SUBJECT GUIDE 2026

for Home-based and School-based Students

YEARS 7–10

Brisbane School of Distance Education

INNOVATION | INSPIRATION | INCLUSION

BrisbaneSDE

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ACKNOWLEDGEMENTS

Cover image: Happy Asian girl learning online at home. Education and e-learning concept. Stock photo by ijeab sourced from iStock

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BrisbaneSDE

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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 and School-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

How to contact us

School name	Brisbane School of Distance Education
Address	4 Cavendish Road Coorparoo QLD 4151
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Telephone	(07) 3727 2444
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School-based enquiries	school_based@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 7–10 Subject Guide Information

for Home-based (HB) and School-based (SB) students

About this guide

This Subject Guide has been compiled to outline the core and elective subjects available in Years 7–10.

In Years 7–10 at BrisbaneSDE, we work with students and their parents and carers to ensure that each young person is meaningfully engaged in a program of learning that maximises their potential for success.

It is important to understand how the core and elective subjects work together in Years 7–10 so as to support decisions for future study or career pathways.

In making decisions for Years 9 and 10 electives, consider some of the following questions:

- What subjects do you enjoy?
- What subjects have you achieved in or are confident in achieving in?
- Which areas of study reflect your interests and abilities?
- Which subjects will help you reach your career and employment goals?
- Which subjects will develop skills, knowledge and attitudes that are useful throughout your life?
- Which subjects will satisfy possible 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 7 and 8 Core subjects

Students must choose one subject from each of the core learning areas.

Learning area	Subject	Semester units	Offered to	
			Home-based	School-based
English	English	2	✓	
Mathematics	Mathematics	2	✓	
Science	Science	2	✓	
Humanities and Social Sciences	HASS	2	✓	
The Arts Students will select Music or Visual Arts	Music Visual Arts	1 1	✓ ✓	
Technologies	Technologies	1	✓	
Health and Physical Education	Health and Physical Education	1	✓	
Languages Students will select **one** of the languages offered. When selecting a Language in Year 8, it is recommended students select the language studied in Year 7 either at BrisbaneSDE, or their previous school.	French Japanese Spanish	1 1 1	✓ ✓ ✓	✓ ✓ ✓

Year 9 Core and Elective subjects

Students must study a total of 12 semester units (six per semester), from Core and Elective learning areas.

Core subjects

Students must study each of the Core subjects.

Learning area	Subject	Semester units	Offered to	
			Home-based	School-based
English	English	2	✓	
Mathematics	Mathematics	2	✓	
Science	Science	2	✓	
Humanities and Social Sciences	History	1	✓	
Health and Physical Education	Health and Physical Education	1	✓	

Elective subjects

Students must choose a total of four units of elective subjects, from any combination of learning areas.

Learning area	Subject	Semester units	Offered to	
			Home-based	School-based
Humanities and Social Sciences	Civics and Citizenship Economics and Business Geography	1 1 1	✓ ✓ ✓	
The Arts	Media Arts Music Visual Arts	1 1 1	✓ ✓ ✓	
Technologies	Design and Technologies Digital Technologies	1 1	✓ ✓	
Languages Students can choose **one** of the languages offered. Select a language only if the prerequisites have been met.	Chinese French German Japanese Spanish	2 2 2 2 2	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓

Year 10 Core and Elective subjects

Students must study a total of 12 semester units (six per semester), chosen from Core and Elective learning areas.

Core subjects

Students must choose one subject from each of the Learning areas.

Learning area	Subject	Semester units	Offered to	
			Home-based	School-based
English	English	2	✓	
	English Foundation	2	✓	
Mathematics	Mathematics (Standard)	2	✓	
	Mathematics Extension	2	✓	
	Mathematics Foundation	2	✓	
Science	Science	2	✓	
Humanities and Social Sciences	History	1	✓	
Health and Physical Education	Health and Physical Education	1	✓	
	Health Education	1	✓	

Elective subjects

Students must choose a total of four units of elective subjects, from any combination of learning areas.

Learning area	Subject	Semester units	Offered to	
			Home-based	School-based
Humanities and Social Sciences	Civics and Citizenship	1	✓	
	Economics and Business	1	✓	
	Foundations of Accounting and Business	1	✓	
	Geography	1	✓	
The Arts	Media Arts	1	✓	
	Visual Arts	1	✓	
	Music	1 or 2	✓	
Technologies	Design and Technologies	1	✓	
	Digital Technologies	1	✓	
Languages Students can select **one** of the languages offered. Select a language only if the prerequisites have been met.	Chinese	2	✓	✓
	French	2	✓	✓
	German	2	✓	✓
	Japanese	2	✓	✓
	Spanish	2	✓	✓
Vocational Education and Training See note about Unique Student Identifier below	BSB10120 Certificate I in Workplace Skills	2	✓	
	FSK10219 Certificate I in Skills for Vocational Pathways	2	✓	
	CHC24015 Certificate II in Active Volunteering*	2	✓	
External programs	School-based Apprenticeships and Traineeships		✓	

Unique Student Identifier

Certification for Vocational Education and Training (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.

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

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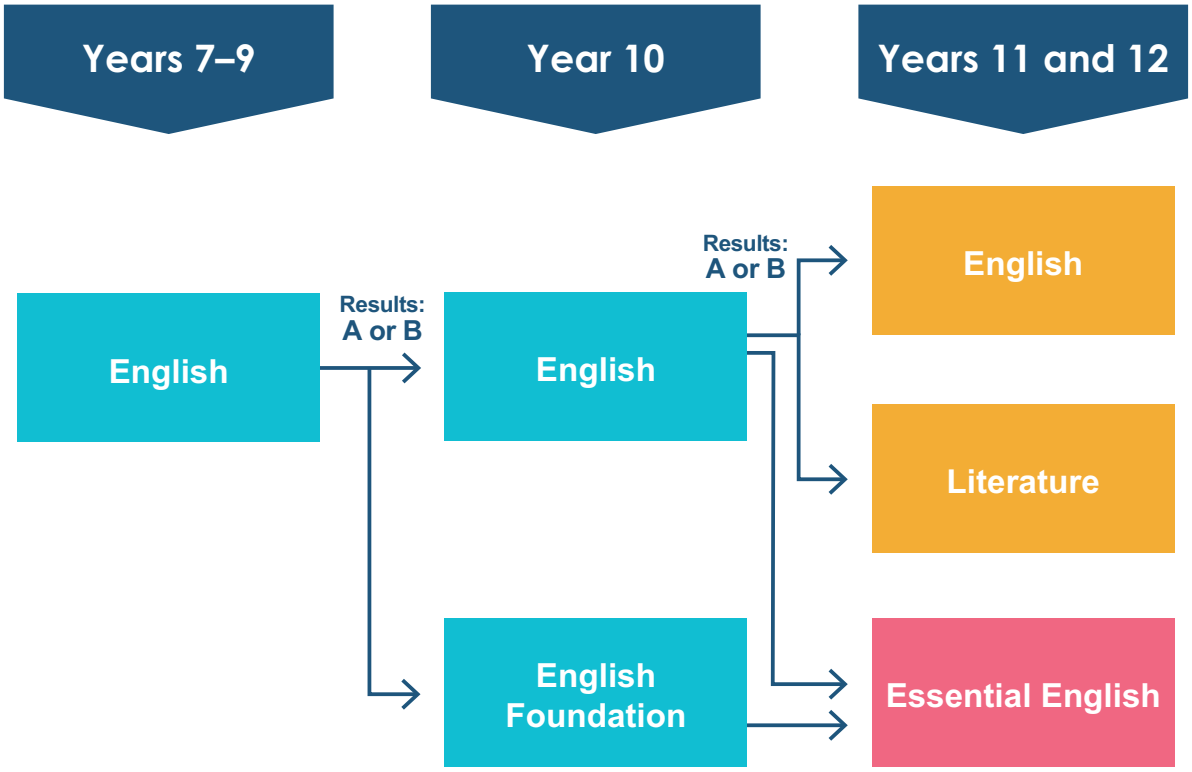
LEARNING AREA

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

English

YEAR 7 CORE SUBJECT — TWO SEMESTERS

Offered to: Home-based students

Overview

The English online course follows the Australian Curriculum which is studied in all Australian states. The course is available in an electronic format. Some texts are used to support some of the units. All other resources are in digital format and are incorporated into the electronic courses.

Time commitment

There are three English lessons to be completed each week. Each lesson is approximately 70 minutes in duration and will be delivered using an online teaching platform.

Assessment

English requires students to engage in and complete reading, writing, speaking and listening tasks. Students are required to submit a full draft for each summative assessment task.

Semester 1

Unit 1	Unit 2
• Written response: Creating life writing	• Spoken task: Persuasion

Semester 2

Unit 3	Unit 4
• Written response: Literature about Australia and Australians	• Spoken task: Presentations of Australians in literature

English

YEAR 8 CORE SUBJECT — TWO SEMESTERS
Offered to: Home-based students

Overview

The English online course follows the Australian Curriculum which is studied in all Australian states. The course is available in an electronic format. Some texts are used to support some of the units. All other resources are in digital format and are incorporated into the electronic courses.

Time commitment

There are three English lessons to be completed each week. Each lesson is approximately 70 minutes in duration and will be delivered using an online teaching platform.

Assessment

English requires students to engage in and complete reading, writing, speaking and listening tasks. Students are required to submit a full draft for each summative assessment task.

Semester 1

Unit 1	Unit 2
• Multimodal response: Inside out	• Spoken response: Ethical dilemmas

Semester 2

Unit 3	Unit 4
• Short response (written): Detention	• Multimodal response: Windows into other worlds

English

YEAR 9 CORE SUBJECT — TWO SEMESTERS

Offered to: Home-based students

Overview

The English online course follows the Australian Curriculum which is studied in all Australian states. The course is available in an electronic format. Some texts are used to support some of the units. All other resources are in digital format and are incorporated into the electronic courses.

Time commitment

There are three English lessons to be completed each week. Each lesson is approximately 70 minutes in duration and will be delivered using an online teaching platform.

Assessment

English requires students to engage in and complete reading, writing, speaking and listening tasks. Students are required to submit a full draft for each summative assessment task.

Semester 1

Unit 1	Unit 2
• Persuasive spoken task: Challenging views	• Extended written response: Fictional world

Semester 2

Unit 4	Unit 5
• Analytical response: Dilemmas and decision-making	• Spoken response: Symbols of the world

English

YEAR 10 CORE SUBJECT — TWO SEMESTERS

Offered to: Home-based students

Overview

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens.

Year 10 English aims to ensure that students learn to: listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose. This course prepares students for English and Literature in Year 11 and an ATAR pathway.

Semester 1

- Responding to local issues
- Play study

Semester 2

- Poetry
- Novel study

Assessment

English requires students to engage in and complete reading, writing, speaking and listening tasks.

Summative Assessment 1: Speech (videoed – persuasive)

Summative Assessment 2: Essay (written – analytical examination)

Summative Assessment 3: Literary article (written – analytical)

Summative Assessment 4: Short story (written – imaginative)

Prerequisites / Recommendations for success

Students should have completed Year 9 English at a B grade or above before enrolling in Year 10 English. This course prepares students for English or Literature in Years 11–12 and an ATAR pathway.

English Foundation

YEAR 10 CORE SUBJECT — TWO SEMESTERS
Offered to: Home-based students

Overview

In this course of study 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 and community contexts. Year 10 English Foundation aims to ensure that students learn to: listen to, read, view, speak, write, create and reflect on spoken, written and multimodal texts across a range of contexts. English Foundation in Year 10 prepares students for Essential English in Year 11.

Semester 1

- Hobbies/Interests
- Advertising texts

Semester 2

- Film study
- Creative writing

Assessment

English Foundation requires students to engage in and complete reading, writing, speaking and listening tasks.

Summative Assessment 1: Speech (multimodal – persuasive)

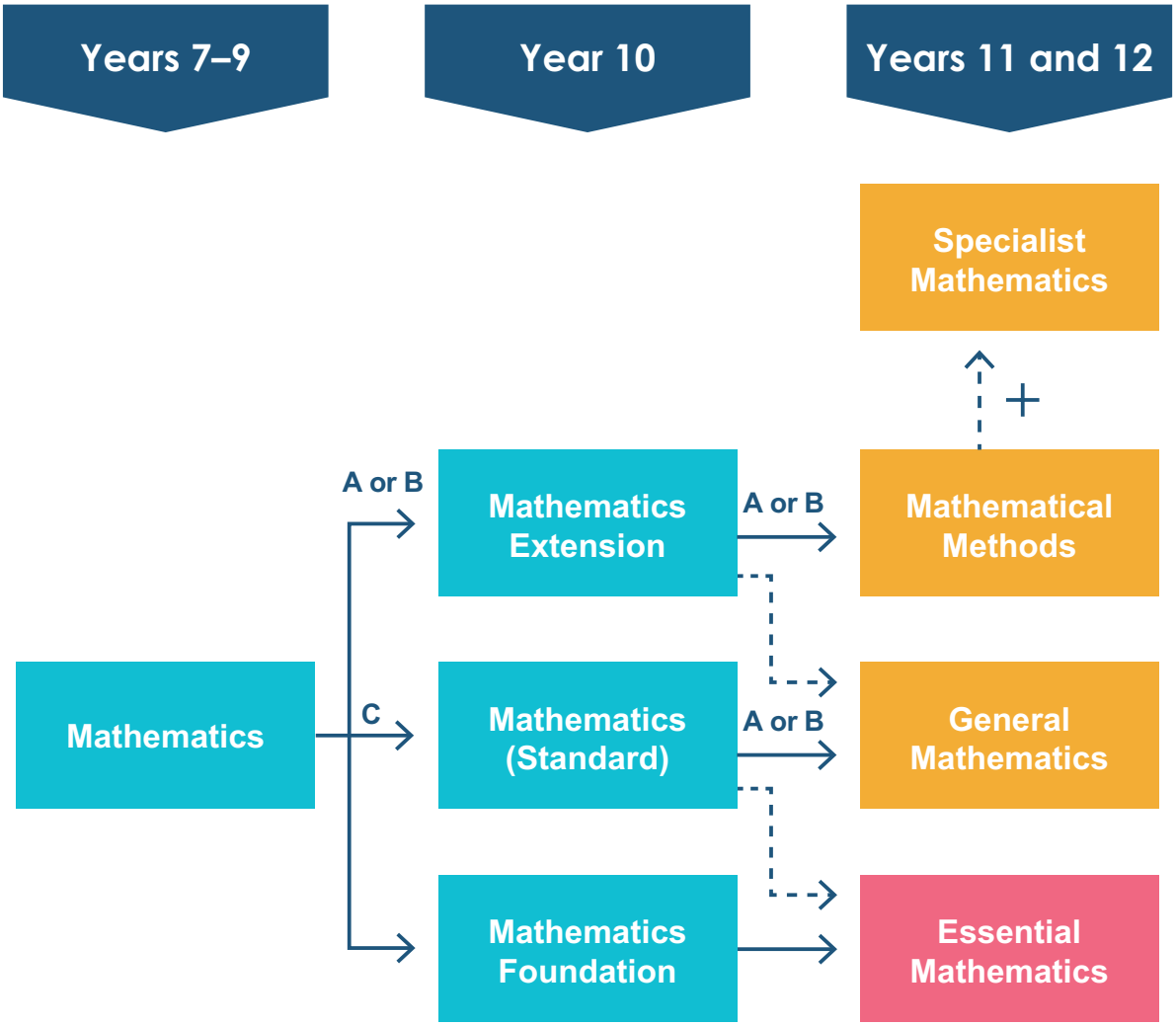
Summative Assessment 2: Short response (written – examination)

Summative Assessment 3: Film analysis (spoken – expository)

Summative Assessment 4: Short story (written – imaginative)

LEARNING AREA

Mathematics



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

Mathematics

YEAR 7 CORE SUBJECT — TWO SEMESTERS

Offered to: Home-based students

Overview

Learning Mathematics creates opportunities for students to gain essential mathematical skills and knowledge. The Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

By the end of Year 7, students will have studied content from the following strands:

Number

- Solve problems using perfect square relationships.
- Represent natural numbers using exponent notation and rational numbers on a number line.
- Estimate solutions and check the reasonableness of solutions using rounding.
- Operate with positive rational numbers and add and subtract integers.
- Solve problems using parts of a whole (fractions, decimals, percentages, ratios).

Algebra

- Represent algebraic expressions and formulas and solve equations using constants, variables, operations and brackets.
- Graph relationships between variables using a table of values.

Measurement

- Solve problems involving area of triangles and parallelograms and volume of right prisms using rules.
- Discover the relationship between pi (π), the radius, diameter and circumference.
- Identify angle relationships and use them to describe other relationships and solve problems.
- Use mathematical modelling to solve applied problems involving ratios.

Space

- Represent 3D objects as 2D shapes.
- Create an algorithm to sort and classify polygons.
- Describe transformations using the Cartesian plane.

Statistics

- Conduct statistical investigations using discrete and continuous data.
- Report findings using distribution shape and summary statistics.

Probability

- Use probabilities to predict outcomes of events and conduct large numbers of trials of the event.
- Compare predictions with results.

Assessment

All Mathematics students will undertake a range of mandatory assessment. They may include some or all of the following:

Written exams (usually two per semester)	Project or investigation (problem-solving and modelling tasks) (usually one per semester)	Other
• With supervisor, test unseen, usually 60–90 minutes	• Some in-class time will be provided • Work is done over a number of weeks • Submission of work at the draft stage is essential	• Use of a monitoring strategy (in class work) • Online exams or quizzes

Recommendations for success

Across Year 7–10, whilst the strands stay the same, the study of Mathematics builds on prior learning and experiences with the degree of difficulty and breadth of learning increasing across the years.

To be successful in Mathematics, it is important that students attain mastery at each year level. It is essential that students participate fully in all aspects of the course—engaging in scheduled lessons, completing in-class activities and consolidating concepts by completing assigned tasks.

Mathematics

YEAR 8 CORE SUBJECT — TWO SEMESTERS

Offered to: Home-based students

Overview

Learning Mathematics creates opportunities for students to gain essential mathematical skills and knowledge. The Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

By the end of Year 8, students will have studied content from the following strands:

Number

- Apply the exponent laws to calculations with numbers involving positive integer exponents.
- Solve problems involving the four operations with integers and positive rational numbers.
- Use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts.

Algebra

- Apply algebraic properties to rearrange, expand and factorise linear expressions.
- Graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically.
- Use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context.
- Make and test conjectures involving linear relations using digital tools.

Measurement

- Use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms.
- Use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles.
- Use formulas to solve problems involving the area and circumference of circles.
- Solve problems of duration involving 12- and 24-hour cycles across multiple time zones.

Space

- Use three dimensions to locate and describe position.
- Identify conditions for congruency and similarity in shapes and create and test algorithms designed to test for congruency and similarity.
- Apply the properties of quadrilaterals to solve problems.

Statistics

- Conduct statistical investigations and explain the implications of obtaining data through sampling.
- Analyse and describe the distribution of data.
- Compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range.

Probability

- Represent the possible combinations of two events with tables and diagrams, and determine related probabilities to solve practical problems.
- Conduct experiments and simulations using digital tools to determine related probabilities of compound events.

Assessment

All Mathematics students will undertake two mandatory types of assessment:

Written exams (usually two per semester)	Project or investigation (problem-solving and modelling tasks) (usually one per semester)
• With supervisor, test unseen, usually 60–90 minutes	• Some in-class time will be provided • Work is done over a number of weeks • Submission of work at the draft stage is essential

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

Recommendations for success

Across Years 7–10, whilst the strands stay the same, the study of Mathematics builds on prior learning and experiences with the degree of difficulty and breadth of learning increasing across the years.

To be successful in Mathematics, it is important that students attain mastery at each year level. It is essential that students participate fully in all aspects of the course—engaging in scheduled lessons, completing in-class activities and consolidating concepts by completing assigned tasks.

Mathematics

YEAR 9 CORE SUBJECT — TWO SEMESTERS

Offered to: Home-based students

Overview

Learning Mathematics creates opportunities for students to gain essential mathematical skills and knowledge. The Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

By the end of Year 9, students will have studied content from the following strands:

Number

- Recognise and use rational and irrational numbers to solve problems.
- Extend and apply the exponent laws with positive integers to variables.

Algebra

- Expand binomial products and factorise monic quadratic expressions.
- Find the distance between two points on the Cartesian plane, and the gradient and midpoint of a line segment.
- Use mathematical modelling to solve problems involving change in financial and other applied contexts, choosing to use linear and quadratic functions.
- Graph quadratic functions and solve monic quadratic equations with integer roots algebraically.
- Describe the effects of variation of parameters on functions and relations, using digital tools, and make connections between their graphical and algebraic representations.

Measurement

- Apply formulas to solve problems involving the surface area and volume of right prisms and cylinders.
- Solve problems involving ratio, similarity and scale in two-dimensional situations.
- Determine percentage errors in measurements. Students apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles.
- Use mathematical modelling to solve practical problems involving direct proportion, ratio and scale, evaluating the model and communicating their methods and findings.
- Express small and large numbers in scientific notation.

Space

- Apply the enlargement transformation to images of shapes and objects, and interpret results.
- Design, use and test algorithms based on geometric constructions or theorems.

Statistics

- Compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers.
- Explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view.

Probability

- Determine sets of outcomes for compound events and represent these in various ways.
- Assign probabilities to the outcomes of compound events.
- Design and conduct experiments or simulations for combined events using digital tools.

Assessment

All Mathematics students will undertake two mandatory types of assessment:

Written exams (usually two per semester)	Project or investigation (problem-solving and modelling tasks) (usually one per semester)
• With supervisor, test unseen, usually 60–90 minutes	• Some in-class time will be provided • Work is done over a number of weeks • Submission of work at the draft stage is essential

Resources and requirements for this subject can be found on the BrisbaneSDE website.
Disclaimer: Information contained in this document is correct at time of publishing.

Recommendations for success

Across Years 7–10, whilst the strands stay the same, the study of Mathematics builds on prior learning and experiences with the degree of difficulty and breadth of learning increasing across the years.

To be successful in Mathematics, it is important that students attain mastery at each year level. It is essential that students participate fully in all aspects of the course—engaging in scheduled lessons, completing in-class activities and consolidating concepts by completing assigned tasks.

Mathematics (Standard)

YEAR 10 CORE SUBJECT — TWO SEMESTERS
Offered to: Home-based students

Overview

Learning Mathematics creates opportunities for students to gain essential mathematical skills and knowledge. The Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

By the end of Year 10 Mathematics (Standard), students will have studied content from the following strands:

Number

- Recognise the effect of approximations of real numbers in repeated calculations.

Algebra

- Use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear, quadratic and exponential functions as appropriate, and solve related equations, numerically and graphically.
- Make and test conjectures involving functions and relations using digital tools.
- Solve problems involving simultaneous linear equations and linear inequalities in two variables graphically and justify solutions.

Measurement

- Interpret and use logarithmic scales representing small or large quantities or change in applied contexts.
- Solve measurement problems involving surface area and volume of composite objects.
- Apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles.
- Identify the impact of measurement errors on the accuracy of results.

Space

- Use mathematical modelling to solve practical problems involving proportion and scaling, evaluating and modifying models, and reporting assumptions, methods and findings.
- Use deductive reasoning, theorems and algorithms to solve spatial problems.
- Interpret networks used to represent practical situations and describe connectedness.

Statistics

- Plan and conduct statistical investigations involving bivariate data.
- Represent the distribution of data involving two variables, using tables and scatter plots, and comment on possible association.
- Analyse inferences and conclusions in the media, noting potential sources of bias.
- Compare the distribution of continuous numerical data using various displays, and discuss distributions in terms of centre, spread, shape and outliers.

Probability

- Apply conditional probability to solve problems involving compound events.
- Design and conduct simulations involving conditional probability, using digital tools.

Assessment

All Mathematics students will undertake two mandatory types of assessment:

Written exams (at least one per semester)	Project or investigation (problem-solving and modelling tasks) (at least one per year)
• With supervisor, test unseen, usually 60–90 minutes	• Time allocated both in class and out of class time • Work is done over a number of weeks • Submission of work at the draft stage is essential

Resources and requirements for this subject can be found on the BrisbaneSDE website.
Disclaimer: Information contained in this document is correct at time of publishing.

Recommendations for success

Minimum C across both semesters of Year 9 Mathematics.

To be successful in Mathematics, it is important that students attain mastery at each year level.

Across Years 7–10, whilst the strands stay the same, the study of Mathematics builds on prior learning and experiences with the degree of difficulty and breadth of learning increasing across the years. Subject matter from previous years is not retaught, so mastery of subject matter is an important consideration when choosing Mathematic subjects for Year 10 and into Years 11 and 12 (and the reason why prerequisites are in place).

For success, it is essential that students participate fully in all aspects of the course—engaging in scheduled lessons, completing in-class activities and consolidating concepts by completing assigned tasks.

Students achieving at least a B in this subject may select to study General Mathematics in Years 11 and 12. Students wishing to study Mathematical Methods and Specialist Mathematics must enrol in Mathematics Extension.

Mathematics Extension

YEAR 10 CORE SUBJECT — TWO SEMESTERS
Offered to: Home-based students

Overview

Learning Mathematics creates opportunities for students to gain essential mathematical skills and knowledge. The Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

By the end of Year 10, students will have studied topics from the Australian Curriculum: Mathematics for Year 10 and also aspects of the optional content for post-Year 10 Mathematics pathways. The content is organised across the following strands:

Number

- Recognise the effect of approximations of real numbers in repeated calculations.
- Operations on numbers involving fractional exponents and surds.

Algebra

- Apply numerical, graphical and algebraic approaches to quadratics, exponential expressions, pairs of linear equations and linear inequalities in two variables.
- Use digital tools to experiment with functions and relations and solve problems in applied situations.
- Solve equations involving algebraic fractions.
- Investigate algebraic representations of quadratic functions and their transformations, and solve related equations.
- Graph and solve trigonometric equations.
- Use the inverse relationship between exponential and logarithmic functions and solve related functions.

Measurement

- Investigate, interpret and use logarithmic scales.
- Calculate surface area and volume of composite objects.
- Solve practical problems involving right-angled triangles by applying Pythagoras' theorem and trigonometry in 3D.
- Solve practical problems involving proportion and scaling of objects by using mathematical modelling.

Space

- Apply deductive reasoning to prove geometric theorems involving plane shapes.
- Interpret networks and use network diagrams to represent relationships.

Statistics

- Analyse statistical reports in the media, including ethical considerations and bias.
- Represent data distributions using scatter plots, box plots, two-way tables.
- Compare data distributions by analysing shape, measures of centre and spread, and considering outliers.

Assessment

All Mathematics students will undertake two mandatory types of assessment:

Written exams (at least one per semester)	Project or investigation (problem-solving and modelling tasks) (at least one per year)
• With supervisor, test unseen, usually 90–120 minutes	• Time allocated both in class and out of class time • Work is done over a number of weeks • Submission of work at the draft stage is essential

Resources and requirements for this subject can be found on the BrisbaneSDE website.
Disclaimer: Information contained in this document is correct at time of publishing.

Recommendations for success

Minimum B (preferably an A) across both semesters of Year 9 Mathematics.

To be successful in Mathematics, it is important that students attain mastery at each year level.

Across Years 7–10, whilst the strands stay the same, the study of Mathematics builds on prior learning and experiences with the degree of difficulty and breadth of learning increasing across the years. Subject matter from previous years is not retaught, so mastery of subject matter is an important consideration when choosing Mathematic subjects for Year 10 and into Years 11 and 12 (and the reason why prerequisites are in place).

For success, it is essential that students participate fully in all aspects of the course—engaging in scheduled lessons, completing in-class activities and consolidating concepts by completing assigned tasks.

Students achieving at least a B in this subject may select to study Mathematical Methods or Mathematical Methods and Specialist Mathematics in Years 11 and 12.

Mathematics Foundation

YEAR 10 CORE SUBJECT — TWO SEMESTERS
Offered to: Home-based students

Overview

Learning Mathematics creates opportunities for students to gain essential mathematical skills and knowledge. The Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

By the end of Year 10 Mathematics Foundations, students will have studied topics from the following strands:

- Number
- Measurement
- Statistics
- Algebra
- Space
- Probability

This differentiated course of instruction supports students who experience difficulties in Mathematics and is designed to help prepare students for Year 11 and 12 Essential Mathematics.

Assessment

All Mathematics students will undertake two mandatory types of assessment:

Written exams (at least one per semester)	Project or investigation (problem-solving and modelling tasks) (at least one per year)
• With supervisor, test unseen, usually 60–90 minutes	• Time allocated both in class and out of class time • Work is done over a number of weeks • Submission of work at the draft stage is essential

Recommendations for success

To be successful in Mathematics, it is important that students attain mastery at each year level.

Across Years 7–10, whilst the strands stay the same, the study of Mathematics builds on prior learning and experiences with the degree of difficulty and breadth of learning increasing across the years.

For success, it is essential that students participate fully in all aspects of the course—engaging in scheduled lessons, completing in-class activities and consolidating concepts by completing assigned tasks.

By completing this subject, students are eligible to select Essential Mathematics in Years 11 and 12. Students wishing to study General Mathematics in Senior should enrol in Mathematics (Standard). Students wishing to study Mathematical Methods and Specialist Mathematics must enrol in Mathematics Extension.

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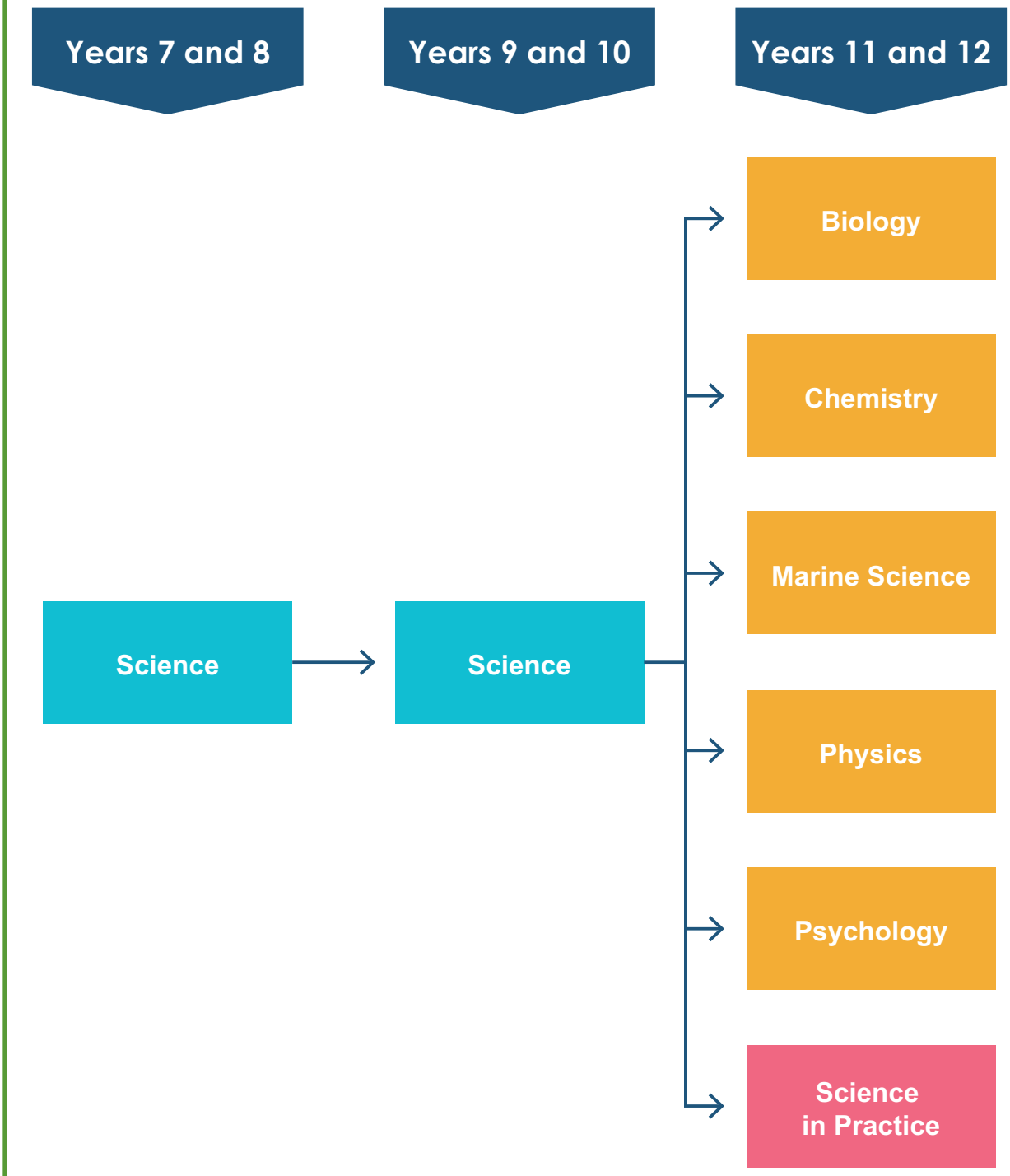
LEARNING AREA

Science



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

Science

YEAR 7 CORE SUBJECT — TWO SEMESTERS

Offered to: Home-based students

Overview

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties. They consider the effects of multiple forces when explaining changes in an object's motion.

Students make accurate measurements and analyse relationships between system components. They construct and use models to test hypotheses about phenomena at scales that are difficult to study directly and use these observations and other evidence to draw conclusions. They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.

Key strands

Students will be engaged in the following strands throughout the Year 7 Science course:

- Biological sciences
- Earth and space sciences
- Physical sciences
- Chemical sciences
- Nature and development of science
- Use and influence of science
- Questioning and predicting
- Planning and conducting
- Processing, modelling and analysing
- Evaluating
- Communicating

Assessment

Year 7 Science assessment includes:

- Supervised examinations
- Experimental investigations
- Research investigations

Students will be required to purchase readily available items to conduct mandatory science experiments as part of this course.

Science

YEAR 8 CORE SUBJECT — TWO SEMESTERS

Offered to: Home-based students

Overview

In Year 8, students explain the role of specialised cell structures and organelles at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they classify different types matter at a particle level, and distinguish between chemical and physical change. They compare different forms of energy, and describe the role of energy in causing change in systems, including the transfer and transformation of energy in simple systems. Students also apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere. They analyse how science impacts on society in shaping viewpoints, policies and regulations.

Students make predictions and propose explanations, drawing on evidence to support their views while considering other points of view. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations.

Following are examples of inquiry questions that could be used to prompt discussion and exploration:

- Could artificial organs make transplants obsolete?
- What can earthquakes and volcanoes tell us about Earth?
- How should we power Australia's future?
- How do we know a substance has changed?
- Are women under-represented in the history of science?

Key strands

Students will be engaged in the following strands throughout the Year 8 Science course:

- Biological sciences
- Earth and space sciences
- Physical sciences
- Chemical sciences
- Nature and development of science
- Use and influence of science
- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

Assessment

Year 8 Science assessment may include:

- Supervised examinations
- Experimental investigations
- Research investigations

Students will be required to purchase readily available items to conduct mandatory science experiments as part of this course.

Science

YEAR 9 CORE SUBJECT — TWO SEMESTERS

Offered to: Home-based students

Overview

In Year 9, students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle.

Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

Key strands

Students will be engaged in the following strands throughout the Year 9 Science course:

- Biological sciences
- Earth and space sciences
- Physical sciences
- Chemical sciences
- Nature and development of science
- Use and influence of science
- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

Assessment

Year 9 Science assessment includes:

- Supervised examinations
- Experimental investigations
- Research investigations

Students will be required to purchase readily available items to conduct mandatory science experiments as part of this course.

Science

YEAR 10 CORE SUBJECT — TWO SEMESTERS

Offered to: Home-based students

Overview

In the Year 10 curriculum, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Following are examples of inquiry questions that could be used to prompt discussion and exploration:

- What is the future of our species?
- Are Newton's laws all we need to explain and predict motion in our universe?
- How do we know what an atom is?
- Is seeing believing?
- Just because we have the technology, should we use it?
- How should Australia's research priorities be determined?

Key strands

Students will be engaged in the following strands throughout the Year 10 Science course:

- Biological sciences
- Earth and space sciences
- Physical sciences
- Chemical sciences
- Nature and development of science
- Use and influence of science
- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

Assessment

Year 10 Science assessment includes:

- Supervised examinations
- Experimental investigations
- Research investigations

Students will be required to purchase readily available items to conduct mandatory science experiments as part of this course.

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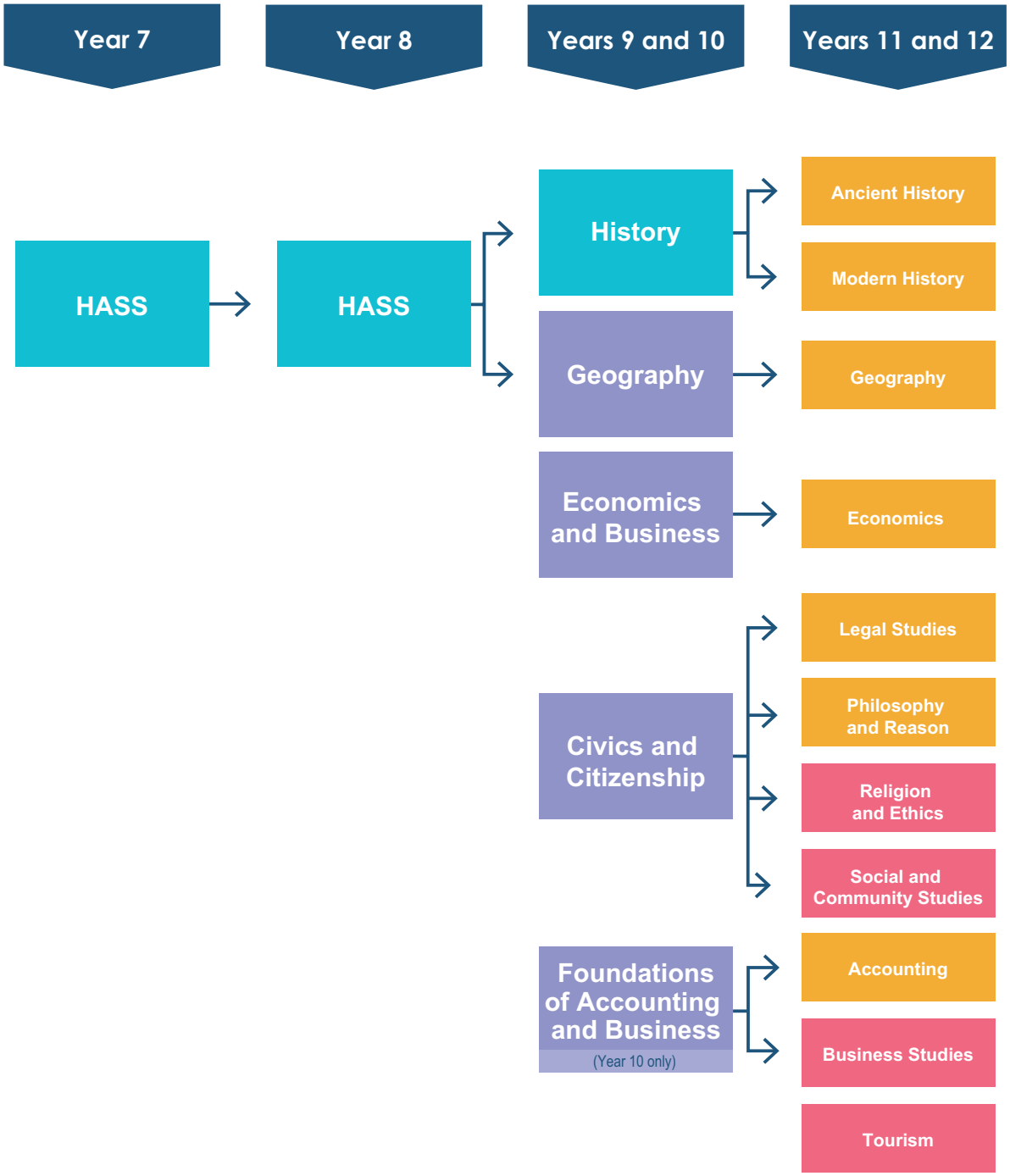
LEARNING AREA

Humanities and Social Sciences (HASS)



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

Humanities and Social Sciences (HASS)

YEAR 7 CORE SUBJECT — TWO SEMESTERS
Offered to: Home-based students

Overview

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world.

The Humanities and Social Sciences subjects in the Australian Curriculum provide a broad understanding of the world we live in, and how people can participate as active and informed citizens with high-level skills needed now and in the future. They provide opportunities for students to develop their own personal and social learning, and to explore their perspectives as well as those of others.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. This requires an understanding of the key historical, geographical, legal, political, economic, business and societal factors involved, and how these different factors interrelate.

Assessment

Assessment tasks could include:

- Investigations
- Short response exams
- Extended response to stimulus tasks

History	
Unit 1 — Deep time history of Australia	Unit 2 — Ancient Egypt
Geography	
Unit 1 — Water in the world	Unit 2 — Liveability
Economics and Business	
Individuals, businesses and entrepreneurs	

Humanities and Social Sciences (HASS)

YEAR 8 CORE SUBJECT — TWO SEMESTERS
Offered to: Home-based students

Overview

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world.

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Assessment

Assessment tasks could include:

- Investigations
- Short response exams
- Extended response to stimulus tasks

History	
Unit 1 — Medieval Europe (c. 590 – c.1500)	Unit 2 — Mongol Empire (c.1206 – c.1368)
Geography	
Unit 1 — Landforms and landscapes	Unit 2 — Changing nations
Civics and Citizenship	
• Government and democracy • Laws and citizens • Citizenship, diversity and identity	

History

YEAR 9 CORE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

Year 9 History provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914 –1918), the 'war to end all wars'.

The key inquiry questions include:

- What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918?
- What were the causes, developments, significance and long-term effects of imperialism in this period?
- What were the causes and significance of First World War?
- What were the perspectives of different people at the time?
- What are the contested debates and reasons for different historical interpretations?

Students are expected to meet the requirements of the course by attending three weekly online lessons and completing any work set by their teachers. They will have access to a Work Rate Calendar which will identify their assessment due dates.

Assessment

Assessment tasks could include:

- Investigations
- Short response exams
- Extended response to historical stimulus tasks

Unit 1	Unit 2
Making and transforming the Australian nation (1750–1914)	World War I (1914–1918)
• Examine the interactions between European settlers and Aboriginal peoples and Torres Strait Islander peoples and the effects of the contact. • Examine key developments and ideas in the movement to a democratic Australia.	• Explore the cause, course and effect of the war with a particular focus on the Australian experience.

Civics and Citizenship

YEAR 9 ELECTIVE SUBJECT — ONE SEMESTER
Offered to: Home-based students

Overview

In Year 9, students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- What are the influences that shape change in the operation of Australia's political and legal systems?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

Assessment

Assessment tasks could include:

- Unit 1: Short response exams
- Unit 2: Investigation

Unit 1	Unit 2
Government and democracy, Laws and citizens	Citizenship, diversity, identity and civic participation
• What are the influences that shape change in the operation of Australia's political and legal systems? • How does Australia's court system work in support of a democratic and just society?	• How do citizens participate in an interconnected world? • How do individuals and non-government organisations influence government policies?

Resources and requirements for this subject can be found on the BrisbaneSDE website.
Disclaimer: Information contained in this document is correct at time of publishing.

Economics and Business

YEAR 9 ELECTIVE SUBJECT — ONE SEMESTER
Offered to: Home-based students

Overview

Economics and Business focuses on resource allocation and making choices, the business environment, consumer and financial literacy, work and work futures. In Year 9, students have the opportunity to develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

Students are expected to meet the requirements of the course by attending three weekly online lessons and completing any work set by their teachers. They will have access to a Work Rate Calendar which will identify their assessment due dates.

Assessment

Formative tasks for tracking student progress and opportunity for feedback may be expected throughout the semester prior to summative assessment items.

Assessment tasks will include:

- Collections of work
- Written responses
- Business reports

Unit 1	Unit 2
Financial responsibilities, risk and rewards	Competition in the global economy
• Explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. • Analyse the roles and responsibilities of participants in the workplace and explain changes in the Australian workplace. • Gather and analyse financial and work place data and information to recommend. • Justify a course of action to hypothetical scenarios.	• Explain the role of the Australian economy in allocating and distributing resources. • Analyse the interdependence of participants in the global economy. • Conduct an inquiry about competition in the global economy in order to recommend and justify a course of action for a business seeking to create a competitive advantage in an increasingly interdependent global market.

Geography

YEAR 9 ELECTIVE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

In Year 9 Geography, students' interests extend beyond their own communities and explore concerns about wider issues. Inquiry questions include:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Students are expected to meet the requirements of the course by attending three weekly online lessons and completing any work set by their teachers. They will have access to a Work Rate Calendar which will identify their assessment due dates.

Assessment

Assessment tasks could include:

- Short response exams
- Research reports

Unit 1	Unit 2
Biomes and food security	Geographies of interconnections
• Examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of, and constraints on, expanding food production in the future. • Investigate these distinctive aspects of biomes, food production and food security using studies drawn from Australia and across the world.	• Investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. • Examine the interconnections between people and places through the products people buy and the effects of their production on the places that make them. • Investigate these distinctive aspects of interconnection using studies drawn from Australia and across the world.

History

YEAR 10 CORE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

Year 10 History involves a study of the history of the modern world from 1918 to the present, with an emphasis on Australia in its global context.

Students complete two units of work:

- World War II
- Building modern Australia (post-1945)

Students are expected to meet the requirements of the course by attending three weekly online lessons and completing any work set by their teachers. They will have access to a Work Rate Calendar which will identify their assessment due dates.

Assessment

Assessment in Year 10 History includes:

Summative Assessment Task 1

- Short response exam
- Written
- Supervised

Summative Assessment Task 2

- Short response exam
- Written
- Supervised

Summative Assessment Task 3

- Research assignment
- Written
- Open

Civics and Citizenship

YEAR 10 ELECTIVE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

In Year 10, students compare Australia's federal system of government with another system of government in a country in Asia. Students examine Australia's roles and responsibilities within the international context, such as evaluating Australian Aid in the Pacific and the issue of deporting criminals who are not Australian citizens. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia, and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens. This includes case studies on options to respond to the youth crime crisis in Queensland and changes to renting laws.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the functions of the High Court of Australia and how does it protect rights under the Constitution?
- What are the features of a resilient democracy?
- How does Australia respond to emerging global issues?

Assessment

Assessment tasks could include:

- Short response exams
- Investigation
- Research

Unit 1	Unit 2	Unit 3
Exam: Features of resilient democracy	Research investigation: Australia in a global context	Exam: Contemporary issues
• What are the features of a resilient democracy? • What are the functions of the High Court of Australia and how does it protect rights under the Constitution?	• How does Australia respond to emerging global issues? • How are government policies shaped by Australia's international legal obligations?	• What are fair and effective options to balance protection of society against rights of young offenders?

Economics and Business

YEAR 10 ELECTIVE SUBJECT — ONE SEMESTER
Offered to: Home-based students

Overview

Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government's management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce. Australia's superannuation system and the factors that influence major consumer and financial decisions are also considered for how they contribute to human and financial wellbeing and the common good of society.

- What processes do governments use to manage economic decision-making?
- How does the government intervene in the economy to improve economic performance and living standards?
- Why is a continuing focus on workforce efficiency and productivity important for the success of business?
- How does Australia's superannuation system support human wellbeing, a prosperous economy and the common good?
- What factors influence decision-making within consumer and financial contexts, and how are participants impacted?

Assessment

Assessment tasks could include:

- Unit 1: Short response exams
- Unit 2: Research investigation

Unit 1	Unit 2
Consumers, superannuation and productivity	Government economic management
• Why is a continuing focus on workforce efficiency and productivity important for the success of business? • How does Australia's superannuation system support human wellbeing, a prosperous economy and the common good? • What factors influence decision-making within consumer and financial contexts, and how are participants impacted?	• What processes do governments use to manage economic decision-making? • How does the government intervene in the economy to improve economic performance and living standards?

Foundations of Accounting and Business

YEAR 10 ELECTIVE SUBJECT — ONE SEMESTER
Offered to: Home-based students

Overview

Foundations of Accounting and Business (FAB) is a one semester elective course. This course is designed to provide an introduction to, and foundation knowledge for, the senior Accounting (General) subject in Years 11 and 12. Elements of this course will also prepare students for some aspects of the Applied subject, Business Studies.

Foundations of Accounting and Business students will be introduced to a range of business and accounting concepts. Topics covered include:

- Business structures, such as sole trader, partnerships, companies
- Sources of finance for businesses
- Introductory accounting concepts
- The principles of double entry accounting
- Transaction analysis
- Preparation of accounting records — General journal, Ledger and Trial balance
- Interpretation of ledger accounts

Skills developed from this course include: analysis, evaluation, communication, problem solving, and use of Microsoft Word and Excel.

Students are expected to meet the requirements of the course by attending three weekly online lessons and completing any work set by their teachers. They will have access to a Work Rate Calendar which will identify their assessment due dates.

Assessment

Assessment in Year 10 Foundations of Accounting and Business:

Summative Assessment 1

- Short response exam
- Written
- Supervised

Summative Assessment 2

- Assignment
- Short answer questions
- Practical tasks

Resources and requirements for this subject can be found on the BrisbaneSDE website.
Disclaimer: Information contained in this document is correct at time of publishing.

Geography

YEAR 10 ELECTIVE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

There are two units of study in Year 10 Geography. They are:

- Environmental change and management: This unit focuses on investigating environmental geography through an in-depth study of an environmental change in Australia.
- Geography of human wellbeing: This unit focuses on investigating global, national and local differences in human wellbeing between places.

Students are expected to meet the requirements of the course by attending three weekly online lessons and completing any work set by their teachers. They will have access to a Work Rate Calendar which will identify their assessment due dates.

Assessment

Assessment in Year 10 Geography includes:

Summative Assessment Task 1

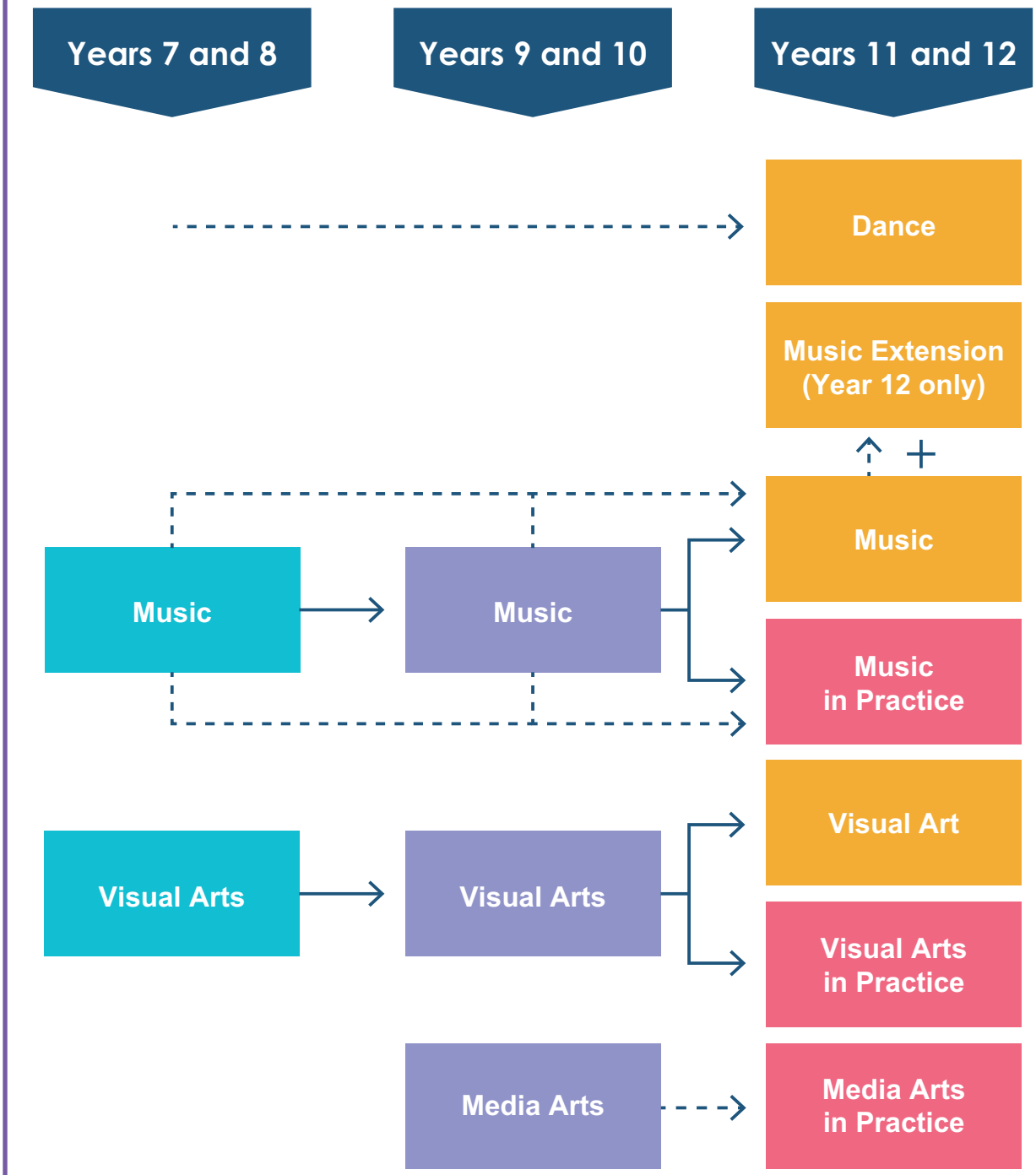
- Short response exam
- Written
- Supervised

Summative Assessment Task 2

- Research report
- Written
- Open

LEARNING AREA

The Arts



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

Music

YEAR 7 CORE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

The Year 7 Music course is designed to enable students to sample a wide variety of musical styles and to foster an awareness of music in its aural, practical and notational aspects. It incorporates making music through playing, singing and composing, as well as responding to music from different cultures, times and locations. Students will have the unique opportunity to develop skills on a keyboard instrument as part of the course.

Students are expected to meet the requirements of the Work Rate Calendar.

On a weekly basis this includes:

- an individual completion of lesson activities
- music practice
- group lessons using web-conferencing.

Assessment

The progress of students is monitored through regular worksheets and projects which assess one or more of the following:

- Exploring and responding
- Creating and making
- Performing and presenting

An overall result for the semester is based on assessment in these two units:

Unit 1	Unit 2
• Rhythm and keys: Building musical skills on the keyboard	• Sound explorers: Discover a world of instruments

Prerequisites

Students require a keyboard instrument to participate in the course, that is, a 25-note chromatic glockenspiel, 61-note portable keyboard or piano.

Visual Arts

YEAR 7 CORE SUBJECT — ONE SEMESTER
Offered to: Home-based students

Overview

This course is offered as a semester unit and is designed to enable students to sample a wide variety of artistic styles and approaches. The course consists of a series of tasks which allows for exciting and creative expression.

In Year 7, students study Art techniques such as:

- 2D studies: drawing, painting, print making
- 3D studies: sculpture.

2D and 3D studies will include the study of related artists, artworks as well as learning the skills of self-evaluation for their art making.

By experimenting with various media, we will develop the skills required when creating two-dimensional and three-dimensional art forms.

Students are expected to meet the requirements of the Work Rate Calendar by completing both checkpoint drafts and resolved tasks for the units of work.

On a weekly basis the student artist will be expected to achieve:

- individual completion and documentation of course work through photos of artistic skill set lesson activities
- participation in group lessons using Microsoft Teams features to develop both their practical artist skills and design knowledge.

Assessment

A range of assessment techniques will focus on student's demonstration of learning outcomes.

Students will:

- make images and objects
- research and experiment with ideas
- analyse and evaluate images of artists/designers/craftspeople from a variety of historical and contemporary contexts.

Assessment submission will consist of a series of tasks which include experimenting with media, learning to understand the elements and principles of design and creating a folio of experimental activities that lead to resolved artworks and investigating ways of how we respond to artworks.

Music

YEAR 8 CORE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

The Year 8 Music course is designed to enable students to sample a wide variety of musical styles and to foster an awareness of music in its aural, practical and notational aspects. It incorporates making music through playing a keyboard instrument, singing and composing, as well as responding to music from different cultures, times and locations. Students will have the opportunity to work together in performing and recording their own cover of a song.

Students are expected to meet the requirements of the Work Rate Calendar.

On a weekly basis this includes:

- an individual completion of lesson activities
- music practice
- group lessons using web-conferencing.

Assessment

The progress of students is monitored through regular worksheets and projects which assess one or more of the following:

- Making — Composing
- Making — Performing
- Responding

An overall result for the semester is based on these tasks:

Unit 1	Unit 2
• Music workshop	• Covers versus originals

Prerequisites

A keyboard instrument is required to participate in Unit 1, and any instrument is required to participate in Unit 2.

Visual Arts

YEAR 8 CORE SUBJECT — ONE SEMESTER
Offered to: Home-based students

Overview

This course is offered as a semester unit and is designed to enable students to sample a wide variety of artistic styles and approaches. The course consists of a series of tasks which allows for exciting and creative expression.

In Year 8, students may study the following Art techniques:

- 2D studies: drawing, painting, print making, computer generated design
- 3D studies: ceramics, sculpture.

2D and 3D studies will include the study of related artists, artworks and self-evaluation.

Tasks and concepts involve creating two-dimensional and three-dimensional forms using a variety of materials and processes including drawing, painting, printmaking, sculpture and computer-generated design.

Students are expected to meet the requirements of the Work Rate Calendar.

On a weekly basis this includes:

- individual completion of lesson activities
- group lessons using web-conferencing.

Assessment

Student's return of work will reflect their effort and behaviour. A range of assessment techniques will focus on student's demonstration of learning outcomes. Students will:

- make images and objects
- research and experiment with ideas
- analyse and evaluate images of artists/designers/craftspeople from a variety of historical and contemporary contexts.

Assessment submission will be for four units of work, including making a folio and responding component for each.

Media Arts

YEAR 9 ELECTIVE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

In Media Arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

Assessment

The progress of students is monitored through individual projects which assess one of the following:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing

An overall result for the semester is based on these tasks:

Unit 1	Unit 2
• Movie meaning	• Movie making

Music

YEAR 9 ELECTIVE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

Year 9 Music is a one semester course designed to enable students to develop their musical ability through making and responding to music from different cultures, times and locations. It involves listening to and discussing music, ear training, singing, playing instruments, composing and recording using digital software.

Students are expected to meet the requirements of the Work Rate Calendar.

On a weekly basis this includes:

- individual completion of lesson activities
- music practice
- attending online lessons.

Assessment

The progress of students is monitored through individual projects which assess one or more of the following:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing

An overall result for the semester is based on these tasks:

Unit 1	Unit 2
• Home and away	• Song writer

Prerequisites / Recommendations for success

- Proficiency in playing a melodic instrument (i.e. piano, guitar, violin, ukulele, voice, etc), that is Grade 1 AMEB or equivalent level, is required for Unit 1. Students who only play a percussion instrument may need to learn and access a melodic instrument (i.e., keyboard or voice) to successfully complete Unit 1.
- Prior completion of Year 8 Music.
- Ability to read music notation is highly recommended.

Visual Arts

YEAR 9 ELECTIVE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

Two units based on the concept 'Connecting' will provide a range of experiences incorporating two-dimensional and three-dimensional media. In the first term, 'Connecting — My possessions and treasures', students will study old master and contemporary still life art styles, techniques and approaches. In the second term, 'Connecting — My family and friends', students will study the pop art movement, the iconic style, techniques and the key conceptual figures involved.

In Year 9, students study the following art techniques using various media:

- 2D studies: drawing, painting, print making, mixed media
- 3D studies: sculpture.

2D and 3D studies will include the study of related artists, identification of inspiration and influences on student making, creation of artworks and self-evaluation through writing artist statements.

Students will make resolved works, experiment with a variety of artistic materials and processes, and analyse the artworks of artists and designers from a variety of historical and contemporary contexts.

Students will research and respond to key questions in their responding tasks that will require them to demonstrate their ability to describe, evaluate, identify and interpret artworks and artist intentions.

Students are expected to meet the requirements of the Work Rate Calendar.

On a weekly basis this includes:

- individual completion of lesson activities
- group lessons using web-conferencing
- uploading of photographic evidence of completed making tasks to online learning platforms
- the ability to acquire required art materials.

Assessment

A range of assessment techniques will focus on student's demonstration of learning outcomes. Students will:

- make images and objects
- research and experiment with ideas
- analyse and evaluate images of artists/designers/craftspeople from a variety of historical and contemporary contexts.

Assessment submission will consist of four tasks for the semester. Each term, the assessment incorporates a responding task and making a resolved artwork and completion of a portfolio of work that responds to the term's concept.

Recommendations for success

An interest in the subject and completion of Year 8 Art is highly recommended to maximise the chance of success for students in this subject.

Media Arts

YEAR 10 ELECTIVE SUBJECT — ONE SEMESTER
Offered to: Home-based students

Overview

In Media Arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

Assessment

The progress of students is monitored through individual projects which assess one of the following:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing

An overall result for the semester is based on these tasks:

Unit 1	Unit 2
• Reality television	• YouTube

Recommendations for success

Proficiency in various editing software and prior knowledge of media codes and conventions is recommended.

Music

YEAR 10 ELECTIVE SUBJECT — ONE SEMESTER*

Offered to: Home-based students

Overview

Year 10 Music is a one-semester course* and continues on from the Year 9 Music course.

Music skills and knowledge will be extended through a variety of learning experiences involving 'Making' and 'Responding' to music from different cultures, times and places. Topics may include:

- Love, Loss and Celebration
- All That Jazz
- Made in Australia

Students are expected to meet the requirements of the Work Rate Calendar.

On a weekly basis this includes:

- music practice
- attending online lessons.

*For students who are planning to study Senior Music, or seeking a career in music, there may be an option to study Music for two semesters, depending on availability. Students may enrol in one or both semesters. Please direct enquiries to the Head of Department (Music).

Assessment

Student progress is monitored continually through worksheets and practical tasks returned to the teacher. In each semester students are formally assessed in the following dimensions:

- Exploring and responding
- Developing practices and skills
- Creating and making
- Presenting and performing

These tasks contribute to semester results and may require an exam.

Prerequisites

It is mandatory that students have achieved a B or above standard in Year 9 Music or equivalent, for example, Grade 2 AMEB Theory. Students require proficiency in playing an instrument or singing as well as being able to read music in at least one clef.

Visual Arts

YEAR 10 ELECTIVE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

In this unit, students will investigate Art as Self-Identity and Art as Self-Reactions. This will involve a delve into their personal context based on memories, emotions, beliefs, influences, and culture, followed by a broader outward look at contemporary influences and 21st century issues.

Year 10 art will act as a bridge to Senior Art subjects and prepare students with skills necessary to succeed.

Students will explore concepts that challenge perceptions and engage the viewer in a deeper understanding of self and contemporary issues in society.

Students will analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They will evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They will evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity. Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and/or others' artworks and visual arts practice to engage audiences.

Assessment

Students complete assessment tasks in:

- E — Exploring and responding
- D — Developing practices and skills
- C — Creating and making
- P — Presenting and performing

An overall result for the semester is based on these tasks:

Unit 1	Unit 2
• Appropriation and identity, with a 2-dimensional mixed media approach	• Wearable art and the 21st century, including a multimodal presentation

Recommendations for success

A previous study in Art will be advantageous. A strong interest in Art is required.

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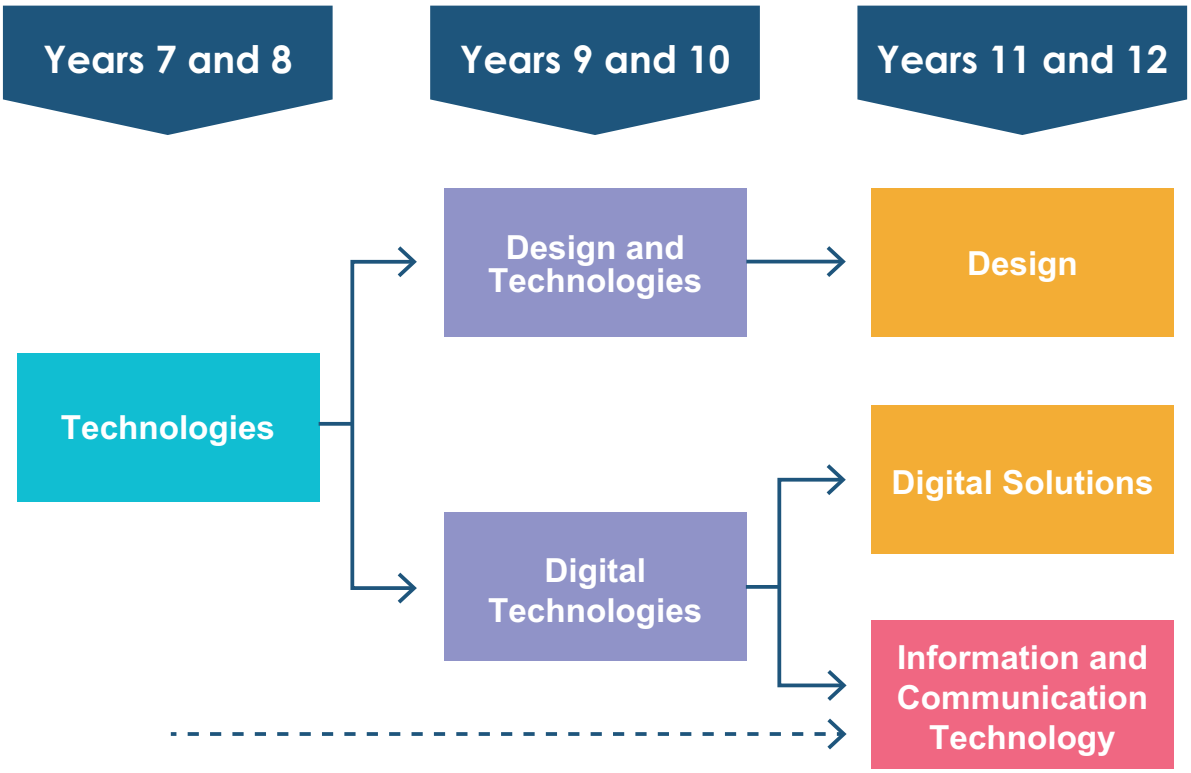
LEARNING AREA

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

Technologies

YEAR 7 CORE SUBJECT — ONE SEMESTER
Offered to: Home-based students

Overview

Year 7 Technologies covers two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions.

Students are expected to meet the requirements of the course by attending three weekly online lessons and completing any work set by their teachers. They will have access to a Work Rate Calendar which will identify their assessment due dates.

Assessment

Students will submit work for each unit at times specified in the Work Rate Calendar. Summative assessment, in the form of assignments, will include:

- written and spoken collections of work
- multimodal presentations.

Unit 1	Unit 2
Design and technologies — Project-based learning	Digital technologies — Project-based
• Investigate and analyse factors that influence the design of products, services and environments to meet present and future needs. • Apply project management skills to design and produce a sustainable, strong and moveable toy, tool or implement; students use creativity, innovation and enterprise skills with increasing independence and collaboration.	• Use the problem solving process to analyse and evaluate a provided problem. • Design and develop an algorithmic digital solution using a text based programming language. Students will incorporate project planning and management techniques as well as developing their collaboration skills throughout the unit.

Technologies

YEAR 8 CORE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

Year 8 Technologies covers two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions.

Students are expected to meet the requirements of the course by attending three weekly online lessons and completing any work set by their teachers. They will have access to a Work Rate Calendar which will identify their assessment due dates.

Assessment

Students will submit work for each unit at times specified in the Work Rate Calendar. Summative assessment, in the form of assignments, will include:

- written and spoken collections of work
- multimodal presentations.

Unit 1	Unit 2
Food technologies	Develop a digital solution
• Explore how the design thinking process is applied in the realm of food technology. • Investigate healthy eating principles and food production methods before developing, implementing and evaluating a healthy food item for a targeted audience. • Explore project planning, management and collaboration skills throughout the unit.	• Investigate the role of technology in society from a range of different perspectives. • Investigate the role webpages play in the representation of data. • Explore, develop, generate and evaluate a website that represents data for a targeted audience. • Explore project planning, management and collaboration skills throughout the unit.

Design and Technologies

YEAR 9 ELECTIVE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

Year 9 Design and Technologies is a one semester course and is an extension of those skills taught in Year 8 Technologies. Students may enrol in either Semester 1 or Semester 2.

The Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Students will identify the possible benefits and risks of creating solutions. They will use critical and creative thinking to weigh up possible short and long term impacts.

As students progress through the Technologies curriculum, they will begin to identify possible and probable futures, and their preferences for the future. They develop solutions to meet needs considering impacts on liveability, economic prosperity and environmental sustainability. Students will learn to recognise that views about the priority of the benefits and risks will vary and that preferred futures are contested.

Successful completion of this course will provide students with foundation skills leading toward the study of Design Technologies in Year 10.

Assessment

Students are assessed on application of design principles, technological skill and the presentation and evaluation of their designs. Students may be assessed through:

- progressive submission of staged tasks
- design folios demonstrating competence in all aspects of the design process
- demonstrated skills in ideation sketching and CAD skills
- exam that may include short and extended response questions and responses to stimulus.

Unit 1	Unit 2
Design thinking, sketching and rapid prototyping	Technologies and society — Emergency housing
• Students engage in the design process to develop visual communication skills through sketching and producing a virtual and physical prototype.	• Design a solution to a real-world problem using the design process and design tools and incorporate project management techniques.

Digital Technologies

YEAR 9 ELECTIVE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

Students plan, manage and implement digital solutions in response to specific problems. Across the two units of work, students design user experiences and algorithms, implement prototype solutions and evaluate information systems in terms of risk, sustainability and potential for innovation and enterprise.

Additional skills taught include communication and collaboration skills. Successful completion of this course will provide students with foundation skills leading toward the study of Digital Technologies in Year 10.

Assessment

The assessment for the course is a project for each unit that allows for the development and generation of ideas. Assessment is completed through a combination of a development document and a generated prototype.

Unit 1	Unit 2
User experience and web development	Algorithms and robotics
• Students design and generate a website which provides information about the traditional owners of their current homes. Students are to consider the target audience of the information as well as take into account cultural sensitivities when presenting information about First Nations peoples.	• Students design and generate algorithms for Micromelon robots in order for them to successfully navigate mazes. Students are to take advantage of Micromelon features such as sensors and outputs as well as algorithmic constructs such as iteration and selection to achieve these outcomes.

Design and Technologies

YEAR 10 ELECTIVE SUBJECT — ONE SEMESTER
Offered to: Home-based students

Overview

Year 10 Design and Technologies is a one-semester course and is an extension of knowledge and skills acquired in Year 9 Design and Technologies. Students may enrol in either Semester 1 or Semester 2.

The Design Technologies curriculum provides students with opportunities to consider how design solutions can meet current and future needs. Students will identify the possible benefits and risks of creating solutions. They will use critical and creative thinking to weigh up possible short- and long-term impacts.

Students develop solutions that consider the impact on liveability, economic prosperity and environmental sustainability. Students will learn to recognise that benefits and risks vary according to different factors.

Successful completion of this course will provide students with foundation skills leading toward the study of Design in Years 11 and 12.

Assessment

Students are assessed on application of design principles, technological skills, the presentation and evaluation of their designs. Students may be assessed through:

- progressive submission of staged tasks
- design folios demonstrating competence in all aspects of the design process
- demonstrated skills in ideation sketching and CAD skills
- exam that may include short and extended response questions and responses to stimulus.

Unit 1	Unit 2
Bridge masters	Safe passage
• Students will explore Engineering concepts within the context of Bridge Design. They will engage in investigative challenges, recording their findings and reflecting on the impact on design.	• Students will work through the design process as they find a solution for protecting local wildlife. They will explore concepts, sketch to communicate ideas, create and refine their prototype and propose their final solution.

Recommendations for success

Having completed the Year 9 Design and Technologies course is preferred but not essential for success in this subject.

Digital Technologies

YEAR 10 ELECTIVE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

This course focuses on students learning how to solve problems using an object-oriented approach with a focus on the development of models and algorithms for back-end development. Additional skills taught include communication and collaboration skills. Successful completion of this course will provide students with foundation skills leading toward the study of Digital Solutions in Years 11 and 12.

Assessment

The assessment for the course is a project for each unit that allows for the development and generation of ideas. Assessment is completed through a combination of a development document and a generated prototype.

Unit 1	Unit 2
Data and Networks	OOP and Game Development
• Students are to produce a folio of work exploring concepts in computer network hardware and software, data acquisition, organisation and visualisation, as well as the security and privacy considerations which needs to be addressed for the data being transmitted in these networks.	• Students design and generate objects to collaboratively create a computer game using PyGame Zero. To achieve this students will be required to apply design thinking skills.

Recommendations for success

Having completed the Year 9 Digital Technologies course is preferred but not essential for success in this subject.

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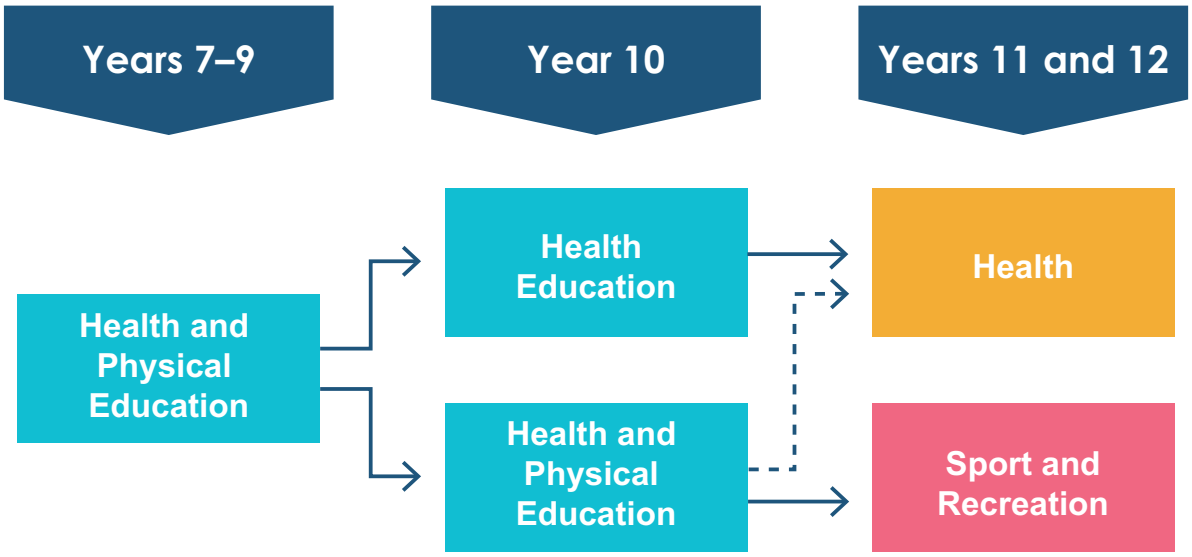
LEARNING AREA

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

Health and Physical Education (HPE)

YEAR 7 CORE SUBJECT — ONE SEMESTER
Offered to: Home-based students

Overview

In Health and Physical Education (HPE), students investigate and use strategies and practices that enhance their own and others' health, wellbeing and safety. Students learn about a range of help-seeking strategies that support their access to, and evaluation of, health resources. Students will acquire movement skills and strategies that enable them to confidently and competently participate in a range of physical activities. They will learn to apply and transfer movement skills and concepts in a range of physical activities.

The Year 7 Health and Physical Education course aligns with the Australian Curriculum HPE Learning Area to develop knowledge, understanding and skills within the units:

- Approaching adolescence — change during puberty and respecting diversity
- First aid — responding to emergency situations
- Cultural understandings — exploring personal and cultural identity over time
- Body in balance / Pilates — compose and perform movement sequences
- Skipping

Students will be engaged in the following Health and Physical Education skills throughout the Year 7 course:

- researching, analysing and evaluating data, information and strategies
- applying decision making and communication skills to promote safety and inclusivity
- proposing plans or actions to achieve goals
- creating and performing movement sequences and applying movement concepts
- reflecting on learning, applying new understandings and recommending future actions
- working effectively within a group.

Assessment

Year 7 HPE assessment includes:

- written assessment
- multimodal presentation
- practical performance — video evidence (required).

Students are required to submit assessment in both Personal, Social and Community Health strand (theory) and the Movement and Physical Activity strand (practical).

Health and Physical Education (HPE)

YEAR 8 CORE SUBJECT — ONE SEMESTER
Offered to: Home-based students

Overview

Health and Physical Education (HPE) provides a foundation for students to learn how to take positive action to enhance their own and others' health and wellbeing. Students will learn about key issues affecting the health and wellbeing of young people and their communities. They will learn how to use decision making skills to improve health. Students will acquire movement skills and strategies that enable them to confidently and competently participate in a range of physical activities.

The Year 8 Health and Physical Education course aligns with the Australian Curriculum HPE Learning Area to develop knowledge, understanding and skills within the units:

- Nutrition — developing food and nutrition understanding and making healthy food and drink choices
- Basketball — perform a wider range of basketball skills in authentic environments
- Positive relationships — developing knowledge and skills related to respectful relationships and inclusivity
- Athletics and dance — compose and perform rhythmic and expressive movement sequences

Students will be engaged in the following Health and Physical Education skills throughout the Year 8 course:

- researching, analysing and evaluating data and information
- drawing conclusions, making decisions and constructing arguments
- proposing, justifying and implementing plans or actions to achieve goals
- creating and performing movement sequences and applying movement concepts
- reflecting on learning, applying new understandings and recommending future actions
- working effectively within a group.

Assessment

Year 8 HPE assessment includes:

- written assessment
- multimodal presentation
- practical performance — video evidence (required).

Students are required to submit assessment in both Personal, Social and Community Health strand (theory) and the Movement and Physical Activity strand (practical).

Health and Physical Education (HPE)

YEAR 9 CORE SUBJECT — ONE SEMESTER
Offered to: Home-based students

Overview

Health and Physical Education (HPE) provides students with the knowledge and skills to critically analyse factors that influence their identities, relationships, decisions and behaviours. Students will examine the role physical activity has played historically in defining cultures and cultural identities, and analyse people's attitudes about diversity and the effects this has on community connection and wellbeing. They will access, synthesise and apply health information from credible sources to propose and justify responses to health and physical activity situations. Students will apply and transfer movement concepts to new and challenging movement situations and apply criteria to make judgements about and refine their own and others' specialised movement skills and performances.

The Year 9 Health and Physical Education course aligns with the Australian Curriculum HPE Learning Area to develop knowledge, understanding and skills within the units:

- Community connections — developing understanding of Australia's sporting history and levels of inclusivity within modern day sporting groups within a local community context
- Invasion game activities — demonstrate a range of movement skills within sporting environments
- Football (Soccer) and tennis activities
- Fit for life — developing understand of the benefits of physical activity and training programming
- Demonstrating physical activities to enhance health and wellbeing
- Strength and fitness movement skills

Students will be engaged in the following Health and Physical Education skills throughout the Year 9 course:

- researching, analysing and evaluating data and information
- drawing conclusions, making decisions and constructing arguments
- synthesising information from a variety of sources
- proposing, justifying and implementing plans or actions to achieve goals
- creating and performing movement sequences and applying movement concepts
- reflecting on learning, applying new understandings and recommending future actions
- working effectively within a group.

Assessment

Year 9 HPE assessment includes:

- research report
- fitness report
- fitness test
- practical performance — video evidence (required).

Students are required to submit assessment in both Personal, Social and Community Health strand (theory) and the Movement and Physical Activity strand (practical).

Health and Physical Education (HPE)

YEAR 10 CORE SUBJECT — ONE SEMESTER
Offered to: Home-based students

Overview

Health and Physical Education (HPE) provides students with the knowledge and skills to critically analyse factors that influence their identities, relationships, decisions and behaviours. Throughout the subject, students will evaluate the outcomes of emotional responses to different situations and access, synthesise and apply health information from credible sources to propose and justify responses to health situations.

Students will apply movement concepts and strategies to new and challenging practical activities through an orienteering unit utilising technology. They will propose and evaluate interventions to improve functional movement ability for themselves and others.

Assessment

Fit for life		Funky fitness	
Personal, social and community health	Movement and physical activity	Personal, social and community health	Movement and physical activity
• Mode: Multimodal • Conditions: Open • Technique: Multimodal presentation	• Mode: Practical performance • Conditions: Open • Technique: Video evidence	• Mode: Written • Conditions: Supervised • Technique: Response to stimulus	• Mode: Multimodal • Conditions: Open • Technique: Video evidence and journal entries

Recommendations for success

In order to receive an achievement level in HPE, students are required to submit assessment in both the Personal, Social and Community Health strand (theory) and the Movement and Physical Activity strand (practical)—which is video evidence of movement.

Health Education

YEAR 10 CORE SUBJECT — ONE SEMESTER

Offered to: Home-based students

Overview

The Health Education (HEA) course provides students with a strengths-based inquiry of the various determinants that create and promote lifelong health. Students will use conceptual frameworks, models and approaches to critically analyse and apply health information in order to propose strategies to optimise their own and others' health. Students will work both independently and collaboratively to plan, evaluate and reflect on action strategies that promote health.

Throughout the semester course, students engage in a Debunking Risk unit that explores adolescent risk and decision making and a Respectful Relationships unit that explores the characteristics and behaviours of respectful relationships. Throughout both of the units, students investigate the personal, social and community resources available for individuals and groups.

Assessment

Debunking risk	Respectful relationships
Personal, social and community health	Personal, social and community health

• Mode: Written
• Conditions: Supervised
  ◦ 10 minutes planning
  ◦ 60 minutes writing time
  ◦ 400–600 words each essay
• Technique: Two extended response essays
	• Mode: Written
	• Conditions: Open
	  ◦ 600–800 words
	• Technique: Analytical essay

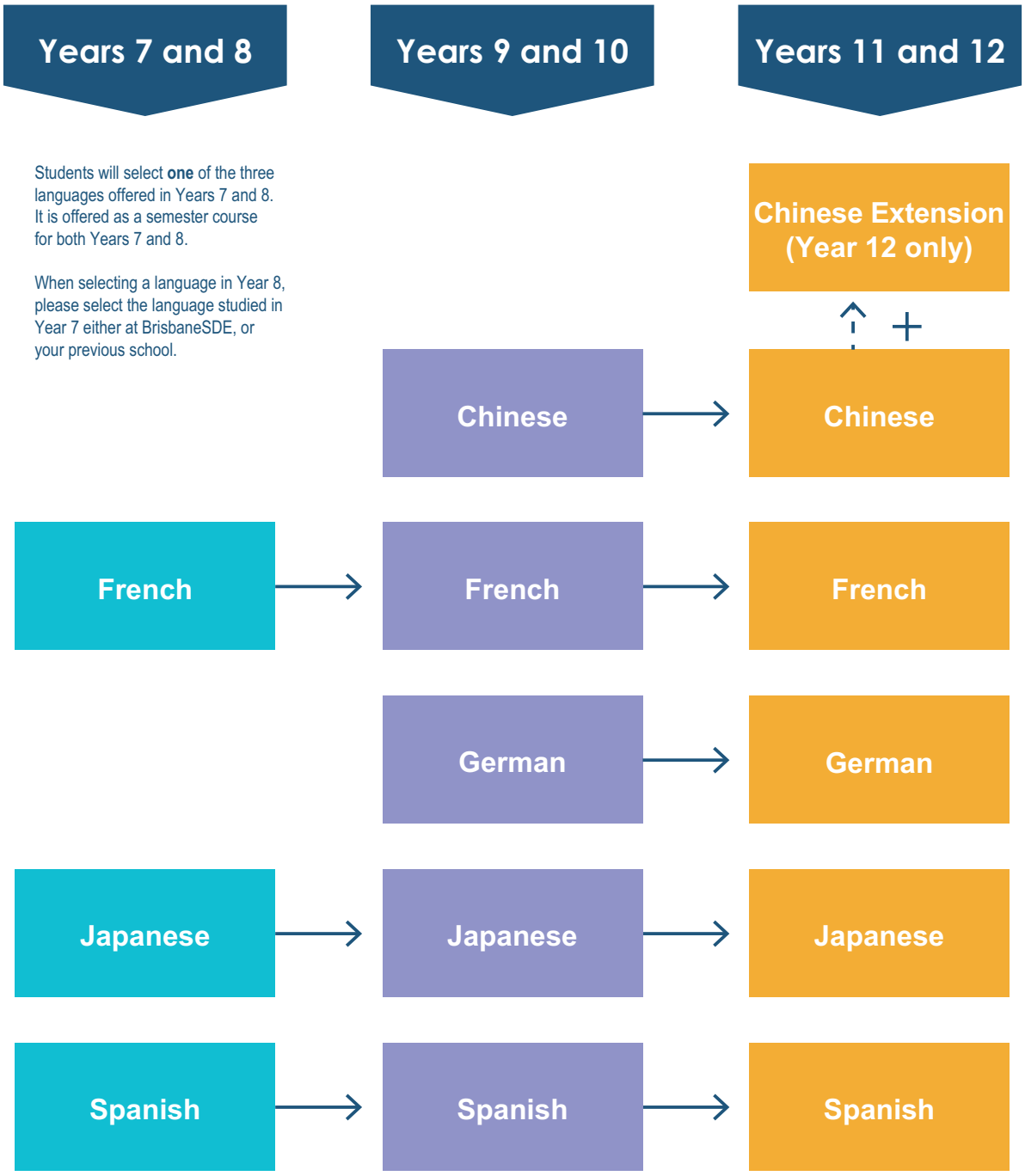
Recommendations for success

Students will continually access both primary and secondary research, to investigate sustainable health change at personal and peer levels using an inquiry approach. Due to the literacy demands of the course, it is recommended that students should receive a C result or above in Year 9 English.

Note: There is no movement and physical activity/performance component in this course.

LEARNING AREA

Languages



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

French

YEAR 7 CORE SUBJECT — ONE SEMESTER

Offered to: Home-based and school-based students

Overview

This course is designed for beginning students who wish to either:

- start French in Year 7
- consolidate their language learning from primary school.

The topics studied may include:

- Greetings and self-introductions
- Family and ages
- Describing animals
- Food and celebrations
- Intercultural and language understanding

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the French teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and homework regularly for this subject.

Summative Assessment

Students are assessed on their communicating and understanding skills.

Japanese

YEAR 7 CORE SUBJECT — ONE SEMESTER
Offered to: Home-based and school-based students

Overview

This course is designed for beginning students who will:

- start Japanese in Year 7
- consolidate their language learning from primary school.

The topics studied may include:

- Self-introductions and greetings
- Meeting new people
- Personal identity
- Japanese students' interests
- Intercultural understanding
- Imaginary characters
- Japanese writing systems

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program, homework and projects as set by the Japanese teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and homework regularly for this subject.

Summative Assessment

Students are assessed on their communicating and understanding skills.

Spanish

YEAR 7 CORE SUBJECT — ONE SEMESTER
Offered to: Home-based and school-based students

Overview

The course is designed for beginning students who wish to either:

- start Spanish in Year 7
- consolidate their language learning from primary school.

The topics studied may include:

- Greetings
- Nationalities and languages
- Numbers, days, months and dates
- Family
- Weather and seasons
- Likes and dislikes
- Hobbies

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the Spanish teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and homework regularly for this subject.

Summative Assessment

Students are assessed on their communicating and understanding skills.

French

YEAR 8 CORE SUBJECT — ONE SEMESTER
Offered to: Home-based and school-based students

Overview

This course is designed for students who have studied French in Year 7.

The topics studied may include:

- Daily/School routines
- Personal descriptions
- Shopping
- Visiting places in a French town
- Holidays

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the French teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and homework regularly for this subject.

Summative Assessment

Students are assessed on their communicating and understanding skills.

Prerequisites

Completion of the Year 7 French Course based on the Australian Curriculum is essential, with an achievement of C or above. Students who wish this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Note: Students wishing to study French in Year 9 should achieve a C or above in Year 8 French.

Japanese

YEAR 8 CORE SUBJECT — ONE SEMESTER
Offered to: Home-based and school-based students

Overview

This course is designed for students who have studied Japanese in Year 7.

The topics studied may include:

- School in Australia and Japan
- Intercultural understanding
- Japanese writing systems
- Exploring memorable places in Japan and Australia

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program, homework and projects as set by the Japanese teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and homework regularly for this subject.

Summative Assessment

Students are assessed on their communicating and understanding skills.

Prerequisites

Completion of the Year 7 Japanese course based on the Australian Curriculum in essential, with an achievement of C or above. Students who wish this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Note: Students wishing to study Japanese in Year 9 should achieve a C or above in Year 8 Japanese.

Spanish

YEAR 8 CORE SUBJECT — ONE SEMESTER
Offered to: Home-based and school-based students

Overview

This course is designed for students who have studied Spanish in Year 7.

The topics studied may include:

- Holidays
- Food

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the Spanish teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and homework regularly for this subject.

Summative Assessment

Students are assessed on their communicating and understanding skills.

Prerequisites

Completion of the Year 7 Spanish Course based on the Australian Curriculum is essential, with an achievement of C or above. Students who wish this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Note: Students wishing to study Spanish in Year 9 should achieve a C or above in Year 8 Spanish.

Chinese

YEAR 9 ELECTIVE SUBJECT — TWO SEMESTERS
Offered to: Home-based and school-based students

Overview

This course is designed for students who have studied Chinese in Year 7 and/or 8.

The topics studied may include:

- Introducing myself
- My routine
- Hobbies
- School and school subjects

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the Chinese teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and submit weekly homework tasks set by the Chinese teacher for this subject.

Summative Assessment

Students are assessed on their communicating and understanding skills.

Prerequisites

Completion of the Year 8 Chinese Course based on the Australian Curriculum is essential, with an achievement of C or above. Students who wish this prerequisite to be waived must contact the Head of Department (Languages) in writing. Ability to read and write some Chinese characters is essential.

Note: Students wishing to study Chinese in Year 10 should achieve a C or above in Year 9 Chinese.

French

YEAR 9 ELECTIVE SUBJECT — TWO SEMESTERS

Offered to: Home-based and school-based students

Overview

This course is designed for students who have studied French in Year 7 and/or 8.

The topics studied may include:

- Talking about what you do online
- Active life
- Past events
- Taking part in an interview
- Identity and friends
- Celebration and tradition
- Positive role models

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the French teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and submit weekly homework tasks set by the French teacher for this subject.

Summative Assessment

Students are assessed on their communicating and understanding skills.

Prerequisites

Completion of the Year 8 French Course based on the Australian Curriculum is essential, with an achievement of C or above. Students who wish this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Note: Students wishing to study French in Year 10 should achieve a C or above in Year 9 French.

German

YEAR 9 ELECTIVE SUBJECT — TWO SEMESTERS

Offered to: Home-based and school-based students

Overview

This course is designed for students who have studied German in Year 7 and/or 8.

The topics studied include:

- Leisure-time activities
- Friends
- School and school life
- Planning, shopping and directions

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the German teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and submit weekly homework tasks set by the German teacher for this subject.

Summative Assessment

Students are assessed on their communicating and understanding skills.

Prerequisites

Completion of the Year 8 German Course based on the Australian Curriculum is essential, with an achievement of C or above. Students who wish this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Note: Students wishing to study German in Year 10 should achieve a C or above in Year 9 German.

Japanese

YEAR 9 ELECTIVE SUBJECT — TWO SEMESTERS

Offered to: Home-based and school-based students

Overview

This course is designed for students who have studied a semester or more of Japanese in Year 7 and/or 8 and have a basic knowledge of hiragana. In Year 9, students will learn to read and write katakana, and a variety of basic kanji.

The topics studied may include:

- Milestones in young people's lives (Japanese and Australian)
- Languages and how they are studied
- Nationalities: Where you were born and grew up
- Popular fast food in Australia and Japan
- Shopping: Department stores in Japan
- What you do in your free time
- Making, accepting and declining invitations
- The Japanese writing system—with more learning about how hiragana and katakana are used

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the Japanese teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and submit weekly homework tasks set by the Japanese teacher for this subject.

Summative Assessment

Students are assessed on their communicating and understanding skills.

Prerequisites

Completion of the Year 8 Japanese Course based on the Australian Curriculum is essential, with an achievement of C or above. Students who wish this prerequisite to be waived must contact the Head of Department (Languages) in writing. Ability to read and write hiragana, and some basic kanji is essential.

Note: Students wishing to study Japanese in Years 10 should achieve a C or above in Year 9 Japanese.

Spanish

YEAR 9 ELECTIVE SUBJECT — TWO SEMESTERS
Offered to: Home-based and school-based students

Overview

This course is designed for students who have studied Spanish in Year 7 and/or 8.

The topics studied may include:

- My holidays
- My life at school
- My people – family and friends
- Interests and influences – free-time activities

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the Spanish teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and submit weekly homework tasks set by the Spanish teacher for this subject.

Summative Assessment

Students are assessed on their communicating and understanding skills.

Prerequisites

Completion of the Year 8 Spanish Course based on the Australian Curriculum is essential, with an achievement of C or above. Students who wish this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Note: Students wishing to study Spanish in Year 10 should achieve a C or above in Year 9 Spanish.

Chinese

YEAR 10 ELECTIVE SUBJECT — TWO SEMESTERS
Offered to: Home-based and school-based students

Overview

The topics studied may include:

- Technology
- Expressing identity
- My house
- Pets

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the Chinese teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and submit weekly homework tasks set by the Chinese teacher for this subject.

Summative Assessment

Students are assessed on their communication and understanding skills in each unit.

Prerequisites

Completion of the Year 9 Chinese Course based on the Australian Curriculum is essential, with an achievement of C or above. Students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing. Ability to read and write some Chinese characters is essential.

Note: Students wishing to study Chinese in Years 11 and 12 should achieve a B or above in Year 10 Chinese.

French

YEAR 10 ELECTIVE SUBJECT — TWO SEMESTERS

Offered to: Home-based and school-based students

Overview

This course is designed for students who have studied French in Year 9.

The topics studied in this course include:

- Health and injuries
- Relationships, feelings and emotions
- The way things used to be
- Old school days
- Newspaper stories
- Jobs and future projects
- State of the environment

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the French teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and submit weekly homework tasks set by the French teacher for this subject.

Summative Assessment

Students are assessed on their communication and understanding skills in each unit.

Prerequisites

Completion of the Year 9 French Course based on the Australian Curriculum is essential, with an achievement of C or above. Students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Note: Students wishing to study French in Years 11 and 12 should achieve a B or above in Year 10 French.

German

YEAR 10 ELECTIVE SUBJECT — TWO SEMESTERS
Offered to: Home-based and school-based students

Overview

The topics studied may include:

- Personal spaces
- Travelling
- The world of work
- Environmental issues
- Festivals and events

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the German teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and submit weekly homework tasks set by the German teacher for this subject.

Summative Assessment

Students are assessed on their communication and understanding skills in each unit.

Prerequisites

Completion of the Year 9 German Course based on the Australian Curriculum is essential, with an achievement of C or above. Students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Note: Students wishing to study German in Years 11 and 12 should achieve a B or above in Year 10 German.

Japanese

YEAR 10 ELECTIVE SUBJECT — TWO SEMESTERS

Offered to: Home-based and school-based students

Overview

This course is designed for students who have studied Japanese in Year 9.

The topics studied include:

- Country and city living in Japan and Australia
- School trips and home-stays in Australia
- Part-time work
- Future goals

Students will have more extensive exposure to kanji and will be introduced to useful online resources for learning and practice.

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the Japanese teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and submit weekly homework tasks set by the Japanese teacher for this subject.

Summative Assessment

Students are assessed on their communication and understanding skills in each unit.

Prerequisites

Completion of the Year 9 Japanese Course based on the Australian Curriculum is essential, with an achievement of C or above. Students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing. Ability to read and write hiragana, katakana and some kanji is essential.

Note: Students wishing to study Japanese in Years 11 and 12 should achieve a B or above in Year 10 Japanese.

Spanish

YEAR 10 ELECTIVE SUBJECT — TWO SEMESTERS
Offered to: Home-based and school-based students

Overview

This course is designed for students who have studied Spanish in Year 9.

The topics studied in this course include:

- Cities
- Everyday life
- Work
- A better world

Students are required to participate in three 70-minute online lessons per week. In addition to the online lessons, students are required to complete tasks on OneNote, the Education Perfect learning program and homework as set by the Spanish teacher.

Assessment

Formative Assessment

Students must complete Education Perfect tasks and submit weekly homework tasks set by the Spanish teacher for this subject.

Summative Assessment

Students are assessed on their communication and understanding skills in each unit.

Prerequisites

Completion of the Year 9 Spanish Course based on the Australian Curriculum is essential, with an achievement of C or above. Students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Note: Students wishing to study Spanish in Years 11 and 12 should achieve a B or above in Year 10 Spanish.

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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

BSB10120

Certificate I in Workplace Skills

VOCATIONAL EDUCATION AND TRAINING COURSE — ONE YEAR
Offered to: Home-based students
The Registered Training Organisation delivering this course is Brisbane School of Distance Education (RTO #1585)

Overview

BSB10120 Certificate I in Workplace Skills (formerly Certificate I in Business) is a nationally-recognised qualification from the BSB Business Services Training Package (Release 8.0).

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

- use business software applications
- use business equipment and resources
- operate digital devices
- use digital communication
- develop a knowledge of workplace health and safety
- plan and prepare for work.

The units of competency studied are listed below.

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

To achieve the BSB10120 Certificate I in Workplace Skills qualification students must achieve competency in the two core and four elective units of competency.

Pathways

Achievement of BSB10120 Certificate I in Workplace Skills will provide opportunities for individuals to pursue and achieve career goals. Students can progress to a Certificate II in Workplace Skills, Certificate II in Skills for Work and Vocational Pathways or Certificate II in Applied Digital Technologies, or specialise in areas of interest at a higher qualification level.

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.

Important information about QCE credit: Credit transfer of units of competency may impact QCE credit. Students who enrol in both Certificate I in Skills for Vocational Pathways and Certificate I in Workplace Skills can only earn QCE credit for one of the qualifications, due to common units of competency. Contact the Head of Department, VET and Business on VET@brisbanesde.eq.edu.au if you require more information.

Structure

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
• BSBWHS211 Contribute to the health and safety of self and others	• BSBTEC101 Operate digital devices	• BSBTEC202 Use digital technologies to communicate in a work environment	• BSBTEC201 Use business software applications	• BSBOPS101 Use business resources (Core)	• BSBPEF101 Plan and prepare for work readiness (Core)

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.

Two QCE credits are awarded on the completion of the full 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/or 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).

BSB10120 Certificate I in Workplace Skills is issued when all six 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 tasks
- questions
- assessor observation.

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

FSK10219

Certificate I in Skills for Vocational Pathways

VOCATIONAL EDUCATION AND TRAINING COURSE — ONE YEAR
Offered to: Home-based students
The Registered Training Organisation delivering this course is Brisbane School of Distance Education (RTO #1585)

Overview

FSK10219 Certificate I in Skills for Vocational Pathways is a nationally-recognised qualification from the FSK Foundation Skills Training Package (Release 2.0).

This qualification contains 11 units of competency designed to provide students with skills to prepare for a vocational pathway qualification or further foundation skills development.

It is suitable for students who require:

- a pathway to employment and further vocational training
- reading, writing, numeracy, oral communication and learning skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 2
- entry level digital technology and employability skills
- education, training and employment goals.

Students will be trained how to: use digital technology such as word processing applications to produce workplace documents; write simple workplace communication and information; conduct research into job opportunities and undertake work-related learning activities; undertake work health and safety activities such as hazard reports and work area audits; make simple workplace calculations and conversions and simple measurements of length, weight and volume. Communication—written, verbal and non-verbal—is an important workplace skill, therefore students will be required to use their microphones and web camera or video in lessons to demonstrate competency in scenario-based role-plays.

To achieve the FSK10219 Certificate I in Skills for Vocational Pathways qualification students must achieve competency in the one core and ten elective units of competency.

Pathways

Achievement of Certificate I in Skills for Vocational Pathways will provide basic foundation skills to prepare students for future work. They can progress to undertake Certificate II qualifications including Certificate II in Skills for Work and Vocational Pathways.

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.

Important information about QCE credit: Credit transfer of units of competency may impact QCE credit. Students who enrol in both Certificate I in Skills for Vocational Pathways and Certificate I in Workplace Skills can only earn QCE credit for one of the qualifications, due to common units of competency. Contact the Head of Department, VET and Business on VET@brisbanesde.eq.edu.au if you require more information.

Structure

The FSK10219 Certificate I in Skills for Vocational Pathways course is structured into four topics studied over one year.

Module 1	Module 2	Module 3	Module 4
Entering the workplace	Digital skills in the workplace	Safety in the workplace	Maths in the workplace
• FSKLRG007 Use strategies to identify job opportunities • FSKOCM003 Participate in familiar spoken interactions at work • FSKLRG008 Use simple strategies for work-related learning (core)	• FSKDIG002 Use digital technology for routine and simple workplace tasks • FSKWTG006 Write simple workplace information • BSBPEF101 Plan and prepare for work readiness	• BSBWHS211 Contribute to the health and safety of self and others • FSKLRG005 Use strategies to plan simple workplace tasks • FSKRDG007 Read and respond to simple workplace information	• FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work • FSKNUM009 Use familiar and simple metric measurements for work

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.

Two QCE credits are awarded on the completion of the full 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/or 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).

FSK10219 Certificate I in Skills for Vocational Pathways is issued when all 11 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 tasks
- 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.

CHC24015

Certificate II in Active Volunteering

VOCATIONAL EDUCATION AND TRAINING COURSE — ONE YEAR

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
BSBCMM201	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.

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 your 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.

Notes

BrisbaneSDE

Brisbane School of Distance Education
www.brisbanesde.eq.edu.au

INNOVATION | INSPIRATION | INCLUSION

SUBJECT GUIDE 2026

for Home-based and School-based Students

YEARS 7–10

BrisbaneSDE

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