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Introduction

What an exciting time in a student’s life – mapping a 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 9 and 10. Our Careers Advisor, Mr Peters; Academic Dean, Mr Cowley; subject teachers and administrative staff are always willing to provide assistance as you make this important decision. **Please note that throughout this guide, reference is made to an ‘OP’, knowing that the 2016 Year 9 cohort will not receive an ‘OP’ as such (pending the QCAA review of senior assessment and tertiary entrance).**

The appendix at the back of this booklet gives a brief explanation of what to look forward to in Years 11 and 12. Use this as a reference if you would like to be knowledgeable about where your child is heading in the near future. **Years 9 and 10 matter!**

CHOOSING SUBJECTS

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

- they enjoy
- they have demonstrated some ability in or aptitude for
- that lead to planned future courses and career goals
- that develop skills, knowledge and attitudes useful throughout their lives

Sample Subject Selection Form

Students will be enrolled in each of the Core Subjects and one Elective Subject from each line. Courses taken in Years 9 and 10 are designed to be taught over a two year period. Subject changes will only be considered in extenuating circumstances.

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

1. Religious Studies
2. English
3. Mathematics
4. Science
5. History/Geography
6. Class Sport and School Sport

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

7. Music Health and Physical Education Home Economics
8. Information & Communications Technology (ICT) Graphics Drama
9. Visual Art Industrial Technology & Design Business Education

NOTES:

Some subjects/courses may involve additional costs due to ‘take home’ projects, specialised equipment or excursions.

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.

Updated 3 Nov 2015
HOW OFTEN CAN SUBJECTS BE CHOSEN?
Towards the end of Year 8, elective subjects are chosen for Years 9 and 10; these are two year courses. Towards the end of Year 10, students will choose subjects for Years 11 and 12; these are two year courses as well. Please see the appendix 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.

CHANGING SUBJECTS
BAC seeks to ensure that students are studying a course that is most satisfying and fulfilling to them. Good initial decisions regarding subject choice are therefore important. On some occasions, however, students may decide that they would benefit from studying a different subject.

An application will only be considered:
• within the first three weeks of the semester
• at the end of the semester
• under exceptional circumstances with the approval of the Academic Committee

Approval is dependent upon:
• a position being available within the class
• the student’s academic performance
• the student’s behavioural record
• a willingness to catch up on work missed

Notes:
You may only change class when you have completed a Subject Change Application Form, been granted approval and received a new Subject Entry Form from the Secondary Office.

Some classes have limitations on the number of available places. In the event of a class being full, students may be able to place their name on a waiting list for a possible future placement in the subject.

Students are encouraged to seek the advice of our Careers Advisor in making application to change subjects.

Elective subjects studied in Years 9 and 10 are taught over a two year period. Year 10 builds on the knowledge acquired in Year 9. Consequently, changing subjects in Year 10 may not be possible, but will be considered on an individual basis.

ASSESSMENT POLICY
At the time of print, the College Assessment Policy is under review. The essence of it is summarised below.

The following statement is taken from a Queensland Curriculum and Assessment Authority document. “In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date.”

This means that without an approved extension, late submission of assessment tasks should not be accepted. Extension request forms are available from the Academic Dean’s Office, located in the LRC, and need to be completed well in advance of the assessment being due. Extenuating circumstances will only be considered for extensions. It is not uncommon for requests to be declined.
Assessments and the End of Term

It is very important for a student’s academic success, their development in responsibility, and the good order of the College, to attend school on all school days. Consideration will be given for illness or unavoidable circumstances affecting the family, such as bereavement. Taking a holiday early is not considered to be an unavoidable circumstance.

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

If you are hoping to take holidays during the school term, contact the College first to see what the implications may be for your child. Missed learning and assessments may have significant consequences that would be best avoided.

Special Provision

Special provision 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.

BAC endeavours to help all students have a fair and equitable opportunity in their subject examinations. 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

Eligible students may be entitled to adjustments such as:

• large print examination materials
• rest breaks
• additional time
• alternative examination location

If you would like to apply for Special Provisions for the upcoming examination block, please make an appointment with the Academic Dean.

SUBJECT OUTLINES

The following pages contain important information about each of the 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.
Years 9 & 10 Core Subjects

RELIGIOUS STUDIES

INTRODUCTION
Religious Studies is a subject at the very core of this school’s existence. Students explore themes which develop their belief, faith and trust in the God who is both the God of Creation and their personal Saviour.

CONTENT
What is our God really like? How do I relate to Him? How do I relate to others around me, including those in need? What does the Bible tell me about how I should live my life? These are the critical questions at the centre of the curriculum for Years 9 and 10.

ASSESSMENT
Assessment tasks will cover a variety of group and individual activities. Journals, multimodal presentations, speeches, reports, case studies, essays and exams will be used to give the student an opportunity to demonstrate learning achieved during the course.

LINKS TO SENIOR SUBJECTS
Students who achieve well in Religious Studies have the option of doing the OP subject ‘Study of Religion’ in Years 11 and 12. Students not enrolled in Study of Religion will take Religion and Ethics. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide.

SPECIFIC REQUIREMENTS
Students need their own study Bible and a willingness to consider questions and search for answers that will last!
ENGLISH

INTRODUCTION
Studying English is essential for all students. It helps them to develop effective communication skills, to think imaginatively and to ultimately become learned 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. The 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.

LINKS TO SENIOR SUBJECTS
English in Years 9 and 10 links to English or English Communication (non OP) in Years 11 and 12. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide. Please note that English is a prerequisite for almost all university courses.
MATHEMATICS

INTRODUCTION
Mathematics is a compulsory subject in Years 9 and 10. The Year 9 Mathematics course provides a foundation for the work that will be studied through to Year 12. Each class in Year 9 follows the same program, before students are placed into either Mathematics or Mathematics (Core) for Year 10.

To be eligible to be placed into Mathematics in Year 10, a student will need to achieve an overall grade of a C+ or higher in Year 9.

CONTENT
As per the Australian Curriculum, content includes Number and Algebra, Measurement and Geometry, Statistics and Probability.

ASSESSMENT
Each semester’s assessment consists of a combination of either unit tests or term tests and assignments. Students are graded on their ability to be fluent at Maths as well as their understanding of it. They are also assessed on their problem solving and reasoning skills.

LINKS TO SENIOR SUBJECTS
Mathematics in Years 9 and 10 links directly to either Maths A or Maths B and/or Maths C in Years 11 and 12. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide.
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 in science. It encourages students to learn problem solving and research skills. Understanding science is vital to becoming an informed citizen. Students at Brisbane Adventist College are encouraged and given opportunity to reflect on the significance of science for Christian faith.

A Science and a Science (Core) course is offered in Year 10. The Science course is targeted at students aiming to study a science subject in Years 11 and 12. The Science (Core) course aims to provide students completing formal science studies in Year 10 with science content and skills essential for everyday life. Students with a C+ or better will be considered for the Science course.

CONTENT
In Years 9 and 10, a selection of topics that provide a foundation for further study in the sciences and topics of general interest are presented. Topics include: Chemical reactions; Heat, light, and sound; Plate tectonics; Deserts; Space; Genetics; Forces and Motion; Ecosystems; Alternative energy; and Climate change.

ASSESSMENT
Assessment in Science is drawn from a combination of topic tests and laboratory reports. A major assignment is completed in each semester.

LINKS TO SENIOR SUBJECTS
Junior Science provides a foundation for Physics, Chemistry, and Biology in senior school. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide for students wishing to study a science subject at senior level.

SPECIFIC REQUIREMENTS
Students need to bring to class their textbook, notebook, pens, calculator, ruler, pencil, and protractor.
Additional costs, usually less than $20, may be incurred when purchasing materials for one of the assignments each year.
HISTORY

INTRODUCTION
History is a study of the record of past events to help students develop a better understanding of the world we live in. Awareness of history is an essential characteristic of any society; historical knowledge is fundamental to understanding ourselves and others and historical understanding is as foundational and challenging as other disciplines. History is a distinctive and indispensable form of understanding practiced across many generations. Human civilisation is marked by a preservation of the past in oral memory, documents, artefacts, monuments and traditions. It provides knowledge, understanding and appreciation of previous events, people, practices and ideas. It orders them, renders them intelligible and discerns patterns of continuity and change. It provides the means whereby individual and collective identities are formed and sustained. It enriches the present and illuminates the future.

History stretches from the distant past to the present, and provides a deeper understanding of present-day events as well as the enduring significance of earlier ones. It introduces us to a variety of human experience, enables us to see the world through the eyes of others, and enriches our appreciation of the nature of change.

CONTENT
Units in History are based on the following themes:

Year 9
• The Industrial Revolution
• Making a Nation (Australia from 1750-1918)
• World War I

Year 10
• World War II
• Rights and Freedoms
• Migration Experiences

ASSESSMENT
Assessment in History is drawn from a combination of written assignments, multi-modal presentations and oral presentations.

LINKS TO SENIOR SUBJECTS
A satisfactory achievement in History is a prerequisite for students wishing to study senior Modern History or Ancient History (BSDE). Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide.

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GEOGRAPHY

INTRODUCTION
Geography is the study of Earth’s landscapes, peoples, places and environments. It is, quite simply, about the world in which we live. Geographers investigate the character of places, the distribution of phenomena across space, biophysical processes and features, and dynamic relationships between humans and environments. They are motivated by issues such as social and environmental justice, and the efficient, equitable and sustainable use of resources.

Geography is one of the few disciplines that encompass very different ways of knowing, from the natural and social sciences to the humanities. Geographers are therefore uniquely equipped to understand and address critical problems facing the world, including population explosion, growth of megacities, natural hazards, environmental degradation, and climate change. Many of the world’s problems require an understanding of the interdependence between human activities and the natural and cultural environment.

Geography is, in the broadest sense, an education for life and for living. Learning through geography, whether gained through formal learning or experientially through travel, fieldwork and expeditions, helps us all to be more socially and environmentally sensitive, informed and responsible citizens.

CONTENT
Units in Geography are based on the following themes:

Year 9
• Biomes and Food Security
• Exploring Interconnections

Year 10
• Environmental Change and Management
• Global Geographies of Wellbeing

ASSESSMENT
Assessment in Geography is drawn from a combination of written reports, multi-modal presentations and tests.

LINKS TO SENIOR SUBJECTS
While senior Geography is not offered (other than through the BSDE), many of the skills and concepts learned are used in Biology, Economics, and Legal Studies. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide.
CLASS SPORT

INTRODUCTION
Class Sport, although not assessed, has the following aims and benefits:

• Work as a team player
• Develop skills specific to each game
• Encourage sportsmanship
• ‘To give it a go’ even though you may not be the best
• Challenge yourself
• Personal organisation and responsibility of own equipment
• Provide opportunities to enhance physical fitness

CONTENT
The goal is to cover a wide variety of fitness skills, sports and games to expose students to new and challenging physical performance situations and to encourage a physically active lifestyle.

ASSESSMENT
None

LINKS TO SENIOR SUBJECTS
Physical Education

SPECIFIC REQUIREMENTS
Students are expected to bring full PE uniform on Class Sport days. They are required to change into that uniform at school, preceding the class. They must be on time to class – getting changed is not an excuse for being late.
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
- Flag Grid Iron
- Ice Skating
- Netball
- Rock Climbing
- Rugby Union
- Soccer
- Softball
- Squash
- Swimming
- Ten Pin Bowling
- Tennis
- Touch Football
- Ultimate Frisbee
- Volleyball
- Weights
- Zumba

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

Full regulation Brisbane Adventist College sport uniform is compulsory for participation.
Years 9 & 10 Elective Subjects

BUSINESS EDUCATION

INTRODUCTION
Business Education is a junior school subject that lays the groundwork for a number of senior OP subjects. It provides a direct link to Accounting, Economics, and Legal Studies. Business Education provides an excellent basis for understanding how the world works, particularly within the context of finance and economics.

CONTENT
Students in Business Education get to experience a variety of subjects, including: business structures and management, the workplace, bookkeeping and accounting, introductory economics, small business management, and marketing and promotion. This involves classroom activities and excursions.

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

LINKS TO SENIOR SUBJECTS
Business Education links to Accounting, Economics and Legal Studies in Years 11 and 12. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide.

SPECIFIC REQUIREMENTS
Students will need a calculator and accounting paper for some units of work.
DRAMA

INTRODUCTION
Drama is essentially a reflection, a mirror of who we are, the experiences we share and the views we have. What we see on stage is a reflection of what we see in ourselves and the world around us. By experiencing drama, we learn to laugh at ourselves and empathise with others. We are challenged to change what we don’t like and to celebrate our successes. Drama allows us to ride the waves of human emotion and has the power to move us individually and as a community.

CONTENT
In Drama, students are exposed to a variety of challenging issues and topics which they explore while developing their acting skills and an understanding of dramatic styles, both historical and contemporary. Self-confidence and teamwork skills are nurtured as each student is introduced to the power of performance.

ASSESSMENT
Drama is assessed in three ways:
- Forming drama: Creating drama, ie: scriptwriting, improvisation, directing skills
- Presenting drama: Performance
- Responding to drama: Reflecting on live performance, ie: reviews, orals

LINKS TO SENIOR SUBJECTS
Junior Drama provides a strong foundation and exposes students to the types of assessments experienced in Drama in Years 11 and 12. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide.

SPECIFIC REQUIREMENTS
While most assessments take place during school hours, some performances will take place in the evening or on weekends. Students doing Drama will be required to attend these performances. These are arranged to provide students with an exposure to performing with an audience and to give parents and family the opportunity to see their child’s talent and celebrate in their success.

OTHER
Excursions to performing arts events will be arranged both during school and in the evenings. These excursions may incur an additional cost.

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GRAPHICS

INTRODUCTION
Graphics is a course that develops skills in interpreting, generating and creating graphical communication. Students learn by practical experiences in problem based situations. Students are challenged to combine skills and knowledge to solve graphical problems as well as communicate original ideas and designs. As students develop in skill and understanding, they are encouraged to think independently, purposefully and critically to develop solutions to the given problems. Study areas expand the mind to three-dimensional thinking and problem solving.

CONTENT
Junior Graphics is a study of established methods (both manual and computer assisted drafting) of communicating technical and general information. Students will be provided with the opportunity to gain considerable experience, utilising Autodesk software to produce graphical solutions in the contextual areas of Engineering (Autodesk Inventor software) and Architecture (Autodesk Revit software).

Areas of study include:
• Geometrical drawing and construction
• Basic engineering drafting
• Pictorial views
• Developments
• Plan perspective
• Presentational graphics
• Introduction to architectural studies

ASSESSMENT
An assessment plan in Graphics usually consists of:
• a folio of drawings selected from classwork and homework
• practical drawing tests and exams
• design folios in both Architectural and Engineering contextual areas of study

LINKS TO SENIOR SUBJECTS
Years 9 and 10 Graphics links to Graphics in Years 11 and 12. Graphics is predominantly design folio based assessment, where students study the following three context areas: Graphic Design, Built Environment, and Product Design. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide.

SPECIFIC REQUIREMENTS
Quality drawing equipment is available at cost from the Graphics Department.
HEALTH & PHYSICAL EDUCATION

INTRODUCTION
This subject involves learning and practicing healthy lifestyles, and students becoming more responsible for decisions regarding their health. Students also learn and practice the skills of physical activities, such as games and sports, athletics, outdoor pursuits and aquatics. Students are taught how to improve their performance in these activities.

CONTENT
Health & Physical Education requires continued involvement in both practical and theoretical work. Areas of study can include: exercise physiology, sports injuries, health and diet, human development, drug awareness, responsible choices, physical fitness, training strategies, biomechanics, sport in society, aquatics, athletics, and a range of team sports.

ASSESSMENT
Assessment in this subject includes: written tests, oral presentations, preparation and completion of reports, assignments, and practical assessments.

LINKS TO SENIOR SUBJECTS
Years 9 and 10 HPE links to Physical Education in Years 11 and 12. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide.

SPECIFIC REQUIREMENTS
Students are expected to wear full PE uniform for all practical lessons, which includes sport hat and lace-up sports shoes, worn correctly. Students who choose this subject must be physically able to complete the course and are expected to be actively involved in all components of the course. Field trips or visits to outside venues may take place from time to time, which may necessitate additional costs to students.
HOME ECONOMICS

INTRODUCTION
Home Economics focuses on the wellbeing of individuals, the family and the community in relation to everyday activities. The skills, attitudes and understandings presented in Home Economics are those which allow students to function effectively in a wide range of life roles. This subject has a balance and link between theoretical and practical applications.

CONTENT
Home Economics combines the theoretical understandings and practical applications related to:
- food and nutrition
- relationships and behavior
- textiles and fashion
- human development
- architecture and the built environment

Students will investigate; research; develop opinions; consider personal, family and wider community impacts; question individual values and beliefs; and design and develop products within all of the topic areas studied over Years 9 and 10.

ASSESSMENT
Students will have a range of assessment types:
- Knowledge and understanding – tests, terminology
- Application and processing – folios, assignments, Powerpoints and concept boards, evaluating and reflecting
- Practical performance – textiles, food and nutrition, interior design and fashion design

LINKS TO SENIOR SUBJECTS
Home Economics in Years 9 and 10 prepares students for Home Economics in Years 11 and 12. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide.

SPECIFIC REQUIREMENTS
Home Economics has a practical component which is an integral part of the course. It is therefore expected that students will complete and participate in both the theoretical and practical assessment tasks. It will be necessary for each student to purchase various resources required for the practical assessment tasks.

OTHER
Home Economics prepares students for various career opportunities, including: textiles, fashion, nutrition, dietetics, social work, event management, childcare, teaching, nursing and interior design.
INDUSTRIAL TECHNOLOGY AND DESIGN

INTRODUCTION
Skills for Life and Leisure! Industrial Technology and Design endeavours to prepare young men and women to live and contribute in 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 presenting them with problems for which they are required to provide practical solutions (the skills of project management).

CONTENT
Students will be required to utilise a wide range of materials, such as various timber species and metals, to design and construct projects and design challenges.

ASSESSMENT
An assessment plan in Industrial Technology and Design usually consists of:
• practical outcomes
• design folios
• research reports

LINKS TO SENIOR SUBJECTS
Industrial Technology and Design flows through to a Technology Studies in Years 11 and 12. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide.

SPECIFIC REQUIREMENTS
If students make considerably larger or more expensive projects than budgeted, they may be required to subsidise the cost of the project.
INFORMATION AND COMMUNICATIONS TECHNOLOGY

INTRODUCTION
This subject aims to develop knowledge and skills in the use of computers and communications technology with an emphasis on computer use at school, at home, and preparation for computer use in business.

CONTENT
The broad areas covered in this course are:
• Computer hardware and operating systems
• Video Editing
• Using software for business applications
• Animation
• Introduction to programming
• Social and ethical issues related to computer use
• Website development

ASSESSMENT
Assessment emphasises practical skills and involves:
• projects
• written assignments
• exams

LINKS TO SENIOR SUBJECTS
ICT links to Information Technology Systems and Information Processing and Technology (BSDE) in Years 11 and 12. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide.

SPECIFIC REQUIREMENTS
Students need to ensure that they attend class with an operational laptop computer.
MUSIC

INTRODUCTION
The junior Music program is designed for students to learn to think in “sound”. In a world that is increasingly saturated with media and music, it is great for students to be able to understand, manipulate, create and perform music and use music technology.

CONTENT
During Years 9 and 10, students will study a variety of music forms and styles including: Blues and Negro Spirituals, Musical Theatre, Pioneers of Rock, Music on TV, Jazz, Music’s Greatest Composers, and Vocal and Instrumental Music.

ASSESSMENT
In Music, students will learn and be assessed in three ways:
• Performance – both individually and in groups
• Composition
• Musicology: music theory, history and analysis.

LINKS TO SENIOR SUBJECTS
Years 9 and 10 Music provides a strong foundation and exposes students to the types of assessments set in Music in Years 11 and 12. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide.

SPECIFIC REQUIREMENTS
Students choosing Music must have a basic ability to read and write music, and to sing or play an instrument. It is expected that students will perform for audiences at different times of the year, which may be their peers in class, or for larger College concerts and events.

It would be helpful for students to have either of the following for Music class: USB, MP3, iPod; they will need earphones.

OTHER
Excursions and performing arts events will be arranged both during school and in the evenings. These excursions may incur an additional cost.
VISUAL ART

INTRODUCTION
Anyone with an artistic flair will understand the fulfillment and pleasure that comes from creating, but Visual Art is more than that. In this subject, self-expression and creative independence are encouraged through a wide range of opportunities. Through a variety of learning experiences, students examine the world around them, explore their individuality, and learn to create artworks which communicate their ideas and opinions in a visual way.

CONTENT
Students are introduced to a variety of mediums though a range of interesting subjects and styles. Each unit aims to challenge students to experiment and explore, while developing skills and knowledge in visual communication. These skills are taught both practically and theoretically.

ASSESSMENT
Visual Art is assessed in two ways:
• Making Art: Practical tasks which assess visual literacy and application.
• Appraising Art: Discussion of artists, artworks and art styles through modes such as seminars, critiques and essays.

LINKS TO SENIOR SUBJECTS
Years 9 and 10 Visual Art provides a solid foundation for work set in Visual Art in Years 11 and 12. Please see the ‘Prerequisites and Recommendations for Authority Subjects’ in the appendix of this guide.

SPECIFIC REQUIREMENTS
Most basic materials are provided by the school, however on occasions, students may have to purchase task specific materials of their own. Each student must purchase an A4 Visual Art journal per unit of study.

OTHER
Excursions are organised once or twice a year. These excursions may incur an additional cost.
APPENDIX:

This appendix contains a brief summary of some important information for Years 11 and 12 to enable you to see the ‘bigger picture’. More detailed information is available in the Senior Student Information Guide and 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. All courses offered at the senior level have work programs approved by the Queensland Curriculum and Assessment Authority.

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

- Senior Statement - lists all subjects and achievement level for each
- Tertiary Entrance Statement, if you are eligible for an Overall Position (OP) and Field Positions (FP)
- Queensland Certificate of Education (QCE), if eligible

The Queensland Curriculum and Assessment Authority is currently reviewing the process of senior assessment and tertiary entrance. Details of what will replace the current system for the Year 9 class of 2016 will be communicated as soon as the information is available. This document still refers to the ‘OP’ as it will likely be replaced with a ranking system based on similar principles.

Alternate pathways are an exciting and developing part of education 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 with a practical, rather than academic, orientation are strongly encouraged to consider these options. Please contact the Careers Coordinator (Mr Peters) if you would like more information.

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

1. **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.

2. **Authority registered subjects** 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. These subjects are *italicised and underlined* on the sample subject selection form. A student who is not considering university as part of a career path would usually choose authority registered subjects.

3. **Vocational courses** 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).
OVERALL POSITION (OP)

Before attempting to select the subjects, students must first consider whether they wish to go to university or not. To gain entrance to university at the completion of school, students need to obtain an Overall Position, or what is commonly known as an OP score. OP scores are reported as bands, with an OP of 1 being highest (the most desired) and OP of 25 being the lowest (the least desired).

It is possible for students to gain entry to university through other means, e.g. via a TAFE diploma, mature-aged entry or an OP-equivalent rank. If you are interested in these possibilities, please discuss them with Mr Peters.

If a student is quite sure he or she wishes to leave school after Year 12 and go directly into employment, apprenticeship or to TAFE, it may not be necessary to receive an OP. Discuss this option with your parents and Mr Peters.

Minimum Requirements to gain an OP Score

To be eligible to receive an OP, a student must:

1. complete 20 semester units of Authority subjects (you get one semester unit for each subject per completed semester)
2. complete at least three Authority subjects for the full four semesters each (i.e. changing subjects too often can make you ineligible)
3. have sat the Queensland Core Skills (QCS) Test. More detailed information about OP’s can be found at the website http://www.qcaa.qld.edu.au/630.html
QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Put very simply, if a student passes five subjects (including Maths and English) over the course of Years 11 and 12, they will receive a QCE. The number of credits a student earns for any particular subject is equal to the number of semesters (during Years 11 and 12) completed, provided they have ‘exited’ the subject on a Sound Achievement or better (i.e. on a passing grade).

Now for more detail: The Queensland Certificate of Education (QCE) is an achievement-based certificate that recognises a broad range of learning. It attests to a significant amount of learning in the Senior Phase of Learning at or above the set standard (sound achievement), and it includes achievement in literacy or numeracy.

The QCE will be awarded when a young person has:

• attained at least 20 credits for learning achievements of which:
  ○ at least 12 credits are gained from completed courses of study, at or above the set standard of achievement, selected from the ‘core courses’ of study (all subjects offered on the BAC Campus are ‘core’ courses).
  ○ up to eight credits are gained from core, preparatory, enrichment and/or advanced courses of study or part completion of some specified courses of study. Some BAC students access these type of courses through partner institutions.

• met the set standards for literacy and numeracy.

Please check the QSA website for complete details and requirements of the QCE. You can find this information at http://www.qcaa.qld.edu.au/589.html
CHOOSING SENIOR SUBJECTS

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 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.

• Mr Rob Peters, 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.
# SENIOR SUBJECTS

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

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

*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 FOR 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</td>
<td></td>
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<tr>
<td></td>
<td>Minimum of a C in Year 10 Maths (Core)</td>
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<tr>
<td></td>
<td>Minimum of a C in Year 10 Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minimum of a B in Year 10 Science (Core)</td>
<td></td>
</tr>
<tr>
<td>Business Communication and</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>Technologies *</td>
<td>Minimum of a C in Year 10 Business Education</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Minimum of a C in Year 10 English</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>
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<tr>
<td>English</td>
<td>Minimum of a C in Year 10 English</td>
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<tr>
<td>English Extension *</td>
<td>Minimum of an A in Year 11 English</td>
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</tr>
<tr>
<td>(Year 12 only)</td>
<td>Minimum of a C in Year 10 French</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></td>
<td>Minimum of a B in Year 10 English</td>
<td>Minimum of a B in Year 10 English</td>
</tr>
<tr>
<td>German *</td>
<td>Minimum of a C in Year 10 German</td>
<td></td>
</tr>
<tr>
<td>Graphics</td>
<td>Minimum of a C in Year 10 Graphics</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>
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</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>Minimum of a C in Year 10 Maths (Core)</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>Minimum of a C in Year 10 English</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>Minimum of a C in Year 10 Maths</td>
</tr>
<tr>
<td></td>
<td>Minimum of a C in Year 10 Science</td>
<td>Minimum of a C in Year 10 Science</td>
</tr>
<tr>
<td></td>
<td>Must also study Mathematics B</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>Minimum of a C in Year 10 Industrial Technology &amp; Design</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>

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CHANGING SUBJECTS AT SENIOR LEVEL

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.

An application will only be considered:

- within the first three weeks of the semester
- at the end of the semester
- under exceptional circumstances with the approval of the Academic Committee

Approval is dependent upon:

- a position being available within the class
- meeting subject prerequisites
- the student’s behavioural record
- a willingness to catch up on work missed.