SUBJECT SELECTION
Junior Secondary
2016
Bundamba State Secondary College has an enrolment of approximately 860 students. The strength of our college lies in the diversity of cultures represented and the inclusive nature of our curriculum programs. Our graduates continue to be successful in their transition from school to employment and further education. The curriculum offers a planned course of study from Years 7 - 12. The two distinct divisions are that of the Junior School (Years 7, 8 and 9) and Senior School (Years 10-12). Students in Year 10 complete a Senior Education and Training Plan that links to their subject selection for Year 11.

Bundamba State Secondary College offers a broad general education to students in the middle years. Our school aims to provide students with the opportunity to access learning experiences across the key learning areas. To reflect their growing maturity and interests, students will be able to make some choices about the subjects that they study.

Students should choose subjects that they will find interesting, enjoyable and that offer some challenge.

All students in Year 7, 8, and 9 will study:

- English
- Mathematics
- Science
- Studies of Society and Environment (SOSE)
- Health and Physical Education

Year 7/8/9 students will select ONE elective for each semester

Elective Choices include:

- Technology and Business
  (Home Economics, Industrial Technology and Design, Technology and Business)
  and/or
- the Arts (Visual Arts, Dance, Drama, Music, Media Studies)
Subject description
English aims to develop students’ knowledge of language and literature, and to consolidate and expand their literacy skills.

Content
The following topics will be studied over the duration of the four terms across each corresponding year level:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Australian Literature</td>
<td>Representations of Youth in the Media</td>
</tr>
<tr>
<td>Term 2</td>
<td>Persuasive Text</td>
<td>Youth in novels</td>
</tr>
<tr>
<td>Term 3</td>
<td>Biographies</td>
<td>Indigenous Perspectives</td>
</tr>
<tr>
<td>Term 4</td>
<td>Creative Writing</td>
<td>Youth issues in TV series</td>
</tr>
</tbody>
</table>

Assessment
A variety of assessment tasks will be used, usually twice a term. They may include: short stories, designs, persuasive speeches, research tasks, examinations, essays, etc. Students are required to complete all assessment items.

Expectations
Students are expected to be responsible for their own learning and respect the rights of other students. They need to work co-operatively and independently and are expected to challenge their own prior knowledge and understandings. Students are required to supply their own exercise books and stationery items. Novels and other texts required will be available to borrow from the library.

Why study this subject?
The English curriculum aims to support students to:
- understand how Standard Australian English works in its spoken and written forms in combination with other non-linguistic forms of communication
- learn Standard Australian English to help sustain and advance social cohesion in our linguistically and culturally complex country
- respect the varieties of English and their influence on Standard Australian English
- appreciate and enjoy language and develop a sense of its richness and its power to evoke feelings, form and convey ideas, persuade, entertain and argue
- understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings.
Subject Description
Mathematics provides students with the skills to investigate, represent and interpret situations both at school and in their lives outside of school. The Mathematics curriculum at Bundamba focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills, enabling students to be confident and creative users, and communicators, of mathematics.

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Number and algebra</td>
<td>Number and algebra</td>
</tr>
<tr>
<td></td>
<td>Measurement and geometry</td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td>Number and algebra</td>
<td>Number and algebra</td>
</tr>
<tr>
<td></td>
<td>Measurement and geometry</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Number and algebra</td>
<td>Measurement and geometry</td>
</tr>
<tr>
<td></td>
<td>Statistics and probability</td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>Measurement and geometry</td>
<td>Statistics and probability</td>
</tr>
<tr>
<td></td>
<td>Statistics and probability</td>
<td></td>
</tr>
</tbody>
</table>

Assessment
Assessment provides students with opportunities to demonstrate required standards using tests, in class and at home assignments, projects and class activities. The assessment criteria descriptors are Knowledge and Understanding, Thinking and Reasoning, and Communicating.

Expectations
The key to all learning is engagement and all students will be encouraged to engage in activities which allow them to think mathematically so they may gain new skills, enhance understanding of concepts and apply their knowledge in a range of ways. Students are required to bring their own materials each lesson, including notebook, pens, pencil, eraser, ruler and a scientific calculator. Textbooks are used to support the teaching and learning and may be available as a class set or borrowed individually depending on teacher requirements.

Additional information
Mathematics tutoring is offered to all students from 3pm to 4pm one day each week. The use of graphics calculators, computers and other classroom resources are used as much as possible to engage students and reinforce learning so they may achieve the best possible outcomes.
Subject Description
Science, in the junior school, uses theoretical and practical components to answer interesting and important questions about our changing world. The Science Work Program follows the Australian Curriculum.

Content: The following topics will be studied over the three year course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Chemistry of Water</td>
<td>Particles</td>
<td>Energy on the Move</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chemistry of Common Substances</td>
<td>Making Waves</td>
</tr>
<tr>
<td>Term 2</td>
<td>Classification Human Impact</td>
<td>The Rock Cycle</td>
<td>Plate Tectonics Radioactivity</td>
</tr>
<tr>
<td>Term 3</td>
<td>Heavenly Bodies Seasons</td>
<td>Energy in My Life</td>
<td>Human Physiology Disease</td>
</tr>
<tr>
<td>Term 4</td>
<td>Exploring Motion</td>
<td>Cells Reproduction</td>
<td>Chemical Reactions</td>
</tr>
</tbody>
</table>

Assessment
Methods of assessment will include examinations, research assignments, experimental reports and extended experimental investigations (EEI). In an EEI, a student plans, designs and performs an experiment and then writes a report on the data and information gained from the experiment. There will be one or two assessment tasks per term.

Expectations
Students should follow the school expectations in all teaching and learning areas including the classroom, laboratory and outdoor field study areas. Students are expected to adhere to all workplace, health and safety requirements for their own personal safety and the safety of others. As well as completing homework and revising of school work, students should ask questions and be willing to share their own observations of natural phenomena to add to scientific understanding in their class.

Why study this subject?
Science provides opportunities for students to develop an understanding of important science concepts and of their application to everyday life. This enables students to make informed decisions about local, national and global issues and to participate in science related careers. Career opportunities in Science include:

- Research scientist
- Engineering: Mining, Chemical, Structural, Environmental, Industrial
Leads to studies in senior Ancient and Modern History, Geography and Social and Community Studies.

Subject Description
An awareness of the world around us comes from studies in the social sciences and this is an essential capability in the rapidly changing world in which we live. A key component of the social sciences is learning about important movements and events from the past and understanding their impact on today and the future.

Content
The following topics will be studied over the four terms

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Making a Nation</td>
<td>The Vikings</td>
</tr>
<tr>
<td>Term 2</td>
<td>The Ancient World</td>
<td>The Black Death</td>
</tr>
<tr>
<td>Term 3</td>
<td>Ancient Egypt</td>
<td>Landforms and Landscapes</td>
</tr>
<tr>
<td>Term 4</td>
<td>Water in the World</td>
<td>Renaissance Italy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Industrial Revolution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indonesian Expansion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bio Security</td>
</tr>
<tr>
<td></td>
<td></td>
<td>World War 1</td>
</tr>
</tbody>
</table>

Assessment
A variety of assessment tasks will be used, usually once per term. They may include research tasks, examinations, orals and essays etc. Students are required to complete all assessment items.

Expectations
Students are expected to be responsible for their own learning and respect the rights of other students. They need to work co-operatively and independently and are expected to challenge their own prior knowledge and understandings. Students are required to supply their own exercise books and stationery items.

Why study this subject?
The Australian Curriculum states that:

“Increasingly, in a world where knowledge itself is constantly growing and evolving students need to develop a set of skills, behaviours and dispositions, or general capabilities that apply across discipline content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.”

The essence of this statement is that students need to understand the changing world which they live so that they are able to develop the skills that will allow them to be functional
Subject Description

Health and Physical Education in middle school provides students with the opportunity to develop their knowledge and understanding and capacity to participate in conversations and activities around their and the communities’ Health, Personal Development, and Movement Skills.

Content

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Approaching Adolescence</td>
<td>Food for Life</td>
<td>Relationships</td>
</tr>
<tr>
<td>Term 2 Decision Making</td>
<td>Drugs and Alcohol</td>
<td>Sustainable Health</td>
</tr>
<tr>
<td>Term 3 Nutrition</td>
<td>Adolescence Relationships</td>
<td>Social Responsibility</td>
</tr>
<tr>
<td>Term 4 Generations</td>
<td>Cultural Understanding</td>
<td>Active Aussies</td>
</tr>
</tbody>
</table>

Assessment

Students are assessed on a minimum of one practical and one written assessment per term.

Theoretical assessment pieces vary in genre from term to term. These include:
- Drugs in Society — Exam
- Nutrition — Investigation Report
- Building Positive Relationships — Multimodal Presentation
- Movement Concepts — Procedural Exam

Expectations

As a compulsory subject, students are expected to be prepared to participate in both the physical and theoretical elements of the course.

The Health and Physical Education staff have developed a philosophy which centres around the opinion that every student will receive no less than a ‘C’ grade for the physical component if they participate as many times as they can to the best of THEIR ability.

The Health and Physical Education teachers are passionate about empowering students with a positive attitude towards physical activity and healthy lifestyle choices.

Students are encouraged to follow the uniform policy when participating.

Theory = Formal uniform
Practical = Sports uniform

Why study this subject?

Health and Physical Education is recognised as a subject area which promotes a wider understanding of what healthy lifestyle choices are across the domains of Personal Development, Health and Physical Activity.

The Leadership Training Centre

The Leadership Training Centre is used to enhance students communication, trust and teamwork capabilities. The activities develop from ground based trust activities to team and buddy tasks in and around the room on the various challenge modules. This practical component is delivered alongside the theoretical studies of Building Positive Relationships.
VISUAL ARTS

*Leads to study in both Senior Authority Registered and Non Registered Subjects*

**Subject Description**
Visual Art in Junior school includes providing students with the opportunity to develop their personal creative expression and fine art skills through a variation of arts media which may include painting, drawing, designing, printmaking, sculpture, ceramics etc.

**Content**
The units of work in course includes both a practical art making task along with visual diary theory and written assessments tasks related to researching artists and their artworks conceptual concerns.

<table>
<thead>
<tr>
<th>Year</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Foundation studies in Visual Art.</td>
</tr>
<tr>
<td>8</td>
<td>The Artist palette.</td>
</tr>
</tbody>
</table>

**Assessment**
Students are assessed on a minimum of one practical and one written assessment with an expectation of keeping a visual diary sketch book with lesson activities. Written assessments vary in genre and address practical issues that are industry related, artist’s research Workplace Health and Safety Requirements. The criteria descriptors students are marked on at various stages within each term include: Knowledge/Understanding, Creating, Presenting, Reflecting and Responding.

**Expectations**
Students should be committed, self-motivated, and creative with a personal work ethic to develop and resolve an artwork independently. Students are required to purchase a visual diary, pencils, eraser, marker and USB (researching artists and appraising art works). Students are encouraged to bring their own materials dependent on the art making task being studied.

**Why study this subject?**
This subject is designed to give students an opportunity for artistic expression and to explore the other side of how visual meanings are constructed from the idea and design perspective. The making of objects both 2D and 3D and understanding the importance of individual expression stimulates and nurtures creativity, imagination and personal value.

**Career Pathways**
- Fashion and Textile
- Furniture Design
- Graphic Design, Illustrator,
- Commercial Art: Video Production, Packaging, Advertisements, Magazine Production
- Architectural and Environment Design
- Stage / Theatre Design / Display Artist
- Photography
- Craft Instructor
- Interior and Industrial Design
DANCE

Leads to study in both Senior Authority Registered and Non Registered Subjects

Subject Description
Dance in the Junior school includes talking, reading, writing, thinking about dance and watching dance, and above all becoming involved in dance. Students will experiment in various ways of moving and different styles of Dance. There is a mix of theory and practical work, both in the course content and assessment. The theory work is in the area of dance appreciation. Practical work focuses on choreographic techniques and basic performance qualities.

Content

<table>
<thead>
<tr>
<th>Year</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Foundation Studies in Dance.</td>
</tr>
<tr>
<td>8</td>
<td>Choreographic Studies.</td>
</tr>
</tbody>
</table>

Expectations
Students do not have to be experienced dancers. Instead they should be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have a desire to learn about the body and its movement capabilities. It is also advisable that students are achieving at a sound level in English.

Why study this subject?
Dance has existed as a vital part of every known culture throughout time. It exists in many forms and is performed for a variety of purposes in many different contexts. Dance provides an opportunity to become a part of this rich history. It gives students the chance to formally study Dance either for the first time or to extend their previous studies in Dance. The subject will allow students to explore how the body can be used as a means of expression to communicate our culture and our society. It will also help prepare students to go on to study Dance in Senior.

Career Pathways
- Bachelor Degrees in Arts, Dance Education Degree
- Creative Arts / Industries, Theatre Studies
- Certificate IV courses in Musical Theatre
- Dancer, Choreographer
- Dancer, Choreographer
- Educator
Subject Description
Drama in the Junior school enables students to become competent in the skills of drama, communication, self-expression, and teamwork through the areas of elements of dramatic form, elements of functional communication, other expressive forms and areas of special interest. There is a mixture of theory and practical work, both in the course structure and assessment. The theory work is in the area of responding to Drama. Practical work focuses on forming drama and basic performance qualities.

Content

<table>
<thead>
<tr>
<th>Year</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Skills of Drama &amp; Improvisation.</td>
</tr>
<tr>
<td>8</td>
<td>The Little Refugee.</td>
</tr>
<tr>
<td>9</td>
<td>1. Elements &amp; Scripted Realism. 2. Clowning &amp; Movement.</td>
</tr>
</tbody>
</table>

Assessment
There is a mixture of theory and practical work, both in the course structure and assessment. The theory work is in the area of analysing drama and the practical work focuses on creating dramatic performances.

Expectations
Students do not have to be experienced performers. Instead they should be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have high literacy skills due to the weighting on written and spoken tasks. It is advisable that students are achieving at a sound level in English.

Why study this subject?
Drama enables students to practically develop the performance and technical skills necessary to be involved in a full theatrical production. These skills will be very valuable for students who go on to study Drama in Senior or after school. In addition, students will experience an enormous sense of achievement by rehearsing and performing a play. Live theatre has a powerful effect upon an audience and students never forget the performances that other students prepare for them.

Career Pathways
- Bachelor Degrees in Arts
- Actor
- Creative Arts
- Theatre Studies
- Certificate IV courses in Musical Theatre
- Educator
- Arts Administrator
- Director
Subject Description
The Junior Music courses enable students to become skilled in listening to, reading, playing, singing and composing music. Classroom music is an entirely separate course to instrumental lessons at school and much more comprehensive since it covers all aspects of music, not just practical instrumental instruction.

Content

<table>
<thead>
<tr>
<th>Year</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Keyboard Skills.</td>
</tr>
<tr>
<td>8</td>
<td>Instrumental Music.</td>
</tr>
<tr>
<td>9</td>
<td>Musicianship Development.</td>
</tr>
</tbody>
</table>

Assessment
There is a mixture of theory and practical work, both in the course structure and assessment. The theory work is in the area of analysing music and composing. Practical work focuses on performing music.

Expectations
It is advisable that students have a music background, an ability to play a musical instrument or a special interest in singing. It is beneficial to have access to a musical instrument at home. It is advisable that students are achieving at a sound level in English.

Why study this subject?
This is a great subject to take if you are thinking about taking studying Music in Senior. It gives you the opportunity to extend your performance skills, trying your hand at group and solo performance. It will also give you a taste of other outcome areas, especially listening analysis and musicianship.

Career Pathways
- Bachelor Degrees in Arts
- Music
- Creative Arts T
- Theatre Studies Certificate IV courses in Musical Theatre
- Musician
- Educator
- Arts Administrator
- Composer / Conductor
Subject Description
Media Arts is a subject that allows students to experience aspects of the film, television, radio and video-gaming industries. Media Arts is a subject that allows students to engage experiment and analyse all aspects of screen media. The subject helps develop each individual’s understanding of the ways in which media industries construct, produce and respond to media texts from a variety of sources and, in doing so, enhances each participant’s capacity to think, create and question the worlds we see on screen.

Content

<table>
<thead>
<tr>
<th>Year</th>
<th>Topics</th>
</tr>
</thead>
</table>

Expectations
Students should be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have high literacy skills due to the weighting on written tasks. It is advisable that students are achieving at a sound level in English.

Why study this subject?
- to refine their understandings of the way media texts are constructed.
- to identify and manipulate a variety of media genres such as film, radio, television, advertising and video games.
- to work practically to create a variety media texts (movie trailers, radio segments, television programs)
- To understand that all media texts carry value, construct reality and are designed to manipulate their target audience through subtext, perspective and consumer purpose.
- to work to develop peer relations and time management skills.

Career Pathways:
- Bachelor Degrees in Arts, Theatre Studies, Journalism
- Actor, Director
- Creative Arts, Graphic Designer
- Educator
- Publisher, Publicity Officer
- Arts Administrator
- TV Host, Radio Announcer, scriptwriter
- Publisher,
- Publicity Officer
- Graphic Designer
HOME ECONOMICS
Leads to study in both Senior Authority Registered and Non Registered Subjects

Subject Description
Home Economics in middle school provides the students with an opportunity to develop skills and knowledge essential to their well-being as individuals now, and in the future, through practical cooking and sewing and a range of related theoretical studies.

Content
There are 2 units of work in one semester which include both practical textiles and cookery, theory studies, research, investigating, designing, evaluation of their work and reflection on their learning.

Assessment
Students are assessed on:

- products of their practical cooking and sewing
- research task/written assessment
- practical cookery exam
- theory test.
- written evaluations and reflections.

Expectations
Students should be committed, self-motivated to work on individual tasks and, at other times, willing to work co-operatively in groups. Students’ behaviour must be of the highest standard at all times to ensure their personal safety and the safety of the whole class, especially in practical classes where the risks are higher. Students do not have to provide practical materials and ingredients but need to be properly equipped with their notebook and stationery requirements, although personal preferences can be expressed with extra practical materials, provided from home, at certain junctures.

Why study this subject?
This subject is designed to give students an opportunity to work with their hands to produce both food and textile articles. The practical skills and the knowledge gained are relevant for students for the rest of their lives and contribute to a higher living standard for themselves and those around them. Creating with food and textiles also stimulates creativity and imagination. Middle school Home Economics supports further study in senior school and the career opportunities related to the Home Economics and to the Hospitality industry which cover a wide range of specialised work including:

- Home Economist
- Food Technologist
- Environmental Health
- Dietician
- Chef
- Event Planning
- Fashion and Textile
- Food and Beverage
- Early childhood educator
- Group Leader
- And so much more!
ITD

Leads to study in both Senior Authority Registered and Non Registered Subjects

Subject Description
ITD in the middle school aims to develop each student’s skill in four areas of study: furnishing, Engineering, graphics and Design. Students will be exposed to the number learning environments and materials when completing practical exercises and related theory and drawing.

Content
Years 7/8 — 6 month (1 Semester) course introducing students to workshop operational tasks, safety and design fundamentals.

Year 9 — 6 Month (1 Semester) course focused on students developing hand skills to produce high quality projects out of wood, metal and plastic materials. One unit focused on extending students knowledge and understanding of design processes learnt in year 7/8.

Expectations
Students should be committed, self-motivated, and be prepared to work in a variety of situations. Safety is a very important aspect of ITD. Students must follow teacher instructions in the correct use of tools and equipment and wear correct school uniform to participate in the workshops.

Why study this subject?
This subject is designed to give students an opportunity learn basic hand skills and use simple hand and power tools. Projects will be constructed using a variety of materials which will give students a wider base of knowledge in the use and properties of these materials. They include solid timber, man-made timber products, sheet metal, solid metals and plastics. Graphics will be completed on worksheets and the use of a computer aided drawing program. Middle School ITD supports further study in Senior school subjects and the Career opportunities related to the Industrial Technology industry which cover a wide range of specialised work including:

- Carpenter
- Boiler Maker
- Electrician
- Draftsperson
- Architect
- Architectural and Environment Design
- Plumber
- Shop Fitter
- Cabinetmaker
Technology and Business

Subject Description
Technology and Business in the middle school aims to develop students' skills in the following areas: ICTs, critical thinking, problem solving, research, investigation and extended writing and budgeting skills. Students will be exposed to these skills when completing relevant and practical exercises in a number of different Business topics.

Content
Students will study the following topic areas:

- Economics/Personal Finance
- Youth and the Law
- Business and the Global Economy
- ICTs

Assessment
Students will complete a variety of practical and theory assessment tasks.

Expectations
Students are expected to be responsible for their own learning and respect the rights of other students. They need to work co-operatively and independently and are expected to challenge their own prior knowledge and understandings.

Why study this subject?
Studying Technology and Business will give students an opportunity to learn skills in a number of key areas including personal finance and ICTs. Being able to manage personal finance is an important skill in life as is being able to utilise ICTs in both personal and business scenarios to generate creative solutions as well as being productive. Students will gain a wider base of knowledge in legal issues that impact them and hence give them an understanding of their rights and responsibilities in society as they move towards the Senior School and post-schooling. Students will study how individuals and businesses interact in the global economy and this will allow them to develop a higher level of understanding of their place in the business world and how businesses interact with each other. Skills learnt in this subject can lead to careers and study in the wide ranging fields of Business, Accounting, Law and Technology.
Using OneSchool to select your subjects

Part 1 Logging on to “My Education Plan”
- Logon to your computer and the BSSC one portal student page will appear
- Go to the top right hand side and find the link that says “sign in” and this will connect you to “OneSchool”
- Use your school user name and password
- If you have not logged on before you will need to “accept” the agreement AND accept the location
- Find “my education plan” - at the top on the left hand side
- 4 tabs will come up - Intended Learning, Personal, Careers and Courses and Subject selection
- Complete the Intended Learning section by answering each of the questions

Part 2 Completing the section “Personal”
- Click on the “Personal” section and complete the sections goals, areas to improve, strengths
- Then go “Learning Snapshot”
- Click each subject individually
- You will be shown your Semester 1 results for Achievement, Behaviour and Effort
- Follow the prompts and describe how you achieved those results AND what your strategies are to improve your results for this semester.

Part 3 Explore the section “Careers and Courses”
- Follow the prompts and answer each question
- Then click on Subject Selection

Part 4 Completing the section “Subject Selection”
- Click on “click here” to choose the new model (for 2016)
- Press “save”
- Select “edit”
- Follow the prompts to choose your subjects. Read the information at the top of the section and follow the directions.
- Finally follow the prompts to select your reserves. These must be different to the subjects you have already chosen.
Ensure that you click “save” BEFORE you exit the screen.