



SUBJECT GUIDE 2026

for Home-based Students

YEARS 11–12

Brisbane School of Distance Education

INNOVATION | INSPIRATION | INCLUSION



BrisbaneSDE



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BrisbaneSDE

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LEGEND

C Year 10 Core

E Year 10 Elective

G Years 11–12 General

A Years 11–12 Applied

V VET

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LEGEND

C Year 10 Core

E Year 10 Elective

G Years 11–12 General

A Years 11–12 Applied

V VET



Welcome

from the Executive Principal

Our school goal is to see
Each student succeeding through ...

our VISION *Excellence in virtual learning.*

our MISSION *Providing highly engaging learning opportunities for each student to succeed through innovation, inspiration and inclusion.*

our VALUES *Enhancing each student's learning and wellbeing through working collaboratively and strengthening our collective capacity with families and community.*



Dear Home-based Supervisors and Students,

I would like to warmly welcome you to Brisbane School of Distance Education (BrisbaneSDE).

Our school has a long, and successful record of providing a unique learning environment for students and their families who are located in a variety of settings across Queensland, Australia and the world. We are a leader in online delivery of learning for students. We are dedicated to excellence in teaching and learning through thoughtful innovation, inspiration and inclusion for each student who attends our school.

The school has a well-earned and impressive reputation amongst our school community and the wider educational community for the ability to cater for individual student needs. This approach to student learning is provided through flexible, individualised and quality curriculum programs, combined with a focus on the very important teacher-student relationship and Home-based and/or School-based Supervisor involvement.

Our school is well served by dedicated, enthusiastic, caring and committed staff who willingly and ably share their talents and abilities with students, families and other professionals. Teachers provide daily online lessons using leading-edge ICT technologies and pedagogies. They follow up the teaching program by contacting students and families regularly to ensure engagement with the learning program.

A good school is not just built; it is created through the combined dedicated commitment of parents, students and staff all working together to achieve the very best for students. At BrisbaneSDE, our staff, our families and our school community work together to shape the future direction of our school.

We hope that you find this Subject Guide useful as a general introduction to the school and that you gain some appreciation of the pride we take in our school, our passion for excellence and the performance that we achieve. I encourage you to visit our school website to better understand how BrisbaneSDE can cater for your child's learning needs.

I look forward to your family being part of our great school.

John Brew
Executive Principal

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How to contact us

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General enquiries	enquiries@brisbanesde.eq.edu.au
Enrolment enquiries	enrolments@brisbanesde.eq.edu.au
Website	www.brisbanesde.eq.edu.au
School office hours	7.30 am – 3.00 pm, every school day
Facebook	www.facebook.com/BrisbaneSchoolofDistanceEducation/



Years 11–12 Subject Guide Information

for Home-based students

About this guide

This Subject Guide has been compiled to support you in your selection of subjects and pathways for your Senior Phase of Learning at BrisbaneSDE.

In the Senior Phase of Learning at BrisbaneSDE, we offer students many learning options and encourage a learning pathway that recognises a student's academic interests and potential for success. We work with students and their parents and carers to ensure that each young person is on a meaningful pathway towards success in their post-school ambitions.

It is important to choose subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success at school and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps. Your Senior Education and Training Plan (completed during Year 10) is an integral part of this process.

As an overall plan, it is advised to choose subjects that:

- you enjoy
- you have achieved in or feel confident in achieving good results
- reflect your interests and abilities
- help you reach your career and employment goals
- will develop skills, knowledge and attitudes that are useful throughout your life
- will satisfy future tertiary course prerequisites.

Online learning at BrisbaneSDE

BrisbaneSDE is an online school.

The curriculum is taught by teachers during scheduled online lessons with class groups. These lessons occur according to a timetable, in much the same manner as a face-to-face school. Students are expected to attend all online lessons and to participate in the classroom activities in those lessons. All online lessons are delivered via a web-conferencing platform and require internet access.

Interaction during online lessons is both written and spoken. Students will require a headset with a microphone and also a webcam.

Study at an online school requires a high level of self-direction and motivation. Students will require a physical space that is free from distractions, as well as the ability to maintain focus during online lessons. In addition to the time spent in online lessons, students will need to allow sufficient time to complete homework tasks, assessments, study, and revision.

It is the policy of BrisbaneSDE to make recordings of online lessons across all year levels and subject areas. These recordings remain available for a limited period after the completion of the lesson so that they can be accessed by students in the case of absence, or for revision purposes. Access to recorded lessons is restricted to BrisbaneSDE students and is password protected. All recordings are made in accordance with relevant legislation and government policies.

Subject lists

Years 11 and 12 QCAA subjects and Vocational Education and Training (VET) courses

Disclaimer

A minimum number of student enrolments for each subject is required for the subject to be offered at BrisbaneSDE.

QCAA Subjects	General	Applied
English	English	Essential English
	Literature	
Mathematics	General Mathematics	Essential Mathematics
	Mathematical Methods	
	Specialist Mathematics	
Science	Biology	Science in Practice
	Chemistry	
	Marine Science	
	Physics	
	Psychology	
Humanities and Social Sciences	Accounting	Business Studies
	Ancient History	Religion and Ethics
	Economics	Social and Community Studies
	Geography	Tourism
	Legal Studies	
	Modern History	
	Philosophy and Reason	
The Arts	Dance	Media Arts in Practice
	Music	Music in Practice
	Music Extension (Units 3 and 4)	Visual Arts in Practice
	Visual Art	
Technologies	Design	Information and Communication Technology
	Digital Solutions	
Health and Physical Education	Health	Sport and Recreation
Languages	Chinese	
	Chinese Extension (Units 3 and 4)	
	French	
	German	
	Japanese	
	Spanish	

Vocational Education and Training (VET) courses:

Business (BSB)	BSB30120 Certificate III in Business*
Financial Services (FNS)	FNS20120 Certificate II in Financial Services
Information and Communications Technology (ICT)	ICT20120 Certificate II in Applied Digital Technologies
Community Services (CHC)	CHC22015 Certificate II in Community Services
	CHC24015 Certificate II in Active Volunteering*
Foundation Skills (FSK)	FSK20119 Certificate II in Skills for Work and Vocational Pathways
External VET Programs	School-based Apprenticeships and Traineeships and TAFE Courses (contact the External VET Programs Coordinator at school)

*Subject to enrolment numbers and staffing. Students and parents/carers are advised to check the BrisbaneSDE website for updates to VET subject availability/information.

Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) number is 00608A.



Senior subjects

BrisbaneSDE offers two main types of senior subjects developed by the Queensland Curriculum and Assessment Authority (QCAA) — General and Applied subjects.

In addition, we offer a range of Vocational Education and Training (VET) courses. VET is 'education and training for work' and part of a broader educational network in Australia that includes schools, universities, and adult and community education.

All senior subjects are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills.

General subjects, Applied subjects and VET courses may all contribute to the Queensland Certificate of Education (QCE) and Australian Tertiary Admission Rank (ATAR).

General subjects

General subjects are more academic subjects suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies.

General subjects are four-unit courses of study. They are completed over two years.

Units 1 and 2 (Year 11)

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study.

Satisfactory completion of Units 1 and 2 contributes one credit for each unit towards the QCE.

Results from Units 1 and 2 do not contribute to ATAR calculations.

Units 3 and 4 (Year 12)

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative, that is, it is used to measure the student's achievement in the subject.

Completion of both Units 3 and 4 at a grade of C or above contributes two credits towards the QCE.

Results for assessment in Units 3 and 4 contribute to ATAR calculations, regardless of your grade.

Extension subjects

Extension subjects are extensions of the related General subjects. Extension subjects are studied either together with, or after, Units 3 and 4 of the General course of study. Extension subjects consist of two units (Units 3 and 4).

Completion of both Units 3 and 4 at a grade of C or above contributes two credits towards the QCE.

Results for assessment in Units 3 and 4 contribute to ATAR calculations, regardless of your grade.

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Assessment in General subjects

All General subjects, including Extension subjects, include three summative internal assessments across Units 3 and 4, and an external assessment (examination) at the end of Unit 4.

The three summative internal assessments must be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. Internal assessments for General subjects may be a combination of timed exams, and assignments completed over a number of weeks.

The external assessment result for a subject contributes to a determined percentage of a student's overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Applied subjects

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Applied subjects are four-unit courses of study. They are completed over two years.

Units 1 and 2

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, that is, the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity as students develop greater independence as learners.

Satisfactory completion of Units 1 and 2 contributes one credit for each unit towards the QCE.

Results from Units 1 and 2 do not contribute to ATAR calculations.

Units 3 and 4

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative, that is, it is used to measure the student's achievement in the subject.

Completion of both Units 3 and 4 at a grade of C or above contributes two credits towards the QCE.

Results for assessment in Units 3 and 4 contribute to ATAR calculations, regardless of your grade. A maximum of one Applied subject can contribute to ATAR calculations.

Assessment in Applied subjects

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student's exit result. Applied syllabuses do not use external assessment. With the exception of Essential Mathematics and Essential English, there are no timed exams in Applied subjects. All assessment is by assignments completed over a number of weeks.

Vocational Education and Training (VET) courses

BrisbaneSDE is recognised as a Registered Training Organisation (RTO #1585) that operates within the principles and standards of the National VET Regulator (NVR).

BrisbaneSDE offers a range of VET courses which:

- respond to industry, community and employment opportunities
- ensure equity in access
- provide opportunities to work towards a nationally recognised qualification and articulation to further education
- provide students with the opportunity to participate in programs and activities which foster and develop enterprise skills.

In addition to VET qualifications, students may enrol in qualifications delivered by an external RTO, or may undertake a school-based apprenticeship or traineeship. More information about external VET programs is provided later in this guide.

Completed VET courses contribute to the QCE. A maximum of one completed VET qualification at Certificate III level or higher can contribute to ATAR calculations.

Assessment in VET courses

Assessment in VET is competency based. In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skills to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments.

Students are required to complete all units of competency in a qualification to be awarded the full Certificate. If the full qualification is not achieved, a Statement of Attainment is issued listing the units of competency attained.

Unique Student Identifier

Certification for VET qualifications can only be issued when the student has created and supplied their Unique Student Identifier (USI). Students must create their USI before enrolling in BrisbaneSDE VET subjects. For more information see www.usi.gov.au.

Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA)

QCE

The QCE is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. To be issued with a QCE, students need to complete a set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

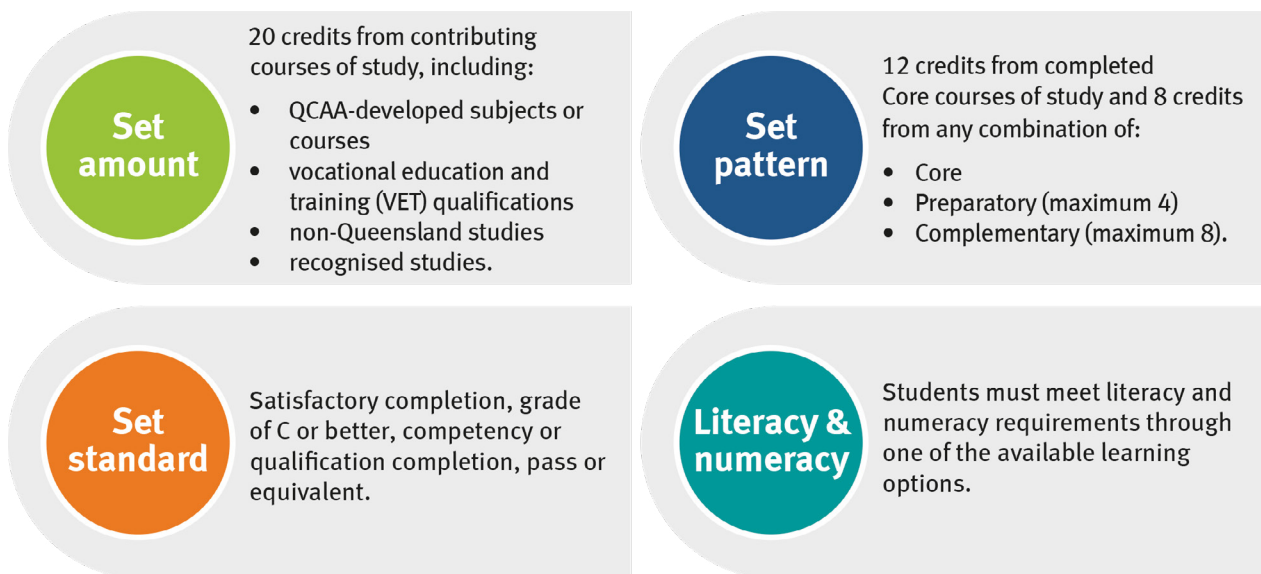
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals.

QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have a disability that affects learning and is not primarily due to socioeconomic, cultural or linguistic factors. Interested students and their parents and caregivers should contact the Inclusion and Student Support department for more details.

All students at BrisbaneSDE will work towards graduating with a QCE or QCIA.

QCE requirements



QCAA Queensland Certificate of Education: For students completing Year 12 from 2020.

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

● **Core:** At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

● **Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> QCAA Short Course in Literacy QCAA Short Course in Numeracy 	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

● **Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> QCAA Short Course in Aboriginal & Torres Strait Islander Languages QCAA Short Course in Career Education 	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

QCAA Queensland Certificate of Education: For students completing Year 12 from 2020.

Literacy and Numeracy requirements

The literacy and numeracy requirements can be met through a range of options, including satisfactory completion of Unit 1 or Unit 2 of an English subject (literacy) and a Maths subject (numeracy).

Completed Core requirements

Students must accrue at least 12 credits from completed Core courses. Students must study a Core course from beginning to end to contribute to the 12 credits.

For General or Applied subjects, this means studying all four units. For VET qualifications, this means completing a Certificate II or higher.

Relaxation of the completed core requirement will automatically apply for students who change from one Maths subject to another, or one English subject to another.

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Completed core in General and Applied subjects

Completion of Unit 1 and Unit 2 are each recorded as 'satisfactory' or 'unsatisfactory'.

Units 3 and 4 are graded together as a pair at the end of the course, using A–E grades. To count a subject towards completed core, you must achieve a C or above for the Units 3–4 pair. Credit only accrues for each of Units 1 and 2 if there is 'satisfactory' completion.

Consider the following possibilities:

Subject	Results Units 1–2: Satisfactory (S) / Unsatisfactory (U) Units 3–4: A to E grades			QCE credits	Contribute to completed Core?
	Unit 1	Unit 2	Units 3 and 4		
English	S	S	B	4	Yes
Geography	U	S	C	3	Yes
Music	U	U	C	2	Yes
Chemistry	S	S	D	2	No C or above has not been achieved for Units 3–4
Economics	S	S	Changed to Legal Studies	2	No All 4 units have not been completed
Legal Studies	–	–	C	2	No All 4 units have not been completed
General Maths	S	Changed to Essential Maths	–	1	Yes Changes between Maths and English subjects still count as completed core
Essential Maths	–	S	B	3	Yes Changes between Maths and English subjects still count as completed core
Certificate III in Screen and Media (studied through an external VET program)	100% complete; Pass			8	Yes

Incompatible subjects

Applied subjects and Certificate II level VET qualifications that have similar subject matter and learning goals are considered duplication of learning, and so cannot together accrue more than four QCE credits. These subjects include:

Applied subject	VET qualifications
Business studies	BSB20120 Certificate II in Workplace Skills
Tourism	SIT20116 Certificate II in Tourism
	SIT20122 Certificate II in Tourism
Information and Communication Technology	ICT20120 Certificate II in Applied Digital Technologies
Sport and Recreation	SIS20115 Certificate II in Sport and Recreation
	SIS20122 Certificate II in Sport and Recreation
Music in Practice	CUA20620 Certificate II in Music
Visual Arts in Practice	CUA20720 Certificate II in Visual Arts

Incompatible Applied subjects and VET qualifications are identified on the QCAA website and are updated annually. <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/2-qce/2.3-additional-vet-qce-credit-rules>

External VET programs

If you are studying or considering studying an external VET qualification please refer to the BrisbaneSDE External VET Programs Coordinator to make sure that this is not incompatible with your subject selection.



Australian Tertiary Admission Rank (ATAR)

The ATAR is a ranking system that provides a standardised measure for university admissions.

The ATAR is expressed as a number between 99.95 (highest) down to 0 (lowest). ATARs below 30 are expressed as '30.00 or less'.

If the demand for a particular university course is greater than the number of places available, the university will use the ATAR to decide which eligible students are offered a place in the course.

Students who are aiming to study at university after they finish school should consider working towards an ATAR.

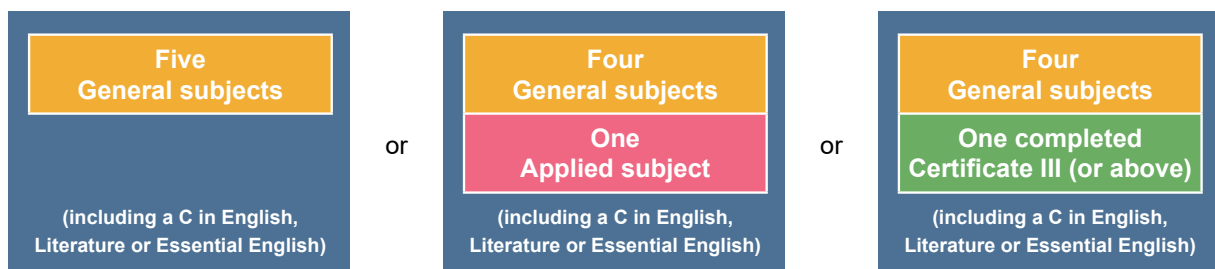
Although some universities may allow entry into some courses on the basis of successful completion of a VET qualification, if you want to go to university it is important to check the entry requirements of all courses you are interested in before deciding not to pursue an ATAR.

ATAR requirements

To be eligible for an ATAR, a student must have:

- achieved a C or above in an English subject (that is, English, Literature or Essential English)
- completed five general subjects; or four general subjects plus one applied subject; or four general subjects plus one VET Certificate III or above
- accumulated their subject results within a five year period.

ATAR options



Summary — QCE and ATAR calculation

General subjects	Unit 1	Unit 2	Units 3 and 4
Contribution to QCE credit	One credit if 'satisfactory'	One credit if 'satisfactory'	Two credits if grade is C or above
Contribution to ATAR calculation	None	None	Results contribute to ATAR calculation (regardless of grade)

Applied subjects	Unit 1	Unit 2	Units 3 and 4
Contribution to QCE credit	One credit if 'satisfactory'	One credit if 'satisfactory'	Two credits if grade is C or above
Contribution to ATAR calculation	None	None	Results contribute to ATAR calculation (regardless of grade) A maximum of one Applied subject or VET Certificate (but not both) can contribute to an ATAR.

VET courses	Certificate I	Certificate II	Certificates III and IV
Contribution to QCE credit	Up to three credits (depending on length)	Up to four credits (depending on length)	Up to eight credits (depending on length)
Contribution to ATAR calculation	None	None	Completion contributes to ATAR qualification A maximum of one Applied subject or VET Certificate (but not both) can contribute to an ATAR.

English

Year 10

Years 11 and 12

English

Results:
A or B

English

Literature

English
Foundation

Essential English

LEGEND

Years 7–10 Core

Years 7–10 Electives

Years 11–12 General

Years 11–12 Applied

VET Certificate

→ Recommended pathway

--> Available pathway

+ In addition to

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Overview

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility—skills that prepare students for local and global citizenship and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.



Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 10 English.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts	Texts and culture	Textual connections	Close study of literary texts
<ul style="list-style-type: none">• Texts in contexts• Language and textual analysis• Responding to and creating texts	<ul style="list-style-type: none">• Texts in contexts• Language and textual analysis• Responding to and creating texts	<ul style="list-style-type: none">• Conversations about issues in texts• Conversations about concepts in texts	<ul style="list-style-type: none">• Creative responses to literary texts• Critical responses to literary texts

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Spoken persuasive response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination — extended response	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Written response for a public audience	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — extended response	25%

Literature

GENERAL SENIOR SUBJECT

Overview

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility—skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 10 English.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies	Texts and culture	Literature and identity	Independent explorations
<ul style="list-style-type: none"> Ways literary texts are received and responded to How textual choices affect readers Creating imaginative texts 	<ul style="list-style-type: none"> Ways literary texts connect with each other — genre, concepts and contexts Ways literary texts connect with each other — style and structure Creating analytical and imaginative texts 	<ul style="list-style-type: none"> Relationship between language, culture and identity in literary texts Power of language to represent ideas, events and people Creating analytical and imaginative texts 	<ul style="list-style-type: none"> Dynamic nature of literary interpretation Close examination of style, structure and subject matter Creating analytical and imaginative texts

The following texts will be studied in this course. Parents are encouraged to preview these texts before enrolling their student in this subject.

Text	Year 11	Year 12
Film		<i>Picnic at Hanging Rock</i> (Peter Weir)
Novel	<i>The Road</i> (Cormac McCarthy)	<i>Things Fall Apart</i> (Chinua Achebe)
Play	<i>The Importance of Being Earnest</i> (Oscar Wilde)	<i>Hamlet</i> (William Shakespeare)
Poems / short stories	Collection of short stories by various authors	A range of poems by TS Eliot, Lionel Fogarty and other poets Collection of short stories by various authors

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 1	Unit 2	Unit 3	Unit 4
Assessment 1			
Extended response — imaginative written response (FA1)	Examination — analytical written response (FA2)	Summative internal assessment 1 (IA1): • Examination — analytical written response	Summative internal assessment 3 (IA3): • Extended response — imaginative written response
		25%	25%
Assessment 2			
	Extended response — imaginative spoken response (FA3)	Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	Summative external assessment (EA): • Examination — analytical written response
		25%	25%

Note: The subject and syllabus information provided is for students entering Year 11 in 2026 and/or Year 12 in 2027.

Essential English

APPLIED SENIOR SUBJECT

Overview

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility—skills that prepare students for local and global citizenship and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Recommendations for success

It is recommended that a student has satisfactorily completed Year 10 English Foundation or Year 10 English.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works	Texts and human experiences	Language that influences	Representation and popular culture texts
<ul style="list-style-type: none"> Responding to a variety of texts used in and developed for a work context Creating multi-modal and written texts 	<ul style="list-style-type: none"> Responding to reflective and non-fiction texts that explore human experiences Creating spoken and written texts 	<ul style="list-style-type: none"> Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences 	<ul style="list-style-type: none"> Responding to popular culture texts Creating representations of Australian identities, places, events and concepts

Assessment

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1):	Summative internal assessment 3 (IA3):
<ul style="list-style-type: none"> Extended response — spoken response 	<ul style="list-style-type: none"> Extended response — multimodal response
Common internal assessment (CIA):	Summative internal assessment (IA4):
<ul style="list-style-type: none"> Examination — common internal assessment 	<ul style="list-style-type: none"> Extended response — written response

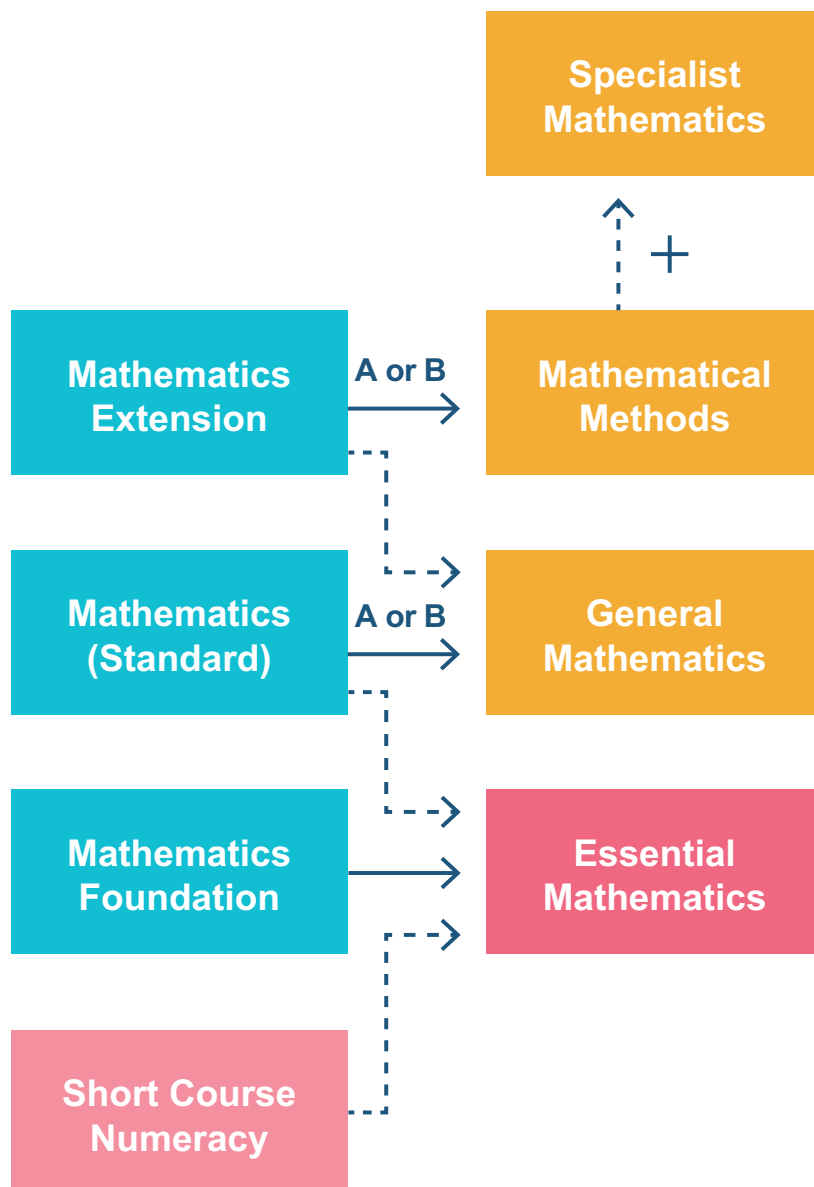
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Mathematics

Year 10

Years 11 and 12



LEGEND

Years 7–10 Core

Years 7–10 Electives

Years 11–12 General

Years 11–12 Applied

VET Certificate

→ Recommended pathway

- - -> Available pathway

+ In addition to

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General Mathematics

GENERAL SENIOR SUBJECT

Overview

General Mathematics is for students who want to extend on their Year 10 mathematics skills but don't need calculus for future study or work.

Building on the content of the P–10 Australian Curriculum, General Mathematics' major areas of study are:

- Number and algebra
- Measurement and geometry
- Statistics
- Networks and matrices

Students learn how math connects to everyday life by exploring topics including rates, percentages, financial mathematics, linear and non-linear relationships and sequences. They examine the application of matrices and networks to solve real-world problems. They also apply trigonometry in practical contexts and use statistics to analyse real-world data.

Pathways

Success in General Mathematics provides a strong foundation for further study and careers in areas such as business, finance, education, IT, social sciences, and the arts.

Objectives

By the conclusion of the course of study, students will:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Recommendations for success

Students should have achieved a B or above across both semesters of Year 10 Mathematics (Standard) or a C or above in Mathematics Extension.

Assumed knowledge

The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum:

- solve a range of problems using percentages, rates and ratios, simple algebraic fractions
- solve basic problems involving simple and compound interest
- solve linear equations
- solve simultaneous equations
- solve right-angled triangle problems, using trigonometric ratios
- solve problems involving surface area, volume and Pythagoras' theorem
- recognise irrational numbers in applied contexts (e.g. π)



- round decimals to a given accuracy appropriate to the context and use appropriate rounding and estimation to check the reasonableness of solutions
- recognise and use variables to represent everyday formulas algebraically and substitute values into formulas to determine an unknown
- understand the connection between algebraic and graphical representations, using appropriate technology
- calculate and compare measures of central tendency (mean, median and mode) and measures of spread; determine quartiles, interquartile range (IQR) and range
- construct and interpret box plots and use them to compare datasets
- use scatter plots to investigate and comment on relationships between two numerical variables
- understand bivariate numerical data where the independent variable is time
- construct back-to-back stem-and-leaf plots and histograms.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra, and linear equations	Applications of linear equations and trigonometry, matrices, and univariate data analysis	Bivariate data and time series analysis, sequences, and Earth geometry	Investing and networking
<ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs 	<ul style="list-style-type: none"> • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2 	<ul style="list-style-type: none"> • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	<ul style="list-style-type: none"> • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task (PSMT)	20%	Summative internal assessment 3 (IA3): • Examination — 90 minutes plus 5 minutes perusal	15%
Summative internal assessment 2 (IA2): • Examination — 90 minutes plus 5 minutes perusal	15%		
Units 3 and 4			
Summative external assessment (EA): • Examination — two exams each 90 minutes plus 5 minutes perusal			50%

Assessment types

A PSMT is an extended task where students use their mathematical knowledge to solve a real-world problem. Students are expected to develop a model, organise information, perform calculations, interpret results, make justified decisions, reflect on their solutions and communicate clearly.

Examinations are short response papers including approximately 60% simple familiar, 20% complex familiar and 20% complex unfamiliar questions.



Mathematical Methods

GENERAL SENIOR SUBJECT

Overview

The major areas of study in Mathematical Methods are:

- Algebra
- Functions, relations and their graphs
- Trigonometry
- Calculus
- Statistics

Mathematical Methods helps students connect mathematics to other subjects and apply their skills to real-world problems, building their ability to think critically, and solve problems.

Students learn topics in a structured way, building on what they know about algebra, functions, graphs, and probability from earlier years. They explore calculus, which helps explain the physical world, and statistics, which is used to understand uncertainty and variation. Both areas are important for creating models and solving complex problems.

Pathways

Success in Mathematical Methods provides a strong foundation for further education and careers in fields such as natural and physical sciences, engineering, health and medical sciences, computer science, psychology, business, and mathematics and science education.

Objectives

By the conclusion of the course of study, students will:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Recommendations for success

Students should have achieved a B or above in Mathematics Extension.

Assumed knowledge

The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum that must be learnt or revised and maintained as required:

- factorising, expanding and simplifying algebraic expressions including monic quadratic expressions using a variety of strategies
- applying the four operations to simple algebraic fractions with numerical denominators
- substituting values into formulas to determine an unknown

Resources and requirements for this subject can be found on the BrisbaneSDE website.

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- solving problems involving linear equations, including those derived from formulas and those that involve simple algebraic fractions
- the equation of a line in the form $y = mx + c$
- parallel and perpendicular lines, including $m_1 = m_2$ and $m_1 m_2 = -1$
- exploring the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate
- solving simple quadratic equations using a range of strategies
- solving linear simultaneous equations, using algebraic and graphical techniques, including using digital technology
- solving linear inequalities and graphing their solutions on a number line
- solving right-angled triangle problems using trigonometric skills
- describing the results of two- and three-step chance experiments to determine probabilities of events and investigating the concept of independence and conditional probability
- obtaining simple statistics from discrete and continuous data, including mean, median, mode, quartiles, range and interquartile range
- using scatterplots to investigate and comment on relationships between two numerical variables
- investigating and describing bivariate numerical data where the independent variable is time
- translating word problems to mathematical form
- understanding that the real number system includes rational and irrational numbers
- using approximations of real numbers by truncating or rounding
- solving problems involving the surface area and volume of right prisms, including cylinders
- solving problems involving Pythagoras' theorem.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability	Calculus and further functions	Further calculus and introduction to statistics	Further calculus, trigonometry and statistics
<ul style="list-style-type: none"> • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability 	<ul style="list-style-type: none"> • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation 	<ul style="list-style-type: none"> • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables 	<ul style="list-style-type: none"> • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions



Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task (PSMT)	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination — 90 minutes plus 5 minutes perusal	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — 90 minutes plus 5 minutes perusal	15%		
Units 3 and 4			
Summative external assessment (EA): <ul style="list-style-type: none">• Examination — two exams each 90 minutes plus 5 minutes perusal Paper 1 will be technology-free and Paper 2 will be technology-active			50%

Assessment types

A PSMT is an extended task where students use their mathematical knowledge to solve a real-world problem. Students are expected to develop a model, organise information, perform calculations, interpret results, make justified decisions, reflect on their solutions and communicate clearly.

Examinations are short response papers including approximately 60% simple familiar, 20% complex familiar and 20% complex unfamiliar questions.

Specialist Mathematics

GENERAL SENIOR SUBJECT

To be studied together with or after Mathematical Methods

Overview

Specialist Mathematics is designed for students who excel in, and have a deep love of Mathematics. Through this subject students will gain an appreciation of the true nature of mathematics, its beauty and its power.

The major areas of study in Specialist Mathematics are:

- Vectors and matrices
- Real and complex numbers
- Trigonometry
- Statistics
- Calculus

Functions and calculus build on study from Mathematical Methods and are key for modelling the physical world, while statistics help analyse probability and uncertainty. Vectors, complex numbers, and matrices are crucial for understanding complex relationships in science and technology.

Pathways

Success in Specialist Mathematics provides a strong foundation for further study and careers in science, mathematics and statistics, computer science, medicine, engineering, finance, and economics.

Objectives

By the conclusion of the course of study, students will:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Recommendations for success

Students should have achieved a B or above in Mathematics Extension.

Assumed knowledge

In addition to the assumed knowledge for Mathematical Methods, it is also recommended that students have knowledge of:

- fractional exponents and surds
- solutions of quadratic functions
- calculation of probabilities with and without replacement
- sketching functions including quadratic, sine and cosine functions
- properties of circles.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices	Complex numbers, further proof, trigonometry, functions and transformations	Further complex numbers, proof, vectors and matrices	Further calculus and statistical inference
<ul style="list-style-type: none"> Combinatorics Introduction to proof Vectors in the plane Algebra of vectors in two dimensions Matrices 	<ul style="list-style-type: none"> Complex numbers Complex arithmetic and algebra Circle and geometric proofs Trigonometry and functions Matrices and transformations 	<ul style="list-style-type: none"> Further complex numbers Mathematical induction and trigonometric proofs Vectors in two and three dimensions Vector calculus Further matrices 	<ul style="list-style-type: none"> Integration techniques Applications of integral calculus Rates of change and differential equations Modelling motion Statistical inference

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task (PSMT)	20%	Summative internal assessment 3 (IA3): • Examination — 90 minutes plus 5 minutes perusal	15%
Summative internal assessment 2 (IA2): • Examination — 90 minutes plus 5 minutes perusal	15%		
Units 3 and 4			
Summative external assessment (EA): • Examination — two exams each 90 minutes plus 5 minutes perusal Paper 1 will be technology-free and Paper 2 will be technology-active			50%

Assessment types

A PSMT is an extended task where students use their mathematical knowledge to solve a real-world problem. Students are expected to develop a model, organise information, perform calculations, interpret results, make justified decisions, reflect on their solutions and communicate clearly.

Examinations are short response papers including approximately 60% simple familiar, 20% complex familiar and 20% complex unfamiliar questions.

Essential Mathematics

APPLIED SENIOR SUBJECT

Overview

Students will benefit from studying Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

The major topics covered in Essential Mathematics are:

- Number
- Data
- Location and time
- Measurement
- Finance

Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

Recommendations for success

The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum:

- recall concepts of number and its operations, percentages, money, rates and ratios
- read and use graphs and scales
- recall concepts of probability, data collection and statistical data representations
- use a scientific calculator and other technology, where appropriate
- substitute numbers into formulas
- translate word problems to mathematical form.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and money	Data and travel	Measurement, scales and chance	Graphs, data and loans
<ul style="list-style-type: none"> Fundamental topic: Calculations Topic 1: Number Topic 2: Representing data Topic 3: Managing money 	<ul style="list-style-type: none"> Fundamental topic: Calculations Topic 1: Data collection Topic 2: Graphs Topic 3: Time and motion 	<ul style="list-style-type: none"> Fundamental topic: Calculations Topic 1: Measurement Topic 2: Scales, plans and models Topic 3: Probability and relative frequencies 	<ul style="list-style-type: none"> Fundamental topic: Calculations Topic 1: Bivariate graphs Topic 2: Summarising and comparing data Topic 3: Loans and compound interest

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Problem-solving and modelling task (PSMT) (up to 1000 words) 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Problem-solving and modelling task (PSMT) (up to 1000 words)
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Examination - Common internal assessment (60 minute exam covering Unit 3) 	Summative internal assessment 4 (IA4): <ul style="list-style-type: none"> Examination — short response (60 minute exam covering Unit 4)

Assessment types

A PSMT is an extended task where students use their mathematical knowledge to solve a real-world problem. Students are expected to develop a model, organise information, perform calculations, interpret results, make justified decisions, reflect on their solutions and communicate clearly.

Examinations are short response papers including approximately 80% simple familiar and 20% complex questions.

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Science

Year 10

Years 11 and 12

Science

Biology

Chemistry

Marine Science

Physics

Psychology

Science
in Practice

LEGEND

Years 7–10 Core

Years 7–10 Electives

Years 11–12 General

Years 11–12 Applied

VET Certificate

→ Recommended pathway

--> Available pathway

+ In addition to

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Biology

GENERAL SENIOR SUBJECT

Overview

Biology is the study of living things—from the smallest cells to complex ecosystems. It explores how living organisms grow, survive, interact and adapt to the world around them. In Senior Biology, students investigate a range of fascinating topics that are relevant to their everyday lives and the world's most pressing issues—from the workings of the human body to the protection of endangered species.

This subject encourages curiosity and critical thinking. Students ask questions about how life works, conduct investigations, analyse data, and evaluate claims using scientific evidence. They learn to think like scientists and develop practical skills that are valued in many fields, whether they plan to pursue a science-based career or simply want to make informed decisions about health, the environment, or ethical issues.

Pathways

Biology builds essential skills for further study and employment. These include:

- understanding and applying scientific principles
- solving problems and making evidence-based decisions
- communicating clearly and accurately
- working independently and collaboratively.

Biology is particularly useful for students considering careers in health, medicine, environmental science, biotechnology, agriculture, education and research. But it's also valuable for anyone who wants to understand how living systems work and how science shapes our lives.

Studying Biology opens doors to a wide range of future opportunities. It lays the foundation for tertiary courses in:

- biomedical and health sciences
- veterinary and animal sciences
- environmental science and conservation
- education and science communication.

It also supports general skills needed in the workforce—such as analytical thinking, research, communication and digital literacy.

Senior Biology helps students make sense of the living world and their place within it. Whether exploring the microscopic world of cells or the global challenge of biodiversity loss, students will be challenged, inspired and better prepared for the future.

Objectives

By the conclusion of the course of study, students will:

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.



Recommendations for success

It is strongly recommended that a student achieves a C or above in Year 10 Science and Year 10 Mathematics (Standard).

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms	Maintaining the internal environment	Biodiversity and the interconnectedness of life	Heredity and continuity of life
<ul style="list-style-type: none">Students explore how cells function as the building blocks of life and how different systems in plants and animals work together to maintain life.	<ul style="list-style-type: none">This unit focuses on how organisms keep their internal conditions stable through processes such as thermoregulation and immunity. Students also explore current and historical disease outbreaks and how we respond to them.	<ul style="list-style-type: none">Students investigate the rich diversity of life on Earth and how living things interact with each other and their environments. This unit includes fieldwork to study ecosystems and population dynamics.	<ul style="list-style-type: none">The final unit covers genetics, inheritance, evolution and the continuity of species. Students learn how traits are passed on and how life has changed over time.

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test — analysing scientific information and trends in data	10%	Summative internal assessment 3 (IA3): • Research investigation — exploring a scientific claim using evidence	20%
Summative internal assessment 2 (IA2): • Student experiment — designing and conducting a scientific investigation	20%		
Units 3 and 4			
Summative external assessment (EA): • Examination — a comprehensive test of all major topics from Units 3 and 4			50%

These assessments allow students to demonstrate their understanding and skills in a variety of formats. The mix of assignments and exams helps prepare them for university and life beyond school.

Chemistry

GENERAL SENIOR SUBJECT

Overview

Chemistry is the study of matter—what it's made of, how it behaves, and how it changes. It explores the building blocks of the physical world, from the atoms in our bodies to the fuels that power our cities. Students in Senior Chemistry learn to think critically and solve real-world problems using scientific reasoning, evidence and practical investigation.

This subject suits students who are curious about how substances interact, want to develop strong analytical skills, and are interested in pathways to health, engineering, environmental or science-based careers.

Pathways

Chemistry builds a strong foundation for future study and work. Students learn how to:

- think logically and evaluate evidence
- solve complex problems
- understand and apply scientific processes
- conduct safe and effective experiments
- communicate ideas clearly and accurately.

It's a key subject for anyone considering careers in:

- health (medicine, pharmacy, nursing, dentistry)
- engineering and materials science
- environmental science and sustainability
- food technology and agriculture
- biotechnology, mining and chemical industries.

Chemistry also develops transferable skills that are valued in any career: attention to detail, analytical thinking, teamwork, and the ability to work through challenges methodically.

Chemistry is a General subject that contributes to a student's ATAR and Queensland Certificate of Education (QCE). It is highly regarded by universities and other tertiary institutions, particularly for courses in the sciences, health, and engineering.

Even for students not planning a science degree, Chemistry strengthens general skills in numeracy, reasoning, and critical analysis.

Senior Chemistry helps students make sense of the material world—from why metals rust, to how medications are made. Through practical investigation and deep thinking, students become better problem-solvers, communicators, and global citizens. Whether heading into science or simply aiming to understand the world better, Chemistry is a subject that opens doors.



Objectives

By the conclusion of the course of study, students will:

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Recommendations for success

It is strongly recommended that a student achieves a B or above in Year 10 Science and Year 10 Mathematics (Standard).

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions	Molecular interactions and reactions	Equilibrium, acids and redox reactions	Structure, synthesis and design
<ul style="list-style-type: none">• Students explore the structure of atoms and compounds, how elements form bonds, and how these structures influence the properties and behaviour of materials. They also learn how energy is involved in chemical reactions.	<ul style="list-style-type: none">• This unit focuses on how molecules interact, particularly in water and gases. Students learn about solubility, acids and bases, and the factors that affect how quickly reactions occur—including catalysts used in industry and the human body.	<ul style="list-style-type: none">• Students study systems where chemical reactions are reversible, including acid-base systems and reactions involving the transfer of electrons (redox reactions). These ideas are essential for understanding batteries, corrosion, and chemical manufacturing.	<ul style="list-style-type: none">• In the final unit, students investigate the structure and behaviour of organic compounds—including alcohols, esters, polymers and fuels. They learn how new compounds can be designed and synthesised to solve practical problems in areas like medicine and materials science.

Each unit includes practical investigations, experiments, and data analysis tasks. Students are encouraged to explore the ethical and environmental impacts of chemistry, such as the role of biofuels, water quality, or sustainability in manufacturing.

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test — analysing scientific information and trends in data	10%	Summative internal assessment 3 (IA3): • Research investigation — exploring a scientific claim using evidence	20%
Summative internal assessment 2 (IA2): • Student experiment — designing and conducting a scientific investigation	20%		
Units 3 and 4			
Summative external assessment (EA): • Examination — a comprehensive test of all major topics from Units 3 and 4			50%

These assessments allow students to demonstrate their understanding and skills in a variety of formats. The mix of assignments and exams helps prepare them for university and life beyond school.

Marine Science

GENERAL SENIOR SUBJECT

Overview

Marine Science is the study of the ocean and the life it contains. In this subject, students explore how marine environments function, how humans affect them, and how we can sustainably manage marine resources. It's an engaging, hands-on science course that connects students with the real world—especially important for a country like Australia with its vast coastlines and rich marine biodiversity.

Students examine topics such as ocean currents, coral reefs, marine organisms, and the impact of pollution and climate change. They learn by conducting fieldwork and investigations, building skills in observation, analysis, and problem-solving. Marine Science helps students become informed citizens, aware of the challenges facing our oceans and the science that helps address them.

Pathways

Marine Science builds important skills and knowledge for a wide range of future opportunities. Students develop:

- scientific thinking and reasoning skills
- experience with real-world data and fieldwork
- communication and teamwork abilities
- a better understanding of sustainability and global responsibility.

It's especially valuable for students interested in careers in marine biology, environmental science, fisheries, conservation, tourism, aquaculture, coastal engineering, education or science communication.

Marine Science can lead to further study in science or environmental fields at university or TAFE. It also supports careers in public service, natural resource management, tourism, and industries that rely on a healthy marine environment.

Just as importantly, it equips young people to make informed decisions about the environment, society and the economy—essential in today's world.

Senior Marine Science offers a powerful blend of science, sustainability and real-world relevance. Students explore the wonders and challenges of the marine world through observation, investigation and critical thinking. Whether they're measuring sand movement on a beach, analysing water quality, or studying coral health, students gain the knowledge and skills to help protect our oceans and shape a more sustainable future.

Objectives

By the conclusion of the course of study, students will:

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Recommendations for success

It is strongly recommended that a student achieves a C or above in Year 10 Science and Year 10 Mathematics (Standard).

Resources and requirements for this subject can be found on the BrisbaneSDE website.
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Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography	Marine Biology	Marine systems — connections and change	Ocean issues and resource management
<ul style="list-style-type: none"> Students investigate how physical and chemical processes shape marine environments. Topics include tides, waves, ocean currents, and coastal landforms. Students may conduct fieldwork at beaches, dunes, estuaries or reefs to observe coastal dynamics and water quality. 	<ul style="list-style-type: none"> This unit explores marine ecosystems and the organisms that live in them. Students examine food webs, adaptations, biodiversity, and the roles different species play. They also explore how human activities, such as pollution and overfishing, affect these systems, and how conservation efforts can make a difference. 	<ul style="list-style-type: none"> Students take a deep dive into coral reefs, particularly the Great Barrier Reef. They study how reefs form, how they change over time, and how different ecosystems are connected. Key issues such as coral bleaching and climate change are examined through scientific investigation and data analysis. 	<ul style="list-style-type: none"> This unit focuses on sustainability and the management of ocean resources. Students evaluate fisheries, marine park zoning, and global challenges like marine debris and ocean acidification. They learn how science informs policy and decision-making in marine conservation.

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test — analysing scientific information and trends in data	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation — exploring a scientific claim using evidence	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment — designing and conducting a scientific investigation	20%		
Units 3 and 4			
Summative external assessment (EA): <ul style="list-style-type: none">• Examination — a comprehensive test of all major topics from Units 3 and 4			50%

These assessments allow students to demonstrate their understanding and skills in a variety of formats. The mix of assignments and exams helps prepare them for university and life beyond school.



Physics

GENERAL SENIOR SUBJECT

Overview

Physics helps students understand the fundamental workings of the universe—from how a car accelerates, to why stars shine. It's a subject for curious minds who want to explore how matter and energy interact, and how science and mathematics work together to describe the world around us.

Senior Physics teaches students how to investigate questions, design experiments, collect and analyse data, and apply concepts to real-world situations. It builds logical thinking, problem-solving skills and a scientific way of viewing the world—all essential tools in our technology-driven society.

Pathways

Physics equips students with a powerful toolkit:

- logical thinking and analytical reasoning
- confidence in using numbers and formulas
- experiment design and interpretation
- communication of complex ideas clearly
- understanding the science behind many modern technologies.

Physics is particularly useful for students aiming for careers in:

- engineering (civil, electrical, mechanical, aerospace)
- health sciences (medicine, physiotherapy, radiography)
- technology and computing
- aviation, defence, and space industries
- environmental and physical sciences.

It also develops general skills useful in any field—such as critical thinking, problem-solving, and using evidence to make decisions.

Physics is a General subject and contributes to a student's ATAR. It provides strong preparation for university studies in science, engineering, health and technology. It also supports careers in trade, defence, emergency services and technical industries.

Even for students not pursuing a science degree, Physics builds resilience, precision and a deep understanding of how the world works—valuable in any career or life path.

Physics helps students explore the big questions—how does the universe work, and how can we harness its laws to improve our world? With a balance of theory, experimentation and practical application, Physics challenges students to think deeply, solve problems creatively, and become informed contributors to the future of science and technology.

Objectives

By the conclusion of the course of study, students will:

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Resources and requirements for this subject can be found on the BrisbaneSDE website.

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Recommendations for success

It is strongly recommended that a student achieves a B or above in Year 10 Science and Year 10 Mathematics (extension).

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics	Linear motion and waves	Gravity and electromagnetism	Revolutions in modern physics
<ul style="list-style-type: none"> Students learn how heat, nuclear energy and electricity work. Topics include energy transfers, nuclear decay, circuits, and the science behind everyday devices like microwaves, power plants and radiation treatments. 	<ul style="list-style-type: none"> This unit explores how things move and how waves behave. Students investigate motion, forces, sound, and light. Real-world applications include car safety, musical instruments, seismology and communication technologies. 	<ul style="list-style-type: none"> Students learn about gravitational fields, motion of satellites, electric motors and electromagnetic forces. This unit explains how electricity is generated and how technologies like MRI machines and telescopes work. 	<ul style="list-style-type: none"> This unit explores cutting-edge ideas like relativity, quantum physics and wave-particle duality. These concepts are foundational to technologies such as GPS, semiconductors and medical imaging.

Throughout the course, students apply mathematical skills, use scientific language, and build their confidence through practical activities and investigations. They also explore how scientific knowledge evolves and its impact on technology and society.

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test — analysing scientific information and trends in data	10%	Summative internal assessment 3 (IA3): • Research investigation — exploring a scientific claim using evidence	20%
Summative internal assessment 2 (IA2): • Student experiment — designing and conducting a scientific investigation	20%		
Units 3 and 4			
Summative external assessment (EA): • Examination — a comprehensive test of all major topics from Units 3 and 4			50%

These assessments allow students to demonstrate their understanding and skills in a variety of formats. The mix of assignments and exams helps prepare them for university and life beyond school.



Psychology

GENERAL SENIOR SUBJECTS

Overview

Psychology is the scientific study of how people think, feel and behave. In this subject, students explore the human mind and behaviour through a mix of scientific investigation and real-life applications. They learn how we grow and change as individuals, how mental health is understood and treated, and how our thinking and actions are shaped by others.

Senior Psychology helps students understand themselves and others. It builds their ability to think critically, evaluate information, and apply evidence to everyday problems—from wellbeing and learning to communication and social influence.

Pathways

Psychology builds skills that are useful in all areas of life and work. These include:

- understanding human behaviour and mental processes
- communicating ideas clearly and effectively
- analysing data and evaluating evidence
- working ethically and respectfully with others
- applying critical thinking to complex problems.

It is especially useful for students interested in:

- health and social services (e.g. psychology, nursing, counselling, speech pathology)
- education and youth work
- law, criminology and justice
- human resources, communication and marketing
- research, policy or community work.

Psychology also supports students to develop empathy, resilience and insight—skills that are valuable in any career and life path.

Psychology is a General subject that contributes to a student's ATAR and Queensland Certificate of Education (QCE). It provides strong preparation for further study at university or TAFE, particularly in fields related to human behaviour, health, education, or social sciences.

Even for students not pursuing a psychology degree, this subject builds important thinking, research and communication skills that are widely transferable.

Psychology gives students a scientific lens through which to explore the human experience—from how the brain works to how we relate to others. It is a subject that connects science with everyday life, encouraging students to think deeply, act thoughtfully and understand the world—and themselves—a little better.

Objectives

By the conclusion of the course of study, students will:

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

Resources and requirements for this subject can be found on the BrisbaneSDE website.
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Recommendations for success

It is strongly recommended that a student achieves a B or above in Year 10 English, Science and Mathematics (Standard).

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development	Individual behaviour	Individual thinking	The influence of others
<ul style="list-style-type: none"> Students investigate common debates in psychology, how the brain works and changes over time, and the science behind sleep. Topics include the influences of nature and nurture, brain structure and function, neuroimaging, sleep stages and the impact of sleep deprivation. 	<ul style="list-style-type: none"> This unit focuses on emotion, psychological disorders and treatment. Students explore how emotions influence behaviour, and how conditions like anxiety and depression are diagnosed and treated. 	<ul style="list-style-type: none"> Students examine how we perceive the world, how we form and recall memories, and how we learn new behaviours. Topics include brain structure and function, sensation and perception, memory models, and classical and operant conditioning and observational learning. 	<ul style="list-style-type: none"> This final unit explores how others shape our behaviour and attitudes. Students learn about group dynamics, interpersonal processes, attitudes and stereotypes and cultural influences. They investigate how relationships and society influence our thoughts and decisions.

Across all units, students develop key scientific skills—such as forming questions, conducting investigations, analysing data and evaluating conclusions. They also explore the ethical, cultural and social considerations that shape psychological research and practice.

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test — analysing scientific information and trends in data	10%	Summative internal assessment 3 (IA3): • Research investigation — exploring a scientific claim using evidence	20%
Summative internal assessment 2 (IA2): • Student experiment — designing and conducting a scientific investigation	20%		
Units 3 and 4			
Summative external assessment (EA): • Examination — a comprehensive test of all major topics from Units 3 and 4			50%

These assessments allow students to demonstrate their understanding and skills in a variety of formats. The mix of assignments and exams helps prepare them for university and life beyond school.



Science in Practice

APPLIED SENIOR SUBJECT

Overview

Science in Practice is a hands-on, real-world subject designed to help students see how science is used in everyday life and the workplace. It focuses on developing practical scientific skills, problem-solving abilities, and an understanding of how science can be applied in different settings—from ecology and forensics to consumer products, sustainability and health.

This subject is ideal for students who are curious about how science connects to the world around them but may prefer learning by doing rather than abstract theory. It is designed to suit different learning styles and career interests and supports students in becoming informed, responsible citizens who can think critically and act ethically.

Pathways

Science in Practice helps students build important skills that are useful in many workplaces and everyday life, such as:

- working safely and responsibly in a lab or field setting
- solving real-world problems using scientific thinking
- analysing and interpreting information and data
- communicating clearly and working well in teams
- understanding the ethical, environmental and social impacts of science.

This subject is especially valuable for students who are planning vocational pathways, apprenticeships, or work in industries such as health care, environmental science, trades, community services, food and agriculture, tourism, or emergency services.

As an Applied subject, Science in Practice contributes to the Queensland Certificate of Education (QCE). While it does not directly contribute to an ATAR, it is recognised by TAFE and many employers. It helps students prepare for practical courses, technical training, and entry-level jobs where scientific thinking and safe work practices are essential.

Science in Practice is about using science in ways that matter—at home, at work, and in the community. It offers students the chance to learn through doing, to make connections between the classroom and the real world, and to build confidence in their ability to investigate, solve problems and communicate effectively. For students who enjoy practical learning, this subject is both meaningful and rewarding.

Objectives

By the conclusion of the course of study, students will:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Recommendations for success

It is strongly recommended that a student achieves a C or above in Year 10.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sustainability	Transport science	Consumer science	Forensic science
<ul style="list-style-type: none">Exploring energy use, renewable resources, and practical strategies for reducing environmental impact.	<ul style="list-style-type: none">Investigating vehicle safety, aerodynamics, and how design affects motion and energy efficiency.	<ul style="list-style-type: none">Investigating how products like soaps, cosmetics or food preservatives are made, tested, and marketed.	<ul style="list-style-type: none">Learning techniques like fingerprinting, analysing trace evidence, and simulating crime scene investigations.

Each unit includes experiments, research projects, and practical activities. Students may build models, test products, simulate real-life scenarios, and contribute to community-based or citizen science projects.

Assessment

Assessment in Science in Practice is project-based and flexible. There are no external exams. Instead, students complete four assessment tasks across Years 11 and 12. These include:

Technique	Description
Applied investigation	Students research a question, collect data, analyse information, and draw conclusions
Practical project	Students apply scientific processes to design, build or carry out a real-world task or product

Each task includes both a hands-on component and a written or multimodal explanation of the process and outcomes. Students are assessed on their ability to plan, execute and evaluate their work, and to communicate their findings clearly and effectively



Humanities and Social Sciences (HASS)

Year 10

Years 11 and 12

History

Ancient History

Modern History

Geography

Geography

Economics
and Business

Economics

Civics and
Citizenship

Legal Studies

Philosophy
and Reason

Religion
and Ethics

Social and
Community Studies

Foundations of
Accounting
and Business

Accounting

Business Studies

Tourism

LEGEND

Years 7–10 Core

Years 7–10 Electives

Years 11–12 General

Years 11–12 Applied

VET Certificate

→ Recommended pathway

--> Available pathway

+ In addition to

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Accounting

GENERAL SENIOR SUBJECT

Overview

Accounting is about how businesses keep track of their money. It teaches students the foundations of preparing financial records for a business, and how to generate, analyse and interpret financial reports.

Students will develop an understanding of how Accounting is essential in enabling business owners and managers to use financial data and information to make decisions that will aid in the business's successful performance.

Students will learn to prepare accounting records for businesses with one owner that buy and sell goods (sole trader trading businesses) as well as for companies, including:

- preparing accounting records using Excel
- accounting for the GST
- keeping control of important financial elements of a business, including cash, credit transactions and goods bought and sold
- preparing accounting records and reports
- analysing and interpreting financial reports in order to be able to provide advice to business managers and owners.

Students will develop skills in the areas of numeracy, literacy, technical, financial, critical thinking, decision-making and problem-solving. They will also develop an understanding of the ethical attitudes and values required in order to participate effectively and responsibly in a changing business environment.

Pathways

This subject would be suited to students who are considering careers in finance or business management.

Objectives

By the conclusion of the course of study, students will:

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning.

Recommendations for success

There are no prerequisites for Accounting, but it is recommended that a student has achieved a B or above in Standard Year 10 Mathematics and English.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting	Financial reporting	Managing resources	Accounting — the big picture
<ul style="list-style-type: none"> • Introduction to Accounting • Accounting for today's businesses 	<ul style="list-style-type: none"> • End-of-period reporting for today's businesses • Performance analysis of a sole trader business 	<ul style="list-style-type: none"> • Cash management • Managing resources for a sole trader business 	<ul style="list-style-type: none"> • Fully classified financial statement reporting and analysis for a sole trader business • Complete accounting process for a sole trader business • Performance analysis of a public company

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for assessments in Units 3 and 4.

In Units 3 and 4 students complete four summative assessments which are designed in accordance with QCAA specifications. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Project — cash management <p>An assignment that focuses on a real-life accounting context and presents a goal-oriented problem which students must solve using technology to generate financial documents and a business report.</p>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Examination — combination response <p>A supervised exam relating to Unit 4, Topic 1 that consists of:</p> <ul style="list-style-type: none"> • short, paragraph responses • practical items using accounting principles and processes • extended response in the form of a business report (extract) to analyse, interpret and evaluate accounting data and information, focusing on one area of performance. 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Examination — combination response <p>A supervised exam relating to Unit 3, Topic 2 that contains two short response questions, two practical questions and one extended response question.</p>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — combination response <p>A supervised exam developed and marked by the QCAA which relates to Unit 4 Topics 2 and 3. The exam may include multiple choice, practical or short response (sentences or paragraphs) in which students are required to synthesise accounting principles and processes, and to analyse, interpret and evaluate the financial statements of a public company.</p>	25%

Resources and requirements for this subject can be found on the BrisbaneSDE website.

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Ancient History

GENERAL SENIOR SUBJECT

Overview

Ancient History gives students the chance to explore early human communities and civilisations, from prehistory to the end of the Middle Ages. It looks at how different societies interacted, how individuals and groups shaped the world around them, and how many key aspects of modern life—like government, religion, and law—first developed.

Students will examine both archaeological and written evidence to understand ancient societies. They will learn to think critically about the evidence, ask thoughtful questions, and form well-reasoned conclusions about the past.

This subject helps students develop a range of skills, including:

- analysing visual and written sources
- evaluating evidence and arguments
- questioning assumptions
- thinking creatively and critically about historical issues.

Ancient History is not just about learning facts—it's about investigating how we know what we know, and why it still matters today.

Pathways

Ancient History is a General subject that prepares students for university, TAFE, or employment. It supports careers in fields like archaeology, history, education, law, media, politics, and research.

Students will build skills in critical thinking, analysis, and communication—useful in study, work, and everyday life. Ancient History encourages understanding of different perspectives, decision-making, and reflecting on the past to better understand the present.

Objectives

By the conclusion of the course of study, students will:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 10 English and History due to the literacy demands of the subject.

Assumed knowledge, prior learning or experience

Before studying Ancient History, it is assumed students have studied the Australian Curriculum: Years 7–10 History. Through this prior learning, it is assumed students understand and can apply historical concepts, including evidence, continuity and change, cause and effect, significance, perspectives, interpretations and contestability.



It is also assumed students understand and can apply historical skills, including: chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world	Personalities in their time	Reconstructing the ancient world	People, power and authority
<ul style="list-style-type: none"> • Digging up the past • Ancient societies — Beliefs, rituals and funerary practices 	<ul style="list-style-type: none"> • Hatshepsut • Alexander the Great 	<ul style="list-style-type: none"> • Assyria from Tiglath Pileser III to the fall of the Empire • Pompeii and Herculaneum 	<ul style="list-style-type: none"> • Ancient Rome — Civil War and the breakdown of the Republic • Julius Caesar

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — essay in response to historical sources <p>Students write an essay in response to historical sources under exam conditions that requires them to create a historical argument that responds to an unseen question, using evidence from historical sources included in the stimulus.</p>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — historical essay based on research <p>Students write a historical essay based on research that requires them to create a historical argument that responds to their key inquiry question using evidence from sources that they have located when researching.</p>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation — independent source investigation <p>Students create an independent source investigation that requires them to devise and apply historical questions; interrogate evidence from historical sources; and develop a critical summary that presents a historical argument.</p>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — short responses to historical sources <p>External assessment is developed and marked by the QCAA. The external assessment in Modern History is common to all schools and administered under the same conditions, at the same time, on the same day.</p> <p>This examination:</p> <ul style="list-style-type: none"> • consists of questions relating to the selected Unit 4 topic and aspect of the topic for the external assessment • requires students to respond using paragraphs based on evidence from the historical sources provided. 	25%

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Economics

GENERAL SENIOR SUBJECT

Overview

Economics investigates how people and governments make decisions about the use of scarce resources to promote a high standard of living. Topics include the economic problem, impact of supply and demand, savings and investment, global trade and overall how economic decisions impact people's wellbeing. Students will learn how to analyse and evaluate economic and financial issues to make reasoned judgements about implications for local and global societies. In Economics, students will develop decision making skills to answer key questions of how to allocate and distribute scarce resources to maximise standard of living in local and global contexts.

The study of this subject enables students to make rational decisions, clarify viewpoints and engage in informed discussions to challenge assumptions. Economics develops transferable thinking skills such as analysis, evaluation and justification into everyday life experiences.

Pathways

Economics is particularly useful for further education and employment in fields such as finance, law, education, journalism, politics and business management. Economics is an excellent complement for students who want to be active and informed citizens, and comprehend government policy decision making. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation. Economics provides students with a wide range of common curriculum skills to be informed citizens able to effectively collaborate and communicate ideas with others to achieve informed participation in the 21st century.

Objectives

By the conclusion of the course of study, students will:

- identifying the features of an economic issue. Apply knowledge of economic concepts, principles and models to theoretical or real-world examples
- analyse economic issues by selecting and using current, accurate and relevant data and information to interpret patterns and trends, and to explain economic relationships
- evaluate economic ideas and perspectives to support student's recommendations and use economic reasoning to justify decisions
- create responses that communicate meaning to suit the purpose.

Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 10 English and a Humanities and Social Science subject due to the literacy demands of the subject.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models	Modified markets	International economics	Contemporary macroeconomics
<ul style="list-style-type: none"> Development of fundamental economic concepts of scarcity, choice and opportunity cost compel individuals, businesses and governments to make decisions about how best to allocate resources among competing needs Application of current examples linked to the economic concept 	<ul style="list-style-type: none"> Explore the imperfections within markets and the economic concept that markets do not always deliver socially desirable or efficient outcomes Investigate the implications of market failure and the measures and strategies that may be used to modify markets in attempts to maximise economic and social wellbeing 	<ul style="list-style-type: none"> Relates to relationships underlying the international economy and the impact that these have on Australia's domestic economy and decision-making Students consider Australia's engagement in international trade and the global economy, including the theories behind trade and exchange rates 	<ul style="list-style-type: none"> Practical application of the Australian Government's domestic macroeconomic objectives Investigate the performance of the economy by focusing on the economic cycle and analysing a variety of economic indicators to evaluate economic performance and budget stances

Assessment

In Units 1 and 2 the three assessment instruments are formative to enable students to develop and refine their skills in preparation for the Year 12 tasks.

In Units 3 and 4 students complete four summative assessments, which are designed in accordance with QCAA specifications. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):		Summative internal assessment 3 (IA3):	
<ul style="list-style-type: none"> Examination — combination response <p>Multiple choice and short answer questions and essay responding to stimulus under exam conditions.</p>	25%	<ul style="list-style-type: none"> Examination — extended response <p>An analytical essay in response to an unseen question with seen and unseen stimulus under exam conditions.</p>	25%
Summative internal assessment 2 (IA2):		Summative external assessment (EA):	
<ul style="list-style-type: none"> Investigation <p>A research assignment that examines and evaluates a current international economic issue that relates to Queensland or Australia.</p>	25%	<ul style="list-style-type: none"> Examination — combination response <p>Task developed by the QCAA, using a range of question types.</p>	25%

Geography

GENERAL SENIOR SUBJECT

Overview

Geography helps students understand the world by exploring the importance of places and spaces. Students learn by looking at real-world challenges and how they affect people, the environment, and different communities.

Students study places in Australia and around the world, learning about things like natural disasters, climate change, population growth, and how we plan and manage cities and environments.

Through Geography, students build skills in collecting, analysing, and presenting data. They learn how to look at big issues from different angles and use their knowledge to help make smart, sustainable decisions for the future.

Pathways

Geography is a General subject that prepares students for university, TAFE, or employment. A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

Students build useful skills, especially in using maps, data, and spatial technologies, which are important in many jobs and industries today.

Objectives

By the conclusion of the course of study, students will:

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication.

Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 10 English and a Humanities and Social Science subject due to the literacy demands of the subject. It is also recommended that students have achieved a C or above in Year 10 Mathematics (Standard) due to the numeracy demands of the subject.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones	Planning sustainable places	Responding to land cover transformations	Managing population change
<ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones 	<ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing the challenges facing a megacity 	<ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations 	<ul style="list-style-type: none"> Population challenges in Australia Global population change

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — combination response Students respond to a combination of short response and extended response questions. It contains short response questions that may ask students to: <ul style="list-style-type: none"> measure, calculate, annotate, draw, label respond using bullet points, sentences or paragraphs. 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Data report Students research an Australian demographic or population challenge for a place in Australia. They use a range of data transformation and analysis to create a data report.	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Field report Students investigate a land-management or water-management challenge arising from land cover transformation at a local scale through fieldwork. They present the findings of the fieldwork investigation as a report.	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — short responses to historical sources External assessment is developed and marked by the QCAA. The external assessment in Modern History is common to all schools and administered under the same conditions, at the same time, on the same day. This examination: <ul style="list-style-type: none"> relates to Unit 4 Topic 2 may ask students to: respond using bullet points, sentences or paragraphs explain processes, recognise spatial patterns, identify relationships and implications analyse data and information, make inferences, apply understanding, and make generalisations measure, calculate, annotate, draw, label. 	25%

Resources and requirements for this subject can be found on the BrisbaneSDE website.

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Brisbane School of Distance Education

subject-guide-y11-12-hb



Legal Studies

GENERAL SENIOR SUBJECT

Overview

Legal Studies investigates how the legal system and laws are applied to manage the behaviour of citizens to allow society to function. Students will learn how to analyse and evaluate legal issues to make reasoned judgements about the fairness and effectiveness of the law. Students will be better informed and able to constructively question and contribute to the improvement of laws and legal processes. The subject explores the role and development of law in response to current issues to empower students to make informed decisions about the of issues affecting them.

The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence and recent changes to better protect citizens. In Year 12 students study controls and features of representative government and explore law reform issues such as a review of murder defences. The final unit focuses on human rights and how they are protected in Australia. The subject specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification through case studies of current legal issues.

Pathways

Legal Studies is particularly useful for further education and employment in fields such as law, education, ethics, journalism, politics, and law enforcement. It is also relevant in employment where the need to distinguish between strong and weak evidence is important.

Legal Studies provides students with a wide range of common curriculum skills to be active citizens able to effectively collaborate and communicate ideas with others to achieve informed participation in the 21st century.

Objectives

By the conclusion of the course of study, students will:

- identify, describe and explain legal features, concepts, principles and processes
- select legal information from primary and/or secondary sources
- analyse legal issues to examine different associated viewpoints and their consequences
- synthesise information to justify the recommendation using legal criteria, and discuss the implications
- create responses that communicate meaning to suit the purpose.

Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 10 English and a Humanities and Social Science subject due to the literacy demands of the subject.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt	Balance of probabilities	Law, governance and change	Human rights in legal contexts
<ul style="list-style-type: none"> An introduction to the legal system and key rights of citizens in a representative democracy Application of criminal law, police powers and operation of courts to implement the presumption of innocence 	<ul style="list-style-type: none"> Focus on civil law and how disputes are managed between citizens Contracts and effectiveness of consumer protection Negligence and review of changes under the Civil Liabilities Act 	<ul style="list-style-type: none"> Role and implementation of the Australian Constitution to protect representative government Law reform of a current legal issue to meet the demands of society 	<ul style="list-style-type: none"> Key international treaties that Australia is a member to promote and protect human rights Evaluation of the effectiveness of Australian structures to protect human rights Investigation of a global human rights issue impacting Australia

Assessment

In Units 1 and 2 the two assessment instruments per unit are formative to enable students to develop and refine their skills in preparation for the Year 12 tasks.

In Units 3 and 4 students complete four summative assessments, which are designed in accordance with QCAA specifications. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — combination response <p>Approximately six short answer questions and essay responding to stimulus under exam conditions related to governance.</p> <p>(Two hours plus 15 minutes working time)</p>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Investigation — analytical essay <p>A research assignment presenting an argument about the legal management of a human rights issue impacting Australia, e.g. return of children abducted by a parent to another nation.</p> <p>(Up to 2000 words)</p>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Investigation — inquiry report <p>A research assignment that examines and evaluates a current law reform issue, e.g. review of murder defences in Queensland.</p> <p>(Up to 2000 words)</p>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — combination response <p>Task developed by the QCAA, related to human rights concepts and application in Australia.</p> <p>(Short answer and extended response to stimulus.)</p>	25%

Modern History

GENERAL SENIOR SUBJECT

Overview

Modern History helps students explore key events and ideas that have shaped the modern world. It encourages them to think like a historian and understand how these events still affect us today.

Students will learn to see things from different points of view, make connections between the past and present, and consider how they might shape the future.

Students will also discover that history isn't always clear-cut—people have different opinions and interpretations about what happened and why.

By studying Modern History, students build useful skills like critical thinking and empathy, helping them become a thoughtful and informed person ready to contribute to a diverse and caring society.

Pathways

Modern History is a General subject that prepares students for university, TAFE, or employment. It supports careers in fields like history, education, law, media, politics, and research.

Students will build skills in critical thinking, analysis, and communication—useful in study, work, and everyday life. Modern History encourages understanding of different perspectives, decision-making, and reflecting on the past to better understand the present.

Objectives

By the conclusion of the course of study, students will:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 10 English and History due to the literacy demands of the subject.

Assumed knowledge, prior learning or experience

Before studying Modern History, it is assumed students have studied the Australian Curriculum: Years 7–10 History. Through this prior learning, it is assumed students understand and can apply historical concepts, including evidence, continuity and change, cause and effect, significance, perspectives, interpretations and contestability.

It is also assumed students understand and can apply historical skills, including: chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World	Movements in the Modern World	National experiences in the Modern World	International experiences in the Modern World
<ul style="list-style-type: none"> Australian Frontier Wars, 1788–1930s (First Fleet arrives in Australia — Caledon Bay Crisis ends) French Revolution, 1789–1799 (Estates General meets — New Consulate established) 	<ul style="list-style-type: none"> Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start — apartheid laws end) African-American civil rights movement since 1954 (judgement in Brown v. Board of Education delivered) 	<ul style="list-style-type: none"> Germany since 1914 (World War I begins) China since 1931 (invasion of Manchuria begins) 	<ul style="list-style-type: none"> Australian engagement with Asia since 1945 (World War II in the Pacific ends) Cold War and its aftermath, 1945–2014 (Yalta Conference begins — Russo-Ukrainian War begins)

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — essay in response to historical sources Students write an essay in response to historical sources under exam conditions that requires them to create a historical argument that responds to an unseen question, using evidence from historical sources included in the stimulus.	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Investigation — historical essay based on research Students write a historical essay based on research that requires them to create a historical argument that responds to their key inquiry question using evidence from sources that they have located when researching.	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Investigation — independent source investigation Students create an independent source investigation that requires them to devise and apply historical questions; interrogate evidence from historical sources; and develop a critical summary that presents a historical argument.	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — short responses to historical sources External assessment is developed and marked by the QCAA. The external assessment in Modern History is common to all schools and administered under the same conditions, at the same time, on the same day. This examination: <ul style="list-style-type: none"> consists of questions relating to the selected Unit 4 topic and aspect of the topic for the external assessment requires students to respond using paragraphs based on evidence from the historical sources provided. 	25%

Philosophy and Reason

GENERAL SENIOR SUBJECT

Overview

Philosophy and Reason is all about arguments. Students will learn how to analyse and evaluate arguments that are presented by other people, and how to present better arguments themselves.

Students will apply argumentation skills to a range of philosophical questions such as:

- Does God exist?
- Is the mind separate from the body?
- What is 'knowledge'?
- Can we rely on science?
- Can non-humans be conscious?
- How do we decide the right thing to do?
- What are our moral obligations towards others?
- Where does morality come from?
- Do humans have natural rights?
- Do non-humans have rights?
- How should we balance competing rights?
- What are the rights and responsibilities of citizens?
- What is the source of government authority?

The study of philosophy enables students to make rational arguments, clarify viewpoints and engage in informed discussions. In Philosophy and Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon their own decisions as well as their responses to the views of others.

Students learn to value diversity of opinion as a necessary condition for human progress. Students should be prepared to have their own ideas challenged, and will be expected to justify their positions.

Philosophy and Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as clarity, accuracy, precision and coherence; students are thus well prepared to engage in public discussion, exchange ideas respectfully, be alert to misinformation, and value rationality.

Pathways

Because of its focus on structured rational argument, Philosophy and Reason is particularly useful for further education and employment in fields such as law, education, ethics, journalism, politics, professional writing, psychology and research. It is also relevant in scientific fields where the need to distinguish between strong and weak evidence is important.

Most importantly, studying Philosophy and Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.



Objectives

By the conclusion of the course of study, students will:

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories and views
- create responses that communicate meaning to suit purpose.

Recommendations for success

Philosophy and Reason requires a high level of literacy. It is strongly recommended that a student has achieved a B or above in Year 10 English.

Collaboration and communication are integral to the study of Philosophy and Reason. Students should be willing to share ideas with others and to actively participate in class discussions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason	Reason in philosophy	Moral philosophy and schools of thought	Social and political philosophy
<ul style="list-style-type: none">• Fundamentals of reason	<ul style="list-style-type: none">• Philosophy of religion• Philosophy of science• Philosophy of mind	<ul style="list-style-type: none">• Moral philosophy• Philosophical schools of thought	<ul style="list-style-type: none">• Rights• Political philosophy

Assessment

In Units 3 and 4 students complete four summative assessments, which are designed in accordance with QCAA specifications. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — extended response An essay under exam conditions that evaluates the application of two theories of moral philosophy to a contemporary moral issue.	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Analytical essay An essay assignment that explores the existence, source or status of a particular right or category of rights (e.g. freedom of speech).	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Analytical essay An essay assignment that evaluates a philosophical school of thought (e.g. consequentialism, stoicism) and its applicability to contemporary society.	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — extended response An essay under exam conditions that evaluates the approach of two political philosophies to achieving the ideal society.	25%

Business Studies

APPLIED SENIOR SUBJECT

Overview

Business Studies is a subject that can offer insights into the world of business relevant to everyday life, future employment or running your own business. It will expose students to business operational activity across areas such as administration, finance, marketing and events.

In this course, students will learn the basics of how businesses work and how to communicate well in a business setting. They will explore different parts of business, like how to manage money (finance), promote products (marketing), plan events, and keep things running smoothly (administration).

Business Studies provides exposure to a variety of processes and procedures. It also provides a snapshot of role opportunities across a variety of industries as well as insight into what to expect as a future employee with regards to: expectations, responsibilities and entitlements.

The course provides opportunity to explore the challenges business owners face across a number of areas. Such areas include:

- financial security
- managing risk
- human resources
- workplace health and safety
- continued sustainability
- market segmentation and product positioning.

Students will be exposed to business scenarios and gain experience in preparing action plans to guide a business towards overcoming its challenges. The subject may also appeal to the student's creative side as there will be the opportunity to develop a marketing plan for a new product as well as to strategise when planning an exciting corporate event.

Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

Objectives

By the conclusion of the course of study, students will:

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Working in administration	Working in finance	Working in marketing	Working in events

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Business Studies are:

Technique	Description	Response requirements
Extended response	Students respond to stimulus related to a business scenario about the unit context.	<p>One of the following:</p> <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent Written: up to 1000 words
Project	Students develop a business solution for a scenario about the unit context.	<p>Action plan</p> <p>One of the following:</p> <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 6 A4 pages, or equivalent digital media Spoken: up to 4 minutes, or signed equivalent Written: up to 600 words <p>Evaluation</p> <p>One of the following:</p> <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 4 minutes, 4 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 400 words

Religion and Ethics

APPLIED SENIOR SUBJECT

Overview

Religion and Ethics helps students explore their own values, beliefs, and life choices. They learn how these are shaped by religion, spirituality, and ethics. Students also reflect on different worldviews and how people from different backgrounds think about life.

In this subject:

- Religion means a shared set of beliefs and practices based on faith in a higher power
- Ethics means a system of rules about what is right and wrong, and how to make good decisions for yourself and society.

Religion and Ethics encourages students to think deeply about important questions, like how to make moral choices and how personal beliefs are influenced by family, culture, gender, and social issues. Students explore big topics such as the meaning of life, social justice, and how to live with purpose. The course focuses on real-life experiences and encourages students to connect with the community, including religious groups, charities, and service organisations. Students will build skills in decision-making, communication, critical thinking, literacy, and numeracy. By learning about religion and ethics, students become better prepared to take part in the modern world as thoughtful, respectful, and active citizens.

Pathways

A course of study in Religion and Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Objectives

By the conclusion of the course of study, students will:

- explain religions, spiritual and ethical principles and practices
- examine religions, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Australian identity	World religions and spiritualities	Sacred stories	Social justice



Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Religion and Ethics are:

Technique	Description	Response requirements
Project	Students provide a view on a scenario.	Product/Plan/Campaign One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 words Evaluation One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words
Investigation	Students investigate a question, opportunity or issue to develop a response.	One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Extended response	Students respond to stimulus related to a scenario.	One of the following: <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words

Social and Community Studies

APPLIED SENIOR SUBJECT

Overview

This subject focuses on real-world skills and knowledge, from understanding the law and managing finances to learning about work relationships, using technology safely and factors essential to happy and healthy communities. Students will learn through practical activities that help prepare them for adult life, including workplace skills and problem-solving. It's ideal for students who want a broad understanding of society and how it affects their everyday life.

Students will develop knowledge and skills to enhance personal development and social relationships, and be empowered to think critically and creatively about issues likely to impact them in the near future. There are two assignments per unit where students consider ways to bring about meaningful change through their recommendations.

Pathways

Social and Community Studies provides practical skill development to assist students to interact in society, make decisions about their role in key aspects of their community and develop employable skills. The subject provides students with a wide range of common curriculum skills to be active citizens able to effectively collaborate and communicate ideas with others to achieve informed participation in the 21st century.

Objectives

By the conclusion of the course of study, students will:

- explain personal and social concepts and skills from realistic life scenarios
- select and use information to identify possible approaches to enhance people's experiences
- apply knowledge to determine options to promote standards of living and wellbeing
- communicate responses in a range of formats
- evaluate the process of developing investigations of a community issue.

Structure

QCE points are achieved by successfully completing two assignments in each unit.

Unit 1	Unit 2	Unit 3	Unit 4
Lifestyle and financial choices	Healthy choices for mind and body	Relationships and work environments	Legal and digital citizenship
<ul style="list-style-type: none">• Budgeting and money management• Contemporary lifestyles and implications of change	<ul style="list-style-type: none">• Food and nutrition to promote healthy living• Recreation and leisure in the local community to improve wellbeing	<ul style="list-style-type: none">• World of work, advising young workers of their rights and responsibilities in their first job• Managing work and online relationships through effective communication and conflict resolution	<ul style="list-style-type: none">• Law matters – Your rights in criminal law and consumer protection including the balance of rights when renting• Digital technology and wellbeing, including privacy, employment and strategies to promote online safety



Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social and Community Studies are:

Technique	Description	Response requirements
Investigation	Students identify an issue relevant to the community to conduct an investigation by collecting reliable information to compare and determine suitable outcomes. They communicate their recommendations to a chosen audience using a realistic form relevant to the audience.	<ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Project	<p>Part A: Research a contemporary issue to provide advice on strategies for individuals and the community to manage the issue.</p> <p>Part B involves evaluating the process of researching and developing the recommendations on the issue.</p>	<p>Part A: One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words <p>Part B (Documented Process): One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 400 words

Tourism

APPLIED SENIOR SUBJECT

Overview

Tourism is one of the largest industries in the world and plays a vital role in Australia's economy by contributing to both employment and gross domestic product. The tourism industry is made up of many different businesses and activities that provide goods and services to people who travel. These travellers may be engaging in tourism for a variety of reasons, including leisure and recreation, work, health and wellbeing, or visiting family and friends.

This subject provides students with the opportunity to develop a variety of intellectual, practical, creative and workplace-related skills. It helps them build an understanding of how the tourism industry operates, including the structure and function of key sectors such as travel, hospitality and visitor services. Through their studies, students explore how tourism influences and is influenced by social/cultural, environmental and economic factors. The subject content is regularly updated to reflect current trends, industry standards and real-world developments in tourism.

Tourism also allows Queensland students to connect their learning to places and communities that are geographically and culturally significant to them. This includes examining tourism in local areas, as well as learning about tourism experiences and activities that involve Aboriginal and Torres Strait Islander communities.

The core learning in this subject focuses on understanding tourism as an industry, recognising its impacts, identifying the needs and wants of different client groups, and exploring sustainable approaches to tourism. Students engage with this learning through projects and assessments that involve planning, decision-making, analysis and reflection. The subject equips students with valuable knowledge and skills that are relevant to tourism and a range of other industries.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

By the conclusion of the course of study, students will:

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Tourism and travel	Tourism trends and patterns	Tourism marketing	Tourism industry and careers

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Tourism are:

Technique	Description	Response requirements
Investigation	Students investigate a unit related context by collecting and examining data and information.	<p>One of the following:</p> <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media Spoken: up to 7 minutes, or signed equivalent Written: up to 1000 words
Project	Students respond to stimulus related to issue that is relevant to the unit context.	<p>Product</p> <p>One of the following:</p> <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 500 words <p>Evaluation</p> <p>One of the following:</p> <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 3 minutes, 4 A4 pages, or equivalent digital media Spoken: up to 3 minutes, or signed equivalent Written: up to 500 words

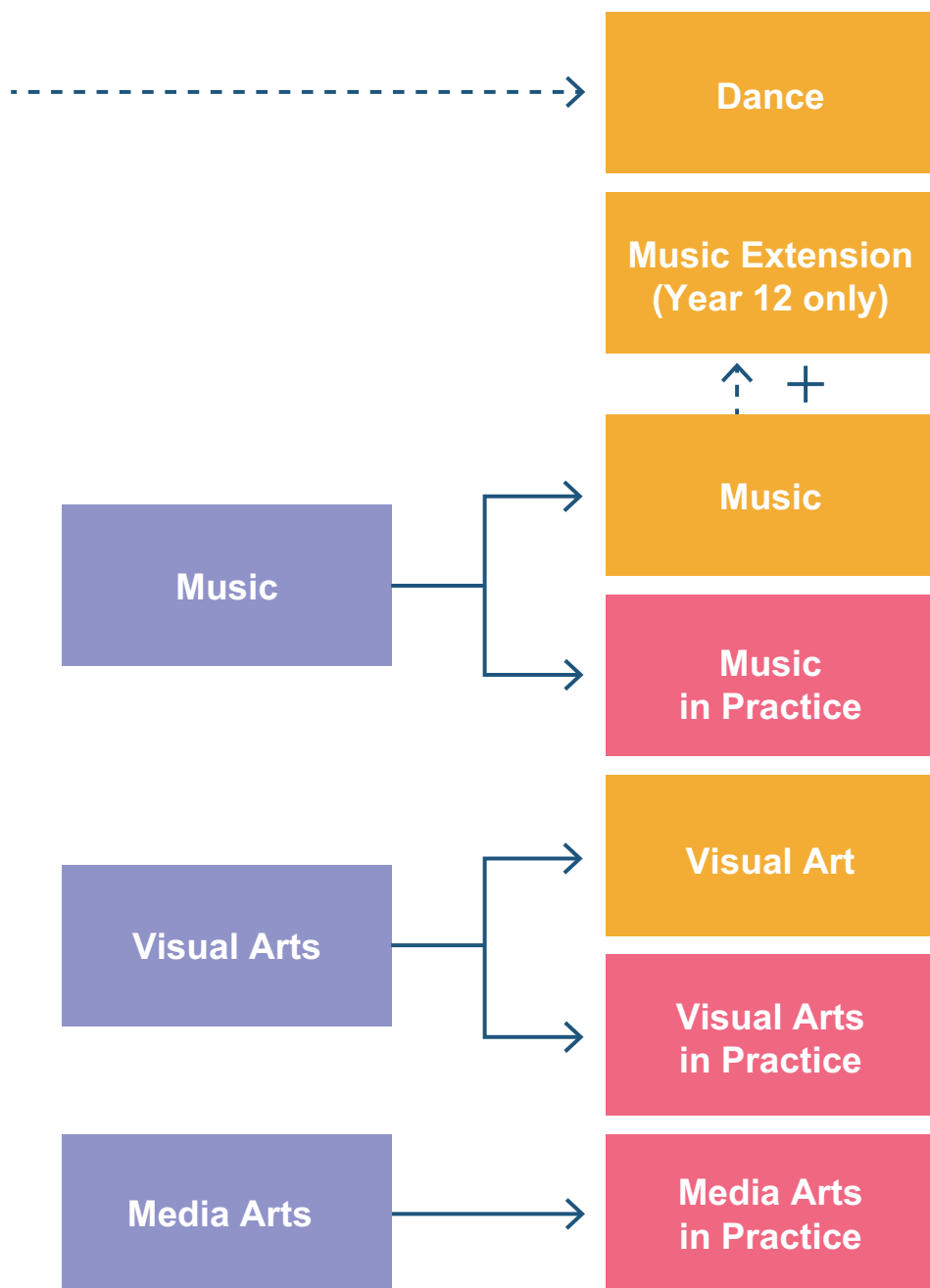
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The Arts

Year 10

Years 11 and 12



LEGEND

Years 7–10 Core

Years 7–10 Electives

Years 11–12 General

Years 11–12 Applied

VET Certificate

→ Recommended pathway

- - -> Available pathway

+ In addition to

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Brisbane School of Distance Education

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Dance

GENERAL SENIOR SUBJECT

Overview

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

Objectives

By the conclusion of the course of study, students will:

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

Prerequisites

It is a prerequisite for all students to be an active member of a reputable private dance studio or high school Dance Team. Students are required to participate in regular dance classes, in a variety of genres, including contemporary, at their private studio or school for at least four hours per week. This course is aimed at skilled dancers who already have solid knowledge and technique.

Enrolment in a private dance studio is mandatory as there are no practical dance classes administered through BrisbaneSDE. Students will be required to use a challenging dance work they learn at their private studio or high school for their performance assessment in Unit 1. Specific requirements, such as the genre and length, will be supplied to the student at the commencement of the course.

Due to the practicalities of teaching and assessing this subject, it will not be available to overseas and travelling students.



Recommendations for success

It is strongly recommended that a student has achieved a C or above in Year 10 English and due to the theory component and literacy demands of the subject.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies	Moving through environments	Moving statements	Moving my way
<p>How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> Genres: <ul style="list-style-type: none"> Contemporary At least one other genre Subject matter: <ul style="list-style-type: none"> Meaning, purpose and context Historical and cultural origins of focus genres 	<p>How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> Genres: <ul style="list-style-type: none"> Contemporary At least one other genre Subject matter: <ul style="list-style-type: none"> Physical dance environments including site-specific dance Virtual dance environments 	<p>How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> Genres: <ul style="list-style-type: none"> Contemporary At least one other genre Subject matter: <ul style="list-style-type: none"> Social, political and cultural influences on dance 	<p>How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> Genres: <ul style="list-style-type: none"> Fusion of movement styles Subject matter: <ul style="list-style-type: none"> Developing a personal movement style Personal viewpoints and influences on genre and style

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
• Performance		• Project — dance work	
Summative internal assessment 2 (IA2):	20%		
• Choreography			
Units 3 and 4			
Summative external assessment (EA):			25%
• Examination — extended response			

Music

GENERAL SENIOR SUBJECT

Overview

Music allows students to develop performance, composition, and music analysis skills. Whether students play an instrument, sing, or enjoy producing music, this subject enhances creativity and musical ability, making it ideal for students interested in performing arts, sound production, and music education.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

By the conclusion of the course of study, students will:

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas.

Recommendations for success

It is strongly recommended that a minimum achievement of a B in Year 10 Music or equivalent, for example, Grade 3 AMEB Theory, and a C or above in Year 10 English is achieved due to the practical and theory components and literacy demands of the subject. Students who have not attained this level may experience significant challenge.

Students should also have proficiency in playing an instrument or singing. At least Grade 3 AMEB or equivalent is suggested. It is essential that prospective students consult with the BrisbaneSDE Head of Department before applying for enrolment. Due to the practicalities of the subject, it may not be appropriate for overseas and travelling students.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs	Identities	Innovations	Narratives
Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? 	Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music? 	Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How do musicians incorporate innovative music practices to communicate meaning when performing and composing? 	Through inquiry learning, the following is explored: <ul style="list-style-type: none"> How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3): • Project	35%
• Performance			
Summative internal assessment 2 (IA2):	20%		
• Composition			
Units 3 and 4			
Summative external assessment (EA):			25%
• Examination — extended response			

Music Extension

GENERAL SENIOR SUBJECT FOR YEAR 12 (ONLY) — UNITS 3 AND 4

To be studied together with or after Units 3 and 4 Music

Overview

Music Extension is an extension of the Music senior syllabus. It provides an opportunity for students with specific music abilities to extend their expertise in one of the following specialisations—Composition, Musicology or Performance. Students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. Students are required to have a private mentor for this subject, who is specialised in their area (performance, musicology or composition), and to complete a journal of reflection for the year.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music and document sources and references about music to support research.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts and express music ideas to realise their performances.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

Common objectives

By the conclusion of the course of study, all students will:

- analyse music
- apply literacy skills
- evaluate music.

Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in composition will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in musicology will also:

- express meaning or ideas about music
- investigate music and ideas about music
- synthesise information.



By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Prerequisites

A high level of practical (performance) and/or theoretical (composition and musicology) ability is essential.

Completion of Units 1 and 2 Music to at least a B standard.

It is essential that prospective students consult with the BrisbaneSDE Head of Department before applying for enrolment.

Structure

Unit 3	Unit 4
Explore	Emerge
<ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice 	<ul style="list-style-type: none"> • Key idea 3: Independent best practice

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1)	20%	Summative internal assessment 3 (IA3):	35%
Summative internal assessment 2 (IA2)	20%		
Units 3 and 4			
Summative external assessment (EA): <ul style="list-style-type: none">Examination — extended response			25%

Visual Art

GENERAL SENIOR SUBJECT

Overview

A high level of competency in Year 10 English expression, comprehension and analytical skill is essential and students who have not completed Year 10 Art should provide a folio of work demonstrating their abilities to the Art Department prior to enrolling in Year 11. Students intending to enrol in Year 12 Art must have completed either Year 11 Art or submit a folio to the Art Department for enrolment approval.

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

By the conclusion of the course of study, students will:

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.



Recommendations for success

It is strongly recommended that a student has achieved a B in Year 10 English due to the theory component and literacy demands of the subject.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens	Art as code	Art as knowledge	Art as alternate
<ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects 	<ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions 	<ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed 	<ul style="list-style-type: none"> • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: student-directed

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	30%
<ul style="list-style-type: none"> • Investigation — inquiry phase 1 		<ul style="list-style-type: none"> • Project — inquiry phase 3 	
Summative internal assessment 2 (IA2):	25%		
<ul style="list-style-type: none"> • Project — inquiry phase 2 			
Units 3 and 4			
Summative external assessment (EA):			25%
<ul style="list-style-type: none"> • Examination — extended response 			

Media Arts in Practice

APPLIED SENIOR SUBJECT

Overview

Media Arts in Practice introduces students to the processes of media production, including photography, film, social media, games engines for animation and digital storytelling. Students will learn how to create content using industry-standard tools, making it a great subject for students interested in film, television, new media, and communications.

Media arts refers to artmaking and artworks composed and transmitted through film, television, radio, print, gaming, and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes, and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental, and legal impacts of their actions and practices.

Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to new technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

When responding, students use analytical processes to identify individual, community or global problems and develop plans and designs for media artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' artmaking. When making, students demonstrate knowledge and understanding of media arts practices to communicate artistic intention. They gain an appreciation of how media artworks connect ideas and purposes with audiences. Students develop competency with and independent selection of modes, media technologies and media techniques as they make design products and media artworks, synthesising ideas developed through the responding phase.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative, and global industry that is constantly adapting to new technologies.

Objectives

By the conclusion of the course of study, students will:

- use media arts practices
- plan media artworks
- communicate ideas
- evaluate media artworks.



Structure

Media Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit 1	Unit 2	Unit 3	Unit 4
Personal viewpoints — Animating a social issue	Representations in social media and gaming	Persuasion — documenting the real world	Community — celebrating and animating

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Media Arts in Practice are:

Technique	Description	Response requirements
Project	Students make and evaluate a design product and plan a media artwork that is the focus of the unit.	Design product Design product must represent: <ul style="list-style-type: none">• Audio: up to 3 minutes• Moving image: up to 3 minutes• Still image: up to 4 media artwork/s Planning and evaluation of design product One of the following: <ul style="list-style-type: none">• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media• Spoken: up to 4 minutes, or signed equivalent• Written: up to 600 words
Media artwork	Students implement the design product from the project to make a media artwork that is the focus of the unit.	Media artwork One of the following: <ul style="list-style-type: none">• Audio: up to 3 minutes• Moving image: up to 3 minutes• Still image: up to 4 media artwork/s

Music in Practice

APPLIED SENIOR SUBJECT

Overview

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

By the conclusion of the course of study, students will:

- use music practices
- plan music works
- communicate ideas
- evaluate music works.

Recommendations for success

It is highly recommended that a student has:

- basic instrumental and/or vocal skills and access to an instruments (preferably a keyboard instrument)
- a basic understanding of music theory
- a willingness to participate in group work, that is, interact with other class members.



Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit 1	Unit 2	Unit 3	Unit 4
Music of today	The cutting edge	Building your brand	'Live' on stage!

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

Technique	Description	Response requirements
Composition	Students use music technology and production techniques to make a composition relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work
Performance	Students perform music that is relevant to the unit focus.	Performance Performance (live or recorded): up to 4 minutes
Project	Students plan, make and evaluate a composition or performance relevant to the unit focus.	Composition Composition: up to 3 minutes, or equivalent section of a larger work or Performance Performance (live or recorded): up to 4 minutes and Planning and evaluation of composition or performance One of the following: <ul style="list-style-type: none"> Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Spoken: up to 4 minutes, or signed equivalent Written: up to 600 words

Visual Arts in Practice

APPLIED SENIOR SUBJECT

Overview

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. It is recommended that students have a strong interest in visual arts and art-making.

Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working. When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making.

Learning is connected to relevant industry practice and opportunities, promoting future employment.

Pathways

Learning in Visual Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

Objectives

By the conclusion of the course of study, students will:

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Looking inwards (self)	Looking outwards (others)	Clients	Transform and extend

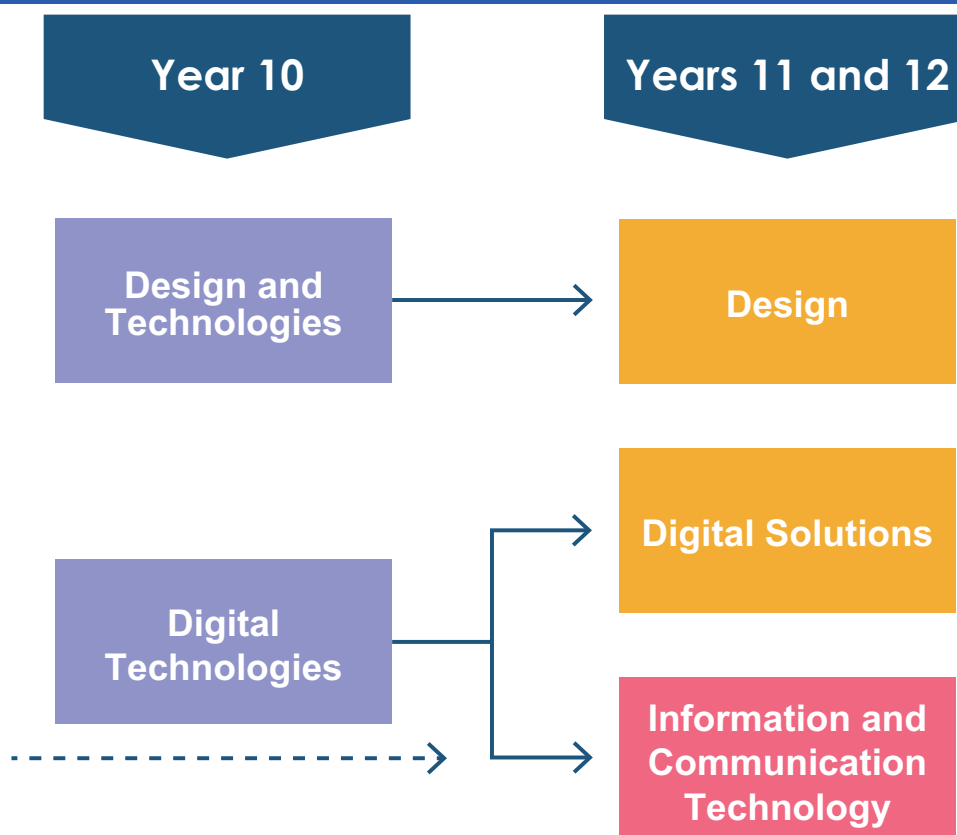


Assessment

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	<p>Experimental folio</p> <p>Up to eight experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>or</p> <p>Prototype artwork</p> <p>One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes <p>or</p> <p>Design proposal</p> <p>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each)</p> <p>or</p> <p>Folio of stylistic experiments</p> <p>Up to eight experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds)</p> <p>and</p> <p>Planning and evaluations</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	<p>Resolved artwork</p> <p>One of the following:</p> <ul style="list-style-type: none"> • 2D, 3D, digital (static): up to four artwork/s • Time-based: up to 3 minutes

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Technologies



LEGEND

Years 7–10 Core

Years 7–10 Electives

Years 11–12 General

Years 11–12 Applied

VET Certificate

→ Recommended pathway

--> Available pathway

+ In addition to

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Design

GENERAL SENIOR SUBJECT

Overview

Design is all about coming up with creative ways to solve real problems, whether that means designing a product, a service, or even an environment that makes life better for others. In this subject, students will learn how to think like a designer—using curiosity, empathy, and imagination to explore possibilities, experiment with options, and refine their ideas through feedback and testing to come up with solutions that meet people's needs.

Students will explore how to design for individuals, businesses, and communities, considering things like culture, sustainability, and the economy. A key part of this process is being able to sketch their ideas clearly to communicate them to others. This doesn't always mean creating highly polished or realistic drawings like in Art—in Design, sketching is often quick and rough, focusing on getting a concept across visually and effectively.

Throughout the course, students will explore a range of design contexts including stakeholder-centred design, commercial design, human-centred design, and sustainable design. Students will develop their ability to identify needs, generate ideas, and communicate design concepts using hands-on practical approaches to bring their ideas to life through sketching, modelling, prototyping and digital tools.

Students will learn how to gather and analyse data to understand people's needs and wants, and how to create thoughtful, well-developed design concepts that respond to those insights. Importantly, students will also have the opportunity to design for a real stakeholder. This means engaging with someone who has a genuine need or challenge, and developing a solution tailored to their specific context. Working with a real stakeholder adds purpose to their learning and helps them build skills in communication, empathy, and professional collaboration.

Pathways

By studying Design, students will develop a powerful set of transferable skills including creative and critical thinking, collaboration, communication—including visual communication—and digital literacy. These skills are in high demand across a wide range of careers, including architecture, industrial design, engineering, fashion, graphic design, product development, media, interior design, user experience (UX) design, town planning, and more. Whether students want to pursue a creative profession or simply want to become a better problem solver, Design gives them the tools to shape ideas into meaningful solutions.

Objectives

By the conclusion of the course of study, students will:

- describe design problems and design criteria
- represent ideas, design concepts and design information using visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- evaluate ideas to make refinements
- propose design concepts in response to design problems
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.



Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 9 or Year 10 Design, and a C or above in Year 10 English.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design	Commercial design influences	Human-centred design	Sustainable design influences
<ul style="list-style-type: none"> Designing for others 	<ul style="list-style-type: none"> Responding to needs and wants 	<ul style="list-style-type: none"> Designing with empathy 	<ul style="list-style-type: none"> Responding to opportunities

Assessment

In Units 3 and 4 students complete four summative assessments, which are designed in accordance with QCAA specifications. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Design challenge <p>A design challenge under exam conditions where students document design work using designing with empathy in the develop phase of the design process (devise, refine and evaluate ideas to propose a design concept through sketching and annotating) in response to an unseen stimulus. Responses are encouraged to be produced using black felt-tip pens and coloured pens or pencils.</p>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Project <p>A collection of documentation to respond to a design opportunity using circular design in the explore and develop phase of the design process to redesign a product, service or environment. Students will present their work through visual representations and annotated sketches, a written design brief and design criteria, evidence of stakeholder engagement, and a visual presentation of their proposed solution.</p>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Project <p>A collection of documentation to apply designing with empathy to the explore and develop phase of the design process. This includes evidence of engaging with a real person who has a genuine need or problem (e.g. through interviews, observations, or conversations) and developing a solution tailored to their specific situation. Students will present their work through visual representations and annotated sketches, a written design brief and design criteria, evidence of stakeholder engagement, and a visual presentation of their proposed solution, which will be supported by a spoken pitch.</p>	30%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — extended response <p>A design challenge under exam conditions where students document design work using the develop phase of the design process in response to stimulus relating to Unit 4 – Sustainable design influences. Responses are expected to be produced using black felt-tip pens and coloured pens or pencils.</p>	25%

Resources and requirements for this subject can be found on the BrisbaneSDE website.

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Digital Solutions

GENERAL SENIOR SUBJECT

Overview

Digital Solutions is about using technology to solve real problems through coding, design, and innovation. In this subject, students will learn how to think like a developer—exploring and analysing problems, breaking them down into smaller parts, and using computational thinking to find effective solutions and build working prototypes (using Python). Students will also consider the needs of users, define success criteria, and work within real-world constraints to design smart and useful outcomes. Students will reflect on the broader impact of their solutions, including their ethical, social, and economic effects.

Throughout the course, students will explore how different technologies work together by using models, diagrams, and sketches to plan their ideas. They will learn how to present their ideas visually, write design documentation, and communicate their thinking clearly using both technical and everyday language.

Pathways

Digital Solutions is great preparation for careers in software development, computer science, game design, cyber security, IT support, data science, robotics, web development, UX/UI design and more. Even if students don't want to work in technology, it builds valuable skills in communication and problem-solving that apply to almost any field.

Objectives

By the conclusion of the course of study, students will:

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to develop possible digital solutions
- generate components of the digital solution
- evaluate components and solutions against criteria to make refinements and justified recommendations and evaluate impacts
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 9 or Year 10 Digital Technologies, English and Year 10 Mathematics (Standard).



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code	Application and data solutions	Digital innovation	Digital impacts
<ul style="list-style-type: none"> Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions 	<ul style="list-style-type: none"> Data-driven problems and solution requirements Data and programming techniques Prototype data solutions 	<ul style="list-style-type: none"> Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solutions 	<ul style="list-style-type: none"> Digital methods for exchanging data Complex digital data exchange problems and solution requirements Prototype digital data exchanges

Assessment

In Units 3 and 4 students complete four summative assessments, which are designed in accordance with QCAA specifications. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Technical proposal <p>Students generate non-coded low-fidelity prototypes that use an external data source in response to a real-world problem in the selected Unit 3 technology context. They communicate the technical feasibility of the solution through a multimodal presentation (including visual, spoken and/or written).</p>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Digital solution <p>Students generate an innovative digital solution to a real-world problem with a focus on data security and impacts in any of the four technology contexts: web application, mobile application, interactive media or intelligent systems. Students document the application of the problem-solving process in response to a stimulus provided. Responses include visual and written elements, as well as a visual and spoken video.</p>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Digital solution <p>Students generate an innovative digital solution to a real-world problem in the selected Unit 3 technology context. Students document the application of the problem-solving process in response to a stimulus provided. Responses include visual and written elements, as well as a visual and spoken video.</p>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — combination response <p>A combination of different question types relating to Unit 4 under exam conditions. These include multiple choice, short and extended response in sentences or paragraphs. Students may be asked to sketch, draw and/or create diagrams, write and calculate using algorithms and interpret unseen stimulus materials.</p>	25%

Information and Communication Technology

APPLIED SENIOR SUBJECT

Overview

Information and Communication Technology (ICT) is a hands-on subject where students learn how to use technology the way it's used in real workplaces. Students will explore how digital tools, software, and hardware are used in industries to create high-quality products and services. The focus is on applying their knowledge and skills to practical tasks—like designing web applications, managing data, creating digital content, or troubleshooting tech systems—while following real-world industry practices and safety standards.

Throughout the course, students will learn how to read and respond to client briefs, plan and sequence tasks, choose the right tools for the job, and develop working digital products that meet specific needs. Students will complete projects individually, using industry software and hardware to create ICT solutions that could be used in business or community settings.

Students will build important skills in communication, collaboration, digital literacy, and problem-solving—skills that are highly valued in today's technology-driven world. Assessments require documentation of their understanding of the ICT context, planning, processes, and evaluation, applied to practical tasks, where they demonstrate their ability to use ICT tools to develop and improve products.

Pathways

ICT can lead to careers in areas like tech support, web design, business technology services, digital content creation, data management, and more. Whether students interested in jumping into the workforce or pursuing further training, ICT gives them the experience and skills to get started.

Objectives

By the conclusion of the course of study, students will:

- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products.



Structure

Unit1	Unit 2	Unit 3	Unit 4
Digital imaging and modelling	Audio and video production	Web development	Robotics
In this unit, students learn how to create digital images and 3D models using industry tools and techniques. Students respond to client briefs, explore current trends, and refine their work through testing and feedback. Students also develop clear and professional ways to document and communicate their design process.	In this unit, students learn how to plan, create, and refine audio and video content using industry tools and techniques. Students follow client briefs, explore current trends, and use feedback to improve their projects to meet professional standards. Students also practise using the right language and formats to communicate their ideas clearly, just like in real production settings.	In this unit, students learn how to design and build websites using real-world web development tools and practices. Students work from client briefs, explore current trends, and improve their work through testing and feedback. Students also learn to document their process and communicate their ideas like a professional web developer.	In this unit, students learn how to design, build and refine robotics projects using real-world industry practices. Students follow client briefs, explore current technologies, and apply feedback to improve their work. Students also practise communicating their ideas and documenting their projects clearly using formats used in the robotics industry.

Assessment

In Units 3 and 4 students complete four summative assessments, which are designed in accordance with QCAA specifications. The results from each of the assessments are used to make an on-balance judgement about how the pattern of evidence across the four assessments best matches the characteristics of the reporting standards to determine an overall subject result (A–E).

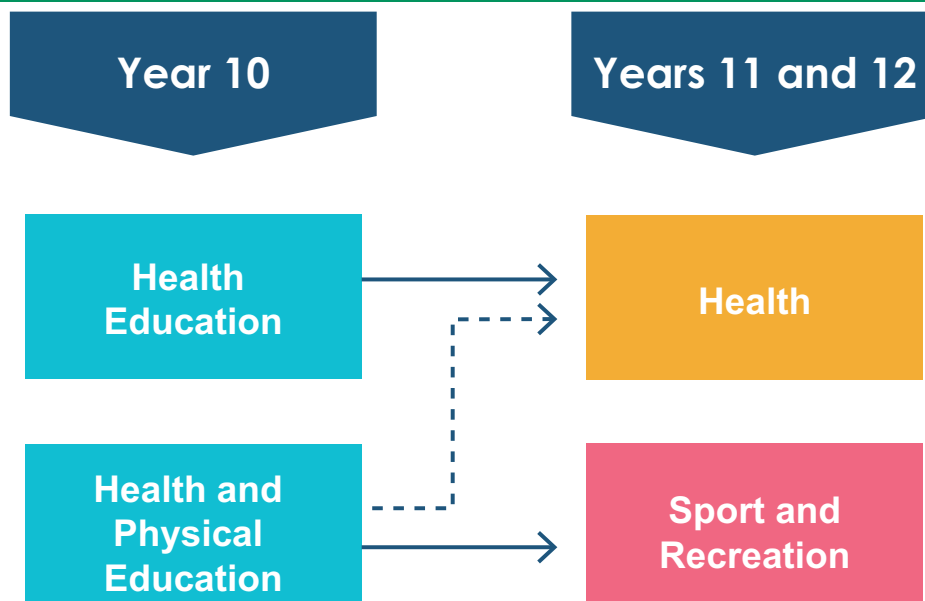
Students complete two assessment tasks for each unit. The assessment techniques used in Information and Communication Technology are:

Technique	Description	Response requirements
Product proposal	Students produce a prototype for a product proposal in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): <ul style="list-style-type: none"> Folio — 6 A4 pages, or equivalent digital media Presentation — up to 3 minutes
Project	Students produce a product prototype in response to a client brief and technical information.	Multimodal (at least two modes delivered at the same time): <ul style="list-style-type: none"> Folio — 8 A4 pages, or equivalent digital media Presentation — includes a demonstration of the product prototype, up to 5 minutes

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Health and Physical Education (HPE)



LEGEND

Years 7–10 Core

Years 7–10 Electives

Years 11–12 General

Years 11–12 Applied

VET Certificate

→ Recommended pathway

--> Available pathway

+ In addition to

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Health

GENERAL SENIOR SUBJECT

Overview

Health explores how people, families, and communities support lifelong wellbeing. Students will learn about resilience, and how peers, families, and communities influence health. The subject uses a strengths-based approach to investigate real-life health issues and promotes active citizenship. It helps students understand how to make positive change and manage life's challenges now and in the future.

This subject is great for students interested in fields like nursing, psychology, social work, or health promotion.

Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Objectives

By the conclusion of the course of study, students will:

- recognise and describe information about health-related topics and issues
- comprehend and use the Health inquiry model
- analyse and interpret information to draw conclusions about health-related topics and issues
- critique information to distinguish determinants that influence health status
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- organise information for particular purposes
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Recommendations for success

Health is a demanding literacy-based subject. It is strongly advised that a student has achieved a B or above in Year 10 English. The assessments in Health involve extended written responses.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living	Community as a resource for healthy living	Respectful relationships in the post-schooling transition
	<ul style="list-style-type: none"> Alcohol and other drugs 	<ul style="list-style-type: none"> Transport safety 	

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):		Summative internal assessment 3 (IA3):	
<ul style="list-style-type: none"> Investigation — action research (essay: 1800–2000 words) 	25%	<ul style="list-style-type: none"> Investigation — analytical exposition (essay: 1800–2000 words) 	25%
Summative internal assessment 2 (IA2):		Summative external assessment (EA):	
<ul style="list-style-type: none"> Examination — extended response 	25%	<ul style="list-style-type: none"> Examination 	25%

Sport and Recreation

APPLIED SENIOR SUBJECT

Overview

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport and Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport and Recreation. Sport and Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

A course of study in Sport and 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 performance.

Objectives

By the conclusion of the course of study, students will:

- investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.



Structure

Unit1	Unit 2	Unit 3	Unit 4
Community recreation	Coaching and officiating	Event management	Fitness for sport and recreation

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport and Recreation are:

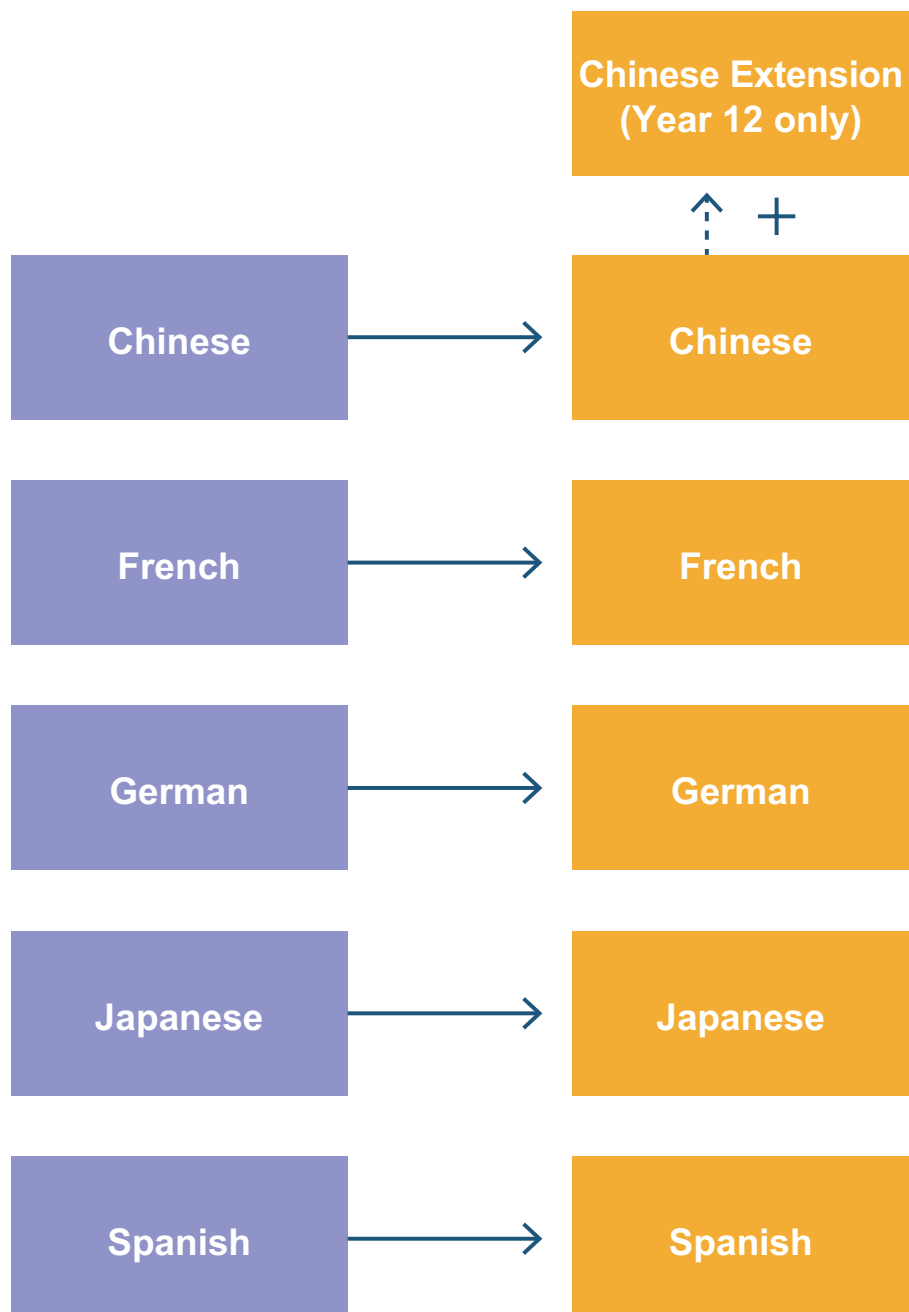
Technique	Description	Response requirements
Performance	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p>Performance</p> <p>Performance: up to 4 minutes</p> <p>Investigation, plan and evaluation</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Project	Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context.	<p>Investigation and session plan</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words <p>Performance</p> <p>Performance: up to 4 minutes</p>

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Languages

Year 10

Years 11 and 12



LEGEND

Years 7–10 Core

Years 7–10 Electives

Years 11–12 General

Years 11–12 Applied

VET Certificate

→ Recommended pathway

- - -> Available pathway

+ In addition to

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Chinese

GENERAL SENIOR SUBJECT

Overview

Chinese is about communication. Students will learn to understand, interact and analyse in Chinese.

Students will take part in:

- spoken interactions
- creating texts for a range of contexts, purposes and audiences
- tasks to understand Chinese language through their knowledge of English
- cultural discussions and enrichment activities
- developing intercultural understanding
- unpacking Purpose, Audience, Context and Tone through comprehension, analysis and evaluation of a variety of text types: written, visual, audio and audiovisual texts.

Learning a language is like learning any new skill. There will be times of great progress, and times where it feels challenging. With perseverance, consistent effort and practice, the ability to communicate in another language can be a lifelong joy. Learning to communicate with another way of thinking will open up many doors, cognitively and physically, for the rest of the students' lives.

Chinese focuses on the development of transferable thinking skills such as analysis, evaluation and justification. Students will learn to value diversity of opinions and will be expected to justify their perspectives.

Pathways

Many part-time jobs, professions and industries value international skills. The ability to appropriately interact with people of the Chinese speaking community can be of great value in many areas including hospitality, travel, law, science, technology, sociology and education.

Objectives

By the conclusion of the course of study, students will:

- comprehend Chinese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Chinese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Chinese.



Recommendations for success

Completion of the Year 10 Chinese Course based on the Australian Curriculum is essential, with an achievement of B or above.

BrisbaneSDE requires evidence to show that the student has met the prerequisite for Languages, that is, report card from the previous semester/term.

Year 10 students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing. Students would be asked to undertake the hand-written Diagnostic Test. Following submission of the diagnostic test, students may be required to have a brief conversation in Chinese with the relevant BrisbaneSDE Language teacher. This will involve some follow up questions relating to the diagnostic test, to assess the student's listening and speaking skills.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 My world	探索世界 Exploring our world	我们的社会; 文化和特性 Our society; culture and identity	我的现在和未来 My present; my future
<ul style="list-style-type: none">Family/CarersPeersEducation	<ul style="list-style-type: none">Travel and explorationSocial customsChinese influences around the world	<ul style="list-style-type: none">Lifestyle and leisureThe arts, entertainment and sportsGroups in society	<ul style="list-style-type: none">The presentFuture choices

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for the assessments in Units 3 and 4. In Units 3 and 4 students complete four summative assessments, which are designed in accordance with QCAA specifications. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Examination — short response	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">Examination — extended response (written and spoken)	25%	Summative external assessment (EA): <ul style="list-style-type: none">Examination — combination response	25%

Chinese Extension

TWO SEMESTER SUBJECT

To be studied in conjunction with Units 3 and 4 Chinese

Overview

Advanced study in an additional language, as offered in Chinese Extension, equips students with a deeper intercultural understanding and enhanced linguistic abilities, preparing them for an increasingly globalised world. Students will take part in:

- spoken interactions
- creating texts for a range of contexts, purposes and audiences
- tasks to understand Chinese language through their knowledge of English
- cultural discussions and enrichment activities
- developing intercultural understanding
- unpacking Purpose, Audience, Context and Tone through comprehension, analysis and evaluation of a variety of text types: written, visual, audio and audiovisual texts.

Learning a language is like learning any new skill. There will be times of great progress, and times where it feels challenging. With perseverance, consistent effort and practice, the ability to communicate in another language can be a lifelong joy. Learning to communicate with another way of thinking will open up many doors, cognitively and physically, for the rest of the students' lives.

In Chinese Extension, students also develop a deeper appreciation of cultural context as they analyse, investigate and create a range of Chinese texts. Students further enhance their ability to recognise the attitudes, perspectives and values that underpin texts and influence communities.

Pathways

Many part-time jobs, professions and industries value international skills. The ability to appropriately interact with people of the Chinese speaking community can be of great value in many areas including hospitality, law, science, technology, sociology and education.

Objectives

By the conclusion of the course of study, students will:

- apply knowledge of language elements, structures and textual conventions to explore how meaning is conveyed in texts
- make decisions about language elements, structures and textual conventions to create or determine meaning in texts
- interpret how meaning, attitudes, perspectives and values underpin texts and influence audiences
- analyse and evaluate information and ideas to draw conclusions, justify points of view and construct arguments
- create texts that communicate information and ideas in Chinese for context, purpose, audience, tone and cultural conventions
- structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.



Recommendations for success

This course is designed for Year 12 students who wish to extend their study of Chinese as an additional language. Students should already have well-developed communication skills in Chinese to enable them to undertake the language work required in this subject. This group may include students who have completed immersion courses in Years 8 to 10, who have participated in exchange schemes, who have formally studied Chinese for a significant period of time and/or who are background speakers and who are already successfully studying Chinese in Year 11.

Structure

Chinese Extension is a course of study consisting of two units. Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

Unit 3	Unit 4
Guided investigation	Independent investigation
Based on the following two areas of study: <ul style="list-style-type: none">• The arts• Social sciences	Based on the following four areas of study, the student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3: <ul style="list-style-type: none">• Literature• Media studies• Innovation, science and technology• Business and commerce

Assessment

In Units 3 and 4 students complete four summative assessments, which are designed in accordance with QCAA specifications. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigative folio and interview	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — extended response	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — extended response	25%

French

GENERAL SENIOR SUBJECT

Overview

French is about communication. Students will learn to understand, interact and analyse in French.

Students will take part in:

- spoken interactions
- creating texts for a range of contexts, purposes and audiences
- tasks to understand French language through their knowledge of English
- cultural discussions and enrichment activities
- developing intercultural understanding
- unpacking Purpose, Audience, Context and Tone through comprehension, analysis and evaluation of a variety of text types: written, visual, audio and audiovisual texts.

Learning a language is like learning any new skill. There will be times of great progress, and times where it feels challenging. With perseverance, consistent effort and practice, the ability to communicate in another language can be a lifelong joy. Learning to communicate with another way of thinking will open up many doors, cognitively and physically, for the rest of the students' lives.

French focuses on the development of transferable thinking skills such as analysis, evaluation and justification. Students will learn to value diversity of opinions and will be expected to justify their perspectives.

Pathways

Many part-time jobs, professions and industries value international skills. The ability to appropriately interact with people of the French speaking community can be of great value in many areas including hospitality, travel, law, science, technology, sociology and education.

Objectives

By the conclusion of the course of study, students will:

- comprehend French to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of French to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate French.

Recommendations for success

Completion of the Year 10 French Course based on the Australian Curriculum is essential, with an achievement of B or above.

BrisbaneSDE requires evidence to show that the student has met the prerequisite for Languages, that is, report card from the previous semester/term.

Year 10 students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing. Students would be asked to undertake the hand-written Diagnostic Test. Following submission of the diagnostic test, students may be required to have a brief conversation in French with the relevant BrisbaneSDE Language teacher. This will involve some follow up questions relating to the diagnostic test, to assess the student's listening and speaking skills.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie My world	L'exploration du monde Exploring our world	Notre société; culture et identité Our society; culture and identity	Mon présent; mon avenir My present; my future
<ul style="list-style-type: none"> Family/Carers Peers Education 	<ul style="list-style-type: none"> Travel and exploration Social customs French influences around the world 	<ul style="list-style-type: none"> Lifestyle and leisure The arts, entertainment and sports Groups in society 	<ul style="list-style-type: none"> The present Future choices

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for the assessments in Units 3 and 4. In Units 3 and 4 students complete four summative assessments, which are designed in accordance with QCAA specifications. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response (written and spoken)	25%	Summative external assessment (EA): • Examination — combination response	25%

German

GENERAL SENIOR SUBJECT

Overview

German is about communication. Students will learn to understand, interact and analyse in German.

Students will take part in:

- spoken interactions
- creating texts for a range of contexts, purposes and audiences
- tasks to understand German language through their knowledge of English
- cultural discussions and enrichment activities
- developing intercultural understanding
- unpacking Purpose, Audience, Context and Tone through comprehension, analysis and evaluation of a variety of text types: written, visual, audio and audiovisual texts.

Learning a language is like learning any new skill. There will be times of great progress, and times where it feels challenging. With perseverance, consistent effort and practice, the ability to communicate in another language can be a lifelong joy. Learning to communicate with another way of thinking will open up many doors, cognitively and physically, for the rest of the students' lives.

German focuses on the development of transferable thinking skills such as analysis, evaluation and justification. Students will learn to value diversity of opinions and will be expected to justify their perspectives.

Pathways

Many part-time jobs, professions and industries value international skills. The ability to appropriately interact with people of the German speaking community can be of great value in many areas including hospitality, travel, law, science, technology, sociology and education.

Objectives

By the conclusion of the course of study, students will:

- comprehend German to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of German to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate German.

Recommendations for success

Completion of the Year 10 German Course based on the Australian Curriculum is essential, with an achievement of B or above.

BrisbaneSDE requires evidence to show that the student has met the prerequisite for Languages, that is, report card from the previous semester/term.

Year 10 students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing. Students would be asked to undertake the hand-written Diagnostic Test. Following submission of the diagnostic test, students may be required to have a brief conversation in German with the relevant BrisbaneSDE Language teacher. This will involve some follow up questions relating to the diagnostic test, to assess the student's listening and speaking skills.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Meine Welt My world	Unsere Welt erkunden Exploring our world	Unsere Gesellschaft; Kultur und Identität Our society; culture and identity	Meine Gegenwart; meine Zukunft My present; my future
<ul style="list-style-type: none"> Family/Carers Peers Education 	<ul style="list-style-type: none"> Travel and exploration Social customs German influences around the world 	<ul style="list-style-type: none"> Lifestyle and leisure The arts, entertainment and sport Groups in society 	<ul style="list-style-type: none"> The present Future choices

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for the assessments in Units 3 and 4. In Units 3 and 4 students complete four summative assessments, which are designed in accordance with QCAA specifications. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response (written and spoken)	25%	Summative external assessment (EA): • Examination — combination response	25%

Japanese

GENERAL SENIOR SUBJECT

Overview

Japanese is about communication. Students will learn to understand, interact and analyse in Japanese. Students will take part in:

- spoken interactions
- creating texts for a range of contexts, purposes and audiences
- tasks to understand Japanese language through their knowledge of English
- cultural discussions and enrichment activities
- developing intercultural understanding
- unpacking Purpose, Audience, Context and Tone through comprehension, analysis and evaluation of a variety of text types: written, visual, audio and audiovisual texts.

Learning a language is like learning any new skill. There will be times of great progress, and times where it feels challenging. With perseverance, consistent effort and practice, the ability to communicate in another language can be a lifelong joy. Learning to communicate with another way of thinking will open up many doors, cognitively and physically, for the rest of the students' lives.

Japanese focuses on the development of transferable thinking skills such as analysis, evaluation and justification. Students will learn to value diversity of opinions and will be expected to justify their perspectives.

Pathways

Many part-time jobs, professions and industries value international skills. The ability to appropriately interact with people of the Japanese speaking community can be of great value in many areas including hospitality, travel, law, science, technology, sociology and education.

Objectives

By the conclusion of the course of study, students will:

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese.

Recommendations for success

Completion of the Year 10 Japanese Course based on the Australian Curriculum is essential, with an achievement of B or above. Ability to read and write hiragana, katakana and Year 10 level kanji is essential.

BrisbaneSDE requires evidence to show that the student has met the prerequisite for Languages, that is, report card from the previous semester/term.

Year 10 students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing. Students would be asked to undertake the hand-written Diagnostic Test. Following submission of the diagnostic test, students may be required to have a brief conversation in Japanese with the relevant BrisbaneSDE Language teacher. This will involve some follow up questions relating to the diagnostic test, to assess the student's listening and speaking skills.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし My world	私達の世界をたんけんする Exploring our world	私達の社会、文化とアイデンティティ Our society; culture and identity	私の現在と将来 My present; my future
<ul style="list-style-type: none"> Family/Carers Peers Education 	<ul style="list-style-type: none"> Travel and exploration Social customs Japanese influences around the world 	<ul style="list-style-type: none"> Lifestyle and leisure The arts, entertainment and sport Groups in society 	<ul style="list-style-type: none"> The present Future choices

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for the assessments in Units 3 and 4. In Units 3 and 4 students complete four summative assessments, which are designed in accordance with QCAA specifications. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response (written and spoken)	25%	Summative external assessment (EA): • Examination — combination response	25%

Spanish

GENERAL SENIOR SUBJECT

Overview

Spanish is about communication. Students will learn to understand, interact and analyse in Spanish.

Students will take part in:

- spoken interactions
- creating texts for a range of contexts, purposes and audiences
- tasks to understand Spanish language through their knowledge of English
- cultural discussions and enrichment activities
- developing intercultural understanding
- unpacking Purpose, Audience, Context and Tone through comprehension, analysis and evaluation of a variety of text types: written, visual, audio and audiovisual texts.

Learning a language is like learning any new skill. There will be times of great progress, and times where it feels challenging. With perseverance, consistent effort and practice, the ability to communicate in another language can be a lifelong joy. Learning to communicate with another way of thinking will open up many doors, cognitively and physically, for the rest of the students' lives.

Spanish focuses on the development of transferable thinking skills such as analysis, evaluation and justification. Students will learn to value diversity of opinions and will be expected to justify their perspectives.

Pathways

Many part-time jobs, professions and industries value international skills. The ability to appropriately interact with people of the Spanish speaking community can be of great value in many areas including hospitality, travel, law, science, technology, sociology and education.

Objectives

By the conclusion of the course of study, students will:

- comprehend Spanish to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Spanish to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Spanish.

Recommendations for success

Completion of the Year 10 Spanish Course based on the Australian Curriculum is essential, with an achievement of B or above.

BrisbaneSDE requires evidence to show that the student has met the prerequisite for Languages, that is, report card from the previous semester/term.

Year 10 students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing. Students would be asked to undertake the hand-written Diagnostic Test. Following submission of the diagnostic test, students may be required to have a brief conversation in Spanish with the relevant BrisbaneSDE Language teacher. This will involve some follow up questions relating to the diagnostic test, to assess the student's listening and speaking skills.



Structure

Unit 1	Unit 2	Unit 3	Unit 4
Mi mundo My world	La exploración de nuestro mundo Exploring our world	Nuestra sociedad; cultura e identidad Our society; culture and identity	Mi presente; mi futuro My present; my future
<ul style="list-style-type: none"> Family/Carers Peers Education 	<ul style="list-style-type: none"> Travel and exploration Social customs Spanish influences around the world 	<ul style="list-style-type: none"> Lifestyle and leisure The arts, entertainment and sports Groups in society 	<ul style="list-style-type: none"> The present Future choices

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for the assessments in Units 3 and 4. In Units 3 and 4 students complete four summative assessments, which are designed in accordance with QCAA specifications. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response (written and spoken)	25%	Summative external assessment (EA): • Examination — combination response	25%

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LEARNING AREA

Vocational Education and Training (VET) courses

Year 10

Certificate I in Workplace Skills

(one year)

Certificate II in Active Volunteering

(one year, via IVET Institute Pty Ltd)

Certificate I in Skills for Vocational Pathways

(one year)

Years 11 and 12

Certificate III in Business

(two years, via IVET Institute Pty Ltd)

Certificate II in Active Volunteering

(one year, via IVET Institute Pty Ltd)

Certificate II in Community Services

(one year, via Skills Generation)

Certificate II in Applied Digital Technologies

(two years)

Certificate II in Financial Services

(one year)

Certificate II in Skills for Work and Vocational Pathways

(two years)

External VET programs

Access to various VET qualifications (I, II, III and IV),
school-based apprenticeships and traineeships

LEGEND

Years 7–10 Core

Years 7–10 Electives

Years 11–12 General

Years 11–12 Applied

VET Certificate

→ Recommended pathway

--> Available pathway

+ In addition to

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Brisbane School of Distance Education

subject-guide-y11-12-hb



Certificate III in Business

VOCATIONAL EDUCATION AND TRAINING COURSE

The Registered Training Organisation delivering this course is IVET Institute Pty Ltd (RTO #40548), via a third party arrangement with BrisbaneSDE.

Overview

BSB30120 Certificate III in Business is a nationally-recognised qualification from the BSB Business Services Training Package (Release 8.0).

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.

Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.

As communication is an important workplace skill, students will be required to use their microphones in lessons.

This course will be offered in 2026 subject to enrolment numbers and associated staffing considerations.

Pathways

Achievement of BSB30120 Certificate III in Business will provide opportunities for individuals to develop key skills needed to work in an administration role. Potential pathways options may include:

- work in the role of administration officer, administration assistant, customer service representative, personal assistant, receptionist, records clerk, word processing operator
- Certificate IV
- Diploma qualifications
- Bachelor degrees.

Credit transfer

If a student has attained other nationally recognised training in areas related to the qualification they may be eligible for credit transfer. They will need to provide a Statement of Attainment matching the unit of competency for which credit is sought.

Note: For full QCE credit to be achieved for this qualification, only one unit of competency may be considered for credit transfer.

Recommendations for success

This qualification requires students to have the Language, Literacy and Numeracy skills to fulfil their job role. It is advised that students have a minimum of a B result in standard English throughout two semesters of Year 10. At enrolment students will complete a language, literacy and numeracy (LLN) test to determine suitability and any support needs.



Structure

The qualification is made up of six core units plus seven elective units:

Unit Code	Unit Title	Core/Elective
BSBWHS311	Assist with maintaining workplace safety	Core
BSBTWK301	Use inclusive work practices	Core
BSBPEF201	Support personal wellbeing in the workplace	Core
BSBCRT311	Apply critical thinking skills in a team environment	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBXCM301	Engage in workplace communication	Core
BSBTEC302	Design and produce spreadsheets	Elective
BSBTEC303	Create electronic presentations	Elective
BSBTEC202	Use digital technologies to communicate in a work environment	Elective
BSBPEF301	Organise personal work priorities	Elective
BSBTEC201	Use business software applications	Elective
BSBTEC301	Design and produce business documents	Elective
BSBOPS304	Deliver and monitor a service to customers	Elective

This course is delivered online. Delivery is over two years in Years 11 and 12.

No hard copies of materials are provided and reliable internet connectivity and access to advice for online submissions is essential. Learning and assessment resources are available online 24/7.

Teachers (trainer/assessors) will deliver the training and assess competency via a third party arrangement with the RTO, IVET Institute Pty Ltd. Students will access learning resources online to gain the underpinning knowledge and practical skills and competencies. Attendance at the three, 70-minute scheduled lessons per week is a mandatory aspect of delivery for the purpose of observation of the development of the student's skills and competencies.

Up to eight QCE credits are awarded for new learning on completion of the qualification. Completion of Certificate III in Business may contribute towards ATAR.

Assessment

Assessment for VET courses is competency based.

Assessment tasks require students to demonstrate both their knowledge and skills in relevant workplace contexts.

Assessment techniques include but not limited to:

- observations
- folios of work
- questionnaires
- written and practical tasks.

Students are able to demonstrate the required skills and knowledge during scheduled lessons. Use of webcam and microphone is required to complete assessment related to simulated workplace scenarios.

Students do not receive a rating of A–E for VET subjects. Until students complete the course, progress is recorded as Working Towards Competency (WTC).

Students will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion. Students deemed competent in all 13 units of competency will be awarded the qualification and a record of results by IVET Institute Pty Ltd. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Certificate II in Financial Services

VOCATIONAL EDUCATION AND TRAINING COURSE

The Registered Training Organisation delivering this course is Brisbane School of Distance Education (RTO #1585)

Overview

FNS20120 Certificate II in Financial Services is a nationally-recognised qualification from the FNS Financial Services Training Package (Release 8.2).

This course contains eight units of competency designed to enable the student to develop workplace skills, in particular communication, teamwork, work health and safety and financial literacy in relation to saving, budgeting and managing credit. Students will also be trained to use business software, including spreadsheets, as a tool to manage their finances.

As communication is an important workplace skill, students will be required to use their microphones in lessons and for assessment.

To achieve the FNS20120 Certificate II in Financial Services qualification, students must achieve competency in the four core and four elective units of competency.

Pathways

Achievement of Certificate II in Financial Services will provide opportunities for individuals to build potential pathways into the financial services industry. Students can progress to Certificate III pathways specialising in Financial Services.

Credit transfer

Students who have attained units of competency in another qualification may be eligible for credit transfer towards the achievement of this qualification. To organise credit transfer, students should contact their trainer/assessor, once enrolled.

Credit transfer of units of competency may impact QCE credit. Contact the Head of Department, VET and Business on VET@brisbanesde.eq.edu.au if students require more information.

Recommendations for success

It is advised that students have a minimum of a C result in both English and Maths throughout two semesters of Year 10. As this qualification includes a unit that assesses students' oral communication, students must be able to use the microphone to communicate during lessons for the purpose of competency demonstration.



Structure

The FNS20120 Certificate II in Financial Services course is structured into four modules studied over one year.

Module 1	Module 2	Module 3	Module 4
Budgeting and saving money	Understanding debt and consumer credit	Working safely and effectively with others	Working in the financial services industry
<ul style="list-style-type: none">• FNSFLT211 Develop and use personal budgets• FNSFLT212 Develop and use savings plans	<ul style="list-style-type: none">• BSBTEC201 Use business software applications (core)• FNSFLT213 Develop knowledge of debt and consumer credit	<ul style="list-style-type: none">• BSBCMM211 Apply communication skills (core)• BSBWHS211 Contribute to the health and safety of self and others (core)	<ul style="list-style-type: none">• FNSINC311 Work together in the financial services industry (core)• BSBTWK201 Work effectively with others

This course is delivered online. No hard copies of materials are provided and reliable internet access is essential. Attendance at three scheduled lessons per week is a mandatory aspect of delivery for the purpose of observation of the development of the student's skills and competencies. Training and assessment activities for this course include: return of task work, conversations, and demonstration of skills and competencies.

Up to four QCE credits are awarded for new learning on the completion of the qualification.

Assessment

Assessment for VET courses is competency based.

Students demonstrate the required skills and knowledge during scheduled lessons, submission of tasks and face-to-face demonstration to an assessor.

Students do not receive a rating of A–E for VET subjects. Until students complete the course, progress is recorded as Working Towards Competency (WTC).

FNS20120 Certificate II in Financial Services is issued when all eight units are deemed competent. If the full certificate is not achieved, a Statement of Attainment is issued listing units achieved.

Assessment tools used are:

- Folio of documents
- Questions
- Assessor observation.

Students will also be required to submit photo or video evidence for some modules.

Certificate II in Applied Digital Technologies

VOCATIONAL EDUCATION AND TRAINING COURSE

The Registered Training Organisation delivering this course is Brisbane School of Distance Education (RTO #1585)

Overview

ICT20120 Certificate II in Applied Digital Technologies is a nationally-recognised qualification from the ICT Information and Communications Technology Training Package (Release 8.1).

This course contains 12 units of competency designed to enable the student to develop a range of information technology skills, as required for work in an IT environment in any industry. Students will be trained how to:

- use and integrate a range of computer applications to produce business documents and presentations
- install and configure an operating system and use security software
- develop a knowledge of workplace safety and sustainability
- use digital media software
- learn to write simple computer programs.

The units of competency are listed below.

As communication is an important workplace skill, students will be required to use their microphones in lessons.

Pathways

To achieve the ICT20120 Certificate II in Applied Digital Technologies qualification students must achieve competency in the six core and six elective units of competency.

Achievement of ICT20120 Certificate II in Applied Digital Technologies will provide opportunities for individuals to pursue and achieve career goals in IT. Students can progress to a Certificate III in Information Technology, or a Certificate IV in Information Technology specialising in a range of areas including Gaming Development, Database Development and Maintenance, Networking, Programming, Support and Web Development.

To achieve the ICT20120 Certificate in Applied Digital Technologies qualification, students must achieve competency in the six core and six elective units of competency.

Credit transfer

Students who have achieved units of competency in another qualification may be eligible for credit transfer towards the achievement of this qualification. To organise credit transfer, students should contact their trainer/assessor, once enrolled.

Credit transfer of units of competency may impact QCE credit. Contact the Head of Department, VET and Business on VET@brisbanesde.eq.edu.au if students require more information.

Recommendations for success

It is advised that students have a minimum of a C result in both English and Maths throughout two semesters of Year 10. Students must be able to use the microphone to communicate during lessons for the purpose of competency demonstration.



Structure

Module 1	System software	<ul style="list-style-type: none"> • ICTICT213 Use computer operating systems and hardware (core) • ICTSAS214 Protect devices from spam and destructive software • BSBTEC202 Use digital technologies to communicate in a work environment (core)
Module 2	Sustainability	<ul style="list-style-type: none"> • BSBSUS211 Participate in sustainable work practices (core)
Module 3	Application software	<ul style="list-style-type: none"> • ICTICT214 Operate application software packages (core) • BSBTEC303 Create electronic presentations • ICTICT224 Integrate commercial computing packages
Module 4	Safety	<ul style="list-style-type: none"> • BSBWHS211 Contribute to the health and safety of self and others (core)
Module 5	Multimedia software (Part A)	<ul style="list-style-type: none"> • CUADIG303 Produce and prepare photo images
Module 6	Multimedia software (Part B)	<ul style="list-style-type: none"> • ICTICT215 Operate digital media technology packages (core) • CUASOU212 Perform basic sound editing
Module 7	Software development	<ul style="list-style-type: none"> • ICTPRG302 Apply introductory programming techniques

This course is delivered online. No hard copies of materials are provided and reliable internet access is essential. Attendance at three scheduled lessons per week is a mandatory aspect of delivery for the purpose of observation of the development of the student's skills and competencies. Training and assessment activities for this course include: folios of work, knowledge questions (both written and through oral conversations using headset/microphone) and observation of skills.

Up to four QCE credits are awarded for new learning on the completion of the qualification.

Note: As the QCAA considers this qualification to be equivalent to the Applied subject Information and Communication Technology and therefore duplication of learning, a student who enrolls in both can only achieve QCE credit for either the Certificate or the Applied subject, but not both.

Assessment

Assessment for VET courses is competency based.

Students must demonstrate the required skills and knowledge during scheduled lessons using video; sharing applications or in conversations; through submission of tasks; and face-to-face at BrisbaneSDE.

Students do not receive a rating of A–E for VET subjects. Until students complete the course, progress is recorded as Working Towards Competency (WTC).

ICT20120 Certificate II in Applied Digital Technologies is issued when all 12 units are assessed as competent. If the full certificate is not achieved, a Statement of Attainment is issued listing units achieved.

Assessment tools used are:

- Folios of work
- Knowledge questions
- Assessor observations.

Students will also be required to submit photo or video evidence.

Resources and requirements for this subject can be found on the BrisbaneSDE website.
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Certificate II in Community Services

VOCATIONAL EDUCATION AND TRAINING COURSE — QUEENSLAND GOVERNMENT FUNDED*

The Registered Training Organisation delivering this course is Skills Generation (RTO #41008), in partnership with Brisbane School of Distance Education

Overview

CHC22015 Certificate II in Community Services is a nationally-recognised qualification from the CHC Community Services Training Package (Release 2.0).

This course contains nine units of competency and is designed for those students who are passionate about supporting people in their community. The course provides foundational knowledge and skills to support individuals on their pathway to entry level roles in Community Services, including Youth Work, Disability and Aged Care.

Communication is an important workplace skill, therefore students will be required to use their microphones in this course. Students will also be required to use their webcam and microphone, in a breakout room with a trainer, to complete one-on-one observational assessment items.

To achieve the CHC22015 Certificate II in Community Services qualification, students must achieve competency in five core and four elective units of competency.

*Note: CHC22015 Certificate II in Community Services is Queensland Government funded which means there is no subject fee for students who reside in Queensland. Students are only able to access this funding for one approved course. If the student has already accessed funding for another qualification, or they reside interstate, they will be required to pay the full fee. Contact the VET team for more information.

This course will be offered in 2026 subject to enrolment numbers and associated staffing considerations.

Pathways

Achievement of Certificate II in Community Services will provide opportunities for individuals to build potential pathways into the Community Services industry. Students can progress to Certificate III pathways specialising in more advanced studies across the Health and Community Services sectors.

Credit transfer

Students who have attained units of competency in another qualification may be eligible for credit transfer towards the achievement of this qualification. To organise credit transfer, students should contact their trainer/assessor, once enrolled.

Credit transfer of units of competency may impact QCE credit. Contact the Head of Department, VET and Business on VET@brisbanesde.eq.edu.au if you require more information.

Recommendations for success

It is advised that students have a minimum of a C result in English throughout two semesters of their previous year's study. As this qualification includes items that assesses students' oral communication, students must be able to use the microphone and potentially their webcam to communicate during lessons for the purpose of competency demonstration.



Structure

The CHC22015 Certificate II in Community Services course is structured into four modules studied over one year.

Unit Code	Unit Title	Core/Elective
CHCCOM005	Communicate and work in Health or Community Services	Core
CHCDIV001	Work with diverse people	Core
CHCCOM001	Provide first point of contact	Core
HLTWHS001	Participate in workplace health and safety	Core
BSBWOR202	Organise and complete daily work activities	Core
BSBTEC202	Use digital technologies to communicate in a work environment	Elective
BSBCRT201	Develop and apply thinking and problem-solving skills	Elective
BSBWOR201	Manage personal stress in the workplace	Elective
FSKOCM07	Interact effectively with others at work	Elective

This course is delivered online. No hard copies of materials are provided and reliable internet access is essential. Attendance at three scheduled lessons per week is a mandatory aspect of delivery for the purpose of observation of the development of the student's skills and competencies. Training and assessment activities for this course include: return of task work, conversations and demonstration of skills and competencies.

Up to four QCE credits are awarded for new learning on the completion of the qualification.

Assessment

Assessment for VET courses is competency based.

Students demonstrate the required skills and knowledge during scheduled lessons, submission of tasks and face-to-face demonstration to an assessor.

Students do not receive a rating of A–E for VET subjects. Until students complete the course, progress is recorded as Working Towards Competency (WTC).

CHC22015 Certificate II in Community Services is issued when all nine units are deemed competent. If the full certificate is not achieved, a Statement of Attainment is issued listing units achieved.

Assessment tools used are:

- Questions (Learning Bytes)
- Performance assessment.

Students may also be required to submit photo or video evidence for some modules.

Certificate II in Active Volunteering

VOCATIONAL EDUCATION AND TRAINING COURSE

The Registered Training Organisation delivering this course is IVET Institute Pty Ltd (RTO #40548), via a third-party arrangement with BrisbaneSDE

Overview

CHC24015 Certificate II in Active Volunteering is a nationally-recognised qualification from the CHC Community Services Training Package (Release 9.3).

This qualification contains seven units of competency and provides students with the ability to engage with their local community. The program enables learning to be provided in an environment which reflects the working circumstances of volunteers in the community under direct supervision.

Students will explore the varied dimensions of volunteering, communication and organisational skills to effectively equip themselves moving into the workforce post-secondary schooling.

As communication is an important workplace skill, students will be required to use their microphones in lessons.

This course will be offered in 2026 subject to enrolment numbers and associated staffing considerations.

Pathways

Achievement of CHC24015 Certificate II in Active Volunteering will provide opportunities for individuals to develop key skills needed to volunteer under supervision. Potential pathways options may include:

- entry level employment
- Certificate III qualifications (Community Services, Individual Support)
- Certificate IV qualifications (Community Services, Ageing Support, Disability).

Credit transfer

If a student has attained other nationally recognised training in areas related to the qualification they may be eligible for credit transfer. They will need to provide a Statement of Attainment matching the unit of competency for which credit is sought.

Note: For full QCE credit to be achieved for this qualification, only one unit of competency may be considered for credit transfer.

Recommendations for success

This qualification requires students to have the Language, Literacy and Numeracy skills to fulfil their job role. It is advised that students have a minimum of a C result in standard English throughout two semesters of their previous year of schooling. At enrolment students will complete a language, literacy and numeracy (LLN) test to determine suitability and any support needs.

Where volunteering work is undertaken with organisations external to the school, students may be required to undertake background checks (e.g. Blue Card).



Structure

The qualification is made up of four core units plus three elective units.

Unit Code	Unit Title	Core/Elective
BSBCM201	Communicate in the workplace	Core
CHCDIV001	Work with diverse people	Core
CHCVOL001	Be an effective volunteer	Core
HLTWHS001	Participate in workplace health and safety	Core
CHCCOM001	Provide first point of contact	Elective
CHCCOM005	Communicate and work in health or community services	Elective
FSKOCM07	Interact effectively with others at work	Elective

Delivery is over one year, as per the school timetable during Years 10, 11 or 12.

This course is delivered online. No hard copies of materials are provided and reliable internet connectivity and access to advice for online submissions is essential. Learning and assessment resources are available online 24/7. Attendance at three scheduled lessons per week is a mandatory aspect of delivery for the purpose of observation of the development of the student's skills and competencies.

Teachers (trainer/assessors) will deliver the training and assess competency under the guidance of the RTO, IVET Institute. Students will access learning resources online to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in a 20-hour volunteering placement.

Up to four QCE credits are awarded for new learning on completion of the qualification.

Assessment

Assessment for VET courses is competency based.

Assessment tasks require students to demonstrate both their knowledge and skills – in the workplace or in other relevant contexts.

Assessment techniques include but are not limited to:

- observations
- folios of work
- questionnaires
- written and practical tasks.

Students are able to demonstrate the required skills and knowledge during scheduled lessons. Use of webcam and microphone is required to complete assessment related to simulated workplace scenarios.

Students do not receive a rating of A–E for VET subjects. Until students complete the course, progress is recorded as Working Towards Competency (WTC).

Students will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by IVET Institute Pty Ltd. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Volunteer placement

The CHCVOL001 unit requires students to complete 20 hours of volunteer work, which is incorporated into the assessment. This can be either within the school community or with approved external not for profit, charity, community, or organisation with a structured volunteer program.

Certificate II in Skills for Work and Vocational Pathways

VOCATIONAL EDUCATION AND TRAINING COURSE

The Registered Training Organisation delivering this course is Brisbane School of Distance Education (RTO #1585)

Overview

FSK20119 Certificate II in Skills for Work and Vocational Pathways is a nationally-recognised qualification from the FSK Foundation Skills Training Package (Release 2.0).

The qualification is suitable for individuals who require:

- a pathway to employment or further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employment skills
- a vocational training and employment plan.

This course contains 14 units of competency designed to enable the student to develop the workplace skills, capacities and general qualities that young people need to be effective employees, including written and oral workplace communication, interpretation of instructions, work-related measurements, workplace health and safety, career planning and use of digital technology.

As communication is an important workplace skill, students will be required to use their microphones in lessons and for assessment.

To achieve the FSK20119 Certificate II in Skills for Work and Vocational Pathways qualification, students must achieve competency in the one core and 13 elective units of competency.

Pathways

The Certificate II in Skills for Work and Vocational Pathways is intended to assist learners to develop foundation skills in order to be able to effectively participate in the workplace or further training.

Credit transfer

Students who have achieved units of competency in another qualification may be eligible for credit transfer towards the achievement of this qualification. To organise credit transfer, students should contact their trainer/assessor, once enrolled.

Credit transfer of units of competency may impact QCE credit. Contact the Head of Department, VET and Business on VET@brisbanesde.eq.edu.au if students require more information.

Recommendations for success

It is advised that students have a minimum of a C result in both English and Maths throughout two semesters of Year 10. As this qualification includes units that assess oral communication, students must be able to use the microphone to communicate during lessons for the purpose of competency demonstration.



Structure

The FSK20119 Certificate II in Skills for Work and Vocational Pathways course is structured into four modules studied over two years.

Module 1	Module 2	Module 3	Module 4
Work safely	Communicate and connect in the workplace	Work effectively	Plan career pathways
<ul style="list-style-type: none"> • BSBWHS211 Contribute to the health and safety of self and others • FSKRDG010 Read and respond to routine workplace information • FSKRDG009 Read and respond to routine standard operating procedures 	<ul style="list-style-type: none"> • BSBCMM211 Apply communication skills • FSKDIG003 Use digital technology for non-routine workplace tasks • FSKOCM006 Use oral communication skills to participate in workplace teams • FSKOCM007 Interact effectively with others at work • FSKWTG009 Write routine workplace texts 	<ul style="list-style-type: none"> • FSKLRG009 Use strategies to respond to routine workplace problems • FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work • FSKNUM015 Estimate, measure and calculate with routine metric measurements for work 	<ul style="list-style-type: none"> • BSBOPS201 Work effectively in business environments • FSKLRG011 Use routine strategies for work-related learning (core) • FSKLRG010 Use routine strategies for career planning

This course is delivered online. No hard copies of materials are provided and reliable internet access is essential. Attendance at three scheduled lessons per week is a mandatory aspect of delivery for the purpose of observation of the development of the student's skills and competencies. Training and assessment activities for this course include: task work, conversations (including those using headset/microphone), and demonstration of skills and competencies.

Up to four QCE credits are awarded for new learning on the completion of the qualification.

Assessment

Assessment for VET courses is competency based.

Students must demonstrate the required skills and knowledge during scheduled lessons using video, sharing applications or in conversations, through submission of tasks and face-to-face at BrisbaneSDE.

Students do not receive a rating of A–E for VET subjects. Until students complete the course, progress is recorded as Working Towards Competency (WTC).

FSK20119 Certificate II in Skills for Work and Vocational Pathways is issued when all 14 units are assessed as competent. If the full certificate is not achieved, a Statement of Attainment is issued listing units achieved.

Assessment tools used are:

- Folio of documents,
- Questions
- Assessor observation.

Students will also be required to submit photo or video evidence, use a microphone to answer questions and participate in role plays based on simple workplace scenarios.

External VET Studies

VOCATIONAL EDUCATION AND TRAINING PROGRAM

Overview

Students in Years 10, 11 and 12 can include the study of a nationally-recognised vocational education and training (VET) qualification as part of their Senior Education and Training (SET) Plan.

A Certificate III level qualification or higher can contribute to an ATAR.

Students can choose to study a Certificate I, II, III, IV or Diploma qualification offered by external Registered Training Organisations (RTOs) such as TAFE at School, Central Queensland University and many others. The mode of delivery can vary and includes online, on-campus and blended. Some courses such as in health, animal studies and fitness may require students to undertake mandatory work placement. Courses offered by RTOs are advertised to students throughout the year via the External VET Programs QLearn course and the External VET Programs Padlet as information is made available.

Students wishing to study with an external RTO must satisfy some requirements and are subject to school approval. Therefore, expressions of interest and enquiries about external VET programs should be directed to the External VET Programs Coordinator: VET@brisbanesde.eq.edu.au.

Pathways

Completing a vocational education and training qualification while still at school can improve post-schooling employment pathways. It is important to research the student's required pathway before enrolling.

Prerequisites

Some external VET courses may have prerequisites. It is recommended that students have a sound literacy and numeracy level and are genuinely interested in the industry area they are choosing to study. RTOs will require students to complete a Language, Literacy and Numeracy (LLN) Test if enrolling into a Certificate III level qualification or higher.

Course outline

The units of competency which make up each qualification are outlined in a Course Handbook supplied by the RTO or on their website. Students are encouraged to note the units which make up the qualification to ensure they align with their career pathway.

Time commitment

On-campus courses will occur one day per week during term time and can range from one term to eight terms. The time commitment required for each course will vary depending upon the qualification, the qualification level and the mode of delivery. Students are expected to keep up-to-date with the Work Rate Calendar for their school subjects and to listen to lesson recordings for lessons missed on the day they attend their training and work placement, if this is a requirement of the external VET course.

Assessment

Students are required to complete assessment as outlined by the RTO. Assessment will align with the units of competency which make up the qualification and can include online quizzes, short answer responses, role plays, video recordings, research projects, case studies.



School-based Apprenticeships and Traineeships

VOCATIONAL EDUCATION AND TRAINING PROGRAM

Overview

Students in Years 10, 11 and 12 who reside in Queensland can include a School-based apprenticeship or traineeship (SAT) as part of their Senior Education and Training (SET) Plan.

SATs provide students with the opportunity to participate in training for a nationally-recognised qualification, participate in paid employment and complete their senior studies.

School-based apprentices are trained in a skilled area such as carpentry, butchery, plumbing, hairdressing or cabinet making. School-based trainees are trained in a vocational area such as animal studies, office administration, business, beauty services, early childhood, hospitality or information technology.

Students are required to find their own employer. BrisbaneSDE does inform students of any vacancies advertised by Registered Training Organisations (RTOs) and employers through the External VET Programs QLearn course and the External VET Programs Padlet.

An apprenticeship or a traineeship can take from one to four years to complete, depending on the type of apprenticeship or traineeship, the industry and the qualification. While some school-based traineeships may be completed by the end of Year 12, some traineeships and all apprenticeships continue after this time.

It is advisable that students interested in a SAT refer to the Queensland Government website:

<https://www.qld.gov.au/education/apprenticeships/school-based>

Pathways

A school-based apprenticeship or traineeship will provide students with the opportunity to develop skills and knowledge relating to employment and to commence, and in some cases complete, a vocational qualification while still at school. In this way they can improve their post-schooling employment pathways.

Prerequisites

Students must be in Year 10, 11 or 12 and reside in Queensland to sign into a School Based Apprenticeship or Traineeship. It is recommended that students have a sound literacy and numeracy level and are genuinely interested in the industry area they are choosing to study. It is advisable that students undertake a work experience placement in the industry area of their choice before commencing a School-based Apprenticeship or Traineeship. This helps students decide on their genuine interests.

Course outline

As part of their apprenticeship or traineeship, students must undertake on-the-job training with their employer and off-the-job training with their Supervising Registered Training Organisation (SRTO). The units studied will be outlined in a Training Plan that will be provided to the student on commencement of the SAT.

Time commitment

It is anticipated that students will spend one day a week at work. This will be on-the-job work and training, and is completed during school time. This may vary depending upon the requirements of the Supervising Registered Training Organisation (SRTO), for example, TAFE, and the employer. SAT students are expected to keep up-to-date with the Work Rate Calendar for their school subjects and to listen to lesson recordings for lessons missed on the day they attend their SAT training/employment.

Assessment

Students are required to complete assessment as outlined in their Training Plan. The specific details will be advised by the SRTO.

Resources and requirements for this subject can be found on the BrisbaneSDE website.

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INNOVATION | INSPIRATION | INCLUSION

SUBJECT GUIDE 2026

for Home-based Students

YEARS 11–12



BrisbaneSDE

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