



# SUBJECT GUIDE 2026

## for School-based Students

### YEARS 11–12

Brisbane School of Distance Education

INNOVATION | INSPIRATION | INCLUSION



BrisbaneSDE



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Cover image: Portrait of smiling teenage boy using laptop in school library with diverse group of students working on a project together. [Stock photo](#) by [SeventyFour](#) sourced from iStock.

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4 Cavendish Road, Coorparoo Qld 4151  
GPO Box 1308, Brisbane Qld 4001  
07 3727 2444 | [enquiries@brisbanesde.eq.edu.au](mailto:enquiries@brisbanesde.eq.edu.au)

# Contents

Welcome.....	1
How to contact us .....	2
Years 11–12 Subject Guide Information .....	3
2026 Subject lists.....	3
Online learning at BrisbaneSDE .....	4
Who can enrol .....	4
When to enrol .....	4
How to enrol .....	4
Base school responsibilities .....	5
Base school supervisor responsibilities.....	5
Student data .....	6
Reports and certificates .....	6
Communication with parents .....	6
Communication with the student .....	6
Cancellation of enrolment.....	6
Enrolment costs — state schools.....	7
General resource / Subject charges .....	7
Subject fee refunds.....	7
Enrolment costs — non-state schools .....	7
Distance Education fee.....	7
Distance Education fee waiver .....	7
Distance Education fee refund .....	8
General resource / Subject charges .....	8
Enrolment costs — VET courses .....	8
Privacy statement .....	9
<hr/>	
Learning area — English .....	10
G Literature .....	10
<hr/>	
Learning area — Mathematics .....	12
G Mathematical Methods .....	12
G Specialist Mathematics.....	15
<hr/>	
Learning area — Science.....	17
G Biology.....	17
G Chemistry .....	19
G Physics.....	22
G Psychology.....	24

## LEGEND

**C** Year 10 Core

**E** Year 10 Elective

**G** Years 11–12 General

**A** Years 11–12 Applied

**V** VET

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Learning area — Humanities and Social Sciences (HASS) .....	26
<b>G</b> Accounting.....	26
<b>G</b> Ancient History .....	28
<b>G</b> Economics.....	30
<b>G</b> Geography.....	32
<b>G</b> Legal Studies.....	34
<b>G</b> Modern History .....	36
<b>G</b> Philosophy and Reason .....	38
Learning area — The Arts .....	40
<b>G</b> Dance.....	40
<b>G</b> Music.....	42
<b>G</b> Music Extension .....	44
<b>G</b> Visual Art .....	46
Learning area — Technologies .....	48
<b>G</b> Design .....	48
<b>G</b> Digital Solutions.....	50
Learning area — Health and Physical Education (HPE) .....	52
<b>G</b> Health.....	52
Learning area — Languages .....	54
<b>G</b> Chinese .....	54
<b>G</b> Chinese Extension .....	56
<b>G</b> French.....	58
<b>G</b> German .....	60
<b>G</b> Japanese.....	62
<b>G</b> Spanish .....	64
Vocational Education and Training (VET) courses .....	66
Financial Services (FNS) .....	66
<b>V</b> FNS20120 Certificate II in Financial Services.....	66
Information and Communications Technology (ICT).....	68
<b>V</b> ICT20120 Certificate II in Applied Digital Technologies.....	68
Foundation Skills (FSK) .....	70
<b>V</b> FSK20119 Certificate II in Skills for Work and Vocational Pathways .....	70

LEGEND	<b>C</b> Year 10 Core	<b>E</b> Year 10 Elective	<b>G</b> Years 11–12 General	<b>A</b> Years 11–12 Applied	<b>V</b> VET
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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 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. We are a leader in synchronous 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.

As well as servicing our full-time students we also support students at Queensland Government and non-Government schools by offering subjects to supplement core provision. Our comprehensive Subject Guide can be found on our website. By making our subjects and VET courses available to school-based students we provide high quality programs to students who transfer between schools where available subjects differ, or where a specific subject cannot be offered due to timetabling or small class numbers.

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.

I look forward to working in partnership with your school.

A handwritten signature in black ink, appearing to read 'John Brew'. The signature is fluid and cursive, written over a light blue background.

John Brew  
Executive Principal

# How to contact us

<b>School name</b>	Brisbane School of Distance Education
<b>Address</b>	4 Cavendish Road Coorparoo QLD 4151
<b>Postal Address</b>	GPO Box 1308 Brisbane QLD 4001
<b>Telephone</b>	(07) 3727 2444
<b>General enquiries</b>	<a href="mailto:enquiries@brisbanesde.eq.edu.au">enquiries@brisbanesde.eq.edu.au</a>
<b>Enrolment enquiries</b>	<a href="mailto:enrolments@brisbanesde.eq.edu.au">enrolments@brisbanesde.eq.edu.au</a>
<b>School-based enquiries</b>	<a href="mailto:school_based@brisbanesde.eq.edu.au">school_based@brisbanesde.eq.edu.au</a>
<b>Website</b>	<a href="http://www.brisbanesde.eq.edu.au">www.brisbanesde.eq.edu.au</a>
<b>School office hours</b>	7.30 am – 3.00 pm, every school day
<b>Facebook</b>	<a href="https://www.facebook.com/BrisbaneSchoolofDistanceEducation/">www.facebook.com/BrisbaneSchoolofDistanceEducation/</a>



# Years 11–12 Subject Guide Information

for School-based students

## 2026 Subject lists

### Disclaimer

Subject offerings are dependent upon enrolment numbers. Enrolment requests for subjects with high demand will be wait-listed in order of date received.

QCAA Subjects	General
English	Literature
Mathematics	Mathematical Methods Specialist Mathematics
Science	Biology Chemistry Physics Psychology
Humanities and Social Sciences	Accounting Ancient History Economics Geography Legal Studies Modern History Philosophy and Reason
The Arts	Dance Music Music Extension (Units 3 and 4 only) Visual Art
Technologies	Design Digital Solutions
Health and Physical Education	Health
Languages	Chinese Chinese Extension (Units 3 and 4 only) French German Japanese Spanish

### Vocational Education and Training (VET) courses:

Financial Services (FNS)	FNS20120 Certificate II in Financial Services (one year)
Information and Communications Technology (ICT)	ICT20120 Certificate II in Applied Digital Technologies (two years)
Foundation Skills (FSK)	FSK20119 Certificate II in Skills for Work and Vocational Pathways (two years)

Note: Study abroad students will not be accepted into VET subjects.

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# 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. Attendance for a minimum of two out of three online lessons per subject per week is expected, except for VET courses, which require attendance at all online lessons. Full participation in lesson activities is required. 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. Students will require a physical space that is free from distractions, where they can engage freely in discussions with their online teacher and classmates.

Study at an online school requires a high level of self-direction and motivation. Students will require 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 time 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.

## Who can enrol

Students at Queensland Government or non-government schools may apply to study a subject through BrisbaneSDE provided that the subject is not offered at the base school.

- A student may study a maximum of two subjects through BrisbaneSDE.
- A maximum of five students per school per subject per year level may be enrolled at BrisbaneSDE.
- Schools/Students identified in this subject guide must be aware of any prerequisites or specific course requirements. Submission of an enrolment application implies that all prerequisites and course requirements have been met.

## When to enrol

Each year, school-based enrolments are open up to and including the first week of November for commencement in the following year. Please refer to BrisbaneSDE website for further information in relation to enrolment dates.

**Enrolments are processed in order of date received.** Limited spaces are available, so an application by the closing date is not a guarantee of enrolment. Applications for enrolment to commence other than at the start of Year 11 will be considered on a case by case basis. No enrolments into VET qualifications are accepted after Week 6 of Term 1.

## How to enrol

Download the online consent form for the parent/carer to complete. Once completed, the base school will email the form to [school\\_based@brisbanesde.eq.edu.au](mailto:school_based@brisbanesde.eq.edu.au). Once the online consent form has been received, BrisbaneSDE will email the base school with a link to the online enrolment application. Please ensure all sections has been completed. Failure to complete all sections of the online enrolment will result in the application being returned to the base school for completion and may result in a delay in enrolment.



# Base school responsibilities

The base school:

- will establish a generic email address in the format [DistanceEd@\[SchoolDomain\]](#) which will be used for all communications between the base school and BrisbaneSDE. Where the base school does not establish the [DistanceEd@\[SchoolDomain\]](#), BrisbaneSDE will direct all communication through the base school's [Principal@\[SchoolDomain\]](#) or [Admin@\[SchoolDomain\]](#) address.
- must nominate a base school supervisor (see below)
- accepts full responsibility for the administration and supervision of all examinations, including both internal and external examinations, according to the conditions specified by BrisbaneSDE. Internal examinations must be scheduled to meet BrisbaneSDE timelines.
- accepts full responsibility for applying for Access Arrangements and Reasonable Adjustments (AARA) on behalf of students where required, in consultation with the relevant BrisbaneSDE Head of Department
- accepts full responsibility for the supervision of practical activities (e.g. science experiments) in accordance with the safety advice provided by BrisbaneSDE
- will ensure that each student has necessary IT equipment and support including:
  - a computer with internet access and headset with microphone for each student
  - IT support if required to enable students to access online lessons and resources, and EQ email accounts.
- will ensure that students have a copy of the relevant textbooks, as well as other subject-specific requirements (for example, calculators, art supplies, scientific equipment) as specified by BrisbaneSDE
- is responsible for the physical supervision of the student/s while they are engaged in online lessons.

## Base school supervisor responsibilities

Administrative responsibilities

The base school supervisor will:

- provide a single point of contact for all administrative issues at the base school – including enrolments, engagement and cancellations
- take responsibility for receiving, administering and returning to BrisbaneSDE all supervised Formative and Summative Assessment items. The base school supervisor may, at their discretion, distribute such items to other teachers for administration.
- be responsible for authenticating that assessment conditions have been met to satisfy QCAA requirements
- advise BrisbaneSDE of any enrolment cancellations in a timely manner
- liaise between the base school and BrisbaneSDE administration to determine the future of a student's enrolment at BrisbaneSDE in cases of persistent and continued lack of student engagement
- negotiate on behalf of the base school with the parents/guardians of students enrolled in BrisbaneSDE subjects where lack of the engagement by the student puts the student enrolment in jeopardy
- inform the BrisbaneSDE teacher and the BrisbaneSDE student absences officer of changes to school routine that impact on the student's attendance or participation, for example, camps, sports days, work experience.

Attendance

- Attendance for a minimum of two out of three online lessons per subject per week is expected, except for VET courses, which require attendance at all online lessons.
- If a student will be regularly absent from one of the three weekly online lessons, an attendance plan must be submitted by the base school supervisor.
- Absences must be reported by the base school supervisor via email: [absences@brisbanesde.eq.edu.au](mailto:absences@brisbanesde.eq.edu.au) or via the Compass program.

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## Student support

The base school supervising teacher will not be expected to cover course content, but should meet with the student on a regular basis to discuss how they manage their learning, monitor their progress, and generally support them in their learning via distance education delivery.

## Student data

### QCAA data

It is the responsibility of the learning provider delivering the subject to record results in the QCAA Student Management system. If a student completes units at a previous school and then transfers to BrisbaneSDE, BrisbaneSDE is responsible for recording results only for units delivered by BrisbaneSDE.

### Vocational Education and Training (VET) data

When a student studies Vocational Education and Training (VET) at BrisbaneSDE, the Registered Training Organisation (RTO) is responsible for all training, assessment and certification related to the course. The RTO is also responsible for having an accredited Training and Assessment Strategy, maintaining registration for the VET qualification and issuing of a Statement of Attainment or a Certificate and Statement of Results. For further information about VET programs delivered at BrisbaneSDE, refer to the VET pages on the BrisbaneSDE website.

## Reports and certificates

Reports and certificates are emailed to the base school supervisor at the [DistanceEd@\[SchoolDomain\]](mailto:DistanceEd@[SchoolDomain]), [Principal@\[SchoolDomain\]](mailto:Principal@[SchoolDomain]) or [Admin@\[SchoolDomain\]](mailto:Admin@[SchoolDomain]) email address for the school's records. Reports are also emailed directly to students' families. BrisbaneSDE issues reports at the end of each semester.

## Communication with parents

Parents of school-based students are entitled to parent-teacher interviews on the same basis as full-time BrisbaneSDE students. Parents are welcome to contact BrisbaneSDE regarding their student's learning.

Aside from parent-teacher interviews, concerns from BrisbaneSDE teachers about a school-based student's progress will always be communicated to the base school supervisor rather than directly to the parents.

## Communication with the student

All posted materials will be addressed to the individual student c/- the base school supervisor. Email communications between the student and their BrisbaneSDE teacher must be via the student's Education Queensland (@eq.edu.au) email account only.

## Cancellation of enrolment

Students may not cancel their enrolment with BrisbaneSDE without the permission of their Principal. Parents should accordingly address any requests for cancellation to the Principal of the base school. The base school must forward a Student Cancellation of Enrolment form to the Enrolments Team to ensure timely cancellation occurs. Please refer to the BrisbaneSDE website to access the form.

Notification of cancellation can be sent by email to [school\\_based@brisbanesde.eq.edu.au](mailto:school_based@brisbanesde.eq.edu.au).



# Enrolment costs — state schools

## General resource / Subject charges

The general resource charge will not be charged for state school-based enrolments.

Some subjects incur a subject charge and will be invoiced accordingly.

Schools will be bulk invoiced for enrolments received up to the end of February each year. After the first invoice is sent, each enrolment received thereafter will be invoiced on an individual basis.

The base school is responsible for all payments. BrisbaneSDE cannot accept payment from Parents/Caregivers directly.

Please see the [Statement of Fees: School-based students](#) for more information.

## Subject fee refunds

Please choose subjects carefully as there are no refunds on subject fees.

For VET subjects, refer to the [VET Student Handbook](#) for the school RTO's refund policy.

# Enrolment costs — non-state schools

## Distance Education fee

Section 51 of the *Education (General Provisions) Act 2006* authorises the Department of Education (DoE) to charge non-state school students for a component of a program of distance education, that is, a subject. This fee applies to all non-state school enrolments at a School of Distance Education. This fee will contribute towards the State continuing to make distance education available to non-state schools, ensuring the widest possible subject choice for students, while recovering a proportion of the teaching and overhead costs.

An invoice will be provided by BrisbaneSDE on behalf of the Department to non-state schools for the provision of distance education. This invoice will detail the:

- total average cost per annum of providing a subject of distance education
- State Government subsidy of approximately 50%, and
- fee prescribed in s.69 of the Education (General Provision) Regulation.

Please see the [Statement of Fees: School-based students](#) for more information.

## Distance Education fee waiver

There is provision for a waiver of the fee. However, the fee must be paid in full before waiver application is considered.

The Executive Principal may waive, entirely or partly, payment of the fee if satisfied the student is:

- undertaking distance education and would suffer a significant educational disadvantage if the student was not able to continue in the program
- payment of the fee would cause financial hardship to the person liable to pay it.

The Executive Principal may also waive the fee if satisfied that the waiver is appropriate and reasonable because of exceptional circumstances.

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## Distance Education fee refund

This fee may be partially refunded if, due to a change in personal circumstances, the student is no longer enrolled to undertake a component of a program of distance education. Non-state schools can request a pro rata refund on behalf of the student before the end of the first semester, by completing the 'Non-State School Refund Application' form available on the BrisbaneSDE website, stating the reason for the application and the date that enrolment ceased. In accordance with the *Education (General Provisions) Act 2006*, refund applications will not be considered if the student cancels and the refund application is dated after the end of Semester 1.

Refunds are calculated from the refund application date and will be provided up to and including day 24 of the school year. An administration fee of \$100.00 will be deducted from the amount refundable. From week five the \$100.00 administration fee and an additional \$25.00 per week will be deducted from the original payment, up to the end of week 20 of the school year. In accordance with the *Education (General Provisions) Act 2006*, refund applications will not be considered after the end of Semester 1. Refunds are not pro-rated from the date of enrolment but are calculated from the first day of the school year.

An applicant who is not satisfied with a refund decision has 14 days after being notified of the decision to apply for a reconsideration of the decision. This application is lodged with the school principal who will refer the application to the Regional Director to reconsider the decision.

## General resource / Subject charges

There is a General Resource Charge for all non-state school-based enrolments. In addition, some subjects incur a subject charge.

The base school is responsible for all payments. We cannot accept payment from Parents/Caregivers directly.

Please see the [Statement of Fees: School-based students](#) for more information.

Schools will be individually invoiced for enrolments received up to the end of February each year. After the first invoice is sent, each enrolment received thereafter will be invoiced on an individual basis.

### International students

If a student commences past day 20, there is a fee attached for international students. Please check availability and current fee structures on the website.

## Enrolment costs — VET courses

Information correct at June 2025.

Qualification	Available to	Duration	Cost		
			Year 1	Year 2	Total
FNS20120 Certificate II in Financial Services (one year)	Years 11–12	one year	\$50.00	N/A	\$50.00
FSK20119 Certificate II in Skills for Work and Vocational Pathways	Years 11–12	two years	\$25.00	\$25.00	\$50.00
ICT20120 Certificate II in Applied Digital Technologies	Years 11–12	two years	\$25.00	\$25.00	\$50.00

Please refer to the subject outlines for details of each course. Updated information regarding enrolments costs can be found via the BrisbaneSDE website <https://brisbanesde.eq.edu.au/>.

All courses require attendance at three mandatory lessons per week.

Note: Students who are interested in enrolling in qualifications at Certificate II level and above may be required to sit a Language, Literacy and Numeracy test to determine their suitability to the qualification.

## Unique Student Identifier

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

## Privacy statement

The Department of Education through the Brisbane School of Distance Education (BrisbaneSDE) collects information for the purposes outlined in the *Education (General Provisions) Act 2006* (EGPA 2006), and in particular for:

- assessing whether your application for enrolment should be approved
- meeting reporting obligations required by law or under Federal–State Government funding arrangements
- administering and planning for providing appropriate education, training and support services to students
- assisting departmental staff to maintain the good order and management of schools, and to fulfil their duty of care to all students and staff
- communicating with students and parents.

The collection of this information is authorised by ss. 155 and 428 of the EGPA 2006. DoE will disclose personal information from the enrolment forms to the Queensland Curriculum and Assessment Authority when opening student accounts, in compliance with Part 3 of the *Education (Queensland Curriculum and Assessment Authority) Act 2014 (Qld)*. Personal information from these forms will also be supplied to Centrelink in compliance with ss.194 and 195 of the *Social Security (Administration) Act 1999 (Cth)*. De-identified information concerning parents' school and non-school education, occupation group and main language other than English and students' country of birth, main language other than English, sex and Indigenous status, is supplied to the Australian Government, Department of Education in compliance with Federal–State Government funding agreements.

Personal information collected on enrolment forms may also be disclosed to third parties where authorised or required by law. Your information will be stored securely. If you wish to access or correct any of the personal information on the enrolment application forms or discuss how it has been dealt with, please contact BrisbaneSDE in the first instance. If you have a concern or complaint about the way your personal information has been collected, used, stored or disclosed, please also contact BrisbaneSDE in the first instance.

## Children and young people in the care of the State — data matching

The Department of Education and Department of Families conduct a data matching program to improve school achievement outcomes for children and young people in care. The data matching program involves a comparison, through a unique identifier, of certain personal information of children and young people in care and those children of similar age in the general school population, including those who have specific needs.

This personal information includes:

- achievement levels
- retention rates
- age
- school year levels
- school disciplinary absences.

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# Literature

## GENERAL SENIOR SUBJECT

### Overview

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

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

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

### Pathways

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

### Objectives

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

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

### Recommendations for success

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



## Structure

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

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

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

## Assessment

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

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

### Summative assessments

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

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

# Mathematical Methods

## GENERAL SENIOR SUBJECT

### Overview

The major areas of study in Mathematical Methods are:

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

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

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

### Pathways

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

### Objectives

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

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

### Recommendations for success

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

#### Assumed knowledge

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

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



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

## Structure

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

## Assessment

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

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

### Summative assessments

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

### Assessment types

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

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



# Specialist Mathematics

## GENERAL SENIOR SUBJECT

To be studied together with or after Mathematical Methods

### Overview

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

The major areas of study in Specialist Mathematics are:

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

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

### Pathways

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

### Objectives

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

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

### Recommendations for success

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

#### Assumed knowledge

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

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

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

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## Structure

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

## Assessment

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

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

### Summative assessments

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

### Assessment types

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

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



# Biology

## GENERAL SENIOR SUBJECT

### Overview

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

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

### Pathways

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

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

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

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

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

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

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

### Objectives

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

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

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

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## Recommendations for success

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

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



# Chemistry

## GENERAL SENIOR SUBJECT

### Overview

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

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

### Pathways

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

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

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

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

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

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

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

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

## Objectives

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

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

## Recommendations for success

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

## Structure

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

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

## Assessment

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

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



## Summative assessments

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

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

# Physics

## GENERAL SENIOR SUBJECT

### Overview

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

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

### Pathways

Physics equips students with a powerful toolkit:

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

Physics is particularly useful for students aiming for careers in:

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

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

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

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

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

### Objectives

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

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



## Recommendations for success

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

## Structure

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

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

## Assessment

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

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

### Summative assessments

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

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

# Psychology

## GENERAL SENIOR SUBJECTS

### Overview

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

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

### Pathways

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

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

It is especially useful for students interested in:

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

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

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

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

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

### Objectives

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

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



## Recommendations for success

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

## Structure

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

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

## Assessment

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

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

### Summative assessments

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

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

# Accounting

## GENERAL SENIOR SUBJECT

### Overview

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

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

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

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

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

### Pathways

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

### Objectives

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

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

### Recommendations for success

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



## Structure

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

## Assessment

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

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

### Summative assessments

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

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

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subject-guide-y11-12-sb



# Ancient History

## GENERAL SENIOR SUBJECT

### Overview

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

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

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

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

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

### Pathways

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

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

### Objectives

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

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

### Recommendations for success

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

Assumed knowledge, prior learning or experience

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



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

## Structure

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

## Assessment

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

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

### Summative assessments

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

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

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# Economics

## GENERAL SENIOR SUBJECT

### Overview

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

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

### Pathways

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

### Objectives

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

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

### Recommendations for success

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



## Structure

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

## Assessment

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

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

### Summative assessments

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

# Geography

## GENERAL SENIOR SUBJECT

### Overview

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

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

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

### Pathways

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

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

### Objectives

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

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

### Recommendations for success

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



## Structure

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

## Assessment

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

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

### Summative assessments

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

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

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# Legal Studies

## GENERAL SENIOR SUBJECT

### Overview

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

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

### Pathways

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

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

### Objectives

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

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

### Recommendations for success

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



## Structure

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

## Assessment

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

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

### Summative assessments

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

# Modern History

## GENERAL SENIOR SUBJECT

### Overview

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

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

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

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

### Pathways

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

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

### Objectives

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

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

### Recommendations for success

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

Assumed knowledge, prior learning or experience

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

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



## Structure

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

## Assessment

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

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

### Summative assessments

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

# Philosophy and Reason

## GENERAL SENIOR SUBJECT

### Overview

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

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

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

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

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

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

### Pathways

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

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



## Objectives

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

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

## Recommendations for success

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

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

## Structure

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

## Assessment

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

### Summative assessments

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

# Dance

## GENERAL SENIOR SUBJECT

### Overview

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

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

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

### Pathways

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

### Objectives

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

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

### Prerequisites

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

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

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



## Recommendations for success

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Music

## GENERAL SENIOR SUBJECT

### Overview

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

### Pathways

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

### Objectives

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

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

### Recommendations for success

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

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



## Structure

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

## Assessment

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

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

### Summative assessments

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

# Music Extension

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

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

### Overview

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

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

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

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

### Pathways

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

### Objectives

#### Common objectives

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

- analyse music
- apply literacy skills
- evaluate music.

#### Specialist objectives

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

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

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

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



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

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

## Prerequisites

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

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Visual Art

## GENERAL SENIOR SUBJECT

### Overview

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

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

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

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

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

### Pathways

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

### Objectives

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

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



## Recommendations for success

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	20%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	30%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
<b>Units 3 and 4</b>			
Summative external assessment (EA): • Examination — extended response			25%

# Design

## GENERAL SENIOR SUBJECT

### Overview

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

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

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

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

### Pathways

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

### Objectives

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

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



## Recommendations for success

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

## Structure

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

## Assessment

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

### Summative assessments

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

Resources and requirements for this subject can be found on the BrisbaneSDE website.  
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Brisbane School of Distance Education  
 subject-guide-y11-12-sb



# Digital Solutions

## GENERAL SENIOR SUBJECT

### Overview

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

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

### Pathways

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

### Objectives

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

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

### Recommendations for success

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



## Structure

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

## Assessment

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

### Summative assessments

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

# Health

## GENERAL SENIOR SUBJECT

### Overview

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

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

### Pathways

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

### Objectives

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

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

### Recommendations for success

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



## Structure

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

## Assessment

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

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

### Summative assessments

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

# Chinese

## GENERAL SENIOR SUBJECT

### Overview

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

Students will take part in:

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

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

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

### Pathways

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

### Objectives

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

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



## Recommendations for success

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

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 My world	探索世界 Exploring our world	我们的社会; 文化和特性 Our society; culture and identity	我的现在和未来 My present; my future
<ul style="list-style-type: none"><li>• Family/Carers</li><li>• Peers</li><li>• Education</li></ul>	<ul style="list-style-type: none"><li>• Travel and exploration</li><li>• Social customs</li><li>• Chinese influences around the world</li></ul>	<ul style="list-style-type: none"><li>• Lifestyle and leisure</li><li>• The arts, entertainment and sports</li><li>• Groups in society</li></ul>	<ul style="list-style-type: none"><li>• The present</li><li>• Future choices</li></ul>

## Assessment

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

### Summative assessments

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

# Chinese Extension

## TWO SEMESTER SUBJECT

To be studied in conjunction with Units 3 and 4 Chinese

### Overview

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

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

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

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

### Pathways

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

### Objectives

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

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



## Recommendations for success

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

## Structure

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

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

## Assessment

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

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

# French

## GENERAL SENIOR SUBJECT

### Overview

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

Students will take part in:

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

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

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

### Pathways

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

### Objectives

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

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

### Recommendations for success

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

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

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



## Structure

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

## Assessment

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

### Summative assessments

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

# German

## GENERAL SENIOR SUBJECT

### Overview

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

Students will take part in:

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

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

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

### Pathways

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

### Objectives

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

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

### Recommendations for success

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

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

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



## Structure

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

## Assessment

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

### Summative assessments

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

# Japanese

## GENERAL SENIOR SUBJECT

### Overview

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

Students will take part in:

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

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

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

### Pathways

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

### Objectives

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

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

### Recommendations for success

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

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

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



## Structure

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

## Assessment

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

### Summative assessments

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

# Spanish

## GENERAL SENIOR SUBJECT

### Overview

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

Students will take part in:

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

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

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

### Pathways

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

### Objectives

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

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

### Recommendations for success

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

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

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



## Structure

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

## Assessment

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

### Summative assessments

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

## Certificate II in Financial Services

### VOCATIONAL EDUCATION AND TRAINING COURSE

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

#### Overview

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

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

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

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

#### Pathways

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

#### Credit transfer

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

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

#### Recommendations for success

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



## Structure

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

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

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

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

## Assessment

Assessment for VET courses is competency based.

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

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

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

Assessment tools used are:

- Folio of documents
- Questions
- Assessor observation.

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

## Certificate II in Applied Digital Technologies

### VOCATIONAL EDUCATION AND TRAINING COURSE

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

#### Overview

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

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

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

The units of competency are listed below.

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

#### Pathways

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

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

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

#### Credit transfer

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

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

#### Recommendations for success

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



## Structure

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

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

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

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

## Assessment

Assessment for VET courses is competency based.

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

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

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

Assessment tools used are:

- Folios of work
- Knowledge questions
- Assessor observations.

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

Resources and requirements for this subject can be found on the BrisbaneSDE website.  
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Brisbane School of Distance Education  
subject-guide-y11-12-sb



## Certificate II in Skills for Work and Vocational Pathways

### VOCATIONAL EDUCATION AND TRAINING COURSE

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

#### Overview

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

The qualification is suitable for individuals who require:

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

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

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

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

#### Pathways

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

#### Credit transfer

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

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

#### Recommendations for success

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



## Structure

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

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

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

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

## Assessment

Assessment for VET courses is competency based.

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

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

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

Assessment tools used are:

- Folio of documents,
- Questions
- Assessor observation.

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





**BrisbaneSDE**

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INNOVATION | INSPIRATION | INCLUSION

# SUBJECT GUIDE 2026

## for School-based Students

YEARS 11–12



**BrisbaneSDE**

**Brisbane School of Distance Education**  
**[www.brisbanesde.eq.edu.au](http://www.brisbanesde.eq.edu.au)**

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4 Cavendish Road, Coorparoo Qld 4151  
GPO Box 1308, Brisbane Qld 4001  
07 3727 2444 | [enquiries@brisbanesde.eq.edu.au](mailto:enquiries@brisbanesde.eq.edu.au)