



St John Fisher College
BRACKEN RIDGE

Year 10
SUBJECT GUIDE



2025

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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.**

MESSAGE FROM THE PRINCIPAL

The St John Fisher College learning community has very high expectations of our students and the first of these is that they work to the best of their ability. We expect that all our students will strive to do their best at all times in all they do in this wonderful community.

The John Fisher way of learning helps develop dispositions which will help you with the language, skills and strategies to grow and learn with confidence. Those dispositions are to:

- Be inquisitive
- Be collaborative
- Be reflective
- Be courageous
- Be resilient

These important approaches to learning will allow you to meet the challenge of an increasingly complex 21st century world. We recognise that members of our community need to be able to create, evaluate, effectively use information and manipulate technology. Your course of study will help you learn these skills.

While you are here in this place of learning, I encourage you to step out of your comfort zone, for it is here that you will have your greatest achievements. I also challenge you to become problem solvers and creative thinkers. As you move into your years of secondary education you also need to become more responsible for the outcomes in your life. Take the initiative and ask the staff at the College to help you with your concerns. Help is available in many forms from our staff.

Our school curriculum, described briefly in this booklet, is designed to enable you as a student to choose the course of study that will allow you to achieve your best, enjoy your learning and to lay the foundation for more extensive studies in the coming years. The emphasis is on each individual taking responsibility for one's own progress.

I hope that your journey with us is both exciting and rewarding and I look forward to working with you, as together we strive to grow in *Goodness, Knowledge and Discipline* in 2024.



Ms Britt Gurnett
Principal



YEAR 10 SUBJECTS

All students will study four core subjects and three elective subjects for the duration of the year.

The Core subjects (and prerequisites) are:

- Religious Education
- English (C in Yr 9 English) / Literature (B in Yr 9 English) / Essential English
- General Mathematics (C in Yr 9 Maths) / Mathematical Methods (B in Yr 9 Maths) / Essential Mathematics
- Science

Students may choose **THREE** elective subjects from:

- Design & Technologies - Food and Materials
- Design & Technologies – Engineering and Materials
- Digital Technologies
- Drama
- Economics and Business
- French
- Health & Physical Education
- History
- Legal Studies
- Music
- Visual Arts

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

SUBJECT SELECTION ONLINE (SSO)

In Term 3 the Year 9 students will gather information about the curriculum and requirements of each subject offered in Year 10, 2025. Students will be required to select their subjects through the online process:

1. Students will be emailed their SSO (Subject Selection Online) information. This will include a link to the SSO site, username and password. Please note this is the only method by which subject preferences will be received.
2. This instruction sheet will include an individual Student Access Code and Password.
3. **Students do have the opportunity to change their preferences once entered, but the final selection must be completed online by Friday 9th August at 11pm.**

If there are any difficulties with SSO please contact Mrs Rebecca England on 3869 8188 or rebecca.england@bne.catholic.edu.au

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Senior schooling in Queensland gives students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

How do I plan my senior study?

In Year 10, your school and family will help you plan what to study in Years 11 and 12. You'll discuss what jobs or careers you are interested in and then choose the subjects and courses that will enable you to achieve a QCE and work towards your goals.

What subjects can I choose?

In the new QCE system, you can study a wide variety of subjects:

- QCAA General subjects
- QCAA Applied subjects
- Vocational Education and Training (VET) courses
- School-based Apprenticeships and Traineeships (SATs)
- University subjects completed while at school (e.g. Head Start programs)
- Workplace learning
- Certificates and awards such as those issued by the Australian Music Examinations Board or Duke of Edinburgh program.

How is senior assessment different?

Each General and Applied subject will require four assessments to count towards your final grade in that subject.

General subject results will be based on your achievement in three internal assessments (developed by your school), and one external assessment that is set and marked by the QCAA. In most General subjects your internal assessment results will count for 75% of your overall subject result. In maths and science subjects, your internal assessment results will generally count for 50% of your overall result.

Applied subject results will be based on your achievement in four internal assessments. Internal assessments might include in-class tests, assignments, essays or some other form. Your work will be marked by your school, and the QCAA will then review samples of student work for every subject in every school to ensure the quality and rigour of assessment and results.

External assessment for each subject will be held on the same day in all schools across the state. Your final subject result will be made up of your external assessment result, plus your three internal assessment results.

How does the QCE work?

Most students should achieve a QCE by the end of Year 12. If you need a bit longer, you can keep working towards it after you leave school.

How do I ensure I am eligible for tertiary entrance?

If you're eligible, you'll be ranked for university using the ATAR.

A broad range of courses can contribute to the ATAR:

- Five General subjects; or
- Four General subjects, and one VET qualification at Certificate III or above; or
- Four General subjects, and one Applied subject.

To be eligible, you'll also need to pass an English subject, but your result will only contribute to your ATAR if it's one of your best five subject results.

Your ATAR will be calculated and issued by the Queensland Tertiary Admissions Centre. Visit its website for details: www.qtac.edu.au/for-schools/atar-information.

More information If you would like more information about the new QCE system, including a list of new and redeveloped syllabuses, please visit the QCAA website <https://www.qcaa.qld.edu.au/senior>

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

. The QCIA records educational achievement in two areas:

- **The Statement of Achievement** provides description of the student's demonstrated knowledge and skills in areas of study and learning.
- **The Statement of Participation** lists activities that a student has undertaken such as extra-curricular activities or work experiences.

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

Students or parents wishing to find out more about the QCIA should talk to the Support Teacher – Learning Enhancement (Mrs Kerry-Anne Nolan), the Guidance Counsellors (Ms Amy Hodgkinson & Ms Kirsty Magarry) or the Deputy Principal. The QCAA website also has a section dealing with the certificate under Certificates and Qualifications.

SENIOR SUBJECTS @ SJFC

The following Senior subjects are in line with current offerings at SJFC. Additional subjects and VET certificates may be added to our list of offerings in the future.

General Subjects:

- Biology
- Business
- Chemistry
- Design
- Digital Solutions
- Drama
- English
- Food and Nutrition
- French
- French Extension
- General Mathematics
- Legal Studies
- Literature
- Mathematical Methods
- Specialist Mathematics
- Modern History
- Music
- Music Extension
- Physical Education
- Physics
- Psychology
- Study of Religion
- Visual Art

Applied Registered Subjects:

- Drama in Practice
- Essential English
- Essential Mathematics
- Religion and Ethics
- Social & Community Studies
- Visual Arts in Practice

VET Certificate Courses:

- Cert III in Business
- Cert III in Hospitality
- Cert II in Sampling and Measurement (moves into)
- Cert III in Laboratory Skills
- Cert II in Health Support Services
- Cert III in Fitness
- Cert IV in Justice Studies (online)

RECOMMENDED PRE-REQUISITES FOR SENIOR SCHOOLING

Yr. 11/12 Subject	Yr. 10 Subject	Minimum Yr. 10 Result
General Mathematics	General Mathematics	C
Mathematical Methods	Mathematical Methods	B
Specialist Mathematics	Mathematical Methods	B
Essential Mathematics	Essential Mathematics	-
English	English	C
Literature	Literature	B
Essential English	Essential English	-
Business	English OR Literature	C
	OR Economics & Business	C
Legal Studies	Civics & Citizenship OR History	B
	AND English OR Literature	C
Modern History	Civics & Citizenship OR History	B
	AND English OR Literature	C
Study of Religion	Religious Education	B
	AND English OR Literature	C
Social and Community Studies	N/A	-
Religion and Ethics	N/A	-
Design	English OR Literature	C
Digital Solutions	English OR Literature	C
	AND Mathematics	C
Food & Nutrition	English OR Literature	C
Physical Education	Health & Physical Education	C
Biology	Science	B
Chemistry	Science	B
	AND Mathematical Methods	B
Physics	Science	B
	AND Mathematical Methods	C
Psychology	Science	B
	AND General Mathematics	B
French	French	B
	AND English/Literature	C
French Extension (Yr.12 Only)	French	B
Drama	English OR Literature	C
	AND Drama	C
Music	English OR Literature	C
	AND Music	B
Visual Art	English OR Literature	C
	AND Year 9 or 10 Visual Art	C
Music Extension	English OR Literature	C
	AND Music	A
Drama in Practice	N/A	-
Visual Arts in Practice	N/A	-

- ❖ Students wanting to study Specialist Mathematics **must** also study Mathematical Methods.
- ❖ Students wanting to study Physics are **required** to study Mathematical Methods and are **encouraged** to also study Specialist Mathematics.
- ❖ Students wanting to study Chemistry are **encouraged** to study Mathematical Methods.

SUBJECT PATHWAYS YEARS 7 TO 12

(G) – General (A) – Applied (C) – Compulsory (V) – VET Certificate

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Religious Education (C)	Religious Education (C)	Religious Education (C)	Religious Education (C)	Study of Religion (C) (G) Religion and Ethics (C) (A)	Study of Religion (C) (G) Religion and Ethics (C) (A)
English (C)	English (C)	English (C)	English (C) Literature (C) Essential English (A)	English (C) (G) Literature (C) (G) Essential English (C) (A)	English (C) (G) Literature (C) (G) Essential English (C) (A)
Mathematics (C)	Mathematics (C)	Mathematics (C)	General Mathematics (C) (G) Mathematical Methods (C) (G) Essential Mathematics (C) (A)	General Mathematics (C) (G) Mathematical Methods (C) (G) Specialist Mathematics (C) (G) Essential Mathematics (C) (A)	General Mathematics (C) (G) Mathematical Methods (C) (G) Specialist Mathematics (C) (G) Essential Mathematics (C) (A)
Science (C)	Science (C)	Science (C)	Science (C)	Biology (G) Chemistry (G) Physics (G) Psychology (G) Cert II in Sampling & Measurement (V)	Biology (G) Chemistry (G) Physics (G) Psychology (G) Cert III in Laboratory Skills (V)
History (C) Geography (C)	History (C) Geography (C)	History (C) Geography (C)	Legal Studies History	Legal Studies (G) Modern History (G) Social & Community Studies (A) Cert IV in Justice Studies (V)	Legal Studies (G) Modern History (G) Social & Community Studies (A) Cert IV in Justice Studies (V)
Economics and Business (C)	Economics and Business	Economics and Business	Economics and Business	Business (G) Cert III in Business (V)	Business (G) Cert III in Business (V)
Digital Technologies (C)	Digital Technologies	Digital Technologies	Digital Technologies	Digital Solutions (G)	Digital Solutions (G)

SUBJECT PATHWAYS YEARS 7 TO 12

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Design & Technologies - Food and Materials (C) Design & Technologies – Engineering & Materials (C)	Design & Technologies - Food and Materials Design & Technologies – Engineering & Materials	Design & Technologies - Food and Materials Design & Technologies – Engineering & Materials	Design & Technologies - Food and Materials Design & Technologies – Engineering & Materials	Design (G) Food and Nutrition (G) Cert III in Hospitality (V)	Design (G) Food and Nutrition (G) Cert III in Hospitality (V)
Visual Arts (C) Drama (C) Music (C)	Visual Arts Drama Music	Visual Arts Drama Music	Visual Arts Drama Music	Visual Art (G) Drama (G) Music (G) Music Extension (G) Drama in Practice (A) Visual Arts in Practice (A)	Visual Art (G) Drama (G) Music (G) Music Extension (G) Drama in Practice (A) Visual Arts in Practice (A)
Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education	Physical Education (G) Cert III in Fitness (V) Certificate II in Health Support Services (V)	Physical Education (G) Cert III in Fitness (V) Certificate III in Health Service Assistance (V)
French (C)	French	French	French	French (G)	French (G) French Extension (G)

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DESIGN AND TECHNOLOGIES – FOOD AND MATERIALS

Why study Design and Technologies - Food and Materials?

Design and Technologies - Food and Materials challenges students to think about, respond to, and create solutions for contemporary issues in food and nutrition. Students apply their food science, nutrition and technologies knowledge and skills to solve real world food with particular focus on emerging food trends, health and nutrition, and sustainability. Design and Technologies – Food and Materials develops skills in practical food preparation and food experimentation producing enterprising students who can make discerning decisions about food and the development of new food products.

Skills and knowledge attained in Design and Technologies - Food and Materials are useful for life. The units are also useful for career pathways into the areas of health (e.g. dietetics, nursing, nutrition, community health) or food science (e.g. food technologist, production manager, food chemist, nutritional therapist, food production designer) or hospitality (e.g. chef, function management, caterer).

Course Content

Semester One	Semester Two
<p>Unit 1: Protein This unit introduces Australia’s food system as it ensures safe, affordable, high quality and nutritious food supply is available to all consumers. Students investigate food and how it sustains life, with a focus on protein - an essential macronutrient. Students recognise the specific groups of people that require extra protein and investigate the role protein plays in good health. Food sources of proteins are explored with a particular focus on alternate sources of protein as traditional sources become unsustainable in today’s world. Students experiment with the functional properties of protein (denaturation, coagulation and maillard browning). Students regularly engage in food experimentation and practical food lessons including high protein formulations (e.g. egg foam - meringue, lemon meringue pie, caramel meringue pie, aquafaba, buttermilk pancakes and muffins, meat free formulations and cooking with alternate protein sources).</p> <p>Unit 2: Carbohydrates The focus of this unit is the macronutrient, carbohydrate. Function, food sources, GI and sensory properties are investigated in this unit. Students examine the classifications of carbohydrates as monosaccharides, disaccharides and polysaccharides and the varying functions each has. Students investigate the health impacts of over and under consumption of carbohydrate and the role of energy in maintaining weight, with chronic disease being a major public health issue. The functional properties of carbohydrates are investigated by experiments and practical food activities (e.g. gelatinisation - sauce, dextrinisation - biscuits, caramelisation - caramel slice, crystallisation – honeycomb)</p>	<p>Unit 3: McCormick Challenge Students are presented with the food flavour forecasts identified by McCormick’s. The food challenge set by McCormick’s, requires students to develop a new formulation which puts the flavour trends identified as the hero of the dish. Students work within defined criteria that will enable a healthy, sustainable, modern food product to be developed. They will use the design process to investigate, generate, plan, manage, produce and evaluate to make a product that resolves the design brief.</p> <p>Unit 3: Fat In this unit students review the food nutrients with a focus on fat. In a society where diet related disease is prevalent students investigate the role fat plays in a healthy diet. A focus of this unit is enhancing nutritional outcomes by reducing saturated fat. Students develop food solutions using the chemical and physical properties of fat-based food. The assessment task focuses on development of a line extension of baked goods with the aim to improve the fat content and thus enhance the nutritional value, whilst retaining positive sensory properties.</p>

Assessment

Students' work will be assessed using the following assessment objectives:

- Knowledge and Understanding
- Skills

Students will engage in a range of assessment tasks including:

- Exam
- Project-Folio (written, experimental and practical components)

Note: As a requirement of the course students are expected to provide ingredients, trays and containers for practical food preparation (list supplied at start of each unit). At times students will be required to choose their own recipes and thus cost of ingredients will vary.

DESIGN AND TECHNOLOGIES – ENGINEERING AND MATERIALS

Why study Design and Technologies – Engineering and Materials?

As students engage in design challenges, they have multiple opportunities of creative input and innovation, as well as the application of technical skill and conceptual understandings in solving a problem. Students will develop design skills, creativity, enterprise, problem solving, decision making, organisational skills and working independently and collaboratively. The skills developed in Design and Technologies – Engineering and Materials are essential in our ever-changing world.

The use of 3D printers and laser cutters is an integral part of the design units, along with upcycling and repurposing textile items which provides students with a great sense of accomplishment and lessons in perseverance and problem solving. Students work within a design process of exploring needs and wants; developing ideas; using drawing and practical construction skills, evaluating design ideas in order to develop design solutions.

Course Content

Semester One	Semester Two
<p>Unit 1: The Denim Rethink Students recognise the increasing demands of fast fashion on our environment. They identify that at each stage of production, textiles are unsustainable and unethical, and the industry must move from a linear production to a closed the loop in the textile production cycle. Students design and construct a textile item upcycled from remnants and used textiles.</p> <p>Unit 2: Wool4School design challenge Students complete the Woolmark Company's Wool4School design project. Wool4School is an annual online student design project teaching and supporting skills in fashion design. It educates students about the natural benefits of Australian wool and the innovative applications it has in fashion design. The focus is on researching the theme (which changes yearly), developing end-user profiles, inspiration boards, drawing fashion croquis, incorporating sustainability elements into design, fashion drawing and writing a creative statement supporting the final design. The format is self-paced, thus promoting student responsibility for their learning, using independent or collaborative work modes. The 2023 design challenge encouraged students to innovatively redesign an outfit to blend and restore a vintage, retro or pre-owned garment to give it new life.</p>	<p>Unit 3: Graphic design challenge In this Graphic Design unit students develop a slogan and/or logo that promotes safe behaviours in the sun to a teenage audience. They investigate existing marketing campaigns, slogans and logos to establish a set of criteria for success. The production of an end-user profile provides insight to the adolescent target audience. A design concept is created by ideating, synthesising, evaluating and refining the design concept. Students digitally transfer the design concept to a readymade textile item such as t-shirt, beach bag or hat. The slogan and/or logo must have a clear message and be presented in such a way to engage the target audience.</p> <p>Unit 4: Industrial design In this unit students will respond to a design challenge that requires them to develop a design concept. In this challenge they will use the Double Diamond Design Process, including prototyping to test and refine the product. Students will prototype in wood or acrylic using the laser cutter and engraver. Design sketching skills is a key component of this unit as well as schematic sketching which will prepare students for Senior Design.</p>

Assessment

Students' work will be assessed under the following dimensions: Exploring, Devising, Synthesising and Evaluating, and Representing and Communicating. Students will engage in assessment tasks including Exams and Projects (written design journal and practical components).

Note As a requirement of the course students are expected to provide fabric, patterns and sewing notions for practical textile items (requirements will be advised at the beginning of the unit). The cost is dependent on the student's choice of patterns and materials.

DIGITAL TECHNOLOGIES

Why study Digital Technologies?

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures. Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be global citizens capable of actively and ethically communicating and collaborating.

Course Content

Digital Technologies is largely practical, but also incorporates theory elements. Communication is also an essential aspect of the study and involves the use and production of visual, audio and written texts.

Semester One	Semester Two
<p>Game Design – MakeCode Arcade</p> <p><i>Design and develop a platformer game and play it on a handheld gaming device.</i></p> <ul style="list-style-type: none"> • Game Design: Basics of mechanics, dynamics, and aesthetics. • Introduction to MakeCode Arcade • Game Design Concepts: Goals, rules, challenges, rewards, and genres. • Creating Game Assets • Programming player controls, collisions, and physics. • Level Design: Using MakeCode Arcade's level editor • Playtesting, feedback, and improvements. <p>Designing and Building Web Applications</p> <p><i>Building on earlier experience with designing applications – incorporate a database into the solution.</i></p> <ul style="list-style-type: none"> • Designing for accessibility & Usability Principles • Principles and elements of visual design • Designing websites with sketches and wireframes • User acceptance testing • Website Development • HTML and CSS • Storing information in a database 	<p>Video production & Artificial Intelligence</p> <p><i>Explore AI and use it to expand human creativity in the production of a video advertisement.</i></p> <ul style="list-style-type: none"> • Introduction to AI • How do AIs learn • Computer Vision • Ethics and AI: ethical considerations and societal impacts of AI technology. • Generative AI in creative industries • Assess AI technologies for the creation of a video advertisement. • Codecs and Compression • Use AI and human creativity to develop an advertisement. <p>Smart Devices</p> <p><i>Explore the world of microcomputers and develop a smart house automation that will save energy costs.</i></p> <ul style="list-style-type: none"> • Introduction to Smart Automation • Concepts and benefits of automation. • Microprocessor Basics • Sensor Integration • Controlling lights, fans, curtains, alarms. • Home Network Integration: Remote control and monitoring. • Intelligent system algorithms and logic. • User Interface Design • Energy Efficiency and Sustainability • Troubleshooting and Debugging • Build an automation solution for a home.

Assessment

Students' work will be assessed in the following strands: Knowledge and Understanding, Processes and Production Skills. Results will be awarded on a balanced judgement of the student's assessment.

Note: Students considering studying Digital Solutions in Senior are encouraged to study Digital Technologies in Years Nine and Ten, however it is not a prerequisite.

DRAMA

Why study Drama?

Drama at St John Fisher College provides opportunities for students to express themselves creatively and develop skills which prepare them to be effective communicators and critical thinkers in the future.

The Year 10 Drama course has been designed to immerse students into a safe and supportive environment allowing students to develop their creativity, confidence, interpersonal skills and greater self-awareness and empathy for others. These skills serve students well beyond the classroom.

Course Content

The Year 10 course provides opportunities for students to create and perform drama. Students are given an opportunity to experience a range of styles of Theatre including Shakespearean, Physical Theatre, Improvisation and Contemporary Theatre. The range of units chosen for Year 10 Drama encourages the students to approach the subject with more maturity and to examine how drama can relate, inform and educate about real events.

Topic One – Shakespeare and Physical Theatre

- Explore a Shakespearean play e.g. Macbeth
- Learn physical theatre techniques e.g. Suzuki Walk, Cause and Effect
- Devise and present a performance combining Shakespearean text and physical theatre techniques

Topic Two - The Scene Project

- Participation in an initiative run by Qld Theatre Company which involves students presenting a 15 min performance, for other participating schools, at the Bille Brown Studio.

Topic Three - Gothic Theatre

- Explore themes and dramatic conventions of Gothic Theatre
- Read examples of Gothic Theatre plays e.g. *Children of the Black Skirt*
- Create a dramatic concept for a Gothic Script extract

Assessment

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

Students will engage with a range of assessment techniques throughout the course including group performance, analytical essays and devising a dramatic concept. Although most assessment items require students to work as part of a group they are marked individually.

Note:

Students considering Drama in Senior are encouraged to have studied a minimum of one semester unit of Year 10 Drama. Due to the physical nature of the subject, theatre blacks are required.

ECONOMICS AND BUSINESS

Why study Economics and Business?

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

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

Course Content

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

Semester One	Semester Two
<p>Topic One– Human Resources Management</p> <ul style="list-style-type: none"> Processes that businesses use to manage the workforce and improve productivity, including the role of entrepreneurs. <p>Topic Two- The Nature of Business</p> <ul style="list-style-type: none"> Legal ownership structures available to a business Introduction to the business life cycle The internal environment of a business (Organisational culture, Employees, structure, management) External environment (customers, competitors, suppliers, stakeholders) Introduce analytical tools- SWOT and PEST 	<p>Topic Three – Market Day</p> <ul style="list-style-type: none"> Introduction to marketing The Marketing Mix- The 4P's Introduction to production management Introduction to operations management Shop design and layout Supply chain management Customer service delivery Inventory controls and banking procedures Preparation and presentation of financial statements Introduction to management decision-making Review of small business management practices

Assessment

Students will engage with a range of assessment techniques including objective short answer response items, extended response items including real world case studies, practical application items, response to stimulus exams and measuring the feasibility of their own business in report format.

Note: Students considering Business in Senior are encouraged to study Business in Year 10, however it is not a prerequisite.

ENGLISH

Why study English?

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

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

Course Content

In Year 10 students think critically about texts that provide comment on social issues and further develop their skills in preparation for Senior English.

Unit One <i>Never Stop Dreaming</i>	Students will investigate the development of a protagonist through a study of Melina Marchetta's novel, <i>Looking for Alibrandi</i> , and Gurinder Chadha's film, <i>Bend it Like Beckham</i> . Students will analyse how the two different texts convey particular attitudes, values and beliefs underpinning people, places and identities. Students will consider the two texts and draw conclusions about how the two authors make meaning, using evidence from the texts.
Unit Two <i>Voices of Assent and Dissent</i>	This unit continues an exploration of the relationship between texts and the context of the period in which they were written. Students will explore protest and issue-based poetry which they will use to inspire their own narrative. This leads into an exploration of how voice can be used to promote a cause and create change. Students craft and deliver their own 'protest' speech.
Unit Three <i>Macbeth</i>	Students engage in an in-depth study of Shakespeare's <i>Macbeth</i> , exploring the central themes, characters and language elements. They will examine the relevancy of the play's themes to those of their own lives and come to understand how Shakespeare still speaks to a 21 st Century audience.

Assessment

Students' work will be assessed using the ACARA Australian Curriculum English Achievement Standard Descriptors under three modes – writing and creating; listening, speaking and creating; and reading and viewing – and across 4 assessment items.

Students will engage with a range of assessment tasks which have been designed to prepare them for the rigours of Years 11 and 12. They will present a persuasive speech, create a narrative literary transformation based on poetry and write two analytical essays (one under exam conditions).

ESSENTIAL ENGLISH

Why study English?

English at St John Fisher College provides a foundation for successful, lifelong learning and participation in the Australian community and equips students to face the challenges that will continue to shape their learning in the future. To become effective communicators in Australian society, secondary students need to learn to understand, interpret, and communicate and build relationships with others and with the world around them.

The **Essential English** course is designed to create competent communicators, reflective consumers of 'real world' texts and informed citizens and aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on workplace and every day spoken, written and multimodal texts.

Course Content

In Year 10 students are encouraged to being inquisitive about texts that provide comment on a range of human experiences and social issues and consider these texts' role in our day to day lives. They further develop their skills in preparation for Senior Essential English.

Unit One <i>Outsiders</i>	Students will reflect upon different perspectives and experiences through a study of short story and film. Students will analyse how two different texts convey attitudes, values and beliefs about people, places and identities. Students will draw conclusions about how the two authors make meaning, using evidence from the texts.
Unit Two <i>Voices of Assent and Dissent</i>	This unit continues an exploration of the relationship between texts and the context in which they are set. Students will explore issue-based poetry and/or song lyrics which they will use to inspire their own narrative. This leads into an exploration of how voice can be used to promote a cause and create change. Students craft and deliver their own 'protest' speech.
Unit Three <i>Get Real</i>	Students engage in a broad study of rich non-literary texts, exploring how they represent different beliefs and attitudes, and fulfil specific purposes. They will examine the relevance of different texts to their own lives and come to understand the role of communication for 21 st century audiences.

Assessment

Students' work will be assessed using the ACARA Australian Curriculum English Achievement Standard Descriptors under three modes – writing and creating; listening, speaking and creating; and reading and viewing – and across 4 assessment items.

Students will engage with a range of assessment tasks which have been designed to prepare them for the rigours of Years 11 and 12 Essential English. They will write an analytical essay, present a persuasive speech, create a narrative literary transformation based on poetry, and complete a short response exam with seen and unseen elements.

LITERATURE

Why study Literature?

English at St John Fisher College provides a foundation for successful, lifelong learning and participation in the Australian community and equips students to face the challenges that will continue to shape their learning in the future. To become effective communicators in Australian society, secondary students need to learn to understand, analyse, and communicate and build relationships with others and with the world around them.

The Literature course is designed to provide opportunities for avid readers and creators of texts, and to create confident communicators, imaginative thinkers and informed citizens that reflect on increasingly complex and sophisticated spoken, written and multimodal texts.

Course Content

In Year 10 students think critically about texts that provide comment on a range of human experiences and concepts and further develop their skills in preparation for Senior General English or Literature. They begin to consider how literary perspectives shape how we read and respond to texts.

Unit One <i>Outsiders</i>	Students will investigate the development of a protagonist through a study of Miles Franklin's novel, <i>My Brilliant Career</i> , and Greta Gerwig's film, <i>Little Women</i> . Students will analyse how the two different texts convey particular attitudes, values and beliefs underpinning people, places and identities. Students will compare the two texts and draw conclusions about how the two authors make meaning, using evidence from the texts and drawing on literary perspectives and criticism.
Unit Two <i>Voices of Assent and Dissent</i>	This unit continues an exploration of the relationship between texts and the context of the period in which they were written. Students will explore protest and issue-based poetry which they will use to inspire their own narrative. This leads into an exploration of how voice can be used to promote a cause and create change. Students craft and deliver their own 'protest' speech.
Unit Three <i>Macbeth</i>	Students engage in an in-depth study of Shakespeare's <i>Macbeth</i> , exploring the central themes, characters and language elements. They will examine the relevancy of the play's themes to those of their own lives and come to understand how Shakespeare still speaks to a 21 st Century audience.

Assessment

Students' work will be assessed using the ACARA Australian Curriculum English Achievement Standard Descriptors under three modes – writing and creating; listening, speaking and creating; and reading and viewing – and across 4 assessment items.

Students will engage with a range of assessment tasks which have been designed to prepare them for the rigours of Years 11 and 12. They will present a persuasive speech, create a narrative literary transformation based on poetry and write two analytical essays (one under exam conditions).

SENIOR FRENCH (GENERAL SUBJECT)

Why study French?

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of

an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

By the conclusion of the course of study, students will:

- comprehend French to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in French

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ma vie My world</p> <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	<p>L'exploration du monde Exploring our world</p> <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of French culture to the world 	<p>Notre société Our society</p> <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	<p>Mon avenir My future</p> <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

To study Senior French in Year 10, you must meet the following prerequisites:

- Year 9 French – B
- Year 9 English - B

HEALTH AND PHYSICAL EDUCATION

Why study Health and Physical Education?

Health and Physical Education provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. Students are encouraged to act, individually or collectively, in culturally appropriate ways, to enhance health and wellbeing and to promote structures in society which support their own and others' health and wellbeing.

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

Course Content:

Semester One	Semester Two
<p>Unit 1 – Motor Learning In this unit, students will gain knowledge and understanding of functional anatomy that will build toward the level of knowledge and understanding for Senior PE. Functional anatomy is a field of science that studies how muscles and bones in the body work together to produce movement. Students will learn about the structure and function of bones, joints, and muscles in order to understand how the skeletal system and the muscular system interact in order to produce movement. Integrated through the unit is volleyball as the physical activity.</p> <p>Unit 2 – Training and Fitness In this unit, students will gain knowledge and understanding of fitness and training concepts that will build toward the level of knowledge and understanding for Senior PE. Students will learn about components of fitness, training methods, and principles of training in order to understand how training strategies can be implemented to improve performance. Integrated through the unit are physical activities of training examples and other games/sports to support the unit.</p>	<p>Unit 3 – Motor Learning In this unit, students will gain knowledge and understanding of motor learning concepts that will build toward the level of knowledge and understanding for Senior PE. Students will learn about motor skills, motor learning theories, types of practice, types of feedback, and body and movement concepts in order to understand how motor learning strategies can be implemented to improve performance. The physical activity integrated in this unit is netball.</p> <p>Unit 4 - Ethics and Integrity in Physical Activity In this unit, students will study the role of ethics and integrity in sport. They will look into influences on ethics and integrity and ethical decision making through different scenarios. Again, this unit will prepare students for Senior PE. Integrated throughout the unit will be a range of physical activities to enable practical application of the subject matter in the unit.</p>

Assessment

Students' work will be assessed across the following dimensions: Explaining, demonstrating, applying, analysing, evaluating, justifying and communicating.

Students will engage with a range of assessment tasks including:

- Practical performance
- Project - Folio
- Investigation – Report
- Exam – Combination response

Note: Students are required to wear their sports uniform and supportive cross trainers that are predominantly white in colour.

HISTORY

Why study History?

History provides students with the opportunity to inquire, investigate and question events which have shaped our modern world. The skills gained from this subject empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

History complements other humanities-related subjects such as Legal Studies, English, Geography, Study of Religion, Drama and Visual Art. It helps students understand the how and why of historical events and how this influences the world we live in today.

Senior History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The skills developed in History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

History

Key inquiry questions to help guide the course of study are:

- How did the nature of global conflict change across the 20th century?
- What were the causes and consequences of the Second World War? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?
- What were the perspectives of people at the time? How did these perspectives change?
- What are the contested debates and reasons for different historical interpretations?

Depth Study – Second World War

Depth Study – Building Modern Australia (options include First Nations Australians' campaigns for rights and freedoms, Migration)

Depth Study - Movements in the Modern World (options include Women's movement, Environmental movement, LGBTIQ civil rights movement)

Depth Study - International experiences in the Modern World (Genocides and Ethnic Cleansing, Cultural Globalisation, Popular Culture)

Assessment

Students will engage with a range of assessment techniques to cater for students' different learning styles, to give students opportunities to demonstrate progress and to prepare students for Year 11 and 12 History. These may include short response digital source analysis exams, essay response to stimulus under exam conditions, research tasks and digital story presentations.

Homework

Students are encouraged to read widely in preparation for class and research work.

LEGAL STUDIES

Why study Legal Studies?

Law affects every member of society, and it regulates the wide range of political, administrative, business, economic and social activities in society.

Through Legal Studies, students acquire a general understanding of legal principles and an informed appreciation of our legal system and the cases before the courts. It helps them to know their rights and responsibilities for now and the future.

Students will acquire knowledge and develop skills, values and attitudes that will enhance awareness of our democratic society, and allow them to participate as a more informed, critical and active member.

Students are encouraged to understand the impact of the law, the legal system and the legal processes and how this affects their daily life. This is achieved by studying a number of areas of law and giving students the choice to focus on topics of their interest.

The focus is on inquiry, investigation and analysis of the law and the legal system. From here it is hoped they will make informed and constructive assessments of the law and society.

Course Content

In Year 10 Legal Studies, the units are designed as preparation for Legal Studies in Years 11 and 12:

Legal Studies
Overview – The Legal System
Depth Study options may include: Depth Study: Civil Law and Torts Depth Study: Family and Relationships Law (Mooting) Depth Study: Criminal Law Depth Study: Juveniles and the law. Depth Study: Active Citizens within the Law Depth Study: Human Rights

Assessment

Students will be assessed according to the following dimensions: Knowing and Understanding the law, Investigating Legal Issues and Responding to the Law.

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

Notes

An opportunity may arise for an excursion which will be relevant to the students' study. The cost of the excursion will be covered by levies and students will be required to attend.

Homework

Students are encouraged to read widely concerning current affairs and will spend their time revising concepts, resolving situations by applying the law and researching.

MATHEMATICS

Why study Mathematics?

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

Course Content -

Essential Mathematics: is designed to prepare students for Year 11 study in Essential Mathematics. The course is based on the Year 10 Australian Curriculum – Mathematics.

General Mathematics: is a course that operates at a moderate academic level, and therefore has a prerequisite of a C grade or above in Year 9 Mathematics. It is designed to prepare students for Year 11 study in General Mathematics. The course is based on the Year 10 Australian Curriculum – Mathematics.

Mathematical Methods: is a course that operates at a high academic level, and therefore has a prerequisite of a B grade or above in Year 9 Mathematics. It is designed to prepare students for the study of Mathematical Methods and Specialist Mathematics in Year 11. The course is based on the Year 10 Australian Curriculum – Mathematics **AND** the Australian Curriculum optional content for post-Year 10 mathematics pathways.

Essential Mathematics – Semester One	Essential Mathematics – Semester Two
<p>Topic 1: Measurement</p> <ul style="list-style-type: none"> • Approximations of real numbers • Pythagoras' theorem and trigonometry of right-angled triangles • Measurement error • Surface area and volume • Mathematical modelling involving proportion and scale <p>Topic 2: Algebra</p> <ul style="list-style-type: none"> • Linear inequalities and simultaneous linear equations • Simplifying and solving equations • Exponential equations and graphs • Mathematical modelling involving growth and decay in financial contexts 	<p>Topic 3: Statistics</p> <ul style="list-style-type: none"> • Statistical reports in the media and bias • Displays of continuous numerical data • Data distribution • Two-way tables and scatterplots • Statistical investigations involving bivariate data <p>Topic 4: Probability</p> <ul style="list-style-type: none"> • The language of probability • Chance experiments and simulations • Conditional probability <p>Topic 5: Space</p> <ul style="list-style-type: none"> • Deductive reasoning and proofs involving shapes in the plane • Spatial problems

General Mathematics – Semester One	General Mathematics – Semester Two
<p>Topic 1: Number and Measurement</p> <ul style="list-style-type: none"> • Approximations of real numbers • Pythagoras' theorem and trigonometry of right-angled triangles • Measurement error • Surface area and volume • Mathematical modelling involving proportion and scale • Logarithmic scales <p>Topic 2: Algebra</p> <ul style="list-style-type: none"> • Linear inequalities and simultaneous linear equations • Simplifying and solving equations • Exponential equations and graphs • Mathematical modelling involving growth and decay in financial contexts • Conjectures involving functions and relations 	<p>Topic 3: Statistics</p> <ul style="list-style-type: none"> • Statistical reports in the media and bias • Displays of continuous numerical data • Data distribution • Two-way tables and scatterplots • Statistical investigations involving bivariate data <p>Topic 4: Probability</p> <ul style="list-style-type: none"> • The language of probability • Chance experiments and simulations • Conditional probability <p>Topic 5: Space</p> <ul style="list-style-type: none"> • Deductive reasoning and proofs involving shapes in the plane • Spatial problems • Networks

Mathematical Methods – Semester One	Mathematical Methods – Semester Two
<p>Topic 1: Number and Measurement</p> <ul style="list-style-type: none"> • Approximations of real numbers and error • Pythagoras' theorem and trigonometry of right-angled triangles • Surface area and volume • Mathematical modelling involving proportion and scale • Indices and surds • Logarithmic scales • Average rates of change <p>Topic 2: Algebra, functions and relations</p> <ul style="list-style-type: none"> • Linear inequalities and simultaneous linear equations • Simplifying and solving equations • Algebraic fractions • Exponential equations, graphs, and logarithm laws • Mathematical modelling involving growth and decay in financial contexts • Quadratic equations • Conjectures involving functions and relations 	<p>Topic 3: Statistics</p> <ul style="list-style-type: none"> • Statistical reports in the media and bias • Displays of continuous numerical data • Data distribution • Measures of spread • Two-way tables and scatterplots • Statistical investigations involving bivariate data <p>Topic 4: Probability</p> <ul style="list-style-type: none"> • The language of probability • Chance experiments and simulations • Conditional probability • Counting principles <p>Topic 5: Space</p> <ul style="list-style-type: none"> • Deductive reasoning and proofs involving shapes in the plane • Spatial problems • Angles, tangents and chords in a circle

Assessment

Students' work will be assessed in the following dimensions: Understanding and Fluency and Problem-solving and Reasoning. Students will engage with a range of assessments which may include a mid-semester exam, end-semester exam and a problem-solving and modelling task.

FURTHER STUDY

Students undertake studies in Mathematics as part of their core subjects in Years 7 to 12.

In Year 11 and 12 there are four Senior subjects.

- **Essential Mathematics** (Applied subject).
 - Students will learn about number, data, graphs, money, travel, data, measurement, scales, chance and loans.
 - Studying Essential Mathematics can lead to trade, industry, business and community services.
- **General Mathematics** (General subject).
 - Students will learn about money, measurement, relations, applied trigonometry, algebra, matrices, data, sequences, Earth geometry, investing and networking.
 - Studying General Mathematics can lead to business, commerce, education, finance, IT, social science and the arts.
- **Mathematical Methods** (General subject).
 - Students will learn about algebra, statistics, functions and calculus.
 - Studying Mathematical Methods can lead to natural and physical sciences, mathematics and science education, medical and health sciences, engineering, computer science, psychology and business.
- **Specialist Mathematics** (General subject).
 - Students will learn about combinatorics, vectors, proofs, complex numbers, trigonometry, functions, matrices, mathematical induction, further calculus and statistical inference.
 - Studying Specialist Mathematics can lead to science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics

MUSIC

Why study Music?

Music is an art which pervades all human life and has a significant role to play in personal, social and cultural identity. Whether actively engaged in music by listening, performing or composing or through incidentally encountering music, students each have their own individual experience on a day-to-day basis. By singing, playing instruments, listening, moving, improvising and composing, students within the music classroom experience satisfaction and enjoyment as they learn. Through aspects such as memory, coordination, concentration and creativity the classroom music program will help the holistic development of the individual.

Course Content

Students in Year 10 Music will experience the three major components of Music: Creating, Presenting and Responding. Students will study a variety of musical genres ranging from music through the ages, musical theatre, jazz music and music therapy. This course focuses upon students making music and developing the ability to think and express themselves in sound. Through the immersion of repertoire from various cultural and historical contexts, students will learn to aurally and visually identify and respond to the elements of music. Music students in Year 10 will ultimately study music as an art form and develop the ability to hear what is seen and see what is heard.

Semester One	Semester Two
<p>Topic One – Music Through the Ages</p> <ul style="list-style-type: none"> • Introduction to the Elements of Music • Investigate and analyse Western Art Music from the Renaissance, Baroque, Classical and Romantic Eras to the 20th Century • Examine and evaluate stylistic characteristics and compositional developments from each historical era • Present an integrated project (responding and creating) where they compose a piece of Western Art music and justify how their composition is reminiscent of one of the studied musical eras <p>Topic Two – Musical Theatre</p> <ul style="list-style-type: none"> • Investigate the history of musical theatre and its development over time • Examine and analyse a range of musicals from rock musicals, serious musicals to Disney musicals and adaptations • Evaluate the leading musical theatre composers and compositional devices evident in the different types of musical numbers • Perform individually, as a duo or small ensemble a work from a musical • Complete a listening analysis exam comparing and contrasting a traditional and modern musical 	<p>Topic One – Jazz Music</p> <ul style="list-style-type: none"> • Explore and evaluate the history of jazz • Discover and analyse a range of jazz music genres: including Blues, Ragtime, Dixieland, Swing, Bebop, New Orleans Jazz, Cool Jazz, Vocal Jazz and Fusion • Identify and analyse compositional devices evident in Jazz music • Develop vital improvisational skills • Compose a piece of music inspired by one of the genres studied with jazz features • Complete a listening analysis exam comparing and contrasting jazz music <p>Topic Two – Music Therapy</p> <ul style="list-style-type: none"> • Examine and analyse the different contexts, methods, purposes and characteristics of music therapy • Discover how music affects the mind and body and modifies human behaviour, state of mind and health • Investigate and analyse the specific characteristics of music therapy required for different ages and contexts • Present an integrated project (responding and performing) where they perform a piece of music and justify how their chosen song could be used for music therapy

Assessment

Students are assessed within three strands – Creating (creating or arranging a musical piece), Presenting (musicianship skills), and Responding (responding and analysing music and music history). Students may not have strength in all three areas; however, each strand is weighted equally.

Note

To be able to study Year 10 Music, it is strongly recommended that they have studied Music in Year 9. If students are considering choosing Senior Music, it is a requirement that they study Music in Year 10.

** This course is currently under review and may differ slightly from the units listed.

RELIGIOUS EDUCATION

Why study Religious Education?

Religious Education is at the heart of the Saint John Fisher College curriculum. It aims to develop students' religious literacy in the Catholic tradition, so that they may participate as active lifelong learners within Church and wider community contexts. Through an engaging Religious Education program, students are encouraged to participate critically and authentically in contemporary culture; they are challenged to live the gospel of Jesus Christ in their everyday lives and to be a religious voice in the world.

Religious Education also requires students to employ a wide range of higher thinking strategies to analyse, synthesise and evaluate information and ideas. It links directly with one of the key goals of the Australian Curriculum that requires students to become "active and informed citizens who are committed to equity and justice, while working for the common good, in particular sustaining and improving social environments." In this sense Religious Education is holistic as its central purpose is to develop the personal and social skills of students in addition to their academic engagement with complex and diverse religious and secular ideas.

Course Content

Topic 1: Discovering God through the Ages

- The mystery of God through representations in the Old and New Testaments.
- Teachings of Jesus in the New Testament.
- Major world religions (insights, God and relationships with the Catholic Church)
- The importance of the Eucharist in the Catholic Church
- Prayer: Centring meditative prayer.

Topic 2: Discovering God in the Midst of Human Events

- The development of the early Christian Church.
- Church authority based on scriptural origins
- Church responses to threats to both human and environmental ecology in modern world (including the role of women in the Church, Indigenous Australians, social/cultural changes, scientific developments, environmental changes)
- Prayer: Christian prayers for justice, peace and the environment.

Topic 3: Discovering God in Contemporary Moral Issues

- Christian prayers for justice, peace and the environment
- Church teachings (Catholic Social Teaching, personal conscience, moral decision making)
- Stewardship - *See-Judge-Act* process of moral decision making
- Prayer: Christian prayers for forgiveness and healing.

Assessment

Students' work will be assessed in the following dimensions: Knowledge and Understanding, Processing Skills and Communication Skills.

Year 10 Religious Education Assessment is designed to engage students with genres used in Senior subjects, *Study of Religion* and *Religion and Ethics*. Students will engage with a range of assessment tasks including: a research essay, an extended response and short answer examination.

SCIENCE

Why study Science?

Humans are innately curious about their world. Science is a 'way of inquiring' used by people to explore and explain their experiences of phenomena of the world around them. Science is part of the human quest for understanding and wisdom and reflects human wonder about the world.

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

Course Content

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

In Year 10, the Science Understanding strand covers the five areas of: Biological Sciences, Earth and Space Sciences, Physical Sciences, Chemical Sciences and either Forensic Sciences or Senior Science Preparation.

All students will cover Australian Science Curriculum content over the first three terms. During Term Four, students who are not proceeding with a Senior Science in Year 11 will continue with the Forensic Science topic. Students choosing a Senior Science in Year 11 will spend Term Four refining the skills required for the Senior Science subjects.

Terms 1 – 3	Term Four
<p>Topic One - The Recipe of Life</p> <ul style="list-style-type: none"> • DNA and Genetics • Natural Selection & Evolution • Global systems <p>Topic Two – Chemical Reactions Matter</p> <ul style="list-style-type: none"> • The Periodic Table - Atomic Structure • Chemical Reactions – Balancing <p>Topic Three - Galileo's New Science</p> <ul style="list-style-type: none"> • Motion – Velocity and Acceleration • Newton's Laws and Energy • The Universe - Stars and Galaxies 	<p>Topic Four - Forensic Science</p> <ul style="list-style-type: none"> • Advances in technology and understanding • Analysis of evidence (fingerprinting, tracks, autopsy) • Evaluation of claims <p style="text-align: center;">OR</p> <p>Topic Four – Preparation for Senior Science</p> <ul style="list-style-type: none"> • Researching and interpreting scientific journals • Analysis of evidence (identifying trends, patterns, and relationships in data) • Evaluation of claims • Breaking down requirements for Senior Science assessment

Assessment

Students' work will be assessed under the two dimensions:

- Knowledge and Understanding (including Science Understanding and Science as a Human Endeavour strands)
- Skills (including Science Inquiry Skills)

Students will engage in a range of assessment tasks including Data Tests, Student Experiments, Research Investigations (assignments) and written exams.

VISUAL ARTS

Why study Visual Arts?

The focus of this subject is on the understanding and evaluation of the visual arts to construct meaning in our lives. Students make, display and appraise artworks to express experiences, intellect and individuality. They communicate with an audience using the forms and processes of visual art, and use their imagination to make artwork that responds to the art concept. All students are encouraged to be creative, inquisitive and able to solve problems in an atmosphere of acceptance and understanding.

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

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

Course Content

Topic 1: Art as Self - Body of Work

- focus on challenging traditional portraiture
- explore personal art making style
- resolve a Body of Work through a personal choice of media
- focus on contemporary portraiture, revealing more than just the physical self
- explore the concept of self and others
- explore identity, physical appearance and cultural heritage
- experiment in 2D media: drawing, painting and mixed media

Topic 2: Art as Object – Body of Work

- focus on objects as a visual form of communication
- resolve a Body of Work through a personal choice of media
- explore traditional and contemporary still life art
- Experiment with 2D media

Topic 3: Art as Place – Experimental folio

- focus on ephemeral art, nature art and land art to communicate identity and culture
- investigate how artists respond to the natural environment and connect to place emotionally, spiritually and personally
- explore the context of art in making and responding to art
- experiment with 2D and 3D media: drawing, sculpture, painting and mixed media

Assessment

Students' work will be assessed according to two dimensions – Making and Responding.

Students will engage with a range of assessment techniques, for example, short responses, test, folio of work, oral presentation, and visual diary.

Note

Students considering Visual Art or Visual Arts in Practice in Year 11 and 12 are required to complete a minimum of two semesters of Visual Arts over the course of Year 9 and 10.

CAREERS

A career is no longer considered just one job for the course of your life. A career includes a lifetime of experiences including periods of education, training, paid employment, unpaid employment, unemployment, volunteer work and life roles which map your life journey.

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 individual goals whilst still allowing movement with changes to ideas or shifts in goals. The more information a student gathers about themselves, their strengths, interests, lifestyle preferences and their current career goals, the better equipped they are to making good decisions for the future.

SUBJECT CHOICES

Sometimes we put a great deal of pressure on ourselves to choose 'the right' subjects so we don't disadvantage ourselves with future opportunities. The best way to choose senior subjects is to make considerations in two stages.

The first stage is to choose subjects based on those:

- you enjoy the most,
- in which you have previously felt a sense of achievement
- that reflect your interests and abilities
- that will help you develop skills and abilities useful throughout your life.

The second stage of subject choice is to check

- the essential prerequisite requirements for further careers and tertiary courses
- those subjects which are highly recommended for further careers and tertiary courses.

Remember, the 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 the chosen occupation. Keep your options open and ensure you also consider your wellbeing!

AVAILABLE RESOURCES

There are several staff available at the College to assist you with your career planning. St John Fisher College Careers' Office is home to our Vocational Education and Training (VET) Coordinator, Ms Laura Chapman, who supports students with VET related careers.

Our College Guidance Counsellors, Ms Amy Hodgkinson and Ms Kirsty Magarry, are available for students and parents to access for support with tertiary level careers including university entry.

The Deputy Principal is available in relation to Curriculum requirements, Access Arrangements and Reasonable Adjustments (AARA) for assessment, and Queensland Certificate of Education (QCE) eligibility discussions.

In addition, the College newsletter and the College Portal are other places to check the latest career information including tertiary course information, careers' resources, employment and market trends as well as upcoming career events.

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 useful to talk to someone working within that field or to gain some work experience in this field to help you understand the role requirements.

You will need to visit the Careers Office to assist you with organising work experience opportunities as there are insurance requirements.

Most importantly, be prepared to ask for assistance.

SOME USEFUL RESOURCES

Myfuture - www.myfuture.edu.au

myfuture is the on-line national career information service for Australia. The website contains information on occupations, employment opportunities, study/training pathways, financial assistance and many other topics useful for career decision-makers. There is also a very useful section dedicated to helping caregivers to assist their child explore their career options.

Australian Labour Market Insights — <https://labourmarketinsights.gov.au/>

Job Outlook is a careers and labour market research information site to help you decide on your future career. It provides a wealth of information covering around 350 individual occupations, including job overviews, skill development and job prospects. The Job Outlook website is an initiative of the Department of Employment.

SEEK CAREER ADVICE - <https://www.seek.com.au/career-advice/>

The SEEK Career Advice website provides an opportunity to explore a range of careers and employment industries to understand employment conditions, expected salary scales, training requirements, projected career growth statistics, reported job satisfaction and current job advertisements related to your chosen field. This is a great place to explore various career opportunities and understand the Australian-specific conditions associated with these roles.

My QCE - <https://myqce.qcaa.qld.edu.au/>

The My QCE website is designed to provide students, teachers and parents with accurate, up-to-date and useful information about attaining a Queensland Certificate of Education (QCE). The Student Portal gives students secure access to information related to their senior studies. Students can access their subject enrolments, results, track their progress towards a QCE and download their official statement once eligible.

Queensland Tertiary Admissions Centre - www.qtac.edu.au

The Queensland Tertiary Admissions Centre (QTAC) is responsible for the calculation of ATARs for Queensland students and is also responsible for facilitating the process of allocating tertiary offers to students for their post-secondary studies. If you are eligible for an ATAR through your subject selections, you will need to register with QTAC to ensure they calculate an ATAR on your behalf. Access the QTAC ATAR Portal to register for an ATAR, <https://www.qtac.edu.au/atar/>

The QTAC website and printed 'Guide' contains information on tertiary level courses offered in Queensland (and nearby) through various universities, institutions and colleges. Further information is provided below.

USEFUL INTERNET SITES FOR CAREER PLANNING

There are many Internet sites that can help you with your career planning. Below is a selection you might find useful. Many of these sites have links to other helpful sites. Be aware that Internet addresses do change. These addresses were active on 10 June 2024.

Career questionnaires

myfuture

<https://myfuture.edu.au/login?ReturnUrl=http%3a%2f%2fmyfuture.edu.au%2fmy-career-profile>

Career Quest

<http://www.careers.govt.nz/tools/>

Career planning and exploration

Australia's Careers Online

<http://www.careersonline.com.au/>

Australian Government School to Work

Transitions

<https://www.education.gov.au/school-work-transitions>

Jobs and Skills Australia

<https://www.jobsandskills.gov.au>

The Good Careers Guide

<https://www.gooduniversitiesguide.com.au/careers-guide>

Youth.gov

<http://www.youth.gov.au/>

My Future

<https://myfuture.edu.au/>

Open Universities

<https://www.open.edu.au/your-career/>

Specific occupations

Accounting

<https://www.charteredaccountantsanz.com/become-a-member>

Architecture

<http://www.architecture.com.au/>

Careers in Health

<http://www.myhealthcareer.com.au/>

<http://health.uq.edu.au/undergraduate>

<http://healthheroes.health.gov.au/internet/heroes/publishing.nsf>

Defence jobs

<http://www.defencejobs.gov.au/>

Engineering

<https://www.engineersaustralia.org.au/>

Financial planning

<https://online.vu.edu.au/blog/financial-planning-career>

Information Technology

<https://www.open.edu.au/your-career/information-communication-technology>

Manufacturing

<https://www.open.edu.au/your-career/manufacturing>

Mathematics

<https://careers.amsi.org.au/>

Mining

<https://www.australianfifominingjobs.com.au/>

Nursing

<https://www.myhealthcareer.com.au/nursing-career/>

Performing Arts

<http://www.aipa.com.au/>

<http://www.artshub.com.au/>

<http://stagewhispers.com.au/showcase>

Police – State/Federal

<http://www.policerecruit.qld.gov.au/>

<https://www.afp.gov.au/careers>

Real Estate

<http://www.reiq.com/>

Sport and Recreation

<https://youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/industry-profiles/sport-recreation>

<https://youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/industry-profiles/sport-recreation>

Science

<http://www.science.uq.edu.au/career-profiles>

<http://www.raci.org.au/>

Surveying

<http://www.alifewithoutlimits.com.au/>

Tourism and Hospitality

<http://www.qtic.com.au>

Veterinary Science

<http://www.ava.com.au>

<http://www.ava.com.au>

Working conditions

ACTU Worksite

<http://worksite.actu.org.au/>

Fair Work Ombudsman

<https://www.fairwork.gov.au/>

Youth Law Australia

<http://www.lawstuff.org.au/lawstuff>

Training sites

My Skills

<http://www.myskills.gov.au/>

TAFE Qld

<http://tafeqld.edu.au/>

Training Qld

<http://www.training.qld.gov.au/>

National Apprentice Employee Network

<http://naen.com.au/>

<http://www.apprenticeemploymentnetwork.com.au/>

Australian Apprenticeships

<https://www.apprenticeships.gov.au/>

Financial Assistance

Study Assist

<http://studyassist.gov.au>

Centrelink

<http://www.humanservices.gov.au/customer/subjects/payments-for-students-and-trainees>

Scholarships

Study Assist

<https://www.studyassist.gov.au/>

myfuture

<http://myfuture.edu.au/> (search for 'scholarships')

Commonwealth Relocation Scholarship

<http://www.humanservices.gov.au/customer/services/centrelink/relocation-scholarship>

Commonwealth Student Start Up Loan

<https://www.humanservices.gov.au/individuals/services/centrelink/student-start-loan>

The Good Universities Guide

<https://www.gooduniversitiesguide.com.au/scholarships>

The Aspiration Initiative (Indigenous)

<https://www.adcet.edu.au/resource/8948/the-aspiration-initiative/>

Queensland tertiary institutions

Australian Catholic University

<http://www.acu.edu.au/>

Bond University

<http://www.bond.edu.au/>

Christian Heritage College

<http://www.chc.edu.au/>

CQUniversity

<http://www.cqu.edu.au/>

Griffith University

<http://www.griffith.edu.au/>

James Cook University

<http://www.jcu.edu.au/>

Queensland University of Technology

<http://www.qut.edu.au/>

TAFE Queensland

<http://tafeqld.edu.au/>

The University of Queensland

<http://www.uq.edu.au/>

University of Southern Queensland

<http://www.usq.edu.au/>

University of the Sunshine Coast

<http://www.usc.edu.au/>

Tertiary admissions centres

New South Wales and the Australian Capital Territory - University Admissions Centre (UAC)

<http://www.uac.edu.au/>

Queensland - Queensland Tertiary Admissions Centre (QTAC)

<http://www.qtac.edu.au/>

Victoria – Victoria Tertiary Admissions Centre (VTAC)

<http://www.vtac.edu.au/>

South Australia and the Northern Territory – SATAC

<http://www.satac.edu.au/>

Western Australia – Tertiary Institutions Service Centre (TISC)

<http://www.tisc.edu.au/>

Tasmania - University of Tasmania

<http://www.utas.edu.au/>

Job search

Australian Job Search <http://jobsearch.gov.au>

Australian Public Service

<https://www.apsjobs.gov.au/>

Career one

<http://www.careerone.com.au/>

Defence Jobs

<http://www.defencejobs.gov.au/>

Adzuna

<https://www.adzuna.com.au/>

Queensland Government Employment and Jobs

<http://www.qld.gov.au/jobs/>

Seek

<http://www.seek.com.au/>

Sites for students with a disability

Job Access

<http://www.jobaccess.gov.au/>

Disabilities Employment Service Providers

<https://disabilityemployment.org.au/provider-search/qld/>

University disability services – do a search on university websites.

Info for indigenous students

Queensland Government

www.qld.gov.au/education/training/indigenous

LEARNING ENHANCEMENT

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 with disabilities to help them achieve to the best of their ability. This occurs under the direction of their case manager.

Learning Enhancement programs may include:

- Access Arrangements and Reasonable Adjustments (AARA) for classroom learning and exam support for students with disabilities
- Development, implementation, and biannual reviews of a Personalised Learning Plan for a student with a disability
- Consultation and collaboration between the parents of students with disabilities, the student's case manager, and their external carers/ medical supports
- Provision of strategies for teachers of students with disabilities
- Teacher Aide/ Support Teacher support in the classroom (Learning, Literacy, Numeracy)
- English as an Additional Language or Dialect (EAL/D) Teacher/ Speech Pathologist, support (English, Language)
- Assignment help – by appointment with a Support Teacher
- Homework Club two days per week - Monday and Thursday 3 - 4pm in Room C2
- Learning Enhancement Acceleration Program (LEAP) for identified high achieving students in Years 7-10
- Involvement in co-curricular enrichment / extension activities and competitions

Some students may find they have specific educational needs and may apply for Access Arrangements & Reasonable Adjustments (AARA) for their assessments. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment because of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed. Such AARA minimise barriers for eligible students to demonstrate their learning, knowledge, and skill in assessment.

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

WHERE TO GO FOR HELP

Students experiencing challenges with their studies are encouraged to seek help. The following options are available:

- Ask the subject teacher for help. This is the first and most important step in seeking help.
- Attend subject tutorials if these are available, e.g., Mathematics, Science.
- Approach some older students for assistance or peer mentoring.
- Attend Homework Club – Monday and Thursday afternoons each week in Room C2 – a Support Teacher and a Teacher Aide are available to assist with homework.
- Consult with a Support Teacher – by appointment in Room C2.
- Consult with the Curriculum Middle Leader of the subject if needing advice about continuing in a subject or attend Curriculum Support in Break 1 on Tuesday and Thursday.
- Consult with a Guidance Counsellor, who can provide social emotional support and careers and subject advice.
- Go to the Careers Office for advice about VET pathways.
- Consult with the Deputy Principal regarding problems that you are experiencing.

HOMWORK GUIDELINES

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

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

Recommended time spent on homework for a Year 10 student is 45 minutes each night.

Absences from school: After an absence from school, it is the student's responsibility to catch up on missed work and homework. Students will need to negotiate reasonable timelines for this with teachers. A subject teacher will normally communicate with parents if the student fails to do her homework or class work in a subject.

PLANNING FOR SUCCESS

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

Assessment Calendars: Each semester, an Assessment Calendar is published on the Student Portal indicating the due date for all assessment tasks for that Year level. The purpose of these documents is to assist students with planning and time management.