Brisbane School of Distance Education

HANDBOOK and SUBJECT GUIDE

for

SCHOOL-BASED STUDENTS

Years 11–12

2019
Innovation, Inspiration, Inclusion

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DISCLAIMER STATEMENT

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Information contained in this handbook is correct at time of publishing.

Any updates to this information will be available on the Brisbane School of Distance Education website.

Front cover artwork:
Seventeen, by Kelana, Year 12 Visual Art student based in north Queensland.

Artist's statement: Seventeen explores the concept of layers in nature as an emergent force of truth. The work exposes the truth of my life in a layered open cut visual metaphor of tree rings. Just as the tree felled reveals its secrets in its emergent ring patterning, the work reveals 17 years of my life in a concentric story of time, exposing my essence, my scars and my growth. Pestle and mortar layered sands, sea shells, pumice stones, coconut husk, shellfish and bark form the foundation of the work inspired by the Indigenous way of life.

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Innovation, Inspiration, Inclusion
# Contents

**Handbook and Subject Guide for School-based students Years 11–12**

Welcome — from the Executive Principal .......................................................................................................................... 1  
Years 11–12 Subject Guide Information for School-based students ................................................................................. 2  
Subject list ........................................................................................................................................................................ 2  
Online Learning at BrisbaneSDE .................................................................................................................................... 3  
Who can enrol? ................................................................................................................................................................. 3  
When to enrol ................................................................................................................................................................. 3  
How to enrol ................................................................................................................................................................... 3  
Base school responsibilities ........................................................................................................................................... 4  
Base school support .......................................................................................................................................................... 4  
Base school supervisor responsibilities ........................................................................................................................... 5  
Student data ..................................................................................................................................................................... 6  
Reports and certificates ...................................................................................................................................................... 6  
Communication with the student ..................................................................................................................................... 6  
Cancellation of enrolment ................................................................................................................................................ 6  
Discovery Centre .............................................................................................................................................................. 6  
Enrolment costs — state schools ....................................................................................................................................... 7  
General resource / subject charges ................................................................................................................................. 7  
Subject fee refunds .......................................................................................................................................................... 7  
Enrolment costs — non-state schools ............................................................................................................................... 7  
Distance Education fee ..................................................................................................................................................... 7  
Distance Education fee waiver ......................................................................................................................................... 7  
Distance Education fee refund ....................................................................................................................................... 8  
General resource / subject charges ................................................................................................................................. 8  
Enrolment costs — VET courses ....................................................................................................................................... 9  
Privacy statement ............................................................................................................................................................. 10  

## Learning Area — Mathematics

- General Mathematics ......................................................................................................................................................... 11  
- Mathematical Methods ................................................................................................................................................... 15  
- Specialist Mathematics .................................................................................................................................................. 19  

## Learning Area — Science

- Biology ........................................................................................................................................................................... 21  
- Chemistry .................................................................................................................................................................... 23  
- Physics ......................................................................................................................................................................... 25  
- Psychology ................................................................................................................................................................. 27  
- Science in Practice ....................................................................................................................................................... 29  

---

**Legend**

<table>
<thead>
<tr>
<th>Legend</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C</td>
<td>A</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>General</td>
<td>Applied</td>
<td>VET</td>
</tr>
</tbody>
</table>
Learning Area — Humanities and Social Sciences
- **G** Accounting ................................................................. 31
- **G** Ancient History ........................................................... 33
- **G** Economics ..................................................................... 35
- **G** Geography ...................................................................... 37
- **G** Legal Studies ................................................................. 39
- **G** Modern History ............................................................. 41
- **G** Philosophy and Reason .................................................. 43
- **A** Business Studies .............................................................. 45
- **A** Social and Community Studies ........................................... 47

Learning Area — The Arts
- **G** Dance ............................................................................ 49
- **G** Music .............................................................................. 51
- **G** Visual Art ......................................................................... 53
- **A** Visual Arts in Practice ....................................................... 55

Learning Area — Technologies
- **G** Design ............................................................................ 57
- **G** Digital Solutions ............................................................ 59
- **G** Food and Nutrition .......................................................... 61
- **A** Information and Communication Technology .................... 63

Learning Area — Languages
- **G** Chinese .......................................................................... 65
- **G** French ............................................................................. 67
- **G** German ............................................................................ 69
- **G** Japanese .......................................................................... 71
- **G** Spanish ............................................................................ 73

Learning Area — Health and Physical Education
- **G** Health ............................................................................. 75

Vocational Education and Training (VET) courses

Business (BSB)
- **V** BSB20115 Certificate II in Business ..................................... 77
- **V** BSB30115 Certificate III in Business .................................... 79

Community Services (CHC)
- **V** CHC30113 Certificate III in Early Childhood Education and Care ........................................ 83

Financial Services (FNS)
- **V** FNS20115 Certificate II in Financial Services ....................... 87

Foundation Skills (FSK)
- **V** FSK20113 Certificate II in Skills for Work and Vocational Pathways ........................................... 89

Information and Communications Technology (ICT)
- **V** ICT20115 Certificate II in Information, Digital Media and Technology ........................................ 91
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 Parents, Caregivers, School-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 and 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 School-based Supervisor involvement.

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

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 the learning needs of your students and look forward to working closely with you.

Judy Menary
Executive Principal
# Years 11–12 Subject Guide Information

## Subject List

<table>
<thead>
<tr>
<th>QCAA Subjects</th>
<th>General</th>
<th>Applied</th>
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<tr>
<td>Mathematics</td>
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<td>Mathematical Methods</td>
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<td>Specialist Mathematics</td>
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<td>Humanities and Social Sciences</td>
<td>Accounting</td>
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<td>Health and Physical Education</td>
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## Vocational Education and Training (VET) Courses

<table>
<thead>
<tr>
<th>VET Courses</th>
<th>Description</th>
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<tbody>
<tr>
<td>Business (BSB)</td>
<td>BSB20115 Certificate II in Business (two years)</td>
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<tr>
<td></td>
<td>BSB30115 Certificate III in Business (two years)</td>
</tr>
<tr>
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<td>Information and Communications Technology (ICT)</td>
<td>ICT20115 Certificate II in Information, Digital Media and Technology (two years)</td>
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</tbody>
</table>

Note: Study abroad students will not be accepted into VET subjects.
Online learning at the Brisbane School of Distance Education (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 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 Queensland Government policies.

School-based students are bound by all BrisbaneSDE policies and procedures as they apply to the subjects in which they are enrolled. This includes the BrisbaneSDE Assessment policy, and the process for applying for extensions to due dates. These policies are available via the online course materials for each subject, and the BrisbaneSDE website.

Who can enrol?

Students at Queensland Government or non-government schools, secondary departments or other schools of distance education can enrol with BrisbaneSDE subject to places being available. A student enrolled at another school may apply to study a subject through BrisbaneSDE provided that the student is unable to study the subject at the base school. This could be because:

1. The school does not offer the subject.
2. The school offers the subject, but the school’s timetable does not allow the student to study the subject at the base school.
3. The student has commenced study in the subject in a previous school and wishes to continue their course of study.

When to enrol

2019 School-based enrolments are open up to and including 2 November 2018. Enrolments received after this date will be placed on a waiting list and may not receive the subject requested. No school-based enrolments will be accepted after 22 February 2019 except in extenuating circumstances.

**Senior subjects are two-year courses. Enrolments for school-based students other than at the commencement of Year 11 will not be accepted. If a new student transfers to the base school and the base school does not offer the subject in question, a request can be made to BrisbaneSDE. This will be subject to availability.**

For information about subjects available to 2019 Year 12 students, please refer to the BrisbaneSDE website.

How to enrol

Download an enrolment form from the BrisbaneSDE website. Please ensure all sections have been completed. Failure to fill in forms correctly will result in the application being returned to the base school for completion and may result in a delay in enrolment.
Base school responsibilities

To facilitate enrolment, the Principal of the base school must negotiate the individual student enrolment with the Principal of BrisbaneSDE and establish that:

• the student cannot access the subject through base school curriculum offerings
• the student would be disadvantaged by not undertaking the required subject

Schools considering enrolling a student at BrisbaneSDE should be aware of the following:

• the base school must nominate a Base School Supervisor at the school (see below)
• schools/students must read the BrisbaneSDE subject outlines to be aware of any prerequisites or specific course requirements
• submission of an enrolment application implies that all prerequisites and course requirements have been met
• attendance at scheduled online lessons is a requirement of all school-based students. Schools should consult the BrisbaneSDE timetable before completing an enrolment form.
• a student may study a maximum of two subjects through BrisbaneSDE
• a maximum of ten students per school, per subject may be enrolled in Year 11 in 2019
• a maximum of eight students per school, per subject may be enrolled in Year 12 in 2019
• Year 11 and 12 students applying for enrolment in a BrisbaneSDE subject which is concurrently offered at the base school are deemed by the Queensland Curriculum and Assessment Authority (QCAA) to be in a dual cohort and as such need to be approved and identified. It is the responsibility of the base school supervisor to inform BrisbaneSDE through the enrolment application form. Dual cohort enrolments will be accepted by special arrangement only. Further information about procedures for dual cohort students from 2019 will be communicated to schools as it becomes available from the QCAA.

• The base school accepts full responsibility for the administration and supervision of all examinations, including both internal and external examinations. Internal examinations must be scheduled to meet BrisbaneSDE timelines.
• The base school accepts full responsibility for applying for access arrangements and reasonable adjustments (AARA) on behalf of students where required, in consultation with the relevant BrisbaneSDE Head of Department.

Base school support

It is necessary that the base school provides the following support:

• provide a computer with internet access and headset with microphone for each student
• provide IT support if required to enable students to access online lessons and resources, and EQ email accounts
• ensure that the student/s have the correct textbooks and other requirements (e.g. calculators)
• provide supervision of the student/s
• provide a quiet place to study and attend online lessons
• provide access to a school phone for the student/s and the supervising teacher to contact the BrisbaneSDE teacher.
Base school supervisor responsibilities

Administrative responsibilities

The base school supervisor will:

• provide a single point of contact for all administrative issues at the base school – including enrolments, engagement and cancellations
• advise the enrolments department at BrisbaneSDE of any Variable Progression Rate (VPR) student, or ‘dual cohort’ students
• take responsibility for receiving, administering and returning to BrisbaneSDE all supervised Formative and Summative Assessment items. The base school supervisor may, at their discretion, distribute such items to other teachers for administration
• be responsible for authenticating that assessment conditions have been met to satisfy QCAA requirements
• advise BrisbaneSDE of any enrolment cancellations in a timely manner
• liaise between the base school and BrisbaneSDE administration to determine the future of a student’s enrolment at BrisbaneSDE in cases of persistent and continued lack of student engagement
• negotiate on behalf of the base school with the parents/guardians of students enrolled in BrisbaneSDE subjects where lack of the engagement by the student puts the student enrolment in jeopardy
• inform the BrisbaneSDE teacher of changes to school routine that impact on the student’s attendance or participation, for example, camps, sports days, work experience.
• ensure that a ‘Continuing Enrolment Form’ is completed and returned to BrisbaneSDE Enrolments prior to the commencement of the next school year. This includes Year 11 students continuing to Year 12.

Student support

The base school supervising teacher will not be expected to cover course content, but will:

• ensure that the student initiates contact with the BrisbaneSDE teacher
• check materials received from BrisbaneSDE with the student and supervise the dispatch of completed work through the base school to Brisbane SDE; copies of all work submitted should be retained by the supervising teacher where practical
• build a relationship with the student that will assist them to develop self-directed learning skills
• meet with the student on a regular basis to discuss how they ‘manage’ their learning, their progress, to determine the student’s ability to cope with distance education delivery
• provide a conduit between the student and their BrisbaneSDE teacher
• discuss student needs and issues with their BrisbaneSDE teacher — for example, circumstances that impact on student performance (sickness or other personal problems)
• encourage the student to access BrisbaneSDE Discovery Centre and the local school library
• ensure the return of all BrisbaneSDE resources to the BrisbaneSDE Discovery Centre
• inform the BrisbaneSDE teacher if they become aware that the student isn’t coping or is falling behind
• be a point of contact for the BrisbaneSDE teacher should an issue arise that requires base school intervention or consideration
• manage any student ‘lack of engagement’.
Student data

Students with previous results in a subject

If the student joining BrisbaneSDE has previously been enrolled in the same subject elsewhere, it is imperative that the following information is sent promptly to BrisbaneSDE:

- A copy of the student’s subject profile if any assessment has been completed at a previous school.
- The folio of student work, and clean copies of assessment items with solutions if available.
- A statement of attainment or certificate documenting units of competency achieved in VET qualifications.

QCAA data

Procedures for the new Student Management system are in development by the QCAA, and will be communicated to the base school supervisor when available.

Vocational Education and Training (VET) data

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

Reports and certificates

Reports are emailed to the base school supervisor, who is responsible for the distribution of reports to students and families. Reporting timelines in the new QCE system are in development, and will be communicated to the base school supervisor when available.

Communication with the student

All posted materials will be addressed to the individual student c/- the base school supervisor.

Email communications between the student and their BrisbaneSDE teacher must be via the student’s Education Queensland (@eq.edu.au) email account only.

Cancellation of enrolment

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

Notification of cancellation can be sent by email to school_based@brisbanesde.eq.edu.au or by fax to (07) 3324 0618.

Discovery Centre

The Discovery Centre houses an extensive collection of books, CDs, DVDs and magazines, available for loan to students. School-based students may only borrow resources for the subjects they are studying through BrisbaneSDE. Teacher librarians work in close cooperation with teachers to help students obtain materials they need for their studies.

Teacher librarians at BrisbaneSDE may be contacted by telephone or email library@brisbanesde.eq.edu.au.

Students are encouraged to visit the Discovery Centre when attending tutorials or when visiting teachers.

Further information about the Discovery Centre and the borrowing procedures are provided in the Discovery Centre section of the BrisbaneSDE website.
Enrolment costs — state schools

While BrisbaneSDE supplies learning materials, students may need to purchase textbooks and other equipment (for example, calculators) for some subjects.

General resource / subject charges

The general resource charge will not be charged for state school based enrolments for 2019. As a result, the textbook allowance will be retained by BrisbaneSDE.

Some subjects incur a subject charge. Please check the remittance form for individual costs. All schools will be bulk invoiced for all enrolments received up to 22 February 2019. Schools will be individually invoiced for enrolments received after this date.

Note: The base school is responsible for all payments. Individual student cheques/payments will not be accepted.

The remittance form acts as an invoice for audit purposes. Please note that GST does not apply to any of the subject charges.

Subject fee refunds

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

Enrolment costs — non-state schools

Distance Education fee

Section 51 of the Education (General Provisions) Act 2006 authorises the Department of Education to charge non-state school students for a component of a program of distance education (i.e. a subject). This fee applies to all non-state school enrolments at a School of Distance Education.

This fee will contribute towards the State continuing to make distance education available to non-state schools, ensuring the widest possible subject choice for students, while recovering a proportion of the teaching and overhead costs.

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

• total average cost per annum of providing a subject of distance education
• State Government subsidy of approximately 50% and
• fee prescribed in s.69 of the Education (General Provision) Regulation 2006

In 2018 the fee was $1343.00 per subject per student per year. This fee increases by the Consumer Price Index (CPI) each year in line with the Government’s Principles for Fees and Charges. When available, 2019 fees will be published on the BrisbaneSDE website.

Distance Education fee waiver

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

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

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

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

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

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

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

General resource / Subject charges

The General Resource Charge for all non-state school based enrolments is $110.00. In addition, some subjects incur a subject charge. Please check the remittance form for individual costs.

Note: The base school is responsible for all payments. Individual student cheques or credit cards will not be accepted. Base schools will not incur General Resource charges for students whose enrolment is cancelled within 14 days.

See remittance form for textbook allowance deduction to determine the net General Resource Charge payable. Students enrolling after 22 February 2019 are required to pay the full general resource charge of $110.00 in Semester 1 or $55 in Semester 2 as it is presumed the base school has already claimed the textbook allowance for the student. The remittance form acts as an invoice for audit purposes. Please note that GST does not apply to any of the general resource charges or subject charges.

All non-government schools will be bulk invoiced for all enrolments received up to 22 February 2019. Schools will be individually invoiced for enrolments received after this date.
### Enrolment costs — VET courses

Information current at 22 August 2018

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Available to</th>
<th>Duration</th>
<th>Cost*</th>
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<tbody>
<tr>
<td></td>
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<td>Year 1</td>
<td>Year 2</td>
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<tr>
<td>FSK20113 Certificate II in Skills for Work and Vocational Pathways</td>
<td>Years 11–12</td>
<td>two years</td>
<td>$140.00</td>
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<tr>
<td>BSB20115 Certificate II in Business</td>
<td>Years 11–12</td>
<td>two years</td>
<td>$140.00</td>
</tr>
<tr>
<td>ICT20115 Certificate II in Information, Digital Media and Technology</td>
<td>Years 11–12</td>
<td>two years</td>
<td>$140.00</td>
</tr>
<tr>
<td>FNS20115 Certificate II in Financial Services</td>
<td>Years 11–12</td>
<td>one year</td>
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<tr>
<td>BSB30115 Certificate III in Business</td>
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<tr>
<td>CHC30113 Certificate III in Early Childhood Education and Care§</td>
<td>Years 11–12</td>
<td>two years</td>
<td>$345.00</td>
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</tbody>
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*All costs include a $30, non-refundable enrolment fee payable in Year 1.

§RTO: Cairns Training Academy

Please refer to the subject outlines for details of each course.

All courses require attendance at **three mandatory lessons per week**.

Note: Students who are interested in enrolling in **Certificate III qualifications** will be required to sit a **Language, Literacy and Numeracy test** to determine their suitability to the qualification.
Privacy statement

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

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

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

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

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

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

This personal information includes:

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

General senior subject

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 at least a B 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
• 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): Problem-solving and modelling task</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Examination</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Units 3 and 4**

| Summative external assessment (EA): Examination | 50% |
Text


ISBN 9781108451093 Print and interactive
or
ISBN 9781108584180 Interactive (code)

Equipment

- Any of the **scientific calculator** models listed below would be suitable for this course:
  - Casio fx 82AU Plus
  - Sharp EL 531 WHBLK
  - Texas Instruments TI – 30XB
- Access to a spreadsheeting package (e.g. Excel) is essential.
- Access to a computer graphing package (such as TI-Interactive, Derive, Mathematica, Graph or Graphmatica) is desirable.
Mathematical Methods

General senior subject

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 **at least a B** 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 $m_1 m_2 = -1$
- exploring the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate
- solving simple quadratic equations using a range of strategies
- solving linear simultaneous equations, using algebraic and graphical techniques, including using digital technology
- solving linear inequalities and graphing their solutions on a number line
- solving right-angled triangle problems using trigonometric skills
- describing the results of two- and three-step chance experiments to determine probabilities of events and investigating the concept of independence and conditional probability
- obtaining simple statistics from discrete and continuous data, including mean, median, mode, quartiles, range and interquartile range
- using scatterplots to investigate and comment on relationships between two numerical variables
- investigating and describing bivariate numerical data where the independent variable is time
- translating word problems to mathematical form.

**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 and the normal distribution</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>
</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 2 (IA2):</td>
</tr>
<tr>
<td>• Examination</td>
<td>Examination</td>
</tr>
<tr>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Units 3 and 4

<table>
<thead>
<tr>
<th>Summative external assessment (EA):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Examination</td>
</tr>
<tr>
<td>50%</td>
</tr>
</tbody>
</table>

Text

Michell, 2018, *Jacaranda Maths Quest 11, Mathematical Methods Units 1 & 2 for Queensland*, John Wiley & Sons Australia Ltd

ISBN 9780730365556 eBook Plus & Print + StudyON

Equipment

- Texas Instruments:
  - TI-nspire CX NON CAS (preferred)
    - Note: The TI-nspire CAS is NOT allowed in the QCAA External assessment. Other models may be used (must still be non CAS) but are not supported. Students will need to keep their manuals for reference.
- Access to a spreadsheeting package (e.g. Excel) is essential.
- Access to a computer graphing package (e.g. Graphmatica, Desmos) is essential.
Specialist Mathematics

General senior subject — must be taken together with or after Mathematical Methods

Specialist Mathematics major domains are:

- Vectors and matrices
- Real and 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 at least a B 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**

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

<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>
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<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></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td></td>
</tr>
<tr>
<td><strong>Units 3 and 4</strong></td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50%</td>
</tr>
</tbody>
</table>

**Text**

Smith, 2018, *Jacaranda Maths Quest 11, Specialist Mathematics Units 1 & 2 for Queensland*, John Wiley & Sons Australia Ltd

ISBN 9780730365433 eBook Plus & Print + StudyON

**Equipment**

- Texas Instruments:
  - TI-nspire CX NON CAS (preferred)
    - Note: The TI-nspire CAS is NOT allowed in the QCAA External assessment. Other models may be used (must still be non CAS) but are not supported. Students will need to keep their manuals for reference.
  - Access to a spreadsheeting package (e.g. Excel) is essential.
  - Access to a computer graphing package (e.g. Graphmatica, Desmos) is essential.
Biology

General senior subject

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), 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; 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, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, 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

Have achieved a B or better 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>Cells and multicellular organisms</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

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Summative assessments

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<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>• 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></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

Summative external assessment (EA):

<table>
<thead>
<tr>
<th>Summative external assessment (EA):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Examination</td>
</tr>
<tr>
<td>50%</td>
</tr>
</tbody>
</table>

Texts

To be advised.

A BrisbaneSDE Senior Biology textbook will be required as well as accessing the QCAA referenced text list for specific learning opportunities. Students studying Biology will also need access to an Education Perfect annual subscription. Students have opportunities to engage with a diverse range of texts to help them develop their scientific knowledge, skills and understanding.

Parents and guardians are encouraged to access the published BrisbaneSDE text list, before selecting this subject.
Chemistry

General senior subject

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; understanding of chemical theories, models and chemical systems; expertise in 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), 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 forensic science, environmental 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

Have achieved a B or better in Year 10 Science.

Have achieved a B or better in Year 10A (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

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<td>10%</td>
<td>20%</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

Units 3 and 4

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Examination</td>
</tr>
<tr>
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</tr>
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</table>

Texts

To be advised.

A BrisbaneSDE Senior Chemistry textbook will be required as well as accessing the QCAA referenced text list for specific learning opportunities. Students studying Chemistry will also need access to an Education Perfect annual subscription. Students have opportunities to engage with a diverse range of texts to help them develop their scientific knowledge, skills and understanding.

Parents and guardians are encouraged to access the published BrisbaneSDE text list, before selecting this subject.
Physics

General senior subject

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), 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

Have achieved a B or better in Year 10 Science.
Have achieved a B or better in Year 10A (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>
</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></td>
<td>10%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Units 3 and 4</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50%</td>
</tr>
</tbody>
</table>

Texts

To be advised.

A BrisbaneSDE Senior Physics textbook will be required as well as accessing the QCAA referenced text list for specific learning opportunities. Students studying Physics will also need access to an Education Perfect annual subscription. Students have opportunities to engage with a diverse range of texts to help them develop their scientific knowledge, skills and understanding.

Parents and guardians are encouraged to access the published BrisbaneSDE text list, before selecting this subject.
Psychology

General senior subject

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, science, 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

Have achieved a B or better 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>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 in the brain</td>
<td>• Social psychology</td>
</tr>
<tr>
<td>• The role of the brain</td>
<td>• Intelligence</td>
<td>• Visual perception</td>
<td>• Interpersonal processes</td>
</tr>
<tr>
<td>• Cognitive development</td>
<td>• Diagnosis</td>
<td>• Memory</td>
<td>• Attitudes</td>
</tr>
<tr>
<td>• Human consciousness</td>
<td>• Psychological disorders and treatments</td>
<td>• Learning</td>
<td>• Cross-cultural psychology</td>
</tr>
<tr>
<td>and sleep</td>
<td>• Emotion and motivation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Brisbane School of Distance Education
Subject Guide Years 11–12
Assessment

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

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<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
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</tr>
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<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Units 3 and 4</strong></td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td><strong>50%</strong></td>
<td></td>
</tr>
</tbody>
</table>

Texts

To be advised.

A BrisbaneSDE Senior Psychology textbook will be required as well as accessing the QCAA referenced text list for specific learning opportunities. Students have opportunities to engage with a diverse range of texts to help them develop their scientific knowledge, skills and understanding.

Parents and guardians are encouraged to access the published BrisbaneSDE text list, before selecting this subject.
Science in Practice

Applied senior subject

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

Have achieved a C or better 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</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.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Collection of work</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 response to a series of tasks relating to a single topic in a module of work</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>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal:
  - non-presentation: eight A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

At least three different components from the following:
- written: 200–300 words
- spoken: 1½–2½ minutes
- multimodal
  - non-presentation: six A4 pages max (or equivalent)
  - presentation: 2–3 minutes
- performance: continuous class time
- test:
  - 20–30 minutes
  - 50–250 words per item.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item

Texts

No textbook required for this subject.
Accounting

General senior subject

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.

There are no pre-requisites for Accounting, but it is recommended that students have attained a B standard in Year 10 Maths and English.

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:

- describe accounting concepts and principles
- explain 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.
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 — cash, accounts receivable, accounts payable and no GST</td>
<td>• Accounting for a trading GST business</td>
<td>• Managing resources for a trading GST business</td>
<td>• Cash management</td>
</tr>
<tr>
<td>• End-of-month reporting for a service business — no GST</td>
<td>• End-of-year reporting for a trading GST business</td>
<td>• Fully classified financial statement reporting for a trading GST business</td>
<td>• Complete accounting process for a trading GST business</td>
</tr>
<tr>
<td>• Performance analysis of a public company</td>
<td>• Cash management</td>
<td>• Performance analysis of a public company</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

BrisbaneSDE will devise contextualised assessments in Units 1 and 2.

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

Texts


Ancient History

General senior subject

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.

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.

Recommendations for Success

It is recommended that students have achieved a B in Year 10 English and History 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>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

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

Texts

There is no set textbook for this subject.
Economics

General senior subject

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 recommended that students have achieved a B in Year 10 English and a Social Science 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>
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Assessment

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

Texts

Geography

General senior subject

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 recommended that students have achieved a B in Year 10 English and a Social Science 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>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

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<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>

Texts

Legal Studies

General senior subject

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 recommended that students have achieved a B in Year 10 English and a Social Science 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</td>
<td>• The effectiveness of</td>
</tr>
<tr>
<td>• Criminal trial process</td>
<td>• Negligence and the duty of care</td>
<td>dynamic society</td>
<td>international law</td>
</tr>
<tr>
<td>• Punishment and sentencing</td>
<td></td>
<td></td>
<td>• Human rights in</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Australian contexts</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 25%</td>
<td>• Investigation — argumentative essay 25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — inquiry report 25%</td>
<td>• Examination — combination response 25%</td>
</tr>
</tbody>
</table>

Text

There is no set text for this subject.
Modern History

General senior subject

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.

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.
Recommendations for Success

It is recommended that students have achieved a B in Year 10 English and History 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>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>• 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):</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>

Text

There is no set textbook for this subject.
Philosophy and Reason

General senior subject

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. A grade of B or above in Year 10 English is highly recommended.

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): • Examination — extended response — analytical essay based on Unit 3 Topic 1</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Extended response — analytical essay based on Unit 3 Topic 2</td>
<td>25%</td>
</tr>
</tbody>
</table>

Text

There is no set textbook for this subject.
Business Studies

Applied senior subject

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
- 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

The Business Studies course is structured into four Units. Topics of study for each unit are:

<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. Assessment will consist of four instruments from three different assessment techniques, including:

• at least one project
• no more than two assessment instruments from any one technique

<table>
<thead>
<tr>
<th>Project</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 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>
</tbody>
</table>

At least two different components from the following:

• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal: 3–6 minutes.

Presented in one of the following modes:

• written: 600–1000 words
• spoken: 3–4 minutes
• multimodal: 4–7 minutes

• 60–90 minutes
• 50–250 words per item on the test

Texts

There is no set textbook for this subject.
Social and Community Studies

Applied senior subject

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>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personal skills — Growing and developing as an individual</td>
<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>• Interpersonal skills — Living with and relating to other people</td>
<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>
<tr>
<td>• Citizenship skills — Receiving from and contributing to community</td>
<td></td>
<td></td>
<td></td>
<td></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>
</tbody>
</table>

- At least two different components from the following:
  - written: 500–900 words
  - spoken: 2½–3½ minutes
  - multimodal: 3–6 minutes
  - performance: continuous class time
  - product: continuous class time.

- Presented in one of the following modes:
  - written: 600–1000 words
  - spoken: 3–4 minutes
  - multimodal: 4–7 minutes

- Presented in one of the following modes:
  - written: 600–1000 words
  - spoken: 3–4 minutes
  - multimodal: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item on the test.
Dance

General senior subject

Studio Dance

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.

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 4 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.

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

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

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.
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>
<tr>
<td>How does dance</td>
<td>How does the integration</td>
<td>How is dance used</td>
<td>How does dance</td>
</tr>
<tr>
<td>communicate meaning</td>
<td>of the environment shape</td>
<td>to communicate</td>
<td>communicate meaning</td>
</tr>
<tr>
<td>for different purposes</td>
<td>dance to communicate</td>
<td>viewpoints?</td>
<td>for me?</td>
</tr>
<tr>
<td>and in different</td>
<td>meaning?</td>
<td>• Genres:</td>
<td>• Genres:</td>
</tr>
<tr>
<td>contexts?</td>
<td></td>
<td>◦ contemporary</td>
<td>◦ contemporary</td>
</tr>
<tr>
<td>• Genres:</td>
<td></td>
<td>◦ at least one other genre</td>
<td>◦ at least one other genre</td>
</tr>
<tr>
<td>◦ contemporary</td>
<td></td>
<td>• Subject matter:</td>
<td>• Subject matter:</td>
</tr>
<tr>
<td>◦ at least one other</td>
<td></td>
<td>◦ physical dance</td>
<td>◦ social, political</td>
</tr>
<tr>
<td>genre</td>
<td></td>
<td>environments including</td>
<td>and cultural influences on</td>
</tr>
<tr>
<td>• Subject matter:</td>
<td></td>
<td>site-specific dance</td>
<td>dance</td>
</tr>
<tr>
<td>◦ meaning, purpose and</td>
<td></td>
<td>◦ virtual dance</td>
<td>◦ personal viewpoints</td>
</tr>
<tr>
<td>context</td>
<td></td>
<td>environments</td>
<td>and influences on genre and style</td>
</tr>
<tr>
<td>◦ historical and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cultural origins of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>focus genres</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.

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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>• Performance</td>
<td>• Project — dance work</td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Choreography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>

Units 3 and 4

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

Requirements

• audio equipment
• video recording device – for recording assessment tasks
• one USB flash drive for submitting practical tasks
• computer with internet access essential
• computer headset and microphone

Text

There is no set text for this subject.
Music

General senior subject

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.

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.

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.
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>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Composition</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Units 3 and 4</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>

Requirements

- Auralia Student Cloud Licence (Ear training software)
- a musical instrument or voice
- access to a keyboard
- music notation software, for example, MuseScore or Sibelius (Sibelius is highly recommended)
- manuscript
- computer, printer, scanner and internet access
- equipment/software for audio recording, for example, Audacity, Garage Band
- video recording device
- one USB flash drive
- computer headset with microphone

Additional web-based music resources will be available through access to the e-learning resources website. (Online resource fee payable on enrolment).

Note: All integrated materials are provided by the school. Where required, these resources must be returned to the school in a condition suitable for reissue.
Visual Art

General senior subject

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 enroll 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>Art as lens</td>
<td>Art as code</td>
<td>Art as knowledge</td>
<td>Art as alternate</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: student-directed</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>15%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
</tr>
<tr>
<td>• Project — inquiry phase 2</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Units 3 and 4</strong></td>
<td><strong>Units 3 and 4</strong></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td><strong>Exam</strong></td>
</tr>
<tr>
<td>• Examination</td>
<td>25%</td>
</tr>
</tbody>
</table>
Visual Arts in Practice

Applied senior subject

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

The Visual 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>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.
Design

General senior subject

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.

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>
<tr>
<td>• Design styles</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></td>
</tr>
<tr>
<td>• Examination — design challenge</td>
<td>15%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Project</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3):</td>
<td></td>
</tr>
<tr>
<td>• Project</td>
<td>25%</td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination — design challenge</td>
<td>25%</td>
</tr>
</tbody>
</table>

Requirements

Please consult the textbook list for details of stationery required for this subject.
Digital Solutions

General senior subject

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>
</tbody>
</table>

Brisbane School of Distance Education
digital-solutions-11-12
Assessment

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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>• Investigation — technical proposal 20%</td>
<td>• Project — folio 25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project — digital solution 30%</td>
<td>• Examination 25%</td>
</tr>
</tbody>
</table>

Requirements

USB flash drive
Food and Nutrition

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

Have achieved a C or better 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>• Fat</td>
</tr>
<tr>
<td>• Protein</td>
<td>• Labelling and food safety</td>
<td>• Fat</td>
<td>• Developing food solutions</td>
</tr>
<tr>
<td>• Developing food solutions</td>
<td>• Food formulation for consumer markets</td>
<td>• Developing food solutions</td>
<td>• Food development process</td>
</tr>
</tbody>
</table>
Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
• Examination | 20% | Summative internal assessment 3 (IA3):  
• Project — folio |
| Summative internal assessment 2 (IA2):  
• Project — folio | 25% | Summative external assessment (EA):  
• Examination | 25% |

Texts

To be advised.

A textbook will be required as well as accessing the QCAA referenced text list for specific learning opportunities. Students have opportunities to engage with a diverse range of texts to help them develop their scientific knowledge, skills and understanding.

Parents and guardians are encouraged to access the published BrisbaneSDE text list, before selecting this subject.
Information and Communication Technology

Applied senior subject

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>

Requirements

USB flash drive
Chinese

General senior subject

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 or the equivalent level is essential, with at least a C. 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>

Brisbane School of Distance Education

cinese-11-12

Subject Guide Years 11–12

65
Assessment

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

Summative assessments

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<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 — 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>

Texts

To be advised.
French

General senior subject

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 or the equivalent level is essential, with at least a C. 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>Ma vie My world</td>
<td>L’exploration du monde Exploring our world</td>
<td>Notre société Our society</td>
<td>Mon avenir 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 French culture to the world</td>
<td>Groups in society</td>
<td></td>
</tr>
</tbody>
</table>

Brisbane School of Distance Education
Assessment

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

Summative assessments

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>
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</tr>
</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>

Texts

To be advised.
German

General senior subject

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 or the equivalent level is essential, with at least a C. 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</td>
<td>Travel</td>
<td>Roles and</td>
<td>Finishing</td>
</tr>
<tr>
<td>and friends</td>
<td>Technology and media</td>
<td>relationships</td>
<td>secondary</td>
</tr>
<tr>
<td>Lifestyle and</td>
<td>The contribution of</td>
<td>Socialising and</td>
<td>school, plans</td>
</tr>
<tr>
<td>leisure</td>
<td>German culture to the world</td>
<td>connecting with</td>
<td>and reflections</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>my peers</td>
<td>Responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Groups in</td>
<td>and moving on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>society</td>
<td></td>
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Assessment

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Summative assessments

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</tr>
<tr>
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<td>25%</td>
</tr>
</tbody>
</table>

Texts

To be advised.
Japanese

General senior subject

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 with at least C is essential. 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 My world</td>
<td>私達のまわり Exploring our world</td>
<td>私達の社会 Our society</td>
<td>私の将来 My future</td>
</tr>
<tr>
<td>• Family/carers and friends • Lifestyle and leisure • Education</td>
<td>• Travel • Technology and media • The contribution of Japanese culture to the world</td>
<td>• Roles and relationships • Socialising and connecting with my peers • Groups in society</td>
<td>• Finishing secondary school, plans and reflections • Responsibilities and moving on</td>
</tr>
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Assessment

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Summative assessments

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</tr>
<tr>
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<td>25%</td>
</tr>
</tbody>
</table>

Texts

To be advised.
Spanish

General senior subject

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 or the equivalent level is essential, with at least a C. 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</td>
<td>La exploración de nuestro mundo</td>
<td>Nuestra Sociedad</td>
<td>Mi futuro</td>
</tr>
<tr>
<td>My world</td>
<td>Exploring our world</td>
<td>Our society</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>
</tr>
</tbody>
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Brisbane School of Distance Education

subject guide years 11–12
Assessment

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Summative assessments

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</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Examination — combination response</td>
</tr>
</tbody>
</table>

Texts

To be advised.
Health

General senior subject

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.

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>• Road safety (elective)</td>
<td>• Anxiety (elective)</td>
</tr>
<tr>
<td>• Body image (elective)</td>
<td>•</td>
<td>•</td>
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Assessment

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</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Investigation — action research</td>
<td>• Investigation — analytical exposition</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>• Examination — extended response</td>
<td>• Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Text

There is no set textbook for this subject.
BSB20115 Certificate II in Business

Vocational Education and Training course

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

BSB20115 Certificate II in Business is a nationally-recognised qualification from the Business Services Training Package (Release 2.0).

The course develops students’ office and general administration skills, as required for work in an office environment in any industry. Students will learn how to: use Microsoft Word and Excel to produce business documents and spreadsheets; develop a knowledge of workplace health and safety; communicate in the workplace, including the use of electronic communication such as email and discussion forums; work in teams; provide customer service; and organise work tasks and information. Communication is an important workplace skill, therefore students will be required to use their microphones in lessons.

To achieve the BSB20115 Certificate II in Business qualification, students must achieve competency in the core unit and 11 elective units of competency.

The competencies offered are listed below.

Pathways

Achievement of Certificate II in Business will provide opportunities for individuals to pursue and achieve career goals. Students can progress to a Certificate III or higher in Business or Business Administration (Medical, Legal, Education, International Education).

Structure

The BSB20115 Certificate II in Business course is structured into four topics studied over two years. Units of Competency studied in each topic are:

<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 safely, getting organised and working effectively</td>
<td>Using a computer to design and produce business documents and correspondence</td>
<td>Managing workplace information, communicating effectively and providing customer service</td>
<td>Creating and using spreadsheets and charts</td>
</tr>
<tr>
<td>BSBWHS201 Contribute to health and safety of self and others</td>
<td>BSBITU101 Operate a personal computer</td>
<td>BSBCM201 Communicate in the workplace</td>
<td>BSBITU202 Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBIND201 Work effectively in a business environment</td>
<td>BSBITU201 Produce simple word processed documents</td>
<td>BSBCUS201 Deliver a service to customers</td>
<td></td>
</tr>
<tr>
<td>BSBWOR202 Organise and complete daily work activities</td>
<td>BSBITU303 Design and produce text documents</td>
<td>BSBINM201 Process and maintain workplace information</td>
<td></td>
</tr>
<tr>
<td>BSBWOR203 Work effectively with others</td>
<td></td>
<td>BSBITU203 Communicate electronically</td>
<td></td>
</tr>
</tbody>
</table>
This course is delivered online. No hard copies of materials are provided and 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. Up to four QCE credit points are awarded for new learning on the completion of the qualification.

**Work Placement**

BSB20115 Certificate II 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.

**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. BSB20115 Certificate II in Business is issued when all 12 units are assessed as competent. If the full certificate is not achieved a Statement of Attainment is issued listing units achieved.

No certification can be issued until the student has created and supplied their Unique Student Identifier (USI). (For more information see: [www.usi.gov.au](http://www.usi.gov.au).)

<table>
<thead>
<tr>
<th>Folio of documents</th>
<th>Questions</th>
<th>Assessor Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are required to complete tasks according to scenario-based instructions, set within the context of a simulated business environment.</td>
<td>Students answer written assessment questions relating to knowledge and skills of the unit/s of competency being assessed.</td>
<td>Observations are completed by the teacher (assessor) during online lessons as students demonstrate completion of the folio tasks.</td>
</tr>
</tbody>
</table>

**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.

**Requirements**

**Computer hardware:**
- Computer headset and microphone is essential
- Access to a digital camera and/or digital video

**Computer software:**
- Windows 7 or higher
- Microsoft Word, Excel, PowerPoint and Publisher 2010 or higher

**Disclaimer**

All of the above information is accurate at time of publication.
BSB30115 Certificate III in Business

Vocational Education and Training course

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

BSB30115 Certificate III in Business is a nationally-recognised qualification from the BSB Business Services Training Package (Release 2.0).

This course enables students to develop the skills and knowledge required to gain an entry level position in a business administration role. Students will learn how to use a range of computer applications including Microsoft Word, Excel, PowerPoint and Publisher to produce business documents and presentations. Students will develop keyboarding speed and accuracy and learn to compose and produce texts from audio and other sources; develop knowledge of workplace health and safety; and develop skills in work organisation and sourcing professional development opportunities.

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

As this is a tertiary level qualification this course is suited to students who have the capacity to self-manage their study. Graduates at this level are required to apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters.

To achieve the BSB30115 Certificate III in Business qualification, students must achieve competency in the core unit and 11 elective units of competency.

The competencies offered are listed on the following page.

Prerequisites

There are no prerequisites for this Certificate, that is, students can complete BSB30115 Certificate III in Business without first completing BSB20115 Certificate II in Business. However a high level of language, literacy and numeracy is required. Students need to be able to interpret complex instructions as they work. It is therefore recommended that students enrolling in this subject have achieved no less than a B in Year 10 English. Students will be required to sit a Language, Literacy and Numeracy test prior to commencing the course to assess their levels of language, literacy and numeracy according to the Australian Core Skills Framework.

Pathways

Achievement of BSB30115 Certificate III in Business will provide opportunities for students to pursue and achieve career goals within business administration. Students may progress to a higher qualification in Business or Business Administration from this qualification.
Structure

The BSB30115 Certificate III in Business course is structured into four topics studied over two years. Units of Competency studied in each topic are:

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic presentations</td>
<td>Produce word processed text-based documents</td>
<td>Researching, taking notes and producing texts to communicate information about Work Health and Safety</td>
<td>Designing and producing business documents, publications and spreadsheets, including planning and undertaking identified professional learning</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>BSBITU201</td>
<td>BSBWHS302</td>
<td>BSBWOR301</td>
</tr>
<tr>
<td>Create electronic presentations</td>
<td>Produce simple word processed documents</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
<td>Organise personal work priorities and development</td>
</tr>
<tr>
<td>BSBITU303</td>
<td>Design and produce text documents</td>
<td>BSBADM302</td>
<td>BSBITU304</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Produce texts from notes</td>
<td>Produce spreadsheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSBADM303</td>
<td>BSBITU306</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Produce texts from audio transcription</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSBWRT301</td>
<td>BSBITU307</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write simple documents</td>
<td>Develop keyboarding speed and accuracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BSBITU309</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Produce desktop published documents</td>
</tr>
</tbody>
</table>

This course is delivered online. No hard copies of materials are provided and 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. In addition, students may be required to complete work outside of schedule lessons including: personal study time, additional language, literacy and numeracy training, and online research.

Training and assessment activities for this course include: task work, conversations, demonstration of skills and competencies and, if applicable, work placement.

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

Work Placement

BSB30115 Certificate III in Business is a vocational education 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 strongly encouraged to complete a minimum of 20 days’ (unpaid) work placement over the two years of the course. The 20 days, that is, 10 days each year can be completed all at once, or one day a week for ten weeks during each year, or another combination suitable to the student and employer. Work placement is different from work experience in that participation in activities and tasks which have been identified by industry and education are required on the job, rather than just observing. Students should contact their trainer/assessor for more information once enrolled.
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. BSB30115 Certificate III in Business is issued when all 12 units are assessed as competent. If the full certificate is not achieved a Statement of Attainment is issued listing units achieved.

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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.

Requirements

**Computer hardware:**
- Computer headset and microphone is essential
- Access to a digital camera and/or digital video

**Computer software:**
- Windows 7 or higher
- Microsoft Word, Excel, PowerPoint and Publisher 2010 or higher

Disclaimer

All of the above information is accurate at time of publication.
CHC30113 Certificate III in Early Childhood Education and Care

Vocational Education and Training course

The Registered Training Organisation delivering this course is Cairns Training Academy (RTO #30857)

Delivery model

A Certificate III is an Australian Qualification Framework Level 3 qualification in addition to the mandated industry entry 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.

Vocational Education and Training in schools (VETiS) is now officially valued more than ever! From 2019 Queensland schools will join other States and move away from the current OP score to the new system ATAR (Australian Tertiary Admission Rank).

Attendance at two scheduled lessons per week and placement in an early childhood education and care environment for one day per week is a mandatory aspect of delivery.

Time commitment

The course is completed over years 10–11 or 11–12, not a full two year course, due to enrolment date and completion (generally — February of Year 11 until September of Year 12). As this course is a Level 3 qualification within the Australian Qualification Framework students must have the capacity to self-manage their study requirements.

Work Placement

Students will complete Workplace Skills and Communication Assessment Books with each cluster of units of competency. 60% of the 120 hours of mandatory work placement must be completed in a Child Care service. Students will be required to complete a Training Record Book. This book includes a section 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.

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. There are no prerequisites for the Certificate, however a high level of language, literacy and numeracy is required. 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.
Course outline

CHC30113 Certificate III in Early Childhood Education and Care is a nationally-recognised qualification from the CHC Community Services Training Package (Release 3.0). 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. CHC30113 Certificate III in Early Childhood Education and Care enables students who have a love of children and who are interested in their education and wellbeing to develop the skills and competencies required to support the needs of children and families in a variety of children’s education and care services.

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 units and three elective units of competency.

The competencies offered are listed below:

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

<table>
<thead>
<tr>
<th>Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCECE006</td>
<td>Support behaviour of children and young people</td>
</tr>
<tr>
<td>CHCECE012</td>
<td>Support children to connect with their world</td>
</tr>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</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: Cairns Training Academy (CTA). Students will access learning resources online or via hard copy to gain the underpinning knowledge in addition to learning and demonstrating the practical skills in an Early Childhood setting. Teachers will determine competence against each unit by following CTA guidelines which includes through gathering evidence that demonstrates the student is competent in both the underpinning knowledge and the practical skills.

Outcome

- Will receive a Certificate III in Early Childhood Education and Care
- Be awarded eight QCE points
- Can seek employment as a qualified Educator
- May benefit from enhanced tertiary options
- Contributes to ATAR

Requirements

Hardware:

- Computer headset and microphone is essential
- Access to a digital camera and/or a digital video
- A media storage device is required, for example, USB or external hard-drive

Computer software:

- Windows 7 or higher
- Microsoft Word, Excel and PowerPoint 2007 or higher

Resources

Learning resources supplied online.

Disclaimer

All of the above information is accurate at time of publication.
FNS20115 Certificate II in Financial Services

Vocational Education and Training course

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

FNS20115 Certificate II in Financial Services is a nationally-recognised qualification from the FNS Financial Services Training Package (Release 3.0).

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.

The competencies offered are listed below.

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.

Structure

The FNS20115 Certificate II in Financial Services course is structured into four topics studied over one year. Units of Competency studied in each topic are:

<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</td>
<td>BSBITU202</td>
<td>FNSFLT201</td>
<td>BSBWOR203</td>
</tr>
<tr>
<td>Work effectively in the financial services industry (EOC 1, 2 and 4)</td>
<td>Create and use spreadsheets</td>
<td>Develop and use a personal budget</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>FNSFLT203</td>
<td>FNSFLT202</td>
<td>BSBWHS201</td>
</tr>
<tr>
<td>Use business technology</td>
<td>Develop knowledge of debt and consumer credit</td>
<td>Develop and use a savings plan</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FNSINC301</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Work effectively in the financial services industry (EOC3 and EOC5)</td>
</tr>
</tbody>
</table>

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

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.

No certification can be issued until the student has created and supplied their Unique Student Identifier (USI). (For more information see: www.usi.gov.au.)

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</table>

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.

Requirements

Computer hardware:

- Computer headset and microphone is essential
- Access to a digital camera and/or digital video

Computer software:

- Windows 7 or higher
- Microsoft Word, Excel and PowerPoint 2010 or higher

Disclaimer

All of the above information is accurate at time of publication.
FSK20113 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)

FSK20113 Certificate II in Skills for Work and Vocational Pathways is a nationally-recognised qualification from the FSK Foundation Skills Training Package (Release 1.1).

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

To achieve the FSK20113 Certificate II in Skills for Work and Vocational Pathways qualification, students must achieve competency in the eight core and six elective units of competency.

The competencies offered are listed below.

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.

Structure
The FSK20113 Certificate II in Skills for Work and Vocational Pathways course is structured into four topics studied over two years. Units of Competency studied in each topic are:

<table>
<thead>
<tr>
<th>Topic 1</th>
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<tbody>
<tr>
<td>Safety in the workplace</td>
<td>Communicate and connect in the workplace</td>
<td>Work effectively</td>
<td>Career pathways</td>
</tr>
<tr>
<td>BSBWHS201 Contribute to health and safety of self and others</td>
<td>BSBCM201 Communicate in the Workplace</td>
<td>FSKLRG09 Use strategies to respond to routine workplace problems</td>
<td>BSBIND201 Work effectively in a business environment</td>
</tr>
<tr>
<td>FSKRDG10 Read and respond to routine workplace information</td>
<td>FSDKIDG03 Use digital technology for routine workplace practices</td>
<td>FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work</td>
<td>FSKLRG11 Use routine strategies for work-related learning</td>
</tr>
<tr>
<td>FSKRDG09 Read and respond to routine standard operating procedures</td>
<td>FSKOCM06 Use oral communication skills to participate in workplace teams</td>
<td>FSKNUM15 Estimate, measure and calculate with routine metric measurements</td>
<td>FSKLRG10 Use routine strategies for career planning</td>
</tr>
<tr>
<td></td>
<td>FSKOCM07 Interact effectively with others at work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FSKWTG09 Write routine workplace texts</td>
<td></td>
<td></td>
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This course is delivered online. No hard copies of materials are provided and 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.

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

Work Placement

FSK20113 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.

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. FSK20113 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.

No certification can be issued until the student has created and supplied their Unique Student Identifier (USI). (For more information see: www.usi.gov.au.)

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Credit transfer

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Requirements

Computer hardware:
- Computer headset and microphone is essential
- Access to a digital camera and/or a digital video

Computer software:
- Windows 7 or higher
- Microsoft Word, Excel and PowerPoint 2010 or higher

Disclaimer

All of the above information is accurate at time of publication.
ICT20115 Certificate II 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)

ICT20115 Certificate II in Information, Digital Media and Technology is a nationally-recognised qualification from the ICT Information and Communication Technology Training Package (Release 3.1).

The course develops students’ information technology skills, as required for work in an IT environment in any industry. Students will learn how to: use a range of computer applications, including Microsoft Word, Excel, PowerPoint and Publisher, to produce business documents and presentations; develop a knowledge of workplace health and safety and sustainability; use digital photography; use MovieMaker to produce movies; install an operating system (other than Windows) and install software; integrate computer packages; communicate electronically, including use of email, discussion forums and wikis; and use social media. Communication is an important workplace skill, therefore students will be required to use their microphones in lessons.

To achieve the ICT20115 Certificate II in Information, Digital Media and Technology qualification, students must achieve competency in the seven core units and seven elective units of competency.

The competencies studied are listed on the following page.

Pathways

Achievement of Certificate II in Information, Digital Media and Technology will provide opportunities for individuals to pursue and achieve career goals. Students can progress to a Certificate III in Information, Digital Media and Technology, before specialising in Certificate IV in computer systems, interactive games, digital media technologies, information technology, networking, information technology support, testing, programming, systems analysis and design, and web-based design, at higher certificate levels.
Structure

The ICT20115 Certificate II in Information, Digital Media and Technology course is structured into six topics studied over two years. Units of Competency studied in each topic are:

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
<th>Topic 5</th>
<th>Topic 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working safely</td>
<td>Hardware and software</td>
<td>Using software</td>
<td>Working sustainably; creating electronic business presentations</td>
<td>Let's communicate</td>
<td>A digital world</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>ICTICT201 Use computer operating systems and hardware</td>
<td>ICTICT203 Operate application software packages</td>
<td>BSBITU302 Create electronic presentations</td>
<td>ICTICT202 Communicate and work effectively in an ICT environment</td>
<td>ICPDMT321 Capture a digital image</td>
</tr>
<tr>
<td></td>
<td>ICTICT206 Install software applications</td>
<td>ICTICT205 Design basic organisational documents using computing packages</td>
<td>BSBSUS201 Participate in environmentally sustainable work practices</td>
<td>BSBITU203 Communicate electronically</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ICTSAS203 Connect hardware peripherals</td>
<td>ICTICT207 Integrate commercial computing packages</td>
<td></td>
<td>ICTWEB201 Use social media tools for collaboration and engagement</td>
<td></td>
</tr>
</tbody>
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This course is delivered online. No hard copies of materials are provided and 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.

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

Work Placement

ICT20115 Certificate II 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.

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. ICT20115 Certificate II in Information, Digital Media and Technology 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.

No certification can be issued until the student has created and supplied their Unique Student Identifier (USI). (For more information see: www.usi.gov.au.)
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**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.

**Requirements**

**Computer hardware:**
- Computer headset and microphone is essential
- Access to a digital camera (which can be set to manual as well as automatic) and a digital video
- Unit ICTWEB201: Use social media tools for collaboration and engagement is a core unit, and requires students to identify, access and use social-media tools and applications, including YouTube, Facebook and Twitter

**Computer software:**
- Windows 7 or higher
- Microsoft Word, Excel, PowerPoint and Publisher 2010 or higher
- Freeware: PhotoFiltre, Audacity, Gadwin PrintScreen 5.4

**Disclaimer**

All of the above information is accurate at time of publication.
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Enrolment enquiries: school_based@brisbanesde.eq.edu.au
Website: brisbanesde.eq.edu.au

Innovation, Inspiration, Inclusion