tasks - simple and complex skills  
• Time management  
• Planning  
• Design, make and evaluate |
| Assessment Strategies: | Supervised written assessment (test)  
Practical performance (pyjamas, holiday clothing item) + journal |
NATURE OF MATHEMATICS:
Students’ mathematical learning develops through understanding the importance of:
- number concepts, addition and subtraction, multiplication and division;
- the development of algebraic thinking and notation;
- measurement concepts including time, mass, length, area and volume;
- the concepts related to chance and data;
- position, direction and movement, and shape; and their application to problem situations and life experiences.

CONTRIBUTION TO LIFELONG LEARNING:
In the Mathematics Learning Area, students develop the knowledge, procedures, strategies, skills and attitudes so that they can:
- understand the nature of mathematics as a dynamic human endeavour, its history, its relationship with other human endeavours, and its contribution to society;
- understand that mathematical knowledge has been organised into a number of interconnected strands, characterised by a set of underlying properties and principles;
- use the practices and dispositions of thinking and working mathematically in all of the strands of mathematics;
- apply critical thinking and reasoning in life experiences and utilise appropriate strategies for mathematical investigation;
- engage in mathematical problem solving and inquiry and exhibit inventiveness and creativity and a positive disposition toward the use of mathematics;
- communicate clearly about mathematics using its precise language and symbol system;
- reflect on and evaluate their own mathematical learning and make informed decisions about future learning pathways;
- transfer learning in the mathematics key learning area to their personal and working lives.

STRANDS:
The strands and topics of the mathematics key learning area are:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Numeracy</td>
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<td></td>
<td>Rates and Rations</td>
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<td>Percentage and Finance</td>
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<td>Algebra</td>
<td>Index Laws</td>
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<td>Expanding and Factorising</td>
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<td>Linear Functions</td>
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<td>Solving Equations</td>
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<td>Surds (Mathematics Course 2)</td>
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<tr>
<td>Measurement</td>
<td>Time, length, area and volume</td>
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<td></td>
<td>Trigonometry</td>
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<td>Earth Geometry</td>
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<td>Chance and Data</td>
<td>Probability and Statistics</td>
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<td>Space</td>
<td>Angles</td>
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<td></td>
<td>Congruency (Mathematics Course 2)</td>
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<td></td>
<td>Networks</td>
</tr>
</tbody>
</table>
COURSE PATHWAYS:

- Year 8 Semester 1: 08MAT1
- Year 8 Semester 2: 08MAT2
- Year 9 Semester 1: 09MAT1, 09MATC21
- Year 9 Semester 2: 09MAT2, 09MATC22
- Year 10 Semester 1: 10MAT1, 10MATC21
- Year 10 Semester 2: 10MAT2, 10MATC22
- Years 11 and 12: Mathematics A and Prevocational Mathematics

When choosing the unit of mathematics that students wish to undertake, they will need to carefully consider the following points:

- Carefully consider interests, abilities and future needs when selecting the mathematics unit always chooses a level that offers challenge and opportunity for success. The mathematics choice will affect options in mathematics in future semesters including choices in Years 11 and 12.

- Year 10 Mathematics has two courses, MAT and MATC2. MATC2, Mathematics course 2, is a course that operates at a high academic level.

- 10MAT is designed to help students make a more successful transition from Year 10 to Senior Mathematics A / Prevocational Mathematics.

- 10MATC2 is designed to help students make a more successful transition from Year 10 to Senior Mathematics B and Mathematics C.
<table>
<thead>
<tr>
<th><strong>Unit Title:</strong></th>
<th>10MAT1: Getting Ready for Maths A (Part 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics:</strong></td>
<td>Number, Space and Algebra</td>
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<tr>
<td><strong>Key Concepts:</strong></td>
<td>- Operations,</td>
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<td>- irrational numbers</td>
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<td>- alternate, co-interior and corresponding angles</td>
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<td>- scientific notation</td>
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<td>- plotting points and linear functions,</td>
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<td>- powers and index laws</td>
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<td>- binomial expansion</td>
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<td>- simple networks</td>
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<td>- applications of networks</td>
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<td><strong>Purpose:</strong></td>
<td>To develop, extend and consolidate</td>
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<td>mathematical knowledge, skills and</td>
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<td>understanding whereby building solid</td>
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<td>foundations for Mathematics A and</td>
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<td>Prevocational Mathematics.</td>
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<td><strong>Overview of</strong></td>
<td>Students will engage in a variety of</td>
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<td><strong>Activities:</strong></td>
<td>activities which may include: textbook</td>
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<td>exercises; worksheets; assignments;</td>
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<td>investigations; constructions and</td>
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<td>modelling; games and puzzles.</td>
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<td><strong>Assessment</strong></td>
<td>The assessment program will consist of a</td>
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<td><strong>Strategies:</strong></td>
<td>variety of tasks that may include tests,</td>
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<td>assignments, investigations, homework</td>
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<td>tasks or in class activities.</td>
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<td><strong>Equipment:</strong></td>
<td>Students will be assessed using three</td>
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<td>criteria – Knowledge and Procedures,</td>
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<td>Modelling and Problem Solving, and</td>
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<td>Communication and Justification.</td>
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<td>Scientific calculator, ruler, Kent set,</td>
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<td>360° protractor, 2 A4 exercise books, grid</td>
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<tr>
<td>Unit Title: 10MATC21: Getting Ready for Maths B (Part 1)</td>
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<tr>
<td><strong>Topics:</strong> Number, space and algebra</td>
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<td><strong>Key Concepts:</strong></td>
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<td>- Operations,</td>
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<td>- simplifying and rationalising surds</td>
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<td>- applications of networks</td>
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<td>- percentage increase and decrease</td>
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<td>- solving equations</td>
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<td>- linear equations</td>
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<td>- applications of linear equations</td>
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<tr>
<td><strong>Purpose:</strong> To develop and extend mathematical knowledge, skills and understanding whereby building solid foundations for Mathematics B and Mathematics C.</td>
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<tr>
<td><strong>Overview of Activities:</strong> Students will engage in a variety of activities which may include: textbook exercises; worksheets; assignments; investigations; constructions and modelling; games and puzzles.</td>
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<tr>
<td><strong>Assessment Strategies:</strong> The assessment program will consist of a variety of tasks that may include tests, assignments, investigations, homework tasks or in class activities. Students will be assessed using three criteria – Knowledge and Procedures, Modelling and Problem Solving, and Communication and Justification.</td>
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<tr>
<td><strong>Equipment:</strong> Scientific calculator, ruler, Kent set, 360° protractor, 2 A4 exercise books, grid book (Students will also have access to graphic calculators at various times throughout this unit.)</td>
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<tr>
<td>Unit Title:</td>
<td>10MAT2: Getting Ready for Maths A (Part 2)</td>
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<td>Topics:</td>
<td>Algebra, Space, Measurement, Number, and Chance and Data</td>
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<tr>
<td>Key Concepts:</td>
<td>- Mass</td>
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<td>- Circumference</td>
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<td>- collecting data</td>
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<td>- graphing data</td>
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<td>- probability models</td>
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<td>- complementary and compound events</td>
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<td>- transposing and evaluation with formula</td>
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<td>- percentages to fractions and decimals</td>
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<td>- depreciation and appreciation</td>
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<td>- pythagoras' theorem</td>
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<td>- frequency tables</td>
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<td>- mean, mode, median and range of grouped and ungrouped data</td>
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<td>- relative frequency and experimental probability</td>
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<td>- solving equations</td>
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<td>- bearings and direction</td>
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<td>- percentage increase and decrease</td>
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<td>- nets and surface area of prisms</td>
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<td>- area of shapes</td>
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<td>- volume of prisms</td>
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<td>- stem and leaf plots</td>
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<td>- comparative graphs and plots</td>
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<td>- theoretical probability</td>
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<td>- applications of linear equations</td>
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<td>- applications of trigonometry</td>
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<td>- simple and compound interest</td>
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<td>- profit, loss, discount, mark up and commission</td>
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<td></td>
<td>- gross and net pay</td>
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<tr>
<td>Purpose:</td>
<td>To develop, extend and consolidate mathematical knowledge, skills and understanding whereby building solid foundations for Mathematics A and Prevocational Mathematics.</td>
</tr>
<tr>
<td>Overview of Activities:</td>
<td>Students will engage in a variety of activities which may include: textbook exercises; worksheets; assignments; investigations; constructions and modelling; games and puzzles.</td>
</tr>
<tr>
<td>Assessment Strategies:</td>
<td>The assessment program will consist of a variety of tasks that may include tests, assignments, investigations, homework tasks or in class activities. Students will be assessed using three criteria – Knowledge and Procedures, Modelling and Problem Solving, and Communication and Justification.</td>
</tr>
<tr>
<td>Equipment:</td>
<td>Scientific calculator, ruler, Kent set, 360° protractor, 2 A4 exercise books, grid book</td>
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<tr>
<td>Unit Title:</td>
<td>10MATC22: Getting Ready for Maths B (Part 2)</td>
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<tr>
<td>Topics:</td>
<td>Measurement, Space, Chance and Data, Algebra</td>
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</tbody>
</table>
| Key Concepts: | - Mass  
|            | - Circumference  
|            | - time and world time zones  
|            | - collecting data  
|            | - graphing data  
|            | - probability models  
|            | - tree diagrams  
|            | - collecting and graphing data  
|            | - complementary and compound events  
|            | - difference of squares  
|            | - quadratic equations  
|            | - simultaneous solutions of linear equations  
|            | - percentages to fractions and decimals  
|            | - depreciation and appreciation  
|            | - Length  
|            | - Perimeter  
|            | - Pythagoras’ theorem  
|            | - trigonometric ratios  
|            | - applications of trigonometry  
|            | - frequency tables  
|            | - mean, mode, median and range of grouped and ungrouped data  
|            | - relative frequency and experimental probability  
|            | - expanding and factorising  
|            | - solving equations and inequations  
|            | - bearings and direction  
|            | - percentage increase and decrease  
|            | - nets and surface area of prisms  
|            | - area of shapes  
|            | - volume of prisms  
|            | - bearings and direction  
|            | - stem and leaf plots  
|            | - comparative graphs and plots  
|            | - theoretical probability  
|            | - comparative graphs and plots  
|            | - applications of linear equations  
|            | - applications of trigonometry  
|            | - binomial expansion  
|            | - simple and compound interest  
|            | - profit, loss, discount, mark up and commission  
|            | - gross and net pay  

| Purpose: | To develop and extend mathematical knowledge, skills and understanding whereby building solid foundations for Mathematics B and Mathematics C. |
| Overview of Activities: | Students will engage in a variety of activities which may include: textbook exercises; worksheets; assignments; investigations; constructions and modelling; games and puzzles. |
| Assessment Strategies: | The assessment program will consist of a variety of tasks that may include tests, assignments, investigations, homework tasks or in class activities. Students will be assessed using three criteria – Knowledge and Procedures, Modelling and Problem Solving, and Communication and Justification. |
| Equipment: | Scientific calculator, ruler, Kent set, 360° protractor, 2 A4 exercise books, grid book (Students will also have access to graphic calculators at various times throughout this unit.) |
RELIGIOUS EDUCATION

NATURE OF RELIGIOUS EDUCATION:
Religious Education is at the heart of our College curriculum. It aims to develop students’ religious literacy in the Catholic tradition so that they may participate as active lifelong learners within both church and social contexts. It links directly to our Brisbane Catholic Education vision: to teach, challenge, transform.

CONTRIBUTION TO LIFELONG LEARNING:
Religious Education aims to lead students to become reflective, self-directed learners. It incorporates and values the skills of investigation, collaboration, contribution, production, communication and creation.

STRANDS:
The strands in Religious Education:
  Scripture
  Beliefs
  Morality
  Celebration and Prayer

COURSE PATHWAYS:
There is a compulsory course in each semester of Years 8, 9 and 10. The sequence of units is:

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Semester 1</th>
<th>10RE1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 2</td>
<td>10RE2</td>
</tr>
</tbody>
</table>

Students moving into the senior school can elect to study the authority course ‘Study of Religion’ or the authority-registered course ‘Religion and Ethics’
### Unit Title: 10RE1 – Spirituality and the Christian tradition / Moral Issues

**Strands:** Beliefs  
Morality

**Key Concepts:**  
- Lives of the Saints  
- Spiritual traditions in the Church  
- Spiritual Renewal  
- Forms of spirituality  
- Values, ethics, conscience, morality  
- Religious frameworks  
- Morality in context

**Purpose:** This semester introduces students to the spiritual search in Christianity. Students examine different forms of spirituality and how they impact on prayer, ritual and Christian living. Students engage in discussion on contemporary moral issues and explore the Christian response to ethical issues.

**Overview of Activities:** Resource Centre research, Web research, analysis of printed texts.

**Assessment Strategies:** Research Essay, Media Review Task, Morality Exam.

**Equipment:** Bible, A4 exercise book

### Unit Title: 10RE2 – Interpreting the Bible / Religions of the World

**Strands and Levels:** Scripture  
Celebration and Prayer

**Key Concepts:**  
- Women in the Hebrew and Christian scriptures  
- Biblical interpretation and critical approaches  
  - Historical criticism  
  - Feminist criticism  
  - Source criticism  
- Biblical influence on the modern world  
- Respect of other traditions - “Nostra Aetate”  
- Rituals and Prayer from different spiritualities  
- Key Aspects of Major Religions (Buddhism, Christianity, Judaism, Hinduism, Islam)

**Purpose:** This unit is a preparatory unit for senior studies in Religion studies. It focuses on some of the topics that will be encountered in the senior courses. It engages students in tasks that demonstrate the rigour of senior studies.

**Overview of Activities:** Resource Centre research, Web research, analysis of printed articles and reference books, film/documentary viewing, excursion.

**Assessment Strategies:** Scripture Response Task, World Religions Multimodal Task

**Equipment:** Bible, A4 exercise book
SCIENCE

NATURE OF SCIENCE:
Humans are innately curious about their world. Science as a ‘way of knowing’ is 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.

CONTRIBUTION TO LIFELONG LEARNING:
Learners understand and use ideas of science in their everyday lives. They identify and solve problems and make decisions about the applications of science.

Students examine issues which are of increasing significance to society, such as sustainability, energy resources and technological advancement.

Learners generate new ways of viewing or resolving scientific problems and offer a range of possible solutions. They initiate inquiries and propose hypotheses whilst using a variety of information gathering techniques.

Learners compose and comprehend written, spoken and visual texts that convey information about science.

ESSENTIAL LEARNINGS:
- Natural and Processed Materials
- Earth and Beyond
- Life and Living
- Energy and Change
- Science as a Human Endeavour

COURSE PATHWAYS:
In Year 10, students can select the following units.

Semester 1
10SCI1 - The Senior World of Science

Semester 2
10SCI2 - Science and Everyday life  OR  
10SCI3 - Getting Ready for Senior Science
10SCI4 - Investigating Science (OPTIONAL EXTENSION SUBJECT)

10SCI3 and 10SCI4 - provides transition to Biology, Chemistry and Physics.

Please Note:
Students have the option of not undertaking a science subject in second semester Year 10.

If students decide to study 10SCI4 they must also study 10SCI3 in Semester 2.
### Unit Title: 10SCI1 – The Senior World of Science

**Introduction:**
This subject introduces students to the various branches of science and begins the preparation for the study of science in the senior school. With Senior Science concepts central students are provided with the opportunity to develop the knowledge needed for their future role in society and to extend their understanding of the world around them.

**Key Concepts:**
An overview of the concepts studied in the senior school subjects - Biology, Chemistry and Physics. Particular focus is:

- **Biology**
  - Reproduction
  - Reproductive Technologies
- **Chemistry**
  - Chemical Bonding
  - Chemical Reactions
  - Solubility
  - Acids and Bases

- **Physics**
  - Forces & Motion
  - Energy

**Purpose:**
To increase students’ awareness of concepts involved in the different branches of science and introduce criteria-based assessment as used in the senior sciences. Study will centre on contexts which will increase general knowledge and extend skills.

**Overview of Activities:**
- Class activities
- Group work
- Research
- Experimental work and investigation

**Assessment Strategies:**
Current senior syllabus assessment strategies and criteria for each branch of science:
- Biology: *Extended Response Tasks, Written Tasks, (Extended) Experimental Investigations.*

**Equipment:**
A4 exercise book, glue stick, ruler, pencils, coloured pencils, eraser, calculator

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### Unit Title: 10SCI2 Science and Everyday Life

**Introduction:**
This subject gives students the opportunity to further their knowledge of scientific concepts in relation to the world we live in. This subject is offered for students who wish to study a life-related science course in Yr 10. It does not provide the knowledge and skills to study a senior science subject.

**Key Concepts:**
The key concepts studied by students will be decided by the teacher in consultation with their students at the start of the course. These concepts will be based around issues of today’s society and the student’s interests in the three branches of science (Biology, Chemistry and Physics). Here is an example:

- **Chemistry:**
  - Properties of materials
  - Cosmetics
- **Physics:**
  - Car physics
  - The physics of forensics
- **Biology:**
  - Biodiversity
  - Emerging diseases
  - Stem cell technology

**Purpose:**
To consolidate student’s knowledge of the major branches of science, and appreciate its relevance to society.

**Overview of Activities:**
- Varied class activities including group work
- Library research
- Practical investigations and experiments

**Assessment Strategies:**
Current senior syllabus assessment strategies and criteria for each branch of science: *Biology: Extended Response Tasks, Written Tasks, (Extended) Experimental Investigations.*

**Equipment:**
A4 exercise book, glue stick, ruler, pencils, coloured pencils, eraser, calculator
**Unit Title:** 10SCI3 Getting Ready for Senior Science

**Introduction:** This subject is offered in semester two Year 10 in preparation for the study of the senior sciences. Students will be encouraged to take their understanding of the world around them to a greater depth, and will be prepared for the assessment styles used in Years 11 and 12.

**Key Concepts:** Further study of the concepts studied in the senior school Science subjects Biology, Chemistry and Physics is covered. In particular, the focus will be:

- **Chemistry**
  - Chemical changes
  - Types of reactions
  - Balancing equations
- **Physics**
  - Waves Sound
  - Satellite and mobile phone communication
- **Biology**
  - Nervous System
  - Endocrine System

**Purpose:** To develop and extend students’ knowledge in Biology, Chemistry and Physics, and introduce the assessment instruments and criteria used in the senior sciences.

**Overview of Activities:**
- Varied class activities including group work
- Library research
- Use of scientific apparatus and technology
- Experimental work and investigation

**Assessment Strategies:** Current senior syllabus assessment strategies and criteria for each branch of science:
- **Biology:** Extended Response Tasks, Written Tasks, (Extended) Experimental Investigations.
- **Chemistry & Physics:** Supervised Assessments, (Extended) Experimental Investigations, Extended Response Tasks.

**Equipment:** A4 exercise book, glue stick, ruler, pencils, coloured pencils, eraser, calculator, A4 2mm graph book.
<table>
<thead>
<tr>
<th><strong>Unit Title:</strong></th>
<th><strong>10SCI4 Investigating Science</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong></td>
<td>A science <em>extension</em> subject designed to be studied in conjunction with 10SCI3. Students will participate in open-ended investigations and explore the use of technology in science. Students will gain an appreciation of the processes which “real-world” sciences undertake to examine aspects of the world in which we live.</td>
</tr>
<tr>
<td><strong>Key Concepts:</strong></td>
<td>A range of scientific concepts will be covered, depending on the choice of investigations undertaken by students. These may come from various branches of science, such as Physics, Chemistry, Biology, Earth Science, Environmental Science. By conducting investigations, students will further their knowledge and gain experimental skills relevant to the senior sciences (Physics, Biology and Chemistry). Report-writing and general research skills will also enhance their research and writing skills encountered in other subject areas.</td>
</tr>
</tbody>
</table>
| **Purpose:** | • To develop students’ ability to undertake open-ended scientific investigations appropriate to their level of knowledge and understanding  
• To introduce the use of technology in scientific investigation – particularly the use of data loggers and relevant computer packages for collecting and analysing data  
• To see the relationships between branches of science, and how mathematical and technological skills are relevant to experimental scientific research |
| **Overview of Activities:** | • Investigation of current scientific research through examining articles in science journals.  
• Directed experiments designed to develop skills in collecting and analysing data.  
• Carry out an experimental investigation. These will be undertaken in groups of two or three students.  
• Relevant background research will be performed through the use of library and internet resources.  
• Students will produce their own individual report of their findings which result from their investigations.  
• It is expected that students will be likely to complete investigations in TWO different areas over the course of the semester, although this will depend on the depth and breadth of the work undertaken. Some flexibility in this is possible, depending on the teachers’ discretion.  
• There is some possibility that students’ research may enable them to enter Science/Technology competitions, if desired. |
| **Assessment Strategies:** | Submission of individual reports based on students’ research, following current senior syllabus assessment strategies. |
| **Equipment:** | A4 exercise book, glue stick, ruler, pencils, coloured pencils, eraser, scientific calculator and A4 2mm graph book. |
NATURE OF SOCIETY AND ENVIRONMENT:
The subject, Study of Society and Environment (SOSE), centres on human fascination with the way people interact with each other and with their environments. The subject SOSE could be divided into 3 broad branches of learning: History, Geography and Civics & Citizenship. The key values of Society and Environment are:
- democratic process
- social justice
- ecological and economic sustainability
- peace

CONTRIBUTION TO LIFELONG LEARNING:
The subject of Society and Environment makes a unique contribution to lifelong learning by cultivating habits of mind and dispositions that facilitate the development of these valued attributes:
- a knowledgeable person with deep understanding
- a complex thinker
- a creative person
- an active investigator
- an effective communicator
- a participant in an interdependent world
- a reflective and self-directed learner

CRITERIA:
Students are assessed on the following Criteria based on an A-E scale:
- Knowledge & Understanding
- Investigating & Decision-Making Processes
- Communication

COURSE PATHWAYS:
In Years 9 and 10, students must complete 3 out of the 4 semesters studying SOSE, although it is recommended that if a student is interested in doing a Senior Social Science, they study four semesters of SOSE.

Students may choose to study the following units:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>10GEO1</th>
<th>Billabong, Bali and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10HIS1</td>
<td>Rights and Freedoms</td>
</tr>
<tr>
<td>Semester 2</td>
<td>10SOSE1</td>
<td>Courage and Conviction</td>
</tr>
<tr>
<td></td>
<td>10HIS2</td>
<td>Bombs and Bikinis</td>
</tr>
</tbody>
</table>

In Year 10, the Semester 2 units are designed in preparation for Senior Social Sciences. “Courage and Conviction” has a Legal Studies focus and “Bombs and Bikinis” has a Modern History focus.

SOSE subjects lend themselves to the Social Science subjects offered in Years 11 and 12 such as: Authority subjects Legal Studies, Modern History, Geography and Authority-registered subject Tourism.
<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>10GEO1 – Billabong, Bali and Beyond</th>
</tr>
</thead>
</table>
| Criteria: | Knowledge and Understanding  
Investigation, Participation and Reflection  
Communication |
| Key Concepts: | Unit One begins with an outline on a range of geographical issues affecting Australian environments. The following focus is on ‘Coastal Management, students investigate in relation to the nature of the issue, the impacts and the responses of individuals, groups and governments.  
Unit Two focuses on ‘Australia’s Place in the Asia-Pacific Region’. Through a geographical inquiry approach, students develop the abilities to investigate a range of topics related to the environmental, social, cultural and economic characteristics of selected countries in the Asia-Pacific Region. The latter part of the unit focuses on ‘Bali’ where students challenge their ability to analyse and assess geographical data to form their own knowledge and understanding of the environmental, social, cultural and economic characteristics of Bali. |
| Purpose: | • To gain an understanding of diverse cultures and histories of the Australia-Pacific region  
• To understand the various definitions of global and regional citizenship  
• To understand natural processes and human-environment problems of the Australia-Pacific region  
• To understand economic and government systems |
| Overview of Activities: | • Various written and non-written tasks  
• Participating in Role plays and dramatic activities  
• Analysing primary and secondary sources  
• Participating in Fieldwork activities  
• Using technology to research and to present findings |
| Assessable elements: | A variety of assessment strategies will be used to cater for students’ diverse backgrounds, learning styles and needs to demonstrate progress in Knowledge and Understanding, Investigating, Communicating, Participating and Reflecting. These could include: observations; conferencing; portfolios; writing and work samples; performances; demonstrations and exhibitions; fieldwork as well as assignments and tests.  
Assessment Tasks:  
i) Written Research Task (Coastal Management - Caloundra)  
ii) Non-Written Presentation (Australia’s Place in the Asia-Pacific Region)  
iii) Short Response Test (Case Study: Bali – Skills) |
| Equipment: | A4 notebook or Exercise Book, Colouring pencils, Biro, ruler, pencil, headphones. |
| Texts: | SOSE for Queensland 3 – Jacaranda |
### Unit Title:
10HIS1 – Rights and Freedoms (1945 – the present)

### Criteria:
- Knowledge and Understanding
- Investigation, Participation and Reflection
- Communication

### Key Concepts:
Students investigate struggles for human rights. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

- The origins and significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration
- Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations
- The US civil rights movement and its influence on Australia
- The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology
- Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle

### Purpose:
- To gain an understanding of diverse cultures and histories of Australia’s heritage
- To understand the various definitions of citizenship
- To examine the images of Australia
- To understand natural processes operating with human activities
- To understand economic and government systems
- To understand the role of individual and group action within a democracy

### Overview of Activities:
- Various written and non-written tasks
- Participating in role plays and dramatic activities
- Analysing primary and secondary sources
- Using technology to inquire and to present findings

### Assessable elements:
A variety of assessment strategies will be used to cater for students’ diverse backgrounds, learning styles and needs to demonstrate progress in Knowledge and Understanding, Investigating, Communicating, Participating and Reflecting. These could include: observations; conferencing; portfolios; writing and work samples; performances; demonstrations and exhibitions; as well as assignments and tests.

Assessment Tasks:
1. Short Response Test
2. Written Inquiry Task
3. Extended Response in Exam block

Students are assessed on Criteria based on an A to E scale.

### Equipment:
- A4 notebook or exercise book, colouring pencils, biro, ruler, pencil.

### Texts:
- Jacaranda SOSE 3
<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>10SOSE2 - Courage and Conviction</th>
</tr>
</thead>
</table>
| Criteria: | Knowledge and Understanding  
Investigation, Participation and Reflection  
Communication |
| Key Concepts: | This module begins by exploring how the law has developed and is changing over time. Students examine the changes in law and explore issues around what makes law effective in meeting the needs of stakeholders. They examine Aboriginal customary law and the place it has played in the past and how it could be used today. Students are challenged to consider their ideas, values and attitudes as they learn about the process for law reform. An examination of the rights and responsibilities of youth occurs and students have to examine the effectiveness of the current Juvenile Justice Act in QLD. Students have to examine the issues, consider the needs of stakeholders and come to justified conclusions. |
| Purpose: | • To gain an understanding of the general nature, functions, systems, processes and institutions of domestic law  
• To gain an understanding of the operation and dimensions of the Australian legal systems and the importance of the rule of law  
• To gain an understanding of the legal system and its effectiveness in promoting a just and fair society.  
• To gain an understanding of how changes in societies influence change and reform in the law  
• To empower students to participate effectively as citizens |
| Overview of Activities: | • Various written and non-written tasks  
• Participating in role plays and dramatic activities  
• Analysing primary and secondary sources  
• Participating in fieldwork activities  
• Completing research in the library  
• Using technology to research and to present findings |
| Assessable elements: | A variety of assessment strategies will be used to cater for students’ diverse backgrounds, learning styles and needs to demonstrate progress in Knowledge and Understanding, Investigating, Communicating, Participating and Reflecting. These could include: observations; conferencing; portfolios; writing and work samples; performances; demonstrations and exhibitions; as well as assignments and tests.  
Assessment Tasks:  
   i) Written Research Task  
   ii) Short Response Test  
   iii) Essay – Exam Block |
<p>| Equipment: | A4 notebook or exercise book, colouring pencils, biro, ruler, pencil, headphones. |
| Texts: | SOSE 3 Jacaranda (Class Set) |</p>
<table>
<thead>
<tr>
<th><strong>Unit Title:</strong></th>
<th>10HIS2 Bombs and Bikinis</th>
</tr>
</thead>
</table>
| **Criteria:**  | Knowledge and Understanding  
Investigation, Participation and Reflection  
Communication |
| **Key Concepts:** | *This unit is focused upon the impact of World War II on Australia and Australian cultural development in the Twentieth Century.*  
**Depth Study 1** - An overview of the causes and course of World War II  
- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb  
- The experiences of Australians during World War II (such as Prisoners of War, the Battle of Britain, Kokoda, the Fall of Singapore)  
- The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship)  
- The significance of World War II to Australia’s international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia.  
**Depth Study 2** - The nature of popular culture in Australia at the end of World War II, including music, film and sport  
- Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock ‘n’ roll  
- The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan)  
- Australia’s contribution to international popular culture (music, film, television, sport) & changing beliefs and values that have influenced the Australian way of life |
| **Purpose:** | To gain an understanding of the role war has played in history  
To examine the by-products of war  
To understand the impact of international events on Australia’s history and Australia’s contribution to world affairs.  
To understand how people in the past were influenced by different values, attitudes and motives.  
To understand the social, political and cultural developments and events and evaluate their impact on Australian life |
| **Overview of Activities:** | Various written and non-written tasks  
Mapping skills – knowledge of countries in the world  
Analysing historical sources  
Historical research  
Using technology to inquire and present findings |
| **Assessable elements:** | A variety of assessment strategies will be used to cater for students’ diverse backgrounds, learning styles and needs to demonstrate progress in Knowledge and Understanding, Investigating, Communicating, Participating and Reflecting. These could include: observations; conferencing; portfolios; writing and work samples; performances; demonstrations and exhibitions; as well as assignments and tests.  
**Assessment Tasks:**  
i. Short Response Test  
ii. Written Presentation  
iii. Extended Written Response (Exam Block) |
| **Equipment:** | 2 A4 notebooks, colouring pencils, biro, ruler, pencil. |
| **Texts:** | SOSE for Queensland 2-4. |
NATURE OF 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 explore a variety of art 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.

CONTRIBUTION TO LIFELONG LEARNING:

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 to:

- make, display and appraise art works competently,
- express ideas, feelings and experiences,
- communicate with an audience using the forms and processes of visual arts,
- understand, evaluate and appreciate the impact of art work in constructing meaning,
- respect and value cultural diversity,
- understand that learning in the visual arts is transferable to personal and working lives.

COURSE PATHWAY:

YEAR 8 - 08VAR1 - Dragon Dreams

YEAR 9
Semester 1 - 09VAR1 - Going Bush & Living in a Material World
Semester 2 – 09VAR2 - Artists’ Books & Design for the Body

YEAR 10
Semester 1 – 10VAR1 - Looking In, Looking Out & The Object of My Obsession
Semester 2 – 10VAR2 - Virtual Visitor & Community Art

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.
<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>10 VAR1 Looking In and Looking Out / The Object of My Obsession</th>
</tr>
</thead>
</table>
| Criteria:  | The students will be assessed on the following criteria based on an A - E scale:  
|            | - Knowledge and Understanding  
|            | - Creating  
|            | - Presenting  
|            | - Responding  
|            | - Reflecting |
| Key Concepts: | Term One: Looking In and Looking Out  
The context for learning in this module is the student, focusing on individual, physical, emotional or spiritual qualities and characteristics that make each student unique.  
Term Two: The Object Of My Obsession  
The context for learning in this unit is the exploration of an image or object from everyday life. Students make, display and appraise images and objects based on their responses to the image or object. |
| Purpose: |  
|           | • to provide students with opportunities to make, display and appraise images and objects using themselves as the stimulus for ‘looking in and looking out’, looking around and about their lives  
|           | • to explore everyday objects and select one that will become the object of obsession  
|           | • to research and evaluate the works of visual artists who have used everyday or mundane objects as stimuli for artworks  
|           | • to devise new ways of representing physical, emotional and conceptual characteristics |
| Overview of Activities: |  
|           | • Research representations of the individual  
|           | • Explore two-dimensional and three-dimensional forms using a variety of materials and processes  
|           | • Construct informed responses to explorations and developments  
|           | • Problem solve to create individual or collaborative resolutions  
|           | • Research, analyse and evaluate work by artists in relation to the unit to inform the development of their own practice  
|           | • Design and create two-dimensional and three-dimensional representations of their objects  
|           | • Experiment with display and exhibition options focusing on increasing or changing the value of objects  
<p>|           | • Photograph and critique their artworks, develop ideas into another form of representation, for example: public display |
| Assessment Strategies: | Journal; process work; preliminary designs; folio of work; teacher-student consultation; focused analysis; teacher observation; peer and self assessment; reflective worksheets; exhibition or display of work; resolved pieces in relation to unit |
| Equipment: | A4 visual journal; 2B and 4B drawing pencils; coloured pencils; scissors; eraser; A4 display folder; a roll of paper towel. |</p>
<table>
<thead>
<tr>
<th><strong>Unit Title:</strong></th>
<th>10VAR2 Virtual Visitor / Community Art</th>
</tr>
</thead>
</table>
| **Criteria:** | The students will be assessed on the following criteria based on an A - E scale:  
|                | • Knowledge and Understanding  
|                | • Creating  
|                | • Presenting  
|                | • Responding  
|                | • Reflecting |
| **Key Concepts:** | **Term Three: Virtual Visitor**  
The context for learning in this unit is a hypothetical situation that is developed as the stimulus to engage students in researching past and present technologies and art works.  

**Term Four: Community Art**  
The context for learning in this unit is the purpose and function of art in public places. |
| **Purpose:** | • to actively engage students in the making of collaborative art for site specific locations and the appraising and displaying of public artworks  
|                | • to actively engage students in making, displaying and appraising images and objects from the past, present and future contexts as virtual visitors at a hypothetical conference |
| **Overview of Activities:** | • Explore the role of public art and the main stakeholders involved  
|                | • Analyse the purpose and function of specific artworks  
|                | • Make collaborative artworks for the College  
|                | • Evaluate the display options for their artworks  
|                | • Investigate cultural, social and historical perspectives in relation to images, symbols and signs  
|                | • Experiment with form, materials and processes to investigate ways image, symbols and words have been, are or will be made  
|                | • Design of a web site and construction of site if possible in relation to the unit |
| **Assessment Strategies:** | Journal; process work; preliminary designs; folio of work; teacher-student consultation; focused analysis; teacher observation; peer and self assessment; reflective worksheets; exhibition or display of work; resolved pieces in relation to unit; workshop or web site |
| **Equipment:** | A4 visual journal; 2B and 4B drawing pencils; coloured pencils; scissors; eraser; A4 display folder; a roll of paper towel. |
Subject Materials

Senior students are required to provide their own stationery and writing equipment. A College Planner will be issued, the cost of which is covered by levies. Some subjects have specific material requirements that students are required to purchase. These are listed below:

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Stationery and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>10BUS1 Exercise book</td>
</tr>
<tr>
<td></td>
<td>10BUS2 Exercise book / loose leaf paper; Calculator; 3 money-column Journal paper (loose leaf or book); T-Ledger paper (loose leaf or book)</td>
</tr>
<tr>
<td></td>
<td>10BUS3 A4 notebook or exercise book; Access to basic costumes or old clothes; Plain black T-Shirt and long pants (which allow movement) – these are referred to as Theatre Blacks</td>
</tr>
<tr>
<td>Drama</td>
<td>A4 exercise book; dictionary; thesaurus; plastic pocket display folder; Grammar workbook (to be purchased from the College)</td>
</tr>
<tr>
<td>English</td>
<td>64 page exercise book; English-French Dictionary; Plastic pocket display folder.</td>
</tr>
<tr>
<td>French</td>
<td>A4 notebook or exercise book, colouring pencils, biro, ruler, pencil.</td>
</tr>
<tr>
<td>Geography</td>
<td>A4 notebook or Exercise Book, Colouring pencils, Biro, ruler, pencil, headphones.</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Sports uniform, water bottle, exercise book, text book; NB: students are required to wear supportive cross trainers that are predominantly white in colour. Canvas shoes are not appropriate for physical activity.</td>
</tr>
<tr>
<td>History</td>
<td>A4 notebook or exercise book, colouring pencils, biro, ruler, pencil.</td>
</tr>
<tr>
<td>Information &amp; Technology</td>
<td>10ICT1 A4 display book; PCsimplicity Manual</td>
</tr>
<tr>
<td></td>
<td>10ICT2 A4 display book, USB drive, ear phones PCsimplicity Manual</td>
</tr>
<tr>
<td></td>
<td>10ICT3 A4 display book, Notebook; PCsimplicity manual</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Scientific calculator, ruler, Kent set, 360° protractor, 2 A4 exercise books, grid book</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Bible, A4 exercise book</td>
</tr>
<tr>
<td>Science</td>
<td>10ICT1 A4 notebook or exercise book, glue stick, ruler, pencils, coloured pencils, eraser, calculator</td>
</tr>
<tr>
<td>SOSE</td>
<td>A4 notebook or exercise book, colouring pencils, biro, ruler, pencil, headphones.</td>
</tr>
<tr>
<td>Visual Art</td>
<td>A4 visual journal; 2B and 4B drawing pencils: coloured pencils; scissors; eraser; A4 display folder; a roll of paper towel</td>
</tr>
</tbody>
</table>

All Subjects

Headphones for class use:

For health reasons, the College does not provide class sets of headphones for use by students. Students are to purchase their own headphones (available from stores such as Dick Smith Electronics, Kmart, Target) or bring in earphones from their Ipods/MP3 players when their teacher indicates that they will be needed. It is not necessary to purchase an expensive set of headphones - those available for under $10 are more than sufficient for use at school. Please be aware that some subjects also require students to have access to microphones in order to full take advantage of the technology available.
CAREERS

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

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

SUBJECT CHOICE

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

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

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

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

AVAILABLE RESOURCES

The St John Fisher College Careers Office is available for you and your parents to access. The careers section on the College website is also another place to check the latest course information and other careers resources are available for use.

Be aware that the information on tertiary courses can, and does, change rapidly and the most recent materials need to be used. If you have a particular occupation in mind, it is really useful to talk to someone working in the area or to gain some work experience in this field. Call into the Careers Office to get some help with organising any of this.

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

SOME GOOD RESOURCES

Myfuture - www.myfuture.edu.au

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

The Jobguide — www.jobguide.deewr.gov.au

The Jobguide is a publication that provides information about how to choose an occupation, how to apply for work, occupations and study or training. The Commonwealth Department of Education, Employment and Work Relations (DEEWR) distributes the Jobguide through schools to all Year 10 students in Australia annually.
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. Young people will be able to use their own learning achievements, interests and goals to map out personalised career pathways based on up-to-date career 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). It also outlines application procedures and selection processes for the major tertiary offer period during December and January each year.

Queensland Studies Authority - Career Information Calendar - www.qsa.qld.edu.au
The Career Information Calendar lists career events and open days organised by universities, TAFE institutes, secondary schools, private training and education providers and employer groups.
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 12 June 2011.

**Career questionnaires**

Job Juice  

myfuture  
[www.myfuture.edu.au](http://www.myfuture.edu.au)  
(select My Guide)

Smart future  

Career planning  
Career Information Service  

Graduate Careers  
(select Industry CareerProfiles)

myfuture  
(select My Guide)

jobjuice  
(select Choose a direction)

The Good Guides  
(select Career)

Youth information  

**Occupational information**

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

Careers Advice Australia - Connect to your future  

Enterprise Network for Young Australians  

Job Guide - Occupational profiles  

Job Outlook - Information on Occupations and myfuture  
[www.myfuture.edu.au](http://www.myfuture.edu.au)


National Innovation Website - Youth  

Skilling Solutions Queensland  

Skills for the Future  
[www./skillsforthefuture.gov.au](http://www./skillsforthefuture.gov.au)

**Industry Careers**


**Specific occupations**

Accounting  

Architecture  

Auto careers  

Aviation Australia  

Biotechnology  

Construction industry  

Creative Industries Skills Council  

Defence Forces  

Electrical, electronic and communications  

Engineering and manufacturing  

[www.engineeraustralia.org.au](http://www.engineeraustralia.org.au)

[www.zoom.airgroup.asn.au](http://www.zoom.airgroup.asn.au)

Film & TV Industry  

Information technology  
[www.acs.org.au/](http://www.acs.org.au/)  
(select IT Careers Portal)

Invest Australia - agribusiness, biotechnology, energy industries, environmental industries, financial services, ICT, advanced manufacturing, minerals, nanotechnology, and services  


Manufacturing  
[www.zoom.aigroup.asn.au](http://www.zoom.aigroup.asn.au)

Marine Science  
[www.amsa.asn.au/](http://www.amsa.asn.au/)

Mining (Click on Skills and Education)  
[www.qrc.org.au](http://www.qrc.org.au)

Music industry  

Nursing  
[www.thinknursing.com/](http://www.thinknursing.com/)
Queensland Police
Queensland Public Service
Recreation industry
www.rtq.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
Pay scale summaries
Young Workers Advisory Service
Employment rights
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/
Department of Education, Science & Training
www.dest.gov.au
Australian Apprenticeships Centres
National Training Information Service
www.ntis.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
h_allow.htm

Job search
Australian workplace
www.workplace.gov.au
Career one
www.careerone.com.au
Youth Pathways
www.youthpathways.dest.gov.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.acm.edu.au
Australian tertiary course information (select course information)
www.goingtouni.gov.au
Australian Defence Force Academy
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.gru.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
Adapted from the “Useful Internet Sites for Career Planning 2007” Curriculum Brank, Department of training and the Arts, June 2011
ASSESSMENT POLICY

GENERAL INFORMATION

For each subject studied, the student is issued with a Semester Subject Guide and a Year level Assessment Planner which includes assessment dates. The Subject Guide outlines the learning activities as well as due dates for assessment. These are invaluable sources of information for parents to refer to when assisting their daughter in planning her study time.

PROCEDURES FOR STUDENTS

General procedures

All students are responsible for submitting assessment at the beginning of a scheduled lesson, on or before the due date.

Staged Submission (drafting)

- Students are responsible for ensuring their pre-checks and drafts are completed by the due date and checked by the Subject Teacher.
- Two copies of drafts must be submitted – one for the Subject Teacher to keep until the final assessment task is complete and the other to be returned to the student with feedback on progress.
- All pre-checks and drafts are to be submitted on time. These will be checked and feedback provided to students. This is not a complete marking of the work or to proof read the student’s work. The purpose of submitting drafts is to ensure students understand task requirements.
- Email submissions are not appropriate for submission of work. However, electronic copies of the submitted drafts may be submitted in addition to the hard copy and must be submitted prior to the due time.
- Where a student does not submit a draft when due, it will be treated in the same way as lack of submission of assessment.
- A copy of each draft is to be kept by the Subject Teacher. It is the student’s responsibility to provide two copies of the draft to the Subject Teacher.

Final submission

- Students are required to verify their authorship and effort through evidence of work in progress, drafts, reference lists and signing of the authenticity statement. Students are to bring work in progress to set class times and to keep all drafts and notes.
- Draft copies must be attached to the final assessment submitted.
- In a situation of a difficulty with a computer, the draft assessment must be submitted on the date due. Computer or printer problems will not be accepted as a valid reason for late work. In such instances a student may email or submit work electronically before the due lesson.

Group Assessment

- In the case of group assessment all written documentation and media presentations relating to the task must be submitted on the due date. If one member of the group is absent she must follow the procedures for submission of assessment if absent, as outlined in this document.
- The remaining members of the group must continue with the group assessment on the due date with group members taking on the parts of the missing member if possible. When the absent group member returns, the group will then re-do their assessment at the earliest possible time.
Procedures for ensuring timely submission of final assessments

Lack of submission

- If the student fails to submit the final version of an assessment task at the beginning of the lesson the task is due, the student must spend the remainder of the lesson preparing her submission. This is collected by the Subject Teacher at the end of the lesson.

- Email submissions are not appropriate for submission of work.

- The Subject Teacher will inform the student’s parents of the student’s failure to submit assessment on time and that the student will be required to attend a detention as soon as practical after the due date. Subject Teachers will advise the Academic Coordinator.

- Any assessment task completed in the lesson is marked and evaluated according to the criteria.

- Lack of submission by absence from school or the subject on the due date requires the student to make an extension request with the appropriate documentation as per the extension policy. Parents of absent students are required to make contact with the Deputy Principal.

Non-attendance at examination

- Non-attendance at an examination without due cause will have similar consequences as lack of submission. The examination may be completed under exam conditions during an after-school session. It is the Subject Teacher’s responsibility to ensure the student is supervised for this session. The Subject Teacher with the Academic Coordinator will use professional judgement to decide if the exam security has been compromised and/or the student’s result is ‘atypical’.

In all cases, the guiding principle will be justice for all concerned.

Authenticating student work

Students must be able to prove an assessment task is their own work. This is best done through the use of drafts that show the development of the task and by articulating concepts expressed in the assessment task. Only work considered to be the student’s own will be used in determining the grade. Students must sign the authenticity statement on assessment task sheets to verify the ownership and authenticity of the work.

Plagiarism

Plagiarism is the submission of material that is not solely the work of the student, where the original author has not been acknowledged in the accepted manner. It is the act of presenting any other person’s work as one’s own.

- If plagiarism is suspected, for example when research notes have not been quoted or in-text referencing has not been used, the student will be interviewed to determine the origin of the work.

- The parts of the work that have been plagiarised will be ignored when assessing the work, as this does not represent valid evidence of the student’s achievement in this part of the task.

- If the entire submission is not the work of the student, then the work is to be treated as being not submitted and the procedures for non-submission of student work will be followed. The Academic Coordinator will inform the student’s parents of the student’s plagiarism and that the student will be required to attend a detention as soon as practical after the due date. Any assessment task completed in the detention is marked and evaluated according to the criteria.

- Where plagiarism involves one or more students using the work of another student, the individual whose work has been used inappropriately will not be subject to the consequences of the other students, as long as the Academic Coordinator is satisfied that this person had no knowledge of the plagiarism taking place.

- Where a student knowingly allows the plagiarism to occur she will face the same disciplinary
consequences as others involved. The identified plagiarism will be clearly noted as such on the assessment task and the student profile.

- If references and/or a bibliography were required with an assessment task and this is absent from the submitted task (including drafts), this may constitute plagiarism.

Extensions
Extension requests for all reasons other than illness and unforeseen crisis should be made before the due date.

Extension requests for all reasons other than illness and unforeseen crisis made on or after the day the assessment is due will not be considered. This applies to all assessment tasks, including spoken tasks.

- Extensions must be requested on the Application for Extension form available from the College Office. The student will present the form for comment and signature by the Subject Teacher, the Academic Coordinator and DP. If an extension is granted, this form must be submitted with the assessment.

- Extensions are granted only in exceptional circumstances such as illness or family crisis and in accordance with the QSA statement on “Late submission and non-submission of student responses to assessment instruments in Authority subjects and Authority-registered subjects” (January 2009).

- Subject Teachers are not in a position to grant an extension but will assist students to follow correct procedure.

- Extension requests due to illness or for compassionate reasons occurring on the due date may be negotiated with Academic Coordinator and the Pastoral Care Coordinator, with the completed form being submitted in the usual way. Applications based on illness or compassionate grounds must be accompanied by appropriate documentation e.g. a medical certificate.

If a student is absent on a day assessment is due, parents must call the College Office to inform staff that their daughter is will not be able to meet the assessment deadline. If the student is unable to produce appropriate documentation to explain her absence then her parents are required to speak to the Deputy Principal.

- The decision to grant an extension is made by the Deputy Principal. Teachers are not authorised to grant extensions. In all cases, the guiding principle will be justice for all concerned.

Extensions for Tests, Exams and Spoken/Dramatic Assessment tasks
- If a student fails to complete a spoken assessment task or a written exam on the scheduled date, due cause must be shown.

- In the case of a test or exam completed after the scheduled date, regardless of whether due cause is established, it is up to the Subject Teacher and Academic Coordinator to decide if the integrity of the assessment has been compromised and whether the results should be taken into account in obtaining semester or exit results.

- No exams are to be completed early, before the remainder of the cohort has sat the exam.

In all cases, the guiding principle will be justice for all concerned.
Impact of extension

- In the case of an extension being granted, the Subject Teacher, in consultation with the Academic Coordinator, will determine if the results of the assessment should be included on the student’s profile with notation.

- This will depend on a range of factors. For example, if a student has been ill for a period of time and her performance on the task is not indicative of her ‘typical’ standard, allowances may be made in accordance with the QSA’s Special Provisions Policy (2009).

- It is up to the Subject Teacher in consultation with the Academic Coordinator to decide if the integrity of the assessment task has been compromised and whether the results should be taken into account in obtaining semester or exit results.

Special Provisions

Special provisions 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. Schools must strive to identify and minimise barriers that prevent students from doing so.

Special provisions apply to students who have specific educational needs including:

- disabilities that have a physiological basis, such as those of a sensory, motor or neurological nature

- educational disadvantage due to cultural, language or socioeconomic factors

- short term impairments eg glandular fever, broken limbs, extended illness

- educational disadvantage due to other factors eg gifted students, elite athletes, difficult life circumstances.

(QSA Special Provisions Policy, 2009).

Students who wish to apply for special provisions should speak to an appropriate staff member such as the Support Teacher Inclusive Education, Counsellor, Pastoral Coordinator, Academic Coordinator, subject teacher or Deputy Principal.

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.

Appeals

All students have the right to appeal decisions made by a teacher about any assessment task they have completed.

- The College Principal may delegate authority to the Academic Coordinator to determine what action will be taken with respect to any assessment item.

- Students who are unhappy with the decision of the Academic Coordinator have the right of appeal to the Principal.

- Appeals must be lodged to the Principal, in writing, within one working week of the student receiving the Academic Coordinator’s appeal decision.

ACADEMIC REPORTING AND PARENT-TEACHER INTERVIEWS

Interim Reports will be issued at the end of Term One. These will provide information on a student’s general progress. Parent-Teacher interviews are scheduled after Interim Reports have been distributed. A second Parent-Teacher interview is scheduled in Semester Two. A report covering all aspects of each subject studied by a student will be issued to parents at the end of each semester.
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. To assist in this process, the school employs a Support Teacher and a number of school officers depending on funding.

Inclusive Education programs may include:

- In-class support by school officers
- 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
- Involvement in co-curricular enrichment / extension activities
- Liaison between the Support Teacher and parents of students with special needs
- Provision of particular strategies for teachers of students with special needs
- Cooperative planning of units by teachers and the Support Teacher
- Co-teaching arrangements
- Assessment and/or classwork modification (if required) for students with special needs
- Exam support for students with special needs (if accepted)

HOMEWORK GUIDELINES

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

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

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

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

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

Subject Guides 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.
A Text Book Hire Scheme operates at St John Fisher College. All textbooks used will be provided by the College and funded through a levy ratified by the Parents and Friends Association. In addition to this Levy, State Government pays a textbook allowance directly to the school.

The enrolment of a student at St John Fisher College is conditional upon parental acceptance of the Textbook Hire Scheme, its funding arrangements and the conditions listed below:

1. Students may retain textbooks for the duration of the unit or part thereof for which the text is prescribed.

2. If a student should leave the College during the term there will be no refund of the Book Hire Levy. However, the government allowance for Book Hire will be adjusted on the final school fee account. The amount of refund is to be a fraction of the total hiring charge paid, determined on the basis of the number of school weeks remaining in the year (basis of 40 week school year),

   \[
   \text{e.g. } \frac{? \text{ weeks} \times \text{total amount}}{40}
   \]

3. If a student is enrolled in the College during the term, the full Book Hire Levy for that semester will be charged and the Government Allowance for Book Hire will be charged according to the number of weeks remaining in the school year (as per example above).

4. At the end of each unit of work, students will return all textbooks. If a textbook or calculator is lost or damaged beyond repair, then the parent will be expected to pay an amount of money equivalent to the value of the item when it was issued to the student. The following scale will be used:

   - 1 year of use - new replacement cost
   - 2 years of use - two-thirds of new replacement cost
   - 3 years of use - one half of new replacement cost

5. Students are required to supply any material that is deemed to be consumable, that demands student annotation and cannot be used by other students in successive years. Laboratory manuals, workbooks and stationery are examples of consumable items.

6. Books issued to students are to be kept covered during the period of the loan.

7. Books or calculators negligently damaged or lost are to be replaced by the student before further issues are made.

8. All textbooks or materials provided under the scheme remain the property of the College and must be returned to the College when the student leaves.
## CONTACT DETAILS

<table>
<thead>
<tr>
<th>Postal Address:</th>
<th>John Fisher Drive, Bracken Ridge  4017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>3269 8188</td>
</tr>
<tr>
<td>Facsimile:</td>
<td>3869 0216</td>
</tr>
<tr>
<td>Absentee Line:</td>
<td>3869 1740</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:sjfc@bne.catholic.edu.au">sjfc@bne.catholic.edu.au</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.sjfc.qld.edu.au">www.sjfc.qld.edu.au</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>7.45am – 4.00pm</td>
</tr>
</tbody>
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### Key Curriculum Contacts:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Mrs Maree Messer</td>
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<tr>
<td>Deputy Principal</td>
<td>Ms Sharee Lane</td>
</tr>
<tr>
<td>Assistant Principal (Curriculum):</td>
<td>Ms Kerry McGuinness</td>
</tr>
<tr>
<td>Assistant Principal (Religious Ed):</td>
<td>Mr Gary Conwell</td>
</tr>
<tr>
<td>Acting VET/Careers Coordinator:</td>
<td>Mrs Sarah Meder</td>
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<tr>
<td>Guidance Counsellor:</td>
<td>Mrs Louise Fiumara</td>
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</tbody>
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### Academic Coordinators:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Coordinator</th>
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<tbody>
<tr>
<td>Business Technology</td>
<td>Mrs Tanya Anderson</td>
</tr>
<tr>
<td>English &amp; LOTE</td>
<td>Ms Rikki Chandler</td>
</tr>
<tr>
<td>Drama</td>
<td>Ms Claire Prior</td>
</tr>
<tr>
<td>Home Economics/Health &amp; PE</td>
<td>Miss Danielle Maluga</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Ms Juliana Vasanthakumar</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Mr Gary Conwell</td>
</tr>
<tr>
<td>Science</td>
<td>Ms Karen Paterson</td>
</tr>
<tr>
<td>Social Science &amp; Art</td>
<td>Mrs Megan Pidskalny</td>
</tr>
<tr>
<td>Support Teacher (Inclusive Ed)</td>
<td>Ms Kerry Peacey</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>Mrs Frances Zabarauskas</td>
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</tbody>
</table>