Our Mission

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

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

The next two years are a chance for you to consolidate your skills and take advantage of new experiences so that you can make appropriate choices for the senior years. We believe our curriculum will assist you to achieve your best and enjoy your learning as well as provide you with a strong foundation for more extensive studies in Years 11 and 12. The Year 9 group of 2012 will be the first year of our students experiencing the new Australian Curriculum in the areas of English, Maths, Science and History.

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

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

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

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

Maree Messer
Principal
YEAR 9 SUBJECTS

All students study core units in:

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

Students may choose TWO elective semester units from:

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

NATURE OF BUSINESS AND TECHNOLOGY

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
  10ICT 3 - BCT Introduction

10ICT3, 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.

Unit Title: 09ICT1 - Microsoft Magic
Duration: 1 Semester

Assessable Elements:
- Knowledge and Understanding
- Investigating, Designing and Producing

Key Concepts:
- Revision
  - Occupational health and safety
  - Keyboard mastery
- Paragraphs and BASIC manuscript signs
  - Blocked
  - Indented
  - Numbered
- Display
  - Font size and style
- Horizontal/vertical Centering
  - Block centering
  - Borders
  - Linespacing
  - Manuscript signs
  - Clipart
  - Proofreading
- Basic Tables
  - Tabulation
  - Open tables
  - Ruled tables
- Email
  - Protocol
  - Sending
  - Receiving
  - Attachments
  - Folders
  - Contacts
- Spreadsheets
  - Inserting rows & columns
  - Calculations
  - Copying and pasting
  - Formulas
  - Sorting “if then” statements
- Charts
  - Types
  - Creating
  - Modifying
  - Embedding and printing
- Databases
  - Introduction
  - Design
  - Construction
  - Sorting
  - Reports
  - Tables
  - Printing
  - Queries
  - Integration with Word

Purpose: Students will be exposed to elements of technology and their practical applications to everyday business and personal situations.

Overview of Activities: Students will be required to complete tasks as set. These will be a combination of worksheets and typing activities.

Assessment Strategies: A combination of production task assignments and practical tests.

Equipment:
- A4 display book
- Earphones & USB
- Text: Keyboarding and Document Production & PCSimplicity manual
<table>
<thead>
<tr>
<th><strong>Unit Title:</strong></th>
<th>09ICT2 – Presentations Plus</th>
</tr>
</thead>
</table>
| **Assessable Elements:** | Knowledge and Understanding  
Investigating, Designing and Producing  
Reflecting |
| **Key Concepts:** | Students will use various programs and Web2.0 Presentation sites to experience Multimedia. Aspects of effective presentations which will be covered include:  
- Elements of design and transition  
- Sequencing of information  
- Basic editing  
- Audio features  
- Inserting objects such as web links and video |
| **Purpose:** | Students will investigate design elements to put together a presentation using one of the applications studied and justify their choice. |
| **Overview of Activities:** | Students will be introduced to a range of online presentation tools and other programs while using their skills to prepare a HPE Presentation for assessment |
| **Assessment Strategies:** | Students will be assessed in their ability to justify their chosen presentation tool to apply effective presentation skills. The content of their presentation will be assessed in HPE. |
| **Equipment:** | A4 display book  
USB drive  
Microphone headset  
On line references and resources |
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.

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>09 BUS1 - Cash Counts</th>
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</thead>
<tbody>
<tr>
<td><strong>Assessable Elements:</strong></td>
<td>Knowledge and Understanding Investigating and Producing Evaluating</td>
</tr>
<tr>
<td><strong>Key Concepts:</strong></td>
<td>Description</td>
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<tr>
<td></td>
<td>Introduction to cash accounting</td>
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<td>Deposit slips</td>
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<td>Cheques</td>
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<td>Receipts</td>
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<td></td>
<td>Accounting for Cash</td>
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<td>Types of accounts (Dr / Cr)</td>
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<td>Cash records</td>
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<td>Cash receipts journal</td>
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<td>Cash payments journal</td>
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<td>Ledger (T-form style)</td>
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<td></td>
<td>Trial balance</td>
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<tr>
<td><strong>Purpose:</strong></td>
<td>Students will look at cash and how it is accounted for in both the business and personal environment.</td>
</tr>
<tr>
<td><strong>Overview of Activities:</strong></td>
<td>Students will work through a number of activities with both theoretical and practical application to business and personal finances.</td>
</tr>
<tr>
<td><strong>Assessment Strategies:</strong></td>
<td>A combination of written and practical tests along with assignment work booklet.</td>
</tr>
<tr>
<td><strong>Requirements:</strong></td>
<td>Exercise book Calculator T- ledger paper 3 Money Column Journal paper Text: Focus on Business 1</td>
</tr>
<tr>
<td>Unit Title:</td>
<td>09BUS2 - Credit concerns</td>
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<tr>
<td>Assumed Prior Knowledge:</td>
<td>09BUS1</td>
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<tr>
<td><strong>Assessable Elements:</strong></td>
<td>Knowledge and Understanding</td>
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<tr>
<td></td>
<td>Investigating and Producing</td>
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<tr>
<td></td>
<td>Evaluating</td>
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<tr>
<td><strong>Key Concepts:</strong></td>
<td>• Revision</td>
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<td>• Dr/Cr principles</td>
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<td>• Double entry</td>
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<td>• Credit source documents</td>
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<td></td>
<td>• Purchase order</td>
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<td>• Invoice</td>
</tr>
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<td></td>
<td>• Adjustment notes</td>
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<td>• Journals</td>
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<td>• Purchases / purchases returns</td>
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<td></td>
<td>• Sales / sales returns</td>
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<td></td>
<td>• Ledger (T-form style)</td>
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<td>• Trial Balance</td>
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<td>• End of Period Reports</td>
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<td>• Analysis of Trial Balance</td>
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<td>• Income Statement</td>
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<td>• Balance Sheet</td>
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<td>• Financial Literacy</td>
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<td>• Consumer awareness</td>
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<td>• Consumer decisions</td>
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<td>• Consumer protection</td>
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<td></td>
<td>• Financial services</td>
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<tr>
<td><strong>Purpose:</strong></td>
<td>Students will further examine record keeping procedures in the small business setting by looking at credit transactions followed by a unit on consumerism and how they can protect themselves.</td>
</tr>
<tr>
<td><strong>Overview of Activities:</strong></td>
<td>Students will work through a number of activities with both theoretical and practical application to both the business and personal world of finance.</td>
</tr>
<tr>
<td><strong>Assessment Strategies:</strong></td>
<td>Written and practical tests</td>
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<tr>
<td><strong>Equipment:</strong></td>
<td>Exercise book</td>
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<td></td>
<td>Calculator</td>
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<tr>
<td></td>
<td>2 column journal paper</td>
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<td></td>
<td>T format ledger paper</td>
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<tr>
<td></td>
<td>Text: Focus on Business 1</td>
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</tbody>
</table>
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 Clowing
- 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 - Performance and Design

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.
<table>
<thead>
<tr>
<th><strong>Unit Title:</strong></th>
<th>09DRA 1: FRACTURED FAIRYTALES AND CLOWNING AROUND</th>
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</thead>
<tbody>
<tr>
<td><strong>Criteria:</strong></td>
<td>Knowledge and Understanding, Creating, Presenting, Responding</td>
</tr>
<tr>
<td><strong>Key Concepts:</strong></td>
<td>This unit introduces the students to the world of Storytelling and Children’s Theatre. It enables them to create pieces which are both entertaining and educational to a younger audience. Their work will culminate in performing a piece for a Primary School audience. Students also learn the techniques and styles associated with Comedy and Clowning as well as gain a historical understanding of these styles of theatre. The students will need to practically demonstrate their understanding of the styles of Theatre.</td>
</tr>
</tbody>
</table>
| **Purpose:** | - to develop an appreciation of drama as an art form especially the skills required for children’s theatre  
- to develop skills in script-writing  
- to develop communication and performance skills  
- to foster self-confidence and develop social skills  
- to analyse and evaluate students own drama and the work of others in both oral and written forms |
| **Overview of Activities:** | - workshops to develop physical theatre skills  
- develop skills in improvisation and performance  
- applying drama elements and conventions to structure scenes  
- devising and performing drama for a specific audience  
- analysing and evaluating the effectiveness of students own work and others |
| **Assessment Strategies:** | A variety of assessment strategies will provide students with multiple opportunities to demonstrate progress. These may include:  
- Creating Tasks: workshops, improvisations, role-play and script creation  
- Presenting Tasks: performance for younger audience and other  
- Responding Tasks: discussions, reflective worksheets, written analysis of performance  
Knowledge and Understanding is assessed across all outcomes. |
| **Equipment:** | - A4 notebook or exercise book  
- Access to basic costumes and props  
- Theatre Blacks – comfortable black clothing, T-shirt and pants which allow for movement. |
<table>
<thead>
<tr>
<th>Unit Code and Title:</th>
<th><strong>09DRA 2: PERFORMANCE &amp; DESIGN</strong></th>
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<tbody>
<tr>
<td>Criteria:</td>
<td>Knowledge and Understanding, Forming, Presenting, Responding</td>
</tr>
<tr>
<td>Key Concepts:</td>
<td>In this unit, students will explore the importance of script and understand script features. They will explore different scripts, discover playwright’s intention and identify techniques to read the sub-text. Students will effectively find ways to convey and interpret particular meanings to the audience. Students will have an introduction to Physical Theatre and the Viewpoints used as preparation for future Units. Applying the techniques used within Physical Theatre will be an important element of this unit as the students translate a piece of scripted text into a physical piece.</td>
</tr>
</tbody>
</table>
| Purpose:            | • to develop an appreciation of drama as an art form especially through scripted text  
|                     | • to develop skills in and understand characterisation and the role of tension within a text  
|                     | • to develop communication and performance skills  
|                     | • to develop skills in working with technologies  
|                     | • to foster self-confidence and develop social skills  
|                     | • to develop skills in reviewing others’ dramatic work |
| Overview of Activities: | • improvisation and role-play work to develop characterisation and performance skills  
|                     | • developing skills in interpreting scripted text  
|                     | • understanding the differences in conventions required for monologue and group pieces  
|                     | • analysing and evaluating the effectiveness of another performance |
| Assessment Strategies: | A variety of assessment strategies and texts will provide students with multiple opportunities to demonstrate their progress. These could include:  
|                     | • Forming Tasks: design of a piece of work  
|                     | • Presenting Tasks: to perform a piece of scripted text either individually or in groups  
|                     | • Responding Tasks: to write reviews on others’ work, discussion, character analysis.  
|                     | Knowledge and Understanding is assessed within each instrument. |
| Equipment:          | A4 notebook or exercise book  
|                     | Access to basic costumes and props.  
|                     | Theatre Blacks – comfortable black clothing, T-shirt and pants which allow for movement. |
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.

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

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.
### Unit Title: 09ENG Time to Tell

**Key Concepts:**
In this unit students will explore various forms of persuasion, including persuasion in advertising and the media. Students will read/view and analyse a broad range of persuasive texts with a particular focus on persuasive speeches. Students will also study a novel in-depth, revisiting narrative structure and exploring its themes with a particular focus on the various structural aspects of the author’s writing style.

**Purpose:**
This unit encourages students to be aware of how texts use specific techniques to influence an audience as well as to enjoy the process of writing and develop their imaginative faculties.

**Overview of Activities:**
Students will come to understand how persuasion is used as a means of positioning an audience to think and feel in certain ways. They will examine the elements of a novel, including plot, characters, theme and style. Students will examine the minutiae of characterisation in order to fill a gap in the text.

**Assessment Strategies:**
- Writing: Write own narrative
- Speaking: Present a persuasive speech

**Equipment:**
A4 exercise book; dictionary; thesaurus; plastic pocket display folder; Grammar workbook (to be purchased from the College)

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### Unit Title: 09ENG That’s Entertainment

**Key Concepts:**
Students will study visual literacy through the exploration of television sitcoms OR soap opera. They will also be exposed to the textual and structural features of drama.

**Purpose:**
This unit develops the students’ capacity to derive literal meaning from visual texts as well as developing an understanding of how the texts are produced.

**Overview of Activities:**
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 visual texts and the contexts in which they occur and through examining the codes, conventions and structures of various visual genres.

**Assessment Strategies:**
- Writing: Construct a character box
  - Analytical essay
- Speaking: Create and perform a new sitcom/soap opera

**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
### Unit Title: 09FRN1 - Je me présente

#### Key Concepts:
Talking about yourself; asking questions, agreeing and disagreeing; describing people's appearances; time and dates. Students will explore the place of France in the European Union and how the French presence in the southern hemisphere has contributed to the culture and life in France.

#### Purpose:
This unit is designed to continue development of the skills of reading, writing, speaking and listening and the students' knowledge and understanding of French culture.

#### Overview of Activities:
A range of activities including: role play; singing; reading dialogues and stories; listening to stories and dialogues; writing simple sentences; CD Rom and internet activities; board games; watching TV programmes.

#### Assessment Strategies:
Assessment is continuous throughout the semester over the 2 sub-strands of comprehending and composing.
- Role play
- Listening exercises
- Reading comprehension
- Writing exercises

#### Equipment:
64 page exercise book, display book, English – French dictionary

### Unit Title: 09FRN2 – C'est la vie

#### Key Concepts:
Topics covered include: family and pets; food likes and dislikes; school routines. Students will learn about French cooking and school life in France.

#### Purpose:
The course aims to equip students with plenty of usable language and to provide them with numerous opportunities to use it.

#### Overview of Activities:
The skills of reading, writing, speaking and listening are enhanced through a range of activities including: role play; singing; reading dialogues and stories; listening to stories and dialogues; writing simple sentences; CD Rom and internet activities; board games; watching TV programmes.

#### Assessment Strategies:
Assessment is continuous throughout the semester over the 2 sub-strands of comprehending and composing.
- Role play
- Listening exercises
- Reading comprehension
- Writing exercises

#### Equipment:
64 page exercise book, display book, English – French dictionary
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 | 09HPE 2 | 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.
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>09HPE1: Safety First – Harm Minimisation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To make students aware of the common causes of harm to adolescents and to provide strategies to minimise harm for themselves and others.</td>
</tr>
</tbody>
</table>
| **Assessable Elements** | - Knowledge and Understanding  
- Investigating and Planning  
- Implementing and Applying  
- Reflecting |
| **Key Concepts**   | Causes of harm  
Strategies for dealing with harm  
Raising awareness of harmful behaviours  
Ways to minimise harm to self and others  
Skills and strategies of European handball and AFL |
| **Overview of activities** | Identifying causes of harm  
Evaluating community campaigns to raise awareness of causes of harm  
Develop a campaign  
European handball skills – round robin tournament  
AFL skills – round robin tournament |
| **Assessment Strategies** | - Written exam  
- Reflective journal  
- Campaigns  
- Practical performance |
| **Equipment needed** | 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>09HPE2: Around the World</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To increase student awareness of the major health concerns within Australia and to compare the health and physical activity patterns of Australians with other nations around the world.</td>
</tr>
</tbody>
</table>
| **Assessable Elements** | - Knowledge and Understanding  
- Investigating and Planning  
- Implementing and Applying  
- Reflecting |
| **Key Concepts**   | Major health concerns for Australians  
Causes of health problems  
Improving health  
Physical activity around the world  
Participating in physical activities from various cultures |
| **Overview of activities** | Identifying common health concerns  
Reflecting on data and identifying trends in health and physical activity patterns  
Identify inequities in health  
Suggest strategies to improve health  
Participate in a variety of physical activities from various cultures |
| **Assessment Strategies** | - Panel Presentations  
- Ethnography  
- Practical performance |
| **Equipment needed** | 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: 09FTEC1 – “You Are What You Eat”

<table>
<thead>
<tr>
<th>Assessable Elements:</th>
<th>KNOWLEDGE AND UNDERSTANDING</th>
<th>PRODUCING</th>
<th>EVALUATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Concepts:</td>
<td>STATES OF HEALTH</td>
<td>COMPONENTS OF FOOD</td>
<td>NUTRITION (INCLUDING FOOD NUTRITION MODELS)</td>
</tr>
<tr>
<td>Purpose:</td>
<td>TO CREATE AWARENESS OF THE LINK BETWEEN FOOD CHOICE, FOOD CONSUMPTION AND THE HEALTH OF INDIVIDUALS. NUTRITION MODELS WILL BE ANALYSED AND USED AS A TOOL TO EVALUATE CURRENT EATING HABITS OF STUDENTS. FUNCTIONS OF FOOD NUTRIENTS IN RELATION TO HEALTH WILL BE A FOCUS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overview of Activities:</td>
<td>PRACTICAL COOKERY</td>
<td>DIET ANALYSIS AND EVALUATION</td>
<td>RECIPE SELECTION</td>
</tr>
<tr>
<td></td>
<td>RECIPE SELECTION</td>
<td>RECIPE MODIFICATION</td>
<td>RESEARCH</td>
</tr>
<tr>
<td></td>
<td>LIFESTYLE AND HEALTH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Strategies:</td>
<td>WRITTEN TEST</td>
<td>ASSIGNMENT, ANALYSING AND EVALUATING OUR DIET.</td>
<td></td>
</tr>
<tr>
<td>Equipment:</td>
<td>EXERCISE BOOK, INGREDIENTS FOR PRACTICAL LESSONS (LIST SUPPLIED AT START OF SEMESTER).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Unit Title: 09FTEC2 – “Something Special”

<p>| Introduction:              | THIS UNIT AIMS TO CREATE AWARENESS OF THE LINK BETWEEN FOOD CHOICES AND THE HEALTH OF INDIVIDUALS, PARTICULARLY THOSE WHO HAVE SPECIFIC DIETARY REQUIREMENTS. |
| Assessable Elements:       | KNOWLEDGE AND UNDERSTANDING | INVESTIGATING | PRODUCING | REFLECTING |
| Key Concepts:              | STATES OF HEALTH            | NUTRITION | HEALTH RESOURCES (INCLUDING FOOD NUTRITION MODELS) | SPECIAL DIETARY NEEDS OF INDIVIDUALS |
| Purpose:                   | TO CREATE AWARENESS OF SPECIAL DIETARY NEEDS WITHIN OUR COMMUNITY. NUTRITION IS A FOCUS FOR THIS UNIT AND HOW A BALANCED, NUTRITIOUS DIET CAN BE MAINTAINED WHEN SPECIALIZED DIETS ARE NECESSARY. DIETS COULD INCLUDE VEGETARIAN, COELIAC (GLUTEN FREE), DIABETIC, LACTOSE INTOLERANCE AND ELITE ATHLETES. |
| Overview of Activities:    | RESEARCH | PRACTICAL COOKERY | RECIPE MODIFICATION | MENU ANALYSIS | DEVELOPING AND IMPLEMENTING STRATEGIES | PRESENTATIONS | USING ICT TO AID PRESENTATIONS |
| Assessment Strategies:     | WRITTEN TEST | PRESENTATION USING ICT |
| Equipment:                 | EXERCISE BOOK, INGREDIENTS FOR PRACTICAL LESSONS (LIST SUPPLIED AT START OF SEMESTER), LAPTOP. |</p>
<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>09TEX1 – “The Fabric Of Our Lives”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong></td>
<td>This unit empowers students to use the “technology process” to design and create products. This will involve gathering, designing, creating and constructing products. Students will further develop practical construction skills as they design and produce a bean bag and original cushion.</td>
</tr>
</tbody>
</table>
| **Assessable Elements:**| • Investigating and Designing  
• Producing  
• Evaluating and reflecting |
| **Key Concepts:**| • Fibre origins  
• Fabric characteristics  
• Making informed decisions  
• Designing for a given design brief  
• Following instructions  
• Practical sewing techniques  
• Planning  
• Creating and Constructing  
• Evaluating / Reflecting |
| **Purpose:**| • to develop a knowledge of fabrics and their use  
• to use the Technology Process (information gathering, designing/generating ideas, creating and constructing, evaluating end products)  
• to enhance practical sewing construction skills. |
| **Overview of Activities:**| • Practical Sewing  
• Clothing design techniques  
• Analysis of design and function of textiles  
• Designing  
• Planning  
• Reflecting / evaluating |
| **Assessment Strategies:**| • Practical sewing tasks (adult size bean bag and self designed cushion)  
• Journal component for design task (cushion) |
| **Equipment:**| Exercise book, fabric and notions, pins, tailor’s chalk, needles. |

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>09TEX2 –“Designer and Creator”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong></td>
<td>This unit aims to provide opportunities to develop knowledge of fabrics and their use as well as using a design challenge to design, produce and evaluate creative solutions. Textile skills and techniques are further developed as they create a 3D bag and Christmas item.</td>
</tr>
</tbody>
</table>
| **Assessable Elements:**| • Knowledge and understanding  
• Investigating and designing  
• Producing  
• Evaluating |
| **Key Concepts:**| • Fibre origins  
• Fibre characteristics  
• Choosing appropriate fabrics for a particular use  
• Labelling  
• Planning  
• Practical sewing techniques  
• Creating and constructing  
• Following instructions  
• Fabric care |
| **Purpose:**| • to enable students to make informed decisions when using and choosing fabrics  
• to use the Technology Process (information gathering, designing/generating ideas, creating and constructing, evaluating end products)  
• to enhance practical sewing construction skills. |
| **Overview of Activities:**| • Practical sewing  
• Fabric experiments and investigations  
• Interpreting and designing labels  
• Planning & Reflecting/evaluating |
| **Assessment Strategies:**| Practical sewing tasks (bag and Christmas textiles item)  
Written test  
Journal component for design task (Christmas item) |
| **Equipment:**| Exercise book, fabric and notions, pins, tailor’s chalk, needles. |
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.

Most importantly, further learning is developed by their application to problem solving situations and life experiences.

CONTRIBUTION TO LIFELONG LEARNING:
In Mathematics, students develop the Mathematical Understanding, fluency, logical reasoning, analytical thought and problem solving skills so that they can:

- understand the nature of mathematics where it is a dynamic human endeavour, mathematical history, and the relationship with other human endeavours, and also the importance of mathematical contribution to society
- understand that mathematical knowledge has been organised into a number of interconnected strands, each with a set of underlying properties and principles
- use the practices and dispositions of thinking and working mathematically
- apply critical thinking and reasoning in life experiences
- utilise appropriate strategies for mathematical investigation
- engage in mathematical problem solving and inquiry
- exhibit inventiveness and creativity toward the use of mathematics
- communicate clearly about mathematics using the precise language and symbol system
- reflect on and evaluate own mathematical learning
- make informed decisions about future learning pathways
- transfer learning in the mathematics to personal and working lives

STRANDS:
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>Semester 1</td>
<td>08MAT1</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>Semester 2</td>
<td>08MAT2</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>Semester 1</td>
<td>09MAT1</td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td>Semester 2</td>
<td>09MAT2</td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td>Semester 1</td>
<td>10MAT1</td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td>Semester 2</td>
<td>10MAT2</td>
<td></td>
</tr>
<tr>
<td>Years 11 and 12</td>
<td></td>
<td></td>
<td>Mathematics A and Prevocational Mathematics</td>
</tr>
<tr>
<td>Years 11 and 12</td>
<td></td>
<td></td>
<td>Mathematics A</td>
</tr>
<tr>
<td>Years 11 and 12</td>
<td></td>
<td></td>
<td>Mathematics B</td>
</tr>
<tr>
<td>Years 11 and 12</td>
<td></td>
<td></td>
<td>Mathematics C</td>
</tr>
</tbody>
</table>

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 Semester 1, Year 10, mathematics choice will affect options in mathematics in future semesters including choices in Years 11 and 12.

- The majority of students will follow the Course 2 path, i.e. 10MATC21 and 10MATC22, in Year 9 allowing maximum choice in Year 11.

- Part of the focus for Semester 1 will be preparation for the National Assessment Program in Numeracy that all Year 9s will undertake.

- 10MAT1 and 10MAT2 are designed to help students make a more successful transition from Year 10 to Senior Mathematics A / Prevocational Mathematics.

- 10MATC21 and 10MATC22 are designed to help students make a more successful transition from Year 10 to Senior Mathematics B and Mathematics C.
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>09MAT1: Mathematics – Part 1</th>
</tr>
</thead>
</table>
| Key Concepts               | Ratio  
Direct proportion  
Number  
Pythagorean Theorem  
Trigonometric ratios  
Algebra - Distributive law and Solving Equations  
Cartesian Planes – distance between two points, midpoint, gradient  
Linear and non-linear graphs |
| Purpose                    | For all students to have both an experience in and an opportunity to develop their skills and understanding in the key concepts of Number and Algebra and Measurement and Geometry |
| Overview of Activities     | Students will engage in a variety of activities which may include: textbook exercises; worksheets; assignments; investigations; video presentations; constructions and modelling; games and puzzles. |
| Assessment Strategies      | The assessment program will consist of a variety of tasks that may include tests, assignments, investigations, homework tasks, or in class activities. |
| Equipment                  | Scientific calculator, ruler, Kent set, 360° protractor, 2 A4 exercise books, grid book |

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>09MAT2: Mathematics – Part 2</th>
</tr>
</thead>
</table>
| Key Concepts               | Units of Measurement  
Area, surface area and volume  
Two-step chance experiments  
Relative frequencies  
Surveys  
Variables and data  
Stem-and-leaf plots and histograms  
Mean, median and range  
Simple interest  
Index laws  
Scientific notation and Time  
Ratio, Scale factors and similarity |
| Purpose                    | For all students to have both an experience in and an opportunity to develop their skills and understanding in the key concepts of Number and Algebra, Measurement and Geometry, and Statistics and Probability |
| Overview of Activities     | Students will engage in a variety of activities which may include: textbook exercises; worksheets; assignments; investigations; video presentations; constructions and modelling; games and puzzles. |
| Assessment Strategies      | The assessment program will consist of a variety of tasks that may include tests, assignments, investigations, homework tasks, or in class activities. |
| Equipment                  | Scientific calculator, ruler, Kent set, 360° protractor, 2 A4 exercise books, grid book |
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.
Students moving into the senior school can elect to study the authority course ‘Study of Religion’ or the authority-registered course ‘Religion and Ethics’
<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>09RE1 – Portraits of Jesus/ The Early Christian Church</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strands and Levels:</td>
<td>Scripture Beliefs</td>
</tr>
<tr>
<td>Key Concepts:</td>
<td>• Cultural and historical settings of the Bible</td>
</tr>
<tr>
<td></td>
<td>• Geographical contexts of the Bible</td>
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<tr>
<td></td>
<td>• Synoptic Gospels</td>
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<td></td>
<td>• The Message of Jesus</td>
</tr>
<tr>
<td></td>
<td>• Early Christian communities</td>
</tr>
<tr>
<td></td>
<td>• Early Christian artwork</td>
</tr>
<tr>
<td></td>
<td>• The journeys of Peter and Paul</td>
</tr>
<tr>
<td></td>
<td>• The role of women in the early church</td>
</tr>
<tr>
<td>Purpose:</td>
<td>This unit aims to introduce students to a deeper</td>
</tr>
<tr>
<td></td>
<td>understanding of scriptural texts. They are</td>
</tr>
<tr>
<td></td>
<td>encouraged to read the text for meaning. Students</td>
</tr>
<tr>
<td></td>
<td>focus on the purpose of Jesus’ ministry, the</td>
</tr>
<tr>
<td></td>
<td>development of the church and its documents.</td>
</tr>
<tr>
<td>Overview of Activities:</td>
<td>Interpreting scripture using biblical tools; analysis of scripture; group discussion; linking scriptural values to the modern world.</td>
</tr>
<tr>
<td>Assessment Strategies:</td>
<td>Research essay, Power point presentation</td>
</tr>
<tr>
<td>Equipment:</td>
<td>Bible, A4 Exercise book</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>09RE2 – Heal the World / Sacraments – Past, Present, Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strands and Levels:</td>
<td>Morality Celebration and Prayer</td>
</tr>
<tr>
<td>Key Concepts:</td>
<td>• People of Justice</td>
</tr>
<tr>
<td></td>
<td>• Beatitudes</td>
</tr>
<tr>
<td></td>
<td>• Catholic Social teaching</td>
</tr>
<tr>
<td></td>
<td>• The global village</td>
</tr>
<tr>
<td></td>
<td>• Sacraments in the Early Church</td>
</tr>
<tr>
<td></td>
<td>• Sacramental celebrations in today’s Church</td>
</tr>
<tr>
<td>Purpose:</td>
<td>This unit begins with a focus on Catholic social</td>
</tr>
<tr>
<td></td>
<td>teaching and the Christian’s call to transform the world</td>
</tr>
<tr>
<td></td>
<td>to a just place. Following this, students focus on the</td>
</tr>
<tr>
<td></td>
<td>key teachings of the Catholic church through an</td>
</tr>
<tr>
<td></td>
<td>investigation of Sacraments past, present and future.</td>
</tr>
<tr>
<td>Overview of Activities:</td>
<td>Individual research; analysing and evaluating justice organisations within and outside the church; examination of rituals and sacraments, comparison of early church and modern church.</td>
</tr>
<tr>
<td>Assessment Strategies:</td>
<td>Social Justice Expo Task. Sacrament Exam</td>
</tr>
<tr>
<td>Equipment:</td>
<td>Bible, A4 exercise book</td>
</tr>
</tbody>
</table>
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.

ORGANISATION OF YEAR 9 SCIENCE
The Science Inquiry Skills and the Science as a Human Endeavour strands are described across a two-year band and are embedded in the content of the Science Understanding strand for the year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

The Science Understanding unit covers the four areas of:
Biological Sciences, Physical Sciences, Chemical Sciences and Earth and Space Sciences.

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.

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

COURSE PATHWAYS:
In Year 9, students study the following units – 09SCI1 and 09SCI2

In Year 10, students study the following units - 10SCI1 and 10SCI2
## Unit Title:

### Topics:
- Biological Sciences
- Earth and Space Sciences
- Science as a Human Endeavour

### Key Concepts:
#### Biological Sciences
- Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment
- Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems

#### Earth and space sciences
- The theory of plate tectonics explains global patterns of geological activity and continental movement

### Science Inquiry Skills
- Planning and Conducting
- Processing and Analysing Data and Information
- Evaluating and Communicating

### Purpose:
By the end of Year 9, students use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills. They apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They plan experimental procedures which include the accurate control and measurement of variables. They identify inconsistencies in results and suggest reasons for uncertainty in data. They use scientific language and representations when communicating their results and ideas.

Students use knowledge of body systems to explain how complex organisms respond to external changes. They use knowledge of interrelationships to describe how changes affect ecosystems. They explain geological features and events in terms of geological processes and timescales. They describe interrelationships between science and technology and give examples of developments in science that have affected society.

### Overview of Activities:
- Varied class activities & Group work & Library research
- Use of scientific apparatus and technology
- Experimental work and investigation

### Assessment Strategies:
A selection of written tests, experimental investigations and research assignments

### Equipment:
A4 exercise book, glue stick, ruler, pencils, coloured pencils, eraser, calculator, graph paper
### Unit Title:
09SCI2 – ‘Waves and Particles’ and ‘The Patterns of Chemistry’

#### Main Topics:
- Physical Sciences
- Chemical Sciences
- Science as a Human Endeavour

#### Key Concepts:

**Physical Sciences**
- Forms of energy can be transferred in a variety of ways through different mediums

**Chemical sciences**
- All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms
- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
- Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer

#### Science Inquiry Skills
- Questioning and Predicting
- Planning and Conducting
- Processing and Analysing Data and Information
- Evaluating and Communicating

#### Purpose:
By the end of Year 9, students use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills. They apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They plan experimental procedures which include the accurate control and measurement of variables. They identify inconsistencies in results and suggest reasons for uncertainty in data. They use scientific language and representations when communicating their results and ideas.

Students describe the structure of atoms and explain chemical changes in terms of the behaviour of atoms. They describe a range of chemical reactions and explain their importance. They compare, in qualitative terms, how two different forms of energy can be transferred. They describe interrelationships between science and technology and give examples of developments in science that have affected society

#### Overview of Activities:
- Varied class activities & Group work & Library research
- Use of scientific apparatus and technology
- Experimental work and investigations

#### Assessment Strategies:
A selection of written tests, experimental investigations and research assignments

#### Equipment:
- A4 exercise book, glue stick, ruler, pencils, coloured pencils, eraser, calculator, graph paper
THE STUDY OF SOCIETY AND ENVIRONMENT

NATURE OF SOCIETY AND ENVIRONMENT:
The subject of 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.

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

COURSE PATHWAYS:
In Year 8, all students study the following units:
Semester 1  08GEO    The World Around Us
Semester 2  08HIS    The Medieval World

In Year 9 students complete one semester of History (09HIS The Making of the Modern World) and one semester of Geography (09GEO Damage Control).

In Year 10 students must complete History or Geography during Semester 1. The Semester 2 units however, are designed as preparation for Senior Social Sciences. 10SOSE has a Legal Studies focus and 10HIS 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

ASSESSMENT:
Students are assessed on the following criterion based on an A –E scale:
i) Knowledge and Understanding
ii) Investigation, Participation and Reflection
iii) Communication
<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>09GEO – Damage Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strands:</td>
<td></td>
</tr>
<tr>
<td>Strand 1 -</td>
<td>Environmental Characteristics</td>
</tr>
<tr>
<td>The focus is on landscapes and resources. This provides the students with an opportunity to study geomorphology through the study of coasts. This is combined with a study of the human use of coasts, and the ways that it is perceived, portrayed, valued and managed. Students also study the impact of tourism and the increasing urbanisation to Australia’s coastal landscapes.</td>
<td></td>
</tr>
<tr>
<td>Strand 2 -</td>
<td>Human Characteristics</td>
</tr>
<tr>
<td>The focus is on livelihoods and lifestyles, and is designed to introduce students to some basic principles that explain the geography of production and employment. Also included is a focus on the role of transportation and communications in influencing what is located where. Both of these themes have an emphasis on change. Investigative topics could include a study of why transnational corporations like Google, Apple, Facebook and eBay are all located in the same place, or why computers are designed in America but made in China; a geographical investigation of sport, retailing and popular music as industries, or a study of the consequences of spatially uneven access to the internet.</td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td></td>
</tr>
<tr>
<td>• to provide students with a knowledge and understanding of their own place and of Australia,</td>
<td></td>
</tr>
<tr>
<td>• supports their development as active and engaged citizens by promoting debate and fostering informed decision-making on a range of current local, state and national issues,</td>
<td></td>
</tr>
<tr>
<td>• to gain knowledge of the world, as the foundation for understanding international events and trends,</td>
<td></td>
</tr>
<tr>
<td>• to show students ways in which they can positively influence their world as active local, national and global citizens by encouraging them to question why things are the way they are,</td>
<td></td>
</tr>
<tr>
<td>• to investigate issues and to evaluate alternative, more sustainable futures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Through exploration and discussion, students develop an informed view of their responsibilities towards the environment and to people throughout the world.</td>
</tr>
<tr>
<td>Overview of</td>
<td></td>
</tr>
<tr>
<td>Activities:</td>
<td></td>
</tr>
<tr>
<td>• Various written and non-written tasks</td>
<td></td>
</tr>
<tr>
<td>• Various skill based activities including compulsory field work</td>
<td></td>
</tr>
<tr>
<td>• Analysing audio-visual materials</td>
<td></td>
</tr>
<tr>
<td>• Completing individual primary and secondary research</td>
<td></td>
</tr>
<tr>
<td>• Using technology to analyse, interpret and present findings.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>Strategies:</td>
<td>A variety of assessment strategies will be used to cater for students’ diverse backgrounds, learning styles and needs. This will give students more opportunities to demonstrate progress. These could include: observations; conferencing; portfolios; writing and work samples; performances; demonstrations and exhibitions; as well as assignments and tests.</td>
</tr>
<tr>
<td>Equipment:</td>
<td>A4 notebook or exercise book, colouring pencils, biro, ruler, pencil, calculator, protractor, headphones with microphone.</td>
</tr>
<tr>
<td>Unit Title:</td>
<td>09HIS – The Making of the Modern World</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Strands:</td>
<td>i) Historical Knowledge &amp; Understanding</td>
</tr>
<tr>
<td></td>
<td>ii) Historical Skills</td>
</tr>
</tbody>
</table>
| Key Inquiry Questions: | The unit provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.
|                     | *The key inquiry questions at this year level are:* |
|                     | • What were the changing features of the movements of people from 1750 to 1918? |
|                     | • How did new ideas and technological developments contribute to change in this period? |
|                     | • What was the origin, development, significance and long-term impact of imperialism in this period? |
|                     | • What was the significance of World War I? |
| Purpose:            | *To ensure that students develop:* |
|                     | • interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens |
|                     | • knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society |
|                     | • understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability |
|                     | • capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication. |
| Overview of Activities: | • Various written and non-written tasks |
|                     | • Participating in role plays and dramatic activities |
|                     | • Analysing evidence including primary and secondary sources |
|                     | • Using technology to inquire and present findings |
| Assessment Strategies: | A variety of assessment strategies will be used to cater for students’ diverse backgrounds, learning styles and needs, and will give students more opportunities to demonstrate progress. These could include observations, conferencing, portfolios, writing and work samples as well as performances, demonstrations and exhibitions, as well as assignments or tests. |
| Equipment:          | A4 notebook or exercise book, colouring pencils, biro, ruler, pencil, headphones with microphone. |
VISUAL ART

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 experience and explore a variety of media to help them understand the possibilities and limitations of the materials used. All students are encouraged to be creative and to solve problems in an atmosphere of acceptance and understanding.

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.

ASSESSMENT:
Students are assessed on the following criteria based on an A-E scale:

1. Visual Literacy
2. Application
3. Appraising

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>09VAR1 - Going Bush / Living In a Material World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub Strands:</td>
<td>Making, displaying and appraising</td>
</tr>
</tbody>
</table>
| Key Concepts: | **Term One: Going Bush**  
The focus of this unit 'Going Bush' is to develop students' awareness of their environment and its visual features. They may use memories, experiences and observations of natural forms such as trees, rock formations and leaves.  
**Term Two: Living In a Material World**  
The context for learning in this unit is the modern world of advertising and mass production. Students explore how art reflects society and the social role of the artist. |
| Purpose: |  
- to provide students with opportunities to design, make, display and appraise images and objects using the local, natural environment and artists' interpretations of nature as stimulus  
- to develop student's abilities to make and display their own original images and objects  
- to provide students with opportunities to design, make and appraise contemporary art of the 1960s, use the techniques and processes of this time and respond to the popular culture of the 21st Century |
| Overview of Activities: |  
- Research local, natural environments and artists such as Jeannie Baker and Ian Gentle who use and are influenced by the environment  
- Identify patterns, symbolic colours and perspective  
- Create collages utilizing stimuli such as the face, torso, landscape and creatures  
- Analysis of their own and others’ images, objects and display  
- Awareness of how art reflects society in a variety of historical and contemporary contexts  
- Experiment with techniques and processes of the Pop artists  
- Analyse and evaluate artworks  
- Respond to the popular culture of our time |
<p>| Assessment Strategies: | Folio of completed drawings; journal process work; teacher-student consultation; focused analysis; teacher observation; peer and self-assessment; reflective worksheets; collaborative display. |
| Equipment / Materials: | A4 visual journal; 2B, 4B and 6B drawing pencils; coloured pencils; scissors; eraser; A4 display folder; a roll of paper towel. |</p>
<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>09VAR2 – Artists’ Books / Design for the Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub Strands:</td>
<td>Making, displaying and appraising</td>
</tr>
<tr>
<td>Key Concepts:</td>
<td><strong>Term Three: Artists’ Books</strong>&lt;br&gt;The context for learning in this unit is the “book as art”. The second phase is looking at “book as art”. Students research book artists, illuminated manuscripts and artist books from various cultural and historical contexts to create their own artist book.&lt;br&gt;&lt;br&gt;<strong>Term Four: Design for the Body</strong>&lt;br&gt;The context for learning in this unit is the relationship between the body, visual art and fashion. Students explore and reflect on wearable art and its link to fashion, expression of the body, cultural, peer and media influences in contemporary fashion.</td>
</tr>
<tr>
<td>Purpose:</td>
<td>• to actively engage students in making, displaying and appraising sculptural books and texts as art&lt;br&gt;• to actively engage students in making, displaying and appraising wearable art and the functions and communication of art through visual language&lt;br&gt;• for students to research and broaden notions of art forms and functions</td>
</tr>
<tr>
<td>Overview of Activities:</td>
<td>• Research techniques and processes used by book artists&lt;br&gt;• Make a series of small book-like constructions&lt;br&gt;• Experiment with letter shapes and styles to make an illuminated manuscript&lt;br&gt;• Experiment with collage and layering images and text&lt;br&gt;• Exhibition of sculptural book forms&lt;br&gt;• Creation of an interactive artist book&lt;br&gt;• Explore possible ideas for design&lt;br&gt;• Experiment with forms, materials and processes using line, shape, colour and texture; and create possible solutions&lt;br&gt;• Evaluate wearable art of others and its relation to their own work and contemporary society</td>
</tr>
<tr>
<td>Assessment Strategies:</td>
<td>Journal, process work, preliminary designs, folio of work; teacher–student consultation, focused analysis; teacher observation; peer and self-assessment; reflective worksheets: collaborative display</td>
</tr>
<tr>
<td>Equipment / Materials:</td>
<td>A4 visual journal; 2B, 4B and 6B drawing pencils; coloured pencils; scissors; eraser; A4 display folder; a roll of paper towel</td>
</tr>
</tbody>
</table>
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 09BUS1</td>
<td>Exercise book; Calculator; T- ledger paper; 3 Money Column Journal paper.</td>
</tr>
<tr>
<td>Business 09BUS2</td>
<td>Exercise book; Calculator; 2 column journal paper; T format ledger paper.</td>
</tr>
<tr>
<td>Drama</td>
<td>A4 notebook or exercise book; Access to basic costumes and props; Theatre Blacks – comfortable black clothing, T-shirt and pants which allow for movement.</td>
</tr>
<tr>
<td>English</td>
<td>A4 exercise book; dictionary; thesaurus; plastic pocket display folder; Grammar workbook (to be purchased from the College)</td>
</tr>
<tr>
<td>Geography</td>
<td>A4 notebook or exercise book, colouring pencils, biro, ruler, pencil, calculator, protractor, headphones with microphone.</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Sports uniform, water bottle, exercise book, text book                                               <strong>NB:</strong> 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, headphones with microphone.</td>
</tr>
<tr>
<td>Information &amp; Communication Technology</td>
<td>A4 display book; USB drive; Microphone headset</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Scientific calculator, ruler, Kent set, 360° protractor, 2 A4 exercise books, grid book</td>
</tr>
<tr>
<td>Science</td>
<td>A4 exercise book, glue stick, ruler, pencils, coloured pencils, eraser, calculator, graph paper</td>
</tr>
<tr>
<td>Visual Art</td>
<td>A4 visual journal; 2B, 4B and 6B 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 fully 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](http://www.studentconnect.qsa.qld.edu.au)
The CIS includes a website and a freecall service. 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](http://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](http://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.
USEFUL INTERNET SITES FOR CAREER PLANNING

There are many Internet sites that can help you with your career planning. Below is a selection you might find useful. Many of these sites have links to other helpful sites. Be aware that Internet addresses do change. These addresses were active on 12 June 2011.

Career questionnaires
Job Juice
www.jobjuice.gov.au
myfuture
www.myfuture.edu.au
(select My Guide)
Smart future
www.smartfuture.qld.gov.au
Career planning
Career Information Service
www.cis.qsa.qld.edu.au/
Graduate Careers
(select Industry CareerProfiles)
myfuture
http://www.myfuture.edu.au/
(select My Guide)
jobjuice
www.jobjuice.gov.au/
(select Choose a direction)
The Good Guides
www.thegoodguides.com.au
(select Career)
Youth information
www.youth.gov.au

Occupational information
Australia’s Careers Online
(select Start here/World of career information)
Careers Advice Australia - Connect to your future
Enterprise Network for Young Australians
www.enya.org.au/
Job Guide - Occupational profiles
Job Outlook - Information on Occupations and myfuture
www.myfuture.edu.au
www.jobsearch.gov.au
www.wisenet-australia.org/
National Innovation Website - Youth
Skilling Solutions Queensland
www.skillingssolutions.qld.gov.au/
Skills for the Future
www.skillsforthefuture.gov.au

Industry Careers

Specific occupations
Accounting
http://www.charteredaccountants.com.au
Architecture
www.architecture.com.au
Auto careers
www.autocareers.com.au
Aviation Australia
www.aviationaustralia.net.au/index.php?home/item/7
Biotechnology
Construction industry
www.constructmycareer.com.au
Creative Industries Skills Council
www.cisc.com.au
Defence Forces
www.defencejobs.gov.au
Electrical, electronic and communications
www.electrotecfutures.com.au
Engineering and manufacturing
www.engineeraustralia.org.au
www.zoom.airgroup.asn.au
Film & TV Industry
Information technology
www.acs.org.au/ (select IT Careers Portal)
Invest Australia - agribusiness, biotechnology, energy industries, environmental industries, financial services, ICT, advanced manufacturing, minerals, nanotechnology, and services
www.itcareers.acs.org.au/
www.itskillshub.com.au
Manufacturing
www.zoom.airgroup.asn.au
Marine Science
www.amsa.asn.au/
Mining (Click on Skills and Education)
www.qrc.org.au
Music industry
Nursing
www.thinknursing.com/
Queensland Police
Queensland Public Service
Recreation industry
www.rtg.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.qtlc.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.gtalt.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
m ents/you
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
Scholarships
Australian Govt Undergraduate Scholarships, Fellowships & Grants
www.education.gov.au/

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

Info for Indigenous students
Deadly pathways
myfuture
www.myfuture.edu.au (select ‘The Facts & Career’ links)
http://www.deewr.gov.au

Guide for students with a disability
Australian Catholic University National
Career Information Service
Griffith University
www.gu.edu.au/ua/aa/ss/equity/home.html
Queensland University of Technology
http://www.qut.edu.au/about/servdirect/equity
Job Access
www.jobaccess.gov.au/JOAC/Home/myfuture
www.myfuture.edu.au (select ‘The Facts & Career’ links)
The University of Queensland
www.uq.edu.au/student-services

Adapted from the “Useful Internet Sites for Career Planning 2007” Curriculum Brank, Department of training and the Arts, June 2011
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 unforseen crisis should be made **before the due date**.

Extension requests for all reasons other than illness and unforseen 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 9 student is 1½ hours each night.**

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

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

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),

   e.g. \( \frac{? \text{ weeks}}{40} \times \text{total amount.} \)

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

Key Curriculum Contacts:
Principal: Mrs Maree Messer
Deputy Principal: Ms Sharee Lane
Assistant Principal (Curriculum): Ms Kerry McGuinness
Assistant Principal (Religious Education): Mr Gary Conwell
Acting VET/Careers Coordinator: Mrs Sarah Meder
Guidance Counsellor: Mrs Louise Fiumara

Academic Coordinators:
Business Technology: Mrs Tanya Anderson
English & French: Ms Rikki Chandler
Drama: Ms Claire Prior
Home Economics/Health & Physical Education: Miss Danielle Maluga
Mathematics: Ms Juliana Vasantakumar
Religious Education: Mr Gary Conwell
Science: Ms Karen Paterson
Social Science & Art: Mrs Megan Pidskalny
Support Teacher (Inclusive Education): Ms Kerry Peacey
Teacher Librarian: Mrs Frances Zabarauskas