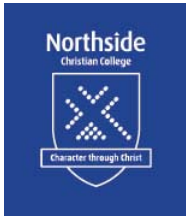


# Northside Subject Selection Booklet

for Year 10 students in 2021





# Northside Christian College

## SENIOR SCHOOL

### for Year 10 students in 2021

## Introduction

The following pages present information on the subject offerings for Year 9 students currently studying at Northside Christian College and planning to continue. A general overview is presented here to enable the Parent/s, and/or, Guardian/s, to work with their child/ren in deciding which subject combination best provides for their future prospects, whether that be tertiary studies, apprenticeships/ traineeships or part/full-time work.

## Selecting Subjects – General Principles

The College acknowledges the difficulties that secondary students experience in choosing subjects, particularly in earlier year levels. Throughout their senior secondary years of education and beyond, a student may undergo any number of preference changes from a series of potential careers, or destination-institution course choices, or preferred tertiary educational institutions. In Year 10, students will undergo a much more intensive planning process to produce a Senior Education & Training (SET) Plan to help guide their subject choices for Years 11 and 12.

## Selecting Subjects

All subjects are designed to develop the skills required in the students as they move into the senior secondary schooling subject offerings.

Movement between subjects during the year may affect a student's achievement, so subject selection should be considered carefully, following consultation between the student, parents and teaching staff. (See the section of this Handbook entitled "Subject Changes".) Year 10, however, is a year when students are still exploring their interests, so some movement is expected.

Several factors should be considered when choosing elective subjects, including:

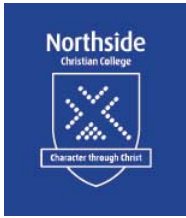
|                    |  |
|--------------------|--|
| <b>Achievement</b> | Current results will provide a good indication of future success though this may not always be a true reflection of the student's ability, rather their effort, or lack thereof. |
| <b>Aptitude</b>    | What is the student's natural aptitude in this field of study?   |
| <b>Interest</b>    | Students are more likely to succeed in subjects which hold some interest for them.   |
| <b>Attitude</b>    | A positive attitude towards a subject including a willingness to commit to the hours of homework required is a necessary or preferred prerequisite.                              |

In choosing a course of study, a student needs to:

- consider some of the goals they are beginning to aspire to and areas of general industry interest
- investigate the possible paths to those goals and what level of post-schooling study is required
- talk to people who know something about the goals and the subjects needed to be undertaken
- examine possible pathways in the light of his/her abilities, personality and commitment level
- prayerfully decide on which path seems right.

Students should avoid making subject choices merely on the grounds of the subjects being chosen either by their friends, or on the basis of their perceptions about any teacher they think might be teaching the subject.

The important guiding principle is to put yourself in a position, through the subject selection process, so that you are most likely to experience academic success now and into the future.



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#### The QCE (New System for Senior Assessment & Tertiary Entrance for Year 11s 2019)

The 2019 Year 11s were the first Queensland students to complete senior secondary under the new system. In the QCE system, a student's best 5 subject results will be used to calculate their ATAR score. The ATAR score replaces the OP system and will be used for students wishing to gain entrance to tertiary education after Year 12. All subjects and qualifications will contribute to the ATAR score, however subjects will have different weightings determined by the academic rigour of the subject.

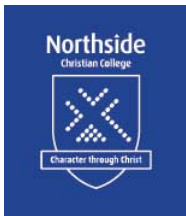
Each subject requires students to complete 4 assessment instruments in Year 12; 3 of these are school-based assessments, 1 will be an external assessment. The external assessment contributes 25% to the overall subject result in most subjects. In Science and Maths subjects, it contributes 50%.

Under the new system, the content, assessment and marking judgement for each subject is determined and/or monitored by the QCAA. This includes:

- New "high definition" syllabus documents for all subjects.
- School based assessments "endorsed before use" by the QCAA.
- Teachers' marking judgements are ratified by the QCAA through random sampling of all Year 12 work.
- External assessment instruments are set and marked by the QCAA.

Students will still have access to the full range of vocational and complimentary studies options that are currently offered.

[https://www.qcaa.qld.edu.au/downloads/senior/snr\\_assessment\\_intro\\_syllabus\\_subject.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_assessment_intro_syllabus_subject.pdf)



# Northside Christian College

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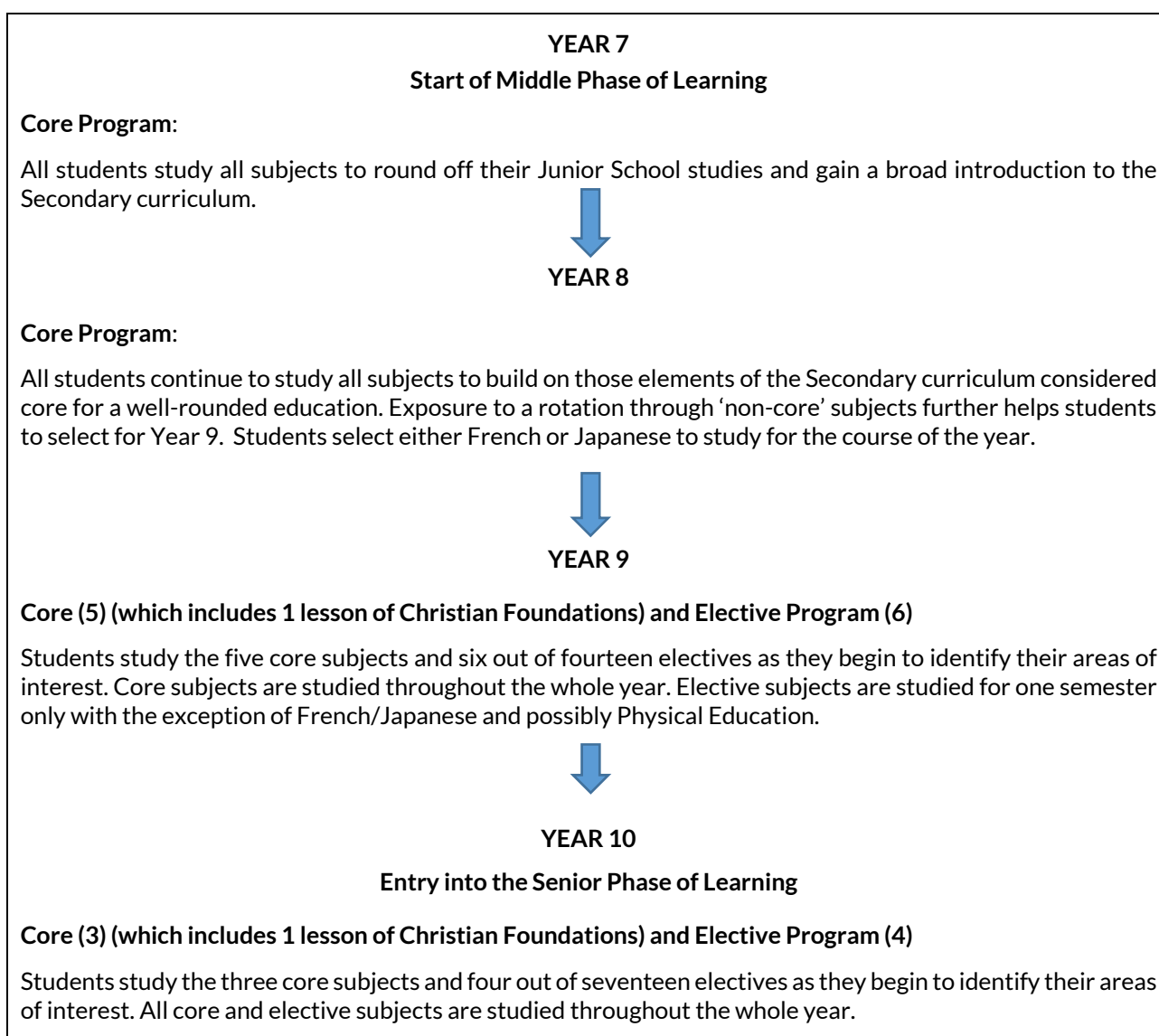
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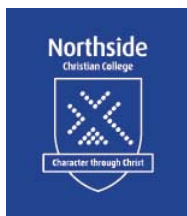
#### A Developmental Curriculum

Core subjects are compulsory. They expose students to important learning experiences for children in this age group. These include the development of information and research skills, effective use of technology, problem solving skills and exposure to learner-centred and open-ended, negotiated tasks.

Elective subjects provide an opportunity for students to begin to pursue areas of specific interest, some of which may become important elements of their career aspirations.

Our curriculum is structured to gradually progress students from a broad, core curriculum in Year 7 towards a broader exposure to elective subjects by Year 9. By Year 10, students follow an elective program similar to that in Years 11 and 12. This makes Year 10 an important preparatory year for the senior years of schooling.





# Northside Christian College

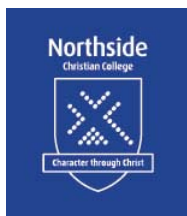
## SENIOR SCHOOL

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#### Transition Subjects

It may be possible for a student to take up an elective subject in Years 10-12 that they had not studied in the previous year but, clearly, this places a student at a disadvantage. Generally, students need to follow lines of study as follows:

| YEAR 10  |                  | YEARS 11/12   |
|--|------------------|---|
| English  | →<br>→<br>→      | English [G]<br>Essential English [A]<br>Literature [G]  |
| Mathematics (Sem.1)  | →<br>→<br>→<br>→ | Essential Mathematics [A]<br>General Mathematics [G]<br>Mathematical Methods [G]<br>Specialist Mathematics [G]                                |
| Mathematics (Sem.2)  | →<br>→           | Essential Mathematics [A]<br>General Mathematics [G]  |
| Mathematics (Sem.2)  | →<br>→<br>→      | General Mathematics [G]<br>Mathematical Methods [G]<br>Specialist Mathematics [G]   |
| Science  | →<br>→<br>→<br>→ | Biology [G]<br>Chemistry [G]<br>Physics [G]<br>Psychology [G]   |
| Visual Art<br>Certificate I in Visual Arts <small>CUA10315</small>               | →<br>→           | Visual Art [G]<br>Certificate III in Visual Arts <small>CUA31115</small> [V]  |
| Drama<br>Dance   | →                | Drama [G]   |
| Music  | →<br>→           | Music [G]<br>Music Extension (2 semesters only in Yr 12) [G]<br><small>Students must do 4 semesters of Music to study Music Extension</small> |
| Social Science   | →<br>→           | Ancient History [G]<br>Modern History [G]   |
| Physical Education   | →<br>→           | Physical Education [G]<br>Sport and Recreation [A]  |
| Design – Engineering and Materials<br>Manufacturing                              | →<br>→           | Engineering [G]<br>Certificate II in Engineering Pathways <small>MEM20413</small> [V]   |
| Design   | →                | Design [G]  |
| Design – Food and Fibre<br>Certificate II in Hospitality <small>SIT20316</small> | →                | Hospitality Practices [A]   |
| Digital Solutions  | →                | Digital Solutions [G]   |
| Business and Economics   | →<br>→           | Business [G]<br>Legal Studies [G]   |
| Japanese   | →                | Japanese [G]  |
| French   | →                | French [G]  |
| No Prerequisite  |                  | Film, Television and New Media [G]  |
| No Prerequisite  |                  | Certificate III in Early Childhood Education and Care <small>CHC30113</small> [V]   |



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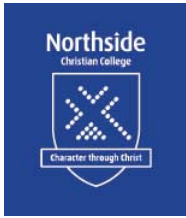
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### Subject Offerings

| YEAR 10   |  |
|---|--|
| <p><b>Core:</b><br/>           Christian Foundations (1 lesson)<br/>           English<br/>           Mathematics<br/>           Sport (non-graded)</p> <p><b>Electives:</b><br/> <b>Choose 4 from:</b><br/>           Business and Economics<br/>           Certificate I in Visual Arts <small>CUA10315</small><br/>           Manufacturing<br/>           Dance<br/>           Design</p>   | Design – Engineering and Materials<br>Design – Food and Fibre<br>Digital Solutions<br>Drama<br>French<br>Certificate II in Hospitality <small>SIT20316</small><br>Japanese<br>Music<br>Physical Education<br>Science<br>Social Science<br>Visual Art   |
| YEAR 11 - 12  |  |
| <p><b>Core Subjects</b><br/>           Christian Foundations (1 lesson)</p> <p><b>Electives within Core</b><br/>           English or<br/>           Essential English<br/> <b>and</b><br/>           General Mathematics or<br/>           Mathematical Methods or<br/>           Essential Mathematics<br/> <b>and</b><br/> <b>Choose 4 electives from:</b><br/>           Ancient History<br/>           Biology<br/>           Business<br/>           Certificate III in Early Childhood Education and Care <small>CHC30113</small><br/>           Certificate III in Visual Arts <small>CUA31115</small><br/>           Certificate II in Engineering Pathways <small>MEM20413</small><br/>           Chemistry</p> | Design<br>Digital Solutions<br>Drama<br>Engineering<br>Film, Television and New Media<br>French<br>Hospitality<br>Japanese<br>Legal Studies<br>Literature<br>Modern History<br>Music<br>Music Extension (2 semesters in Year 12 only)<br>Physical Education<br>Physics<br>Psychology<br>Specialist Mathematics<br>Sport and Recreation<br>Visual Art |

### Subject Changes

Year 10 students may be able to make changes between semesters. Students must arrange changes via Student Services by the end of each semester or no later than the first week of any semester.



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#### Senior Education and Training (SET) Plans in Year 10

##### **What is a SET plan?**

A SET plan maps what a student will study and learn during the senior schooling years (Years 10, 11 and 12). The SET plan is agreed between each student, their parents or carers and the school.

The SET plan helps young people identify and plan their own pathways through education and training in senior schooling, and then on to further learning or work. It also helps students make good choices about what, where and when to study.

##### **Developing a SET plan**

The College works with each young person during Term 2 to help develop a SET plan. During Terms 3 & 4 an interview with the Careers Officer is scheduled to refine the plan.

Both the student and the college should keep a copy of the SET plan.

##### **What happens next?**

The SET plan is implemented and courses planned around the agreed approach. The College monitors progress against the plan.

##### **Want to know more?**

- See our Careers Office, Mrs Robyn Harvey
- Visit Education Queensland at <http://education/qld.jcov.au/etrf/setp.html>
- [https://www.qcaa.qld.edu.au/downloads/senior/snr\\_new\\_qce\\_system\\_parent\\_guide.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_new_qce_system_parent_guide.pdf)
- <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/information-school-communities>
- <https://www.qtac.edu.au/atar-my-path>
- <https://www.northside.qld.edu.au/Student-Services>