



**Subject**

**Info**

**Guide**

**2017 2018**

**Years 9 & 10**

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## INTRODUCTION

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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; Academic Dean; subject teachers and administrative staff are always willing to provide assistance as you make this important decision.

### 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

### 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. By 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

## 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, 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.

**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.

Please note that throughout this guide, distinction is made to between subjects that contribute towards a tertiary entrance rank and those that do not contribute towards a tertiary entrance rank. The QCAA review of senior assessment and tertiary entrance will replace the current Overall Position (OP) process with an Australian Tertiary Admission Rank (ATAR). Subjects in Years 11 and 12 that contribute to an ATAR will be in normal font and may include ATAR in brackets. Subjects in Years 11 and 12 that do not contribute to an ATAR are developed from Subject Area Syllabuses (SAS) and will appear in italics.

**APPENDIX**

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.

**Thank you for taking the time to familiarize yourself with the information contained within this Subject Information Guide – and remember... Year 9 matters!**

## SAMPLE YEAR 9 SUBJECT SELECTION FORM

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

This form should be completed in consultation with the Year 9 and 10 Subject Info Guide. Please choose wisely as most subjects are studied for both Year 9 and 10. Please indicate your **Elective Subject** preferences below by placing a tick in the appropriate boxes.

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

1. Encounter
2. English
3. Mathematics
4. Science
5. Health and Physical Education (allocated to either HPE or Academy HPE)

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

- |    |   |                                     |  |   |   |
|----|---|-------------------------------------|--|---|---|
| 6. | <input type="checkbox"/> Digital Technologies           | <input type="checkbox"/> Drama      | <input type="checkbox"/> Engineering Technology  | <input type="checkbox"/> Language (SDE) |   |
| 7. | <input type="checkbox"/> Economics and Business         | <input type="checkbox"/> Visual Art | <input type="checkbox"/> Design and Technologies | <input type="checkbox"/> Media Arts     | <input type="checkbox"/> Language (SDE) |
| 8. | <input type="checkbox"/> Humanities and Social Sciences | <input type="checkbox"/> Music      | <input type="checkbox"/> Home Economics          | <input type="checkbox"/> Language (SDE) |   |

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

9. Sport and Chapel

### NOTES:

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

SDE refers to the School of Distance Education and all course costs related to this mode of study will need to be paid directly to SDE with the completed enrolment application – see <https://brisbanesde.eq.edu.au> or <https://cairnssde.eq.edu.au> for more information and details. Students may be eligible to select the following languages from SDE – Chinese, French, German, Indonesian, Italian Japanese or Spanish.

Some classes have limitations on the number of available places. In the event of a class being full, students will be asked to select another subject on that line as their next choice. Timeliness in returning this form and/or past performance/attitude in a subject in Year 8 may be considered when allocating places in 'full' classes. There will also be minimum numbers required for subjects to be offered.

Additional subjects are offered in Year 10 in preparation for the senior years of schooling. Subjects chosen in Year 9 should consider the desired academic pathway across Years 9 to 12.

## Year 9 Core Subjects

### ENCOUNTER (RELIGIOUS STUDIES)

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#### 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

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## 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 Year 9 prepares students for **English** and the elective option of **Exploring Literature** in Year 10, as well as links to **English** or **English Communication** 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.



## HEALTH AND PHYSICAL EDUCATION

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### INTRODUCTION

**Health and Physical Education** allows students to develop a deeper understanding about health and responsible decision making which can be applied to their own pursuit of healthy choices and lifestyle. Students also have an opportunity to learn and develop various skills and strategies in a range of physical activities.

### CONTENT

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

### ASSESSMENT

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

### LINKS TO SENIOR SUBJECTS

Years 9 and 10 **Health and Physical Education** links to **Physical Education** and **Recreation** 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.

# MATHEMATICS

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## 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 A Preparation** or **Mathematics B Preparation** in Year 10.

To be eligible to be placed into **Mathematics B Preparation** 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 Mathematics as well as their understanding of it. They are also assessed on their problem solving and reasoning skills.

## LINKS TO SENIOR SUBJECTS

**Mathematics** in Year 9, leading to **Mathematics A Preparation** and **Mathematics B Preparation** in Year 10, link directly to either **Mathematics A**, **Mathematics B** or *Prevocational Mathematics* in Years 11 and 12. Please see the '*Prerequisites and Recommendations for Authority Subjects*' in the appendix of this guide.

## SCIENCE

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### 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 **Biology, Chemistry** or **Physics** in Years 11 and 12. The **Science (Core)** course links to **Science21** in Years 11 and 12, but also provides students who complete their formal science studies in Year 10 with science content and skills essential for everyday life.

Students with a C+ or better in Year 9 will be considered for the **Science** course in Year 10.

### CONTENT

Years 9 and 10 **Science** follows the *Science By Doing* resource set, a selection of topics that provide a foundation for further study in the sciences and where topics of general interest are presented.

Topics include: chemical reactions; ecosystems and change; light... sound... action!; plate tectonics; genetics; chemical patterns; motion and energy transfer; systems on a big scale.

### 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 **Biology, Chemistry, Physics** or **Science21** 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.

## Years 9 & 10 Elective Subjects

### ANALYTICAL MATHEMATICS (Year 10 only)

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#### INTRODUCTION

**Analytical Mathematics** is an extension subject that provides opportunity for students to develop a deeper and more meaningful understanding of how mathematics principles work together. Building upon the content and skills that are taught in Year 10 **Mathematics B Preparation**, students will develop skills of thinking, reasoning and problem solving mathematically.

#### CONTENT

The learning experiences will be based around students applying a range of mathematical concepts to a given problem or situation. The skills that will be refined in this process include being:

- logical and systematic
- investigative and methodical
- diagnostic and questioning
- critical and reasoned

#### ASSESSMENT

Each semester's assessment consists of a combination of problem solving and reasoning skills that draws upon projects, scenarios, case studies and assignments. Students will need to be fluent in the basics of mathematics, being assessed on their higher order thinking and reasoning skills.

#### LINKS TO SENIOR SUBJECTS

**Analytical Mathematics** in Year 10 provides a strong foundation for those students who wish to study **Mathematics B, Mathematics C, Engineering** or **Physics** in Years 11 and 12. Please see the '*Prerequisites and Recommendations for Authority Subjects*' in the appendix of this guide.

# DESIGN AND TECHNOLOGIES

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## INTRODUCTION

Skills for Life and Leisure! **Design and Technologies** 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 **Design and Technologies** usually consists of:

- practical outcomes
- design folios
- research reports

## LINKS TO SENIOR SUBJECTS

**Design and Technologies** flows through to **Design, Engineering** or **Manufacturing** 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.

# DIGITAL TECHNOLOGIES

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## 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
- data systems
- spreadsheets
- databases
- networking
- website development – HTML and CSS
- introduction to programming - Javascript

## ASSESSMENT

Assessment emphasises practical skills and involves:

- projects
- written assignments
- exams

## LINKS TO SENIOR SUBJECTS

**Digital Technologies** links to **Information Processing and Technology (SDE)**, **Media Arts** or **Certificate II in Information, Digital Media and Technology (SDE)** 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.

# DRAMA

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## 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 (i.e. scriptwriting, improvisation, directing skills)
- presenting drama: performance
- responding to drama: reflecting on live performance (i.e. reviews, orals)

## LINKS TO SENIOR SUBJECTS

Junior **Drama** provides a strong foundation and exposes students to the types of assessments experienced in **Drama** and **Media Arts** 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.

# ECONOMICS AND BUSINESS

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## INTRODUCTION

**Economics and Business** 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** in Years 11 and 12. **Economics and Business** provides an excellent basis for understanding how the world works, particularly within the context of finance, economics and the law.

## CONTENT

Students in **Economics and Business** get to experience a variety of subjects, including: the workplace; bookkeeping and accounting; introductory economics; small business management; introductory legal studies; and, marketing and promotion. This involves both classroom activities and excursions.

## ASSESSMENT

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

## LINKS TO SENIOR SUBJECTS

**Economics and Business** links to **Accounting, Economics and Legal Studies** in Years 11 and 12, as well as a range of courses from SDE in the areas of **Business** and **Justice Studies**. Please see the '*Prerequisites and Recommendations for Authority Subjects*' in the appendix of this guide.

## SPECIFIC REQUIREMENTS

Students will need a calculator for some units of work.



# ENGINEERING TECHNOLOGY

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## INTRODUCTION

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

## LINKS TO SENIOR SUBJECTS

**Engineering Technology** links to the following subjects in Years 11 and 12: **Mathematics B, Mathematics C, Physics, Engineering, Design, and Manufacturing**. Please see the '*Prerequisites and Recommendations for Authority Subjects*' in the appendix of this guide.

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.

## EXPLORING LITERATURE (Year 10 only)

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### INTRODUCTION

**Exploring Literature** is an extension to the English course. Students learn to read literature in terms of the texts' social, cultural and historical contexts; attitudes and values; and conventions and literary techniques. **Exploring Literature** allows students to experience the aesthetic and intellectual pleasure that reading and examining literary texts can bring.

### CONTENT

The students are exposed to a variety of literary texts including poetry, fiction, dramatic performance and film. The chosen texts support intensive study, raise interesting issues and provide challenging ideas. They include texts by Australians and include a balance of new and established works.

### ASSESSMENT

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

### LINKS TO SENIOR SUBJECTS

**Exploring Literature** provides a strong foundation to undertaking **English** in Years 11 and 12. Please see the *'Prerequisites and Recommendations for Authority Subjects'* in the appendix of this guide.

### PREREQUISITES

As this is an English extension subject, students need to have achieved a B- or above in Year 9 English in order to be considered for enrolment in **Exploring Literature** in Year 10.

# HOME ECONOMICS

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## 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.

## HUMANITIES AND SOCIAL SCIENCES

### INTRODUCTION

The **Humanities and Social Sciences** is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and considers challenges for the future.

The **Humanities and Social Sciences** provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high level skills needed for the twenty-first century.

The **Humanities and Social Sciences** learning area comprises of *History, Geography* and *Civics and Citizenship*.

### CONTENT

Units in <b>History</b> are based on the following themes:	Units in <b>Geography</b> are based on the following themes:	Units in <b>Civics and Citizenship</b> are based on the following themes:
<ul style="list-style-type: none"> <li>• The Industrial Revolution</li> <li>• Making a Nation (Australia from 1750-1918)</li> <li>• World War I</li> <li>• World War II</li> <li>• Rights and Freedoms</li> <li>• Migration Experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Biomes and Food Security</li> <li>• Exploring Interconnections</li> <li>• Environmental Change and Management</li> <li>• Global Geographies of Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Australia's political system</li> <li>• Australia's court system</li> <li>• Systems of government</li> <li>• United Nations</li> </ul>

### ASSESSMENT

Assessment in **Humanities and Social Sciences** is drawn from a combination of written assignments, multi-modal presentations and oral presentations.

### LINKS TO SENIOR SUBJECTS

A satisfactory achievement in **Humanities and Social Sciences** is a prerequisite for students wishing to study senior **Modern History, Ancient History (SDE), Geography (SDE)** or **Legal Studies**. Please see the '*Prerequisites and Recommendations for Authority Subjects*' in the appendix of this guide.

## INVESTIGATING STEM (Year 10 only)

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### INTRODUCTION

**Investigating STEM** (Science Technology Engineering and Mathematics) looks at how the intersection of these four discipline areas can be used to solve new and interesting problems.

This subject will focus on how science and technology interact with each other. Students will develop their understanding of **STEM** through first-hand experience of using various forms of science technology.

Students will have the opportunity to develop more advanced technical science skills and also to apply technologies such as the Arduino platform and the Raspberry Pi platform to scientific problems. Students will also have the opportunity to consider how the interrelationship between science, technology, and society leads to ethical questions.

### CONTENT

There is scope to pursue a range of areas that are of interest to the students enrolled in the subject that may include:

- robotics and computer coding
- astronomy and astrophysics
- project based learning
- blended learning for critical thinking and real world applications
- Mythbusting activities
- crime scene investigation and forensics
- advanced experimental techniques
- green science
- science of cooking

### ASSESSMENT

Each semester's assessment consists of a combination of problem solving and reasoning skills that draws upon projects, scenarios, case studies and assignments. Students will need to be fluent in the basics of science, being assessed on their higher order thinking and reasoning skills.

### LINKS TO SENIOR SUBJECTS

**Investigating STEM** provides a strong foundation for excelling in any combination of science, technology, engineering and mathematics subjects 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.

# LANGUAGE

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## INTRODUCTION

Through the School of Distance Education (SDE), students can complete a range of language studies. There are 'beginner' courses that are available as an introduction to the language, with 'continuing' language courses available upon successful completion of the 'beginner' course with a C-result (or better). Each of the 'beginner' courses (Year 7 and 8 level) can be completed in consecutive semesters; the Year 9 and 10 'continuing' courses last for an entire year in duration.

Languages currently available are: Chinese, French, German, Indonesian, Italian, Japanese and Spanish. Brisbane Adventist College provides the opportunity for students to take language 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.

## CONTENT

The broad areas covered in this course are:

- listening skills
- speaking skills
- reading skills
- writing skills

## ASSESSMENT

Assessment includes both formative and summative components:

- formative homework must be submitted regularly, as per the Work Rate Calendar, regardless of language proficiency, history and/or background
- four summative tests will assess listening, speaking, reading and writing

## LINKS TO SENIOR SUBJECTS

Languages can be continued via SDE in Years 11 and 12. Please see the '*Prerequisites and Recommendations for Authority Subjects*' in the appendix of this guide.

## SPECIFIC REQUIREMENTS

Completion of the Year 7 and Year 8 courses is essential, achieving a C-result or better. Students who wish to apply for this prerequisite to be waived must contact the Head of Department: Languages at SDE. Students will require their own computer headset with a microphone. Textbooks will be purchased by the student directly from SDE.

## MEDIA ARTS

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### 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

### LINKS TO SENIOR SUBJECTS

**Media Arts** links to the subject **Media Arts in Practice** in Years 11 and 12. 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.

# MUSIC

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## 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 develop compositional, musicological and performance skills. They will study and have experiences in a range of genres and styles that may include: Blues and Negro Spirituals, Musical Theatre, Pioneers of Rock, Music in Advertising, Jazz, Baroque, Classical, Romantic, 20<sup>th</sup> Century 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. This can also lead to **Music Extension** in Year 12, where students focus exclusively upon their choice of either performance, composition or musicology. 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

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## 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 through 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 three ways:

- making art: practical tasks which assess visual literacy and application
- responding to art: discussion of artists, artworks and art styles through modes such as seminars, critiques and essays
- examinations

## 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.

## Year 9 Co-Curricular Participation

### CHAPEL

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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

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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.*

## APPENDIX: WHAT ABOUT YEAR 11 AND 12?

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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.

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 Australian Tertiary Admission Rank (ATAR)
- Queensland Certificate of Education (QCE), if eligible

**The Queensland Curriculum and Assessment Authority is currently preparing for the implementation of the new senior assessment and tertiary entrance for Year 11 in 2019. Further details of what will replace the current system for the Year 9 class of 2017 will be communicated as soon as the information is available.**

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 ATARs, 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. In conjunction with authority subjects, one authority registered subject can be used in the calculation of ATARs. These subjects are ***italicised and underlined*** on the sample subject selection form (see Appendix 9). 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. Completed VET qualifications at Certificate III (or above) can be used in ATAR calculations. VET qualifications, or the credit towards a qualification, are recognised by industry across Australia under the Australian Qualifications Framework (AQF).

## AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

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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 Australian Tertiary Admission Rank, or what is commonly known as an ATAR. ATARs will be calculated by comparing student results using a process known as 'inter-subject scaling'. An ATAR is a number between 0.00 and 99.95 with increments of 0.05.

It is possible for students to gain entry to university through other means, e.g. via a TAFE diploma, mature-aged entry or by applying to the Queensland Tertiary Admissions Centre (QTAC) for a Selection 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 ATAR**. Discuss this option with your parents and our Careers Advisor.

### How will ATARs be calculated?

ATARs will be based on five subjects, which can either be:

1. five Authority subjects; or
2. four Authority subjects, plus one vocational education and training qualification at Certificate III or above; or
3. four Authority subjects, plus one Subject Area Syllabus subject.

To be eligible for an ATAR requires satisfactory completion of a QCAA English subject.

## QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

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**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.

## CHOOSING SENIOR SUBJECTS

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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.
- 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.

## 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 ATARs, 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. One authority-registered subject can be included in the calculation of ATARs.

**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). Completion of a Certificate III can be included in the calculation of ATARs.

**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.

<b>Subjects</b>	<b>Prerequisite (Compulsory)</b>	<b>Highly Recommended</b>
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
<p><b>Note:</b> Subjects with an '*' are available to BAC students through the School of Distance Education (SDE). Some conditions, restrictions or costs may be associated with this mode of study.</p>		

## CHANGING SUBJECTS DURING THE SENIOR YEARS

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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.

## 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.





# Brisbane Adventist College

## Year 9 Subject Selection 2017

Student Name: \_\_\_\_\_

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

This form should be completed in consultation with the Year 9 and 10 Subject Info Guide. Please choose wisely as most subjects are studied for both Year 9 and 10. Please indicate your **Elective Subject** preferences below by placing a tick in the appropriate boxes.

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

1. Encounter
2. English
3. Mathematics
4. Science
5. Health and Physical Education (allocated to either HPE or Academy HPE)

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

- |    |   |                                     |  |   |   |
|----|---|-------------------------------------|--|---|---|
| 6. | <input type="checkbox"/> Digital Technologies           | <input type="checkbox"/> Drama      | <input type="checkbox"/> Engineering Technology  | <input type="checkbox"/> Language (SDE) |   |
| 7. | <input type="checkbox"/> Economics and Business         | <input type="checkbox"/> Visual Art | <input type="checkbox"/> Design and Technologies | <input type="checkbox"/> Media Arts     | <input type="checkbox"/> Language (SDE) |
| 8. | <input type="checkbox"/> Humanities and Social Sciences | <input type="checkbox"/> Music      | <input type="checkbox"/> Home Economics          | <input type="checkbox"/> Language (SDE) |   |

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

9. Sport and Chapel

### NOTES:

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

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

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Caregiver name: \_\_\_\_\_ Parent/Caregiver signature: \_\_\_\_\_