



Senior Student

Info

Guide

2017 2018

Years 11 & 12

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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 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.

As the senior years of school are aimed at tertiary preparation, it is important to consider which combination of subjects need to be studied. In Years 11 and 12, students are required to study both English and Mathematics; they also choose four additional subjects from the elective lines that encompass the Learning Areas of Arts, Business and Economics, Health and Physical Education, Humanities and Social Sciences, Languages, Sciences and Technologies. All students participate in weekly co-curricular programs of Encounter (Religious Studies), Chapel, Sport and QCS/Post-Secondary preparation.

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

OPTION 1: UNIVERSITY/TERTIARY

Students who are pursuing a university/tertiary pathway can follow an academic track that includes at least 5 Authority subjects. This pathway is ideal for students who want to exit Year 12 with an OP and have planned a tertiary pathway to either University or TAFE. This option may also include a student participating in the Tertiary Enhanced Studies Program.

OPTION 2: MIX

Students who are unsure about the direction of their future study or vocational goals can still pursue a combination of both OP and non-OP subjects while studying Year 11 and 12. This may mean a selection of 5 Authority subjects with the addition of one vocational subject to remain OP-eligible. However a student could choose fewer than 5 Authority subjects with more than one vocational subject if they are choose to be OP-ineligible. This pathway is ideal for students who want to choose from the 5 non-OP subjects offered on each subject line at BAC and pursue TAFE or a school-based apprenticeship or traineeship.

OPTION 3: EARLY START

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

At the end of Year 12, students will 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.

PROCEDURE FOR COURSE SELECTION

PROCESS

- Senior Education and Training (SET) Plan preparation
- Senior Student Careers and Tertiary Study Expo at BAC (August)
- Year 10 Information evening
- Read, sign and return the **Senior Phase of Learning Agreement**

CHOOSING 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

SUGGESTED GUIDELINES

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

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

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

- prerequisite subjects (subjects which must be taken 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.

PROCEDURE FOR COURSE SELECTION (continued)

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

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.

PROCEDURE FOR COURSE SELECTION (continued)

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, and 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.

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.

You 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.

Senior Core Subjects

ENCOUNTER (RELIGIOUS STUDIES)

INTRODUCTION

Encounter 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

All students will participate in the **Encounter** program from Years 7 to 12, however the program of work has not been developed by QCAA. The content and learning experiences have been developed by Adventist Schools Australia of behalf of all Seventh-day Adventist Schools in Australia, New Zealand and United States of America.

SPECIFIC REQUIREMENTS

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

ENGLISH

CONTENT

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

Please note that **English** is a prerequisite for almost all university courses.

PREREQUISITES

Minimum of a C in Year 10 **English**. Please see the '*Prerequisites and Recommendations for Authority Subjects*' in the appendix of this guide.

ENGLISH COMMUNICATION (Authority Registered Subject)

CONTENT

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.

MATHEMATICS A

CONTENT

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'* in the appendix of this guide.

MATHEMATICS B

CONTENT

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 **Mathematics** 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*' in the appendix of this guide.

PREVOCATIONAL MATHEMATICS (Authority Registered Subject)

CONTENT

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.

Senior Elective Subjects

ACCOUNTING

INTRODUCTION – 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.

CONTENT

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 e.g. 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*' in the appendix of this guide.

BIOLOGY

INTRODUCTION – 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.

CONTENT

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 the three skills of 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 (e.g. Environmental Law)

SPECIAL EQUIPMENT OF ADDITIONAL COSTS

Year 12 – overnight field trip

Year 11 – field trip (full day)

PREREQUISITES

Minimum of a C in Year 10 **English** and **Maths (Core)**; a C or better in **Science** or a B or better in **Science (Core)**. Please see the '*Prerequisites and Recommendations for Authority Subjects*' in the appendix of this guide.

CHEMISTRY

INTRODUCTION – 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.

CONTENT

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

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.

SPECIAL CONDITIONS

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

PREREQUISITES

Minimum of a C in Year 10 **English**, **Maths** and **Science**. Please see the '*Prerequisites and Recommendations for Authority Subjects*' in the appendix of this guide.

DRAMA

INTRODUCTION – 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.

CONTENT

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 **Drama** often find assessments of an oral nature in other subjects are also enhanced by the skills developed.

ASSESSMENT

The Year 11 and 12 course of study is a progression from Junior **Drama** which extends and challenges skills of: forming (creating drama); presenting (performing drama); and, responding (critiquing live drama).

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*' in the appendix of this guide.

ECONOMICS

INTRODUCTION – 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.

CONTENT

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*' in the appendix of this guide.

ENGINEERING

INTRODUCTION – WHY ENGINEERING?

This subject is designed for students who have an interest in the practical application of science, mathematics and technology. This course will help students understand the broad concepts and principles of engineering, reinforcing conceptual ideas through practical 'hands-on' activities. Integrated throughout is the development of technical communication skills applicable to engineering.

CONTENT

The broad areas covered in this course are:

- engineering materials – the nature of materials, their property-structure relationship, and various mechanisms for modifying materials
- engineering mechanics – the study of mechanics and associated practical applications
- control systems – the application of hardware and mechanisms for automated processes in industry and society

ASSESSMENT

Assessment emphasises practical skills and involves:

- project and research work
- investigations and written assignments
- responses to stimulus materials

CAREERS OR COURSES

This course can establish a basis for further education and employment in the fields of agriculture, aerospace (aviation), biomedicine, construction, energy, manufacturing, mining, sustainability and transportation.

PREREQUISITES

Minimum of a C in Year 10 **Engineering Technology**; highly recommended that a minimum of a C or better in **Year 10 Mathematics B Preparation**. Please see the '*Prerequisites and Recommendations for Authority Subjects*' in the appendix of this guide.

GRAPHICS

INTRODUCTION – 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.

CONTENT

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).

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 OR ADDITIONAL COSTS

Good quality equipment is available 'at cost' from the Graphics Department.

PREREQUISITES

Minimum of a C in Year 10 **Graphics**. Please see the '*Prerequisites and Recommendations for Authority Subjects*' in the appendix of this guide.

HOME ECONOMICS

INTRODUCTION – 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.

CONTENT

There are three areas of study in the **Home Economics** course: individuals, families and communities; nutrition and food; and, 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.

ASSESSMENT

- 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, 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 (e.g. 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*' in the appendix of this guide.

LEGAL STUDIES

INTRODUCTION – 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.

CONTENT

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
- Investigating legal issues
- Responding to the law

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*' in the appendix of this guide.

MANUFACTURING (Authority Registered Subject)

INTRODUCTION – WHY MANUFACTURING?

Manufacturing is a project-based or activity-based course that emphasises using current industry practice and safe technological processes to solve problems or complete tasks in a workshop. Projects and practical activities set the context within which the key elements of the course are delivered and provide the means for the consolidation and application of skills and knowledge. The course is able to accommodate new and emerging technologies in the manufacturing industries and the wide range of interests and abilities of the students who take the course.

CONTENT

Subject matter for **Manufacturing** will be drawn from areas of:

- building and construction
- furnishing
- industrial graphics

ASSESSMENT

Formal assessment will be drawn from the following techniques:

- Objective and short-answer or response tests
- Written responses
- Oral presentation
- Practical work
- Teacher observation of student skills

CAREERS OR COURSES

Manufacturing is a course that has a clear vocational orientation, providing student the opportunity to develop important skills that they will need in other life roles and serves as a support for study in other disciplines. It provides preparation for vocational employment through development of personal worth, self-esteem and problem-solving abilities.

SPECIAL EQUIPMENT OR ADDITIONAL COSTS

Students will need to fund the cost of materials for projects constructed in Year 11 and 12.

MARINE SCIENCE

INTRODUCTION – WHY MARINE SCIENCE?

Marine Science is a practical science subject that lets you explore marine science concepts, systems and models in relevant contexts. You will look at marine issues and problems by investigating a range of marine environments. Through your investigations, you will come to see the importance of protecting marine environments and active stewardship of marine environments.

CONTENT

As you study **Marine Science**, you will learn key concepts that relate to marine biology, oceanography, conservation and sustainability and marine research skills. The key concepts of *marine biology* relate to the different organisms that live in marine environments and how they interact. The key concepts of *oceanography* relate to the cycling of water, nutrients and pollution through the world's oceans and how this impacts on climate. *Conservation* and *sustainability* key concepts show the ways that human activities impact on marine environments and how negative impacts can be minimised. The key concepts of *marine research skills* show you how to safely conduct investigations as you explore marine environments from the shore or in the water.

ASSESSMENT

Assessment in **Marine Science** lets you demonstrate your knowledge and understanding through investigating, analysing and evaluating marine information. You will have a chance to present this information to audiences through writing and speaking, or by combining modes for a presentation.

In **Marine Science**, assessment includes:

- extended response — responses to research or stimulus materials, such as an extended marine investigation report, field report, essay, article, speech or presentation
- examinations — extended response tests or short-response tests.

CAREERS OR COURSES

A course of study in **Marine Science** can establish a basis for further education and employment in marine science, marine biology, nautical science, fisheries and aquaculture, conservation and resource management, and tourism, seafood and maritime industries.

SPECIAL EQUIPMENT OF ADDITIONAL COSTS

Field trips (day or overnight); optional expenses may include snorkeling fees, boat license and PADI course costs if there is enough student interest.

PREREQUISITES

Minimum of a C or better in **Science** or a B or better in **Science (Core)**. Please see the 'Prerequisites and Recommendations for Authority Subjects' in the appendix of this guide.

MATHEMATICS C

INTRODUCTION – WHY MATHEMATICS C?

The course prepares students for further study of mathematics and related courses at tertiary institutions.

CONTENT

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 OR ADDITIONAL COSTS

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

PREREQUISITES

Minimum of a C+ in Year 10 **Mathematics B Preparation** with at least a C in the proficiency strand *Problem Solving and Reasoning*. Please see the 'Prerequisites and Recommendations for Authority Subjects' in the appendix of this guide.

MEDIA ARTS (Authority Registered Subject)

INTRODUCTION

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. It has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

CONTENT

The broad areas covered in this course are:

- creating and communicating through the use of materials and technologies
- investigating the impact and influence of media artworks
- exploring imagery, text and sound to create meaning with existing and emerging technology

ASSESSMENT

Assessment emphasises practical skills and involves:

- projects
- products
- extended responses to stimulus
- investigations

CAREERS OR COURSES

This course can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration.

MODERN HISTORY

INTRODUCTION – 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.

CONTENT

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*' in the appendix of this guide.

MUSIC

INTRODUCTION – 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.

CONTENT

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** and highly recommended minimum of a C in Year 10 **Music**. Please see the '*Prerequisites and Recommendations for Authority Subjects*' in the appendix of this guide.

MUSIC EXTENSION (Year 12 only)

INTRODUCTION – 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.

CONTENT

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 scores 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 and 2) and be enrolled in Year 12 **Music**. Please see the '*Prerequisites and Recommendations for Authority Subjects*' in the appendix of this guide.

PHYSICAL EDUCATION

INTRODUCTION – 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.

CONTENT

There are three focus areas: learning physical skills; processes and effects of training and exercise; and, 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, and 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. It also requires 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); and, 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.

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 minimum of a C in Year 10 **HPE**. Please see the *'Prerequisites and Recommendations for Authority Subjects'* in the appendix of this guide.

PHYSICS

INTRODUCTION – 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.

CONTENT

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?
- 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.

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

CAREERS OR COURSES

Applied Science; Architecture; Aviation; Dental Science; Engineering; Medicine; Pharmacy; Physiotherapy; Radiography; Science; Surveying and Veterinary Science.

SPECIAL EQUIPMENT OR ADDITIONAL COSTS

It is useful for physics students to study **Physics** with **Mathematics C** and **Engineering** as these courses complement each other to some degree. Cost of the equipment and/or parts for the Research Project in year 11 and 12 is approximately \$30.

PREREQUISITES

Minimum of a C in Year 10 **English**, **Maths** and **Science** and must be enrolled in **Mathematics B**. Please see the ‘*Prerequisites and Recommendations for Authority Subjects*’ in the appendix of this guide.

RECREATION (Authority Registered Subject)

INTRODUCTION – WHY RECREATION?

Recreation focuses on the role recreation has in the life of individuals and communities. It provides you with opportunities to learn in, through and about recreation activities.

Recreation activities are those that require exertion and activity. They are engaged in for competition, relaxation or simply enjoyment. Recreation activities include active play and minor games, challenge and adventure activities, games and sports, health-related physical activities, and rhythmic and expressive movement activities.

CONTENT

In **Recreation** students will experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. The skills developed in **Recreation** may help you in work, personal fitness, or general health and wellbeing. You will develop interpersonal abilities and be encouraged to appreciate and value involvement in recreation activities.

ASSESSMENT

In **Recreation**, assessment instruments may include projects, investigations, extended responses to stimulus, performances, and examinations. These can include activities such as recreation or training/coaching sessions; participating in recreation activities and team tasks; supervising fitness activities; investigating a specific question or hypothesis; interpreting, analysing and evaluating ideas and information; writing articles or reports; and giving presentations.

In Year 12, you will be expected to complete four to six assessments, including at least one project, at least one extended written response and at least two performances (separate to a component of a project).

CAREERS OR COURSES

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

TECHNOLOGY STUDIES

INTRODUCTION – WHY TECHNOLOGY STUDIES?

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.

CONTENT

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 and 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.

SPECIAL EQUIPMENT OR 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*' in the appendix of this guide.

VISUAL ART

INTRODUCTION – 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.

CONTENT

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 OR ADDITIONAL COSTS

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*' in the appendix of this guide.

TAFE SUBJECTS

INTRODUCTION – WHY CHOOSE A TAFE SUBJECT?

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

CONTENT

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

PREREQUISITES

As per **TAFE** Handbook.

SCHOOL OF DISTANCE EDUCATION (SDE)

INTRODUCTION – WHY CHOOSE A SDE SUBJECT?

SDE provides a wide range of OP and vocational subjects for school-based enrolments.

CONTENT

Course outlines for the **SDE** subjects listed in the Contents page and in the Subject List page can be found at the following locations:

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

<https://cairnssde.eq.edu.au/Curriculum/Seniorsecondary/Pages/Seniorsecondary.aspx>

COURSES

AUTHORITY SUBJECTS (OP)
Ancient History
Business Communications and Technologies
Chinese
English Extension
French
Geography
German
Indonesian
Information Processing Technology
Italian
Japanese
Korean
Spanish

VOCATIONAL SUBJECTS (NON-OP)
<i>Cert II in Business</i>
<i>Cert II in Information, Digital Media and Technology</i>
<i>Cert II in Skills for Work and Vocational Pathways</i>
<i>Cert III in Accounts Administration</i>
<i>Cert III in Business</i>
<i>Cert III in Early Childhood Education and Care</i>
<i>Cert IV in Justice Studies</i>

SPECIAL EQUIPMENT OR ADDITIONAL COSTS

Brisbane Adventist College provides the opportunity for students to take studies from SDE in Years 9 to 12, however all fees that are billed to the school are passed onto the parent/caregivers through the term fee statements. Current costs for non-state school students to enrol in a language course with SDE are approximately \$1300/year.

PREREQUISITES

As per **SDE** Handbook – see link above.

Senior Co-Curricular Participation

CHAPEL

The College chapel is a beautiful worship space used for weekly primary and secondary worship services. Architecture that maximises natural light and acoustics, the chapel provides a calming influence in our frenetic daily pace and a chance to sit back and appreciate the spiritual side of life.

With an emphasis on music from our worship band and song leaders, and practical lessons from the Bible, chapel services are aimed at uplifting and enhancing our College community. People of all faiths and denominations, including parents, are welcome to join us for worship at chapel each week.

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 may include:

- Archery
- Athletics Training
- Basketball
- Beach Sports
- Billiards
- Community Service
- Cricket
- Dodge ball
- Flag Grid Iron
- Futsal
- Golf
- Ice Skating
- Indoor/Outdoor Games
- Kokoda Training
- Netball
- Oz Tag
- Rock Climbing
- Rugby Union
- Soccer
- Softball
- Squash
- Swimming
- Table Tennis
- 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.

YEAR 11 iLIVE and STARS

The students will participate in a range of activities aimed at improving their life skills. This may vary from personal development to community programs to post-secondary preparation. An introduction to QCS is also conducted in this class for all of Semester 2.

Students participating in the Stars Peer Mentoring Program will not be involved in the Year 11 iLive program for Semester 1 as this is when the weekly Stars Mentoring sessions take place. Students should consider this impact prior to registering as a Stars Mentor.

YEAR 12 QCS/POST-SECONDARY PREPARATION

During Year 12 iLive class students will be divided between those who are OP-eligible and those who have chosen to pursue a non-OP pathway.

OP STUDENTS

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. They will use their iLive session as a Queensland Core Skills (QCS) Test preparation class, which:

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

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

NON-OP STUDENTS

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-ineligible are not required to sit the QCS test and will use their iLive session as a post-secondary preparation class.

APPENDIX: MORE DETAILS ABOUT SENIOR

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 Info Guide** and the **Senior Phase of Learning Agreement** that will be presented and discussed towards the end of Year 10.

The College offers a wide range of subjects to cater for the differing needs of students at senior level. 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

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 Advisor 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 our Careers Advisor.

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 our Careers Advisor.

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.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Put very simply, if a student passes five subjects (including Mathematics and English) over the course of Years 11 and 12, they will receive a QCE. 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 QCAA website for complete details and requirements of the QCE.

SENIOR SUBJECTS

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

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

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 School of Distance Education (SDE). 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. 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.

Subjects	Prerequisite (Compulsory)	Highly Recommended
Accounting	Min of a C in Yr 10 English	Min of a C in Yr 10 Economics and Business
Ancient History *	Min of a C in Yr 10 English	Min of a B in Yr 10 HASS Min of a B in Yr 10 English
Biology	Min of a C in Yr 10 English Min of a C in Yr 10 Maths A Prep Min of a C in Yr 10 Science Min of a B in Yr 10 Science (Core)	
Business Communication and Technologies *		Min of a C in Yr 10 Economics and Business
Chemistry	Min of a C in Yr 10 English Min of a C in Yr 10 Maths A Prep Min of a C in Yr 10 Science	Be studying Yr 11/12 Maths B
Chinese *	Min of a C in Yr 10 Chinese	
Drama	Min of a C in Yr 10 English	Min of a C in Yr 10 Drama
Economics	Min of a C in Yr 10 English	
Engineering	Min of a C in Yr 10 Engineering	Min of a C in Yr 10 Maths B Prep
English	Min of a C in Yr 10 English	
English Extension * (Yr 12 only)	Min of an A in Yr 11 English	
French *	Min of a C in Yr 10 French	
Geography *	Min of a C in Yr 10 English	Min of a B in Yr 10 HASS Min of a B in Yr 10 English
German *	Min of a C in Yr 10 German	
Graphics		Min of a C in Yr 10 Graphics
Home Economics	Min of a C in Yr 10 English	Min of a C in Yr 10 Home Economics

Subjects	Prerequisite (Compulsory)	Highly Recommended
Indonesian *	Min of a C in Yr 10 Indonesian	
Information Processing Technologies *	Min of a C in Yr 10 Maths A Prep	Min of a C in Yr 10 English
Italian *	Min of a C in Yr 10 Italian	
Japanese *	Min of a C in Yr 10 Japanese	
Korean *	Min of a C in Yr 10 Korean	
Legal Studies	Min of a C in Yr 10 English	
Marine Science	Min of a C in Yr 10 Science or min of a B in Science (Core)	
Mathematics A		Min of a C in Yr 10 Maths A Prep
Mathematics B	Min of a C+ in Yr 10 Maths B Prep with at least a C in the proficiency strand <i>Problem Solving and Reasoning</i>	Min of a B in Yr 10 Maths B Prep with at least a B in the proficiency strand <i>Problem Solving and Reasoning</i>
Mathematics C	Min of a C+ in Yr 10 Maths B Prep with at least a C in the proficiency strand <i>Problem Solving and Reasoning</i> Must also study Yr 11/12 Maths B	
Modern History	Min of a C in Yr 10 English	Min of a C in Yr 10 HASS
Music	Min of a C in Yr 10 English	Min of a C in Yr 10 Music
Music Extension (Yr 12 only)	Completed Yr 11 Music (Semester 1 and 2) and be enrolled in Yr 12 Music	Min HA standard in Yr 11 Music
Physical Education	Min of a C in Yr 10 English	Min of a C in Yr 10 HPE
Physics	Min of a C in Yr 10 English Min of a C in Yr 10 Maths A Prep Min of a C in Yr 10 Science Must also study Yr 11/12 Maths B	
Spanish *	Min of a C in Yr 10 Spanish	
Technology Studies	Min of a C in Yr 10 English	Min of a C in Yr 10 D&T
Visual Arts	Min of a C in Yr 10 English	Min of a C in Yr 10 Visual Arts
Note: Subjects with an '*' are available to BAC students through the School of Distance Education (SDE). Some conditions, restrictions or costs may be associated with this mode of study.		

SAMPLE SENIOR SUBJECT SELECTION FORM

Please choose one 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 lines 2 and 3

1. **Encounter (compulsory subject)**
2. English English Communication
3. Maths B Maths A Prevocational 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 School of Distance Education, please enter subject name in space provided**

4. Maths C Modern History Music Physical Education Media Arts Pathway SDE _____
5. Biology Accounting Graphics Engineering Marine Science Pathway SDE _____
6. Chemistry Legal Studies Visual Art Technology Studies Manufacturing Pathway SDE _____
7. Physics Economics Drama Home Economics Recreation Pathway SDE _____

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. There will also be minimum numbers required for subjects to be offered.
4. Some subjects/courses may involve additional costs due to 'take home' projects, specialised equipment, excursions or external costs.