FISHER ONE
Online Education

goodness   knowledge   discipline

STUDENT HANDBOOK
AND SENIOR SUBJECT GUIDE

St John Fisher College
ONLINE EDUCATION

2022

CONTENTS

Terminology

BCE: Brisbane Catholic Education

Student: person enrolled or seeking enrolment in a course at SJFC-OE

Parent/Guardian: person identified as being legally responsible for the student

FisherONE Teacher: teacher responsible for delivering content via SJFC-OE systems

Base School: the main provider of education services for the student

Base School Supervisor: teacher responsible for supervising online learning at the base school

Base School Principal (or delegate): person responsible for supervision and management of base school students and supervisors

FisherONE Distance Learning Leader: Online Learning Leader directly managing the SJFC-OE project

SJFC: St John Fisher College, Bracken Ridge

SJFC-OE / FisherONE: St John Fisher College – Online Education: refers to the online education mode of instruction authorised through St John Fisher College, Bracken Ridge

SJFC Principal: Principal of St John Fisher College and therefore Principal f St John Fisher College – Online Education (SJFC-OE)

Teams: Microsoft Office 365 learning environment – online portal used to facilitate engagement, host resources, and distribute and collect assignments and assessments. A Team refers to the online learning space for one subject.

Message from the Principal

Welcome to your senior years of schooling. All young people in Queensland are required by law to participate in education or training - until they have gained a Queensland Certificate of Education (QCE) or VET qualifications or turned 17. However, there are many different educational pathways available to students after Year Ten to help them move into life after school.

Your senior secondary school education makes up a very important part of your life-long journey. Understanding one or more subjects via online education places new responsibilities and challenges on you. You need to be prepared to work hard, to juggle your commitments carefully so that you focus carefully on the goals you set yourself in planning your future education and training (SET Plan). Your choice to continue at school does mean that your schoolwork needs to be your main priority. Online education can add an extra layer to your existing responsibilities.

At St John Fisher College, we have expectations for our students that we call the 'John Fisher Way of Learning'. The values we hold dear emphasise the importance of personal responsibility and self-discipline, working to the best of your ability, respecting and caring for yourself and others and contributing to making St John Fisher College a great community. We strongly encourage our students to be problem solvers and to work through the challenges themselves.

The staff who work through the St John Fisher College - Online Education (SJFC-OE) will do all we can to help you achieve your goals. We are committed to working with you to help you achieve your learning goals. You would be wise to listen to them and take advantage of their expertise.

This handbook is designed to provide you with information about SJFC-OE and the senior subjects offered via online learning. You should also seek information from additional sources, speak to your teachers and listen to information provided to you at various times throughout Year 10. You should take into consideration your academic strengths and weaknesses in your subject choices. Gather information from as many sources as possible before making your final decision.

I wish you every success in your study in SJFC-OE.

Regards,

Ms Catherine Galvin
Principal

Online Education Contacts

Telephone: (07) 3269 8188
Email: fisherone@bne.catholic.edu.au
Website: www.stjohnfishercollege.qld.edu.au

Congratulations on your decision to study through the St John Fisher - Online Education (SJFC-OE)

What is SJFC-OE?

The SJFC-OE is a Brisbane Catholic Education (BCE) initiative to allow students to access senior subjects that, for whatever reason, they may not have access to in their school. It is an online learning initiative – which means that students can remain in their current school and benefit from the expertise of BCE teachers who are teaching in another location.

At St John Fisher College, we call it FisherONE.

Who can enrol?

SJFC-OE focuses on senior subjects. Any Year 11 or Year 12 student studying at a Brisbane Catholic Education school may elect to study our courses if they are not available or accessible at their base school.

When to enrol?

Enrolments are open in alignment with most base school course selection procedures. SJFC-OE subjects are an option that exists alongside your base school options. Normally, Year 11 subjects (Unit 1) are finalised before November prior to starting the course. Students may be accepted as late enrolments at the beginning of the school year or part way through the subject (e.g. Unit 3). This will be determined by SJFC-OE staff.

Which teachers?

All SJFC-OE teachers are employees of Brisbane Catholic Education and have training and professional development in the field of contemporary practices in Online Education. They are experienced, passionate, and knowledgeable. Most course instructors are also teaching face-to-face classes so they are aware of the demands of the curriculum and the problems that you may encounter.

Which subjects are available?

SJFC-OE is committed to meeting the needs of the students. The courses being offered are subject to demand.

- Modern History
- Physics
- Business
- Design
- Digital Solutions
- Japanese
- Ancient History

Curriculum: Queensland Curriculum and Assessment Authority (QCAA)

Courses studied through SJFC-OE have the same learning objectives and outcomes, course prerequisites, and learning demands as courses taught in face-to-face classrooms.

Complete details of the subjects, including the course overview, assessment expectations, QCE credits, syllabus, and possible industry end-points, can be found on the QCAA website at:
https://www.qcaa.qld.edu.au/senior/senior-subjects/az-list

How to enrol

1. Look for the course you wish to study.
    o Check the course outcomes and prerequisites to make sure it is a good fit
    o Discuss the enrolment options with your school administration
2. Complete and submit SJFC-OE application forms
    o Course selection form
    o Learning agreement
3. Wait for confirmation from SJFC-OE
    o If the application is successful, you will be sent Course Orientation information
    o If the application is not successful, you need to look for another course

All forms are available from the SJFC-OE website or from your school administration. You can also contact us for more information.

Completing the forms

SUBJECT SELECTION

The subject selection form identifies the course that you intend to study.

LEARNER SELF-ASSESSMENT

The self-assessment helps you to decide if you are suited to online learning. The assessment is based on the profile of a successful online learner and outlines some of the skills and attitudes that are beneficial for online and online learning. You should discuss your learner self-assessment with a member of your school's leadership team and have them sign off on your suitability for online education in the learning agreement

LEARNING AGREEMENT

The learning agreement is a document that confirms a shared commitment to your learning. It exists to ensure that everyone works together to help you be successful.

CANCELLATION OF ENROLMENT

You must discuss any course changes with your base school. SJFC-OE will not unenroll a student without the knowledge of the base school principal. The base school may include your parents in the decision to change your enrolment. The base school must inform SJFC-OE of any request for cancelation or course withdrawal.

REFUND POLICY

SJFC-OE will refund the course fee if enrolment is terminated in the first **three weeks** of the course only.

Being an online learner

Learning Online

Online Education requires self-motivation and self-management. You will need to be organized. You will need focus. The course instructors will guide you through the course content and through the required assessments. The course will be paced so that you can maintain continual academic growth. Your course instructor is there to help and guide you through the online learning. You need to follow some basic behaviors to have the best chance of being successful:

- Keep up with the course schedule (do a little and do it often)
- Interact with the course instructor (ask questions, seek clarification)
- Submit assessments on time

Profile of a successful online learner

Ability to work independently. All students have to remain mindful of deadlines, but in order to be successful in an online education program, you must be able to keep up with your school schedule, homework and assignments without the benefit of the on-site reminders of course instructors or classmates. Online education students may be set a schedule of work to be completed without external monitoring. You will have contact with your course instructor, but you need patience as the communication with your course instructor may not always be immediate.

Strong time management and organizational skills. You need to be able to be able to balance your on-site and off-site workloads and prioritize tasks to maintain your course pace. Teachers will help you gain a realistic understanding of how long it might take to complete a task, but you are responsible for managing your progress through coursework. This can mean attending to the scheduled course timeline and assessment calendar as well as maintaining a personal management structure that organizes your online learning resources.

Willingness to ask questions. Online education uses techniques different to face-to-face instruction. You must identify and quickly manage any questions you have about content, assignments, or class procedures or expectations. Teachers may not ask questions like they can in face-to-face learning, so you must be willing to interact with the course instructor to clarify your learning tasks.

Ability to self-reflect. Online education requires students to be able to reflect on the feedback and suggestions of their course instructor and to make personal adjustments accordingly. Online education course instructors provide a scaffold for successful learning and students who follow the suggestions and guidance of course instructors are far more likely to achieve positive results.

Being a thorough and comprehensive reader. Much of the online education curriculum, communication, and resources are provided in a written format. It is essential that you have a high capacity in written communication (reading and writing) as well as some basic competencies in multimedia editing and publishing.

Commitment. Senior subjects are a commitment from both the student and the course instructor. It is a time commitment that extends (in most cases) over Year 11 and Year 12. With goals of personal satisfaction in learning the content, and achievement that supports senior graduation, you should recognize that selecting a course is an irreversible time commitment. Selecting a online education course is a commitment of time and of focused personal endeavour.

How online learning works

- Course material will be presented in the class Team portal by the FisherONE Teacher
- There is self-paced exploration
- There is course instructor-directed learning
- The Team contains content and learning resources
- You will attend a regular whole-class video lesson

Your course content will be viewed in the class Team portal. You will take notes in your Class Notebook, and you will create assignments using Microsoft Word, and you will submit assignments into the Team portal. If you need a textbook, it will be provided to you by the SJFC-OE.

Online Learning Routine

- You will be enrolled into the class Team
- Familiarize yourself with the different structures of the course
- Identify the content area, assessment area, and course calendar

Online Education Expectations

- Attend all base school scheduled classes
- Meet your course instructor for regular video lessons
- Maintain pace with of the class
- Contribute to class discussion – in person and in the chat feature
- Submit assignments and class work on time
- Ask for clarification if needed

Contact with your FisherONE Teacher

ORIENTATION DAY

All students are expected to attend the Online Education Orientation Day with a supervisor from their base school. This day will be held in the week prior to the beginning of the school year and will be hosted at the campus of St John Fisher College, Bracken Ridge.

The purpose of the Orientation Day is to come together as a group to set the year in motion in a positive and success focused manner to:

- Meet the FisherONE Teacher and other students in the class
- Discuss the course overview, outcomes, and expectations
- Receive textbooks or other resources
- Participate in basic MS O365 and Teams training and familiarity
- Participate in learning support workshops (e.g. time management, study skills)
- Join in fellowship as a Catholic community

CURRICULUM DAYS

The timing of any Curriculum days is determined by your course instructor based on the needs of your course. We plan to have no more than one curriculum Day for each unit of study (i.e. one day during Unit 1, one day during Unit 2, etc). Students are expected to attend the Curriculum Days.

Curriculum Days focused directly on the current curriculum and content. Students will spend their time on items prioritised by the FisherONE Teacher based on their progress through the current unit of study. Curriculum Days are an excellent time for the class to come together to have focused time on the subject to develop key skills and knowledge and to have a better understanding of assessment expectations.

What you need

PERSONAL EQUIPMENT

- Laptop or learning device
- Internet access

- Headphones and microphone
- Notebooks (although most work will be completed online)
- Subject specific resources (text, calculator, etc) to be determined by the course instructor

Technology and Learning Systems
- BCE (school) account
- Microsoft Office 365

All devices must have the latest operating system updates and security patches. Antivirus software is also required.

ACCOUNT MANAGEMENT

FisherONE Teachers will only communicate with students, parents, and supervisors via officially recognised systems including email and the MS O365 suite. Brisbane Catholic Education (BCE) students will use their official BCE email ID for SJFC-OE. Students from outside BCE will have SJFC-OE accounts created for them.

BCE uses Microsoft 365 for school email and applications. As part of our Microsoft 365 agreement, you can download the desktop apps for all required Office tools.

All SJFC-OE students will have an individual SJFC-OE account that includes access to the academic schedule, assignments, and learning resources. Details of the subject Team account login procedure will be emailed to you on successful registration in a SJFC-OE course.

VIDEO CONFERENCING STUDENT ETIQUETTE AND BEHAVIOUR

Video conferencing in a class with a course instructor is an essential aspect of online learning. Students will adhere to the following guidelines while participating in video conferences:

- Video conferencing is a remote way of attending class. Behaviour standards in a video conference need to mirror behaviour standards in a live classroom.
- You are not permitted to video a live class session. Teachers will distribute any required video resources. As is the case in a live classroom, video or audio recording or screenshots of on-line instruction are not allowed.
- Students who take part in video conferences are expected to be reasonably and appropriately dressed.
- Images appearing on your screen or in your background need to be appropriate and in accordance with BCE Mission and Core Values.
- Please respect all other members of the video conference. Instances of harassment, bullying, or poor online behaviour will be considered a violation of school policy.
- Students and course instructors may 'blur' the background if they choose (it is a feature in many virtual conference tools).
- If students are asked to show their faces in a virtual classroom, they should honour that course instructor's request.

Where to get tech help

You should have access to technology help at your school. If something happens to your learning device (laptop), it is important that you have it fixed as soon as possible. Please contact your FisherONE Teacher to let them know what has happened so that they are aware of the possible interruption to your learning. Repair of the device is the responsibility of the student (and the base school) and is not a valid excuse for non-submission of assessments or non-attendance at required video lessons.

Attendance
- You are expected to maintain the pace of your course by managing the time made available to you in your school timetable and home learning practices.
- You are expected to be present in your scheduled learning space.
- Online attendance includes class and individual video conferencing organized by the course instructor, engagement with online resources, and submission of tasks and assignments.

Behaviour

SJFC-OE is governed by the behaviour expectations of BCE schools.

Time and Pacing

- SJFC-OE courses meet the time allocations of QCAA subject requirements.
- FisherONE Teachers select resources and strategies that best suits the content.
- SJFC-OE courses allow for instructional time, self-moderated learning, and preparation for assessment as per QCAA expectations.
- Course content and learning expectations are paced to match the assessment calendar.
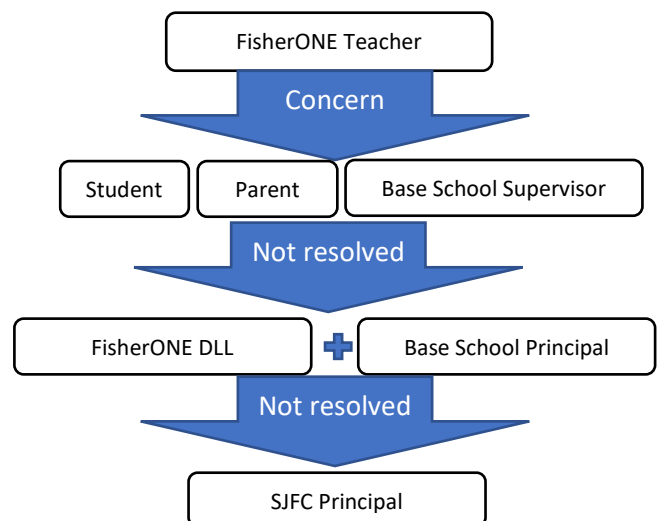
Who to contact

Questions and concerns should be directed to your course instructor. You can find the contact details in the subject Team. Contact your course instructor directly using email or raise your question during the face-to-face video lesson. If you need further assistance, contact your base school supervisor and contact the FisherONE Distance Learning Leader (fisherone@bne.catholic.edu.au).

Student disengagement

In the event of concern over student work habits, assignment submission, course progress, or learning engagement, the FisherONE Teacher will contact the student, their parent, and the Base School Supervisor to determine the reason for lack of course compliance and to identify possible additional assistance.

If necessary, the Supervisor may need to refer issues to the Base School Principal (or delegate). Under extenuating circumstances, the FisherONE Teacher may refer concerns to the FisherONE Distance Learning Leader who will coordinate with the base school to reach resolution.

FisherONE Teacher → Concern → Student | Parent | Base School Supervisor → Not resolved → FisherONE DLL + Base School Principal → Not resolved → SJFC Principal

Assessment and Reporting

ASSESSMENT

- SJFC-OE will provide an assessment calendar at the beginning of the unit.
- You are responsible for checking the assessment calendar against your school calendar.
- Inform your FisherONE Teacher if any school events clash with scheduled assessment.
- Assessment must be submitted in the required format and on time.
- Course assignments will be submitted through the assignment portal in Teams.
- Where a student fails to submit an assignment, the student, the Base School Supervisor and the Parent will be contacted. The student will need to meet with the Base School Supervisor to:
  - o determine the reason for missing assignments.
  - o establish a plan to make-up any missing assignments.
  - o reiterate the need for ongoing commitment to the course requirements.

More information can be found in the Assessment Policy and Procedures document.

Continued failure to engage with course content or learning tasks, failure to complete assignments, or failure to interact in required course communication, may result in the student being removed from the course.

REPORTING

SJFC-OE sends reports in accordance with the SJFC reporting calendar.
- Parent interviews will be conducted via video conference.
- Written reports will be distributed to the student, parent, and base school.
- Reports will come directly from SJFC-OE – SJFC-OE will update the student QCE portal (MyQCE)

Complaints Process

BCE has a clearly articulated Complaints Process. https://www.bne.catholic.edu.au/students-parents/Documents/StudentParentAndGuardianComplaintsManagementFactsheet.pdf

SJFC-OE follows the BCE policies and procedures, and follows the following principles when managing complaints:

- Students, parents and guardians have a right to voice complaints.
- Complaints are resolved promptly and at the point of receipt, where possible.
- Complaints will be handled fairly, objectively, and confidentially.
- Students, parents and guardians will not be adversely affected by making a complaint.
- Complaints help us improve our services.

Complaints Process for SJFC-OE

PROCEDURE – STEP BY STEP

- Define the complaint – parent/guardian and student should try to clearly define the problem by writing it down
- Contact and meet with the FisherONE Teacher and Base School Supervisor
- Contact and meet with the Base School Principal (or delegate), and the FisherONE Distance Learning Leader (FisherONE Teacher may be included)
- Contact and meet SJFC Principal

In the first instance, questions and concerns should be directed to your course instructor. You can find the contact details in the subject Team.

Student or Parent/Guardian

Complaint

FisherONE Teacher ➕ Base School Supervisor

Not resolved

FisherONE DLL ➕ Base School Principal

Not resolved

SJFC Principal

Don't wait or put off asking questions. You can contact your course instructor directly using email or raise your question during the face-to-face video lesson. In addition, discuss any problems with your Base School Supervisor – they can reach out to the FisherONE Teacher on your behalf.

If the issue is not resolved, contact your Base School Principal (or delegate) and the FisherONE Distance Learning Leader (fisherone@bne.catholic.edu.au). We are here to support your learning.

Request for review

If you or your parents are dissatisfied with the school's complaints processes, a written request for a review may be submitted to the SJFC Principal (sjfc@bne.catholic.edu.au)

In all cases, the guiding principle will be justice for all concerned.
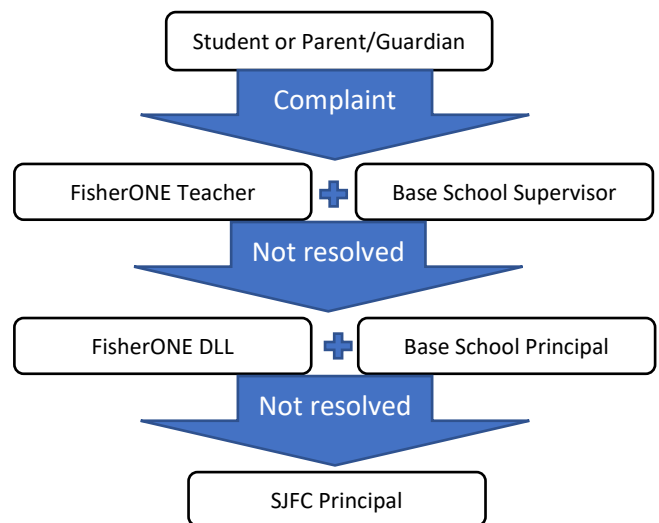
Student Rights and Responsibilities

By becoming part of SJFC-OE, you agree to the QCAA, BCE and SJFC policies that are in place to support your learning. Additional SJFC-OE policies, written specifically for our online education program, are outlined in the student handbook and apply to all SJFC-OE courses and learning situations.

ICT Agreement

The ICT Agreement determines appropriate access to BCE and SJFC-OE systems, appropriate behaviour when using the systems, and the guidelines directing the access and sharing of appropriate content via these systems. Link: https://www.bne.catholic.edu.au/aboutus/legals/Pages/Acceptable-Use-Policy.aspx

Bullying and Etiquette

SJFC-OE has a "zero tolerance" policy on bullying. Online etiquette rules are clearly defined and instances of inappropriate conduct will not be tolerated. Please keep your conversations and comments focused on the content of the course. Link: http://www.stjohnfishercollege.qld.edu.au/bce-policies/Policy%20Documents/Child%20and%20Youth%20Risk%20Management%20Strategy.pdf#search=bullying

Assessment Policy / Academic Honesty

The assessment policy and assessment calendar exist to support your workflow and success in your course. Your assignments will be checked through an online originality service to determine plagiarized material. Our policies determine next steps in cases of dishonesty (including cheating and plagiarism). All students are required to complete the QCAA Academic Integrity course accessed through MyQCE. **A copy of the SJFC-OE Assessment Policy is included in this handbook.**

Communication and Engagement

SJFC-OE FisherONE Teachers will only contact your through your school registered email, however you will have access to additional communication features inside the subject Team. These are the official ways to communicate with your FisherONE Teacher. You will be given a schedule of contact times that you are **required to attend**. The most common of these are Orientation Day, Curriculum Days, and Online class.

Complaints Procedure (including the right for review)

You have the right to be heard, especially if you feel dissatisfaction or confusion about some part of your course. The first contact should be with your course instructor and parent. If the matter is not resolved, then follow the guidance in our policy to meet Principals and Leaders who can help get things back on track. Likewise, the FisherONE Teacher has a process for checking that you are coping with your assessments and class work. We are in this together. Link: http://www.bne.catholic.edu.au/students-parents/student-protection/Pages/Student-Protection-Complaints-External-Procedures.aspx

Student Learning Agreement

St John Fisher – Online Education (SJFC-OE) is a blended learning environment. You will be required to engage in face-to-face learning as well as self-paced activities and study. Electing to participate in online learning means that you agree to:

- Attend the Orientation Day (before school begins)
- Attend Curriculum Days (a maximum of one curriculum day for each unit)
- Complete learning tasks and activities as scheduled by your FisherONE Teacher
- Attend weekly video conference lessons (as determined by course instructor)
- Respond promptly to direct messages or emails from the FisherONE Teacher or the St John Fisher – Online Education (SJFC-OE) administration team

This agreement is important to your success.

Your SJFC-OE FisherONE Teacher relies on you to keep up with the pace of the class. The FisherONE Teacher is here to help you and will provide individualised guidance – but you must ask for their help.

- Ask questions to get clarification about content and/or assessments.
- Be open to feedback and advice.
- Commit to a timetable of study.

Orientation Day, Curriculum Days, and Video Classes are considered to be your prime contact times. Failure to attend these may result in exclusion from the course.

Parent/Guardian Agreement:

I have discussed the outcomes of this course with my student and am convinced that it meets my interests and capabilities, and that the course is aligned with their graduation requirements.

Parent/Guardian Name

Parent/Guardian Signature

Parent/Guardian Communication Permission:

I give my permission for SJFC-OE staff to contact me for issues related to the online learning being undertaken by my child.

Parent/Guardian Name

Parent/Guardian Signature

School Supervisor Agreement:

I have discussed online education with the applicant and I believe they can be successful in a online education learning space.

Advisor Name

Advisor Signature

Student Agreement:

I have completed the self-assessment questionnaire and believe I can be successful in a online learning course. I agree to adhere to the expectations of the SJFC policies outlined in this application and in the student handbook.

Student Name

Student Signature

General Agreement
St John Fisher College – Online Education

Students enrolled in SJFC-OE require a level of support and supervision that is different from regular class expectations. The Base School will identify a Base School Principal (or delegated official contact person in charge of student learning) and a Base School Supervisor (contact person for student learner). In some schools, this may be the same person.

In-class supervision: Students require a Base School Supervisor who is the main contact person for the student's on-site learning needs. This person will:
- Supervise the student in class at the Base School
- Facilitate and direct the student learning
- Be the Base School point of contact

Attendance at Orientation Day and Curriculum Days: All SJFC-OE students are required to attend the Orientation Day. This date will be advertised as early as possible to allow for travel arrangements to be made. Students should be accompanied by the Base School Supervisor, who will attend professional development to assist them to work with students studying in St John Fisher College – Online Education (SJFC-OE). All students are required to attend the Orientation Day. The base school is responsible for determining an appropriate form of transportation to the Orientation Day. Some subjects may also require Curriculum Days where practical components may be undertaken.

Communication with the base school: On confirmation of student enrolment in SJFC-OE, the Base School will schedule an appropriate student timetable that allows for adequate teacher supervision. The base school will provide the details of the student timetable and the student supervisor (contact person responsible for student supervision). SJFC-OE and the relevant FisherONE Teacher will communicate directly with the Supervisor. If a single student has multiple supervisors, SJFC-OE and the FisherONE Teacher will funnel communication through the Base School Principal (or delegate).

Student learning systems: SJFC-OE uses an online learning portal. Students must have access to a suitable learning space that gives uninterrupted internet access. Students will be enrolled in the SJFC-OE learning systems. Students will be given login information and self-paced support to get started. Supervisors will be given login information and self-paced tutorials to help them assist students to get started. Supervisors need to be able to provide guidance and support but not technical assistance. Any support other than logging in and navigating the system should directed to the SJFC-OE support team.

Resources and Materials: As much as is practical, SJFC-OE will provide content and online learning resources through a learning management system (Microsoft Teams). In cases where subject specific materials (e.g. textbooks) are required, they will be provided by SJFC to the student through the base school. Students are responsible providing their own notebook, general learning tools (e.g. pens, highlighters, calculator, compass set, etc) and digital devices (e.g. laptop, headphones).

AARA: It is the responsibility of the base school to inform SJFC-OE of any AARA requirements.

On behalf of the student applicant, I acknowledge the expectations of the base school and am supportive of this learning arrangement.

Principal Name: _____ *Date:* _____

Principal Signature: _____

Subject Overview

This curriculum handbook will assist you to understand the QCE system and help you to plan what to study in Years 11 and 12. You will use this information to explore the 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.

GUIDELINES FOR SUBJECT SELECTION

When selecting subjects, it is important for you to consider the subjects that:

- You enjoy
- You have achieved good results in previously (work with your strengths)
- Reflect your interests and abilities
- Help you reach your career goals
- Meet any subject prerequisites you need for further study after Year 12
- Will develop skills, knowledge and attitudes useful throughout your life
- Will keep many post Year 12 options open.

Be aware of the following:

- Do not select a subject because someone told you that it, 'will help you get a better ATAR'.
- Do not choose a subject because a friend/mother/father/brother/sister liked or disliked it.
- Do not select a subject because you think a certain teacher may, or may not, be teaching that subject next year.

It is important to consider other peoples' opinions of the subjects, but do not make your decision on these opinions only. You need to gather information about subjects yourself. If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people who are available to help you e.g. teachers, the Guidance Counsellor, Curriculum Leaders and Pastoral Leaders.

STRUCTURE

The syllabus structure consists of a course overview and assessment.

GENERAL SYLLABUSES COURSE OVERVIEW

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

EXTENSION SYLLABUSES COURSE OVERVIEW

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Units 1 and 2 assessments

Schools decide the sequence, scope, and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/guardians using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

QCAA senior syllabuses at SJFC-OE

	Humanities		Technologies
	Modern History		Design
	Ancient History		Digital Solutions
	Business		
	Science		**Languages**
	Physics		Japanese

Subject Guide

PREREQUISITES FOR GENERAL SUBJECTS

Yr. 11/12 Subject	Yr. 10 Subject	Minimum Yr. 10 Result
Ancient History	Legal Studies or Modern History English	C C
Modern History	Legal Studies or Modern History English	C C
Business	English	C
Design	English	C
Digital Solutions	English Mathematics	C C
Physics*	Science Mathematics Extension	B B
Japanese	French English	C C

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

Modern History

General senior subject

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

PATHWAYS

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

OBJECTIVES

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s French Revolution, 1789–1799	**Movements in the modern world** • African-American civil rights movement, 1954–1968	**National experiences in the modern world** • Germany,1914–1945 • China, 1931–1976	**International experiences in the modern world** • Cold War, 1945–1991 • Topic 2 determined by QCAA

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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Ancient History

General senior subject

General

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

PATHWAYS

A course of study in Ancient 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.

OBJECTIVES

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world • Digging up the past • Ancient societies — Beliefs, rituals and funerary practices in Ancient Egypt	**Personalities in their time** • New Kingdom Pharaohs • Boudica	**Reconstructing the ancient world** • Fifth Century Athens • Philip and Alexander	**People, power and authority** • Ancient Rome — Civil War and the breakdown of the Republic • Augustus

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).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

Business

General senior subject

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

PATHWAYS

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

OBJECTIVES

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Business creation	**Business growth**	**Business diversification**	**Business evolution**
• Fundamentals of business • Creation of business ideas	• Establishment of a business • Entering markets	• Competitive markets • Strategic development	• Repositioning a business • Transformation of a business

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 — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Design

General senior subject

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

PATHWAYS

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

OBJECTIVES

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice • Experiencing design • Design process • Design styles	**Commercial design** • Explore — client needs and wants • Develop — collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • Explore — sustainable design opportunities • Develop — redesign

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 — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

Digital Solutions

General senior subject

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

PATHWAYS

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

OBJECTIVES

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code - Understanding digital problems - User experiences and interfaces - Algorithms and programming techniques - Programmed solutions	**Application and data solutions** - Data-driven problems and solution requirements - Data and programming techniques - Prototype data solutions	**Digital innovation** - Interactions between users, data and digital systems - Real-world problems and solution requirements - Innovative digital solutions	**Digital impacts** - Digital methods for exchanging data - Complex digital data exchange problems and solution requirements - Prototype digital data exchanges

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): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

Physics

General senior subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics

understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

PATHWAYS

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

OBJECTIVES

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	Linear motion and waves • Linear motion and force • Waves	Gravity and electromagnetism • Gravity and motion • Electromagnetism	Revolutions in modern physics • Special relativity • Quantum theory • The Standard Model

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): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Japanese

General senior subject

<div style="text-align:right">General</div>

Japanese provides students with the opportunity to reflect on their understanding of the Japanese 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 Japanese-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 Japanese 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 Japanese 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 Japanese 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 Japanese.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし My world • • Family/carers and friends • Lifestyle and leisure • Education	私達のまわり Exploring our world • Travel • Technology and media • The contribution of Japanese culture to the world	私達の社会 Our society • Roles and relationships • Socialising and connecting with my peers • Groups in society	私達の社会 Our society • Roles and relationships • Socialising and connecting with my peers • Groups in society

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%

RECOMMENDATIONS

Students should have achieved at least a C standard in Year 10 Japanese.

Senior Subject Materials

ONLINE EDUCATION REQUIREMENTS

To be functional and engaged and to have the best opportunity for success, students must have a functional and reliable device to access course material which will be presented via an online portal. In general terms, this means a laptop less than 3 years old and a very fast, reliable connection to the internet. The laptop must be capable of word processing and presentation, video conferencing, multimedia creation, and must be able to run the software required for the classes in which the student is enrolled.

Students are required to meet course instructors in their online class. They must have a functioning webcam with speakers and microphone. It is highly recommended that students use a headset.

- Laptop or learning device (up-to-date operating system)
- Functioning webcam with Headphone/Microphone Set
- Reliable and fast Wi-Fi access

SUBJECT REQUIREMENTS

Students are required to provide consumable materials for their subjects. Some subjects have specific material requirements.

The requirements listed below are for each year in their senior course of study:

Design	3 x Artline 210 medium 0.6 pens, 3 x Artline 200 fine point 0.4 pens, multi-coloured highlighter pen pack, A3 display book, 128 Page A4 Visual Diary
Digital Solutions	None required – course will be done online
Japanese	Collins English – Japanese Dictionary
Modern History	A4 Exercise Book – 96 Page
Ancient History	A4 Exercise Book – 96 Page
Business	
Physics	

TEXT BOOKS

Where possible, SJFC-OE will loan textbooks to students via an online textbook loan system. If physical books are necessary, SJFC-OE will provide the appropriate text.

SJFC-OE Assessment Policy and Procedures

Scope

This policy provides information for FisherONE Teachers, students and parents/guardians about roles, responsibilities, processes, and procedures to ensure the integrity of assessment that contributes to the Queensland Certificate of Education (QCE). The framework for the policy is developed from the *QCE and QCIA policy and procedures handbook* and applies to Applied, Applied (Essential) and General subjects, across all faculties in the Senior School. Consistent whole-school assessment processes and procedures will have application across all subject areas.

Purpose

St John Fisher College is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their talents and abilities. This policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

At St John Fisher College, expectations for teaching, learning and assessment are guided by our College motto Goodness, Knowledge, Discipline, our commitment to social justice for all and the principles of academic integrity and excellence.

Assessment includes any examination, practical demonstration, performance, or product that allows students to demonstrate the objectives as described by the syllabus. Assessment should be:
- aligned with curriculum and pedagogy
- equitable for all students
- evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning
- ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made
- informative of where students are in their learning.

High-quality assessment is characterised by three attributes:
- validity, through alignment with what is taught, learnt and assessed
- accessibility, so that each student is given opportunities to demonstrate what they know and can do
- reliability, so that assessment results are consistent, dependable or repeatable.

General Planning

- SJFC-OE FisherONE Teachers submit assessment dates to the SJFC Deputy Principal and FisherONE Distance Learning Leader to ensure that students have a reasonable spread of assessment where possible. SJFC-OE Students will have access to their course assessment dates via the course Assessment Calendar.
- Any amendments to the approved program of assessment must be authorised by the SJFC Deputy Principal the FisherONE Distance Learning Leader.
- Changes to dates for assessment will only be considered by the SJFC Deputy Principal in exceptional circumstances. All proposed date changes must first be approved by the FisherONE Distance Learning Leader.

- Parents and students must be notified of approved assessment amendments and reasons for the change

Reporting

Reporting provides students and parents with information regarding student progress regarding formal assessment and student approaches to learning.

Academic Reports Years 11 and 12

Senior students will receive a report at the end of each Unit. Students will be allocated an A-E grade for each subject based on the QCAA reporting standards.

Satisfactory, Unsatisfactory or Not Rated is reported to the QCAA for each unit. This contributes to credit for the Queensland Certificate of Education (QCE). In Unit 3 and Unit 4 students completing a General Subject will have a numerical result recorded.

Each student has a MyQCE learning account with QCAA. Through this facility, students can monitor their progress.

Assessment Information

An individualised student Assessment Calendar is made available to both students and parents indicating formal assessment items.

Student Learning Plans for each unit indicate learning sequences, as well as learning intentions, success criteria and dates relating to assessment, and are submitted to all students.

Students are responsible for using their course Assessment Calendar as a means of organising their assessment schedule.

Task sheets for each assessment task will provide details and conditions.

Each subject class has a digital learning space created in the BCE MS Teams environment. This provides a platform for the electronic sharing of subject-related information, including that which relates to assessment tasks and the platform provides an opportunity for students and FisherONE Teachers to collaborate.

Procedures for Assignments

ASSIGNMENT CONDITIONS

Expectations of each task will be outlined on the task sheet, including:
- Task description and conditions
- Criteria and standards for assessment
- Checkpoint and final due dates

AUTHENTICATION STATEMENT

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 through the electronic submission of drafts to a content checker (such as Turnitin). Only work considered to be original will be used in determining the grade. Assessment task sheets must have a statement about the authenticity of the work that is signed by the student. A suggested statement is:

> *I declare that the work submitted is my own and no part is written or produced for me by any other person. The plan and draft/s that I have submitted clearly reveal the development of my*

response. I have acknowledged in the task any other person/s that has provided assistance. Any materials I have used in developing my response have been acknowledged using the school referencing system.

Student Signature: _____   Date: _____

Submission of Assignments

- Assignments must be submitted electronically as per course guidelines and conditions stipulated on the task sheet (e.g. Turnitin via Teams).
- Other required electronic files, e.g. recordings, screencasts etc., must also be submitted on the due date and time following conditions stipulated on the task sheet.
- Students must retain an electronic copy of their final submission until the end of the academic year.
- In the case of a non-submission on the due date, evidence collected previously, e.g. drafts/checkpoint submissions, will be used to determine a grade.

See AARA for further details regarding absences during assessment.

Procedures for Spoken or Multi-modal Assessment

Regarded as assignments, spoken tasks will follow the above procedures. A copy of the script for the spoken task is submitted to the class FisherONE Teachers on the due date as stipulated on the task sheet.

Any supporting resources or equipment for the presentation must be organised by the student in advance.

Internal Examinations

Internal examinations refer to exams completed at school. Senior External Exams are governed by QCAA guidelines. Examinations will each provide their own specific conditions, relevant to the assessed task. Examinations are conducted in a manner that maintains academic integrity.

Some exams will be conducted during scheduled class time. Exams for a subject cohort in Years 11 and 12 may be administered outside of the scheduled College timetable, as a part of an 'Exam Block'. Such examinations will be coordinated with the Base School Principal (or delegate).

It is the responsibility of students to check the examination timetable, listen to instructions of their FisherONE Teacher, refer to the Assessment Calendar and ask questions if unsure of the scheduling of examinations.

If a student misses an examination, the FisherONE Teacher will determine a grade using valid evidence of learning, if available. An NR (Not Rated) may be awarded for the task if there is insufficient evidence.

Promoting Academic Integrity

SJFC-OE promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole-school procedures support this endeavour in both the face-to-face learning environment and the Online Education.

QCE and QCIA policy and procedures handbook	Policy and procedures
Location and communication of policy	The SJFC-OE assessment policy is located on the College website and on the Staff and Student portal. It is made available to SJFC-OE students and parents electronically. All questions regarding this policy should be directed to the FisherONE Distance Learning Leader who will consult with the SJFC Deputy Principal. To ensure the assessment policy is consistently applied, it will be revisited at the commencement of each semester in Course orientation classes. Relevant processes will be revisited: • at enrolment interviews • during SET planning • when the assessment calendar is published • when each task is handed to students • in the College newsletter and by email in response to phases of the assessment cycle.
Expectations about engaging in learning and assessment Section 1.2.4 Section 2 Section 8.5.1	SJFC-OE has high expectations for academic integrity and student participation and engagement in learning and assessment. Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Students are required to complete all course and assessment requirements on or before the due date for their results to contribute credit to the QCE. ***Students are expected to:*** • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. To emphasise the importance of sound academic practices, staff and students will complete the QCAA Academic Integrity courses.

| Due dates

Section 8.5.2

Section 8.5.3 | **School Responsibility**

SJFC-OE is required to adhere to QCAA policies for gathering evidence of student achievement on or before the due date.

Due dates for final responses, checkpoint/s and drafts will be published in the Course Assessment Calendar. All students will be provided with access to the Course Assessment Calendar by the end of Week 3 of each semester.

The assessment schedule will:
- align with syllabus requirements
- provide sufficient working time for students to complete the task
- allow for internal quality assurance processes
- enable timelines for QCAA quality assurance processes to be met
- be clear to FisherONE Teachers, students and parents/guardians
- be consistently applied
- be clearly communicated by the end of Week 3 each semester
- give consideration to allocation of workload.

Student responsibility

Students are responsible for:
- recording due dates in their Student Planner
- planning and managing their time to meet the due dates
- informing the school as soon as possible if they have concerns about assessment load and meeting due dates.

In cases where students are unable to meet a due date, they will:
- inform the FisherONE Teacher and Base School Supervisor as soon as possible
- provide SJFC-OE with relevant documentation, e.g. medical documentation
- adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

All final decisions are at the SJFC-OE Principal's discretion. Refer to AARA information below. |

| Submitting, collecting and storing assessment information

Section 9 | Assessment instruments will provide information about SJFC-OE arrangements for submission of draft and final responses, including due dates, conditions and file types.

All assessment evidence, including draft responses, will be submitted by their due date and where appropriate, via the SJFC-OE academic integrity software (e.g. Turnitin).

Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored as required for QCAA processes. All evidence used for making judgments is stored as described in SJFC-OE Staff Handbook.

Student responses will be in accordance with requirements outlined on each assessment instrument, e.g. conditions, file types etc. Submissions of assessment are required on or before the due date. |
|---|---|
| Appropriate materials

Section 7.1

Section 8.5.3 | St John Fisher College is a supportive and inclusive school. Material and texts are chosen with care in this context by students and staff.

FisherONE Teachers should consider the appropriateness of topics, texts, materials and areas of study selected for student use.

Students should consider appropriateness when producing materials for assessment. They should not contain materials that may offend, humiliate, or intimidate others. |

SJFC-OE has procedures to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following strategies are applied:

QCE and QCIA policy and procedures handbook	Policy and procedures
Scaffolding

Section 7.2.1 | Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will:
- maintain the integrity of the requirements of the task or assessment instrument
- allow for unique student responses and not lead to a predetermined response.

Across the phases of learning, students will gradually be given more responsibility for understanding the processes required to complete their tasks. |

Checkpoints Section 8.5.3	***Checkpoints will:*** - be detailed on student task sheets - monitor student progress in meeting task requirements - provide points of intervention, if necessary - assist students to develop strategies to submit assessment by the due date - be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. FisherONE Teachers will use these checkpoints to identify and support students to complete their assessment. Curriculum Leaders and parents/guardians may be contacted by FisherONE Teachers if checkpoints are not met by students.
Drafting Section 7.2.2 Section 8.3	***Drafting is a key checkpoint***. Types of drafts differ depending on subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts might be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on a draft is: - provided on a maximum of one draft of each student's response - a consultative process that indicates aspects of the response to be improved or further developed - delivered in a consistent manner and format for all students - provided within one week of a submission of a draft. Feedback on a draft must not: - compromise the authenticity of a student response - introduce new ideas, language or research to improve the quality and integrity of the student work - edit or correct spelling, grammar, punctuation and calculations - allocate a mark. Feedback may be provided electronically. A copy of the feedback will be stored with a hard copy of the draft in the student's folio. Feedback must be provided by the FisherONE Teacher within one week of submission of the draft. Parents/Guardians will be notified by email about non-submission of drafts and the processes to be followed.

Managing response length Section 7.2.3	Students must adhere to assessment response lengths as specified by syllabus documents. The procedures below support students to manage their response length. • All assessment instruments indicate the required length of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available. • Feedback about length is provided by FisherONE Teachers at checkpoints. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the FisherONE Teacher will mark only the work up to the required length, excluding evidence over the prescribed limit. FisherONE Teachers must annotate any such student work submitted for confirmation purposes to clearly indicate the evidence used to determine a mark.
Authenticating student responses Section 7.3.1	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. St John Fisher College uses the authentication strategies such as authenticity statements, checkpoints and the use of software such as Turnitin. The authentication strategies will be specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.
Access arrangements and reasonable adjustments, including illness and misadventure (AARA) Section 6	Applications for AARA SJFC-OE is committed to reducing barriers to success for all students. AARA are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. The College follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019. An AARA application must be submitted to the FisherONE Distance Learning Leader who will consult with the SJFC Deputy Principal. All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1) and made as far in advance as possible. All evidence used to make decisions is recorded in the student's file. ***Students are not eligible for AARA on the following grounds:*** • unfamiliarity with the English language • FisherONE Teachers absence or other teacher-related issues • matters that the student could have avoided • matters of the student's or parent's/guardian's own choosing (eg family holidays at exam time) • matters that the school could have avoided. ***Applications for extensions to due dates for unforeseen illness and misadventure***

	Students and parents/guardians must contact the FisherONE Distance Learning Leader as soon as possible and submit the relevant supporting documentation. Copies of the medical report template, student statement template, extension application and other supporting documentation are available from the school portal.
Managing non-submission of assessment by the due date Section 8.5	FisherONE Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoint/s. The checkpoint/s on the instrument-specific task sheets provide details of the evidence that will be collected. *In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work:* • provided by the student for the purposes of authentication during the assessment preparation period is available, FisherONE Teachers make judgments based on this. • was not provided by the student on or before the due date as specified by the school and no other evidence is available, 'Not-Rated' (NR) must be entered in the Student Management system by the date published in the SEP calendar. In circumstances where a student response is judged as NR, the student will not meet the requirements for that subject.
Internal quality assurance processes Section 8.5.3	The SJFC-OE quality assurance management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students using • quality assurance tools provided by the QCAA. In Year 11 and 12 General and applied subjects this includes the QCAA Endorsement processes. quality assurance of judgments about student achievement. In Year 11 and 12 General subjects this includes the QCAA Confirmation processes. FisherONE Teachers participate in moderation processes to confirm judgements about student work which contributes to student results. All marks for summative internal assessment for Units 3 and 4 General and General (Extension) subjects are provisional until they are confirmed by the QCAA. Results for Unit 3 and 4 Applied and Applied (Essential) subjects may be subject to advice from the QCAA.
Review Section 9.1 Section 9.2 Section 9.5	The SJFC-OE internal review processes for student results is equitable and involves moderation of student work with other members of the teaching team and/or the relevant Curriculum Leader prior to issuing students with grades.

SSJFC-OE is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedure
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.	*For authorship issues:* When authorship of student work cannot be established, or a response is not entirely a student's own work the College will provide an opportunity for the student to demonstrate that the submitted response is their own work. *For instances of academic misconduct during examinations:* Students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented. For all instances of academic misconduct, results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.
Collusion	*When:* • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.	For instances of academic misconduct during examinations students will be awarded a Not-Rated (NR). See the QCE and QCIA policy and procedures handbook (Section 8.5.1 and Section 8.5.2). Where appropriate, the school's behaviour management policy will be implemented.
Contract cheating	*A student:* • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	Students will be awarded a Not-Rated (NR). The student's Base School Supervisor and Parent/Guardian will be notified, and the Base School will be asked to follow their procedures such as supervising detention during which time they will have the

		opportunity to complete the task using their own work.
Copying work	*A student:* • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.	Only the work that is clearly the student's own will be marked. The student's Base School Supervisor and Parent/Guardian will be notified, and the Base School will be asked to follow their procedures such as supervising detention during which time the student will have the opportunity to complete the task using their own work. In the case of a student who knowingly allows anther to copy, the student's Base School Supervisor and Parent/Guardian will be notified, and the Base School will be asked to follow their procedures such as supervising detention.
Disclosing or receiving information about an assessment	*A student:* • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.	Students who have accessed unauthorised material will not be rated for the relevant section of assessment. The student's Base School Supervisor and Parent/Guardian will be notified, and the Base School will be asked to follow their procedures such as supervising detention, during which time they will have the opportunity to complete the task.
Fabricating	*A student:* • invents or exaggerates data • lists incorrect or fictitious references.	The fabricated work will not be included in the marking of the student response. The student's Base School Supervisor and Parent/Guardian will be notified, and the Base School will be asked to follow their procedures such as supervising detention during which time then student will have the opportunity to complete the task using their own work.
Impersonation	*A student:* • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment	The submitted work will not be graded. The student's Base School Supervisor and Parent/Guardian will be notified, and the Base School will be asked to follow their procedures such as supervising detention during which time the student will have the

		opportunity to complete the task using their own work.
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	The supervising teacher will respond accordingly. If possible, the offending student will be removed from the assessment room to complete their assessment elsewhere.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio, or audio visual material, figures, tables, design, images, information or ideas).	Only the sections of the student submission that is their own work will be marked according to the relevant criteria. The student's Base School Supervisor and Parent/Guardian will be notified, and the Base School will be asked to follow their procedures such as supervising detention, during which time the student will have the opportunity to complete the task using their own work.
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	Only the sections of the student submission that is original to that task will be marked according to the relevant criteria. The student's Base School Supervisor and Parent/Guardian will be notified, and the Base School will be asked to follow their procedures such as supervising detention, during which time the student will have the opportunity to complete the task.
Significant contribution of help	A student arranges for, or allows a tutor, Parent/Guardian or any person in a supporting role to complete or contribute significantly to the response.	Only the sections of the student submission that is their own work will be marked according to the relevant criteria. The student's Base School Supervisor and Parent/Guardian will be notified, and the Base School will be asked to follow their procedures such as supervising detention during which time the student will have the opportunity to complete the task using their own work.

Responding to Academic Misconduct

Response to individual instances of academic misconduct will be appropriate to the age of the student and their understanding of academic integrity. In consultation with the FisherONE Distance Learning Leader and SJFC Deputy Principal, the FisherONE Teacher may enact one or more of the following:

- requirement to resubmit or resit the assessment task

- No Result (NR) is awarded (FisherONE Distance Learning Leader and SJFC Deputy Principal to approve)

Consideration will be given to a student's previous record regarding academic misconduct. FisherONE Distance Learning Leader, the SJFC Deputy Principal, and the Student's Base School Principal (or delegate) will make a judgement regarding the impact of the misconduct upon the College's assessment program and the assessment task in question.

Instances of misconduct will be noted in the feedback on the task sheet and also with the FisherONE Distance Learning Leader and the Student's Base School Principal (or delegate). Parents/Guardians and Students are informed of the incident in writing.

In cases of group work, consideration must be given to the effect on all group members. The welfare of the student should always be considered in all matters of academic misconduct.