



**BRISBANE ADVENTIST COLLEGE**  
DEVELOPING CHARACTER

**Subject**

**Info**

**Guide**

**Years 9 & 10**

# CONTENTS

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<b>Introduction</b> .....	2
Choosing subjects .....	2
How often can subjects be chosen? .....	2
Changing subjects .....	2
Assessment policy .....	3
Assessments and the end of term .....	3
Special Provision .....	3
Subject Outlines.....	4
Years 11 and 12.....	4
<b>Years 9 &amp; 10 Core Subjects</b> .....	5
Encounter (Religious Studies) .....	5
English .....	6
Health and Physical Education .....	7
Academy Health and Physical Education .....	8
Mathematics .....	9
Science .....	10
<b>Years 9 &amp; 10 Elective Subjects</b> .....	11
Analytical Mathematics (Year 10 only) .....	11
Design and Technologies .....	12
Digital Technologies .....	13
Drama .....	14
Economics and Business .....	15
Engineering Technology.....	16
Exploring Literature (Year 10 only) .....	17
Food Technology and Textiles Design .....	18
History .....	19
Investigating STEM (Year 10 only) .....	20
Language .....	21
Media Arts .....	22
Music .....	23
Visual Art .....	24
<b>Years 9 &amp; 10 Co-Curricular Participation</b> .....	25
Chapel .....	25
School Sport .....	25
<b>What about Years 11 and 12?</b> .....	26
Australian Tertiary Admission Rank (ATAR) .....	27
Queensland Certificate of Education (QCE) .....	28
Choosing Senior Subjects .....	29
Senior Subjects .....	30
Prerequisites for General Subjects .....	31
Year 9 Subject Selection Form .....	Appendix 1
Year 10 Subject Selection Form .....	Appendix 2
Senior Subject Selection Form .....	Appendix 3

# INTRODUCTION

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What an exciting time in a student's life – mapping a course for the future! This booklet has been designed to provide students and parents with valuable information for selection of elective subjects for Years 9 and 10. Our careers advisor, heads of subject, subject teachers, and administrative staff are always willing to provide assistance when making these important decisions.

## Choosing Subjects

As an overall plan, students are advised to choose subjects:

- they enjoy and have demonstrated some ability in or aptitude for
- that lead to planned future courses and career goals
- that develop skills, knowledge, and attitudes useful throughout their lives

## How Often can Subjects be Chosen?

Towards the end of Year 8, elective subjects are chosen for Years 9 and again for Year 10. Many students will choose the same subjects in Years 9 and 10, although there are extra subjects to choose from in Year 10. By the end of Year 10, students will choose subjects for Years 11 and 12; these are two-year courses. Please see the appendix at the end of this booklet for the current senior subject opportunities. There are distinct pathways from Years 9 and 10 to the senior subjects.

## Changing Subjects

BAC seeks to ensure that students are studying a course that is most satisfying and fulfilling to them. Good initial decisions regarding subject choice are therefore important. On some occasions, however, students may decide that they would benefit from studying a different subject.

An application to change subjects will only be considered:

- within the first three weeks of the semester or at the end of the semester
- under exceptional circumstances with the approval of the Student Learning Team

Approval is dependent upon:

- a position being available within the class
- the student's academic performance
- the student's behavioural record
- willingness to catch up on work missed

## Assessment Policy

At the time of print, the College Assessment Policy is under review. The essence of it is summarised below.

The following statement is taken from a Queensland Curriculum and Assessment Authority document. “In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date.” This means that without an approved extension, late submission of assessment tasks should not be accepted. Extension request forms are available from SEQTA Documents, and need to be completed well in advance of the assessment being due. Extenuating circumstances will only be considered for extensions. It is not uncommon for requests to be declined.

## Assessments and the End of Term

It is very important for a student’s academic success, their development in responsibility, and the good order of the College, to attend school on all school days. Consideration will be given for illness or unavoidable circumstances affecting the family, such as bereavement. Taking a holiday early is not considered to be an unavoidable circumstance.

If students are absent from exams or fail to hand in assignments on due dates because they are on holidays, students may receive no credit for their work. This is likely to have an effect on students’ final results and potential future study opportunities. It is not appropriate for exams to be set at different times to accommodate such students due to issues such as equity and security.

If you are hoping to take holidays during the school term, contact the College first to see what the implications may be for your child. Missed learning and assessments may have significant consequences that would be best avoided.

## Special Provision

Special provision is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students. All students, including those with specific educational needs, should have opportunities to demonstrate their current knowledge and skills.

BAC endeavours to help all students have a fair and equitable opportunity in their subject examinations. Special provision could be given for the following reasons:

- medical - chronic illness, short term illness, accident, psychological
- disabilities
- personal trauma
- ESL – English as a Second Language
- excessive **SCHOOL RELATED** commitments

Eligible students may be entitled to adjustments such as large print examination materials, rest breaks, additional time, and alternative examination location. If you would like to apply for *Special Provisions* for the upcoming examination block, please make an appointment with the Head of Department for that subject.

## Subject Outlines

The following pages contain important information about each of the subjects on offer at BAC. If you would like any further information, please feel free to contact the College to speak with the relevant teacher.

This guide refers to both General and Applied subjects. General subjects contribute towards both Queensland Certificate of Education (QCE) and the Australian Tertiary Admission Rank (ATAR). The ATAR is the rank score that is used by universities to offer places to students. General subjects provide an academically rigorous foundation for students wishing to attend university. Applied subjects contribute towards the QCE. Applied subjects develop skills more relevant to the work place.

## Years 11 and 12

Basic information regarding Years 11 and 12 is available at the back of the booklet. Use this as a reference if you would like to be knowledgeable about where your child is heading in the near future.

**Thank you for taking the time to familiarise yourself with the information contained within this Subject Information Guide – and remember... Year 9 matters!**

# Year 9 and 10 Core Subjects

## ENCOUNTER (RELIGIOUS STUDIES)

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### Introduction

**Encounter** is a subject at the very core of this school's existence. Students explore themes, which develop their belief, faith, and trust in the God who is both the God of Creation and their personal Saviour.

### Content

What is our God really like? How do I relate to Him? How do I relate to others around me, including those in need? What does the Bible tell me about how I should live my life? These are the critical questions at the centre of the curriculum for Years 9 and 10.

### Assessment

Assessment tasks will cover a variety of group and individual activities. Journal responses, multimodal presentations, speeches, case studies, and exploration of the Bible will be used to give the students an opportunity to demonstrate learning achieved during the course.

### Links to Senior Subjects

All students will participate in the **Encounter** program from Years 7 to 12, however the program of work has not been developed by QCAA. The content and learning experiences have been developed by Adventist Schools Australia on behalf of all Seventh-day Adventist Schools in Australia, New Zealand and the United States of America.

### Specific Requirements

Students need to bring to class their laptop, visual diary, pens and a ruler to all classes. They need their own Bible, a willingness to consider questions and a desire to search for lasting answers.

# ENGLISH

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## Introduction

Studying **English** is essential for all students. It helps them to develop effective communication skills, to think imaginatively and ultimately become learned citizens, able to make ethical, thoughtful and informed decisions. A good command of **English** is vital for success in education, training and the workplace. Proficiency in **English** is invaluable in Australia and the rest of the world.

## Content

**English** is built around the three strands of language, literature and literacy. These strands develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. The students are exposed to a variety of texts including media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performance and multimodal texts. This range of texts includes works from Asia and Indigenous Australia.

## Assessment

Students will be assessed in listening, reading, viewing, speaking, writing and creating.

## Links to Senior Subjects

English in Year 9 prepares students for **English** in Year 10, as well as links to **English** or **Essential English** in Years 11 and 12. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide. Note that **English** is a prerequisite for all university courses.

## Specific Requirements

Students need to bring their novel, laptop, folder, pens and a ruler to all classes.

# HEALTH AND PHYSICAL EDUCATION

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## Introduction

**Health and Physical Education** allows students to develop a deeper understanding about health and responsible decision making, which can be applied to their own pursuit of healthy choices and lifestyle.

Students also have an opportunity to learn and develop various skills and strategies in a range of physical activities.

## Content

The course consists of a number of practical and theoretical components run concurrently and integrated where possible. Areas of study can include: food and nutrition, safety, alcohol and drugs, health benefits of physical activity, relationships, mental health and wellbeing, as well as various physical activities ranging from team sports, to challenge activities, games and individual events.

## Assessment

Assessment in this subject includes: written tests, multimodal presentations, research assignments, workbooks and practical assessments.

## Links to Senior Subjects

Years 9 and 10 **Health and Physical Education** links to **Physical Education** and **Sport and Recreation** in Years 11 and 12. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide.

## Specific Requirements

Students are expected to wear full PE uniform for all practical lessons, which includes sport hat, BAC socks and sports shoes, worn correctly. Students in this subject must be physically able to complete the course and are expected to be actively involved in all components of the course. Field trips or visits to outside venues may take place from time to time, which may necessitate additional costs to students.

# ACADEMY HEALTH AND PHYSICAL EDUCATION

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## Introduction

**Academy Health and Physical Education** is an extension course that students need to apply for and be selected in. Students who are part of the academy program will be challenged to excel and develop in their chosen sport, their leadership skills, and in the classroom. There are two academies that run over the course of the year; the Basketball Academy is run in semester one and the Touch Football Academy in semester two.

## Content

Each academy course consists of practical and theory components specific to the sport of basketball or touch football. Students will also have the opportunity to undertake coaching, refereeing and fitness courses relevant to their academy program. Furthermore, students will complete the same theory as students in general 9 and 10 HPE. Areas of study can include food and nutrition, safety, alcohol and drugs, health benefits of physical activity, mental health and wellbeing, and relationships.

## Assessment

Students will be assessed on their sportsmanship, practical skills and gameplay for their sport. The theory assessment will include written tests, multimodal presentations, research assignments and workbooks. The practical and theory components are equally weighted.

## Links to Senior Subjects

Year 9 and 10 **Health and Physical Education** links to **Physical Education** and **Sport and Recreation** in Years 11 and 12. Students who are interested in studying senior physical education should apply for an academy class as the skills and strategies they learn will be beneficial to senior programs. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide.

## Specific Requirements

Selection in an academy classroom will be dependent on attitude, effort, skill level and commitment that students have displayed. A fundamental knowledge of the sport is also required. Students will purchase a playing top with their number (approximately \$70) and need to wear it along with the rest of their PE uniform to practical classes. Students in this subject must be physically able to complete the course and are expected to be actively involved and demonstrate a high level of commitment and willingness to learn.

# MATHEMATICS

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## Introduction

**Mathematics** is a compulsory subject in Years 9 and 10. The Year 9 **Mathematics** course provides a foundation for the work that will be studied through to Year 12. Each class in Year 9 follows the same program, before students are placed into either **General Mathematics Preparation** or **Mathematical Methods Preparation** in Year 10.

To be eligible to be placed into **Mathematical Methods Preparation** in Year 10, a student will need to achieve an overall grade of a C+ or higher in Year 9.

## Content

As per the Australian Curriculum, content includes: Number and Algebra, Measurement and Geometry, Statistics, and Probability.

## Assessment

Each semester's assessment consists of term tests and assignments. Students are graded on their ability to be fluent at mathematics as well as their understanding of it. They are also assessed on their problem solving and reasoning skills.

## Links to Senior Subjects

**Mathematics** in Year 9, leading to **General Mathematics Preparation** and **Mathematical Methods Preparation** in Year 10, link directly to either *Essential Mathematics*, **General Mathematics**, **Mathematical Methods** or **Specialist Mathematics** in Years 11 and 12.

## Specific Requirements

Students need to bring their textbook, laptop, calculator, folder, pens and a ruler to all classes.

# SCIENCE

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## Introduction

**Science** is a body of knowledge and a set of methods for learning about the natural world. The **Science** course exposes students to key ideas and concepts in science. It encourages students to learn problem solving and research skills. Understanding science is vital to becoming an informed citizen. Students at Brisbane Adventist College are encouraged and given opportunity to reflect on the significance of science for Christian faith.

A **Science** and a **Science (Core)** course is offered in Year 10. The **Science** course is targeted at students aiming to study **Aquatic Practices, Biology, Chemistry** or **Physics** in Years 11 and 12. The **Science (Core)** course links to **Aquatic Practices** in Years 11 and 12, but also provides students who complete their formal science studies in Year 10 with science content and skills essential for everyday life.

Students with a C+ or better in Year 9 will be considered for the **Science** course in Year 10.

## Content

Years 9 and 10 **Science** follows the *Science By Doing* resource set, a selection of topics that provide a foundation for further study in the sciences and where topics of general interest are presented.

Topics include: chemical reactions, ecosystems and change, light... sound... action!, plate tectonics, genetics, chemical patterns, motion and energy transfer, and systems on a big scale.

## Assessment

Assessment in **Science** is drawn from a combination of exams and laboratory reports. A major assignment is completed in each semester.

## Links to Senior Subjects

Junior Science provides a foundation for **Aquatic Practices, Biology, Chemistry** and **Physics** in senior school. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide for students wishing to study a science subject at senior level.

## Specific Requirements

Students need to bring their textbook, laptop, folder, pens and a ruler to all classes. Additional costs, usually less than \$20, may be incurred when purchasing materials for one of the assignments each year.

# Years 9 & 10 Elective Subjects

## ANALYTICAL MATHEMATICS (Year 10 only)

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### Introduction

**Analytical Mathematics** is an extension subject that provides opportunity for students to develop a deeper and more meaningful understanding of how mathematics principles work together. Building upon the content and skills that are taught in Year 10 **Mathematical Methods Preparation**, students will develop skills of thinking, reasoning and problem solving mathematically.

### Content

The learning experiences may be based on prior knowledge or on advanced knowledge derived from the Australian Curriculum: Mathematics (10A) course. Students will have the opportunity to apply a range of mathematical concepts to a given problem or situation. The skills that will be refined in this process include being:

- logical and systematic
- investigative and methodical
- diagnostic and questioning
- critical and reasoned

### Assessment

Each semester's assessment consists of a combination of problem solving and reasoning skills that draws upon projects, scenarios, case studies and assignments. Students will need to be fluent in the basics of mathematics, being assessed on their higher order thinking and reasoning skills.

### Links to Senior Subjects

**Analytical Mathematics** in Year 10 provides a strong foundation for those students who wish to study **Mathematical Methods**, **Specialist Mathematics**, **Engineering** or **Physics** in Years 11 and 12. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide.

### Specific Requirements

Students need to bring their textbook, laptop, folder, pens and a ruler to all classes.

# DESIGN AND TECHNOLOGIES

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## Introduction

The practical nature of **Design and Technologies** engages students in critical and creative thinking to design innovative solutions when solving complex problems. A systematic approach to experimentation, problem solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

Students apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

## Content

Throughout the course of study students will be taught to utilise design thinking to develop creative and innovative solutions to a range of real world design problems. Students will apply their knowledge of materials and manufacturing processes (both traditional and contemporary technologies) to produce high quality practical solutions to fulfil a client brief.

## Assessment

### Knowledge and Understanding –

- Design folio
- Class work / Workbook

### Processes and Production Skills –

- Design folio: investigating and defining, generating and designing, producing and implementing, evaluating, collaborating, and managing
- Practical product/s

## Links to Senior Subjects

**Design and Technologies** in Years 9 and 10 flows through to **Design, Engineering or Industrial Technology Skills** in Years 11 and 12. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide.

## Specific Requirements

If students make considerably larger or more expensive projects than budgeted, they may be required to subsidise the cost of the projects.

# DIGITAL TECHNOLOGIES

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## Introduction

This subject aims to develop knowledge and skills in the use of computers and communications technology with an emphasis on computer networks, programming and data analysis.

## Content

The broad areas covered in this course are:

- web development
- digital data & information
- networking
- cyber security
- data analysis
- app development

## Assessment

Assessment emphasises practical skills and involves:

- projects
- written assignments
- exams

## Links to Senior Subjects

**Digital Technologies** links to **Digital Solutions**, **Media Arts in Practice** or **Certificate II in Information, Digital Media and Technology** (SDE) in Years 11 and 12. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide.

## Specific Requirements

Students need to bring their textbook, laptop, folder, pens and a ruler to all classes.

# DRAMA

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## Introduction

**Drama** is essentially a reflection, a mirror of who we are, the experiences we share, and the views we have. What we see on stage is a reflection of what we see in ourselves and the world around us. By experiencing **Drama**, we learn to laugh at ourselves and empathise with others. We are challenged to change what we don't like and to celebrate our successes. **Drama** allows us to explore meaning and interpretation, forms and elements, and social, cultural, and historical influences on life.

## Content

In **Drama**, students develop and sustain different roles for given circumstances and intentions. They perform devised and scripted drama in different forms, styles, and performance spaces. They collaborate with others to plan, direct, produce, rehearse, and refine performances, in which they use the elements of drama and skills of performance to engage their audience and convey meaning. They analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning.

## Assessment

**Drama** is assessed in the following ways:

- Making** - forming – creating drama (scriptwriting, improvisation, directing)  
- performing
- Responding** - analysing and evaluating meaning

## Links to Senior Subjects

Junior **Drama** provides a strong foundation and exposes students to the types of assessments experienced in **Drama** and **Media Arts in Practice** in Years 11 and 12. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide.

## Specific Requirements

Students need to bring their journal and pens to each class.

While most assessments take place during school hours, some performances will take place in the evening or on weekends. Students doing **Drama** will be required to attend these performances. These are arranged to provide students with an exposure to performing with an audience and to give parents and family the opportunity to see their child's talent and celebrate in their success.

## Other

Excursions to performing arts events will be arranged both during school and in the evenings. These excursions may incur an additional cost.

# ECONOMICS AND BUSINESS

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## Introduction

**Economics and Business** is a junior school subject that lays the groundwork for a number of senior subjects. It provides a direct link to **Accounting, Economics, and Legal Studies** in Years 11 and 12. **Economics and Business** provides an excellent basis for understanding how the world works, particularly within the context of finance, economics, and the law.

## Content

Students in **Economics and Business** get to experience a variety of subjects, including business productivity, bookkeeping and accounting, introductory economics, small business management, introductory legal studies, and entrepreneurship. This involves both classroom activities and excursions.

## Assessment

Students can be assessed in a variety of ways that include tests, projects, individual assignments, and group assignments. These may involve written responses, research work, multimodal presentations, and spoken tasks.

## Links to Senior Subjects

**Economics and Business** links to **Accounting, Economics, and Legal Studies** in Years 11 and 12, as well as a range of courses from SDE in the areas of **Business** and **Justice Studies**. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide.

## Specific Requirements

Students need to bring their textbook, laptop, folder, pens and a ruler to all classes.

# ENGINEERING TECHNOLOGY

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## Introduction

This subject is designed for students who have an interest in the practical application of science, mathematics and technology. This course will help students understand the broad concepts and principles of engineering, reinforcing conceptual ideas through practical 'hands-on' activities. Integrated throughout is the development of technical communication skills applicable to engineering.

## Content

The broad areas covered in this course are:

- engineering materials – the nature of materials, their property-structure relationship, and various mechanisms for modifying materials
- engineering mechanics – the study of mechanics and associated practical applications
- control systems – the application of hardware and mechanisms for automated processes in industry and society

## Assessment

Assessment emphasises practical skills and involves:

- project and research work
- investigations and written assignments
- responses to stimulus materials

## Links to Senior Subjects

**Engineering Technology** links to the following subjects in Years 11 and 12: **Mathematical Methods, Specialist Mathematics, Physics, Engineering** and **Design**. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide.

This course can establish a basis for further education and employment in the fields of agriculture, aerospace (aviation), biomedicine, construction, energy, manufacturing, mining, sustainability and transportation.

## Specific Requirements or Costs

A compass set which includes a compass and protractor is required.

A drone project may be conducted at a cost of \$275 – 300.

# EXPLORING LITERATURE (Year 10 only)

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## Introduction

**Exploring Literature** is an extension to the English course. Students learn to read literature in terms of the texts' social, cultural, and historical contexts, attitudes and values, and conventions, and literary techniques. **Exploring Literature** allows students to experience the aesthetic and intellectual pleasure that reading and examining literary texts can bring.

## Content

The students are exposed to a variety of literary texts including poetry, fiction, dramatic performance and film. The chosen texts support intensive study, raise interesting issues and provide challenging ideas. They include texts by Australians and include a balance of new and established works.

## Assessment

Students will be assessed in listening, reading, viewing, speaking, writing and creating.

## Links to Senior Subjects

**Exploring Literature** provides a strong foundation to undertaking **English** in Years 11 and 12. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide.

## Prerequisites

As this is an **English** extension subject, students need to have achieved a B or above in Year 9 **English** in order to be considered for enrolment in **Exploring Literature** in Year 10.

## Specific Requirements

Students need to bring their laptop, folder, pens and a ruler to all classes.

# FOOD TECHNOLOGY AND TEXTILES DESIGN

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## Introduction

**Food Technology and Textiles Design** is an interdisciplinary subject that draws on a range of fields including nutrition, dietetics, textiles and fashion technology. Students learn to think critically and creatively and also develop initiative and management in making informed choices and engage in practices related to food, nutrition and textiles.

The course aims to foster a variety of creative thinking, manipulative and practical skills. The use of the design process is central in the design and technology subjects.

## Content

### Food and Nutrition:

Food and nutrition are integral aspects of everyday life for all. Knowledge and investigation involves both a practical and theoretical aspect. Topics include: nutrition knowledge, nutritional models, nutritional needs for growth and development, menu design, multi-cultural Australia's impact on diet and health, food science, food hygiene and safety, preparation methods and techniques, food presentation, and why food preparation responds in different ways.

### Textiles and Fashion:

The textile and fashion aspect of the course investigates in both a practical and theoretical manner. Central to all activities is the investigation and participation in the design process.

Topics include: elements and principles of designing, functions of clothes for occasions, textile properties, personal design aesthetic, interior aesthetics, labels, branding, influences on trends, and sketching. Students develop fabric manipulation and machining techniques in the construction of textile products.

## Assessment

### Knowledge and Understanding

- Design folio
- Class work and Workbook
- Tests

### Processes and Production Skills

- Design folio: investigating and defining, generating and designing, producing and implementing, evaluating, collaborating and managing
- Practical product/s (in both food and textiles)

## Links to Senior Subjects

Food Technology and Textiles Design in Years 9 and 10 prepares students for the following two Year 11 and 12 subjects: **Food & Nutrition** and **Design**. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide

## Specific Requirements

**Food and Nutrition:** students must provide the consumable ingredients for the individual designed product for the practical performance assessment.

**Textiles and Fashion:** students are to provide consumable products such as patterns, fabric, and other equipment required for the construction of the practical performance assessment.

# HISTORY

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## Introduction

Studying **History** can help us live more effectively as global citizens. To live purposefully, ethically and happily with others, we must be able to make wise decisions. Studying history can help us develop the knowledge, skills, and values needed to make those decisions.

## Content

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked, and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic, and political development. The transformation of the modern world during a time of political turmoil, global conflict, and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

## Assessment

Assessment in **History** is drawn from a combination of written assignments, multimodal presentations and exams.

## Links to Senior Subjects

A satisfactory achievement in History is highly recommended for students wishing to study senior **Modern History** or **Legal Studies**. Please see the ‘*Prerequisites and Recommendations for General Subjects*’ in the appendix of this guide.

## Specific Requirements

Students need to bring their textbook, laptop, folder, pens and a ruler to all classes.

# INVESTIGATING STEM (Year 10 only)

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## Introduction

**Investigating STEM** (Science Technology Engineering and Mathematics) looks at how the intersection of these four discipline areas can be used to solve new and interesting problems.

This subject will focus on how science and technology interact with each other. Students will develop their understanding of **STEM** through first-hand experience of using various forms of science and technology.

Students will have the opportunity to develop more advanced technical science skills and also to apply technologies such as the Arduino platform and the Raspberry Pi platform to scientific problems. Students will also have the opportunity to consider how the interrelationship between science, technology and society leads to ethical questions.

## Content

There is scope to pursue a range of areas that are of interest to the students enrolled in the subject that may include:

- robotics and computer coding
- project based learning
- blended learning for critical thinking and real world applications
- green science
- computer based fabrication
- human – computer interfacing
- embedded computing
- smart devices
- internet of things
- real world problem solving through competitions

## Assessment

Each semester's assessment consists of a combination of problem solving and reasoning skills that draws upon projects, scenarios, case studies and assignments. Students will need to be fluent in the basics of science, being assessed on their higher order thinking and reasoning skills.

## Links to Senior Subjects

**Investigating STEM** provides a strong foundation for excelling in any combination of science, technology, engineering, and mathematics subjects in Years 11 and 12. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide.

## Specific Requirements or Costs

Students need to ensure that they attend class with an operational laptop computer.

A drone project is carried out at a cost of \$275 – 300.

# LANGUAGE

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## Introduction

Through the School of Distance Education (SDE), students can complete a range of language studies. There are 'beginner' courses that are available as an introduction to the language, with 'continuing' language courses available upon successful completion of the 'beginner' course with a C- result (or better). Each of the 'beginner' courses (Year 7 and 8 level) can be completed in consecutive semesters; the Year 9 and 10 'continuing' courses last for an entire year in duration.

Languages currently available are: Chinese, French, German, Indonesian, Italian, Japanese and Spanish. Brisbane Adventist College provides the opportunity for students to take language studies from SDE in Years 9 to 12, however all fees that are billed to the school are passed onto the parent/caregivers through the term fee statements. Current costs for non-state school students to enrol in a language course with SDE are approximately \$1400/year.

## Content

The broad areas covered in this course are:

- listening skills
- speaking skills
- reading skills
- writing skills

## Assessment

Assessment includes both formative and summative components:

- formative homework must be submitted regularly, as per the Work Rate Calendar, regardless of language proficiency, history and/or background
- four summative tests will assess listening, speaking, reading and writing

## Links to Senior Subjects

Languages can be continued via SDE in Years 11 and 12. Please see the '*Prerequisites and Recommendations for General Subjects*' in the appendix of this guide.

## Specific Requirements

Completion of the Year 7 and Year 8 courses is essential, achieving a C- result or better. Students who wish to apply for this prerequisite to be waived must contact the Head of Department: Languages at SDE. Students will require their own computer headset with a microphone. Textbooks will be purchased by the student directly from SDE.

# MEDIA ARTS

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## Introduction

**Media Arts** involves creating representations of the world and telling stories through communications technologies such as television, film, photography, graphic design, installation artworks, digital publications, the Internet and mobile media. It has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Students learn to express and communicate using different media techniques and mediums to engage specific target audiences, genres and themes.

## Content

The broad areas covered in this course are:

- creating and communicating through the use of materials and technologies
- investigating the impact and influence of media artworks
- exploring imagery, text and sound to create meaning with existing and emerging technology

## Assessment

Assessment emphasises practical skills as well as written communication skills and involves:

- Projects
- Products
- Extended response to stimulus
- Investigations

## Links to Senior Subjects

**Media Arts** links to the subject **Media Arts in Practice** in Years 11 and 12. This course can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art, and digital illustration.

## Specific Requirements

Cameras will be provided for use at school. However, students may wish to use their own camera at school and will need to use their own camera and other equipment if taking photographs or video off campus. Students should have a pair of headphones for editing work during class.

# MUSIC

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## Introduction

The junior **Music** program is designed for students to learn to think in “sound”. In a world that is increasingly saturated with media and music, it adds to student’s enjoyment in life to be able to understand, manipulate, create and perform music and use music technology.

## Content

During Years 9 and 10, students will develop compositional, musicological and performance skills. They will study and have experiences in a range of genres and styles that may include Blues and Negro Spirituals, Musical Theatre, Pioneers of Rock, Music in Advertising, Jazz, Baroque, Classical, Romantic, 20<sup>th</sup> Century, and Vocal and Instrumental Music.

## Assessment

In **Music**, students will learn and be assessed in three ways:

- Composition: creation of original music
- Performance: both individually and in groups
- Musicology: music theory, history, and analysis.

## Links to Senior Subjects

Years 9 and 10 **Music** provides a strong foundation and exposes students to the types of assessments set in **Music** in Years 11 and 12. This can also lead to **Music Extension** in Year 12, where students focus exclusively upon their choice of either performance, composition, or musicology. Please see the ‘*Prerequisites and Recommendations for General Subjects*’ in the appendix of this guide.

## Specific Requirements

Students choosing **Music** will benefit from having a basic ability to read and write music, and to sing or play an instrument. It is expected that students will perform for audiences at different times of the year, which may be their peers in class, or for larger College concerts and events.

It would be helpful for students to have one of the following for **Music** class: USB, MP3, iPod. Students will need earphones.

## Other

Excursions and performing arts events will be arranged both during school and in the evenings. These excursions may incur an additional cost.

# VISUAL ART

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## Introduction

In **Visual Arts** students learn through direct engagement with two-dimensional, three-dimensional and four-dimensional art and design practices, concepts, theories, histories and critiques. They develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences. Students learn to explore ideas through imaginative engagement, making and presenting artworks and engaging critically with these works and processes.

## Content

Through an investigation of the concepts '*Landscape*'; '*Creatures of the Sky, Land + Sea*'; '*Nature vs Humanity*' + '*Portraiture*', students explore the Formal, Cultural + Personal Contexts. As audience they interpret and analyse artworks to consider how the artist has communicated meaning. In turn, as artists they use media, techniques and processes to create meaning.

## Assessment

In **Visual Arts**, students will have learning experiences and be assessed in the areas of:

- Making: exploring, developing and sharing artworks that communicate meaning as artists.
- Responding: interpreting meaning in artworks as artists and audience to inspire making.

## Links to Senior Subjects

Years 9 and 10 **Visual Art** provides the foundation for coursework covered in Years 11 and 12 **Visual Art**.

Please see the "Prerequisites and Recommendations for General Subjects" in the appendix of this guide.

## Specific Requirements

Most materials are provided by the College, however on occasion students may choose to purchase task-specific materials at their own expense.

# Year 9 and 10 Co-Curricular Participation

## CHAPEL

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The College chapel is a beautiful worship space used for weekly primary and secondary worship services. With an emphasis on music from our worship band and song leaders and practical lessons from the Bible, chapel services are aimed at teaching students to have a personal relationship with God. Chapel time also endeavours to uplift and enhance our College community.

## SCHOOL SPORT

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BAC believes in the importance of an active and healthy lifestyle for all students. Therefore, the Sport Department offers a wide range of individual or team sporting activities each Wednesday afternoon. Each sport block, students are required to choose to participate in a College representative sport, a recreational paid sport, or a recreational non-paid sport. Sport options offered throughout the year may include:

- Archery
- Athletics Training
- Basketball
- Beach Sports
- Billiards
- Community Service
- Dodge Ball
- Flag Grid Iron
- Futsal
- Golf
- Ice Skating
- Indoor/Outdoor Games
- Netball
- Rock Climbing
- Soccer
- Squash
- Swimming
- Table Tennis
- Ten Pin Bowling
- Tennis
- Touch Football
- Ultimate Frisbee
- Volleyball
- Walking
- Weights

This list may change at the discretion of the College.

Full BAC sport uniform is required for participation.

# WHAT ABOUT YEARS 11 AND 12?

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This appendix contains a brief summary of some important information for Years 11 and 12 to enable you to see the 'bigger picture'. More detailed information is available in the **Senior Student Info Guide** that will be presented and discussed towards the end of Year 10.

The College offers a wide range of subjects to cater for the differing needs of students at senior level. All courses offered at the senior level have work programs approved by the Queensland Curriculum and Assessment Authority (QCAA).

At the end of Year 12, students receive a Student Education Profile (SEP) which consists of:

- Senior Statement - lists all subjects and achievement level for each
- Tertiary Entrance Statement, if you are eligible for an Australian Tertiary Admission Rank (ATAR) • Queensland Certificate of Education (QCE), if eligible

Alternate pathways are an exciting option for students at BAC. Students may co-enrol at a TAFE college or university and get an 'Early Start' on a career or special interest. There is flexibility for students doing one of these options to do fewer subjects and have more 'study time' to make up for time/days spent at TAFE. Students with a practical orientation, rather than academic, are strongly encouraged to consider these options. Please contact the Careers Advisor for more information.

There are three types of subjects offered at Year 11 and 12 level:

1. **General subjects** are based on syllabuses that have been approved and issued by the QCAA. Results in general subjects contribute in the calculation of ATAR, the most common selection device used by the tertiary sector. General subjects also contribute up to 4 points towards the QCE.
2. **'Applied subjects'** are also developed and issued by the QCAA. Applied subjects, when successfully completed, contribute four credits towards the QCE. In conjunction with General subjects, one Applied subject can be used in the calculation of the ATAR. These subjects are *italicised* on the sample subject selection form. A student who is not considering university as part of a career path would usually choose Applied subjects.
3. **Vocational courses** enable you to earn credit towards a recognised VET qualification. When successfully completed they also contribute credit points towards the QCE. Completed VET qualifications at Certificate III (or above) can be used in ATAR calculations. VET qualifications, or the credit towards a qualification, are recognised by industry across Australia under the Australian Qualifications Framework (AQF).

# AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

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Before attempting to select the subjects, students need to consider whether they wish to go to university. To gain entrance to university at the completion of school, students need to obtain an ATAR. An ATAR is a percentile score calculated by the Queensland Tertiary Admissions Centre (QTAC). There are 2000 possible scores ranging from 'less than 30' to a maximum of 99.95 with increments of 0.05. The ATAR denotes a student's ranking relative to their peers upon completion of their secondary education.

It is possible for students to gain entry to university through other means, e.g. via a TAFE diploma or mature-aged entry. These options can be discussed with our Careers Advisor.

If a student is quite sure they wish to leave school after Year 12 and go directly into employment, apprenticeship or to TAFE, it is not necessary to receive an ATAR.

## Minimum Requirements to Gain an ATAR

To be eligible to receive an ATAR, a student, throughout Year 11 and 12, must:

1. Complete and pass an English subject and
2. Complete 5 General subjects or
3. Complete 4 General subjects and 1 Applied subject or
4. Complete 4 General subjects and a VET course at AQF Certificate III or above

# QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

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Put very simply, if a student passes five subjects (including a Mathematics and an English) over the course of Years 11 and 12, they will receive a QCE. A total of 20 credits is required to obtain a QCE. The number of credits a student earns for any particular subject is equal to the number of semesters completed successfully. In essence, a student achieves 1 credit when passing Unit 1, 1 credit when passing Unit 2 and 2 credits when passing Units 3 and 4 as a pair. It is recommended that students not change subjects throughout Year 11 as this may impact their credits for QCE. Since Units 3 and 4 offer credits as a pair, students will not be able to change subjects throughout Year 12.

A student must also meet the literacy and numeracy standards. Literacy standards are met upon satisfactory completion in Unit 1 or Unit 2 or a C grade or better in a Unit 3 and 4 pair of any English subject. Numeracy standards are met upon satisfactory completion in Unit 1 or Unit 2 or a C grade or better in a Unit 3 and 4 pair of any Mathematics subject. There are alternative ways to gain the literacy and numeracy requirements as well.

Please check the QCAA website for complete details and requirements of the QCE.

# CHOOSING SENIOR SUBJECTS

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As an overall plan, students are advised to choose subjects:

- they enjoy
- in which they have demonstrated some ability or aptitude
- which help them reach their chosen course and career goals
- which will develop skills, knowledge and attitudes useful throughout their life

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

## Suggested Guidelines

It is very helpful to have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you. The following resources are available to students and give information on subjects and courses needed for careers:

- The book **Queensland Job Guide** is issued in Term Two to each Year 10 student – please refer to this guide for more information on subjects needed for particular occupations.
- The book **Tertiary Prerequisites** – a summary of selection criteria for entry to universities and TAFE QLD.
- Our Careers Advisor is available for interview with students and parents.

By checking this information you will become aware of the distinction between:

- prerequisite subjects (subjects which must be taken for future courses or careers)
- recommended subjects (not essential, but which are likely to make future courses easier to follow)
- useful subjects (not essential, but give a general background to help develop particular skills)

**Finally, make a decision about a combination of subjects that suits your requirements and abilities.**

There are some traps to avoid when making a selection of subjects that suit you:

- Do not select certain subjects because someone has told you that they “help get you good results and give you a better chance of getting into university”.
- Try not to be influenced by suggestions that you will not like a particular subject, because a friend/brother/sister disliked it when he/she studied it.

# SENIOR SUBJECTS

In Years 11 and 12, students can choose from the following list of Subjects and Vocational Courses.

Subjects and Vocational Courses		
Accounting	Digital Solutions	<i>Media Arts in Practice</i>
<i>Aquatic Practices</i>	Drama	Modern History
Ancient History *	Economics	Music
Biology	Engineering	Music Extension – Composition (Yr 12 only)
<i>Business Studies</i> *	English	Music Extension – Musicology (Yr 12 only)
<i>Certificate I, II, III in Business</i> *	<i>Essential English</i>	Music Extension – Performance (Yr 12 only)
<i>Certificate II in Financial Services</i> *	<i>Essential Mathematics</i>	Physical Education
<i>Certificate I &amp; II in Information, Digital Media and Technology</i> *	Food and Nutrition	Physics
<i>Certificate I &amp; II in Skills for Work and Vocational Pathways</i> *	French *	Psychology*
<i>Certificate III in Accounts Administration</i> *	General Mathematics	<i>Science in Practice</i> *
<i>Certificate III in Early Childhood Education and Care</i> *	Geography *	<i>Social and Community Studies</i> *
Chemistry	German *	<i>Sport and Recreation</i>
Chinese *	Health *	Spanish *
Design	<i>Information and Communication Technology</i> *	Specialist Mathematics
	Japanese *	Visual Art
	Legal Studies	<i>Visual Art in Practice</i> *
	<i>Industrial Technology Skills</i>	
	Mathematical Methods	
<p>General subjects are syllabuses that have been developed by the QCAA. Results in General subjects can count in the calculation of ATAR, the most common selection device used by the tertiary sector.</p>		
<p>Applied subjects (shown in the above list in italics) are syllabuses that have been devised by the QCAA. One result only in an Applied subject can count in the calculation of ATAR, while all Applied subjects taken and successfully completed contribute four credits each towards the QCE.</p>		
<p>Vocational Courses (shown in the above list as Certificates) enable you to earn credit towards a recognised VET qualification. When successfully completed they also contribute credits towards the QCE. VET qualifications, or the credit towards a qualification, are recognised by industries across Australia under the AQF.</p>		
<p>Note: Subjects with an ‘*’ are available to BAC students through Schools of Distance Education. Some conditions, restrictions and costs are associated with this mode of study.</p>		

# PREREQUISITES FOR GENERAL SUBJECTS

In order to study General subjects, students must meet the prerequisites on the next two pages. The Student Learning Team reserves the right to take into consideration other factors that may impact upon a student's ability to otherwise have met these prerequisites. These will be considered by individual application to the Student Learning Team.

Subjects	Prerequisite (Compulsory)	Highly Recommended
Accounting	Min of a C in Yr 10 English	Min of a C in Yr 10 Economics & Business
Ancient History *	See SDE handbook	
Biology	Min of a C in Yr 10 English Min of a C in Yr 10 General Maths Prep Min of a C in Yr 10 Science Min of a B in Yr 10 Science (Core)	
Chemistry	Min of a C in Yr 10 English Min of a C in Yr 10 Math Methods Prep Min of a C in Yr 10 Science	Be studying Yr 11/12 Mathematical Methods
Chinese *	See SDE handbook	
Design	None	
Digital Solutions	None	Min of a B in Year 10 Digital Technologies
Drama	Min of a C in Yr 10 English	Min of a C in Yr 10 Drama
Economics	Min of a C in Yr 10 English	Min of a B in Yr 10 English
Engineering	Min of a B in Yr 10 Engineering Technology	Min of a B in Yr 10 Mathematical Methods Prep
English	Min of a mid C in Yr 10 English	
Food and Nutrition	Min of a C in Yr 10 English	
French *	See SDE handbook	
General Mathematics	Min of a C in Yr 10 General Maths Prep	
Geography *	See SDE handbook	
German *	See SDE handbook	
Health *	See SDE handbook	
Japanese *	See SDE handbook	

<b>Subjects</b>	<b>Prerequisite (Compulsory)</b>	<b>Highly Recommended</b>
Legal Studies	Min of a C in Yr 10 English	Min of a B in Yr 10 English
Mathematical Methods	Min of a C+ in Yr 10 Mathematical Methods Preparation with at least a C in the proficiency strand Problem Solving and Reasoning	
Modern History	Min of a C in Yr 10 English	Min of a B in Yr 10 English Min of a B in Yr 10 History
Music	Min of a C in Yr 10 English	Min of a C in Yr 10 Music
Music Extension - Composition	Completed both semesters of Yr 11 Music with a minimum C standard and and be enrolled in Yr 12 Music	
Music Extension - Musicology	Completed both semesters of Yr 11 Music with a minimum C standard and and be enrolled in Yr 12 Music	
Music Extension - Performance	Completed both semesters of Yr 11 Music with a minimum C standard and and be enrolled in Yr 12 Music	
Physical Education	Min of a C in Yr 10 English and HPE	To have completed one Academy HPE class in Year 9 and 10
Physics	Min of a C in Yr 10 English Min of a C in Yr 10 Maths Methods Prep Min of a C in Yr 10 Science Must also study Yr 11/12 Mathematical Methods	
Psychology*	See SDE handbook	
Spanish *	See SDE handbook	
Specialist Mathematics	Min of a C+ in Yr 10 Mathematical Methods Prep with at least a C in the proficiency strand Problem Solving and Reasoning Must also study Yr 11/12 Mathematical Methods	
Visual Arts	None	Min of a C in Yr 10 English
<p>Note: Subjects with an “*” are available to BAC students through the School of Distance Education (SDE). Some conditions, restrictions or costs may be associated with this mode of study.</p>		



# YEAR 9 SUBJECT SELECTION FORM

Student Name: \_\_\_\_\_

Students will be enrolled in each of the Core Subjects and one Elective Subject from each line.

This form should be completed in consultation with the Years 9 and 10 Subject Info Guide. Please choose wisely as most subjects are studied for both Year 9 and 10. Please indicate your **Elective Subject** preferences below by placing a tick in the appropriate boxes.

## CORE SUBJECTS – all students will be enrolled in the following subjects

1. Encounter
2. English
3. Mathematics
4. Science
5.  HPE     Academy HPE (allocated to either HPE or Academy HPE following a selection process)

## ELECTIVE SUBJECTS – choose one subject from each line (row)

- |    |   |                                     |  |   |   |
|----|---|-------------------------------------|--|---|---|
| 6. | <input type="checkbox"/> Digital Technologies   | <input type="checkbox"/> Visual Art | <input type="checkbox"/> Design and Technologies     | <input type="checkbox"/> (Language SDE) |   |
| 7. | <input type="checkbox"/> Economics and Business | <input type="checkbox"/> Drama      | <input type="checkbox"/> Food Tech & Textiles Design | <input type="checkbox"/> Engineering    | <input type="checkbox"/> (Language SDE) |
| 8. | <input type="checkbox"/> History                | <input type="checkbox"/> Music      | <input type="checkbox"/> Media Arts                  | <input type="checkbox"/> (Language SDE) |   |

## CO-CURRICULAR PARTICIPATION – all students will participate in the following

9. Sport and Chapel

## NOTES:

1. Some subjects/courses may involve **additional costs** due to 'take home' projects, specialised equipment or excursions.
2. SDE refers to the School of Distance Education and all course costs related to this mode of study (\$1400) will need to be paid directly to SDE with the completed enrolment application – see <https://brisbanesde.eq.edu.au> or <https://cairnssde.eq.edu.au> for more information and details. Students may be eligible to select the following languages from SDE – Chinese, French, German, Indonesian, Italian, Japanese, or Spanish.
3. Some classes have limitations on the number of available places. In the event of a class being full, students will be asked to select another subject on that line as their next choice. Timeliness in returning this form and/or past performance/attitude in a subject in Year 8 may be considered when allocating places in 'full' classes. There will also be minimum numbers required for subjects to be offered.
4. Additional subjects are offered in Year 10 in preparation for the senior years of schooling. Subjects chosen in Year 9 should consider the desired academic pathway across Years 9 to 12.

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Please sign below to indicate your approval of the above selections and to acknowledge an understanding that a selection indicated on this form is no guarantee of a place in the chosen subject.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Caregiver name: \_\_\_\_\_ Parent/Caregiver signature: \_\_\_\_\_



# YEAR 10 SUBJECT SELECTION FORM

**Student Name:** \_\_\_\_\_

Students will be enrolled in each of the Core Subjects and one Elective Subject from each line.

This form should be completed in consultation with the Years 9 and 10 Subject Info Guide and the Year 11 and 12 Subject Info Guide. Please indicate your **Elective Subject** preferences below by placing a tick in the appropriate boxes.

## CORE SUBJECTS – all students will be enrolled in the following subjects

- |    |   |  |  |
|----|---|--|--|
| 1  | Encounter                                   |  |  |
| 2  | English                                     |  |  |
| 3. | <input type="checkbox"/> General Maths Prep | <input type="checkbox"/> Math Methods Prep | (students allocated to a subject based on Yr 9 Maths grade)            |
| 4. | <input type="checkbox"/> Science Core       | <input type="checkbox"/> Science           | (students allocated to a subject based on Yr 9 Science grade)          |
| 5. | <input type="checkbox"/> HPE                | <input type="checkbox"/> Academy HPE       | (allocated to either HPE or Academy HPE following a selection process) |

## ELECTIVE SUBJECTS – choose one subject from each line (row)

- |    |   |                                     |  |  |  |
|----|---|-------------------------------------|--|--|--|
| 6. | <input type="checkbox"/> Digital Technologies   | <input type="checkbox"/> Visual Art | <input type="checkbox"/> Design and Technologies     | <input type="checkbox"/> <b>Exploring Literature</b> | <input type="checkbox"/> Language (SDE)                                      |
| 7. | <input type="checkbox"/> Economics and Business | <input type="checkbox"/> Drama      | <input type="checkbox"/> Food Tech & Textiles Design | <input type="checkbox"/> Engineering                 | <input type="checkbox"/> Language (SDE)                                      |
| 8. | <input type="checkbox"/> History                | <input type="checkbox"/> Music      | <input type="checkbox"/> Media Arts                  | <input type="checkbox"/> <b>Analytical Maths</b>     | <input type="checkbox"/> <b>STEM</b> <input type="checkbox"/> Language (SDE) |

## CO-CURRICULAR PARTICIPATION – all students will participate in the following

9. Sport and Chapel

## NOTES:

- Bold subjects** are additional subjects offered in Year 10 enabling students to extend and specialise.
- Some subjects/courses may involve **additional costs** due to 'take home' projects, specialised equipment or excursions.
- SDE refers to the School of Distance Education and all course costs related to this mode of study (\$1400) will need to be paid directly to SDE with the completed enrolment application – see <https://brisbanesde.eq.edu.au> or <https://cairnssde.eq.edu.au> for more information and details. Students may be eligible to select the following languages from SDE – Chinese, French, German, Indonesian, Italian, Japanese or Spanish
- Some classes have limitations on the number of available places. In the event of a class being full, students will be asked to select another subject on that line as their next choice. Timeliness in returning this form and/or past performance/attitude in a subject in Year 8 may be considered when allocating places in 'full' classes. There will also be minimum numbers required for subjects to be offered.
- Additional subjects are offered in Year 10 in preparation for the senior years of schooling. Subjects chosen in Year 10 should consider the desired academic pathway across Years 10 to 12.

Please sign below to indicate your approval of the above selections and to acknowledge an understanding that a selection indicated on this form is no guarantee of a place in the chosen subject.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Caregiver name: \_\_\_\_\_ Parent/Caregiver signature: \_\_\_\_\_



# SENIOR SUBJECT SELECTION FORM

This form should be completed with reference to the 'Senior Student Info Guide'.

Choose one subject from each line keeping in mind the prerequisites required.

Before selecting 'Pathway' on a line, see information below on Alternate Pathways.

If choosing a subject from School of Distance Education (SDE), enter subject name in space provided

<b>Student's Name:</b>		<b>Year:</b>					
<b>SUBJECTS - Choose one option from lines 2 - 7</b>							
1	Encounter (required)						
2	<input type="checkbox"/> English	<input type="checkbox"/> <i>Essential English</i>					
3	<input type="checkbox"/> Mathematical Methods	<input type="checkbox"/> General Mathematics	<input type="checkbox"/> <i>Essential Maths</i>				
4	<input type="checkbox"/> Specialist Mathematics	<input type="checkbox"/> Modern History	<input type="checkbox"/> Music	<input type="checkbox"/> Physical Education	<input type="checkbox"/> <i>Media Arts in Practice</i>	<input type="checkbox"/> Pathway	<input type="checkbox"/> SDE
5	<input type="checkbox"/> Biology	<input type="checkbox"/> Accounting	<input type="checkbox"/> Digital Solutions	<input type="checkbox"/> Engineering	<input type="checkbox"/> <i>Industrial Tech Skills</i>	<input type="checkbox"/> Pathway	<input type="checkbox"/> SDE
6	<input type="checkbox"/> Chemistry	<input type="checkbox"/> Legal Studies	<input type="checkbox"/> Visual Art	<input type="checkbox"/> Design	<input type="checkbox"/> <i>Aquatic Practices</i>	<input type="checkbox"/> Pathway	<input type="checkbox"/> SDE
7	<input type="checkbox"/> Physics	<input type="checkbox"/> Economics	<input type="checkbox"/> Drama	<input type="checkbox"/> Food & Nutrition	<input type="checkbox"/> <i>Sport &amp; Recreation</i>	<input type="checkbox"/> Pathway	<input type="checkbox"/> SDE
<b>ALTERNATE PATHWAYS – 'Early Start'</b>							
Tick the appropriate box and arrange an appointment with our Careers Advisor <b>as soon as possible</b> . These options contribute credits towards a QCE. Conditions apply to these options.							
<input type="checkbox"/> TAFE Certificate or Diploma – one day per week – eligible to do one less elective subject in lieu							
<input type="checkbox"/> School Based Apprenticeship – one/two days per week – eligible to do one/two less elective subjects in lieu							
<input type="checkbox"/> Tertiary Enhanced Studies Program – one day per week – eligible to do one less elective subject in lieu							

We have read and utilised the information from the 'Senior Student Info Guide' to determine subject selection. We understand that the selections chosen:

contribute towards an ATAR

do not contribute towards an ATAR

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent/Caregiver's Signature

\_\_\_\_\_  
Date

**NOTES:**

- Subjects shown in normal print are 'General subjects' that contribute credits to the QCE and ATAR.
- Subjects shown in *italics* are 'Applied subjects' and contribute credits towards the QCE.
- Please note: some classes have limited availability. If a class is full, another subject selection on that line is requested. This may also occur if a student has not met a subject's prerequisite requirements. Minimum numbers may be required for subjects to be offered.
- Some subjects/courses may involve additional costs.
- SDE refers to the School of Distance Education and all course costs related to this mode of study (\$1400) will need to be paid directly to SDE with the completed enrolment application – see <https://brisbanesde.eq.edu.au> or <https://cairnssde.eq.edu.au> for more information and details.

**Notes:**

**Notes:**

