BRISBANE
ADVENTIST COLLEGE

A thriving, Christ-centred, learning community

YEAR 9

SUBJECT INFORMATION GUIDE

WELCOME

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

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INTRODUCTION

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.

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 grade 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.

YEAR 9

CORE SUBJECTS

ENCOUNTER (Religious Studies)

‘Special Character’ subject

INTRODUCTION

Encounter is a subject that supports the special character of BAC. Students explore themes which develop their belief, faith and trust in God, who is both 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 Year 9.

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. 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 are required to bring to all classes:

- a fully charged laptop
- visual diary
- pens, ruler, stationary, and
- their own Bible

ENCOUNTER
ADVENTIST CURRICULUM

THE TRANSFORMATIONAL PLANNING FRAMEWORK

SCAN OR VISIT

W: encounter.adventisteducation.org/

ENGLISH

CORE SUBJECT

RATIONALE

The study of English helps students to become '… confident communicators, imaginative and critical thinkers and informed citizens' who '… analyse, understand, communicate and build relationships with others and the world around them.'

AIMS

English aims to ensure students '… learn to purposely and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts'. They 'understand Standard Australian English' and 'develop interest and skills in examining aesthetic aspects of texts …' and appreciate literature. They '… enjoy, analyse, evaluate, adapt and use […] English language in all its variations to evoke feelings, form ideas and facilitate interactions with others.'

STRUCTURE

The English curriculum content is organised under 3 interrelated strands:

- **Language**
  - » Language for interacting with others
  - » Text structure and organisation
  - » Language for expressing and developing ideas
- **Literature**
  - » Literature and context
  - » Engaging with and responding to literature
  - » Examining literature
  - » Creating literature
- **Literacy**
  - » Texts in context
  - » Interacting with others
  - » Analysing, interpreting and evaluating
  - » Phonic and word knowledge

ASSESSMENT

Assessment will provide timely and useful information to be used by students to improve how and what they learn.

These assessment techniques are used as evidence of a student's learning. The examples provided will vary.

- **Short response**

  Examples: a spoken reflection or a webpage
- **Extended response**

  Examples: a multimodal blog or a spoken monologue
- **Examination**

  Examples: a written director's commentary or a written film review

LINKS TO SENIOR SUBJECTS

English in Years 9 and 10 links to General English or Essential English in Years 11 and 12.

English is a prerequisite for all university courses, and literacy achievement for QCE.

Please refer to the 'Prerequisites and Recommendations for General Subjects' in the appendix of this guide.

SPECIFIC REQUIREMENTS

Students are required to bring to all classes:

- their English novel
- a fully charged laptop
- excerise book for writing

HEALTH & PHYSICAL EDUCATION

CORE SUBJECT

RATIONALE

Health and Physical Education develops healthy and active citizens with critical inquiry skills to analyse and understand the influences on their own and others' healthy, safety, wellbeing and physical activity and participation.

AIM

Health and Physical Education develops knowledge, understanding and skills for students to take positive action to enhance, and advocate for, regular movement based activity, self-identity and wellbeing, their own and theirs' health and safety and respectful relationships.

STRUCTURE

Health and Physical Education is presented in 2-year band levels. The Content in Health and Physical Education is organised under 2 strands:

- **Personal, social and community health**
  - » Identities and change
  - » Interacting with others
  - » Making healthy and safe choices
- **Movement and physical activity**
  - » Moving our bodies
  - » Making active choices
  - » Learning through movement

ASSESSMENT AND TECHNIQUES

Assessment will provide timely and useful information to be used by students to improve how and what they learn. These assessment techniques are used as evidence of a student's learning. The examples provided will vary.

- **Performance**

  Examples: a group challenge or a full-sided game
- **Investigation**

  Examples: a multimodal blog or a spoken podcast
- **Project**

  Examples: a written journal entry or a spoken interview
- **Examination**

  Examples: a written short response or extended response

LINKS TO SENIOR SUBJECTS

Health and Physical Education in Year 9 links to Year 10 HPE and Physical Education and Sport and Recreation in Years 11 and 12.

Students who wish to study senior PE, should do an academy class.

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 are expected to be actively involved in all components of the course.

ACADEMY HEALTH & PHYSICAL EDUCATION

CORE SUBJECT

RATIONALE

Academy Health and Physical Education is an extension course that students need to apply for. 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. In Year 9, students will specialise in one academy.

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.

STRUCTURE

Health and Physical Education is presented in 2-year band levels. The Content in Health and Physical Education is organised under 2 strands:

- **Personal, social and community health**
  - » Identities and change
  - » Interacting with others
  - » Making healthy and safe choices
- **Movement and physical activity**
  - » Moving our bodies
  - » Making active choices
  - » Learning through movement

ASSESSMENT

Students will be assessed on their sportsmanship, practical skills and game play for their sport. The theory assessment will include written tests, multimodal presentations, research assignments, examinations and workbooks.

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 'Year 11 and 12 Information 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 receive a reversible training top 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. Academy classes incur a $60.00 cost added to school fees.

HISTORY

CORE SUBJECT

RATIONALE

'History is a disciplined process of inquiry into the past that develops students' knowledge, curiosity and imagination about the past (...) It promotes the understanding of societies, events, movements, ideas and developments ...' and 'helps students appreciate how the world and its people and environments have changed, as well as the significant continuities that exist to the present day.'

AIM

History develops students' 'knowledge, understanding and appreciation of the past and the ideas and forces that shape societies, civilisations and environments'. Through a study of history, students also develop 'an understanding and use of historical concepts'.

STRUCTURE

The content in History is organised under 2 strands:

- Knowledge and understanding
- Skills strand

ASSESSMENT AND TECHNIQUES

Assessment will provide timely and useful information to be used by students to improve how and what they learn.

These assessment techniques are used as evidence of a student's learning. The examples provided will vary.

- **Investigation**

  Examples: a written analytical essay or a spoken podcast

- **Project**

  Examples: a multimodal brochure or a written letter

- **Examination**

  Examples: a written short response item or an extended response item

LINKS TO SENIOR SUBJECTS

History in Year 10 links to Modern History and/or Legal Studies in Years 11 and 12.

Please see the 'Year 11 and 12 Information Guide'.

SPECIFIC REQUIREMENTS

A satisfactory achievement in History in Year 9 is highly recommended for students wishing to study senior Modern History or Legal Studies in senior.

Students need to bring to all classes:

- their history textbook
- a fully charged laptop
- folder
- pens, ruler and stationary

MATHEMATICS

CORE SUBJECT

RATIONALE

Mathematics develops the numeracy capabilities needed to make informed, efficient decisions in the real world, and to learn the fundamentals on which further mathematics is built.

AIM

Mathematics develops confident, proficient and effective users of mathematics by cultivating the ability to pose and solve problems and to recognise the connections between different areas of mathematics

STRUCTURE

The content students are expected to learn:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

The Content in Mathematics is organised under 2 strands:

- **Proficiency in mathematics**
  - » Understanding
  - » Fluency
  - » Reasoning
  - » Problem-solving
- **Mathematical processes**
  - » Mathematical modelling
  - » Computational thinking
  - » Statistical investigation
  - » Probability experimentation and simulations

ASSESSMENT AND TECHNIQUES

Assessment will provide timely and useful information to be used by students to improve how and what they learn.

These assessment techniques are used as evidence of a student's learning. The examples provided will vary..

- **Project**

  Examples: an investigative task or a statistical investigation

- **Examination**

  Examples: a written short response on calculating using procedures and algorithms or an extended response on interpreting data.

LINKS TO SENIOR SUBJECTS

Please see the 'Year 11 and 12 Information Guide'.

SPECIFIC REQUIREMENTS

Students need to bring to all classes:

- their Math textbook
- a fully charged laptop
- exercise book
- a calculator
- pens, ruler and stationary

SCIENCE

CORE SUBJECT

INTRODUCTION

Through science, students 'explore the unknown, investigate universal phenomena, make predictions and solve problems.' Science provides an 'empirical way of answering curious and important questions about the changing world.'

AIM

Through using a range of scientific inquiry practices, students learn to ask questions, make evidence-based decisions and communicate scientific understanding of the contemporary uses of science.

STRUCTURE

The content in science is organised in 6 key ideas.

- Patterns, order and organisation
- Form and function
- Stability and change
- Scale and measurement
- Matter and energy
- Systems

The content descriptions in science are organised into strands and sub strands.

- **Science understanding**

  biological science; earth and space science; physical science; chemical science

- **Science as a human endeavour**

  Nature and development of science; use and influence of science

- **Science inquiry**

  Questioning and predicting; planning and conducting; processing, modelling and analysing; evaluating; communicating

ASSESSMENT AND TECHNIQUES

Assessment will provide timely and useful information to be used by students to improve how and what they learn.

These assessment techniques are used as evidence of a student's learning. The examples provided will vary.

- **Investigation**

  Examples: a written report

- **Experimental investigation**

  Examples: written article for science journal or a practical demonstration

- **Examination**

  Examples: a written short response or a written extended response

LINKS TO SENIOR SUBJECTS

Science in year 10 links to a foundation for Aquatic Practices, Biology, Chemistry and Physics in senior school.

Please see the 'Year 11 and 12 Information Guide'.

SPECIFIC REQUIREMENTS

Students need to bring to all classes:

- their science textbook
- a fully charged laptop
- pens, ruler and stationary

Additional costs, usually less than $20, may be incurred when purchasing materials for one of the assignments each year.

YEAR 9

ELECTIVE SUBJECTS

ECONOMICS & BUSINESS

ELECTIVE SUBJECT

RATIONALE

Economics and Business enables students to become informed citizens, who are able to shape their economic and social future. They respond to social, economic and environmental challenges that affect individuals and businesses.

AIM

In Economics and Business, students develop an understanding of '... the nature and operation of the work and business environments ...' and 'an appreciation of economic and business issues affecting contemporary Australian society ...' and the wider world.

STRUCTURE

The content in drama is organised in 2 strands.

- Knowledge and understanding
- Skills
  - » questioning and researching
  - » interpreting and analysing
  - » evaluating, conducting and decision-making
  - » Communicating

ASSESSMENT AND TECHNIQUES

Assessment will provide timely and useful information to be used by students to improve how and what they learn.

These assessment techniques are used as evidence of a student's learning. The examples provided will vary.

- **Investigation**

  Examples: a written business research report or a formal speech supported by economic and business data

- **Project**

  Examples: a multimodal podcast or a written report (business plan)

- **Examination**

  Examples: a written short response or a written long response

LINKS TO SENIOR SUBJECTS

Economics and Business in Year 10 links to Accounting, Economics, and Legal Studies in Years 11 and 12.

Please see the 'Year 11 and 12 Information Guide'.

SPECIFIC REQUIREMENTS

Students need to bring to all classes:

- their economics and business textbook
- a fully charged laptop
- folder
- pens, a ruler and stationary

EXPLORING LITERATURE

ELECTIVE SUBJECT

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 8 English in order to be considered for enrolment in Exploring Literature in Year 9.

SPECIFIC REQUIREMENTS

Students need to bring all their classes

- laptop,
- folder,
- pens and a ruler

DESIGN AND TECHNOLOGIES

ELECTIVE SUBJECT

RATIONALE

Technologies develop the capacity to create innovative solutions that improve the lives of people and societies globally, using traditional, contemporary and emerging technologies to meet current and future needs.

AIM

Technologies aid students to be confident and responsible when individually and collaboratively creating solutions, by making informed and ethical decisions when investigating, designing, planning, managing and evaluating for a sustainable economy, environment and society.

STRUCTURE

The content in design and technologies is organised in 2 strands and sub strands.

- **Knowledge and understanding**
  - » Technologies and society
- **Processes and production skills**
  - » Investigating and design
  - » Generating and designing
  - » Producing and implementing
  - » Evaluating
  - » Collaborating and managing

ASSESSMENT AND TECHNIQUES

Assessment will provide timely and useful information to be used by students to improve how and what they learn.

These assessment techniques are used as evidence of a student's learning. The examples provided will vary.

- **Project**

  Examples: a written design folio or a practical presentation showcasing the design process

- **Investigation**

  Examples: a practical presentation about the investigated topic or a spoken report outlining developed knowledge on the investigated topic

LINKS TO SENIOR SUBJECTS

Design and Technologies in Year 10 links to Design, or Furniture Skills in Years 11 and 12.

Please see the 'Year 11 and 12 Information Guide'.

SPECIFIC REQUIREMENTS

There are no specific requirements for this subject at present.

DIGITAL TECHNOLOGIES

ELECTIVE SUBJECT

RATIONALE

Technologies develop the capacity to create innovative solutions that improve the lives of people and societies globally, using traditional, contemporary and emerging technologies to meet current and future needs.

AIM

Technologies aid students to be confident and responsible when individually and collaboratively creating solutions, by making informed and ethical decisions when investigating, designing, planning, managing and evaluating for a sustainable economy, environment and society.

STRUCTURE

The content in digital technologies is organised in 2 strands and sub strands.

- **Knowledge and understanding**
  - » Digital systems
  - » Data representation
- **Processes and production skills**
  - » Acquiring and managing data
  - » Investigating and defining
  - » Generating and designing
  - » Producing and implementing
  - » Evaluating
  - » Collaborating and managing
  - » Privacy and security

ASSESSMENT AND TECHNIQUES

Assessment will provide timely and useful information to be used by students to improve how and what they learn.

These assessment techniques are used as evidence of a student's learning. The examples provided will vary.

- **Project**

  Example: a written folio based on the design process or a practical digital solution to a realworld problem

- **Investigation**

  Examples: a written research journal or a multimodal presentation about the investigated topic

- **Examination**

  Examples: a written multiple choice exam or a written short response

LINKS TO SENIOR SUBJECTS

Digital Technologies in Year 10 links to Digital Solutions, or Certificate II in Information, Digital Media and Technology (SDE) in Years 11 and 12.

Please see the 'Year 11 and 12 Information Guide'.

SPECIFIC REQUIREMENTS

Students need to bring to all classes:

- a fully charged laptop
- earphones

ENGINEERING TECHNOLOGIES

ELECTIVE SUBJECT

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
- examination

LINKS TO SENIOR SUBJECTS

Engineering Technology links to the following subjects in Years 11 and 12: Mathematical Methods, Specialist Mathematics, Physics, and Design.

Please see the 'Year 11 and 12 Information 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.

FOOD TECHNOLOGIES

ELECTIVE SUBJECT

INTRODUCTION

Food Production is an interdisciplinary subject that draws on nutrition and dietetics. Students learn to think critically and creatively and also develop initiative and management in making informed choices and engage in practices related to food and nutrition.

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 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, food science, food hygiene and safety, preparation methods and techniques, food presentation, and why food preparation responds in different ways.

ASSESSMENT

Knowledge and Understanding	Processes and Production Skills
• Design folio	Design folio: investigating and defining, generating and designing, producing and implementing, evaluating, collaborating and managing
• Class work and Workbook	Practical product/s (in food)
• Tests	

LINKS TO SENIOR SUBJECTS

Food Technology Year 10 prepares students for Year 11 and 12 Food & Nutrition.

Please see the 'Year 11 and 12 Information Guide'.

SPECIFIC REQUIREMENTS

In Food Technologies students must provide the consumable ingredients for the individual designed product for the practical performance assessment.

TEXTILES DESIGN

ELECTIVE SUBJECT

INTRODUCTION

Textiles Design is an interdisciplinary subject that draws on 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 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

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, labels, branding, influences on trends, and sketching. Students develop fabric manipulation and machining techniques in the construction of textile products.

ASSESSMENT

Knowledge and Understanding	Processes and Production Skills
• Design folio	Design folio: investigating and defining, generating and designing, producing and implementing, evaluating, collaborating and managing
• Class work and Workbook	Practical product/s (in food)
• Tests	

LINKS TO SENIOR SUBJECTS

Textiles Design in 10 prepares students for the following two Year 11 and 12 subject: Fashion (applied), and Year 11 and 12 subjects: Design.

Please see the 'Year 11 and 12 Information Guide'.

SPECIFIC REQUIREMENTS

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

THE ARTS: DRAMA

ELECTIVE SUBJECT

RATIONALE

The Arts promotes learning how to '... communicate ideas, emotions, observations and experiences' to understand, interpret, respond, create, develop skills, make, present and perform as artist and audience.

AIM

The Arts develops knowledge, understanding and skills for 'creativity, critical thinking and aesthetic [...] understanding' to communicate ideas, meaning and perspectives. Learning in The Arts encourages students to consider multiple perspectives across a range of cultures and contexts.

STRUCTURE

The content in drama is organised in 4 strands.

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing

ASSESSMENT AND TECHNIQUES

Assessment will provide timely and useful information to be used by students to improve how and what they learn.

These assessment techniques are used as evidence of a student's learning. The examples provided will vary.

- **Project – devise drama**

  Examples: a practical character brief or a written response in-role

- **Performance**

  Examples: a practical role-play or a recorded performance of a scripted drama

- **Extended response**

  Examples: a written artist statement analysing choices in students own performance or a multimodal vlog to review a film

- **Examination**

  Examples: a written review of a short film or a written response to a series of questions relevant to the provide stimulus

LINKS TO SENIOR SUBJECTS

Drama in Year 10 provides a link to Drama and Arts in Practice in Years 11 and 12.

Please see the 'Year 11 and 12 Information Guide'.

SPECIFIC REQUIREMENTS

Students need to bring to all classes:

- drama journal
- pens, ruler, and stationery
- at times, laptops will be required.

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 event will be arranged both during school and in the evenings. These excursions may incur an additional cost.

THE ARTS: MEDIA ARTS

ELECTIVE SUBJECT

RATIONALE

The Arts promotes learning how to '... communicate ideas, emotions, observations and experiences' to understand, interpret, respond, create, develop skills, make, present and perform as artist and audience.

AIM

The Arts develops knowledge, understanding and skills for 'creativity, critical thinking and aesthetic [...] understanding' to communicate ideas, meaning and perspectives. Learning in The Arts encourages students to consider multiple perspectives across a range of cultures and contexts.

STRUCTURE

The content in drama is organised in 4 strands.

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing

ASSESSMENT AND TECHNIQUES

Assessment will provide timely and useful information to be used by students to improve how and what they learn.

These assessment techniques are used as evidence of a student's learning. The examples provided will vary.

- **Project – pre-production**

  Examples: a mood board or a character profile

- **Project – production and post-production**

  Examples: an audio or sound-based media art work or a moving image media

- **Extended response**

  Examples: an artist statement evaluating their choices in their own media product or a vlog to review a film.

- **Examination**

  Examples: an analysis of a stimulus communicating meaning or a review of a media artwork

LINKS TO SENIOR SUBJECTS

Media Arts in Year 10 provides links to 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 fully charged laptop and a pair of headphones for editing work during class.

THE ARTS: MUSIC

ELECTIVE SUBJECT

RATIONALE

The Arts promotes learning how to '… communicate ideas, emotions, observations and experiences' to understand, interpret, respond, create, develop skills, make, present and perform as artist and audience.

AIM

The Arts develops knowledge, understanding and skills for 'creativity, critical thinking and aesthetic […] understanding' to communicate ideas, meaning and perspectives. Learning in The Arts encourages students to consider multiple perspectives across a range of cultures and contexts.

STRUCTURE

The content in drama is organised in 4 strands.

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing

ASSESSMENT AND TECHNIQUES

Assessment will provide timely and useful information to be used by students to improve how and what they learn.

These assessment techniques are used as evidence of a student's learning. The examples provided will vary.

- **Project – composition**

  Examples: a live performance or a composition generated using technology

- **Performance**

  Examples: a live performance of repertoire or a record performance of a repertoire

- **Extended response**

  Examples: a podcast or a panel discussion

- **Examination**

  Examples: review a song or analysis of a stimulus in communicating meaning.

LINKS TO SENIOR SUBJECTS

Music in Year 10 provides links to Music in Years 11 and 12 and Music Extension in Year 12, where students focus exclusively upon their choice of either performance, composition, or musicology.

Please see the 'Year 11 and 12 Information 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
- laptop
- earphones.

OTHER

Excursions and performing arts events will be arranged both during school and in the evenings.

These excursions may incur an additional cost.

THE ARTS: VISUAL ART

ELECTIVE SUBJECT

RATIONALE

The Arts promotes learning how to '... communicate ideas, emotions, observations and experiences' to understand, interpret, respond, create, develop skills, make, present and perform as artist and audience.

AIM

The Arts develops knowledge, understanding and skills for 'creativity, critical thinking and aesthetic [...] understanding' to communicate ideas, meaning and perspectives. Learning in The Arts encourages students to consider multiple perspectives across a range of cultures and contexts.

STRUCTURE

The content in drama is organised in 4 strands.

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing

ASSESSMENT AND TECHNIQUES

Assessment will provide timely and useful information to be used by students to improve how and what they learn.

These assessment techniques are used as evidence of a student's learning. The examples provided will vary.

- **Project – develop ideas**

  Examples: a multimodal folio or journal

- **Project – display artwork**

  Examples: a virtual resolved artwork or a real resolved artwork

- **Extended response**

  Examples: an artist statement evaluating their choices in their own artwork or a podcast

- **Examination**

  Examples: an analysis of a stimulus communicating meaning or a review of a series of artwork

LINKS TO SENIOR SUBJECTS

Visual Art in Year 10 provides links to Visual Art in Years 11 and 12.

Please see the 'Year 11 and 12 Information Guide'.

SPECIFIC REQUIREMENTS

A visual diary and most materials are provided by the College, however on occasion students may choose to purchase task-specific materials at their own expense.

YEAR 9

CO-CURRICULAR PARTICIPATION

YEAR 9 Co-Curricular Participation

CHAPEL

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.

YEAR 9 Co-Curricular Participation

SCHOOL SPORT

Our sporting programs have always been about supporting and developing the character, athleticism, skills and potential of our student athletes, while also giving them the opportunity to grow and develop their character through the many lessons that sport teaches.

Our hope is that students who are part of our sport program can find a space in one of our many teams or individual pathways, where they feel supported, challenged and a sense of pride in representing BAC.

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Sport options offered throughout the year may include:

- District sports
- Sport specific trainings
  - On-campus recreational sports
  - Off-campus paid recreational sports
  - Senior study option

Extra curricular sporting opportunities are available in our Marquee Sports of:

- Basketball
- Futsal
- Touch Football.

BAC also offers a Run Club during Cross Country season.

SPECIFIC REQUIREMENTS

The full BAC sport uniform is required for participation.

BRISBANE ADVENTIST COLLEGE

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