School of Distance Education
SENIOR SUBJECT GUIDE

SINGLE SUBJECT ENROLMENTS

St John Fisher College
School of Distance Education
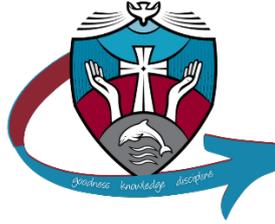## 2023

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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. Studying your senior schooling via distance 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. Distance education can add an extra layer of complexity to your existing responsibilities and you need to fully commit to that mode of study to be successful.

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 (FisherONE) 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 the senior subjects offered through FisherONE via distance education. You should also seek information from additional sources, research on the QCAA website and read through the 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 at FisherONE.

Regards,

Ms Catherine Galvin
Principal

Congratulations on your decision to study through the St John Fisher – Online Education (FisherONE) Single Single Subject Enrolment

This guide is for students who are enrolled in senior studies in a Queensland school to extend the subject offerings available to them at their base school by enrolling in a flexible learning arrangement for subject/s. This is known as a single subject enrolment or SSE.

What is FisherONE?
FisherONE is a Brisbane Catholic Education (BCE) initiative to provide, online, senior schooling subjects in a Catholic faith learning environment. It is an online learning initiative – which means that students benefit from the expertise of BCE teachers regardless of where they are located while learning.

Who can enrol?
FisherONE focuses on senior subjects. Any student at a Brisbane Catholic Education school entering Year 11 in 2023 may elect to study our subjects.

Students may enrol in more than one subject.

What does the learning look like?
You will be required to engage with one explicit teaching lesson per week via Teams and additional learning activities throughout the week. It is expected students will participate in live lessons and these lessons will be recorded for you to look back on or in case you are absent one week. Your timetable will show a line for you to dedicate to your online learning. You will be assigned a mentor teacher/supervisor by your school for in school support. The mentor teacher will check-in with you regularly to see how you're travelling with your online subject.

Which subjects are available?
FisherONE is committed to meeting the needs of the students. The subjects being offered are all general subjects at this stage.

Specialist Mathematics	Physics
Design	Ancient History
Digital Solutions	Modern History
Music	Business
Japanese	

Curriculum: Queensland Curriculum and Assessment Authority (QCAA)
All subjects studied through FisherONE use the Queensland Curriculum and Assessment Authority (QCAA) syllabuses and have the same learning objectives and outcomes, subject prerequisites, and learning demands as subjects taught in face-to-face classrooms.

Complete details of the subjects, including the subject 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

When to enrol?
Enrolment forms will be available on the St John Fisher College website from mid Term 3.

Enrolment in Year 11 subjects (Unit 1 and Unit 2) are finalised before the end of November, however 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 the FisherONE Distance Learning Leader and the SJFC Principal or delegate.

Which teachers?

All FisherONE 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 are also teaching face-to-face classes so they are aware of the demands of the curriculum and the problems that you may encounter.

Subject Offering

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. At FisherONE we only offer General subjects at this time. Results in General subjects contribute to the award of a QCE and also contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

Typically, it is expected that most students will complete these subjects across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

UNDERPINNING FACTORS

All General syllabuses are underpinned by:
- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

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.

ASSESSMENT

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 FisherONE

Please note all subjects are GENERAL subjects and count towards both an ATAR and a QCE.

Humanities		Ancient History
		Business
		Modern History
Science		Physics
Technologies		Design
		Digital Solutions
Mathematics		Specialist Mathematics
The Arts		Music
Languages		Japanese

Prerequisites for General Subjects

Yr. 11/12 Subject	Yr. 10 Subject	Minimum Yr. 10 Result
Ancient History	History	C
	English	C
Business	English	C
Design	English	C
Digital Solutions	English	C
	Mathematics	C
Modern History	History	C
	English	C
Music	English	C
	Music	B
Physics*	Science	B
	Mathematics	B
Specialist Mathematics	Mathematics	B
Japanese	Japanese	C
	English	C

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

Ancient History

General senior subject

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 • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

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 — 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%

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 • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799	**Movements in the modern world** • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919	**National experiences in the modern world** • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany,1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936

Unit 1	Unit 2	Unit 3	Unit 4
• Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912	• Independence movement in Algeria, 1945–1962	• China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993	• Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991
• Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2	• South Korea, 1948–1972	• Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

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 — 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%

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
Physics of Motion - Linear motion and force - Gravity and motion	**Einstein's famous equation** - Special relativity - Ionising radiation and nuclear reactions	**The transfer and use of energy** - Heating processes - Waves - Electrical circuits	**Electromagnetism and quantum theory** - Quantum theory - Electromagnetism

	• The Standard Model	

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): • 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			

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

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 — 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

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): • 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%

Specialist Mathematics

General senior subject

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus

- communicate using mathematical, statistical and everyday language and conventions

- evaluate the reasonableness of solutions

- justify procedures and decisions, and prove propositions by explaining mathematical reasoning

- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

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): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% • Examination			

Music

General senior subject

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs	Identities	Innovations	Narratives
Through inquiry learning, the following is explored:	Through inquiry learning, the following is explored:	Through inquiry learning, the following is explored:	Through inquiry learning, the following is explored:
How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

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): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination			

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

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%

Recommendations

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

Senior Subject Materials

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 teachers 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

All FisherONE courses will be completed online. 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
Modern History	A4 Exercise Book – 96 Page
Ancient History	A4 Exercise Book – 96 Page
Business	A4 Exercise Book – 96 page
Physics	A4 Exercise Book - 96 Page, Display Book - A4 20 Pocket, A4 Spiral Bound Exercise Book- 96 Page
Specialist Mathematics	A4 Grid Book - 5mm, Drawing compass, 360° Protractor, Graphics calculator – Casio FX-CG50AU
Japanese	3 A4 Exercise Books - 128 Page, Display Book - A4 20 Pocket, Collins English – Japanese Dictionary
Music	TBA

TEXT BOOKS

FisherONE will loan textbooks to students via an online textbook loan system. If physical books are necessary, FisherONE will provide the appropriate text.

Glossary of Terms

ASBA	Australian School Based Apprenticeship and Traineeship
ATAR	The Australian Tertiary Admission Rank will be calculated by QTAC. QTAC will calculate ATARs based on either: a student's best five General subject results, OR a student's best results in a combination of four General subject results, plus an Applied subject result or a Certificate III, IV or Diploma. If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.
	Eligibility for an ATAR will require satisfactory completion (a result that is equivalent to a Sound Level of Achievement) of a QCAA English subject. While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.
Learning Account	The Learning Account is created following the registration of each student in Year Ten with the QCAA. The Learning Account records all QCAA approved learning achievements earned by the student during their senior phase of learning. The achievements of students at school will be recorded by the College in their Learning Account. Achievements by students through other learning providers such as TAFE College or accredited groups such as the Australian Music Examination Board (AMEB) will be recorded directly by those providers into the student's Learning Account with the QCAA.
LUI: Learners Unique Identifier	The Learners Unique Identifier (LUI) is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students are able to use their LUI to access their own Learning Account with the QCAA as well as access a range of helpful websites relevant to their learning and their future study and career paths.
QCE: Queensland Certificate of Education	The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. The QCAA awards young people a QCE when they complete the senior phase of learning — most often at the end of Year Twelve. To be awarded a QCE young people will need to achieve a minimum amount of learning, including literacy and numeracy, at set standards.
QCAA: Queensland Curriculum and Assessment Authority	The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. It provides syllabuses, guidelines, assessment, reporting, testing, accreditation and certification services for Queensland schools. QCAA issues the QCE, the Senior Statement, the Tertiary Entrance Statement and the QCIA. The QCAA also sets and marks the QCS Test.
QTAC: Queensland Tertiary Admissions Centre	The Queensland Tertiary Admissions Centre (QTAC) handles tertiary entrance applications on behalf of tertiary institutions. If a student wants to apply for a tertiary course she will need to do so through QTAC for most courses. If she is OP ineligible she will not receive a Tertiary Entrance Statement but, she is still able to apply through QTAC for courses using a Selection Rank.

SET PLANS: Senior Education and Training Plans	A SET Plan is completed by all Year Ten students to support that all students 'Learning or Earning' phase from Year Ten to Age 17. The aim of the SETP is to set out students' planned courses of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study from Year Ten, they will still be flexible enough to allow students to make changes when and if needed.
Senior Statement	The Senior Statement is an official record of all the learning achievements in a Learning Account. It details what learning was attempted, the standard achieved and where and when the learning took place.
TAFE	Technical and Further Education is part of the tertiary education sector which provides vocational education and training at certificate and diploma levels.
VET: Vocational Education and Training	VET is a national system designed to skill workers to work in particular industries e.g. business, childcare, construction, sport and recreation, multimedia, hospitality, retail or creative arts.