



BRISBANE ADVENTIST COLLEGE
DEVELOPING CHARACTER

Student

Info

Guide

Years 7 & 8

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INTRODUCTION

What an exciting time in a student's life – beginning secondary education! This booklet has been designed to provide students and parents with valuable information about the subjects they will be studying over the next two years.

Years 7 and 8 are all about exposing students to a variety of subjects. The following pages contain important information about each of the subjects on offer at BAC in Year 7 and 8. If you would like any further information, please feel free to contact the College to speak with the relevant teacher.

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

Thank you for taking the time to familiarise yourself with the information contained within this Subject Information Guide – and remember...Year 7 matters!

Year 7 and 8 Subjects

ENCOUNTER (RELIGIOUS STUDIES)

Introduction

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

Content

In Years 7 and 8 **Encounter**, students explore themes including freedom of choice, God's eternal plan for His children, victory at the cross, the promise of Heaven, and the purpose of allegiance to Christ. As they discover more about the true character of God, they discover Bible characters who have been transformed by Jesus' ministry on Earth and understand how such a transformation can lead them to a life of commitment and service.

Assessment

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

Specific Requirements

For each class, students need to bring their own Bible, journal and pens as well as a willingness to consider questions and search for lasting answers.

CHINESE

Introduction

In multi-cultural Australia, it is important that students gain an understanding of significant aspects of cultures other than their own. The inclusion of Chinese (Mandarin) in the curriculum is designed to give students an experience in developing competence in conversational Chinese as well as an understanding of the culture of China. Using the possibilities of internet connection with teachers in China, Year 7 and 8 classes build on previous experiences in Primary school.

Content

Students in Year 7 and 8 Chinese will engage in classes which develop their ability to converse in basic Mandarin. Conventional greetings and farewells; identification of colours and common objects; basic food names; numbers; simple understanding of Chinese characters; and elements of Chinese culture are all included in the curriculum.

Assessment

Assessment for the course includes oral testing by the online Chinese teacher, online listening and written language tests at the conclusion of each unit.

Specific Requirements

Students need to bring their laptop, folder and pens to each class.

CIVICS AND CITIZENSHIP

Introduction

BAC's Year 7 **Civics and Citizenship** subject stems from the Humanities and Social Sciences learning area which involves the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts.

The Humanities and Social Sciences learning area comprises of *Economics and Business, History, Geography* and *Civics and Citizenship*. History and Geography is combined into one subject with Economics and Business and Civics and Citizenship run as separate subjects.

The Civics and Citizenship curriculum ensures that students have the skills and values to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

Content

In preparation for their Canberra tour, students in **Civics and Citizenship** will learn about the Australian Constitution, federation, treatment of Australians, the three levels of law making, the houses of parliament, making laws, forming government and how members are elected. Students will also learn about the history of Canberra, how it was made, design features as well as well-known landmarks.

Assessment

Civics and Citizenship will assess knowledge, research, analysis and communication within a portfolio of work.

Specific Requirements

Students need to bring their laptop, folder and pens to each class.

DESIGN AND TECHNOLOGIES

Introduction

Design and Technologies endeavours to prepare students to live in and contribute to a rapidly changing technological society. Regardless of career aspirations, this subject helps students develop the art of thinking in a logical way and acting in a responsible manner by being presented with problems for which they are required to provide practical solutions.

In **Design and Technologies** students are involved in identifying opportunities for designing solutions, participating in the investigation of technologies, generating ideas and processes, and working collaboratively to make designed solutions. They acquire the enterprise skills of design thinking, creativity and innovation. They also learn to become responsible consumers by using a range of criteria including sustainability.

Content

Students will be guided through the safe operation of hand tools and machinery to design and construct a project. Through an online diary, students will record their process and evaluate their work making suggestions for future improvements. They will generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies.

Assessments

Students will design and construct projects, record their process and evaluate their work in a design folio. These will be assessed based on the criteria of Knowledge and Understanding and Processes and Production Skills.

Specific Requirements

Students need to bring their laptop, folder, pens, pencils and ruler to each class.

DIGITAL TECHNOLOGIES

Introduction

Digital Technologies involves learning about how we can create new technologies, as well as use them. Students explain how social, ethical, technical and sustainability considerations influence the design of innovative and enterprising solutions to meet a range of present and future needs.

Content

Students learn to design, create and evaluate digital solutions to solve real world problems. They will have opportunities to design apps, program games and investigate computer networks.

Assessment

Students will be assessed on their ability to collect, manage and analyse data as well as investigate, define and evaluate real world problems. Their collaboration and management of the solutions to these problems will also be assessed.

Specific Requirements

Students need to bring their laptop, folder and pens to each class.

DRAMA

Introduction

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges.

Content

Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, apply different performance styles and conventions, and use performance skills and design elements to shape and focus action and meaning. They begin to analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning.

Assessment

Drama is assessed in the following ways:

- Making
 - forming – creating drama
 - performing drama
- Responding - reflection, analysis and evaluation of dramatic action and meaning.

Specific Requirements

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

ECONOMICS AND BUSINESS

Introduction

Economics and Business provides an excellent basis for understanding how the world works, particularly within the context of finance, economics and the law. This subject connects to the Economics and Business elective in Years 9 and 10, while also providing a foundation for senior business subjects.

Content

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

Assessment

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

Specific Requirements

Students will need a calculator for some units of work and will need to bring their laptop, folder and pens to class.

ENGLISH

Introduction

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

Content

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

Assessment

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

Specific Requirements

Students need to bring their laptop, folder and pens to each class. They will be expected to read the set novels.

FOOD TECHNOLOGY AND TEXTILES DESIGN

Introduction

The central focus for **Food Technology & Textiles Design** is the well-being of people within the context of their personal, family, community and work roles. This subject makes a contribution to students' understanding of technology practices and materials technology as well as providing knowledge, understandings and skills for living. The course is rich in opportunities for students to develop creativity, personal concentration, fine motor skills, planning abilities, self-esteem and project management.

Content

Students will study one semester of Textile Design in Year 7 and one semester of Food Technology in Year 8. Each part of this subject field has unique learning and different practical and theoretical perspectives.

Food Technology: The food and nutrition aspect of the course practically and theoretically investigates: food hygiene and safety, preparation methods and techniques, presentation and garnishing, basic nutrition, nutrition guides and serving sizes.

Textiles Design: The textiles aspect of the course practically and theoretically investigates: fabric manipulation and machining and the principles of designing, making and appraising through working with fabric.

Assessment

Students will be assessed based on the criteria of Knowledge and Understanding and Processes and Production Skills through their practical product and design folio.

Specific Requirements or Additional Costs

Food and Nutrition: students are to provide the ingredients for the individual designed product in the practical performance assessment. All students must have a full front-cover apron, two tea towels and a sealable container approximately: 30cm long x 20cm wide x 8cm high.

Textiles: students will be charged \$10.00 for the consumable fabric and material for the practical performance assessment.

HEALTH AND PHYSICAL EDUCATION

Introduction

In Year 7 the students will be able to either apply for the **Athlete Development Program** or undertake **Health and Physical Education**.

The **Athlete Development Program** has a focus on providing opportunities for student athletes in Year 7 and 8 to develop their athletic capabilities. The ADP will use various initiatives, coaching and training principles throughout numerous sporting programs to improve the movement competency, coordination and athletic performance of individuals, as well as focus on leadership, teamwork and communication skills.

Health and Physical Education supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students reflect on and refine personal and social skills as they participate in a range of physical activities.

Content

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

Assessment

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

Specific Requirements

The cost of the ADP program includes a sports bag and ADP training apparel. Students are expected to wear full PE uniform for all practical HPE lessons. This includes correctly worn sport hat, lace-up sports shoes and BAC socks.

HISTORY AND GEOGRAPHY

Introduction

BAC's **History and Geography** subject stems from the Humanities and Social Sciences learning area which involves the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts considering challenges for the future. It provides a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the twenty-first century.

The Humanities and Social Sciences learning area comprises of *Economics and Business, History, Geography* and *Civics and Citizenship*. **History and Geography** is combined into one subject with Economics and Business and Civics and Citizenship run as separate subjects.

Content

History: Students investigate history from the earliest human communities to the beginning of the modern period around 1750. Throughout Years 7 and 8, the history subject promotes an understanding of societies, events, movements and developments that have shaped humanity particularly in Australia, China and Egypt.

Geography: When studying geography, students in both Years 7 and 8 will investigate how environmental and human processes affect places, how the interconnections between places, people and environments affect the lives of people, and the consequences of changes to places and environments and how these changes can be managed.

Assessment

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

Specific Requirements

Students need to bring their laptop, folder and pens to each class.

MATHEMATICS

Introduction

Year 7 and 8 **Mathematics** builds on the knowledge and understanding that has been developed throughout the Primary years. This early stage of Secondary education becomes the foundation for the Mathematical learning that is on offer through to the end of Year 12 and beyond.

Content

The strands of study for Years 7 and 8 within the Australian Curriculum are Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students learn skills relating to each of these strands that enable them to understand and solve problems.

Assessment

Each semester's assessment consists of term tests. One assignment is also given in either Semester 1 or Semester 2. Students will be assessed based on the criteria of Understanding and Fluency as well as Problem Solving and Reasoning.

Specific Requirements

Students need to bring their laptop, folder, pens, calculator, ruler and protractor to each class.

MUSIC

Introduction

Music is a very important part of cultural activity. A disciplined approach to the study of music also enhances the study habits and memory skills that students employ in other academic subjects. The junior **Music** program is designed for students to learn to think in “sound” and critically evaluate the sounds they hear.

Content

During Years 7 and 8, students will develop compositional, musicological and performance skills through an introduction to the Elements of Music. They will study and have experiences in a range of genres and styles that may include Advertising Jingles, Ethnomusicology (Music of Indigenous cultures), Music in Technologies, and Body Percussion.

Assessment

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

- Composition: creation of original music
- Musicology: music theory, history and analysis
- Performance: individual and/or group presentation of music repertoire

Specific Requirements

Students will need earphones or headphones for this class. It would also be helpful to have access to either of the following: USB, MP3, iPod.

SCIENCE

Introduction

Science is a body of knowledge and a set of methods for learning about the natural world. The **Science** course exposes students to key ideas and concepts required for the study of natural phenomena. It encourages students to learn problem solving and research skills, as well as develop their knowledge of how the natural world functions. Understanding science is a vital part of becoming an informed citizen. Students at BAC are encouraged and given opportunity to reflect on the significance of science for a Christian faith.

The **Science** course in Year 7 introduces students to the basic skill and processes required to formally study Biology, Chemistry, Physics, Geology and Astronomy during Secondary schooling. As well as being introduced to the foundational knowledge and understanding in each of these major scientific fields, students are also taught about the scientific process. Practical skill, laboratory processes and research skills are also introduced in Year 7.

Content

Year 7 and 8 **Science** follows the *Science By Doing* resource set. This is an online, interactive resource developed by the Australian Academy of Sciences for the Australian Curriculum. It contains a selection of topics that provide a foundation for further study in the sciences. Each topic is organised into a contextualised unit of work.

Topics include: An introduction to the science lab and scientific skills (a general science topic); The circle of life (a biology topic); Enough water fit to drink (a chemistry topic); The science of toys (a physics topic); and Earth and space (a combined geology and astronomy topic).

Assessment

Assessment in Science is drawn from a combination of topic tests, semester exams, laboratory reports, presentations and research assignments. A major assignment is completed each semester, either in the form of a research task, or a student-designed investigation.

Specific Requirements

Students need to bring their laptop, folder, calculator and pens to each class.

VISUAL ART

Introduction

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

Content

Through an investigation of the concept 'identity', students explore the Formal Context, the Elements and Principles of Visual Art and design. As audience they interpret and analyse artworks to consider how the artist has communicated meaning. In turn, as artists they use media, techniques and processes to create meaning.

Assessment

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

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

Specific Requirements

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

Years 7 & 8 Co-Curricular Participation

CHAPEL

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

SCHOOL SPORT

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

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

This list may change at the discretion of the College.
Full BAC sport uniform is required for participation.

WHAT ABOUT YEAR 11 AND 12?

This page provides a brief summary of some important information about Years 11 and 12. More detailed information is available in the **Senior Student Info Guide** that will be presented and discussed towards the end of Year 10. The College offers a wide range of subjects to cater for the differing needs of students at senior level.

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

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

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

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

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

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

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

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

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

Minimum Requirements to Gain an ATAR

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

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

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

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 – a total of 4 credits per subject.

It is recommended that students not change subjects throughout Year 11 as this may impact their credits for QCE. **Since Units 3 and 4 offer credits as a pair, students will not be able to change subjects throughout Year 12.**

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

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

CHOOSING SENIOR SUBJECTS

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

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

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

Suggested Guidelines

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

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

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

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

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

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

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

SENIOR SUBJECTS

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

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

PREREQUISITES AND RECOMMENDATIONS FOR GENERAL SUBJECTS

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

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

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



YEAR 9 SUBJECT SELECTION FORM

Student Name: _____

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

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

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

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

6. Digital Technologies Visual Art Design and Technologies (Language SDE)
7. Economics and Business Drama Food Tech & Textiles Design Engineering (Language SDE)
8. History Music Media Arts (Language SDE)

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

9. Sport and Chapel

NOTES:

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

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

Student signature: _____ Date: _____

Parent/Caregiver name: _____ Parent/Caregiver signature: _____



YEAR 10 SUBJECT SELECTION FORM

Student Name: _____

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

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

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

- 1 Encounter
- 2 English
3. General Maths Prep Math Methods Prep (students allocated to a subject based on Yr 9 Maths grade)
4. Science Core Science (students allocated to a subject based on Yr 9 Science grade)
5. HPE Academy HPE (allocated to either HPE or Academy HPE following a selection process)

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

6. Digital Technologies Visual Art Design and Technologies **Exploring Literature** Language (SDE)
7. Economics and Business Drama Food Tech & Textiles Design Engineering Language (SDE)
8. History Music Media Arts **Analytical Maths** **STEM** Language (SDE)

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

9. Sport and Chapel

NOTES:

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

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

Student signature: _____

Date: _____

Parent/Caregiver name: _____ Parent/Caregiver signature: _____



SENIOR SUBJECT SELECTION FORM

This form should be completed with reference to the 'Senior Student Info Guide'.
 Choose one subject from each line keeping in mind the prerequisites required.
 Before selecting 'Pathway' on a line, see information below on Alternate Pathways.
 If choosing a subject from School of Distance Education, enter subject name in space provided

Student's Full Name:

Year:

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>Media Arts in Practice</i> | <input type="checkbox"/> Pathway <input type="checkbox"/> SDE _____ | |
| 5 | <input type="checkbox"/> Biology | <input type="checkbox"/> Accounting | <input type="checkbox"/> Digital Solutions | <input type="checkbox"/> Engineering | <input type="checkbox"/> <i>Industrial Tech Skills</i> | <input type="checkbox"/> Pathway <input type="checkbox"/> SDE _____ | |
| 6 | <input type="checkbox"/> Chemistry | <input type="checkbox"/> Legal Studies | <input type="checkbox"/> Visual Art | <input type="checkbox"/> Design | <input type="checkbox"/> <i>Aquatic Practices</i> | <input type="checkbox"/> Pathway <input type="checkbox"/> SDE _____ | |
| 7 | <input type="checkbox"/> Physics | <input type="checkbox"/> Economics | <input type="checkbox"/> Drama | <input type="checkbox"/> Food & Nutrition | <input type="checkbox"/> <i>Sport & Recreation</i> | <input type="checkbox"/> Pathway <input type="checkbox"/> SDE _____ | |

ALTERNATE PATHWAYS – 'Early Start'

Tick the appropriate box and arrange an appointment with our Careers Advisor **as soon as possible**. These options contribute credits towards a QCE. Conditions apply to these options.

- TAFE 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

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

- contribute towards an ATAR do not contribute towards an ATAR

Student's Signature

Parent/Caregiver's Signature

Date

NOTES:

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

Notes:

Notes: