2021 SUBJECT GUIDE
for Home-based Students
Years 11–12
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LEGEND

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Welcome
from the Executive Principal

**Our Vision** is to be The School of The Future.

**Our Mission** is to provide highly engaging learning opportunities for each student with a focus on Innovation, Inspiration and Inclusion.

**We Value** working collaboratively and strengthening our collective capacity with families and the community to enhance and progress each student’s learning and wellbeing.

Dear Home-based Supervisors and Students,

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

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

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

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

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

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

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

Judy Menary
Executive Principal
How to contact us

Brisbane School of Distance Education

Address: Corner Cavendish Road and Stanley Street East
        Coorparoo Qld 4151

Postal Address: GPO Box 1308
                Brisbane Qld 4001

Telephone: (07) 3727 2444

Facsimile: (07) 3324 0671

Email: enquiries@brisbanesde.eq.edu.au

Website: www.brisbanesde.eq.edu.au

School office hours: 8.00 am – 4.00 pm, every school day

Facebook: www.facebook.com/BrisbaneSchoolofDistanceEducation/

Twitter: https://twitter.com/brisbanes

Services

Community engagement: Email: communityengagement@brisbanesde.eq.edu.au
                      Phone: (07) 3727 2803
                      Fax: (07) 3324 0671

Enrolments: Email: enrolments@brisbanesde.eq.edu.au
              Phone: (07) 3727 2444
              Fax: (07) 3324 0618

Finance Email: accounts@brisbanesde.eq.edu.au
               Phone: (07) 3727 2408
               Fax: (07) 3324 0618

Reporting absences: Email: absences@brisbanesde.eq.edu.au
                    Phone: (07) 3727 2666

Guidance Officers: https://brisbanesde.eq.edu.au/support-and-resources/guidance-officer

Discovery centre: Email: library@brisbanesde.eq.edu.au
                  Phone: (07) 3727 2720

Staff

School’s staff contact list: https://brisbanesde.eq.edu.au/our-school/our-staff

Advisory note

Details concerning enrolment categories, costs, enrolment processes, school expectations and school policies are contained in our Handbook for Home-based Students, eKindy–Year 12, located on the school website.
Years 11–12 Subject Guide Information
for Home-based students

About this guide

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

In the Senior Phase of Learning at BrisbaneSDE, we offer students many learning options and encourage a learning pathway that recognises a student’s academic interests and potential for success. It is our goal to work with students and their parents or caregivers to provide a Senior Secondary program that is engaging and fulfilling and that will lead each young person to exceed their own expectations.

It is important to choose subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success at school and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

As an overall plan, it is advised to choose subjects that:
• you enjoy
• you have achieved in or feel confident in achieving good results
• reflect your interests and abilities
• help you reach your career and employment goals
• will develop skills, knowledge and attitudes that are useful throughout your life
• will satisfy future tertiary course prerequisites.

Online learning at BrisbaneSDE

BrisbaneSDE is an online school.
• The curriculum is taught by teachers during scheduled online lessons with class groups.
• These lessons occur according to a timetable, in much the same manner as a face-to-face school.
• Students are expected to attend all scheduled lessons and to participate in the classroom activities in those lessons.
• Scheduled lessons are delivered via a web conferencing platform and require internet access.
• Interaction during online lessons is both written and spoken.
• Students will require a headset with a microphone and also a webcam.
• Study at an online school requires a high level of self-direction and motivation.
• Students will require a physical space that is free from distractions, as well as the ability to maintain focus during online lessons.
• In addition to the time spent in online lessons, students will need to allow sufficient time to complete homework tasks, assessments and for study and revision.

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

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

<table>
<thead>
<tr>
<th>QCAA Subjects</th>
<th>General</th>
<th>Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>Essential English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>General Mathematics</td>
<td>Essential Mathematics</td>
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<tr>
<td></td>
<td>Mathematical Methods</td>
<td></td>
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<td></td>
<td>Specialist Mathematics</td>
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<td>Science</td>
<td>Biology</td>
<td>Science in Practice</td>
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<td>Chemistry</td>
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<td>Physics</td>
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<td>Psychology</td>
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<tr>
<td>Humanities and Social Sciences</td>
<td>Aboriginal &amp; Torres Strait Islander Studies</td>
<td>Business Studies</td>
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<td>Accounting</td>
<td>Social and Community Studies</td>
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<td></td>
<td>Ancient History</td>
<td>Religion and Ethics</td>
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<td>Economics</td>
<td>Tourism</td>
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<td></td>
<td>Geography</td>
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<td></td>
<td>Legal Studies</td>
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<td></td>
<td>Modern History</td>
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<tr>
<td></td>
<td>Philosophy and Reason</td>
<td></td>
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<tr>
<td>The Arts</td>
<td>Dance</td>
<td>Media Art in Practice</td>
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<tr>
<td></td>
<td>Music</td>
<td>Music in Practice</td>
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<tr>
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<td>Music Extension (Units 3 and 4)</td>
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<td></td>
<td>Visual Art</td>
<td></td>
</tr>
<tr>
<td>Technologies</td>
<td>Design</td>
<td>Information &amp; Communication Technology</td>
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<td>Digital Solutions</td>
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<td>Food and Nutrition</td>
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<td>Health and Physical Education</td>
<td>Health</td>
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<td>Languages</td>
<td>Chinese</td>
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<td></td>
<td>Chinese Extension</td>
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<td>French</td>
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<td>Japanese</td>
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<tr>
<td></td>
<td>Spanish</td>
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</tbody>
</table>

Vocational Education and Training (VET) courses:

- Business (BSB) BSB10115 Certificate I in Business (referral by Student Pathways only)
- Community Services (CHC) CHC30113 Certificate III in Early Childhood Education and Care
- Financial Services (FNS) FNS20115 Certificate II in Financial Services
- Foundation Skills (FSK) FSK10119 Certificate I in Access to Vocational Pathways (referral by ISS team only)
- FSK10213 Certificate I Skills for Vocational Pathways
- FSK20119 Certificate II in Skills for Work and Vocational Pathways
- Information and Communications Technology (ICT) ICT10115 Certificate I in Information, Digital Media and Technology (referral by Student Pathways only)
- External VET Programs School-based Apprenticeships and Traineeships and TAFE Courses (contact the External VET Program Coordinator at school)

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

Disclaimer: Information contained in this document is correct at time of publishing.
Senior subjects

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

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

All senior subjects are underpinned by:

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

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

General subjects

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and also to pathways for vocational education and training and work.

General subjects are four-unit courses of study.

Units 1 and 2 (Year 11)

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

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

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

Units 3 and 4 (Year 12)

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

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

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

Extension subjects

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

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

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

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

The three summative internal assessments must be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA.

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

Applied subjects

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

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

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

Applied subjects are four-unit courses of study.

Units 1 and 2

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

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

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

Units 3 and 4

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

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

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

Assessment in Applied subjects

Applied syllabuses use four summative internal assessments from Units 3 and 4 to determine a student’s exit result. Applied syllabuses do not use external assessment.
Vocational Education and Training (VET) courses

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

BrisbaneSDE offers a range of VET courses which:

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

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

Assessment in VET courses

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

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

Unique Student Identifier

Certification can only be issued when the student has created and supplied their Unique Student Identifier (USI). For more information see www.usi.gov.au.
Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA)

QCE

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

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

QCIA

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

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

QCE requirements

- **Set amount**: 20 credits from contributing courses of study, including:
  - QCAA-developed subjects or courses
  - vocational education and training (VET) qualifications
  - non-Queensland studies
  - recognised studies.

- **Set pattern**: 12 credits from completed Core courses of study and 8 credits from any combination of:
  - Core
  - Preparatory (maximum 4)
  - Complementary (maximum 8).

- **Set standard**: Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

- **Literacy & numeracy**: Students must meet literacy and numeracy requirements through one of the available learning options.

QCAA Queensland Certificate of Education: For students completing Year 12 from 2020.
Literacy and Numeracy requirements

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

Completed Core requirements

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

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

Relaxation of the completed core requirement will automatically apply for students who change from one Maths subject to another, or one English subject to another.
Completed core in General and Applied subjects

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

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

Consider the following possibilities:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Results Units 1–2: Satisfactory (S) / Unsatisfactory (U)</th>
<th>Units 3–4: A to E grades</th>
<th>QCE credits</th>
<th>Contribute to completed Core?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Units 3 and 4</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>S</td>
<td>S</td>
<td>B</td>
<td>4</td>
</tr>
<tr>
<td>Geography</td>
<td>U</td>
<td>S</td>
<td>C</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>U</td>
<td>U</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry</td>
<td>S</td>
<td>S</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>Economics</td>
<td>S</td>
<td>S</td>
<td>Changed to Legal Studies</td>
<td>2</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>–</td>
<td>–</td>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>General Maths</td>
<td>S</td>
<td>–</td>
<td>Changed to Essential Maths</td>
<td>1</td>
</tr>
<tr>
<td>Essential Maths</td>
<td>–</td>
<td>S</td>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>Certificate III in Business</td>
<td>100% complete; Pass</td>
<td></td>
<td>8</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Incompatible subjects

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

- Applied subject
  - Business studies
  - Information and Communication Technology

- VET qualifications
  - BSB20115 Certificate II in Business
  - ICT20115 Certificate II in Information, Digital Media and Technology

Relevant Applied subjects and VET qualifications are identified on the QCAA website and are updated annually. [https://www.qcaa.qld.edu.au/](https://www.qcaa.qld.edu.au/)

External VET programs

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

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student’s position relative to other students.

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

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

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

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

ATAR requirements

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

• achieved a C or above in an English subject (that is, English or Essential English)
• completed five general subjects; or four general subjects plus one applied subject; or four general subjects plus one VET Certificate III or above
• accumulated their subject results within a five year period.
## Summary — QCE and ATAR calculation

<table>
<thead>
<tr>
<th>General subjects</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Units 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to QCE credit</td>
<td>One credit if ‘satisfactory’</td>
<td>One credit if ‘satisfactory’</td>
<td>Two credits if grade is C or above</td>
</tr>
<tr>
<td>Contribution to ATAR calculation</td>
<td>None</td>
<td>None</td>
<td>Results contribute to ATAR calculation (regardless of grade)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applied subjects</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Units 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to QCE credit</td>
<td>One credit if ‘satisfactory’</td>
<td>One credit if ‘satisfactory’</td>
<td>Two credits if grade is C or above</td>
</tr>
<tr>
<td>Contribution to ATAR calculation</td>
<td>None</td>
<td>None</td>
<td>Results contribute to ATAR calculation (regardless of grade) A maximum of one Applied subject or VET Certificate (but not both) can contribute to an ATAR.</td>
</tr>
</tbody>
</table>

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

**LEARNING AREA**

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**Years 10**
- English
- Literacy

---

**Years 11 and 12**
- English
- Essential English

---

**LEGEND**

- **Years 7–10 Core**
- **Years 7–10 Electives**
- **Years 11–12 General**
- **Years 11–12 Applied**
- **VET Certificate**

- Recommended pathway
- Available pathway
- In addition to

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Disclaimer: Information contained in this document is correct at time of publishing.
English

General senior subject

Overview

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

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

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

Pathways

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

Objectives

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspectives and texts</td>
<td>Texts and culture</td>
<td>Textual connections</td>
<td>Close study of literary texts</td>
</tr>
<tr>
<td>• Examining and creating perspectives in texts</td>
<td>• Examining and shaping representations of culture in texts</td>
<td>• Exploring connections between texts</td>
<td>• Engaging with literary texts from diverse times and places</td>
</tr>
<tr>
<td>• Responding to a variety of non-literary and literary texts</td>
<td>• Responding to literary and non-literary texts, including a focus on Australian texts</td>
<td>• Examining different perspectives of the same issue in texts and shaping own perspectives</td>
<td>• Responding to literary texts creatively and critically</td>
</tr>
<tr>
<td>• Creating responses for public audiences and persuasive texts</td>
<td>• Creating imaginative and analytical texts</td>
<td>• Creating responses for public audiences and persuasive texts</td>
<td>• Creating imaginative and analytical texts</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): • Extended response — written response for a public audience</td>
<td>Summative internal assessment 3 (IA3): • Examination — imaginative written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response. Student gestures and facial expression must be visible.</td>
<td>Summative external assessment (EA): • Examination — analytical written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Essential English

Applied senior subject

Overview

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will:
• use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
• use appropriate roles and relationships with audiences
• construct and explain representations of identities, places, events and concepts
• make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
• explain how language features and text structures shape meaning and invite particular responses
• select and use subject matter to support perspectives
• sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
• make mode-appropriate language choices according to register informed by purpose, audience and context
• use language features to achieve particular purposes across modes.

Recommendations for success

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language that works</td>
<td>Texts and culture Texts and human experiences</td>
<td>Language that influences</td>
<td>Representation and popular culture texts</td>
</tr>
<tr>
<td>• Responding to a variety of texts used in and developed for a work context</td>
<td>• Responding to reflective and non-fiction texts that explore human experiences</td>
<td>• Creating and shaping perspectives on community, local and global issues in texts</td>
<td>• Responding to popular culture texts</td>
</tr>
<tr>
<td>• Creating multi-modal and written texts</td>
<td>• Creating spoken and written texts</td>
<td>• Responding to texts that seek to influence audiences</td>
<td>• Creating representations of Australian identities, places, events and concepts</td>
</tr>
</tbody>
</table>

Assessment

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Extended response — spoken/signed response. Student gestures and facial expression must be visible.</td>
<td>• Extended response — Multimodal response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Examination — Common internal assessment (CIA)</td>
<td>• Extended response — Written response</td>
</tr>
</tbody>
</table>
**LEARNING AREA**

**Mathematics**

**Year 10**
- Advanced Mathematics
- Mathematics (Standard)
- Mathematics (Essential)

**Years 11 and 12**
- Specialist Mathematics
- Mathematical Methods
- General Mathematics
- Essential Mathematics

**LEGEND**

- **Years 7–10 Core**
- **Years 7–10 Electives**
- **Years 11–12 General**
- **Years 11–12 Applied**
- **VET Certificate**

- **Recommended pathway**
- **Available pathway**
- **In addition to**

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General Mathematics

General senior subject

Overview
Building on the content of the P–10 Australian Curriculum, General Mathematics’ major domains are:
• Number and algebra
• Measurement and geometry
• Statistics
• Networks and matrices.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways
A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives
By the conclusion of the course of study, students will:
• select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
• comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
• communicate using mathematical, statistical and everyday language and conventions
• evaluate the reasonableness of solutions
• justify procedures and decisions by explaining mathematical reasoning
• solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Recommendations for success
Assumed knowledge
Students should have achieved a B or above across both semesters of Year 10.
The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum:

- solve a range of problems using percentages, rates and ratios, surface area and volume, Pythagoras’ theorem, simple algebraic fractions, linear and quadratic equations
- understand the connection between algebraic and graphical representations, using appropriate technology to calculate and compare measures of central tendency (mean, median and mode) and measures of spread; determine quartiles, interquartile range (IQR) and range
- construct and interpret box plots and use them to compare datasets; compare shapes of box plots to corresponding histograms and dot plots
- use scatter plots to investigate and comment on relationships between two numerical variables
- understand bivariate numerical data where the independent variable is time
- solve right-angled triangle problems, using trigonometric ratios
- solve simultaneous equations
- construct back-to-back stem-and-leaf plots and histograms
- solve linear equations
- understand the difference between numerical and categorical variables
- solve basic problems involving simple and compound interest.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money, measurement and relations</td>
<td>Applied trigonometry, algebra, matrices and univariate data</td>
<td>Bivariate data, sequences and change, and Earth geometry</td>
<td>Investing and networking</td>
</tr>
<tr>
<td>• Consumer arithmetic</td>
<td>• Applications of trigonometry</td>
<td>• Bivariate data analysis</td>
<td>• Loans, investments and annuities</td>
</tr>
<tr>
<td>• Shape and measurement</td>
<td>• Algebra and matrices</td>
<td>• Time series analysis</td>
<td>• Graphs and networks</td>
</tr>
<tr>
<td>• Linear equations and their graphs</td>
<td>• Univariate data analysis</td>
<td>• Growth and decay in sequences</td>
<td>• Networks and decision mathematics</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination</td>
<td>• Examination</td>
</tr>
<tr>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Unit 3 and 4</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination</td>
<td>• Examination</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Mathematical Methods
General senior subject

Overview

Mathematical Methods’ major domains are:

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

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Note: Mathematical Methods may be studied concurrently with Specialist Mathematics.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.
Recommendations for success

Students should have achieved a B or above in the 10A (Advanced) material.

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 \( m_1m_2 = -1 \)
- 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.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra, statistics and functions</td>
<td>Calculus and further functions</td>
<td>Further calculus</td>
<td>Further functions and statistics</td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences and series 1</td>
<td>• Exponential functions 2</td>
<td>• The logarithmic function 2</td>
<td>• Further differentiation and applications 3</td>
</tr>
<tr>
<td>• Functions and graphs</td>
<td>• The logarithmic function 1</td>
<td>• Further differentiation and applications 2</td>
<td>• Trigonometric functions 2</td>
</tr>
<tr>
<td>• Counting and probability</td>
<td>• Trigonometric functions 1</td>
<td>• Integrals</td>
<td>• Discrete random variables 2</td>
</tr>
<tr>
<td>• Exponential functions 1</td>
<td>• Introduction to differential calculus</td>
<td></td>
<td>• Continuous random variables 2</td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences</td>
<td>• Further differentiation and applications 1</td>
<td></td>
<td>• Interval estimates for proportions</td>
</tr>
<tr>
<td></td>
<td>• Discrete random variables 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>20%</td>
</tr>
<tr>
<td>• Examination</td>
<td>15%</td>
</tr>
<tr>
<td>Unit 3 and 4</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td>50%</td>
</tr>
</tbody>
</table>
Specialist Mathematics

General senior subject
To be studied together with or after Mathematical Methods

Overview

Specialist Mathematics major domains are:
- Vectors and matrices
- Real Complex Numbers
- Trigonometry
- Statistics and Calculus

Specialist Mathematics is designed for students who wish to develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. Through this study they will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

By the conclusion of the course of study, students will:
- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.
Recommendations for success

Assumed knowledge

Students should have achieved a B or above in the 10A (Advanced) material. Specialist Mathematics must be taken concurrently or subsequent to studying Mathematical Methods. In addition to the assumed knowledge for Mathematical Methods, it is also recommended that students have knowledge of:

- rational and irrational numbers
- properties of circles
- sketching functions
- trigonometry
- factor and remainder theorem.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combinatorics, vectors and proof</td>
<td>Complex numbers, trigonometry, functions and matrices</td>
<td>Mathematical induction, and further vectors, matrices and complex numbers</td>
<td>Further statistical and calculus inference</td>
</tr>
<tr>
<td>• Combinatorics</td>
<td>• Complex numbers 1</td>
<td>• Proof by mathematical induction</td>
<td>• Integration and applications of integration</td>
</tr>
<tr>
<td>• Vectors in the plane</td>
<td>• Trigonometry and functions</td>
<td>• Vectors and matrices</td>
<td>• Rates of change and differential equations</td>
</tr>
<tr>
<td>• Introduction to proof</td>
<td>• Matrices</td>
<td>• Complex numbers 2</td>
<td>• Statistical inference</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Problem-solving and modelling task</td>
<td>Summative internal assessment 3 (IA3): Examination</td>
</tr>
<tr>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Examination</td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Unit 3 and 4</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50%</td>
</tr>
</tbody>
</table>
Essential Mathematics

Applied senior subject

Overview

Essential Mathematics’ major domains are:

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

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.
## Recommendations for success

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

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

## Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, data and graphs</td>
<td>Money, travel and data</td>
<td>Measurement, scales and data</td>
<td>Graphs, chance and loans</td>
</tr>
<tr>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
</tr>
<tr>
<td>• Number</td>
<td>• Managing money</td>
<td>• Measurement</td>
<td>• Bivariate graphs</td>
</tr>
<tr>
<td>• Representing data</td>
<td>• Time and motion</td>
<td>• Scales, plans and models</td>
<td>• Probability and relative frequencies</td>
</tr>
<tr>
<td>• Graphs</td>
<td>• Data collection</td>
<td>• Summarising and comparing data</td>
<td>• Loans and compound interest</td>
</tr>
</tbody>
</table>

## Assessment

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

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

### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Problem solving and modelling task</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Examination</td>
</tr>
</tbody>
</table>
Science

**LEARNING AREA**

### Year 10
- Science

### Years 11 and 12
- Biology
- Chemistry
- Physics
- Psychology
- Science in Practice

---

**LEGEND**

- **Years 7–10 Core**
- **Years 7–10 Electives**
- **Years 11–12 General**
- **Years 11–12 Applied**
- **VET Certificate**

- **Recommended pathway**
- **Available pathway**
- **In addition to**

Disclaimer: Information contained in this document is correct at time of publishing.
Biology

General senior subject

Overview

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), to understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; and a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation science, biosecurity, quarantine, conservation and sustainability.

Objectives

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

• describe and explain scientific concepts, theories, models and systems and their limitations
• apply understanding of scientific concepts, theories, models and systems within their limitations
• analyse evidence
• interpret evidence
• investigate phenomena
• evaluate processes, claims and conclusions
• communicate understandings, findings, arguments and conclusions.

Recommendations for success

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combinatorics, vectors and proof</td>
<td>Maintaining the internal environment</td>
<td>Biodiversity and the interconnectedness of life</td>
<td>Heredity and continuity of life</td>
</tr>
<tr>
<td>• Cells as the basis of life</td>
<td>• Homeostasis</td>
<td>• Describing biodiversity</td>
<td>• DNA, genes and the continuity of life</td>
</tr>
<tr>
<td>• Multicellular organisms</td>
<td>• Infectious diseases</td>
<td>• Ecosystem dynamics</td>
<td>• Continuity of life on Earth</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Student experiment</td>
<td>• Examination</td>
</tr>
<tr>
<td>20%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Chemistry

General senior subject

Overview

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness by understanding chemical theories, models and chemical systems and conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), to understand how it works and how it may impact society.

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of chemical, biological and biochemical science, forensic science, environmental science, laboratory science, engineering, medicine, pharmacy and sports science.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 10 Science and Advanced Mathematics.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical fundamentals — structure, properties and reactions</td>
<td>Molecular interactions and reactions</td>
<td>Equilibrium, acids and redox reactions</td>
<td>Structure, synthesis and design</td>
</tr>
<tr>
<td>• Properties and structure of atoms</td>
<td>• Intermolecular forces and gases</td>
<td>• Chemical equilibrium systems</td>
<td>• Properties and structure of organic materials</td>
</tr>
<tr>
<td>• Properties and structure of materials</td>
<td>• Aqueous solutions and acidity</td>
<td>• Oxidation and reduction</td>
<td>• Chemical synthesis and design</td>
</tr>
<tr>
<td>• Chemical reactions — reactants, products and energy change</td>
<td>• Rates of chemical reactions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td>20%</td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td>50%</td>
</tr>
</tbody>
</table>

Disclaimer: Information contained in this document is correct at time of publishing.
Physics

General senior subject

Overview

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), to understand how it works and how it may impact society.

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 10 Science and Advanced Mathematics.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thermal, nuclear and electrical physics</td>
<td>Linear motion and waves</td>
<td>Gravity and electromagnetism</td>
<td>Revolutions in modern physics</td>
</tr>
<tr>
<td>• Heating processes</td>
<td>• Linear motion and force</td>
<td>• Gravity and motion</td>
<td>• Special relativity</td>
</tr>
<tr>
<td>• Ionising radiation and nuclear reactions</td>
<td>• Waves</td>
<td>• Electromagnetism</td>
<td>• Quantum theory</td>
</tr>
<tr>
<td>• Electrical circuits</td>
<td></td>
<td></td>
<td>• The Standard Model</td>
</tr>
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Assessment

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</tr>
<tr>
<td>Unit 3 and 4</td>
<td></td>
</tr>
</tbody>
</table>

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

Overview

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

Objectives

By the conclusion of the course of study, students will:
• describe and explain scientific concepts, theories, models and systems and their limitations
• apply understanding of scientific concepts, theories, models and systems within their limitations
• analyse evidence
• interpret evidence
• investigate phenomena
• evaluate processes, claims and conclusions
• communicate understandings, findings, arguments and conclusions.

Recommendations for success

It is strongly recommended that a student has achieved a B or above in Year 10 Science and Advanced Mathematics.
Structure

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<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual development</td>
<td>Individual behaviour</td>
<td>Individual thinking</td>
<td>The influence of others</td>
</tr>
<tr>
<td>• Psychological science A</td>
<td>• Psychological science B</td>
<td>• Localisation of function</td>
<td>• Social psychology</td>
</tr>
<tr>
<td>• The role of the brain</td>
<td>• Intelligence</td>
<td>in the brain</td>
<td>• Interpersonal processes</td>
</tr>
<tr>
<td>• Cognitive development</td>
<td>• Diagnosis</td>
<td>• Visual perception</td>
<td>• Attitudes</td>
</tr>
<tr>
<td>• Human consciousness</td>
<td>• Psychological disorders</td>
<td>• Memory</td>
<td>• Cross-cultural psychology</td>
</tr>
<tr>
<td>and sleep</td>
<td>and treatments</td>
<td>• Learning</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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</tr>
<tr>
<td>20%</td>
<td>50%</td>
</tr>
<tr>
<td>Unit 3 and 4</td>
<td></td>
</tr>
</tbody>
</table>
Science in Practice

Applied senior subject

Overview

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, for example, animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

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

• describe and explain scientific facts, concepts and phenomena in a range of situations
• describe and explain scientific skills, techniques, methods and risks
• analyse data, situations and relationships
• apply scientific knowledge, understanding and skills to generate solutions
• communicate using scientific terminology, diagrams, conventions and symbols
• plan scientific activities and investigations
• evaluate reliability and validity of plans and procedures, and data and information
• draw conclusions, and make decisions and recommendations using scientific evidence.

Recommendations for success

It is strongly recommended that a student has achieved a C or above in Year 10 Science.
Structure

The Science in Practice course is designed around core topics and at least three electives.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Electives over the two year program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scientific literacy and working scientifically</td>
<td>• Science for the workplace</td>
</tr>
<tr>
<td>• Workplace health and safety</td>
<td>• Resources, energy and sustainability</td>
</tr>
<tr>
<td>• Communication and self-management</td>
<td>• Health and lifestyles</td>
</tr>
<tr>
<td></td>
<td>• Environments</td>
</tr>
<tr>
<td></td>
<td>• Discovery and change</td>
</tr>
</tbody>
</table>

Assessment

For Science in Practice, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

• at least one investigation based on primary data
• a range of assessment instruments that includes no more than two assessment instruments from any one technique.

| Project                                                              | Investigation                                                                 | Collection of work                                                                 | Extended response                                                                 |
|                                                                    | A response that includes locating and using information beyond students’ own knowledge and the data they have been given | A response to a series of tasks relating to a single topic in a module of work      | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials |
| A response to a single task, situation and/or scenario               | A response that includes locating and using information beyond students’ own knowledge and the data they have been given | A response to a series of tasks relating to a single topic in a module of work      | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials |
| At least two different components from the following:                |                                                                                                                             |                                                                                     |
| • Written: 500–800 words                                            |                                                                                                                             |                                                                                     |
| • Spoken: 2½–3½ minutes                                             |                                                                                                                             |                                                                                     |
| • Multimodal:                                                       |                                                                                                                             |                                                                                     |
| ◦ non-presentation: eight A4 pages maximum (or equivalent)           |                                                                                                                             |                                                                                     |
| ◦ presentation: 3–6 minutes                                         |                                                                                                                             |                                                                                     |
| • Performance: continuous class time                                |                                                                                                                             |                                                                                     |
| • Product: continuous class time                                    | At least three different components from the following:                                                                   |                                                                                     |
| Present in one of the following modes:                              | • Written: 600–1000 words                                               |                                                                                     |
| • Spoken: 1½–2½ minutes                                             | ◦ multimodal                                                           |                                                                                     |
| • Multimodal                                                        | ◦ non-presentation: six A4 pages maximum (or equivalent)                                                               |                                                                                     |
| ◦ presentation: 4–7 minutes                                         | ◦ presentation: 2–4 minutes                                              |                                                                                     |
| • Performance: continuous class time                                | • Performance: continuous class time                                     |                                                                                     |
| Present in one of the following modes:                              |                                                                                                                             |                                                                                     |
| • Written: 500–800 words                                            |                                                                                                                             |                                                                                     |
Humanities and Social Sciences (HASS)

**LEARNING AREA**

### Year 10
- History
- Geography
- Economics and Business
- Civic and Citizenship
- Foundation Accounting and Business

### Years 11 and 12
- Ancient History
- Modern History
- Aboriginal and Torres Strait Islander Studies
- Geography
- Economics
- Legal Studies
- Philosophy and Reason
- Religion and Ethics
- Social and Community Studies
- Accounting
- Business Studies
- Tourism

**LEGEND**

- **Years 7–10 Core**
- **Years 7–10 Electives**
- **Years 11–12 General**
- **Years 11–12 Applied**
- **VET Certificate**

- **Recommended pathway**
- **Available pathway**
- **In addition to**

Disclaimer: Information contained in this document is correct at time of publishing.
Aboriginal and Torres Strait Islander Studies

General senior subject

Overview

Aboriginal and Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples. As these are the oldest living cultures in the world, this study is relevant for all students and is fundamental to an understanding of a shared Australian identity. It also makes students aware of diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures through an approach that informs an understanding of the past, present and future.

Aboriginal and Torres Strait Islander Studies allows students to develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. Students also learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples as a necessary condition for understanding a shared history in Australia. Through recognising this, all students should develop an empathy and respect for the ways people think, feel and act, as well as an informed awareness of the diversity that exists locally and globally.

Pathways

Aboriginal and Torres Strait Islander Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Aboriginal and Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

Objectives

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

• define and use terminology
• demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies
• analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples
• consider and organise information from sources
• evaluate the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples
• create responses that communicate meaning to suit 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture, identity and connections</td>
<td>Continuity, change and influences</td>
<td>Responses and contributions</td>
<td>Moving forward</td>
</tr>
<tr>
<td>• Significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies using a holistic approach</td>
<td>• Topic 1: Resistance</td>
<td>• Topic 1: Rights and freedoms</td>
<td>• Topic 1: Resilience</td>
</tr>
<tr>
<td></td>
<td>• Topic 2: Social and political change</td>
<td>• Topic 2: Land rights</td>
<td>• Topic 2: Reconciliation and recognition</td>
</tr>
</tbody>
</table>

Assessment

BrisbaneSDE will devise assessments in Unit 1 and 2 to prepare students for Unit 3 and Unit 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

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</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td>• Investigation — inquiry response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — inquiry response</td>
<td>• Examination — short response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Accounting
General senior subject

Overview

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in contributing to the successful performance of any organisation.

For trading and service enterprises, and for companies, students will learn:
• the principles of double entry accounting
• accrual accounting and accounting for the GST
• computerised accounting packages (i.e. MYOB)
• control of the major financial elements of a business — cash, credit transactions, inventories
• preparation of accounting records and reports
• analysis and interpretation of financial reports.

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

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

By the conclusion of the course of study, students will:
• comprehend accounting concepts, principles and processes
• apply accounting principles and processes
• analyse and interpret financial data and information to draw conclusions
• evaluate accounting practices to make decisions and propose recommendations
• synthesise and solve accounting problems
• create responses that communicate meaning to suit purpose and audience.

Recommendations for success

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real world accounting</td>
<td>Management effectiveness</td>
<td>Monitoring a business</td>
<td>Accounting — the big picture</td>
</tr>
<tr>
<td>• Accounting for a service business</td>
<td>• Accounting for a trading GST business</td>
<td>• Managing resources for a trading GST</td>
<td>• Cash management</td>
</tr>
<tr>
<td>— cash, accounts receivable, accounts</td>
<td>— End-of-year reporting for a trading GST</td>
<td>— Fully classified financial statement</td>
<td>• Complete accounting process for a trading</td>
</tr>
<tr>
<td>payable and no GST</td>
<td>business</td>
<td>reporting for a trading GST business</td>
<td>GST business</td>
</tr>
<tr>
<td>• End-of-month reporting for a service</td>
<td></td>
<td></td>
<td>• Performance analysis</td>
</tr>
<tr>
<td>business — no GST</td>
<td></td>
<td></td>
<td>of a public company</td>
</tr>
</tbody>
</table>

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. 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

<table>
<thead>
<tr>
<th>Summative internal assessment 1 (IA1):</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination — combination response</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>25%</td>
<td>• Project — cash management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summative internal assessment 2 (IA2):</th>
<th>Summative external assessment (EA):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination — combination response</td>
<td>• Examination — short response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Overview

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

Ancient History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The skills developed in Ancient History can be used in students’ everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Objectives

By the conclusion of the course of study, students will:
• comprehend terms, concepts and issues
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments
• create responses that communicate meaning 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: 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, empathy, 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**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating the ancient world</td>
<td>Personalities in their time</td>
<td>Reconstructing the ancient world</td>
<td>People, power and authority</td>
</tr>
<tr>
<td>• Digging up the past</td>
<td>• Hatshepsut</td>
<td>• Assyria from Tiglath Pileser III to the fall of the Empire</td>
<td>• Ancient Rome — Civil War and the breakdown of the Republic</td>
</tr>
<tr>
<td>• Ancient societies — Beliefs, rituals and funerary practices</td>
<td>• Alexander the Great</td>
<td>• Pompeii and Herculaneum</td>
<td>• Augustus</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — essay in response to historical sources</td>
<td>• Investigation — historical essay based on research</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — independent source investigation</td>
<td>• Examination — short responses to historical sources</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Economics

General senior subject

Overview

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise wellbeing.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia’s place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

Economics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. 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.

Objectives

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

• comprehend economic concepts, principles and models
• select data and economic information from sources
• analyse economic issues
• evaluate economic outcomes
• create responses that communicate economic meaning.

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markets and models</td>
<td>Modified markets</td>
<td>International economics</td>
<td>Contemporary macroeconomics</td>
</tr>
<tr>
<td>• The basic economic problem</td>
<td>• Markets and efficiency</td>
<td>• The global economy</td>
<td>• Macroeconomic objectives and theory</td>
</tr>
<tr>
<td>• Economic flows</td>
<td>• Case options of market measures and strategies</td>
<td>• International economic issues</td>
<td>• Economic management</td>
</tr>
<tr>
<td>• Market forces</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Examination — extended response to stimulus</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — research report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Geography

General senior subject

Overview

Geography focuses on the significance of ‘place’ and ‘space’ in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

Geography is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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. These pathways draw on the skills acquired through understanding and using spatial technologies.

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
• synthesise information from the analysis to propose action
• communicate geographical understanding.

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 Maths due to the numberacy demands of the subject.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to risk and vulnerability in hazard zones</td>
<td>Planning sustainable places</td>
<td>Responding to land cover transformations</td>
<td>Managing population change</td>
</tr>
<tr>
<td>• Natural hazard zones</td>
<td>• Responding to challenges facing a place in Australia</td>
<td>• Land cover transformations and climate change</td>
<td>• Population challenges in Australia</td>
</tr>
<tr>
<td>• Ecological hazard zones</td>
<td>• Managing the challenges facing a megacity</td>
<td>• Responding to local land cover transformations</td>
<td>• Global population change</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — data report</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — field report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Legal Studies

General senior subject

Overview

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

Legal Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes Legal Studies students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beyond reasonable doubt</td>
<td>Balance of probabilities</td>
<td>Law, governance and change</td>
<td>Human rights in legal contexts</td>
</tr>
<tr>
<td>• Legal foundations</td>
<td>• Civil law foundations</td>
<td>• Governance in Australia</td>
<td>• Human rights</td>
</tr>
<tr>
<td>• Criminal investigation process</td>
<td>• Contractual obligations</td>
<td>• Law reform within a dynamic society</td>
<td>• The effectiveness of international law</td>
</tr>
<tr>
<td>• Criminal trial process</td>
<td>• Negligence and the duty of care</td>
<td></td>
<td>• Human rights in Australian contexts</td>
</tr>
<tr>
<td>• Punishment and sentencing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — argumentative essay</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — inquiry report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Modern History

General senior subject

Overview

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

Modern History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis. The skills developed in Modern History can be used in students’ everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Objectives

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

• comprehend terms, concepts and issues
• devise historical questions and conduct research
• analyse evidence from historical sources to show understanding
• synthesise evidence from historical sources to form a historical argument
• evaluate evidence from historical sources to make judgments
• create responses that communicate meaning 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: 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, empathy, 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas in the modern world</td>
<td>Movements in the modern world</td>
<td>National experiences in the modern world</td>
<td>International experiences in the modern world</td>
</tr>
<tr>
<td>• Australian Frontier Wars</td>
<td>• Anti-apartheid movement in South Africa, 1948–1991</td>
<td>• China, 1931–1976</td>
<td>• Struggle for peace in the Middle East since 1948</td>
</tr>
<tr>
<td>• Russian Revolution</td>
<td>• African-American civil rights movement, 1954–1968</td>
<td>• Germany, 1914–1945</td>
<td>• Australian engagement with Asia since 1945</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3): • Investigation — historical essay based on research</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Investigation — independent source investigation</td>
<td>25%</td>
</tr>
<tr>
<td>Summative external assessment (EA): • Examination — short responses to historical sources</td>
<td>25%</td>
</tr>
</tbody>
</table>
Philosophy and Reason

General senior subject

Overview

Philosophy and Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, communicate viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Pathways

A course of study in Philosophy and Reason specifically focuses on the development of transferable skills, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility. Students are thus prepared for post-school participation in a wide range of fields, including business, communication, ethics, journalism, law, politics, professional writing, psychology, science research, and teaching. Studying Philosophy and Reason provides students with the skills of collaboration, communication, and critical thinking which are essential to informed participation in modern society.

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, views and ideas
• 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. Students should be willing to share ideas with others and to actively participate in class discussions.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of reason</td>
<td>Reason in philosophy</td>
<td>Moral philosophy and schools of thought</td>
<td>Social and political philosophy</td>
</tr>
<tr>
<td>• The learning consists of the fundamental concepts, skills, knowledge and understanding of the discipline of philosophy</td>
<td>• Philosophy of religion, Philosophy of mind</td>
<td>• Topic 1: Moral philosophy, Topic 2: Philosophical schools of thought</td>
<td>• Topic 1: Rights, Topic 2: Political philosophy</td>
</tr>
</tbody>
</table>

Assessment

Students will complete three formal assessments in Units 1 and 2, as well as a range of formative tasks.

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — extended response — analytical essay based on Unit 3 Topic 1</td>
<td>• Extended response — analytical essay based on Unit 4 Topic 1</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Extended response — analytical essay based on Unit 3 Topic 2</td>
<td>• Examination — extended response — analytical essay based on Unit 4 Topic 2</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Business Studies

Applied senior subject

Overview

Business Studies provides opportunities for students to develop business knowledge and skills in a range of business contexts.

Core course content includes four business practices:
- Business fundamentals
- Financial literacy
- Business communication
- Business technology

These business practices will be integrated into four business functions:
- Working in administration
- Working in finance
- Working in marketing
- Working with customers

Contexts applied to the business practices and functions include:
- Travel
- Retail
- Real estate
- Tourism
- Events management

This course aims to improve students’ economic, consumer and financial literacy. Student work will be assessed across three dimensions:
- Knowing and understanding
- Analysing and applying
- Planning and evaluating

Pathways

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

Objectives

By the conclusion of the course of study, students will:
- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts

Resources and requirements for this subject can be found on the BrisbaneSDE website.
Disclaimer: Information contained in this document is correct at time of publishing.
• use language conventions and features to communicate ideas and information
• make and justify decisions for business solutions and outcomes
• plan and organise business solutions and outcomes
• evaluate business decisions, solutions and outcomes.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality business communication</td>
<td>Targeted marketing</td>
<td>Managing people</td>
<td>International business</td>
</tr>
<tr>
<td>• Developing effective communication skills is essential to establish a good reputation and sustain business relationships</td>
<td>• Knowing who and how to target when marketing promotes sustainability for businesses</td>
<td>• Attracting and retaining good quality staff is essential to the success of businesses in the real estate industry</td>
<td>• Effective communication and cross-cultural respect is key for successful interaction in the global marketplace</td>
</tr>
<tr>
<td>Managing finance</td>
<td>Social media</td>
<td>Financial procedures in business</td>
<td>Event management</td>
</tr>
<tr>
<td>• Internal control procedures and accurate financial records protect business assets</td>
<td>• Promoting a retail business using social media can increase sales and market share</td>
<td>• Carefully prepared financial documents allow accurate interpretation and communication to interested parties</td>
<td>• Effectively organising, promoting and coordinating an event will contribute to its overall success and achievement of goals</td>
</tr>
</tbody>
</table>

Assessment

BrisbaneSDE will devise contextualised internal assessments for all Units.

Assessment from Units 3 and 4 of the Business Studies course is used to determine the student’s exit result.

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Examination: • 60–90 minutes, individual, supervised, unseen • Short response: 50–250 words per item</td>
<td>Summative internal assessment 3 (IA3): Examination: • 60–90 minutes, individual, supervised, unseen • Short response: 50–250 words per item</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Project: • Eight weeks, unsupervised • Multimodal: ◦ Spoken component: 2½–3½ minutes ◦ Written component: 500–900 words</td>
<td>Summative internal assessment 4 (IA4): Extended response to stimulus: • Four weeks, unsupervised • Written response: 600–1000 words</td>
</tr>
</tbody>
</table>
Religion and Ethics

Applied senior subject

Overview

Religion & Ethics focuses on the personal and relational perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as finding meaning or purpose in life, life choices, moral and ethical issues and justice, and explore how these are dealt with in various religious and ethical traditions. They examine how personal beliefs, values and identity are shaped and influenced by factors such as family, culture, gender, race, class and economic status.

Students gain knowledge and understanding, develop the ability to think critically, and communicate concepts relevant to their lives and the world in which they live.

Religion and Ethics requires a preparedness to engage respectfully with the ideas of others, and to critically reflect upon one’s own ideas. Students are expected to be respectful of each other, regardless of differences in belief or perspective. This subject involves an exploration of a range of religious and ethical perspectives, and will not privilege any particular perspective or belief.

Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and productive engagement with others in today’s diverse society.

Objectives

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

• recognise and describe concepts, ideas and terminology about religion and ethics
• identify and explain the ways religion and ethics contribute to perspectives of life and society
• explain viewpoints and practices related to religion and ethics
• organise information and material related to religion and ethics
• analyse perspectives, viewpoints and practices related to religion and ethics
• apply criteria and ideas to make decisions about inquiries
• use language conventions and features purposefully to communicate ideas and information
• plan and undertake inquiries about religion and ethics
• communicate the outcomes of inquiries to suit audiences
• appraise inquiry processes and the outcomes of inquiries.

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

Disclaimer: Information contained in this document is correct at time of publishing.
### Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are Religion and ethics relevant today?</td>
<td>How should we live?</td>
<td>Is there a bigger picture?</td>
<td>What difference does it make?</td>
</tr>
<tr>
<td>• Religion and ethics in Australia</td>
<td>• Ethics and morality</td>
<td>• Religions of the world</td>
<td>• Good and evil</td>
</tr>
<tr>
<td>• Religion and ethics in contemporary culture</td>
<td>• Peace and conflict</td>
<td>• Meaning and purpose</td>
<td>• Social justice</td>
</tr>
</tbody>
</table>

### Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

#### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Examination — short response test:</td>
<td>Summative internal assessment 3 (IA3): Extended response to stimulus — written:</td>
</tr>
<tr>
<td>• 60–90 minutes</td>
<td>• 600–1000 words</td>
</tr>
<tr>
<td>• 50–250 words per item</td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Investigation — written response:</td>
<td>Summative internal assessment 4 (IA4): Project — advertising campaign:</td>
</tr>
<tr>
<td>• 600–1000 words</td>
<td>• Two components out of written, spoken, multimodal, performance and product</td>
</tr>
</tbody>
</table>
Social and Community Studies

Applied senior subject

Overview

Social and Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

Objectives

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

• recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
• recognise and explain the ways life skills relate to social contexts
• explain issues and viewpoints related to social investigations
• organise information and material related to social contexts and issues
• analyse and compare viewpoints about social contexts and issues
• apply concepts and ideas to make decisions about social investigations
• use language conventions and features to communicate ideas and information, according to purposes
• plan and undertake social investigations
• communicate the outcomes of social investigations, to suit audiences
• appraise inquiry processes and the outcomes of social investigations.
Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied and be integrated throughout the course:

<table>
<thead>
<tr>
<th>Core life skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personal skills — Growing and developing as an individual</td>
</tr>
<tr>
<td>• Interpersonal skills — Living with and relating to other people</td>
</tr>
<tr>
<td>• Citizenship skills — Receiving from and contributing to community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective 8: Money management</td>
<td>Elective 4: Health — food and nutrition</td>
<td>Elective 1: The Arts and the community</td>
<td>Elective 7: Legally, it could be you.</td>
</tr>
<tr>
<td>Elective 11: The world of work</td>
<td>Elective 5: Health recreation and leisure</td>
<td>Elective 9: Science and technology</td>
<td>Elective 2: Australia’s place in the world</td>
</tr>
</tbody>
</table>

Assessment

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments from at least three different assessment techniques, including:

• one project or investigation
• one examination
• no more than two assessments from each technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials</td>
<td>A response that answers a number of provided questions, scenarios and/or problems</td>
</tr>
<tr>
<td>At least two different components from the following:</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
<td>• 60–90 minutes</td>
</tr>
<tr>
<td>• Written: 500–900 words</td>
<td>• Written: 600–1000 words</td>
<td>• Written: 600–1000 words</td>
<td>• 50–250 words per item on the test</td>
</tr>
<tr>
<td>• Spoken: 2½–3½ minutes</td>
<td>• Spoken: 3–4 minutes</td>
<td>• Spoken: 3–4 minutes</td>
<td></td>
</tr>
<tr>
<td>• Multimodal: 3–6 minutes</td>
<td>• Multimodal: 4–7 minutes</td>
<td>• Multimodal: 4–7 minutes</td>
<td></td>
</tr>
<tr>
<td>• Performance: continuous class time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Product: continuous class time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Applied senior subject

Overview

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities and evaluate concepts and information.

Pathways

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

Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to tourism</td>
<td>Sustainable practices in accommodation sector</td>
<td>The informed travel experience</td>
<td>World tourism</td>
</tr>
</tbody>
</table>

- Investigate forms of tourism and client groups.
- Describe the key concepts, different sectors and tourism industry laws and policies.
- Examine sources of data and information which focus on issues surrounding sustainability in the industry including the accommodation sector.
- Evaluate current practices and future trends.
- Address the various factors that tourists need to investigate to ensure an enjoyable travelling experience.
- Describe the elements of smart travel.
- Research the range of data and information sources that are available to tourists.
- Investigate different forms of tourism servicing different client groups, using tourism hotspots and sustainable global destinations and attractions as case studies.

<table>
<thead>
<tr>
<th>The travel experience</th>
<th>Effective marketing strategies for destinations and attractions</th>
<th>Employment opportunities in the tourism industry</th>
</tr>
</thead>
</table>

- Investigate the knowledge required by tourists so that they can experience quality travel.
- Examine the necessary skills required of people working in the travel industry in order to assist clients in achieving this goal, focusing on the student’s local area.
- Examine tourism marketing strategies for local destinations and attractions.
- Examine how important marketing is and that it is a factor that affects choice of travel.
- Examine employment opportunities and the skills and knowledge required to be employable.
- Examine case studies to investigate career paths available and determine an appropriate pathway for the student.

Assessment

BrisbaneSDE will devise contextualised internal assessment for all units.

Assessment from Units 3 and 4 of the Tourism course is used to determine the student’s exit result.

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Extended response:</td>
<td>Summative internal assessment 3 (IA3): Project:</td>
</tr>
<tr>
<td>• Written response: 600–1000 words</td>
<td>• Written response: 500–900 words</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Investigation:</td>
<td>Multimodal component: presentation 3–6 minutes</td>
</tr>
<tr>
<td>• Multimodal response: Video clip 4–7 minutes</td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 4 (IA4): Examination:</td>
<td>Short response test: 60–90 minutes, 50–250 words per item</td>
</tr>
</tbody>
</table>

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

**Year 10**
- Music
- Visual Arts

**Years 11 and 12**
- Dance
- Music Extension (Year 12 only)
- Music
- Music in Practice
- Visual Art
- Visual Arts in Practice
- Media Arts in Practice

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**LEGEND**

- Years 7–10 Core
- Years 7–10 Electives
- Years 11–12 General
- Years 11–12 Applied
- VET Certificate

- Recommended pathway
- Available pathway
- In addition to
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 pre-requisite for all students to be an active member of a reputable private dance studio. Students are required to participate in regular dance classes, in a variety of genres, including contemporary, at their private studio 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 for
their performance assessment each year. 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.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moving bodies</td>
<td>Moving through environments</td>
<td>Moving statements</td>
<td>Moving my way</td>
</tr>
</tbody>
</table>

How does dance communicate meaning for different purposes and in different contexts?

- Genres:
  - contemporary
  - at least one other genre
- Subject matter:
  - meaning, purpose and context
  - historical and cultural origins of focus genres

How does the integration of the environment shape dance to communicate meaning?

- Genres:
  - contemporary
  - at least one other genre
- Subject matter:
  - physical dance environments including site-specific dance
  - virtual dance environments

How is dance used to communicate viewpoints?

- Genres:
  - contemporary
  - at least one other genre
- Subject matter:
  - social, political and cultural influences on dance

How does dance communicate meaning for me?

- Genres:
  - fusion of movement styles
- Subject matter:
  - developing a personal movement style
  - personal viewpoints and influences on genre and style

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): 20%</td>
<td>Summative internal assessment 3 (IA3): 35%</td>
</tr>
<tr>
<td>• Performance</td>
<td>• Project — dance work</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): 20%</td>
<td></td>
</tr>
<tr>
<td>• Choreography</td>
<td></td>
</tr>
</tbody>
</table>

Unit 3 and 4

| Summative external assessment (EA): 25% |
| Examination — extended response |
Music

General senior subject

Overview

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

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 to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

Prerequisites

A minimum of a B in Year 10 Music or equivalent, for example, Grade 3 AMEB Theory, is strongly recommended. Students who have not attained this level may experience significant challenge.

Students should also have proficiency in an instrument or singing. 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designs</td>
<td>Identities</td>
<td>Innovations</td>
<td>Narratives</td>
</tr>
<tr>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
</tr>
<tr>
<td>• How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</td>
<td>• 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?</td>
<td>• How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</td>
<td>• How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Performance</td>
<td>• Integrated project</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>20%</td>
</tr>
<tr>
<td>• Composition</td>
<td>35%</td>
</tr>
<tr>
<td>Unit 3 and 4</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

Disclaimer: Information contained in this document is correct at time of publishing.
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 General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and 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.

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.

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.

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

Objectives consist of common objectives and specialisation objectives.

Common Objectives

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

• apply literacy skills
• evaluate music and ideas about music
• examine music and ideas about music
• express meaning, emotion or ideas about music.

Composition specialisation

In addition, students specialising in Composition will:

• apply compositional devices
• manipulate music elements and concepts
• resolve music ideas.
Musicology specialisation

In addition, students specialising in Musicology will:

• analyse music
• investigate music
• synthesise information.

Performance specialisation

In addition, students specialising in Performance will

• 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 required in this subject.

As part of the course, students are required to find and work with a mentor in their chosen specialisation.

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

Structure

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore</td>
<td>Emerge</td>
</tr>
<tr>
<td>• Key idea 1: Initiate best practice</td>
<td>• Key idea 3: Independent best practice</td>
</tr>
<tr>
<td>• Key idea 2: Consolidate best practice</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Unit 3 and 4</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td>25%</td>
</tr>
</tbody>
</table>

Disclaimer for Music Extension

A minimum number of 10 student enrolments for Music Extension is required for this subject to be offered at BrisbaneSDE. Enrolments in Music Extension must be confirmed before the end of the school year, prior to commencement of study.
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 art practices, traditions, cultures and theories
• justify viewpoints
• experiment in response to stimulus
• create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
• realise responses to communicate meaning.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art as lens</strong></td>
<td><strong>Art as code</strong></td>
<td><strong>Art as knowledge</strong></td>
<td><strong>Art as alternate</strong></td>
</tr>
<tr>
<td>Through inquiry learning, the following are explored:</td>
<td>Through inquiry learning, the following are explored:</td>
<td>Through inquiry learning, the following are explored:</td>
<td>Through inquiry learning, the following are explored:</td>
</tr>
<tr>
<td>• Concept: lenses to explore the material world</td>
<td>• Concept: art as a coded visual language</td>
<td>• Concept: constructing knowledge as artist and audience</td>
<td>• Concept: evolving alternate representations and meaning</td>
</tr>
<tr>
<td>• Contexts: personal and contemporary</td>
<td>• Contexts: formal and cultural</td>
<td>• Contexts: contemporary, personal, cultural and/or formal</td>
<td>• Contexts: contemporary and personal, cultural and/or formal</td>
</tr>
<tr>
<td>• Focus: People, place, objects</td>
<td>• Focus: Codes, symbols, signs and art conventions</td>
<td>• Focus: student-directed</td>
<td>• Focus: continued exploration of Unit 3 student-directed focus</td>
</tr>
<tr>
<td>• Media: 2D, 3D, and time-based</td>
<td>• Media: 2D, 3D, and time-based</td>
<td>• Media: student-directed</td>
<td>• Media: student-directed</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Investigation — inquiry phase 1</td>
<td>• Project — inquiry phase 3</td>
</tr>
<tr>
<td><strong>15%</strong></td>
<td><strong>35%</strong></td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Project — inquiry phase 2</td>
<td>• Examination</td>
</tr>
<tr>
<td><strong>25%</strong></td>
<td><strong>25%</strong></td>
</tr>
</tbody>
</table>

Unit 3 and 4

**Summative external assessment (EA):**

• Examination **25%**
Media Arts in Practice

Applied senior subject

Overview

The media arts comprise a range of art forms that have in common their composition and transmission through film, television, radio, print, gaming and web-based media. Increasingly, they are characterised by digitisation and transmission via electronic media. In common with all art forms, in their making and reception, they excite and extend the imagination, and express, inspire, critique or entertain with representations of lived experience and culture.

Media Arts in Practice gives students opportunities to create and share media artworks that convey meaning and express insight. Media artworks respond to individual, group or community needs and issues, within a variety of contexts and for a variety of purposes. Through media art-making processes and practices, students develop self-knowledge through self-expression, provide commentary or critique, explore social, community and/or cultural identity, and develop aesthetic skills and appreciation.

Students of Media Arts in Practice develop knowledge, understanding and skills from three core topics — ‘Media technologies’, ‘Media communications’ and ‘Media in society’. These core topics are embedded in, and explored through, electives that provide the flexibility to accommodate current and emerging technologies and the diverse interests and abilities of students.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.

Objectives

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts.
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose.
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.
Structure

The Media Arts in Practice course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Media technologies</td>
<td>• Audio</td>
</tr>
<tr>
<td>• Media communications</td>
<td>• Curating</td>
</tr>
<tr>
<td>• Media in society</td>
<td>• Graphic design</td>
</tr>
<tr>
<td></td>
<td>• Interactive media</td>
</tr>
<tr>
<td></td>
<td>• Moving images</td>
</tr>
<tr>
<td></td>
<td>• Still image</td>
</tr>
</tbody>
</table>

The students will study the following units over the length of the course.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Of The Charts!</td>
<td>Animating Social Issues</td>
<td>Documenting the Real World</td>
<td>Lights, Camera, Reaction!</td>
</tr>
</tbody>
</table>

Students will:
• create ideas for production
• become familiar with technologies used in the industry
• explore different genres in various media
• learn the basics of designing, filming and editing
• explore advertising and video music production.

Students will:
• explore films, video games and online content
• learn the techniques of stop-motion animation
• explore the representation of gender and environmental issues in the media.

Students will:
• analyze documentary styles and develop skills in representing life and identify in use of media technologies
• explore, create, present and reflect on the genre of documentary and its place in popular culture.

Students will:
• explore the many varieties of 2D and 3D animation
• develop an understanding of Avant Garde and experimental cinema.

Assessment

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student’s exit result and consists of four instruments, including:

• at least two projects, with at least one project arising from community connections
• at least one product (separate from to an assessable component of a project).
Music in Practice

Applied senior subject

Overview

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others’ music works in class, school and community settings.

They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment by giving students the knowledge and skills that should enhance their employment prospects in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment manager, tour manager or music director.

Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices.
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others’ music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose.
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

Recommendations for success

It is highly recommended that a student has:

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tune in and Know Your Craft</td>
<td>That's Show Biz</td>
<td>Music of the People, for the People</td>
<td>Music in the Media</td>
</tr>
<tr>
<td>• This unit focuses on the development of vocal and/or instrumental performance skills.</td>
<td>• This unit develops students’ skills in singing and playing, both solo and in groups.</td>
<td>• This unit focuses on giving students the opportunity to explore many different styles of music for a variety of community events.</td>
<td>• Music can influence people’s emotions, opinions and even purchasing behaviour in subtle ways and in a range of environments.</td>
</tr>
<tr>
<td>• Students develop their technique through practical activities and workshops.</td>
<td>• Students will investigate Australian music industry practices and culture, such as event management and workplace health and safety requirements.</td>
<td>• This unit also gives the students an opportunity to build their awareness and understanding of music life and opportunities within and beyond school through authentic interactions.</td>
<td></td>
</tr>
<tr>
<td>• Students also develop their general musicianship and aural skills across a range of genres and applications.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students analyse and evaluate a range of ‘cover’ songs of iconic repertoire. This inspires students to create their own cover of a commercially available song.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

In Music in Practice, assessment from Units 3 and 4 is used to determine the student’s exit result and consists of four instruments, including:

• at least one project, arising from community connections
• at least one performance, separate to an assessable component of a project
• at least one product (composition), separate to an assessable component of a project.
Visual Arts in Practice
Applied senior subject

Overview

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others’ works. They also investigate information about artists, art movements and theories and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others’ art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of art related fields.

Objectives

By the conclusion of the course of study, students will:
• recall terminology and explain art-making processes
• interpret information about concepts and ideas for a purpose
• demonstrate art-making processes required for visual artworks
• apply art-making processes, concepts and ideas
• analyse visual art-making processes for particular purposes
• use language conventions and features to achieve particular purposes
• generate plans and ideas and make decisions
• create communications that convey meaning to audiences
• evaluate art-making processes, concepts and ideas.

Structure

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual mediums, technologies, techniques</td>
<td>2D</td>
</tr>
<tr>
<td>Visual literacies and contexts</td>
<td>3D</td>
</tr>
<tr>
<td>Artwork realisation</td>
<td>Design</td>
</tr>
<tr>
<td></td>
<td>Craft</td>
</tr>
</tbody>
</table>

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student’s exit result and consists of four instruments, including:
• two projects, with at least one project arising from community connections
• two products, separate to an assessable component of a project.

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

**Year 10**
- Design and Technologies

**Years 11 and 12**
- Food and Nutrition
- Design
- Digital Solutions
- Information and Communication Technology

**LEGEND**
- Years 7–10 Core
- Years 7–10 Electives
- Years 11–12 General
- Years 11–12 Applied
- VET Certificate

→ Recommended pathway
→ Available pathway
+ In addition to

Disclaimer: Information contained in this document is correct at time of publishing.
Design

General senior subject

Overview

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders.

They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

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 drawing and low-fidelity prototyping
• analyse needs, wants and opportunities using data
• devise ideas in response to design problems
• synthesise ideas and design information to propose design concepts
• evaluate ideas and design concepts to make refinements
• make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

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

Disclaimer: Information contained in this document is correct at time of publishing.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design in practice</td>
<td>Commercial design</td>
<td>Human-centred design</td>
<td>Sustainable design</td>
</tr>
<tr>
<td>• Experiencing design</td>
<td>• Explore — client needs and wants</td>
<td>• Designing with empathy</td>
<td>• Explore — sustainable design opportunities</td>
</tr>
<tr>
<td>• Design process</td>
<td>• Develop — collaborative design</td>
<td></td>
<td>• Develop — redesign</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — design challenge</td>
<td>• Project</td>
</tr>
<tr>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project</td>
<td>• Examination — design challenge</td>
</tr>
<tr>
<td>35%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Digital Solutions

General senior subject

Overview

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing’s personal, local and global impact and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

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 determine possible digital solutions
• generate components of the digital solution
• evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
• make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating with code</td>
<td>Application and data solutions</td>
<td>Digital innovation</td>
<td>Digital impacts</td>
</tr>
<tr>
<td>• Understanding digital problems</td>
<td>• Data-driven problems and solution requirements</td>
<td>• Interactions between users, data and digital systems</td>
<td>• Digital methods for exchanging data</td>
</tr>
<tr>
<td>• User experiences and interfaces</td>
<td>• Data and programming techniques</td>
<td>• Real-world problems and solution requirements</td>
<td>• Complex digital data exchange problems and solution requirements</td>
</tr>
<tr>
<td>• Algorithms and programming techniques</td>
<td>• Prototype data solutions</td>
<td>• Innovative digital solutions</td>
<td>• Prototype digital data exchanges</td>
</tr>
<tr>
<td>• Programmed solutions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Investigation — technical proposal</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project — digital solution</td>
<td>• Examination</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Food and Nutrition
General senior subject

Overview
Food and Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways
A course of study in Food and Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives
By the conclusion of the course of study, students will:
• recognise and describe food and nutrition facts and principles
• explain food and nutrition ideas and problems
• analyse problems, information and data
• determine solution requirements and criteria
• synthesise information and data to develop ideas for solutions
• generate solutions to provide data to determine the feasibility of the solution
• evaluate and refine ideas and solutions to make justified recommendations for enhancement
• 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 C or above in Year 10 Science or a Technology subject.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food science of vitamins, minerals and protein</td>
<td>Food drivers and emerging trends</td>
<td>Food science of carbohydrate and fat</td>
<td>Food solution development for nutrition consumer markets</td>
</tr>
<tr>
<td>• Introduction to the food system</td>
<td>• Consumer food drivers</td>
<td>• The food system</td>
<td>• Formulation and reformulation for nutrition consumer markets</td>
</tr>
<tr>
<td>• Vitamins and minerals</td>
<td>• Sensory profiling</td>
<td>• Carbohydrate</td>
<td>• Food development process</td>
</tr>
<tr>
<td>• Protein</td>
<td>• Labelling and food safety</td>
<td>• Fat</td>
<td></td>
</tr>
<tr>
<td>• Developing food solutions</td>
<td>• Food formulation for consumer markets</td>
<td>• Developing food solutions</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project — folio</td>
<td>• Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Information and Communication Technology
Applied senior subject

Overview

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management and call centres.

Objectives

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

• identify and explain hardware and software requirements related to ICT problems
• identify and explain the use of ICT in society
• analyse ICT problems to identify solutions
• communicate ICT information to audiences using visual representations and language conventions and features
• apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
• synthesise ICT concepts and ideas to plan solutions to given ICT problems
• produce solutions that address ICT problems
• evaluate problem-solving processes and solutions and make recommendations.
**Structure**

The Information and Communication Technology course is designed around:
- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware</td>
<td>Animation</td>
</tr>
<tr>
<td>Software</td>
<td>Digital imaging and modelling</td>
</tr>
<tr>
<td>ICT in society</td>
<td>Audio and video production</td>
</tr>
<tr>
<td></td>
<td>Website production</td>
</tr>
</tbody>
</table>

**Assessment**

For Information and Communication Technology, assessment from Units 3 and 4 is used to determine the student’s exit result and consists of four instruments, including:
- at least two projects
- at least one extended response.

<table>
<thead>
<tr>
<th>Project</th>
<th>Extended response</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials</td>
</tr>
<tr>
<td>A project consists of a product component and at least one of the following components:</td>
<td>Presented in one of the following modes:</td>
</tr>
<tr>
<td>• Written: 500–900 words</td>
<td>• Written: 600–1000 words</td>
</tr>
<tr>
<td>• Spoken: 2½–3½ minutes</td>
<td>• Spoken: 3–4 minutes</td>
</tr>
<tr>
<td>• Multimodal: 3–6 minutes</td>
<td>• Multimodal: 4–7 minutes</td>
</tr>
<tr>
<td>• Product: continuous class time</td>
<td></td>
</tr>
</tbody>
</table>
Health and Physical Education (HPE)

**Year 10**
- Health and Physical Education
- Health Education

**Years 11 and 12**
- Health

---

**LEGEND**

- **Years 7–10 Core**
- **Years 7–10 Electives**
- **Years 11–12 General**
- **Years 11–12 Applied**
- **VET Certificate**

- Recommended pathway
- Available pathway
- In addition to

Disclaimer: Information contained in this document is correct at time of publishing.
Health

General senior subject

Overview

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through 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 health approaches and frameworks
• analyse and interpret information about health-related topics and issues
• critique information to distinguish determinants that influence health status
• organise information for particular purposes
• 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
• 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 10 English.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience as a personal health resource</td>
<td>Peers and family as resources for healthy living</td>
<td>Community as a resource for healthy living</td>
<td>Respectful relationships in the post-schooling transition</td>
</tr>
<tr>
<td>• Alcohol (elective)</td>
<td>• Homelessness (elective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Body image (elective)</td>
<td>• Road safety (elective)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Anxiety (elective)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): • Investigation — action research</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Examination — extended response</td>
<td>25%</td>
</tr>
</tbody>
</table>
Languages

Year 10
- Chinese
- French
- German
- Japanese
- Spanish

Years 11 and 12
- Chinese Extension (Year 12 only)
- Chinese
- French
- German
- Japanese
- Spanish

LEGEND
- **Years 7–10 Core**
- **Years 7–10 Electives**
- **Years 11–12 General**
- **Years 11–12 Applied**
- **VET Certificate**

- **Recommended pathway**
- **Available pathway**
- **In addition to**

Disclaimer: Information contained in this document is correct at time of publishing.
Chinese

General senior subject

Overview

Chinese provides students with the opportunity to reflect on their understanding of the Chinese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Chinese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Chinese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses, could be of value, such as business, hospitality, 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, values and attitudes
• analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
• apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
• structure, sequence and synthesise information to justify opinions, ideas and perspectives
• use strategies to maintain communication and exchange meaning in Chinese.

Recommendations for success

Completion of Year 10 Chinese based on the Australian Curriculum or the equivalent level is essential, with a C or above, preferably a B. Students who wish to apply for this prerequisite to be waived must contact the BrisbaneSDE Head of Department for Languages.

It is essential that students can read and write Year 10 level Chinese characters.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>我的世界</td>
<td>探索世界</td>
<td>社会现象</td>
<td>我的未来</td>
</tr>
<tr>
<td>My world</td>
<td>Exploring our world</td>
<td>Our society</td>
<td>My future</td>
</tr>
<tr>
<td>• Family/carers and friends</td>
<td>• Travel</td>
<td>• Roles and relationships</td>
<td>• Finishing secondary school, plans and reflections</td>
</tr>
<tr>
<td>• Lifestyle and leisure</td>
<td>• Technology and media</td>
<td>• Socialising and connecting with my peers</td>
<td>• Responsibilities and moving on</td>
</tr>
<tr>
<td>• Education</td>
<td>• The contribution of Chinese culture to the world</td>
<td>• Individuals in society</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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Summative assessments

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<tr>
<th>Unit 3</th>
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</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — short response</td>
<td>• Extended response</td>
</tr>
<tr>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
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 communicative abilities, preparing them for an increasingly globalised world. Students use their background knowledge and skills in Chinese in order to investigate how meaning is communicated in Chinese texts. In doing so, they use and enhance the language acquired and developed in the General Chinese syllabus to engage more deeply with a range of text types by creating meaning in Chinese.

Use of Chinese as the main medium for communication enables students to engage with creative thought and expression in Chinese in an increasingly complex range of social and cultural contexts. As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts. As students develop their analytical, creative and critical thinking in Chinese, they reflect on their perspectives and attitudes. Chinese Extension places students at the centre of their own learning.

In Chinese Extension, students also develop a deeper appreciation of cultural context as they analyse, investigate and create a range of Chinese texts. Students develop the ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and values, and appreciate how these have been influenced by cultural context.

Pathways

Studying Chinese Extension supports:

- business
- hospitality
- law
- science
- technology
- sociology
- anthropology.

Chinese Extension is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chinese Extension can establish a basis for further education and employment, such as in the fields of linguistics, translation or teaching. Many professions and industries, including business, hospitality, law, science, technology, sociology and anthropology, value the knowledge of an additional language and the intercultural understanding it encompasses.

Prerequisites/Recommendations for success

This syllabus is designed for 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.

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

Disclaimer: Information contained in this document is correct at time of publishing.
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.

Chinese Extension is an extension of the General syllabus in Chinese and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the General course in Chinese, or its equivalent. ‘Equivalent’ refers to compatible interstate or overseas school Chinese syllabuses or qualifications. Students undertaking Chinese Extension will be determined by their school.

Unit 3 is prerequisite learning for Unit 4. Students complete Unit 3 before beginning Unit 4. The results from Units 3 and 4 will contribute to ATAR calculations.

Each unit has been developed for a notional time of 55 hours of teaching and learning, including assessment.

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided investigation</td>
<td>Independent investigation</td>
</tr>
</tbody>
</table>

The school chooses two areas of study from the list below:
- Literature
- The arts
- Social sciences
- Media studies
- Innovation, science and technology
- Business and commerce

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.

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).

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response 20%</td>
<td>• Project — investigate folio 30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination — extended response 25%</td>
<td>• Examination — extended response 25%</td>
</tr>
</tbody>
</table>

Students should have opportunities in Chinese to acquire the analytical skills they will need to build on the Chinese Extension.
French
General senior subject

Overview
French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways
A course of study in French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, 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, values and attitudes
• analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
• apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
• structure, sequence and synthesise information to justify opinions, ideas and perspectives
• use strategies to maintain communication and exchange meaning in French.

Recommendations for success
Completion of Year 10 French based on the Australian Curriculum or the equivalent level is essential, with a C or above, preferably a B. Students who wish to apply for this prerequisite to be waived must contact the BrisbaneSDE Head of Department for Languages.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>My world</td>
<td>Exploring our world</td>
<td>Our society</td>
<td>My future</td>
</tr>
<tr>
<td>Ma vie</td>
<td>L’exploration du monde</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Family/carers and friends</td>
<td>• Travel</td>
<td>• Roles and relationships</td>
<td>• Finishing secondary school, plans and reflections</td>
</tr>
<tr>
<td>• Lifestyle and leisure</td>
<td>• Technology and media</td>
<td>• Socialising and connecting with my peers</td>
<td>• Responsibilities and moving on</td>
</tr>
<tr>
<td>• Education</td>
<td>• The contribution of French culture to the world</td>
<td>• Groups in society</td>
<td></td>
</tr>
</tbody>
</table>

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

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<tr>
<th>Unit 3</th>
<th>Unit 4</th>
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</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — short response</td>
<td>• Extended response</td>
</tr>
<tr>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
German

General senior subject

Overview

German provides students with the opportunity to reflect on their understanding of the German language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from German-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in German can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, 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, values and attitudes
• analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
• apply knowledge of German language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
• structure, sequence and synthesise information to justify opinions, ideas and perspectives
• use strategies to maintain communication and exchange meaning in German.

Recommendations for success

Completion of Year 10 German based on the Australian Curriculum or the equivalent level is essential, with a C or above, preferably a B. Students who wish to apply for this prerequisite to be waived must contact the BrisbaneSDE Head of Department for Languages.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meine Welt</td>
<td>Unsere Welt erkunden</td>
<td>Unsere Gesellschaft</td>
<td>Meine Zukunft</td>
</tr>
<tr>
<td>My world</td>
<td>Exploring our world</td>
<td>Our society</td>
<td>My future</td>
</tr>
<tr>
<td>• Family/carers and friends</td>
<td>• Travel</td>
<td>• Roles and relationships</td>
<td>• Finishing secondary school, plans and reflections</td>
</tr>
<tr>
<td>• Lifestyle and leisure</td>
<td>• Technology and media</td>
<td>• Socialising and connecting with my peers</td>
<td>• Responsibilities and moving on</td>
</tr>
<tr>
<td>• Education</td>
<td>• The contribution of German culture to the world</td>
<td>• Groups in society</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): • Examination — short response</td>
<td>15%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Examination — combination response</td>
<td>30%</td>
</tr>
</tbody>
</table>
Japanese

General senior subject

Overview

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, 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, values and attitudes
• analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
• apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
• structure, sequence and synthesise information to justify opinions, ideas and perspectives
• use strategies to maintain communication and exchange meaning in Japanese.

Recommendations for success

Completion of Year 10 Japanese based on the Australian Curriculum with a C or above, preferably a B. It is essential that students can read and write Hiragana, Katakana and Year 10 level Kanji.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>私のくらし</td>
<td>私達のまわり</td>
<td>私達の社会</td>
<td>私の将来</td>
</tr>
<tr>
<td>My world</td>
<td>Exploring our world</td>
<td>Our society</td>
<td>My future</td>
</tr>
<tr>
<td>• Family/carers and friends</td>
<td>• Travel</td>
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<td>• Lifestyle and leisure</td>
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</tr>
<tr>
<td>• Education</td>
<td>• The contribution of Japanese culture to the world</td>
<td>• Groups in society</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
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</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — short response</td>
<td>• Extended response</td>
</tr>
<tr>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Spanish

General senior subject

Overview

Spanish provides students with the opportunity to reflect on their understanding of the Spanish language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Spanish-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

A course of study in Spanish can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, 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, values and attitudes
• analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
• apply knowledge of Spanish language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
• structure, sequence and synthesise information to justify opinions, ideas and perspectives
• use strategies to maintain communication and exchange meaning in Spanish.

Recommendations for success

Completion of Year 10 Spanish based on the Australian Curriculum or the equivalent level is essential, with a C or above, preferably a B. Students who wish to apply for this prerequisite to be waived must contact the BrisbaneSDE Head of Department for Languages.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mi mundo My world</td>
<td>La exploración de nuestro mundo Exploring our world</td>
<td>Nuestra Sociedad Our society</td>
<td>Mi future My future</td>
</tr>
<tr>
<td>• Family/carers and friends</td>
<td>• Travel</td>
<td>• Roles and relationships</td>
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<td>• Technology and media</td>
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<td>• Responsibilities and moving on</td>
</tr>
<tr>
<td>• Education</td>
<td>• The contribution of Spanish culture to the world</td>
<td>• Groups in society</td>
<td></td>
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<tr>
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Assessment

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<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
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<td>• Examination — combination response</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Vocational Education and Training (VET)

**Year 10**
- Certificate I in Business (one year)
- Certificate I in Access to Vocational Pathways (two years)
- Certificate I in Information, Digital Media and Technology (up to one year)

**Years 11 and 12**
- Certificate I in Business (one year)
- Certificate II in Financial Services (one year)
- Certificate III in Early Childhood Education and Care (two years, via C&K College of Early Childhood)
- Certificate I in Access to Vocational Pathways (two years)
- Certificate I in Skills for Work and Vocational Pathways (two years)
- Certificate II in Skills for Work and Vocational Pathways (two years)
- Certificate I in Skills for Vocational Pathways (one year)
- Certificate I in Information, Digital Media and Technology (up to one year)

**External VET programs**
Access to various VET certificates (I, II, III and IV), school-based apprenticeships and traineeships

**LEGEND**

- **Recommended pathway**
- **Available pathway**
- **In addition to**

Disclaimer: Information contained in this document is correct at time of publishing.
BSB10115 Certificate I in Business

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

Overview

BSB10115 Certificate I in Business is a nationally-recognised qualification from the BSB Business Services Training Package (Release 2.0).

This course develops students’ basic skills and knowledge to prepare for work in an office environment.

Students will learn how to: develop a knowledge of workplace health and safety; work effectively in a business environment; use the internet safely; develop keyboard skills; and produce word processed documents and spreadsheets. Communication is an important workplace skill, therefore students will be required to use their microphones in lessons.

To achieve the BSB10115 Certificate I in Business qualification, students must achieve competency in the core unit and five elective units of competency.

Pathways

Achievement of Certificate I in Business will provide opportunities for individuals to pursue and achieve career goals. Students can progress to a Certificate II in Business before specialising in Business Administration or Business at Certificate III level or higher.

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.

Structure

The BSB10115 Certificate I in Business course is structured into five topics studied over one year.

Units of competency

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
<th>Topic 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBIND201 Work effectively in a</td>
<td>BSBITU112 Develop keyboard skills</td>
<td>ICTICT103 Use, communicate and</td>
<td>BSBITU212 Create and use</td>
<td>BSBWH5201 Contribute to health and</td>
</tr>
<tr>
<td>business environment</td>
<td></td>
<td>search securely on the internet</td>
<td>spreadsheets</td>
<td>safety of self and others (core)</td>
</tr>
<tr>
<td>BSBITU211 Produce digital text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>documents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, demonstration of skills and competencies and, if applicable, work placement.

Two QCE credit points are awarded on the completion of the full qualification.

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

Assessment for VET courses is competency based.

Students are able to 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.

Until students complete the course, progress is recorded as ‘Working Towards Competency’ (WTC).

Students do not receive a rating of A–E for VET subjects. BSB10115 Certificate I in Business is issued when all six units are assessed as competent. If the full certificate is not achieved, a Statement of Attainment is issued listing units achieved.

Assessment tools used are: Folio of documents, Questions and Assessor Observation.

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

Work placement

BSB10115 Certificate I in Business is a vocational subject and industry experience is extremely valuable in enabling students to understand the world of work and to experience working in the chosen vocational area. Students are encouraged to undertake some work placement during the course and should contact their trainer/assessor for more information once enrolled.
FNS20115 Certificate II in Financial Services

Overview

FNS20115 Certificate II in Financial Services is a nationally-recognised qualification from the FNS Financial Services Training Package (Release 3.1).

The course develops students' workplace skills, in particular communication, teamwork, work health and safety, use of business equipment, and financial literacy in relation to saving, budgeting and managing credit. Students will also learn to use spreadsheets as a tool to manage their finances. Communication is an important workplace skill, therefore students will be required to use their microphones in lessons.

To achieve the FNS20115 Certificate II in Financial Services qualification, students must achieve competency in 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.

Structure

The FNS20115 Certificate II in Financial Services course is structured into four topics studied over one year.

Units of competency

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working in the financial services industry</td>
<td>Understanding debt and consumer credit</td>
<td>Budgeting and saving money</td>
<td>Working safely and effectively with others</td>
</tr>
<tr>
<td>FNSINC301 Work effectively in the financial services industry (core)</td>
<td>BSBITU212 Create and use spreadsheets</td>
<td>FNSFLT201 Develop and use a personal budget</td>
<td>BSBWOR203 Work effectively with others (core)</td>
</tr>
<tr>
<td>BSBWOR204 Use business technology (core)</td>
<td>FNSFLT203 Develop knowledge of debt and consumer credit</td>
<td>FNSFLT202 Develop and use a savings plan</td>
<td>BSBWHS201 Contribute to health and safety of self and others (core)</td>
</tr>
</tbody>
</table>

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

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

Disclaimer: Information contained in this document is correct at time of publishing.
for this course include: return of task work, conversations, demonstration of skills and competencies and, if applicable, work placement.

Up to four QCE credit points 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.

Until students complete the course, progress is recorded as 'Working Towards Competency' (WTC).

Students do not receive a rating of A–E for VET subjects. FNS20115 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 and Assessor Observation.

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

Work placement

FNS20115 Certificate II in Financial Services is a vocational subject and industry experience is extremely valuable in enabling students to understand the world of work and to experience working in the chosen vocational area. Students are encouraged to undertake some work placement during the course and should contact their trainer/assessor for more information once enrolled.
CHC30113 Certificate III in Early Childhood Education and Care

Vocational Education and Training course

The Registered Training Organisation delivering this course is C&K College of Early Childhood Education (RTO #5025)

Overview

A Certificate III is an Australian Qualification Framework Level 3 qualification. Graduates of this level course will be able to apply a broad range of knowledge and skills in the workplace. Certificate III courses can take 1–2 years to complete, with some offering extended workplace learning options which can extend the time.

This qualification reflects the role of workers in a range of early childhood education and care settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework and support children’s wellbeing, learning and development.

Depending on the setting, educators may work under direct supervision or autonomously. All persons (Employees and Volunteers) will require a Blue Card https://www.bluecard.qld.gov.au.

Attendance at three scheduled lessons per week and placement in an early childhood education and care environment for a minimum of 120 hours over the duration of the course is a mandatory aspect of delivery.

Time commitment

The course is completed over Years 11–12, from February of Year 11 until September of Year 12. As this course is a Level 3 qualification within the Australian Qualifications Framework, students must have the capacity to self-manage their study requirements.

Prerequisites / additional requirements

Students are required to independently arrange to complete: HLTAID004 Provide an emergency first aid response in an education and care setting at their own expense. BrisbaneSDE will provide students with the names of external nationally accredited providers with whom they can undertake this unit of competency. A high level of language, literacy and numeracy is required for this course as students need to be able to interpret complex instructions as they work. It is therefore recommended that students have achieved no less than a B in Year 10 Maths and English. Students will be required to sit a Language, Literacy and Numeracy test prior to commencing the course.

Structure

CHC30113 Certificate III in Early Childhood Education and Care is a nationally-recognised qualification from the CHC Community Services Training Package (Release 4.0). Achievement of CHC30113 Certificate III in Early Childhood Education and Care will provide opportunities for students to pursue and achieve career goals in the provision of education and care to children and families. Students may progress to a higher qualification in early childhood education and care from this qualification.

Communication is an important workplace skill, therefore students will be required to use their microphones in lessons. This qualification prepares students for employment in occupations that may include: child care assistant, family day care worker, kindergarten assistant, outside school hours assistant and nanny. To achieve the CHC30113 Certificate III in Early Childhood Education and Care qualification, students must achieve competence in the 15 core and three elective units of competency.
Units of competency

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCLEG001 Work legally and ethically</td>
<td>CHCECE006 Support behaviour of children and young people</td>
</tr>
<tr>
<td>CHCECE001 Develop cultural competence</td>
<td>CHCECE020 Establish and implement plans for developing cooperative behavior</td>
</tr>
<tr>
<td>CHCPRT001 Identify and respond to children and young people at risk</td>
<td>CHCPRP003 Reflect on and improve own professional practice</td>
</tr>
<tr>
<td>CHCECE002 Ensure the health and safety of children</td>
<td></td>
</tr>
<tr>
<td>CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety</td>
<td></td>
</tr>
<tr>
<td>CHCECE003 Provide care for children</td>
<td></td>
</tr>
<tr>
<td>CHCECE004 Promote and provide healthy food and drinks</td>
<td></td>
</tr>
<tr>
<td>CHCECE005 Provide care for babies and toddlers</td>
<td></td>
</tr>
<tr>
<td>CHCECE007 Develop positive and respectful relationships with children</td>
<td></td>
</tr>
<tr>
<td>CHCECE009 Use an approved learning framework to guide practice</td>
<td></td>
</tr>
<tr>
<td>CHCECE010 Support the holistic development of children in early childhood</td>
<td></td>
</tr>
<tr>
<td>CHCECE011 Provide experiences to support children’s play and learning</td>
<td></td>
</tr>
<tr>
<td>CHCECE013 Use information about children to inform practice</td>
<td></td>
</tr>
<tr>
<td>HLTAID004 Provide an emergency first aid response in an education and care setting</td>
<td></td>
</tr>
<tr>
<td>HLTWHS001 Participate in work, health and safety</td>
<td></td>
</tr>
</tbody>
</table>

How is the course delivered and assessed?

Teachers (School-based trainers / assessors) will deliver the training and assess competence under the guidance of the RTO: C&K College of Early Childhood (RTO ID: 5025). Students will access learning resources online and via hard copy to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in an Early Childhood setting.

Work Placement

Students completing a Certificate III in qualification must complete at least 120 hours of unpaid vocational placement. Students are required to work across all age groups (including at least 30 hours of work placement with children under two years of age). Students will be required to complete a Training Record Book to record the minimum mandatory 120 hours, which must be verified by the workplace supervisor.

In addition, the required practical skills are identified throughout the book against each unit. The workplace supervisor will verify these skills once they have been demonstrated on a consistent basis during the 120 hours of work placement.

Outcome

On completion of all 18 units of competency, the student:
- will receive a Certificate III in Early Childhood Education and Care
- will be awarded up to eight QCE points for new learning
- can seek employment as a qualified educator
- may benefit from enhanced tertiary options.

This qualification can contribute to ATAR.
ICT10115 Certificate I in Information, Digital Media and Technology

Vocational Education and Training course

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

Overview

ICT10115 Certificate I in Information, Digital Media and Technology is a nationally-recognised qualification, from the ICT Information and Communications Technology Training Package (Release 3.1).

This course provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.

Students will learn how to: operate a personal computer to produce word processed documents, spreadsheets and presentations; use digital devices; and use the internet safely. Communication is an important workplace skill, therefore students will be required to use their microphones in lessons.

To achieve the ICT10115 Certificate I in Information, Digital Media and Technology qualification, students must achieve competency in four core units and two elective units of competency.

Pathways

Achievement of Certificate I in Information, Digital Media and Technology will provide opportunities for individuals to pursue and achieve career goals. Students can progress to a Certificate II in Information, Digital Media and Technology before specialising in web design, testing, programming, systems analysis, interactive games, or networking, at higher certificate levels.

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.

Structure

The ICT10115 Certificate I in Information, Digital Media and Technology course is structured into six topics studied over one year.

Units of competency

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
<th>Topic 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers and digital devices</td>
<td>The internet of all things</td>
<td>World class word processing</td>
<td>Powerful presentations</td>
<td>Supreme spreadsheets</td>
</tr>
<tr>
<td>ICTICT101</td>
<td>ICTICT103</td>
<td>ICTICT102</td>
<td>ICTICT106</td>
<td>BSBITU212</td>
</tr>
<tr>
<td>Operate a personal computer (core)</td>
<td>Use, communicate and search securely on the internet (core)</td>
<td>Operate word processing applications (core)</td>
<td>Operate presentation packages</td>
<td>Create and use spreadsheets</td>
</tr>
</tbody>
</table>
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, demonstration of skills and competencies and, if applicable, work placement. Two QCE credit points are awarded on the completion of the full qualification.

Assessment

Assessment for VET courses is competency based. Students are able to 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. Until students complete the course, progress is recorded as ‘Working Towards Competency’ (WTC). Students do not receive a rating of A–E for VET subjects. ICT10115 Certificate I in Information, Digital Media and Technology is issued when all six units are assessed as competent. If the full certificate is not achieved, a Statement of Attainment is issued listing units achieved.

Assessment tools used are: Folio of documents, Questions and Assessor Observation. Students will also be required to submit photo or video evidence so require access to a digital camera and/or digital video.

Recognition of prior learning

Students are advised of the opportunity to apply for recognition of prior learning (RPL). If applicable, the student will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student’s prior learning.

Work Placement

ICT10115 Certificate I in Information, Digital Media and Technology is a vocational subject and industry experience is extremely valuable in enabling students to understand the world of work and to experience working in the chosen vocational area. Students are encouraged to undertake some work placement during the course and should contact their trainer/assessor for more information once enrolled.
FSK10119 Certificate I in Access to Vocational Pathways

Vocational Education and Training course

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

Overview

FSK10119 Certificate I in Access to 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 prevocational pathway to employment and vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 1
- entry level digital technology and employability skills.

This qualification is designed for individuals, particularly in Special Education settings, who require significant support with foundation skills to access a vocational learning pathway. Schools must contact Brisbane School of Distance Education before enrolling students.

Communication — written, verbal and non-verbal — is an important workplace skill, therefore students will be required to use their microphones and web camera or video in lessons to demonstrate competency in scenario-based role-plays.

To achieve the FSK10119 Certificate I in Access to Vocational Pathways qualification, students must achieve competency in the seven core and four elective units of competency.

Pathways

FSK10119 Certificate I in Access to Vocational Pathways aims to equip students with the foundation skills needed to take up initial work placement or employment opportunities either during schooling or post-schooling.

Structure

FSK10119 Certificate I in Access to Vocational Pathways is structured into four topics studied over two years.

Units of competency

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying for work</td>
<td>Being safe at work</td>
<td>Managing people</td>
<td>Solving problems at work</td>
</tr>
<tr>
<td>FSKWTG003</td>
<td>FSKNUM004</td>
<td>FSKLRGB004</td>
<td>FSKNUM003</td>
</tr>
<tr>
<td>Write short and simple</td>
<td>Use basic and familiar metric measurements</td>
<td>Use short and simple strategies for work</td>
<td>Use whole numbers and halves for work</td>
</tr>
<tr>
<td>workplace information</td>
<td>for work</td>
<td>related learning (core)</td>
<td></td>
</tr>
<tr>
<td>FSKRDG004</td>
<td>BSBCCM101</td>
<td>FSKDIG001</td>
<td>FSKLRGB002</td>
</tr>
<tr>
<td>Read and respond to</td>
<td>Apply basic communication skills</td>
<td>Use digital technology for</td>
<td>Identify strategies to respond to short</td>
</tr>
<tr>
<td>short and simple workplace information</td>
<td></td>
<td>short and basic workplace tasks</td>
<td>and simple workplace problems</td>
</tr>
<tr>
<td>FSKLRG003</td>
<td>FSKRDG002</td>
<td>FSKNUM006</td>
<td></td>
</tr>
<tr>
<td>Use short and simple</td>
<td>Read and respond to short and simple</td>
<td>Use simple and highly</td>
<td></td>
</tr>
<tr>
<td>strategies for career</td>
<td>workplace signs and symbols</td>
<td>familiar spatial information for work</td>
<td></td>
</tr>
<tr>
<td>planning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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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, demonstration of skills and competencies, third party reports and, if applicable, work placement.

Two QCE credit points are awarded on the completion of the full qualification.

**Assessment**

Assessment for VET courses is competency based.

Students are able to 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.

Until students complete the course, progress is recorded as ‘Working Towards Competency’ (WTC).

Students do not receive a rating of A–E for VET subjects. FSK10119 Certificate I in Access to Vocational Pathways is issued when all 11 units are deemed competent. If the full certificate is not achieved a Statement of Attainment is issued listing units achieved.

**Assessment tools**

<table>
<thead>
<tr>
<th>Folio</th>
<th>Questions</th>
<th>Assessor observation</th>
</tr>
</thead>
</table>
| Students are required to:  
  • complete written tasks relating to knowledge and skills from the unit  
  • engage in role plays that depict workplace scenarios to demonstrate knowledge and skills from the unit. | Students are required to:  
  • orally respond to questions relating to knowledge and skills from the unit in a one-on-one scenario with the assessor.  
  • write written responses to questions. | Observations completed by the assessor during online lessons and may take the form of screen captures of student work, participation in class discussions, completion of activites and role-play evidence to demonstrate competency. |

**Work placement**

FSK10119 Certificate I in Access to Vocational Pathways is a vocational subject and industry experience is extremely valuable in enabling students to understand the world of work and to experience working in the chosen vocational area. Students are encouraged to undertake some work placement during the course and should contact their trainer/assessor for more information once enrolled.
FSK10219 Certificate I in Skills for Vocational Pathways

Vocational Education and Training course

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

Overview

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

This qualification is designed to provide students with skills to prepare for a vocational pathway qualification or further foundation skills development.

It is suitable for students who require:

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

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

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

Pathways

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

Credit transfer

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

Structure

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

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital skills in the workplace</td>
<td>Entering the workplace</td>
<td>Safety in the workplace</td>
<td>Maths in the workplace</td>
</tr>
<tr>
<td>FSKDIG002 Use digital technology for routine and simple workplace tasks</td>
<td>FSKLRG007 Use strategies to identify job opportunities</td>
<td>BSBWHS201 Contribute to health and safety of self and others</td>
<td>FSKNUM008 Use whole numbers and simple fractions, decimals and percentages for work</td>
</tr>
<tr>
<td>FSKWTG006 Write simple workplace information</td>
<td>FSKOCM003 Participate in familiar spoken interactions at work</td>
<td>FSKLRG005 Use strategies to plan simple workplace tasks</td>
<td>FSKNUM009 Use familiar and simple metric measurements for work</td>
</tr>
<tr>
<td></td>
<td>FSKLRG008 Use simple strategies for work-related learning (core)</td>
<td>FSKRDG007 Read and respond to simple workplace information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FSKWITG008 Complete routine formatted workplace texts</td>
<td></td>
</tr>
</tbody>
</table>

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, demonstration of skills and competencies, third party reports and, if applicable, work placement.

Two QCE credit points are awarded on the completion of the full qualification.

## Assessment

Assessment for VET courses is competency based.

Students are able to 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.

Until students complete the course, progress is recorded as Working Towards Competency (WTC).

Students do not receive a rating of A–E for VET subjects. FSK10219 Certificate I in Skills for Vocational Pathways is issued when all 11 units are assessed as competent. If the full certificate is not achieved a Statement of Attainment is issued listing units achieved.

Assessment tools used are: Folio of documents, Questions, Assessor Observation and Third Party Report.

## Work placement

FSK10219 Certificate I in Skills for Vocational Pathways is a vocational subject and industry experience is extremely valuable in enabling students to understand the world of work and to experience working in a chosen vocational area. Students are encouraged to undertake some work placement during the course and should contact their trainer/assessor for more information once enrolled.
FSK20119 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 prevocational pathway to employment and vocational training
• development of reading, writing, numeracy, oral communication and learning skills
• a vocational training and employment plan.

This course develops 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, and is aimed at ASCF Level 3. Communication is an important workplace skill, therefore students will be required to use their microphones in lessons.

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

Pathways

The Certificate II in Skills for Work and Vocational Pathways is intended as an enabling mechanism for learners who need significant attention to the development of foundation skills before they can 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.

Structure

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

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<td>Safety in the workplace</td>
<td>Communicate and connect in the workplace</td>
<td>Work effectively</td>
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<td>BSBWHS201 Contribute to health and safety of self and others</td>
<td>FSBIND201 Work effectively in a business environment</td>
<td>FSKLRG009 Use strategies to respond to routine workplace problems</td>
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<tr>
<td>FSKRDP009 Read and respond to routine workplace information</td>
<td>FSKLRG011 Use routine strategies for work-related learning (core)</td>
<td>FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work</td>
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<td>FSKRDM009 Read and respond to routine standard operating procedures</td>
<td>FSKLRG010 Use routine strategies for career planning</td>
<td>FSKNUM015 Estimate, measure and calculate with routine metric measurements for work</td>
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BSBWHS201 Contribute to health and safety of self and others
FSKLRG009 Use strategies to respond to routine workplace problems
FSKLRG010 Use routine strategies for work-related learning (core)
FSKLRG011 Use routine strategies for career planning

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

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

Assessment

Assessment for VET courses is competency based.

Students are able to 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.

Until students complete the course, progress is recorded as ‘Working Towards Competency’ (WTC).

Students do not receive a rating of A–E for VET subjects. 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 and Assessor Observation.

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

Work placement

FSK20119 Certificate II in Skills for Work and Vocational Pathways is a vocational subject and industry experience is extremely valuable in enabling students to understand the world of work and to experience working in the chosen vocational area. Students are encouraged to undertake some work placement during the course and should contact their trainer/assessor for more information once enrolled.

Resources and requirements for this subject can be found on the BrisbaneSDE website.
Disclaimer: Information contained in this document is correct at time of publishing.
External VET Studies
Vocational Education and Training Program

Overview
Students in Years 10, 11 and 12 can include the study of a nationally-recognised vocational education and training (VET) qualification as part of their Senior Education and Training (SET) Plan. A Certificate III level qualification or higher can contribute to an ATAR.

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

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

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

Prerequisites
Some external VET courses may have pre-requisites. It is recommended that students have a sound literacy and numeracy level and are genuinely interested in pursuing both a career and an education. RTOs will require students to complete a Language, Literacy and Numeracy (LLN) Test if enrolling into a Certificate III level qualification or higher.

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

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

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

Overview

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

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

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

Students are required to find their own employer. BrisbaneSDE does inform students of any vacancies advertised by Registered Training Organisations and employers.

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

It is advisable that students interested in a SAT refer to the Queensland Government website: https://desbt.qld.gov.au/training/apprentices/sats

Pathways

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

Prerequisites

There are no educational prerequisites. However, it is recommended that students have a sound literacy and numeracy level and are genuinely interested in pursuing both a career and an education. It is advisable that students undertake a work experience placement in the industry area of their choice before commencing a School-based Apprenticeship or Traineeship. This helps students decide on their genuine interests.

Course outline

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

Time commitment

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

Assessment

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