



BRISBANE
ADVENTIST COLLEGE

A thriving, Christ-centred, learning community

YEAR 11 & 12

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 11 and 12. 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

What an exciting time in a student's life – mapping a course for the future! This booklet is designed to provide students and parents with valuable information to inform selection of subjects for Years 11 and 12. Our careers advisor, subject teachers, and administrative staff are available to provide assistance as these important decisions are made.

As the senior years of school are aimed at tertiary preparation, it is important to consider which combination of subjects need to be undertaken. In Years 11 and 12, students are required to study Encounter, English and Mathematics; they also choose four additional subjects from the elective lines that encompass the Learning Areas of Health and Physical Education, Humanities, Science, Technologies, and The Arts. All students participate in weekly co-curricular programs including Chapel and Sport.

There are three pathways that can be followed through the senior years of schooling:

OPTION 1: UNIVERSITY/TERTIARY

Students who are pursuing a university/tertiary pathway can follow an academic track that includes five General subjects or four General subjects and one Applied subject. This pathway is ideal for students who want to exit Year 12 with an Australian Tertiary Admission Rank (ATAR) and have planned a tertiary pathway to either University or Technical and Further Education (TAFE). This option may also include a student participating in a Tertiary Enhanced Studies Program.

OPTION 2: MIX

Students who are unsure about the direction of their future study or vocational goals may pursue a combination of both General and Applied subjects while studying Year 11 and 12. This may mean a selection of four General subjects and one Applied subject to remain ATAR eligible. However, a student could take a selection of General and Applied subjects if they choose to be ATAR ineligible.

OPTION 3: EARLY START

Students who are not pursuing a university/tertiary pathway can get an early start on their career while still at school. They will need to identify their interests in vocational and educational training and enrol in an external course of study. This pathway is ideal for students who want to choose the Applied subjects offered on each subject line, as well as pursuing TAFE or a school-based apprenticeship or traineeship.

At the end of Year 12 students will receive a Student Education Profile which consists of a:

- Statement of Results.
- Tertiary Entrance Statement, if you are eligible for an ATAR score.
- Queensland Certificate of Education (QCE), if eligible.

GENERAL INFORMATION

The College offers a wide range of subjects (including our special character subject Encounter) which cater for the differing needs of students at senior level.

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

- 1. General subjects** are syllabuses that have been developed by the Queensland Curriculum and Assessment Authority (QCAA). Results in General subjects contribute to the calculation of ATAR which is used for entry to university. When successfully completed, each subject contributes four credits towards the QCE.
- 2. Applied subjects** are syllabuses that have also been developed by the QCAA. When successfully completed, each subject contributes four credits towards the QCE. One Applied subject taken by a student can contribute to the calculation of an ATAR score. These subjects are italicised on the Senior Subject Application Form. A student who is not considering university as part of their career path would usually choose Applied subjects.
- 3. Vocational courses** enable you to earn credit towards a recognised Vocational Education and Training (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 Australian Qualifications Framework (AQF).

Alternate pathways are also offered at BAC. Students may co-enrol at a TAFE 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 rather than academic orientation are strongly encouraged to consider these options. Please contact the Careers Advisor if you would like more information.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

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:

- Complete and gain at least one credit of both an English and Mathematics subject and
- Complete 5 General subjects or
- Complete 4 General subjects and 1 Applied subject or
- Complete 4 General subjects and a VET course at AQF Certificate III or above

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Put very simply, if a student **passes five subjects** (including Mathematics and 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 units 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. **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 within 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 within 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.

QUEENSLAND CERTIFICATE OF EDUCATION BROCHURE



SCAN ME OR VISIT

W: qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_qce_factsheet_requirements.pdf?utm_medium=email&utm_campaign=Senior+pathways+Update+July+2018&utm_content=QCE+requirements+factsheet+link&utm_source=www.vision6.com.au

Plan your pathway

For students completing Year 12 from 2020



1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

What do you want to do?

I plan to do further study

I'd like to learn a trade

I want to find a job

What learning options will get you there?

- | | |
|--|--|
| <input type="checkbox"/> QCAA General subjects | <input type="checkbox"/> school-based apprenticeships and traineeships |
| <input type="checkbox"/> QCAA Applied subjects | <input type="checkbox"/> university subjects completed while at school |
| <input type="checkbox"/> QCAA Short Courses | <input type="checkbox"/> workplace learning |
| <input type="checkbox"/> vocational education and training (VET) courses | <input type="checkbox"/> recognised certificates and awards |

2 Check what you need for your QCE

To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.



3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

4 Develop your plan

- Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.
- Check the QTAC website for eligibility requirements.

HOW BAC HELPS YOU CHOOSE SENIOR SUBJECTS

Our goal at Brisbane Adventist College is for every student to choose a selection of senior subjects and courses which:

- Allows them to earn a QCE and an ATAR if they choose
- Provides the experiences and skills they need to succeed in their chosen post-secondary pathway.

Throughout Year 10 we support and engage students in the following activities to help prepare them for achieving these two goals in Year 11 and 12. The culmination of the preparation in Year 10 is the formation of a Senior Education and Training (SET) plan which outlines each student's pathway through senior school.

University and TAFE Showcase

TAFE and a selection of local (and not so local) universities showcase their course offerings at BAC. Students have the opportunity to hear about university life and are given time to meet with university and TAFE representatives in order to gather information and ask any questions they may have.

Brisbane Careers and Employment Expo

Year 10 students attend the Brisbane Careers and Employment Expo where they have the opportunity to interact with over 160 training organisations, employers and professionals from a wide range of industries.

Mycareermatch Survey

Year 10 students complete a survey designed to match possible career paths with each student's personality. The survey is conducted by a team from Avondale University who visit BAC to introduce students to their range of courses. This allows students to start contemplating career options they might not have previously explored.

QCE and senior pathway Information evening

Students and their parents participate in an information evening. This evening covers the major ideas relating to how to earn a QCE, what an ATAR is, and the variety of senior pathways to support their future learning and career goals.

Career and Study Preference Questionnaire

Year 10 Students complete an online Career and Study Preference Questionnaire. This questionnaire includes a variety of questions that are used to inform the SET planning discussion.

SET Plan meetings arranged with each Year 10 student and a family member.

During Term 3, one day is set aside to have a SET plan meeting with every Year 10 student and a parent/caregiver. Two senior staff members will convene to discuss and agree on the SET Plan. The SET plan details the chosen senior subjects and training courses to connect students with potential career pathways. SET planning is mandated for all senior students by the Queensland Government to support career planning.

At this meeting, senior subjects and pathways will be decided.

Finalisation of SET Plan

Following the SET planning meeting, senior teachers will review the subject choices for each student. The review exists to ensure that all students have a combination of subjects that will enable them to achieve a QCE while at BAC. Upon completion of this review, a formal copy of the SET plan will be sent to a parent/guardian and the student to be signed.

Changing Subjects

BAC aims to ensure that students pursue courses that are personally satisfying and fulfilling. Therefore, making sound initial decisions regarding subject choices is important. On some occasions, however, students may decide that they would benefit from studying a different subject. This decision needs to occur early in Year 11 – subject to the Assessment Policy. Subjects cannot be changed during Year 12 (from Term 4 of Year 11) as this impacts QCE credits and possibly QCE eligibility.

YEAR 11 & 12 SUBJECT OPTIONS BY LINE

SUBJECTS - CHOOSE ONE OPTION FROM LINES 2-7

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>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"/> <i>Fashion</i>	<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 and Nutrition	<input type="checkbox"/> <i>Sport and Recreation</i>	<input type="checkbox"/> Pathway _____ _____	<input type="checkbox"/> SDE _____ _____

ALTERNATIVE PATHWAYS - 'EARLY START'

Pathway refers to training provided through an external provider that is not administered by QCAA. These options usually contribute QCE points. PATHWAY options include:

- VET Certificate or Diploma – one day per week – eligible to do one less elective subject in lieu
- School Based Apprenticeship – one/two days per week – eligible to do one/two less elective subjects in lieu
- Tertiary Enhanced Studies Program – one day per week – eligible to do one less elective subject in lieu

Each of these options include an additional cost and require consultation with our Careers Advisor.

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 (approx. \$1,600.00) 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.

ASSESSMENT

Year 11 – Unit 1 and Unit 2

Year 11 learning occurs over 3 terms. There will be four assessments to be completed for each subject during Year 11. A grade from A to E is recorded for each subject on the BAC report.

QCAA requires all assessments to be submitted for each subject undertaken. QCAA records Unit 1 and Unit 2 as 'satisfactory' or 'unsatisfactory'.

If an assessment is not submitted, an 'unsatisfactory' result and a loss of 1 credit for that unit will be recorded. This could affect QCE eligibility which requires 20 credits to be obtained during Year 11 and 12.

Year 12 – Unit 3 and Unit 4

Year 12 learning occurs over 5 terms, with the fifth term primarily being study time and the external examinations. There will be four assessments to be completed for each subject during Year 12. A grade from A to E is recorded for each subject on the BAC report. The results from each of the assessments for general subjects are added together to provide a subject score out of 100 which is used for QCE eligibility and ATAR calculations.

QCAA requires all assessments to be submitted for each subject undertaken. If an assessment is not submitted, a 2 credit loss for the subject is recorded and no grade is awarded for the subject. This affects QCE eligibility and ATAR calculations.

QCAA also outlines that "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." The consequences of missed assessments is likely to have a significant negative impact on results.

Assessment Variations

Students may be impacted by illness or misadventure that affects their ability to complete assessments. The details of what students are required to do in these situations are described in the BAC Assessment Policy.

Access Arrangements and Reasonable Adjustments (AARA)

Access Arrangements and Reasonable Adjustments 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 is committed to helping all students have a fair and equitable opportunity with regard to their assessments. Further information can be found on the QCAA website. Students who would like to apply for AARA should seek advice from the QCAA Principal's Delegate (Mr Mead) as soon as possible.



SCAN ME OR VISIT

W: qcaa.qld.edu.au/senior/assessment/aara

Learner Unique Identifier (LUI)

The QCAA uses a code called a Learner Unique Identifier for each student in Years 10, 11 and 12. This is commonly called a LUI.

The LUI is used for:

- banking credits with QCAA when a student completes activities out of school that contribute credits towards their QCE. For example, completing a Grade 6 music exam with AMEB will contribute one credit towards the student's QCE.
- QCAA has a website called Student Connect - <https://studentconnect.qsa.qld.edu.au>. The LUI and a password enable the student to login to this website and see the credits recorded towards their QCE. The website also enables the student to see a variety of information for planning tertiary study and their careers.

The student's LUI and a temporary password are provided by the College. Upon logging into Student Connect for the first time, the student will be prompted to change the password. The new created password will then need to be remembered for future use of the website.

SENIOR SUBJECTS AND VOCATIONAL COURSES

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

SUBJECTS AND VOCATIONAL COURSES

Accounting	Digital Solutions	Music
<i>Aquatic Practices</i>	Drama	Music Extension – Composition
<i>Arts in Practice</i>	Economics	Music Extension - Musicology
Ancient History *	English	Music Extension – Performance
Biology	<i>Essential English</i>	Physical Education
<i>Business Studies *</i>	<i>Essential Mathematics</i>	Physics
<i>Certificate I, II, III in Business *</i>	<i>Fashion</i>	Psychology*
<i>Certificate II in Financial Services*</i>	Food and Nutrition	<i>Science in Practice *</i>
<i>Certificate I & II in Information, Digital Media and Technology *</i>	French *	Senior Astronomy #
<i>Certificate I & II in Skills for Work and Vocational Pathways*</i>	General Mathematics	Senior Astrophysics #
<i>Certificate III in Accounts Administration *</i>	Geography *	Senior Coding #
<i>Certificate III in Early Childhood Education and Care *</i>	German *	<i>Social and Community Studies*</i>
<i>Certificate II in Outdoor Recreation Scuba Diving</i>	Health *	<i>Sport and Recreation</i>
Chemistry	<i>Information and Communication Technology*</i>	Spanish *
Chinese *	Japanese *	Specialist Mathematics
Design	Legal Studies	Visual Art
	<i>Industrial Technology Skills</i>	<i>Visual Art in Practice *</i>
	Mathematical Methods	
	Modern History	

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.

Applied subjects (shown in the above list in italics) are syllabuses that have been devised by the QCAA. The results from one chosen Applied Subject can contribute towards an ATAR calculation. All Applied Subjects completed successfully can contribute four credits each towards the QCE.

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.

- 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.
- Note: Subjects with an ‘#’ are available to BAC students through the Online College of Advanced STEM. Costs are associated with this mode of study.

PREREQUISITES FOR GENERAL SUBJECTS

In order to study General subjects, students must meet the prerequisites on the next pages. The Student Learning Team (SLT) can consider other factors that may have affected a student's ability to meet these prerequisites if students are applying to enter a subject where they have not met the prerequisite. This occurs via application to the SLT.

SUBJECTS	PREREQUISITE	HIGHLY RECOMMENDED
Accounting	Min of a C in Yr 10 English	Min of a C in Yr 10 Economics and Business
Aquatic Practices	None	
Arts in Practice	None	
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 or 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	Min of a C in Yr 10 English	
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
English	Min of a mid C in Yr 10 English	
Essential English	None	
Essential Maths	None	

PREREQUISITES FOR GENERAL SUBJECTS (CONTINUED)

SUBJECTS	PREREQUISITE	HIGHLY RECOMMENDED
Fashion		Preference given to students who have completed Year 10 Textiles & Design
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	
Industrial Technology Skills	None	
Japanese *	See SDE handbook	
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	
Modern History	Min of a C in Yr 10 English	<i>Min of a B in Yr 10 English</i> <i>Min of a B in Yr 10 History</i>
Music	Min of a C in Yr 10 English	<i>Min of a C in Yr 10 Music</i>
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	

PREREQUISITES FOR GENERAL SUBJECTS (CONTINUED)

SUBJECTS	PREREQUISITE	HIGHLY RECOMMENDED
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	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. Must also study Yr 11/12 Mathematical Methods	
Sport and Recreation	None	
Visual Arts	None	Min of a C in Yr 10 English

- 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.

LEARNING AREAS

SENIOR SUBJECTS

1. ENCOUNTER 18

2. ENGLISH 20

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3. MATHEMATICS 26

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GENERAL MATHEMATICS	30
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LEGAL STUDIES	42
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5. PHYSICAL EDUCATION 46

PHYSICAL EDUCATION	48
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6. SCIENCE 52

AQUATIC PRACTICES	54
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CHEMISTRY	58
PHYSICS	60

7. TECHNOLOGIES 62

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DIGITAL SOLUTIONS	66
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FOOD AND NUTRITION	70
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DRAMA	78
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MUSIC EXTENSION (COMPOSITION)	82
MUSIC EXTENSION (MUSICOLOGY)	84
MUSIC EXTENSION (PERFORMANCE)	86
VISUAL ART	88

ENCOUNTER

'SPECIAL CHARACTER' SUBJECT

INTRODUCTION

This course is not only unique to Year 11 and 12, but also to BAC. In this two-year program, four units are completed (one per semester).

Students will be encouraged in their exploration and relationship with God through a study of both Old and New Testament. Themes that will be explored throughout the course include: leadership, religious citizenship, life choices, and understanding God's plan for our lives.

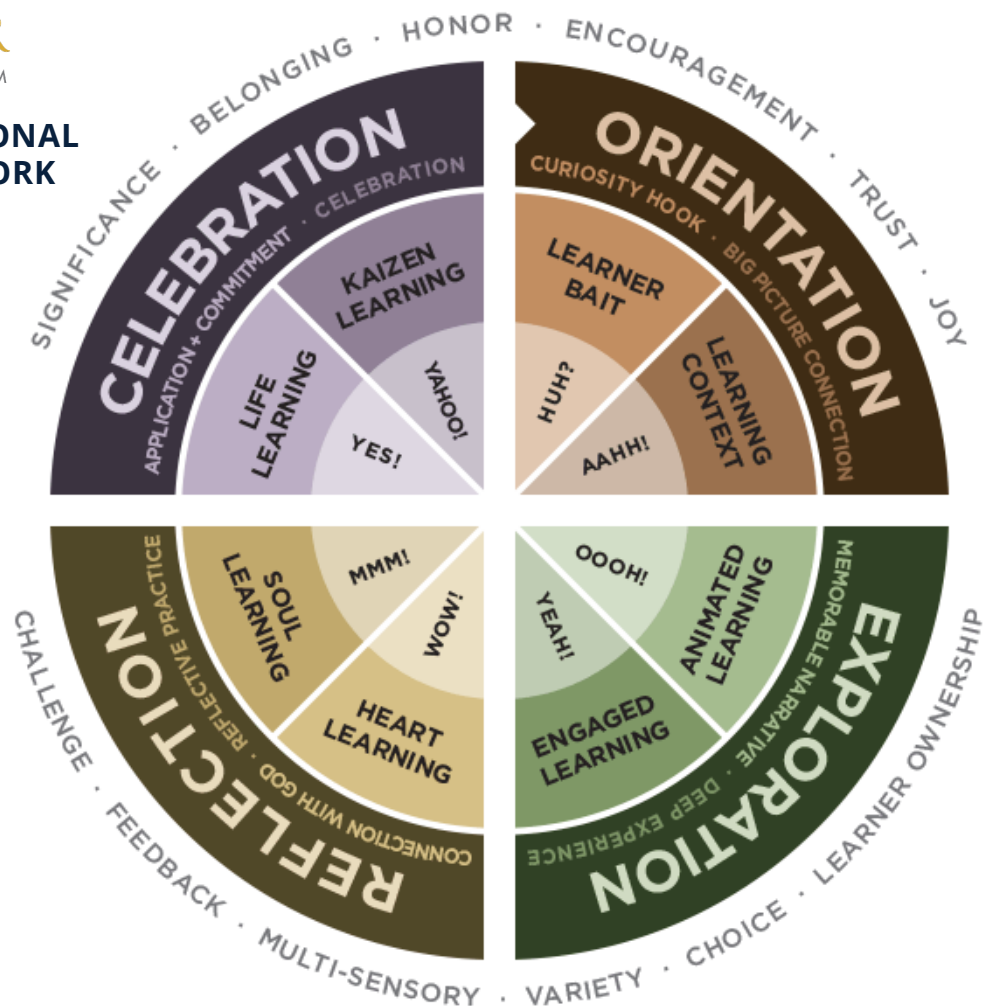
THE TRANSFORMATIONAL PLANNING FRAMEWORK

The Transformational Planning Framework provides the structure for our teaching units.

It is important for our action to match our vision, and the Transformational Planning Framework helps to guide the process (the "how") of teaching Bible. It is the pedagogical planning tool of the curriculum.



THE TRANSFORMATIONAL PLANNING FRAMEWORK



SCAN OR VISIT

W: encounter.adventisteducation.org/

ENCOUNTER

COMPULSORY SUBJECT

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>This unit is an exploration of how accepting Jesus and His messages will forever change our lives when we choose to follow Him.</p> <p>Content covered in this unit will include; Sermon on the Mount (being blessed, salt and light, the law, loving your enemies, giving, prayer, fasting, the righteousness of Christ, living a changed life for God, judging others), being called, and discipleship.</p>	<p>In this unit, students will explore the world religions, and will look into Christianity and, in particular, the Seventh-day Adventist beliefs.</p> <p>Students will address what are the different worldviews of the world religions and how is Christianity different?</p>	<p>This unit explores aspects of healthy relationships such as personal identity, values, communication, anger management, conflict resolution, dating, marriage, and family dynamics.</p> <p>Students will learn how living in a close relationship with Jesus Christ will impact all other relationships.</p>	<p>This unit explores how the Bible is an anchor when it comes to making wise moral decisions.</p> <p>Students will identify the many things that seek to guide and counsel us, while learning that the Bible is the surest guide available.</p>

ASSESSMENT

Students will be required to maintain a journal throughout this course which will demonstrate their learning.

A Student's journal is a key component to our Encounter program and therefore we encourage students to engage with their journal on a regular basis. Class time will also be allocated for this.

PREREQUISITES

There are no academic prerequisites.

RATIONALE

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

TRANSFORMATIONAL FRAMEWORK

At Brisbane Adventist College we value the teaching of English as it:

- inspires students with a deep appreciation for the richness and diversity of language, recognising its power to connect and uplift humanity.
- equips students with critical literacy skills that empower them to navigate the world thoughtfully, make informed decisions, and discern truth through a Godly lens.
- lays the groundwork for careers in communication, education, and service providing fields
- fosters a love for reading and writing that enhances personal growth, cultural understanding, and spiritual development, seeing literature as a means to explore God's creation and human experiences.
- encourages reflection on human experiences and values, deepening students' connection to their community and humanity, while nurturing their faith and understanding of God's purpose for their lives.
- reveals the artistic and creative pieces of God's character through exploration and experimentation of literature.

ENGLISH COURSES OFFERED AT BRISBANE ADVENTIST COLLEGE:

- Essential English (Applied Subject)
- English

OBJECTIVES

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

1. use patterns and conventions of genres to achieve particular purposes in cultural contexts.
2. establish and maintain roles of the writer/ speaker/ signer/designer and relationships with audiences.
3. create and analyse perspectives and representations of concepts, identities, times and places.
4. make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions.
5. use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts.
6. select and synthesise subject matter to support perspectives.
7. organise and sequence subject matter to achieve particular purposes.
8. use cohesive devices to emphasise ideas and connect parts of texts.
9. make language and grammar choices for particular purposes and contexts.
10. use grammar and language structures for particular purposes.
11. use mode-appropriate features to achieve particular purposes.

ESSENTIAL ENGLISH

APPLIED SUBJECT

INTRODUCTION

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

PATHWAYS

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning and employment across a wide range of contexts.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ess_english_25_app_syll.pdf

ESSENTIAL ENGLISH

APPLIED SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Language that works <ul style="list-style-type: none">• Responding to a variety of texts used in and developed for a work context• Creating multimodal and written texts	Texts and human experiences <ul style="list-style-type: none">• Responding to reflective and nonfiction texts that explore human experiences• Creating spoken and written texts	Language that influences <ul style="list-style-type: none">• Creating and shaping perspectives on community, local and global issues in texts• Responding to texts that seek to influence audiences	Representations and popular culture texts <ul style="list-style-type: none">• Responding to popular culture texts• Creating representations of Australian identities, places, events and concepts

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments of equal weighting. Schools develop three internal assessments, and one Common Internal Assessment (CIA) is developed by the QCAA.

The results from each of the assessments are given an (A – E) grade on their BAC report.

EQUIPMENT

No particular requirements.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3

Internal assessment 1 (IA1):

- Extended response — spoken/signed response

Internal assessment 2 (IA2):

- Common internal assessment (CIA)

UNIT 4

Internal assessment 3 (IA3):

- Extended response — Multimodal response

Internal assessment 4 (IA4):

- Extended response — Written response

PREREQUISITES

There are no academic prerequisites.

ENGLISH

GENERAL SUBJECT

INTRODUCTION

The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts.
- skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences.
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style.
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others.
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

PATHWAYS

English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_english_25_syll.pdf

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Perspectives and texts <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Texts and culture <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Textual connections <ul style="list-style-type: none"> • Conversations about issues in texts • Conversations about concepts in texts 	Close study of literary texts <ul style="list-style-type: none"> • Creative response to literary texts • Critical responses to literary texts

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT

No particular requirements.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	25%
• Spoken Persuasive Response	
Internal assessment 2 (IA2):	25%
• Written response for a public audience	
UNIT 4	
Internal assessment 3 (IA3):	25%
• Examination – extended response	
External assessment (EA):	25%
• Examination — extended response	

PREREQUISITES

Minimum of a mid C in Year 10 English.

RATIONALE

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

MATHEMATICS

TRANSFORMATIONAL FRAMEWORK

At Brisbane Adventist College we value the teaching of Mathematics as:

- it unveils the intricacies of order and design in the universe revealing God's handiwork behind its complex systems.
- through the pursuit of mathematical pursuit, its eternal and unchanging nature parallels God's attributes.
- the beauty and elegance inherent in mathematical concepts evoke a sense of awe and wonder, reflecting God's creativity in creation.
- it challenges students to grapple with the mysteries of infinity, mirroring the unfathomable depths of God.
- its principles transcend cultural and linguistic boundaries much like God's presence being found universally, uniting humanity in a shared understanding of Him.

MATHEMATIC COURSES OFFERED AT BAC

- Essential Mathematics (Applied)
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

OBJECTIVES

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

1. Recall mathematical knowledge
2. Use mathematical knowledge
3. Communicate mathematical knowledge
4. Evaluate the reasonableness of solutions
5. Justify procedures and decisions
6. Solve mathematical problems

ESSENTIAL MATHEMATICS

APPLIED SUBJECT

INTRODUCTION

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance.

Teaching and learning builds on the proficiency strands of the P-10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

PATHWAYS

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ess_maths_25_app_syll.pdf

ESSENTIAL MATHEMATICS

APPLIED SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Number, data and money <ul style="list-style-type: none">• Calculations• Number• Representing data• Managing money	Data and travel <ul style="list-style-type: none">• Calculations• Data collection• Graphs• Time and motion	Measurement, scales and chance <ul style="list-style-type: none">• Calculations• Measurement• Scales, plans and models• Probability and relative frequencies	Graphs, chance and loans <ul style="list-style-type: none">• Calculations• Bivariate graphs• Summarising and comparing data• Loans and compound interest

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments of equal weighting. Schools develop three internal assessments, and one Common Internal Assessment (CIA) is developed by the QCAA.

The results from each of the assessments are given an (A – E) grade on their BAC report.

EQUIPMENT

Scientific calculator, ruler, protractor, set square and compass.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3

Internal assessment 1 (IA1):

- Problem-solving and modelling task

Internal assessment 2 (IA2):

- Common Internal Assessment (CIA)

UNIT 4

Internal assessment 3 (IA3):

- Problem-solving and modelling task

Internal assessment 4 (IA4):

- Examination

PREREQUISITES

There are no academic prerequisites.

GENERAL MATHEMATICS

GENERAL SUBJECT

INTRODUCTION

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P-10 Australian Curriculum.

PATHWAYS

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_maths_general_25_syll.pdf

GENERAL MATHEMATICS

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Money, measurement, algebra and linear equations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs 	Applications of linear equations and trigonometry, matrices and univariate data analysis <ul style="list-style-type: none"> • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2 	Bivariate data and time series analysis, sequences and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Topic 4: Networks and decision mathematics 1 • Topic 5: Networks and decision mathematics 2

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT

Scientific calculator, ruler, and protractor.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	20%
• Problem-solving and modelling task	
Internal assessment 2 (IA2):	15%
• Examination	
UNIT 4	
Internal assessment 3 (IA3):	15%
• Examination	
External assessment (EA):	50%
• Examination	

PREREQUISITES

A minimum of a C in Year 10 General Mathematics Preparation is highly recommended.

MATHEMATICAL METHODS

GENERAL SUBJECT

INTRODUCTION

The major domains of mathematics in Mathematical Methods are Algebra, Functions, Relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

PATHWAYS

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science and business.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_maths_methods_25_syll.pdf

MATHEMATICAL METHODS

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Surds, algebra, functions and probability <ul style="list-style-type: none"> • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation 	Further calculus and introduction to statistics <ul style="list-style-type: none"> • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables 	Further calculus, trigonometry and statistics <ul style="list-style-type: none"> • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT

The graphic calculator, model fx-CG50AU is required. The course cannot be completed without it. Approximate cost is \$250. Please do not purchase any other type of graphic calculator.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	20%
• Problem-solving and modelling task	
Internal assessment 2 (IA2):	15%
• Examination	
UNIT 4	
Internal assessment 3 (IA3):	15%
• Examination	
External assessment (EA):	50%
• Examination	

PREREQUISITES

Minimum of a C+ in Year 10 Mathematical Methods Preparation.

Students will require a high level of mathematical ability and interest, with a degree of abstract thought capability.

SPECIALIST MATHEMATICS

GENERAL SUBJECT

INTRODUCTION

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus and statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

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

PATHWAYS

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



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_maths_specialist_25_syll.pdf

SPECIALIST MATHEMATICS

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Combinatorics, proof, vectors and matrices <ul style="list-style-type: none"> Combinatorics Introduction to proof Vectors in the plane Algebra of vectors in two dimensions Matrices 	Complex numbers, further proof, trigonometry, functions and transformations <ul style="list-style-type: none"> Complex numbers Complex arithmetic and algebra Circle and geometric proofs Trigonometry and functions Matrices and transformations 	Further complex numbers, proof, vectors and matrices <ul style="list-style-type: none"> Further complex numbers Mathematical induction and trigonometric proofs Vectors in two and three dimensions Vector calculus Further matrices 	Further calculus and statistical inference <ul style="list-style-type: none"> Integration techniques Applications of integral calculus Rates of change and differential equations Modelling motion Statistical inference.

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT

The graphic calculator, model fx-CG50AU is required. The course cannot be completed without it. Approximate cost is \$250. Please do not purchase any other type of graphic calculator.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1): • Problem-solving and modelling task	20%
Internal assessment 2 (IA2): • Examination	15%
UNIT 4	
Internal assessment 3 (IA3): • Examination	15%
External assessment (EA): • Examination	50%

PREREQUISITES

Minimum of a C+ in Year 10 Mathematical Methods Preparation.

Must also study Year 11, 12 Mathematical Methods.

Students will require a high level of mathematical ability and interest, with a degree of abstract thought capability.

HUMANITIES AND SOCIAL SCIENCE

RATIONALE

Humanities and Social Sciences provide the context, meaning, and ethical framework necessary to navigate the complexities of human existence.

Students learn to analyze, evaluate, and synthesize information from diverse sources. They develop the ability to question assumptions, consider multiple perspectives, and arrive at meaningful interpretations—a skill set invaluable in every aspect of life, from personal decision-making to professional problem-solving. Students also gain insight into the experiences, beliefs, and values of people from different cultures and historical periods. This exposure not only promotes tolerance and appreciation for diversity but also equips individuals with the cross-cultural competence necessary for success in an increasingly interconnected world.

Humanities and Social Sciences subjects prepare students for the challenges of the modern world. Students are provided with the knowledge and skills needed to navigate an increasingly complex and interconnected global society. They are better equipped to understand and address the multifaceted issues facing society, from economic inequality and environmental sustainability to social justice and human rights.

Humanities and Social Sciences subjects foster critical thinking, empathy, ethical awareness, informed citizenship, personal development, and career preparation. By studying these subjects, students not only gain knowledge and skills but also develop a deeper understanding of themselves and the world, enabling them to lead meaningful and fulfilling lives

HUMANITIES AND SOCIAL SCIENCE

TRANSFORMATIONAL FRAMEWORK

At Brisbane Adventist College we value the teaching of Humanities and Social Sciences as it:

- reveals the ethical dimensions of wealth distribution, stewardship of resources, and the interconnectedness of human welfare, reflecting theological principles of justice and compassion.
- explores the diversity of human experiences and beliefs, shedding light on the various ways in which cultures perceive and interact with God.
- teaches us about God by exploring concepts of justice, morality, and human rights, reflecting theological principles of fairness, accountability, and the inherent dignity of every individual.
- also teaches us about God by examining the impact of religious movements, ideologies, and conflicts on societies, highlighting humanity's ongoing quest for meaning, identity, and purpose in a rapidly changing world.

LEARNING AREA COURSES OFFERED AT BRISBANE ADVENTIST COLLEGE:

- Accounting
- Economics
- Legal Studies
- Modern History

OBJECTIVES

By the conclusion of a course of study in Humanities and Social Science, students will:

1. foster critical thinking and analytical skills through interdisciplinary exploration.
2. cultivate empathy and cultural understanding by examining diverse perspectives.
3. promote ethical reflection and moral reasoning in complex societal contexts.
4. equip students with historical and social awareness for informed citizenship.
5. facilitate personal growth and self-awareness through introspective inquiry.
6. prepare students for diverse careers by developing versatile communication and problem-solving abilities.

ACCOUNTING

GENERAL SUBJECT

INTRODUCTION

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting involves processing transactions to develop financial statements and reports to stakeholders. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise data and other financial information, evaluate practices of financial management, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

PATHWAYS

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

OBJECTIVES

By the conclusion of the course of studies in Accounting, students will:

1. comprehend accounting concepts, principles and processes.
2. synthesise accounting principles and processes.
3. analyse and interpret financial data and information.
4. evaluate practices of financial management to make decisions and propose recommendations.
5. create responses that communicate meaning.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_accounting_25_syll.pdf

ACCOUNTING

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Real world accounting <ul style="list-style-type: none"> • Introduction to accounting • Accounting for today's businesses 	Financial reporting <ul style="list-style-type: none"> • End-of-period reporting for today's businesses • Performance analysis of a sole trader business 	Managing resources <ul style="list-style-type: none"> • Cash management • Managing resources for a sole trader business 	Accounting — the big picture <ul style="list-style-type: none"> • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT/EXTRA COSTS

No particular requirements.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	25%
<ul style="list-style-type: none"> • Project — cash management 	
Internal assessment 2 (IA2):	25%
<ul style="list-style-type: none"> • Examination — combination response 	
UNIT 4	
Internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — combination response 	
External assessment (EA):	25%
<ul style="list-style-type: none"> • Examination — combination response 	

PREREQUISITES

Minimum of a C in Year 10 English. A minimum of a C in Year 10 Economics and Business is recommended.

ECONOMICS

GENERAL SUBJECT

INTRODUCTION

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to make decisions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

In the 21st century, the study of economics develops the

transferable skills of critical thinking and questioning of assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connections with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

PATHWAYS

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent subject choice for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

OBJECTIVES

By the conclusion of the course of studies in Economics, students will:

1. comprehend economic concepts, principles and models.
2. analyse economic issues.
3. evaluate economic outcomes.
4. create responses that communicate economic meaning to suit the intended purpose.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_economics_25_syll.pdf

ECONOMICS

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Markets and models <ul style="list-style-type: none"> • The basic economic problem • Economic flows • Market forces 	Modified markets <ul style="list-style-type: none"> • Markets and efficiency • Case options of market measures and strategies 	International economics <ul style="list-style-type: none"> • International trade • Global economic issues 	Contemporary macroeconomics <ul style="list-style-type: none"> • Macroeconomic objectives and theory • Economic indicators and past budget stances • Economic management

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT/EXTRA COSTS

No particular requirements.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	25%
<ul style="list-style-type: none"> • Examination — combination response 	
Internal assessment 2 (IA2):	25%
<ul style="list-style-type: none"> • Investigation — research report 	
UNIT 4	
Internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Examination — extended response to stimulus 	
External assessment (EA):	25%
<ul style="list-style-type: none"> • Examination — combination response 	

PREREQUISITES

Minimum of a C in Year 10 English. A minimum of a B in Year 10 English is highly recommended.

LEGAL STUDIES

GENERAL SUBJECT

INTRODUCTION

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using Information and Communication Technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

PATHWAYS

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

OBJECTIVES

By the conclusion of the course of studies in Legal Studies, students will:

1. comprehend legal concepts, principles and processes.
2. select legal information from sources.
3. analyse legal issues.
4. evaluate legal situations.
5. create responses that communicate meaning to suit the intended purpose.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_legal_25_syll.pdf

LEGAL STUDIES

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT/EXTRA COSTS

No particular requirements.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	25%
• Examination — combination response	
Internal assessment 2 (IA2):	25%
• Investigation — inquiry report	
UNIT 4	
Internal assessment 3 (IA3):	25%
• Investigation — analytical essay	
External assessment (EA):	25%
• Examination — combination response	

PREREQUISITES

Minimum of a C in Year 10 English. A minimum of a B in Year 10 English is highly recommended.

MODERN HISTORY

GENERAL SUBJECT

INTRODUCTION

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting

of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

PATHWAYS

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

OBJECTIVES

By the conclusion of the course of study in modern History, students will:

1. devise historical questions and conduct research.
2. comprehend terms, concepts and issues.
3. analyse evidence from historical sources.
4. evaluate evidence from historical sources.
5. synthesise evidence from historical sources.
6. communicate to suit purpose.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qcea/syllabuses/snr_modern_history_25_syll.pdf

MODERN HISTORY

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788-1930s • Russian Revolution, 1905-1920s 	Movements in the modern world <ul style="list-style-type: none"> • Independence movement in India, 1857-1947 • African – American Civil Rights movement, 1954-1968 	National experiences in the modern world <ul style="list-style-type: none"> • Germany, 1914-1945 • United States of America, 1917-1945 	International experiences in the modern world <ul style="list-style-type: none"> • Cold War, 1945-1991 • Australian engagement with Asia since 1945

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A-E) on their BAC report.

EQUIPMENT/EXTRA COSTS

No particular requirements.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	25%
<ul style="list-style-type: none"> • Examination — essay in response to historical sources 	
Internal assessment 2 (IA2):	25%
<ul style="list-style-type: none"> • Independent source investigation 	
UNIT 4	
Internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> • Investigation — historical essay based on research 	
External assessment (EA):	25%
<ul style="list-style-type: none"> • Examination — short responses to historical sources 	

PREREQUISITES

Minimum of a C+ in Year 10 English. Minimum of a B in Year 10 English and History is highly recommended.

RATIONALE

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Development of the physical, intellectual, social and emotional capacities necessary in the strands of 'Movement and physical activity' and 'Personal, social and community health' is a key component of the P-10 Australian Curriculum: Health and Physical Education. It provides the foundations for learning and alignment to the Physical Education and Health senior syllabuses to build increasingly complex and developmental courses of study in the senior years.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity.

PHYSICAL EDUCATION

TRANSFORMATIONAL FRAMEWORK

At Brisbane Adventist College we value the teaching of Physical Education as it:

- Promotes a perception of students' individual personal worth to God and to the world.
- Provides students with knowledge and skills to help them make positive life choices.
- Allows students to enrich their lives and others through actively contributing to community.
- Teaches students to praise God by striving for personal best in all dimensions of health.
- Builds resilience as students overcome setbacks through the strength of God and live in optimism and faith.

COURSES OFFERED AT BRISBANE ADVENTIST COLLEGE:

- Physical Education
- Sport and Recreation (Applied Subject)

OBJECTIVES

By the conclusion of a course of study in Physical Education, students will:

1. recognise and explain concepts and principles about movement.
2. demonstrate specialised movement sequences and movement strategies.
3. apply concepts to specialised movement sequences and movement strategies.
4. analyse and synthesise data to devise strategies about movement.
5. evaluate strategies about and in movement.
6. justify strategies about and in movement.
7. make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

PHYSICAL EDUCATION

GENERAL SUBJECT

INTRODUCTION

Physical Education promotes learning in three dimensions: about, through and in movement contexts. Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

PATHWAYS

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_pe_25_syll.pdf

PHYSICAL EDUCATION

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Motor learning, functional anatomy and biomechanics in physical activity <ul style="list-style-type: none"> • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity 	Sport psychology and equity in physical activity <ul style="list-style-type: none"> • Sport psychology in physical activity • Equity — barriers and enablers 	Tactical awareness and ethics in physical activity <ul style="list-style-type: none"> • Tactical awareness in physical activity • Ethics and integrity in physical activity 	Energy, fitness and training in physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated in physical activity

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A-E) on their BAC report.

EQUIPMENT/ADDITIONAL COSTS

Full sports uniform, appropriate runners and water bottle.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	25%
• Project — Folio	
Internal assessment 2 (IA2):	25%
• Investigation — report	
UNIT 4	
Internal assessment 3 (IA3):	25%
• Project — Folio	
External assessment (EA):	25%
• Examination	

PREREQUISITES

Minimum of a C in Year 10 English and HPE.

Students need to have undertaken one HPE Academy class in year 9 or 10.

SPORT AND RECREATION

APPLIED SUBJECT

INTRODUCTION

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

PATHWAYS

A course of study in Sport and recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_sport_recreation_24_app_syll.pdf

SPORT AND RECREATION

APPLIED SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Emerging trends in sport	Fitness for sport and recreation	Coaching and Officiating	Event Management

ASSESSMENT

There will be four formative assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four summative assessments. BAC develops all four summative internal assessments which are equally weighted. Students receive an overall subject result (A-E).

EQUIPMENT/ADDITIONAL COSTS

There will be some additional costs associated with various sports.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3

Summative internal assessment 1 (IA1):

- Performance

Summative internal assessment 2 (IA2):

- Project

UNIT 4

Summative internal assessment 3 (IA3):

- Performance

Summative internal assessment 4 (IA4):

- Project

PREREQUISITES

There are no academic prerequisites.

RATIONALE

At the core of all scientific endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed, but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Tertiary study in any field will be aided by the transferable skills developed in senior Science subjects. It is expected that an appreciation of, and respect for, evidence-based conclusions and the processes required to gather, scrutinise and use evidence will be carried forward into all aspects of life beyond the classroom.

The purpose of senior Science subjects in Queensland is to introduce students to a scientific discipline. Students will be required to learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Upon completion of the course, students will have an appreciation for a body of scientific knowledge and the process that is undertaken to acquire this knowledge. They will be able to distinguish between claims and evidence, opinion and fact, and conjecture and conclusions.

In each of the senior Science subjects, students will develop:

- a deep understanding of a core body of discipline knowledge
- aspects of the skills used by scientists to develop new knowledge, as well as the opportunity to refine these skills through practical activities
- the ability to coordinate their understandings of the knowledge and skills associated with the discipline to refine experiments, verify known scientific relationships, explain phenomena with justification and evaluate claims by finding evidence to support or refute the claims.

TRANSFORMATIONAL FRAMEWORK

At Brisbane Adventist College we value the teaching of Science as it:

- develops students' awe and wonder of the created world.
- provides students with knowledge and skills to help them make positive life choices.
- provides a foundation for many service related careers.
- develops the knowledge and appreciation of creation that leads to a responsibility to care for it.
- and provides an insight in God's character through exploration of the natural laws.

SCIENCE COURSES OFFERED AT BAC

- Aquatic Practices (applied subject)
- Biology
- Chemistry
- Physics

OBJECTIVES

By the conclusion of a course of study in Science, students will:

1. describe ideas and findings.
2. apply understanding.
3. analyse data.
4. interpret evidence.
5. evaluate conclusions, claims and processes.
6. investigate phenomena.

AQUATIC PRACTICES

APPLIED SUBJECT

INTRODUCTION

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings. Learning in Aquatic Practices involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Aquatic Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in aquatic settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to aquatic activities.

Students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals.

They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical aquatic situations.

PATHWAYS

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qcea/syllabuses/snr_aquatic_24_app_syll.pdf

AQUATIC PRACTICES

APPLIED SUBJECT (CONTINUED)

STRUCTURE

The Aquatic Practices course will be designed around 4 units of study and a Certificate.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Aquatic ecosystems	Aquariums and aquaculture	Recreation and commercial fishing	Using the aquatic environment

CERTIFICATE

Cert II Outdoor Recreation Scuba Diving

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility

In Units 3 and 4 students complete four assessments that are equally weighted. BAC develops all assessment.

Students will receive an overall subject result (A – E) on their BAC report.

EQUIPMENT

Masks, fins, snorkel, optional wetsuit

ADDITIONAL COSTS

As this is a practical subject there will be additional costs associated with excursions, trips and other learning resources. Each unit may include a field trip which will incur a cost.

- Scuba Dive Ticket - \$495.00 or included in Certificate II in Outdoor Recreation
- Certificate II in Outdoor Recreation - \$2,500.00 (approximately – funding available if no other Certificates are undertaken while at school)
- Camp (if run)– cost varies from year to year approx. \$500.00 - \$800.00

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3

Internal assessment 1 (IA1):

- Applied Investigation

Internal assessment 2 (IA2):

- Practical Project

UNIT 4

Internal assessment 3 (IA3):

- Applied Investigation

Internal assessment 4 (IA4):

- Practical Project

CONDITIONS

Must be a confident swimmer, be comfortable in the ocean and being submerged in water and be able to pass a dive medical. As there are high risk activities involved, students must be willing and able to follow instructions, be compliant and responsible.

PREREQUISITES

There are no academic prerequisites but you must pass a basic swimming assessment.

BIOLOGY

GENERAL SUBJECT

INTRODUCTION

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

PATHWAYS

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation education, biosecurity, quarantine, conservation and sustainability.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_biology_25_syll.pdf

BIOLOGY

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity and populations • Functioning ecosystems and succession 	Heredity and continuity of life <ul style="list-style-type: none"> • Genetics and heredity • Continuity of life on Earth

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT/EXTRA COSTS

Year 11 – Online Curriculum Delivery Subscription (currently Atomi) - \$40.00

Biozone Workbook - \$40.00

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	10%
• Data test	
Internal assessment 2 (IA2):	20%
• Student experiment	
UNIT 4	
Internal assessment 3 (IA3):	20%
• Research investigation	
External assessment (EA):	50%
• Examination	

PREREQUISITES

Minimum of a C in Year 10 English, General Mathematics Preparation and Science or a B in Science (Core).

CHEMISTRY

GENERAL SUBJECT

INTRODUCTION

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

PATHWAYS

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_chemistry_25_syll.pdf

CHEMISTRY

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none">• Properties and structure of atoms• Properties and structure of materials• Chemical reactions — reactants, products and energy change	Molecular interactions and reactions <ul style="list-style-type: none">• Intermolecular forces and gases• Aqueous solutions and acidity• Rates of chemical reactions	Equilibrium, acids and redox reactions <ul style="list-style-type: none">• Chemical equilibrium systems• Oxidation and reduction	Structure, synthesis and design <ul style="list-style-type: none">• Properties and structure of organic materials• Chemical synthesis and design

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT/EXTRA COSTS

Atomi Subscription - \$40.00

Scientific Calculator

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%
Internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%
UNIT 4	
Internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
External assessment (EA): <ul style="list-style-type: none">• Examination	50%

PREREQUISITES

Minimum of a C in Year 10 English and Science.

PHYSICS

GENERAL SUBJECT

INTRODUCTION

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

PATHWAYS

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, allied health, medicine, computing and technology. Students can also apply skills and concepts learned in physics to trade-based careers such as an electrician, auto electrician, optical services and many more.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_physics_25_syll.pdf

PHYSICS

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT/EXTRA COSTS

A graphic calculator (as used in Mathematical Methods).

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	10%
• Data test	
Internal assessment 2 (IA2):	20%
• Student experiment	
UNIT 4	
Internal assessment 3 (IA3):	20%
• Research investigation	
External assessment (EA):	50%
• Examination	

PREREQUISITES

Minimum of a C in Year 10 English, Mathematical Methods Preparation, and Science, and it is highly recommended to be enrolled in Mathematical Methods.

Students are encouraged to consider enrolling in Specialist Mathematics if studying Physics.

RATIONALE

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

TECHNOLOGIES

TRANSFORMATIONAL FRAMEWORK

At Brisbane Adventist College we value the teaching of Technologies as:

- it demonstrates humanity's capacity to innovate and create, reflecting God's spark of creativity instilled within us.
- through technological advancements, we gain insights into the complexity and orderliness of the universe, echoing the intricacies of God's design.
- the interconnectedness facilitated by technology mirrors the interdependence and unity attributed to God's creation.
- technological breakthroughs challenge us to grapple with ethical dilemmas, prompting reflection on values and moral principles.
- we harness technology to address pressing global challenges, we are reminded of our stewardship responsibilities to care for creation, echoing God's desire for us to be custodians of the Earth.

TECHNOLOGIES COURSES OFFERED AT BAC:

- Design
- Digital Solutions
- Fashion
- Food and Nutrition
- Industrial Technology Skills

DESIGN

GENERAL SUBJECT

INTRODUCTION

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

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

PATHWAYS

Design is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

OBJECTIVES

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

1. describe design problems and design criteria.
2. represent ideas, design concepts and design information using visual representation skills.
3. analyse needs, wants and opportunities using data.
4. devise ideas in response to design problems.
5. evaluate ideas to make refinements.
6. propose design concepts in response to design problems.
7. make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_design_25_syll.pdf

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Stakeholder centred design <ul style="list-style-type: none"> Designing for others 	Commercial design influences <ul style="list-style-type: none"> Responding to needs and wants 	Human-centred design <ul style="list-style-type: none"> Designing with empathy 	Sustainable design influences <ul style="list-style-type: none"> Responding to opportunities.

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A-E) on their BAC report.

EQUIPMENT/EXTRA COSTS

Essential equipment purchases will incur an additional cost.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	20%
<ul style="list-style-type: none"> Examination — design challenge 	
Internal assessment 2 (IA2):	30%
<ul style="list-style-type: none"> Project 	
UNIT 4	
Internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Project 	
External assessment (EA):	25%
<ul style="list-style-type: none"> Examination — extended response 	

PREREQUISITES

Minimum of a C in Year 10 English.

DIGITAL SOLUTIONS

GENERAL SUBJECT

INTRODUCTION

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

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

PATHWAYS

A course of study prepares students for a range of careers in a variety of digital contexts. Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

OBJECTIVES

By the conclusion of the course of study in Digital Solutions, students will:

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



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_digital_solutions_25_syll.pdf

DIGITAL SOLUTIONS

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Creating with code <ul style="list-style-type: none"> Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> Data-driven problems and solution requirements Data and programming techniques Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> Digital methods for exchanging data Complex digital data exchange problems and solution requirements Prototype digital data exchanges

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A-E) on their BAC report.

EQUIPMENT/EXTRA COSTS

No particular requirements.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	25%
<ul style="list-style-type: none"> Investigation - technical proposal 	
Internal assessment 2 (IA2):	25%
<ul style="list-style-type: none"> Project - digital solution 	
UNIT 4	
Internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> Project - folio 	
External assessment (EA):	25%
<ul style="list-style-type: none"> Examination 	

PREREQUISITES

A minimum of a B in Year 10 Digital Technologies is highly recommended.

FASHION

APPLIED SENIOR SUBJECT

INTRODUCTION

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. Students learn to recognise and apply practices; interpret briefs; demonstrate and apply safe practical production processes using relevant equipment; communicate using oral, written and spoken modes; and organise, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

PATHWAYS

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

OBJECTIVES

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

1. demonstrate practices, skills and processes.
2. interpret briefs.
3. select practices, skills and procedures.
4. sequence processes.
5. evaluate skills, procedures and products.
6. adopt production plans, techniques and procedures.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qcea/syllabuses/snr_fashion_24_app_syll.pdf

FASHION

APPLIED SENIOR SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Fashion designers	Historical fashion influences	Slow fashion	Collections

ASSESSMENT

There will be four formative assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four summative assessments on their BAC report. BAC develops all assessments which are equally weighted. Students receive an overall subject result (A–E).

EQUIPMENT/ADDITIONAL COSTS

Some material selection will incur additional cost. Students will need to supply materials for assessments.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3

Internal assessment 1 (IA1):

- Project – Fashion garment/s upcycled from preloved garments

Internal assessment 2 (IA2):

- Project – Awareness campaign promoting sustainable fashion practices

UNIT 4

Internal assessment 3 (IA3):

- Project – Fashion collection presentation board

Internal assessment 4 (IA4):

- Project – Fashion garment/s that are part of a fashion collection

PREREQUISITES

There are no academic prerequisites. Preference will be given to students completing Year 10 Textiles and Design.

FOOD & NUTRITION

GENERAL SUBJECT

INTRODUCTION

Food and Nutrition is the study of food in the context of food science, nutrition and food technologies.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

PATHWAYS

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

OBJECTIVES

By the conclusion of the course of study in Food and Nutrition, students will:

1. recognise and describe food and nutrition facts and principles.
2. explain food and nutrition ideas and problems.
3. analyse problems, information and data.
4. determine solution requirements and criteria.
5. synthesise information and data to develop ideas for solutions.
6. generate solutions to provide data to determine the feasibility of the solution.
7. evaluate and refine ideas and solutions to make justified recommendations for enhancement.
8. make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_food_25_syll.pdf

FOOD & NUTRITION

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Food safety and labelling • Food formulation for consumer 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • Carbohydrate • Fat 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A-E) on their BAC report.

EQUIPMENT/ADDITIONAL COSTS

Students will need to supply ingredients for assessments:

- Year 11 - FA2 and FA3
- Year 12 - IA2 and IA3

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	25%
• Examination	
Internal assessment 2 (IA2):	25%
• Project - folio + solution	
UNIT 4	
Internal assessment 3 (IA3):	25%
• Project - folio + solution	
External assessment (EA):	25%
• Examination	

PREREQUISITES

Minimum of a C in Year 10 English.

Preference is given to students completing Year 9 and Year 10 Food Technology.

INDUSTRIAL TECHNOLOGY SKILLS

APPLIED SUBJECT

INTRODUCTION

Industrial Technology Skills includes the study of industry practices and production processes through students' application in and through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

PATHWAYS

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of building and construction, engineering, furnishing, and industrial graphics.

OBJECTIVES

By the conclusion of the course of study in Industrial Technology Skills, students will:

1. demonstrate practices, skills and procedures.
2. interpret drawings and technical information.
3. select practices, skills and procedures.
4. sequence processes.
5. evaluate skills and procedures, and products.
6. adapt plans, skills and procedures.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ind_tech_24_app_syll.pdf

INDUSTRIAL TECHNOLOGY SKILLS

APPLIED SUBJECT (CONTINUED)

STRUCTURE

The Industrial Technology Skills course is designed around core and elective topics.

CORE	ELECTIVES
<ul style="list-style-type: none">• Industry Practices• Production Processes	<p>Units of work will be drawn from at least two of the following industrial sectors:</p> <ul style="list-style-type: none">• Engineering Skills• Furnishing Skills• Industrial Graphics Skills

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops all four summative internal assessments which are equally weighted. Students receive an overall subject result (A-E) on their BAC report.

EQUIPMENT/ADDITIONAL COSTS

No specialised equipment required.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3

Internal assessment 1 (IA1):

- Project

Internal assessment 2 (IA2):

- Practical Demonstration

UNIT 4

Internal assessment 3 (IA3):

- Project

Internal assessment 4 (IA4):

- Practical Demonstration

PREREQUISITES

There are no academic prerequisites.

RATIONALE

The arts are an intellectually engaging intersection of lateral thought and practice. They interrogate the human experience and challenge our understandings by encouraging and provoking alternative ways of seeing, thinking and doing. They enable us to know and observe our world collectively and as individuals. They reveal a sense of who we are and might become as we make connections and new meaning of the world around us and our place in it.

Creative and expressive communication is central to the arts. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. New skills are learnt and knowledge is created through the investigation and experience of valued traditions and practices across various art forms.

The arts encourage unity through active involvement in building cultural literacy by respecting and valuing the meaningful and unique impact of Aboriginal people's and Torres Strait Islander people's contribution to Australia's arts knowledge, traditions and experience. Australia's multicultural identity, cultural inheritance and contemporary arts practice is enhanced through this recognition and the shared inspirations of the broader Asia-Pacific community.

THE ARTS

TRANSFORMATIONAL FRAMEWORK

At Brisbane Adventist College we value the teaching of The Arts as:

- it represents God who is the master artist and provider of all creativity.
- it encourages students to develop their artistic gifts to enrich society and their own character.
- the creative process in The Arts mirrors creation, inviting artists and audiences to participate in the exploration of the God's presence in the world.
- it praises the Master Designer through innovation and response.
- it respects and celebrates intrinsic differences between cultures and peoples.

THE ARTS COURSES OFFERED AT BAC:

- Arts in Practice
- Drama
- Music
- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)
- Visual Art

ARTS IN PRACTICE

APPLIED SUBJECT

INTRODUCTION

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Arts in Practice, students embrace studies in and across the visual, performing and media arts — dance, drama, media arts, music, and visual arts. While these five disciplines reflect distinct bodies of knowledge and skills and involve different approaches and ways of working, they have close relationships and are often integrated in authentic, contemporary art-making that cannot be clearly categorised as a single arts form.

Students plan and make arts works for a range of purposes and contexts, and respond to the work created by themselves, their peers and industry professionals. When responding, students use analytical processes to identify problems and develop plans or designs for arts works. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of interdisciplinary arts practices to communicate artistic intention. They develop competency with and independent selection of art-making tools and features, synthesising ideas developed throughout the responding phase to create arts works. Arts works may be a performance, product, or combination of both.

Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

PATHWAYS

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries and help them to understand the different careers available. With additional training and experience, potential employment opportunities may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.

OBJECTIVES

By the conclusion of the course of study in Arts in Practice, students will:

1. use arts practices.
2. plan arts works.
3. communicate ideas.
4. evaluate arts works.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_arts_prac_24_app_syll.pdf

ARTS IN PRACTICE

APPLIED SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Celebration Considering cultural perspectives and identities	Issues Create artworks on an issue	Showcase Create artworks reflecting artistic identity	Clients Create artworks for clients

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four summative assessments. BAC develops all four assessments which are equally weighted. Students receive an overall subject result (A–E) on their BAC report.

EQUIPMENT/ADDITIONAL COSTS

External hard drive or minimum 5GB USB.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3

Internal assessment 1 (IA1):

- Project

Internal assessment 2 (IA2):

- Product or Performance

UNIT 4

Internal assessment 3 (IA3):

- Product

Internal assessment 4 (IA4):

- Product or Performance

PREREQUISITES

There are no academic prerequisites.

DRAMA

GENERAL SUBJECT

INTRODUCTION

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

PATHWAYS

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, science and technology, public relations and research.

OBJECTIVES

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

1. demonstrate skills of drama.
2. apply literacy skills.
3. interpret purpose, context and text.
4. manipulate dramatic languages.
5. analyse dramatic languages.
6. evaluate dramatic languages.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_drama_25_syll.pdf

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
<p>Share</p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • Cultural inheritances of storytelling • Oral history and emerging practices • A range of linear and non-linear forms 	<p>Reflect</p> <p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • Associated conventions of styles and texts 	<p>Challenge</p> <p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • Associated conventions of styles and texts 	<p>Transform</p> <p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • Contemporary performance • Associated conventions of styles and texts • Inherited texts as stimulus

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT/ADDITIONAL COSTS

Students may need to attend several evening programs and excursions to complete certain assessment tasks. Some of these excursions will incur additional costs.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	20%
• Performance	
Internal assessment 2 (IA2):	20%
• Project - dramatic concept	
UNIT 4	
Internal assessment 3 (IA3):	35%
• Project - practice-led project	
External assessment (EA):	25%
• Examination - extended response	

PREREQUISITES

Minimum of a C in Year 10 English.

MUSIC

GENERAL SUBJECT

INTRODUCTION

Music is a unique art form that uses sound and silence as a means of personal expression. It occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Studying music provides the basis for rich, lifelong learning.

PATHWAYS

A course of study in Music can establish a basis for further education, employment and service in the fields of:

- arts practice
- arts administration e.g. orchestra manager
- management communication e.g. music editor
- education e.g. instrumental teacher
- creative industries and cultural institutions e.g. composer
- public relations eg. creative director
- science and technology eg. sound designer and worship.

OBJECTIVES

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

1. demonstrate technical skills.
2. use music elements and concept.
3. analyse music.
4. apply compositional devices.
5. apply literacy skills.
6. interpret music elements and concepts.
7. evaluate music.
8. realise music ideas.
9. resolve music ideas.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_music_25_syll.pdf

GENERAL SUBJECT (CONTINUED)

STRUCTURE

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

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT/ADDITIONAL COSTS

Extra costs may include: Earphones, score and/or audio files, manuscript paper and fees for concert performance excursions. Individual instrumental tuition would be an advantage.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	20%
• Performance	
Internal assessment 2 (IA2):	20%
• Composition	
UNIT 4	
Internal assessment 3 (IA3):	35%
• Integrated project	
External assessment (EA):	25%
• Examination - extended response	

PREREQUISITES

Minimum of a C in Year 10 English.

Minimum of a C in Year 10 Music is highly recommended.

MUSIC EXTENSION (COMPOSITION)

GENERAL SUBJECT - YEAR 12 ONLY

INTRODUCTION

Music Extension (Composition) is an extension of the General Music senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills.

Music Extension encourages students to explore best practice by investigating music concepts and ideas relevant to their specialisation and emerge as artists who are discovering their personal style as musicians. In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

PATHWAYS

A course of study in Music can establish a basis for further education, employment and service in the fields of:

- arts practice
- arts administration e.g. orchestra manager
- management communication e.g. music editor
- education e.g. instrumental teacher
- creative industries and cultural institutions e.g. composer
- public relations eg. creative director
- science and technology eg. sound designer and worship.

OBJECTIVES

By the conclusion of the course of study in Music Extension (Composition), students will:

1. analyse music.
2. apply literary skills.
3. evaluate music.
4. apply compositional devices.
5. manipulate music elements and concepts.
6. resolve music ideas.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_music_ext_26_comp_syll.pdf

MUSIC EXTENSION (COMPOSITION)

GENERAL SUBJECT - YEAR 12 ONLY (CONTINUED)

STRUCTURE

UNIT 3	UNIT 4
Explore <ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> • Key idea 3: Independent best practice

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT/ADDITIONAL COSTS

Extra costs relating to this subject may include: Earphones, recording software, student's instruments, costs of scores and/or audio files, fees for concert performance excursions and contribution towards fees for recital venues. Individual instrumental tuition would be an advantage.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	20%
• Composition 1	
Internal assessment 2 (IA2):	20%
• Composition 2	
UNIT 4	
Internal assessment 3 (IA3):	35%
• Composition project	
External assessment (EA):	25%
• Examination - extended response	

PREREQUISITES

Complete both units of Year 11 Music with a minimum C standard.

Students must be enrolled in Year 12 Music.

MUSIC EXTENSION (MUSICOLOGY)

GENERAL SUBJECT - YEAR 12 ONLY

INTRODUCTION

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills.

Music Extension encourages students to explore best practice by investigating music concepts and ideas relevant to their specialisation and emerge as artists who are discovering their personal style as musicians. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

PATHWAYS

A course of study in Music can establish a basis for further education, employment and service in the fields of:

- arts practice
- arts administration e.g. orchestra manager
- management communication e.g. music editor
- education e.g. instrumental teacher
- creative industries and cultural institutions e.g. composer
- public relations eg. creative director
- science and technology eg. sound designer and worship.

OBJECTIVES

By the conclusion of the course of study in Music Extension (Musicology), students will:

1. analyse music.
2. apply literary skills.
3. evaluate music.
4. express meaning or ideas about music.
5. investigate music and ideas about music.
6. synthesise information.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_music_ext_26_music_syll.pdf

MUSIC EXTENSION (MUSICOLOGY)

GENERAL SUBJECT - YEAR 12 ONLY (CONTINUED)

STRUCTURE

UNIT 3	UNIT 4
Explore <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT/ADDITIONAL COSTS

Extra costs relating to this subject may include: Earphones, student's instruments, costs of scores and/or audio files, fees for concert performance excursions and contribution towards fees for recital venues. Individual instrumental tuition would be an advantage.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation 1	20%
Internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation 2	20%
UNIT 4	
Internal assessment 3 (IA3): <ul style="list-style-type: none">• Musicology project	35%
External assessment (EA): <ul style="list-style-type: none">• Examination - extended response	25%

PREREQUISITES

Complete both units of Year 11 Music with a minimum C standard.

Students must be enrolled in Year 12 Music.

MUSIC EXTENSION (PERFORMANCE)

GENERAL SUBJECT - YEAR 12 ONLY

INTRODUCTION

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills.

Music Extension encourages students to explore best practice by investigating music concepts and ideas relevant to their specialisation and emerge as artists who are discovering their personal style as musicians. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

PATHWAYS

A course of study in Music can establish a basis for further education, employment and service in the fields of:

- arts practice
- arts administration e.g. orchestra manager
- management communication e.g. music editor
- education e.g. instrumental teacher
- creative industries and cultural institutions e.g. composer
- public relations eg. creative director
- science and technology eg. sound designer and worship.

OBJECTIVES

By the conclusion of the course of study in Music Extension (Performance), students will:

1. analyse music.
2. apply literary skills.
3. evaluate music.
4. apply technical skills.
5. interpret music elements and concepts.
6. realise music ideas.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/sn_r_music_ext_26_perf_syll.pdf

MUSIC EXTENSION (PERFORMANCE)

GENERAL SUBJECT - YEAR 12 ONLY (CONTINUED)

STRUCTURE

UNIT 3	UNIT 4
Explore <ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> • Key idea 3: Independent best practice

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT/ADDITIONAL COSTS

Extra costs relating to this subject may include: Earphones, student's instruments, costs of scores and/or audio files, fees for concert performance excursions and contribution towards fees for recital venues. Individual instrumental tuition would be an advantage.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1):	20%
• Performance 1	
Internal assessment 2 (IA2):	20%
• Investigation 2	
UNIT 4	
Internal assessment 3 (IA3):	35%
• Performance project	
External assessment (EA):	25%
• Examination - extended response	

PREREQUISITES

Complete both units of Year 11 Music with a minimum C standard.

Students must be enrolled in Year 12 Music.

VISUAL ART

GENERAL SUBJECT

INTRODUCTION

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

PATHWAYS

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

OBJECTIVES

By the conclusion of the course of study in Visual Art, students will:

1. implement ideas and representations.
2. apply literacy skills.
3. analyse and interpret visual language, expression and meaning in artworks and practices.
4. evaluate influences.
5. justify viewpoints.
6. experiment in response to stimulus.
7. create visual responses using knowledge and understanding of art media.
8. realise responses to communicate meaning.



SEE THE QCAA SENIOR SYLLABUS

W: qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_visual_art_25_syll.pdf

VISUAL ART

GENERAL SUBJECT (CONTINUED)

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
ART AS LENS Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	ART AS CODE Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	ART AS KNOWLEDGE Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-selected 	ART AS ALTERNATE Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-selected

ASSESSMENT

There will be four assessments covering Units 1 and 2. They will generally reflect the style of assessments in Units 3 and 4. Every assessment task must be completed, each contributing to the 'Satisfactory' (or 'Unsatisfactory') completion of Units 1 and 2. This in turn contributes to QCE eligibility.

In Units 3 and 4 students complete four assessments. BAC develops three internal assessments and an external assessment is developed by the QCAA.

The results from each of the assessments are added together to provide a subject score out of 100 which is used for QCE and ATAR.

Students will receive an overall subject result (A–E) on their BAC report.

EQUIPMENT/ADDITIONAL COSTS

Most basic materials are provided by BAC. However on occasion students may have to purchase task-specific materials at their own expense.

YEAR 12 SUMMATIVE ASSESSMENTS

UNIT 3	
Internal assessment 1 (IA1): • Investigation — inquiry phase 1	20%
Internal assessment 2 (IA2): • Project — inquiry phase 2	25%
UNIT 4	
Internal assessment 3 (IA3): • Project — inquiry phase 3	30%
External assessment (EA): • Examination	25%

PREREQUISITES

A minimum of C in Year 10 English is highly recommended.

TAFE AT SCHOOL SUBJECTS

WHY CHOOSE A TAFE SUBJECT?

TAFE Qld is industry integrated, has a focus on job training and can be a stepping stone to university. It offers a wide range of short courses. These courses range over vocational, physical and practical areas.

You may consider attending TAFE at school or after completing high school if you are interested:

- in learning practical hands on training in various trades, vocational skills and professions,
- in gaining an industry-relevant education where skills and knowledge are taught for a particular industry
- in pathways to further education: student can study certificates and diplomas which may lead to University degrees.
- in job opportunities. TAFE can improve job prospects due to practical skills and real-world experience gained.

Some of the courses available include: animal studies, beauty and hairdressing, business and justice studies, early childhood education and care, fashion, hospitality, media and digital design, health support, tourism and events, graphic design, motor mechanics, fitness, construction, and electrotechnology. The courses provide credits towards QCE. They can kick start a career.

TAFE Qld has various campuses around Brisbane with Mt Gravatt, Logan, Southbank, and Alexandra Hills campuses being closest to BAC. Skills Tech Australia offers courses at Acacia Ridge and Bracken Ridge.

A TAFE option allows students to extend their knowledge in an area of their own choosing. It is recommended that students involved in a TAFE course undertake only five school based Applied subjects.

COSTS

Some TAFE at school courses are free. These courses are free because of government funding initiatives aimed at promoting access to education and developing workplace skills. Look for 'VETIS funded' when determining if a course is free.

Parents or caregivers are responsible for tuition, materials and transportation costs. Material costs vary according to the course.

Students need to make their own way to TAFE.

For further information regarding TAFE QLD see the careers advisor for TAFE at school options or refer to the following website: <https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school?>



SCAN ME OR VISIT

W: tafeqld.edu.au/courses/ways-to-study/tafe-at-school?

SCHOOL OF DISTANCE EDUCATION (SDE)

WHY CHOOSE AN SDE SUBJECT?

SDE provides a wide range of General subjects for school-based enrolments that are not offered at BAC.

CONTENT

Information regarding courses for the SDE subjects can be found at the following locations:



SCAN ME OR VISIT

W: brisbanesde.eq.edu.au/



SCAN ME OR VISIT

W: cairnssde.eq.edu.au/

COURSES AVAILABLE MAY INCLUDE:

GENERAL SUBJECTS

- Ancient History
- Chinese
- French
- Geography
- German
- Health
- Spanish

APPLIED SUBJECTS

- Business Studies
- Information & Communication Technology
- Science in Practice
- Social and Community Studies

ADDITIONAL COSTS

BAC provides the opportunity for students to undertake courses 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 course with SDE are approximately \$1,500.00/year.

PREREQUISITES

As per SDE handbook.

HELPFUL WEBSITES

myQCE (STUDENT PORTAL LOGIN)



SCAN ME OR VISIT

W: myqce.qcaa.qld.edu.au

QCE AND QCIA POLICY AND PROCEDURES HANDBOOK



SCAN ME OR VISIT

W: qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook

QTAC - ATAR



SCAN ME OR VISIT

W: qtac.edu.au/atar/

TAFE AT SCHOOL



SCAN ME OR VISIT

W: tafeqld.edu.au/courses/ways-to-study/tafe-at-school?

QUEENSLAND CERTIFICATE OF EDUCATION BROCHURE



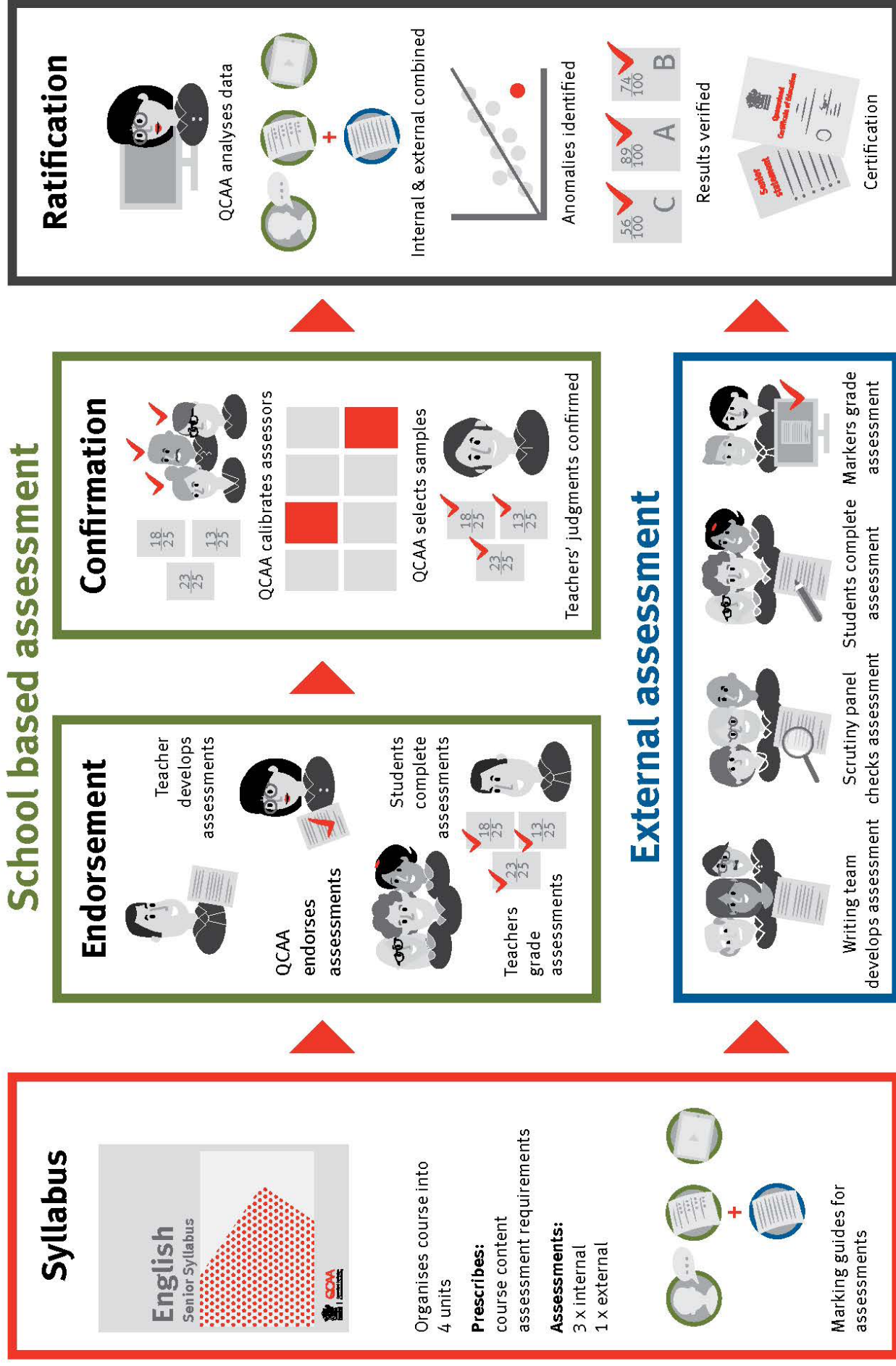
SCAN ME OR VISIT

W: qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_qce_factsheet_requirements.pdf?utm_medium=email&utm_campaign=Senior+pathways+Update+July+2018&utm_content=QCE+requirements+factsheet+link&utm_source=www.vision6.com.au

GLOSSARY

ACRONYM	FULL NAME
ATAR	Australian Tertiary Admission Rank
AQF	Australian Qualifications Framework
CIA	Common Internal Assessment
QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education
QCIA	Queensland Certificate of Individual Achievement
QTAC	Queensland Tertiary Admissions Centre
SDE	School of Distance Education
SET	Senior Education and Training
TAFE	Technical and Further Education
VET	Vocational Education and Training

Valid and reliable senior assessment





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