SENIOR STUDENT

INFO GUIDE

2016

Years 11 & 12
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Geography ...........................................................................................................................
German ...............................................................................................................................
Information Processing and Technology .............................................................................
Japanese ..............................................................................................................................
Korean .................................................................................................................................
Spanish ...............................................................................................................................

Cert II in Business ..............................................................................................................
Cert II in Information, Digital Media and Technology ...........................................................
Cert II in Skills for Work and Vocational Pathways .............................................................
Cert III in Accounts Administration ....................................................................................
Cert III in Business ............................................................................................................
Cert III in Early Childhood Education and Care .................................................................
Cert IV in Justice Studies .....................................................................................................

Course outlines for the BSDE courses listed above can be found at the following location:

https://brisbanesde.eq.edu.au/Curriculum/Seniorsecondary/Pages/Course-Outlines.aspx

Printed copies are available in your Information Pack or on request.
INTRODUCTION

What an exciting time in a student's life – mapping the course for the future! This booklet has been designed to provide students and parents with valuable information for you to select elective subjects for Years 11 and 12. Our Careers Advisor, Academic Dean, subject teachers and administrative staff are always willing to provide assistance as you make this important decision.

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

- Senior Statement
- Tertiary Entrance Statement, if you are eligible for an Overall Position (OP)
- Queensland Certificate of Education (QCE), if eligible.

The Academic Committee acknowledges that education now demands much greater flexibility than it did some years ago and so Brisbane Adventist College is embracing this. In response to this, please note the following:

- Subjects are spread over seven lines. This increases options and reduces the probability of a student wanting to do two subjects that are on the same line.

- Year 11 students commence Semester 1 studying seven subjects. This was implemented in 2013 to assist students achieve their QCE points. The exception to this will be students involved in an approved Alternate Pathway, who will be permitted a reduced study load.

- Alternate Pathways are an exciting and developing part of education at BAC. Students may co-enrol at a TAFE College and get an 'Early Start' on a Career or special interest. Students participating in an approved Alternate Pathway will be permitted a supervised study allocation in the LRC to ‘catch-up’ on missed work and focus their efforts on future assessment tasks. Students with a practical rather than academic orientation are strongly encouraged to consider these options. Please contact the Careers Advisor or the Academic Dean if you would like more information.

Please take the time to read and consider the various options outlined in this guide and in conjunction with information contained in the Senior Phase of Learning Agreement.

Thank you for being actively involved in your child's education. If you have any queries, please feel free to contact the College for assistance.

Yours truly

Bruce Dever
Deputy Principal - Secondary
PROCEDURE FOR COURSE SELECTION

1. Senior Education and Training (SET) Plan preparation
2. Senior Student Careers and Tertiary Study Expo at BAC (August)
3. Year 10 Information evening
4. Read, sign and return the 'Senior Phase of Learning Agreement'

CHOOSING SENIOR SUBJECTS

It is important to choose senior subjects carefully as your decisions may affect the types of careers you can follow.

Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task rationally and logically.

Overall Plan

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

- you enjoy
- 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 if you 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' was issued earlier this year to each Year 10 student – please refer to this guide for more information on subjects needed for particular occupations.
- Tertiary Prerequisites: Summary of Selection Criteria for entry to Universities and TAFE QLD.
- The Careers Advisor is available for interview with students and parents.

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

- Prerequisite subjects (subjects which must be taken for future courses or careers)
- Recommended subjects (not essential, but which are likely to make future courses easier to follow)
- Useful subjects (not essential, but give a general background to help develop particular skills)
Finally, make a decision about a combination of subjects that suits your requirements and abilities.

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

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

In Years 11 and 12, students can choose from the following list of **Authority Subjects**, **Authority-registered Subjects** and **Vocational Courses**:

| Accounting | Chinese * | Mathematics A |
| Biology | Drama | Mathematics B |
| Business Communication and Technologies * | Economics | Mathematics C |
| **Certificate II in Business** * | **English Communication** | Modern History |
| **Certificate II in Information, Digital Media and Technology** * | English Extension * | Music |
| **Certificate II in Skills for Work and Vocational Pathways** * | French * | Music Extension – Composition |
| **Certificate III in Accounts Administration** * | Geography * | Music Extension - Musicology |
| **Certificate III in Early Childhood Education and Care** * | German * | Music Extension – Performance |
| **Certificate IV in Justice Studies** * | Graphics | Physical Education |
| Chemistry | Home Economics | Physics |
| * | **Information Processing and Technology** * | Pre-Vocational Mathematics |
| * | Japanese * | Religion and Ethics |
| * | Korean * | Spanish * |
| * | Legal Studies | Study of Religion |
| * | **Music Extension – Composition** | Technology Studies |
| * | **Music Extension - Musicology** | Visual Arts |
| * | **Music Extension – Performance** |

**Authority Subjects** are based on syllabuses that have been approved and issued by the QCAA. Results in Authority subjects can count in the calculation of **OPs and FPs**, the most common selection devices used by the tertiary sector.

**Authority-registered Subjects** (shown in the above list in italics and underlined) are developed from Subject Area Syllabuses (SAS) and when successfully completed contribute four credits towards the QCE. They are not used in the calculation of OPs and FPs.

**Vocational Courses** (shown in the above list in italics) enable you to earn credit towards a recognised VET qualification. When successfully completed they also contribute credit points towards the QCE. VET qualifications, or the credit towards a qualification, are recognised by industry across Australia under the Australian Qualifications Framework (AQF).

**Note:** Subjects with an "*" are available to BAC students through the Brisbane School of Distance Education (BSDE). Some conditions, restrictions or costs may be associated with this mode of study.
PREREQUISITES AND RECOMMENDATIONS (Authority Subjects)

In order to study Senior Authority subjects, students must at least meet the prerequisites on the next two pages. Other recommendations are also to be noted. The Principal and/or Academic Dean reserves the right to take into consideration other factors that may impact upon the student’s ability to otherwise have met these prerequisites. These will be considered by individual application to the Principal or Academic Dean.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Prerequisite (Compulsory)</th>
<th>Highly Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Minimum of a C in Year 10 English</td>
<td>Minimum of a C in Year 10 Business Education</td>
</tr>
<tr>
<td>Ancient History *</td>
<td>Minimum of a C in Year 10 English</td>
<td>Minimum of a B in Year 10 History</td>
</tr>
<tr>
<td>Biology</td>
<td>Minimum of a C in Year 10 English Minimum of a C in Year 10 Maths (Core)</td>
<td>Minimum of a B in Year 10 English</td>
</tr>
<tr>
<td>Business Communication and</td>
<td></td>
<td>Minimum of a C in Year 10 Business Education</td>
</tr>
<tr>
<td>Technologies *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Minimum of a C in Year 10 English Minimum of a C in Year 10 Maths Minimum of a C in Year 10 Science</td>
<td>Be studying Mathematics B</td>
</tr>
<tr>
<td>Chinese *</td>
<td>Minimum of a C in Year 10 Chinese</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Minimum of a C in Year 10 English</td>
<td>Minimum of a C in Year 10 Drama</td>
</tr>
<tr>
<td>Economics</td>
<td>Minimum of a C in Year 10 English</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Minimum of a C in Year 10 English</td>
<td></td>
</tr>
<tr>
<td>English Extension * (Year 12 only)</td>
<td>Minimum of an A in Year 11 English</td>
<td></td>
</tr>
<tr>
<td>French *</td>
<td>Minimum of a C in Year 10 French</td>
<td></td>
</tr>
<tr>
<td>Geography *</td>
<td>Minimum of a C in Year 10 English</td>
<td>Minimum of a B in Year 10 Geography</td>
</tr>
<tr>
<td>German *</td>
<td>Minimum of a C in Year 10 German</td>
<td>Minimum of a B in Year 10 English</td>
</tr>
<tr>
<td>Graphics</td>
<td></td>
<td>Minimum of a C in Year 10 Graphics</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Minimum of a C in Year 10 English</td>
<td>Minimum of a C in Year 10 Home Economics</td>
</tr>
<tr>
<td>Subjects</td>
<td>Prerequisite (Compulsory)</td>
<td>Highly Recommended</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Information Processing and Technology *</td>
<td>Minimum of a C in Year 10 Maths (Core)</td>
<td>Minimum of a C in Year 10 English</td>
</tr>
<tr>
<td>Japanese *</td>
<td>Minimum of a C in Year 10 Japanese</td>
<td></td>
</tr>
<tr>
<td>Korean *</td>
<td>Minimum of a C in Year 10 Korean</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Minimum of a C in Year 10 English</td>
<td></td>
</tr>
<tr>
<td>Mathematics A</td>
<td>Minimum of a C in Year 10 Maths (Core)</td>
<td>Minimum of a C in Year 10 Maths (Core)</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Minimum of a C+ in Year 10 Maths with at least a C in the proficiency strand *Problem Solving and Reasoning</td>
<td>Minimum of a B in Year 10 Maths with at least a B in the proficiency strand *Problem Solving and Reasoning</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>Minimum of a C+ in Year 10 Maths with at least a C in the proficiency strand *Problem Solving and Reasoning Must also study Mathematics B</td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td>Minimum of a C in Year 10 English</td>
<td>Minimum of a C in Year 10 History</td>
</tr>
<tr>
<td>Music</td>
<td>Minimum of a C in Year 10 English</td>
<td>Minimum of a C in Year 10 Music</td>
</tr>
<tr>
<td>Music Extension (Year 12 only)</td>
<td>Completed Year 11 Music (Semester 1 and 2) and be enrolled in Year 12 Music</td>
<td>Minimum HA standard in Year 11 Music</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Minimum of a C in Year 10 English</td>
<td>Minimum of a C in Year 10 Physical Education</td>
</tr>
<tr>
<td>Physics</td>
<td>Minimum of a C in Year 10 English</td>
<td></td>
</tr>
<tr>
<td>Spanish *</td>
<td>Minimum of a C in Year 10 Spanish</td>
<td></td>
</tr>
<tr>
<td>Study of Religion</td>
<td>Minimum of a C in Year 10 English</td>
<td></td>
</tr>
<tr>
<td>Technology Studies</td>
<td>Minimum of a C in Year 10 English</td>
<td>Minimum of a C in Year 10 Industrial Technology &amp; Design</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Minimum of a C in Year 10 English</td>
<td>Minimum of a C in Year 10 Visual Arts</td>
</tr>
</tbody>
</table>

**Note:** Subjects with an ‘*’ are available to BAC students through the Brisbane School of Distance Education (BSDE). Some conditions, restrictions or costs may be associated with this mode of study.
Student Name: SAMPLE

Year 11 Subject Selection

Please choose one Core Subject from each line and one Elective Subject from each line. Remember that prerequisite achievements are required for some subjects. This form should be completed with reference to the Senior Student Information Guide.

CORE SUBJECTS – choose one option from each line

1. ☐ Study of Religion ☐ Religion and Ethics
2. ☐ English ☐ English Communication
3. ☐ Maths B ☐ Maths A ☐ Pre-Vocational Maths

ELECTIVE SUBJECTS – choose one option from each line

- before selecting ‘Pathway’ on an Elective Line, see information below on Alternate Pathways
- if choosing a subject from Brisbane School of Distance Education, please enter subject name in space provided

4. ☐ Maths C ☐ Modern History ☐ Music ☐ Physical Ed ☐ Pathway ☐ BSDE __________
5. ☐ Biology ☐ Accounting ☐ Graphics ☐ IPT ☐ Pathway ☐ BSDE __________
6. ☐ Chemistry ☐ Legal Studies ☐ Visual Art ☐ Tech Studies ☐ Pathway ☐ BSDE __________
7. ☐ Physics ☐ Economics ☐ Drama Studies ☐ Home Ec ☐ Pathway ☐ BSDE __________

ALTERNATE PATHWAYS – ‘Early Start’

Please tick the appropriate box and arrange an appointment with our Careers Advisor as soon as possible after considering your subject options. Each of these options contributes credits towards a Queensland Certificate of Education (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

NOTES:

1. Core and Elective Subjects shown in normal print are known as “Authority Subjects” and are subjects that contribute credits to both the QCE and to an Overall Position (OP).
2. Core Subjects shown in italics and underlined are called “Authority Registered Subjects” (non OP) and may contribute credits towards the Queensland Certificate of Education (QCE).
3. Please note that 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. This may also occur if a student has not met a subject’s prerequisite requirements.
4. Some subjects/courses may involve additional costs due to ‘take home’ projects, specialised equipment, excursions or external costs.

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.

Parent signature: SAMPLE
Student signature: SAMPLE
CHANGING SUBJECTS

BAC seeks to ensure that students are studying a course that is most satisfying and fulfilling to them. Good initial decisions regarding subject choice are therefore important. On some occasions however, students may decide that they would prefer to do a different subject. A change of subject is conditional on the following general guidelines:

- Changing a subject is a privilege, not a right.
- A student who has demonstrated a positive attitude towards learning creates for themselves greater opportunities.
- A subject change may be limited by availability or class size.
- A subject change may be limited by already missed assessment items.
- Suitability of a student for a particular subject may be considered.
- Prerequisites for certain subjects must be met. For senior students, Year 10 performance will be considered.
- Any subject change must be applied for within the first three weeks of each semester.

To apply for a subject change, complete the Subject Change Application form following through the steps outlined in order on the form. These forms are available from the Academic Dean or from BACLife under ‘Academic Forms’. No student is to change classes until this process is fully complete.

TERMINATING (‘DROPPING’) SUBJECTS

Year 11 students at Brisbane Adventist College (BAC) are initially enrolled in seven subjects. This is considered optimal as far as senior studies are concerned. In rare situations, it may be appropriate that a student terminate a particular subject. This would be subject to the following guidelines:

Reasons for a student terminating a subject:

- A student may be enrolled in a school based apprenticeship or traineeship that involves a significant amount of regular school time and so a subject is terminated to compensate.
- A student may be enrolled in distance education and consequently wish to terminate an existing subject in lieu of the time spent elsewhere.
- A student may wish to complete just five or six senior subjects instead of seven – the intention being to improve grades by focusing more specifically on few subjects. This is only considered at Year 12 level.

Some general guidelines for terminating a subject:

- Terminating a subject is a privilege, not a right.
- Terminating a subject is not an ‘easy out’ option.
- A student needs to have already demonstrated satisfactory self-management skills that would allow them to maximize the benefit of terminating a subject.

To apply for a subject termination, complete the Subject Change Application form, following through the steps outlined in order on the form. These forms are available from the Academic Dean or from BACLife under ‘Academic Forms’. No student is to change classes until this process is fully complete.
ASSESSMENT AND SPECIAL PROVISION

At the time of print, the College Assessment Policy is being reviewed to align our assessment and reporting with the work of our Professional Learning Community as we implement our Instructional Framework.

BAC recognizes that the main area of concern with senior assessment occurs with the management of late or non-submission of tasks.

The following statement is taken from the QCAA document *Late Submission and Non-submission of Student Responses to Assessment Instruments in Authority and Authority-registered Subjects*, January 2009.

Judgments of student achievement in Authority and Authority-registered subjects are made by matching a body of evidence provided by students’ responses to assessment instruments to the standards associated with exit criteria outlined in the relevant syllabus. In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date.

This means that without an approved extension, late submission of assessment tasks will not be accepted. Extension request forms are available from Secondary Reception and need to be completed well in advance of the assessment being due. Extenuating circumstances will only be considered for extensions. It is not uncommon for requests to be declined.

Assessments and the End of Term

It is very important for our students’ academic success, their development in responsibility, and the good order of the College, for students to attend school on all school days unless they are ill or there are some special unavoidable circumstances affecting the family, such as bereavement. Taking a holiday early is not considered to be an unavoidable circumstance.

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

If you are hoping to take holidays during or at the end of the school term, contact the College first to see what the implications may be for your child. Do not assume leave will automatically be given, or that examinations and assignments will be changed to suit your circumstances. Excluding exceptional circumstances, leave will not be granted, and your child will receive no credit for assessment items missed.

Special Provision

‘Special provisions is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students. All students, including those with specific educational needs, should have opportunities to demonstrate their current knowledge and skills.’ (QCAA policy on Special Provisions for school based assessments in Authority and Authority-Registered Subjects, 2009). Students are entitled to receive special provision for tests and assignments if their work is affected by circumstances beyond their control.

BAC aims to ensure that all students are able to achieve the results for which they are capable.
Special Provision could be given for the following reasons:

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

Special consideration can also be obtained for QCS tests but the criteria are very strict. All cases require application in writing and medical certificates or other relevant documentation.
LEARNER UNIQUE IDENTIFIER (LUI)

The Queensland Curriculum and Assessment Authority (QCAA) uses a code called a Learner Unique Identifier for all students in Years 10, 11 and 12. This is commonly called your LUI.

Your need your LUI for these reasons:

1. When you complete activities out of school that contribute credits for your QCE, you need to tell the provider your LUI so they can bank the credits with QCAA for your learning account. For example: Suppose you complete Grade 6 music exam with AMEB, you get one credit towards your QCE.
2. QCAA has a website called Student Connect - https://studentconnect.qsa.qld.edu.au
   Your LUI and password enable you to login to this website and see the credits recorded there for you QCE. It also enables you to see a variety of information for planning tertiary study and your career.

Your LUI and a temporary password are provided by the College. You need the temporary password for the first time you log into Student Connect. When you log in, you are asked to create your own password which you then need to remember.

CORE SUBJECT OUTLINES

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

All Year 11 & 12 students study a common core of:

- Study of Religion or Religion and Ethics
- English or English Communication
- Mathematics A or Mathematics B or Prevocational Mathematics
- QCS / Post-Secondary Preparation
- School Sport
RELIGION & ETHICS (Authority Registered Subject – Non OP)

GENERAL COMMENTS
Religion and Ethics helps students to know and understand the influence that values, belief systems or religious traditions have on their own and other people’s behaviour. A search for meaning helps students from various cultural, social, linguistic and economic backgrounds to learn about and reflect on the richness of religious and ethical worldviews.

The program of study assists students to develop ethical attitudes and behaviours that encourage effective participation in the community and to think critically, creatively and constructively about their future role in it. Students should be involved in using the community as a resource for their learning and have opportunity to gain knowledge and skills they can use in life outside school.

Through a range of activities, students should develop positive attitudes and strategies for engaging as reflective learners in lifelong learning. Students will be involved in learning experiences that require creative and critical thinking, problem solving, networking, and planning and organising resources for presentations and projects that may incorporate collaborative and cooperative behaviours.

ASSESSMENT
Assessment in Religion and Ethics is designed to enable students to demonstrate achievement in knowledge and understanding, processing skills and communication skills.

To determine a student’s level of achievement a wide range of tasks is used. Assessment techniques may include: response to stimulus materials (written or oral), presentations such as artistic, non-written or other forms of presentations including collages of images, preparing and presenting a class or school ritual/event or religious service, objective and short-answer tests. Tasks such as journals, project outcomes or oral or audiovisual presentations which could be the result of a field study.
STUDY OF RELIGION (Authority Subject – OP)

GENERAL COMMENTS

Study of Religion looks at the place of religion in human affairs generally, as well as at specific religions. It is designed to be suitable for all students, whatever their views on religion. Thus, it can be taught in state, church and independent schools.

The course is primarily educational in approach. This means that those teaching it are required to show an openness towards varied opinions and understandings. It does, however, acknowledge that those involved as teachers and learners will have ideas and commitments in relation to religion. Study of Religion provides students with an opportunity to reflect on those patterns of belief for the sake of personal understanding, while providing an appreciation of the specific religious traditions that are studied.

Study of Religion offers a broad knowledge and appreciation of diverse religious beliefs and practices, providing insight into peoples and cultures, both past and present. It assists students to become mature, constructive members of society and also provides knowledge and research skills useful for tertiary study.

The course caters for diverse abilities and interests. As well as library and audiovisual resources, students are encouraged to use other ways of gathering information. These include conducting interviews, participating in group discussions, visiting sacred places and/or religious communities, and attending religious rituals.

By regarding religion as a human activity expressed in the lives of individuals and the functioning of societies, the course helps students to see the local community as a rich resource. The usual approach is to start with local expressions of religion and with present-day examples. From there the study can be extended to other situations and to the past.

ASSESSMENT

Assessment is based on criteria similar to those used in other authority subjects, not on levels of commitment or involvement in religious activities. Assessment continues throughout the course to provide the updating of information on student achievement. A range of tasks is used for this purpose, such as case studies, interviews, oral presentations, essays, research assignments and written tests.

PREREQUISITES

Minimum of a C in Year 10 English. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
GENERAL COMMENTS

Effective communication is integral to our society. The subject, English Communication, is designed to teach the skills necessary for effective communication in the areas of work, community and leisure.

Six different aspects of the communication process are included in the subject:

- Procedural (performing tasks)
- Technical (using technology)
- Personal (expressing identity)
- Cooperative (interacting in groups)
- Systems (interacting with organisations)
- Public (interacting with the wider community)

Students will collect, organise and evaluate information to communicate ideas. They plan and organise their work and solve problems individually and in groups. As part of their learning experiences, students will have opportunities to use technology, particularly information technologies, in producing texts.

ASSESSMENT

The nature of the assessment program is very practical, relating directly to the six aspects of the communication process.
ENGLISH

GENERAL COMMENTS
Senior English is structured to give students a wide range of experiences in many different forms. The students in Years 11 and 12 will be presented with an extensive selection of stimulus material including novel, non-fiction prose, poetry, film and drama. As the students confront various English authors, producers and issues within society, they will be challenged and required to respond in a broad variety of writing styles and oral/dramatic presentations. This is intended to prepare them for successful entry into the world of tertiary studies and work where, as adults, they will be expected to adapt to many different communication situations.

ASSESSMENT
All assessment tasks involve a range of components which are considered relevant and significant: comprehension of the task, content selection, structuring of the response, fluency, length of response, attention to accuracy etc. An emphasis on grammatical accuracy is ever present. Thorough application is required during Year 11 (formative year) to adequately prepare for Year 12 course work (summative year). Assessment tasks may vary from year to year but generally the following apply:

- Continuous assessment – approximately 6 tasks per year are required
- Approximately 50% of the tasks are performed under structured, exam conditions; the balance are completed out of class
- Approximately 20-25% of tasks will be oral / dramatic

If students wish to pursue tertiary studies, a pass in this subject is recommended

PREREQUISITES
Minimum of a C in Year 10 English. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
PRE-VOCATIONAL MATHEMATICS (Authority Registered Subject – Non OP)

GENERAL COMMENTS

Prevocational Mathematics provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It develops not only students’ confidence and positive attitudes towards mathematics but also their mathematical knowledge and skills (through the general objectives of knowing and applying), and their communication skills (through the general objective of explaining).

Students study five topics: These are integrated into teaching and learning contexts that have relevance to them.

A course of study is based on five topics (number, data, location and time, measurement and finance) that are grouped into three categories. These categories are:

- Interpreting society: this relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or the community.
- Personal organisation: this relates to the numeracy requirements for personal matters involving money, time and travel.
- Practical purposes: this relates to the physical world in terms of designing, making and measuring.

Prevocational Mathematics will contribute towards the QCE, but will not contribute towards an OP score.

ASSESSMENT

The nature of the assessment program is very practical, comprising the formal assessment of three or four units of work per Semester.

Each unit is assessed in the three general objectives:

- In knowing, students demonstrate knowledge of content and use given rules, operations and procedures to carry out simple, familiar tasks.
- In applying, students interpret and analyse different contexts, identify familiar mathematics, develop strategies, then select and apply rules and procedures to carry out tasks.
- In explaining, students use basic mathematical and everyday language to present and explain their responses to tasks in both familiar and different contexts.
MATHEMATICS A

GENERAL COMMENTS
Mathematics A involves the study of Financial Mathematics, Applied Geometry, and Statistics and Probability. These are used to develop:

- knowledge and skills of computation, estimation and measurement.
- simple algebraic manipulation.
- a capacity to interpret and analyse information presented in a variety of forms.
- the ability to make judgements based on evidence and reasoning.
- a capacity to justify and communicate results in a variety of forms.

ASSESSMENT
Formal assessment will comprise of two major extended problem solving tasks and one or two written examinations per semester.

CAREERS OR COURSES
Mathematics A provides opportunities for students to continue to participate fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics
- tourism and hospitality
- administrative and managerial employment in a wide range of industries
- architecture and nursing

SPECIAL EQUIPMENT
Students are required to have a scientific calculator at all lessons. Rulers, protractors, set squares and compasses are required for some units of work.

PREREQUISITES
It is Highly Recommended that students achieve a minimum of a C in Year 10 Maths (Core). Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
MATHEMATICS B

GENERAL COMMENTS

This course prepares students for further study of Mathematics and related courses at tertiary institutions. Many of the concepts are highly theoretical in nature. Studies include: applied geometry, algebraic functions, rates of change, periodic functions and their applications, exponential and logarithmic functions, financial mathematics and optimisation.

Students will require a good level of mathematical ability and interest, with a degree of abstract thought capability; well-developed study habits, self-motivation and a high level of commitment.

ASSESSMENT

Formal assessment will comprise of two major extended problem solving tasks and one or two examinations per semester.

CAREERS OR COURSES

Mathematics B is a pre-requisite for a number of tertiary courses, and it leads to a number of professional and semi-professional careers, particularly in the mathematical or science areas.

SPECIAL EQUIPMENT

Each student will require a graphic calculator. This needs to be the recommended model. Refer to the equipment list or a maths teacher before purchasing a graphic calculator.

PREREQUISITES

Minimum of a C+ in Year 10 Maths with at least a C in the proficiency strand Problem Solving and Reasoning. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
YEAR 11 iLIVE and STARS

The students will participate in a range of activities aimed at improving their life skills. This may range from personal development to community programs. An introduction to QCS is also conducted in this class.

Students participating in the Stars Peer Mentoring Program will not be involved in the Year 11 iLive program for at least the first Semester as this is when the weekly Stars mentoring sessions take place. Students should consider this impact prior to registering for as a Stars Mentor.

YEAR 12 QCS

The QCS preparation class:

- promotes familiarity with QCS questions
- develops strategies for taking QCS questions
- explores suitable writing styles for the writing task

After the QCS, the class time is used to host a variety of organisations of topical interests to Year 12.

COSTS – A copy of the previous year’s QCS test is purchased for each student. The four papers are sat over a two day period under test conditions. This is an invaluable experience for the students in their preparation for the QCS test. This test will be professionally marked. The cost of this marking combined with the cost of the QCS Resource Book for Students will cost approximately $35.

QCS Preparation Expectations

The QCS test is compulsory for all OP-eligible students and performance in the QCS can affect other students’ OP results. Students who will be sitting the QCS test are required to make a serious attempt at QCS preparation including practice exams.

Not all students require an OP. Students not intending to go directly to university, are not likely to require an OP. This needs to be considered when choosing subjects. OP-eligible are not required to sit the QCS test.
SCHOOL SPORT

Brisbane Adventist College believes in the importance of sport for all students.

Therefore the sport department offers a wide range of compulsory individual or team sporting activities each Wednesday afternoon. Each sport block, students can choose to participate in a college representative sport, a recreational paid sport or a recreational non-paid sport. Sport options offered throughout the year include:

- Basketball
- Community Service
- Cricket
- Dodge Ball
- Futsal
- Golf
- Ice Skating
- Kokoda Training
- Netball
- Rock Climbing
- Soccer
- Softball
- Squash
- Swimming
- Tennis
- Touch Football
- Ultimate Frisbee
- Volleyball
- Weights
- Zumba

** This list may change at the discretion of Brisbane Adventist College.

Brisbane Adventist College is associated with the South District, and participates in the summer and winter seasons.

Full regulation Brisbane Adventist College sport uniform is compulsory for participation.
ELECTIVE SUBJECTS

ACCOUNTING

WHY ACCOUNTING?

We live in a world where we have to make business-related decisions. Accounting helps students to make wise decisions and develop values for the betterment of their own welfare and for the betterment of society. At Brisbane Adventist College, Accounting students are encouraged to develop Christian standards and values, and to use these in accounting decision making. These should also carry over to other aspects of their lives.

GENERAL COMMENTS

Students need to do at least 30 minutes homework/study per night. Accounting is a building subject, and good foundations need to be laid from the beginning of the course.

ASSESSMENT

Tests and assignments (including computer assignments).

CAREERS OR COURSES

Business related eg. Accountancy; administration; banking; finance; international business; marketing and public relations.

Bachelor of Business/Commerce. Many university courses now require a unit of accounting.

PREREQUISITES

Minimum of a C in Year 10 English. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
### WHY BIOLOGY?

Biological Science provides students with an insight into the scientific manner of investigating issues in the living world and the processes that lead to the discovery of new knowledge. It provides students with a deeper understanding and appreciation of the living world. Biology enables students to engage in creative scientific thinking and apply their knowledge in practical situations. Finally, it will assist students in foreseeing the consequences for the living world of their own and society’s activities, enabling them to participate as informed and responsible citizens of society.

### GENERAL COMMENTS

Considerable emphasis is placed upon practical work conducted within the laboratory and in the field. A student considering taking the subject should understand that regular nightly homework is required. Subject material from one day forms the foundation for the material to be covered the next day. Students are expected to be self-motivated and independent workers.

### ASSESSMENT

Assessment for each semester will be a mixture of extended responses, written tasks (exams) and extended experimental investigations. Assessment in biology gives the opportunity to demonstrate understanding biology, investigating biology and evaluating biological issues.

### CAREERS OR COURSES

Nutritionist; Marine Biologist; Industrial Chemist; Veterinary; Agriculture; Biosecurity; Eco-Tourism; Biomedical Science; Nurse; Wilderness Ranger.

A prerequisite for most science based tertiary courses eg. Environmental Law.

### SPECIAL EQUIPMENT OR ADDITIONAL COSTS

Year 12 – overnight field trip
Year 11 – field trip (full day)

### PREREQUISITES

Minimum of a C in Year 10 English, Maths (Core) and Science and a B in Science (Core). Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
CHEMISTRY

WHY CHEMISTRY?
Chemistry helps us understand the world around us and how we can interact with matter. Chemistry provides essential background understanding for a variety of scientific, industrial and medical careers.

GENERAL COMMENTS
Chemistry is the study of the structure and property of materials. The Chemistry course covers the following topics; structure of matter and chemical qualities; energy changes; organic chemistry; water quality; acid-base reactions; volumetric and gravimetric analysis; reaction rates and equilibrium; redox reactions; and analytical techniques.

A student considering taking the subject should understand that regular nightly homework is necessary (up to 30 minutes). Subject material from one day forms the foundation for the material to be covered the next day.

ASSESSMENT
There are three kinds of assessment:
Supervised assessments
Extended Experimental Investigation
Extended Response tasks

SPECIAL CONDITIONS
Practical work is an essential part of the course. Students are expected to be self-motivated and capable of independent work.

CAREERS OR COURSES
Food Technologist; Industrial Chemist; Marine Biologist; Nurse, Pharmacist, Chemical Engineer, Pathologist or Wilderness Ranger.

Chemistry is a prerequisite for most science based tertiary courses.

PREREQUISITES
Minimum of a C in Year 10 English, Maths and Science. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
DRAMA

WHY DRAMA?
Drama provides a medium for exploration, social criticism, worship, celebration and entertainment. It enables students to define and shape their own identity within social and cultural contexts.

GENERAL COMMENTS
Students learn to express and communicate understanding through the enactment of real and imagined events to develop confidence, self-awareness and people skills. Practical work is an essential and integral part of this course. Students will be expected to be reliable and motivated to participate in individual and group learning experiences leading to practical and written assessment.

Students who take this subject often find assessments of an oral nature in other subjects are also enhanced by the skills developed. Drama is a Queensland Curriculum and Assessment Authority OP subject.

ASSESSMENT
The Year 11 and 12 course of study is a progression from Junior Drama which extends and challenges Forming (creating drama), Presenting (performing drama) and Responding (critiquing live drama) skills.

CAREERS OR COURSES
Studying Drama in Year 11 and 12 provides students with an excellent background for any career involving communication, people skills and creative industries.

Advertising Professional, Arts Project Manager, Arts Administrator, Event Management, Internet Professional, Journalist, Manager, Marketing Officer/Manager, Media Industry Specialist, Music Agent/Manager, Playwright, Project Developer, Project Manager, Teacher, Theatre Professionals and more.

SPECIAL EQUIPMENT OR ADDITIONAL COSTS
Students will need to attend several evening programs and excursions to complete certain assessment tasks. Some of these excursions will incur additional costs.

PREREQUISITES
Minimum of a C in Year 10 English. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
ECONOMICS

WHY ECONOMICS?
Economics is about how our country and other countries operate. If you want your student to be intelligently informed about issues including the share market, Government and its policies, unemployment, business (small and large), trade and much more, then this subject is for them.

GENERAL COMMENTS
Economics equips students with the ability to make intelligent decisions, analyses, estimates and/or comments on economic and business affairs within the country, using a Christian-based moral and ethical framework. They are challenged to read and critically appraise newspaper and business-related magazine articles as well as preview television news and current affairs items to form the basis of debate and discussion within class. The Internet is used wherever possible to download the latest statistics for interpretation and analysis as well as to simulate being investors in the share market. This, along with other class activities including excursions, allows and challenges students to become more informed, responsible Christian citizens.

ASSESSMENT
Topic based. Assessment items include: short response tests; research assignments; essays and oral presentations. Each topic is a building block but is tested on completion of the topic only.

CAREERS OR COURSES
Accountancy; Economic Forecaster/Advisor; Clerical; Economics Teacher; Employment Officer; Finance; Hospital Administration; Investment Adviser; Management; Marketing; Personnel; Public Relations; Real Estate; Small Business; Stock Broker; Trade (national/ international); Treasury and many more.

PREREQUISITES
Minimum of a C in Year 10 English. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
GRAPHICS

WHY GRAPHICS?
Graphics contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations. The course contributes to attainment of key competencies, helping students acquire the necessary employability skills to become productive members of society.

GENERAL COMMENTS
Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable.

Graphics develops students' understanding of design factors and design processes in graphical contexts. Design problems provide settings for units of work where students create graphical representations of design solutions for a range of audiences, including corporate and end-user clients. These design settings are based in the real-world design areas of industrial design, graphic design and built environment design (architecture, landscape architecture and interior design).

In the development of solutions to design problems, students sketch and draw freehand, develop spatial cognition and visualisation, produce technical graphical representations in both two- dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically. Students will interpret, generate and create visual communications for particular purposes and audiences. Students plan and produce graphical representations in simulated real-world contexts. They make judgments and justify decisions.

ASSESSMENT
Assessment throughout Senior Graphics predominantly focuses on Design Folios and to a less extent exams with only one exam per year where students are to solve a design problem via sketches and annotations.

CAREERS OR COURSES
Graphics is suitable for students intending to study or interested in the following areas: fields of graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

SPECIAL EQUIPMENT
Good quality equipment is available “at cost” from the Graphics Department.

PREREQUISITES
Highly Recommended minimum of a C in Year 10 Graphics. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
HOME ECONOMICS

WHY HOME ECONOMICS?

Home Economics has a focus on the health, resilience and well-being of individuals, families and society. In all cultural contexts, people need food, textiles and shelter as well as satisfactory ways of meeting nutritional, social, emotional, physical, cultural, aesthetic, environmental, ethical, financial and intellectual aspects of well-being. Home Economics is an academic subject with a strong practical component. This subject offers students opportunities to discover and further develop critical and creative capabilities.

GENERAL COMMENTS

There are three areas of study in the Home Economics course:

- Individuals, families and communities
- Nutrition and food
- Textiles and fashion.

Each area of study has the underlying focus on:

- the wellbeing of individuals, families and communities.
- a range of practical skills that are essential for resourceful, creative and innovative design and production.
- each student being self-motivated and time efficient.

This subject is an authority subject (OP subject).

ASSESSMENT

Assessment involves students:

- applying knowledge and understandings from the three areas of study across a range of situations.
- using research techniques such as analytical expositions or research reports to investigate an issue related to an area of study or resolving a design challenge. Students will be required to complete independent research.
- producing a product in food and textile contexts which involves planning, evaluating and reflecting as well as the performance of a range of practical skills.

CAREERS OR COURSES

Career opportunities are available in community and education agencies such as health, families, housing, and community services as well as in industries related to design, fashion, food and textiles. eg. Chef, child care worker, dietician, fashion designer, interior designer, nutritionist, teacher, food technologist, pattern maker, nurse, hospitality.

SPECIAL EQUIPMENT OR ADDITIONAL COSTS

Students must provide some of the consumable products. Eg. food, fabric, and various materials. Occasional excursions at nominal cost.

PREREQUISITES

Minimum of a C in Year 10 English and highly recommended minimum of a C in Year 10 Home Economics. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
LEGAL STUDIES

WHY LEGAL STUDIES?

Legal Studies introduces students to the structure of the legal system, the rights and responsibilities of citizens, and methods of settling disputes while also providing an insight into criminal and civil law. It examines ‘real issues’ affecting peoples’ lives and provides knowledge of ‘good citizenship’ from a Christian perspective.

Legal Studies is both an interesting and informative course of study which requires students to acquire and use correct legal terminology, analyse and evaluate in-depth, and undertake significant research.

GENERAL COMMENTS

Legal Studies is not a course solely for students wishing to enter the legal profession. It is a broad-based subject requiring students to keep abreast of events and trends within society. This means that they will require time to listen/watch the news and read newspapers and other media sources. Basic Internet skills will be required for research purposes.

ASSESSMENT

A range of assessment instruments is used. Assessment instruments include: essays; multimodal presentations; research assignments and conventional exams.

The main criteria assessed are:

Knowing and understanding the law
- Define and describe facts using legal terminology
- Explain legal concepts and processes
- Communicate measures using language conventions to suit purpose and audience

Investigating legal issues
- Select and organise legal information from sources
- Analyse legal situations to identify and examine legal issues and stakeholders perspectives
- Apply legal concepts and processes to legal issues to determine legal outcomes

Responding to the law
- Evaluate the law and stakeholder responses
- Make decisions and recommendations about legal outcomes and their implications
- Justify decisions and recommendations using evidence and legal reasoning

CAREERS OR COURSES

Law clerk; legal secretary; police officer; solicitor; teacher and migrant educator.

PREREQUISITES

Minimum of a C in Year 10 English. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
MATHEMATICS C

GENERAL COMMENTS

The course prepares students for further study of mathematics and related courses at tertiary institutions. Topics studied include: real and complex number systems; matrices and applications; vectors and applications; integral calculus; structures and patterns; co-ordinate geometry and differential equations.

Students will require a strong level of mathematical ability and interest, with a high level of abstract thought; well-developed study habits, self-motivation and a high level of commitment.

ASSESSMENT

Formal assessment will comprise of two major extended problem solving tasks and one or two written examination sessions per semester.

CAREERS OR COURSES

Mathematics C is a prerequisite or recommended subject for a number of tertiary courses, including: engineering, science and computer science courses.

SPECIAL EQUIPMENT

Each student will require a graphic calculator. This needs to be the recommended model. Refer to the equipment list or a maths teacher before purchasing a graphic calculator.

PREREQUISITES

Minimum of a C+ in Year 10 Maths with at least a C in the proficiency strand Problem Solving and Reasoning. Must also study Mathematics B. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
MODERN HISTORY

WHY MODERN HISTORY?

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

Through the study of Modern History, we can understand why our modern world is the way it is. We can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. We can understand that there are relationships between our needs and interests and a range of historical issues, people and events. We develop these understandings through processes of critical inquiry, debate and reflection, and through empathetic engagement with the standpoint of others.

There is a special focus on values. In historical studies, we encounter different values, investigate their origins and study their impact on human affairs. We begin to decide which values might guide us in building a more democratic, just and ecologically sustainable world for all people.

In our everyday lives, including in our work, we need to understand situations, place them in a long-term perspective, identify causes of change and continuity, acknowledge the perspectives of others, develop personal values, make judgments and reflect on our decisions. These are the skills that are developed and practised in all phases of historical study.

GENERAL COMMENTS

Modern History offers students a range of themes from within the twentieth century. Political movements, social movements and powerful people from different geographic regions are investigated through this course.

ASSESSMENT

Continuous in-class assessment comprising research portfolios, researched essays and presentations, short answer tests and extended response tests.

CAREERS OR COURSES

Further study of history can lead to careers in such areas as Librarian, Archivist, Records Manager, Genealogist, Museum Curator, Journalist, Diplomat and Analyst.

PREREQUISITES

Minimum of a C in Year 10 English. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
MUSIC

WHY MUSIC?

Music is a very important part of cultural activity. It is an academic subject with a significant practical component that facilitates creative expression and enriches the quality of the lives of those who perform and those who listen. A disciplined approach to the study of music enhances the study habits and memory skills a student will employ in other academic subjects.

GENERAL COMMENTS

Senior Music is intended to increase the student’s skills in Composition, Musicology and Performance. It covers a wide variety of musical genres and equips students with analytical skills that are transferable across the many and varied styles of music. Students are encouraged to appreciate quality music and are given tools and skills for understanding, performing and creating their own music. Aural skills are emphasised and each student’s ability on their chosen instrument (including voice) is given scope for development. Music is both a potential career and an enjoyable and enriching discipline giving students the opportunity to develop and utilise their creative talents. Most of all, however, it is an avenue through which we can actively worship our Creator God.

ASSESSMENT

Students will complete topic-based assessments in the areas of:

- Composition: creation of original music
- Musicology: extended analytical response to both visual and aural stimulus
- Performance: both individual and group presentation of musical performance

CAREERS OR COURSES

Advertising, church musical leaders, music performance, teaching, composing, music therapy, musical theatre, music production, sound engineering and professional musician.

Bachelor of Music, Bachelor of Arts, Bachelor of Education.

SPECIAL EQUIPMENT OR ADDITIONAL COSTS

Costs of score and / or audio files
Manuscript paper
Fees for concert performance excursions
Individual instrumental tuition would be an advantage
Earphones

PREREQUISITES

Minimum of a C in Year 10 English. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
MUSIC EXTENSION (Year 12 Only)

WHY MUSIC EXTENSION?
Music Extension is a second, separate, Music subject available to Year 12 students that extends on the Senior Music course and allows students to specialise in one of the three key areas of the study of Music: Composition, Musicology or Performance. Music Extension contributes towards a student’s OP to the same extent as any Authority Subject.

GENERAL COMMENTS
Music Extension is designed for students interested in exploring one of the three areas of the study of Music (composition, musicology and performance) in greater depth. Music Extension students undertake detailed studies in one of these specialisations. In doing so, they combine critical thinking, higher order problem-solving, astute analysis and evaluation and deep understanding with their attitudes, thoughts and feelings to communicate complex music ideas through their specialisation.

ASSESSMENT
Students will complete assessments in their chosen areas of speciality (composition, musicology or performance) in addition to an independent research task as negotiated with the teacher.

- Composition: creation of original music OR
- Musicology: extended analytical response to both visual and aural stimulus OR
- Performance: both individual and group presentation of musical

CAREERS OR COURSES
Professional Musician, advertising; music performance, music composition, teaching, music therapy, church music leadership, musical theatre, music production and sound engineering.
Bachelor of Music, Bachelor of Arts, Bachelor of Education.

SPECIAL EQUIPMENT OR ADDITIONAL COSTS
Student’s instruments
Costs of score and/or audio files
Contribution towards fees for recital venues
Individual instrumental tuition would be an advantage
Earphones

PREREQUISITES
Completed Year 11 Music (Semester 1 & 2) and be enrolled in Year 12 Music. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
PHYSICAL EDUCATION

WHY PHYSICAL EDUCATION?

Physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement.

Physical Education involves students learning about physical performance through activity and study.

GENERAL COMMENTS

There are three focus areas, they are:

- learning physical skills
- processes and effects of training and exercise
- equity and access to exercise sport and physical activity in Australian society

There are four physical activities - studied in Year 11 and revisited in Year 12

- at least one team and one individual activity will be included in the four selected activities

This subject requires consistent work in order to pass. Without application and motivation in all areas (physical activities and written assignments) the student cannot pass.

It is essential that students who choose this course be prepared to participate in all sports, and have a moderate personal fitness level.

Equal weighting and focus is placed on physical activity and written assessment.

ASSESSMENT

The assessments encourage students to be active, critically reflective and research orientated learners. Assessment involves students:

- applying conceptual understandings from the focus areas to the physical activities they are studying. Assessment techniques include the following: multimodal, research essay or report, supervised written
- active participation in the four course physical activities, which fit into the following categories:
  - team contact (direct interceptive)
  - team non-contact (indirect interceptive)
  - performance (individual or team)
  - aesthetic (individual or team)

CAREERS OR COURSES

- sport development, management, marketing, sales, sponsorship and fundraising
- sport and physical activity policy development
- sport journalism
- sport psychology and coaching
- athlete conditioning and management
- personal training
- primary, middle and senior school teaching
- athlete
- physiotherapist
PHYSICAL EDUCATION (Continued)

SPECIAL EQUIPMENT OR ADDITIONAL COSTS

Sports Uniform, runners, studded shoes. Occasional excursions, minor expenses for exams (e.g., orienteering).

PREREQUISITES

Minimum of a C in Year 10 English and highly recommended a minimum of a C in Year 10 HPE. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
PHYSICS

WHY PHYSICS?

Physics is the study of the physical world and universe about us. It attempts to explain this in terms of either descriptive or mathematical ‘models’ that we can then use to predict or explain different phenomena. The power of mathematics to describe the physical world is the key to the success of physics.

GENERAL COMMENTS

Typical questions dealt with in the course are:

- How fast would you need to travel in order to jump a bus?
- What forces hold you down?
- Is school really hard work?
- Why does the moon follow us around?
- How would you describe a wave?
- Why are some things magnetic and others not?
- What is smaller than an atom?
- How are shocks from a carpet produced?
- What is electricity?
- What makes a motor turn?
- What is a transistor and how does it work?
- What is really inside an atom?
- What forces are involved in car crashes?

These questions are answered in a combination of contexts and units. These are: Communication with waves; Vectors, measurement, and graphing; Cars, speed and safety; Electrostatics and DC circuits; Understanding space; Pressure and heat; Advanced motion; Motors and generators; Electronic devices; The search for understanding.

HOMEWORK: Physics requires a considerable time investment out of class. Around 30 minutes every night is needed to achieve a good grade.

ASSESSMENT

Assessment is made up of written assignments, extended experimental investigations, practical exams, and written exams. A grade is awarded across three criteria, reflecting knowledge, investigation, and evaluation.

SPECIAL CONDITIONS

It is useful for physics students to study Physics with Mathematics C as the two courses complement each other to some degree.

CAREERS OR COURSES

Applied Science; Architecture; Aviation; Dental Science; Engineering; Medicine; Pharmacy; Physiotherapy; Radiography; Science; Surveying and Veterinary Science.
PHYSICS (Continued)

SPECIAL EQUIPMENT OR ADDITIONAL COSTS

Cost of the equipment and / or parts for the Research Project in Year 11 & 12 - $30.

PREREQUISITES

Minimum of a C in Year 10 English, Maths and Science. Must also study Mathematics B. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
TECHNOLOGY STUDIES

WHY TECHNOLOGY STUDIES?

Technology Studies empowers students to explore the relationships between technology and society in order to be informed, responsible and responsive users and creators of technology. Technology encompasses the purposeful application of knowledge, resources, materials and processes to develop solutions. Solutions are the ideas and products developed in response to design problems.

Technology Studies engages students in responding to real-world problems. These problems are based on identified human needs or become opportunities for improvement or advancement. These real-world problems are referred to as design problems. In design problems, students consider the impact of sustainable design when developing innovative ideas and producing products. Sustainable design considers ethical perspectives through the principles of social, economic and environmental sustainability.

GENERAL COMMENTS

In Technology Studies, students develop an understanding of real-world product design and production processes. Technology Studies provides opportunities for students to develop skills in strategic and creative thinking, practical problem solving, information analysis, and project management, and challenges them to understand and appreciate technological innovation and its impact on society.

Using a design process, students investigate design problems from a variety of contexts considering the needs of individuals and communities or responding to identified opportunities. Students explore and analyse design factors to develop ideas and produce products through the practical application of manufacturing technologies and materials. Products are produced by students to confirm their design decisions.

Students build the skills of project management, enabling them to manage resources and risks effectively to develop solutions to design problems. Students critique and evaluate ideas and products against design criteria developed in response to the design problem and they justify decisions and make recommendations.

ASSESSMENT

Design Folios
Reports

CAREERS OR COURSES

A course of study in Technology Studies can establish a basis for further education and employment in fields of industrial design, product design, civil engineering, mechanical engineering, electrical engineering, architecture and project management.
ADDITIONAL COSTS

As students may choose to construct major projects of their own choice in Year 11 and 12, they are required to fund the cost of materials for these major projects.

PREREQUISITES

Minimum of a C in Year 10 English. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
VISUAL ART

WHY VISUAL ART?

Visual Art is a powerful means by which students communicate aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and ‘read’ is fundamental to becoming a critical consumer and / or producer of artworks.

Visual Art uses an inquiry learning model, enabling multi-modal thinking and individual responses through researching, developing, resolving and reflecting.

In making artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feeling, ideas, experiences and observations. In appraising artworks, students investigate artist expression and critically analyse artworks within diverse contexts.

ASSESSMENT

A wide range of assessment techniques are used to judge student achievement. These include both making and appraising tasks such as folios, bodies of work, essays, seminars, editorials and exhibitions. Achievement in Visual Art is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. The exit criteria are visual literacy, application and appraising.

CAREERS OR COURSES

A wide variety of career options are available, including but not limited to: visual artist, animator, graphic designer; architect; art educator; curator and photographer.

SPECIAL EQUIPMENT

Occasionally students will need to purchase specialist materials not supplied by the school. Students should purchase an A4 visual diary for each unit.

PREREQUISITES

Minimum of a C in Year 10 English. Please see the ‘Prerequisites and Recommendations for Authority Subjects’.
TAFE SUBJECTS

TAFE provides a wide range of short courses. These courses range over the vocational, physical and practical areas. Some of the courses are: childcare, commercial cooking, graphic design, motor mechanics, fitness, construction and electrotechnology.

The courses carry formal credit towards higher certificate courses and so appear on the Queensland Certificate of Education.

TAFE Qld conducts these courses at their Mt Gravatt, Logan, Southbank and Alexandra Hills campuses. Skills Tech Australia offers courses at Alexandra Hills and Acacia Ridge.

GENERAL COMMENTS

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

ASSESSMENT

As per TAFE curriculum.

CAREERS OR COURSES

Limited by choice and demand.

SPECIAL EQUIPMENT OR ADDITIONAL COSTS

Parents are responsible for tuition, material and transportation costs. Material costs vary according to the subject.

PREREQUISITES

As per TAFE Handbook.

BRISBANE SCHOOL OF DISTANCE EDUCATION (BSDE)

Course outlines for the BSDE subjects listed in the Contents page and in the Subject List page can be found at the following location.

https://brisbanesde.eq.edu.au/Curriculum/Seniorsecondary/Pages/Course-Outlines.aspx

Printed copies are available in your Information Pack or on request.