Innovation, Inspiration, Inclusion

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

Front cover artwork:
Multimedia painting by S. R. Chapman depicts Pickle, her pet Quaker Parrot. The painting utilises colour, texture, line, and space to reflect Pickle’s personality and attitude. The primary personality traits represented in the artwork are narcissism, melodrama, and unpredictability, hence the use of a complementary colour scheme (warm reds and oranges against blue and purple) as well as sharp angles situated from Pickle’s gaze. The collage component of the artwork gives a fittingly random and disorganised impression of the parrot’s behaviour along with his hostile expression and clenched talons. The comical crown, and gold and silver, allude to how he views himself as seemingly perfect. Overall, S. R. Chapman’s multimedia painting represents Pickle’s characteristics, values, self-image and how he interprets the world around him.
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<td>Year 10 Core</td>
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Brisbane School of Distance Education

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About this guide

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

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

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

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

Online learning at BrisbaneSDE

BrisbaneSDE is an online school.

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

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

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

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

## Year 10 Core and Elective subjects

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

### Core subjects

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

<table>
<thead>
<tr>
<th>Core learning area</th>
<th>Subject</th>
<th>Semester units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Advanced Mathematics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Standard Mathematics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Essential Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Specialist Science</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Health Education</td>
<td>1</td>
</tr>
</tbody>
</table>

### Elective subjects

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

<table>
<thead>
<tr>
<th>Elective learning area</th>
<th>Subject</th>
<th>Semester units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Social Sciences</td>
<td>Civics and Citizenship</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Economics and Business</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Foundation Accounting and Business</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>1</td>
</tr>
<tr>
<td>The Arts</td>
<td>Art</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Music 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Music 2</td>
<td>1</td>
</tr>
<tr>
<td>Technologies</td>
<td>Design and Technologies 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Design and Technologies 2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Digital Technologies</td>
<td>1</td>
</tr>
<tr>
<td>Languages</td>
<td>Chinese</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>German</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
<td>2</td>
</tr>
<tr>
<td>Vocational Education and Training</td>
<td>BSB10115 Certificate I in Business</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ICT10115 Certificate I in Information, Digital Media and Technology</td>
<td>2</td>
</tr>
</tbody>
</table>

### QCAA Short course in Career Education

The Short course in Career Education is a mandatory inclusion in the Year 10 program at BrisbaneSDE.

<table>
<thead>
<tr>
<th>QCAA Short course</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short course in Career Education</td>
<td>Career education</td>
</tr>
</tbody>
</table>
### Years 11–12 QCAA subjects, and Vocational Education and Training courses

#### QCAA Subjects

<table>
<thead>
<tr>
<th>QCAA Subjects</th>
<th>General</th>
<th>Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>Essential English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>General Mathematics</td>
<td>Essential Maths</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods</td>
<td></td>
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<tr>
<td></td>
<td>Specialist Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Science in Practice</td>
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<td></td>
<td>Chemistry</td>
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<td></td>
<td>Physics</td>
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<td></td>
<td>Psychology</td>
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<tr>
<td>Humanities and Social Sciences</td>
<td>Accounting</td>
<td>Business Studies</td>
</tr>
<tr>
<td></td>
<td>Ancient History</td>
<td>Social and Community Studies</td>
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<tr>
<td></td>
<td>Economics</td>
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<tr>
<td></td>
<td>Geography</td>
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<td></td>
<td>Legal Studies</td>
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<td></td>
<td>Modern History</td>
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<td></td>
<td>Philosophy and Reason</td>
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<tr>
<td>The Arts</td>
<td>Dance</td>
<td>Visual Arts in Practice</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td></td>
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<tr>
<td></td>
<td>Music Extension (Units 3 &amp; 4, 2020)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Art</td>
<td></td>
</tr>
<tr>
<td>Technologies</td>
<td>Design</td>
<td>Information and Communication Technology</td>
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<tr>
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<td>Digital Solutions</td>
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<td>Food and Nutrition</td>
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<tr>
<td>Languages</td>
<td>Chinese</td>
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<td>French</td>
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<td>Japanese</td>
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<tr>
<td></td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Health</td>
<td></td>
</tr>
</tbody>
</table>

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

| Business (BSB)                  | BSB10115 Certificate I in Business |
|                                 | BSB20115 Certificate II in Business |
|                                 | BSB30115 Certificate III in Business |
| Community Services (CHC)        | CHC30113 Certificate III in Early Childhood Education and Care |
| Financial Services (FNS)        | FNS20115 Certificate II in Financial Services |
| Foundation Skills (FSK)         | FSK20113 Certificate II in Skills for Work and Vocational Pathways |
| Information and Communications Technology (ICT) | ICT10115 Certificate I in Information, Digital Media and Technology |
|                                | ICT20115 Certificate II in Information, Digital Media and Technology |
| External VET Programs           | School-based Apprenticeships and Traineeships |
Senior subjects

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

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

All senior subjects are underpinned by:

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

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

General subjects

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

General subjects are four-unit courses of study.

Units 1 and 2

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

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

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

Units 3 and 4

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

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

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

Extension subjects

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

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

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

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

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

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

Applied subjects

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

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

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

Applied subjects are four-unit courses of study.

Units 1 and 2

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

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

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

Units 3 and 4

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

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

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

Assessment in Applied subjects

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

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

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

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

Assessment in VET courses

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

Students are required to complete ALL units of competencies in a qualification to be awarded the full Certificate. If the full qualification is not achieved, a Statement of Attainment is issued listing the units of competency attained.
Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA)

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

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

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

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

QCE requirements

<table>
<thead>
<tr>
<th>Set amount</th>
<th>20 credits from contributing courses of study, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- QCAA-developed subjects or courses</td>
</tr>
<tr>
<td></td>
<td>- vocational education and training (VET) qualifications</td>
</tr>
<tr>
<td></td>
<td>- non-Queensland studies</td>
</tr>
<tr>
<td></td>
<td>- recognised studies</td>
</tr>
</tbody>
</table>

| Set standard | Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent. |

<table>
<thead>
<tr>
<th>Set pattern</th>
<th>12 credits from completed Core courses of study and 8 credits from any combination of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Core</td>
</tr>
<tr>
<td></td>
<td>- Preparatory (maximum 4)</td>
</tr>
<tr>
<td></td>
<td>- Complementary (maximum 8).</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>QCE CREDITS PER COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>QCAA Short Courses</td>
<td>1</td>
</tr>
<tr>
<td>• QCAA Short Course in Literacy</td>
<td></td>
</tr>
<tr>
<td>• QCAA Short Course in Numeracy</td>
<td></td>
</tr>
<tr>
<td>Certificate I qualifications</td>
<td>up to 3</td>
</tr>
<tr>
<td>Recognised studies categorised as Preparatory</td>
<td>as recognised by QCAA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>QCE CREDITS PER COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>QCAA Short Courses</td>
<td>1</td>
</tr>
<tr>
<td>• QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</td>
<td></td>
</tr>
<tr>
<td>• QCAA Short Course in Career Education</td>
<td></td>
</tr>
<tr>
<td>University subjects (while a student is enrolled at a school)</td>
<td>up to 4</td>
</tr>
<tr>
<td>Diplomas and Advanced Diplomas (while a student is enrolled at a school)</td>
<td>up to 8</td>
</tr>
<tr>
<td>Recognised studies categorised as Complementary</td>
<td>as recognised by QCAA</td>
</tr>
</tbody>
</table>

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

**Literacy and Numeracy requirements**

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

**Completed Core requirements**

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

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

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

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

Units 3 and 4 are graded together as a pair at the end of the course, using A–E grades.

To count a subject towards completed core, you must achieve a C or better for the Units 3/4 pair.

Credit only accrues for each of Units 1 and 2 if there is ‘satisfactory’ completion.

Consider the following possibilities:

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

Incompatible subjects

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

<table>
<thead>
<tr>
<th>Applied subject</th>
<th>VET qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business studies</td>
<td>BSB20115 Certificate II in Business</td>
</tr>
<tr>
<td>Information and Communication Technology</td>
<td>ICT20115 Certificate II in Information , Digital Media and Technology</td>
</tr>
</tbody>
</table>

Relevant Applied subjects and VET qualifications are identified on the QCAA website, and updated annually.

External VET programs

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

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

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

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

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

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

**ATAR requirements**

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

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

---

**Five general subjects**

(including a C in English or Essential English)

**Four general subjects**

One applied subject

(including a C in English or Essential English)

**Four general subjects**

One completed Certificate III or above

(including a C in English or Essential English)
## Summary — QCE and ATAR calculation

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

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

A maximum of one applied subject or VET Certificate (but not both) can contribute to an ATAR.

<table>
<thead>
<tr>
<th>VET courses</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificates III and IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to QCE credit</td>
<td>Up to three credits (depending on length)</td>
<td>Up to four credits (depending on length)</td>
<td>Up to eight credits (depending on length)</td>
</tr>
<tr>
<td>Contribution to ATAR calculation</td>
<td>none</td>
<td>none</td>
<td>Completion contributes to ATAR qualification</td>
</tr>
</tbody>
</table>

A maximum of one applied subject or VET Certificate (but not both) can contribute to an ATAR.
Learning area — English

Legend

- Recommended pathway
- Available pathway
- In addition to

<table>
<thead>
<tr>
<th>Recommended pathway</th>
<th>Years 9–10 Core</th>
<th>Years 11–12 General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available pathway</td>
<td>Years 9–10 Electives</td>
<td>Years 11–12 Applied</td>
</tr>
<tr>
<td>In addition to</td>
<td></td>
<td>VET Certificate</td>
</tr>
</tbody>
</table>
English

Year 10 Core subject — two semesters

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

Year 10 English aims to ensure that students learn to: listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.

Semester 1
- Exploring representations in news media texts
- Reading and responding to a novel

Semester 2
- Responding to Poetry
- Responding to a Shakespearean drama

Assessment

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

Semester 1
Assessment task 1 — Written Media Text — Unsupervised
Assessment task 2 — Spoken Poetry analysis — Unsupervised

Semester 2
Assessment task 3 — Written Imaginative Text — Unsupervised
Assessment task 4 — Written Analytical Essay — Supervised

Prerequisites/Recommendations for Success

Students should have completed Year 9 English at a C grade before enrolling in Year 10 English.

Requirements/Resources

Students should have access to the following:
- Video and sound recording software and the following:
  - Semester 1
  - Semester 2
Literacy

Year 10 Core subject — two semesters

In this course of study students:

- learn a variety of strategies to develop and monitor their own learning
- select and apply reading and oral strategies to comprehend and make meaning in texts
- demonstrate the relationships between ideas and information in written, oral, visual and multimodal texts
- evaluate and communicate ideas and information in written, oral, visual or digital modes
- learn and use textual features and conventions, including vocabulary and grammatical structures.

Please note: This course prepares students for Essential English in Year 11 and 12.

Semester 1
Topic 1 — Personal identity and education

Semester 2
Topic 2 — The work environment

Assessment

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

Internal Assessment 1A: Extended response — written
Internal Assessment 1B: Student learning journal — written
Internal Assessment 2A: Extended response — spoken/signed
Internal Assessment 2B: Reading comprehension task

Requirements/Resources

Students should have access to the following:

- Video and sound recording software
General senior subject

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

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

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

Pathways

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

Objectives

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

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

Recommendations for Success

Have achieved a B or above in Year 10 English.
Structure

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

Assessment

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

Summative assessments

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

Texts

BrisbaneSDE Senior English texts are selected from a QCAA approved text list. Students have opportunities to engage with a diverse range of texts to help them develop a sense of themselves, their world and their place in it.
The following texts and films will be studied during the two-year course. Parents and guardians should review these texts before the student selects this subject.

- *The Ink Bridge* — Neil Grant
- *Lion* (film)
- *Othello* — William Shakespeare
- *The Great Gatsby* — F. Scott Fitzgerald
- *The Castle* (film)
- *Macbeth* — William Shakespeare
- Various media texts
- Various poems from the QCAA prescribed list

Please note: *The Ink Bridge* will be required in Week 1 of Year 11. Please ensure that students have a copy of this book ready for the start of the school year.
Essential English

Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

Recommendations for Success

Satisfactory completion of Year 10 Literacy or Year 10 English.
Structure

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

Assessment

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

Summative assessments

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

Texts

Students have opportunities to engage with a diverse range of texts to help them develop a sense of themselves, their world and their place in it.

The following texts will be studied during the two-year course:

*Hidden Figures* (film)

Various media and documentary texts

Parents and guardians should review these texts before the student selects this subject.
Learning area — Mathematics

### Year 9
- Mathematics
  - Advanced Mathematics
  - Mathematics (Standard)
  - Mathematics (Essential)

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

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

---

Legend

<table>
<thead>
<tr>
<th>Recommended pathway</th>
<th>Years 9–10 Core</th>
<th>Years 11–12 General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available pathway</td>
<td>Years 9–10 Electives</td>
<td>Years 11–12 Applied</td>
</tr>
<tr>
<td>In addition to</td>
<td>VET Certificate</td>
<td></td>
</tr>
</tbody>
</table>

---
Mathematics
Advanced, Standard and Essential

Year 10 Core subject — two semesters

By the end of Year 10, all Year 10 mathematics students will have completed topics across the following content strands:

Number and Algebra
• Money and financial maths
• Patterns and algebra
• Linear and non-linear relationships

Measurement and Geometry
• Units of measurement including surface area and volume for prisms, cylinders and composite solids.
• Geometric reasoning
• Pythagoras and trigonometry

Statistics and Probability
• Chance
• Data representation and interpretation

In addition to the above, the Advanced Mathematics course also covers:

Number and Algebra
• Real numbers
• Patterns and algebra — including polynomials
• Linear and non-linear relationships — including exponential and further polynomials

Measurement and Geometry
• Units of measurement including surface area and volume for pyramids and cones
• Geometric reasoning — including proofs of circle theorems
• Pythagoras and trigonometry — including rules for non-right angled triangles

Statistics and Probability
• Chance
• Data representation and interpretation — including standard deviation

Assessment — all Mathematics subjects

All mathematics students will undertake two mandatory types of assessment:

• Written exams — at least one per semester
  ◦ With supervisor, test unseen, usually 1½ – 2 hours
• Problem Solving and Modelling Tasks — at least one per year
  ◦ Time allocated both in class and out of class time
  ◦ Work is done over a few weeks
  ◦ Submission of work at the draft stage is essential
Prerequisites/Recommendations for Success

- **Advanced Mathematics** — minimum B (preferably an A) across both semesters of Year 9 Mathematics.
- **Mathematics Standard** — minimum C across both semesters of Year 9 Mathematics.
- **Mathematics Essential** — this differentiated course of instruction supports students who experience difficulties in mathematics. The maximum grade attainable from this course of study is a C pass.

To be successful in Mathematics, it is important that students attain mastery. That is, they must master the content, skills and process in each year so that they are able to use and build upon this understanding in future years.

Similar topics may be encountered from year to year but the degree of difficulty and breadth of learning increases.

Subject matter from previous years is not ‘retaught’, so mastery of subject matter is an important consideration when choosing Maths subjects for Year 10 and into Years 11 and 12 (and the reason why prerequisites are in place).

To attain mastery it is necessary that students participate fully in all activities within the course — attending scheduled lessons, completing in-class activities, consolidating work learnt in class by completing text exercises, and previewing upcoming work prior to the lesson.

Requirements/Resources

**Text**

*Jacaranda Maths Quest 10 + 10A AC 3e learnON* is included in the Jacaranda Digital Bundle subscription, purchased upon enrolment at BrisbaneSDE.

**Equipment**

- Calculator — Casio fx-82 AU plus
- Access to Microsoft office (or equivalent) with Word and Excel
- Access to a graphing program, e.g. Graph, Desmos, Geogebra
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): 20%</td>
<td>Summative internal assessment 3 (IA3): 15%</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): 15%</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>

Units 3 and 4

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative external assessment (EA): 50%</td>
<td></td>
</tr>
</tbody>
</table>
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 \( m_1m_2 = -1 \)
- exploring the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate
- solving simple quadratic equations using a range of strategies
- solving linear simultaneous equations, using algebraic and graphical techniques, including using digital technology
- solving linear inequalities and graphing their solutions on a number line
- solving right-angled triangle problems using trigonometric skills
- describing the results of two- and three-step chance experiments to determine probabilities of events and investigating the concept of independence and conditional probability
- obtaining simple statistics from discrete and continuous data, including mean, median, mode, quartiles, range and interquartile range
- using scatterplots to investigate and comment on relationships between two numerical variables
- investigating and describing bivariate numerical data where the independent variable is time
- translating word problems to mathematical form.

Structure

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

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• 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>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>

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>
<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></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>15%</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>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.
Essential Mathematics

Applied senior subject

Essential Mathematics’ major domains are:

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

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

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

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

Pathways

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

Objectives

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

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

Recommendations for Success

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

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

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

Assessment

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

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

Summative assessments

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

Text


ISBN 9781108459792 Print and interactive 
or 
ISBN 9781108688352 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 spreadsheets package (e.g. Excel) is essential.
Learning area — Science

**Year 10**

- Specialist Science
- Science

**Years 11 and 12**

- Physics
- Chemistry
- Psychology
- Biology
- Science in Practice

**Legend**

- **Recommended pathway**
  - Years 9–10 Core
  - Years 11–12 General
- **Available pathway**
  - Years 9–10 Electives
  - Years 11–12 Applied
- **In addition to**
  - VET Certificate
Science

Year 10 Core subject — two semesters

In Year 10 General Science, students will study six units. There are four units in common with Specialist Science: Chemistry, Earth and Space Science, Biology, and Physics; and two units that are unique to General Science: Psychology and Forensic Science.

As well as the Science Understanding component, Science as a Human Endeavour and Science Inquiry Skills are integrated into all units as per the Australian Curriculum.

Students who experience success in General Science will have the learning experiences required to study Year 11 Science in Practice, Psychology, and Biology.

Assessment

Semester One

<table>
<thead>
<tr>
<th>Psychology (Formative task)</th>
<th>Chemistry</th>
<th>Chemistry</th>
<th>Earth and Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
<td>Written</td>
<td>Written</td>
<td>Written/Multimodal</td>
</tr>
<tr>
<td>Conditions</td>
<td>Supervised — 20 minutes</td>
<td>Supervised — 45 minutes with 5 minutes perusal</td>
<td>Open</td>
</tr>
<tr>
<td>Techniques</td>
<td>Online exam</td>
<td>Written test</td>
<td>Student experiment</td>
</tr>
</tbody>
</table>

Semester Two

<table>
<thead>
<tr>
<th>Biology</th>
<th>Physics</th>
<th>Forensics (Formative task)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
<td>Written</td>
<td>Written</td>
</tr>
<tr>
<td>Conditions</td>
<td>Open</td>
<td>Supervised — 60 minutes with 5 minutes perusal</td>
</tr>
<tr>
<td>Techniques</td>
<td>Student Investigation — 600–800 words</td>
<td>Data test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online Exam</td>
</tr>
</tbody>
</table>

Prerequisites/Recommendations for Success

Year 9 Science

Requirements/Resources

Year 10 Science is included in the Jacaranda Digital Bundle subscription, purchased upon enrolment at BrisbaneSDE.

Students will also require:
- Reliable internet access
- Microsoft Office
- Computer headset with microphone
- Scientific calculator
- Pen tablet — Intus WACOM pen and touch small (recommended type).
Specialist Science

Year 10 Core subject — two semesters

Specialist Science encompasses the Science Understanding units of Biology, Chemistry, Earth and Space Science and Physics as described in the Australian Curriculum. Science as a Human Endeavour and Science Inquiry Skills are integrated into these units. There is also a focus on introducing students to types of assessment tasks in the senior science courses and the work habits required for success in these subjects.

Assessment

Semester One

<table>
<thead>
<tr>
<th>Astronomy</th>
<th>Chemistry</th>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode</strong></td>
<td>Written</td>
<td>Written</td>
</tr>
<tr>
<td><strong>Conditions</strong></td>
<td>Supervised — 60 minutes</td>
<td>Open — 600–800 words</td>
</tr>
<tr>
<td></td>
<td>200–300 words</td>
<td>Unseen response to stimulus</td>
</tr>
<tr>
<td><strong>Techniques</strong></td>
<td>Online exam</td>
<td>Student experiment</td>
</tr>
</tbody>
</table>

Semester Two

<table>
<thead>
<tr>
<th>Earth Science</th>
<th>Biology</th>
<th>Physics</th>
<th>Physics/Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode</strong></td>
<td>Written</td>
<td>Written</td>
<td>Written</td>
</tr>
<tr>
<td><strong>Conditions</strong></td>
<td>Open — 1000–1500 words</td>
<td>Supervised — 60 minutes</td>
<td>Supervised — 90 minutes with 10 minutes perusal</td>
</tr>
<tr>
<td><strong>Techniques</strong></td>
<td>Research investigation (report)</td>
<td>Data test</td>
<td>Collection of work</td>
</tr>
</tbody>
</table>

Prerequisites/Recommendations for Success

Year 9 Science

Requirements/Resources

Year 10 Science is included in the Jacaranda Digital Bundle subscription, purchased upon enrolment at BrisbaneSDE.

Students will also require:

- Reliable internet access
- Microsoft Office
- Computer headset with microphone
- Scientific calculator
- Pen tablet — Intus WACOM pen and touch small (recommended type).
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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<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

**Units 3 and 4**

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

**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

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): 10%</td>
<td>Summative internal assessment 3 (IA3): 20%</td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
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<tr>
<td>Summative internal assessment 2 (IA2): 20%</td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
</tbody>
</table>

Units 3 and 4

Summative external assessment (EA): 50%

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

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.
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<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

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

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<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 and sleep</td>
<td>Psychological disorders and treatments</td>
<td>Learning</td>
<td>Cross-cultural psychology</td>
</tr>
<tr>
<td></td>
<td>Emotion and motivation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment

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</tr>
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<td>10%</td>
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</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>

Units 3 and 4

<table>
<thead>
<tr>
<th>Summative external assessment (EA):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Examination</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>50%</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.
Learning area — Humanities and Social Sciences

**Legend**

- **Recommended pathway**
  - Years 9–10 Core
  - Years 11–12 General

- **Available pathway**
  - Years 9–10 Electives
  - Years 11–12 Applied

- **In addition to**
  - VET Certificate
Year 10 Core subject — one semester

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

Students complete three units of work:
- World War II
- Rights and Freedoms
- Migration Experiences

Assessment

Assessment in Year 10 History includes:

Summative Assessment Task 1
- Short Response Exam
- Written
- Supervised

Summative Assessment Task 2
- Research Assignment
- Written
- Open

Summative Assessment Task 3
- Extended Response to Sources
- Written
- Open

Prerequisites/Recommendations for success

None. Year 10 History is a compulsory subject.

Requirements/Resources

*Jacaranda History Alive 10 AC* is included in the Jacaranda Digital Bundle subscription, purchased upon enrolment at BrisbaneSDE.
Civics and Citizenship

Year 10 Elective subject — one semester

Year 10 Civics and Citizenship develops students’ understanding of Australia’s system of government through comparison with another system of government in the Asian region. Students examine Australia’s roles and responsibilities within the international context as well as the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

Students complete three units of work:
- Government and democracy
- Laws and citizens
- Citizenship, diversity and identity

Assessment

Assessment in Year 10 Civics and Citizenship includes:

Summative Assessment Task 1
- Short Response Exam
- Written
- Supervised

Summative Assessment Task 2
- Research Assignment
- Written
- Open

Summative Assessment Task 3
- Research Assignment
- Multimodal
- Open

Prerequisites

None

Requirements/Resources

*Jacaranda Civics & Citizenship Alive 10* is included in the Jacaranda Digital Bundle subscription, purchased upon enrolment at BrisbaneSDE.
Economics and Business

Year 10 Elective subject — one semester

Year 10 Economics and Business gives students the opportunity to develop their understanding of economics and business concepts by considering Australia’s economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

Assessment

Assessment in Year 10 Economics and Business includes:

Summative Assessment Task 1
- Collection of work
- Written
- Open

Summative Assessment Task 2
- Collection of Work
- Written
- Open

Summative Assessment Task 3
- Short Response Exam
- Written
- Open

Prerequisites

None

Requirements/Resources

Jacaranda Economics & Business Alive 10 is included in the Jacaranda Digital Bundle subscription, purchased upon enrolment at BrisbaneSDE.
Foundation Accounting and Business

Year 10 Elective subject — one semester

Foundation Accounting and Business (FAB) is a one semester elective course. This course is designed to provide an introduction to, and foundation knowledge for the senior Accounting (General) and Business Studies (Applied) subjects in Years 11 and 12.

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

• Business structures, such as sole trader, partnerships, companies
• Introductory accounting concepts
• Double entry accounting
• General journal
• Ledger
• Trial Balance
• Balance sheets

Skills developed from this course include: analysis, evaluation, communication, problem solving, and use of Microsoft Office applications relevant to business and accounting contexts.

Assessment

Students are assessed through examinations.

Prerequisites/Recommendations for success

There are no prerequisites but satisfactory levels of literacy, numeracy and computer skills are recommended for the successful completion of this course.

Requirements/Resources

Equipment

• Delivery of lessons requires a computer headset and microphone

Software

• Windows 7 or higher
• Microsoft Word and Excel 2010 or higher
Year 10 Elective subject — one semester

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

• Environmental Change and Management:
  This unit focuses on investigating environmental geography through an in-depth study of an environmental change in Australia.

• Geography of human wellbeing:
  This unit focuses on investigating global, national and local differences in human wellbeing between places.

Assessment

Assessment in Year 10 Geography includes:

Summative Assessment Task 1

• Short Response Exam
• Written
• Supervised

Summative Assessment Task 2

• Stimulus Response Essay
• Written
• Open

Summative Assessment Task 3

• Research Report
• Written
• Open

Prerequisites

None

Requirements/Resources

*Jacaranda Geography Alive 10 AC* is included in the Jacaranda Digital Bundle subscription, purchased upon enrolment at BrisbaneSDE.
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

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<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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• End-of-month reporting for a service business — no GST</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accounting for a trading GST business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• End-of-year reporting for a trading GST business</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Managing resources for a trading GST business</td>
<td></td>
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</tr>
<tr>
<td>• Fully classified financial statement reporting for a trading GST business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cash management</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Complete accounting process for a trading GST business</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Performance analysis of a public company</td>
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### 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

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</tr>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3):</td>
<td></td>
</tr>
<tr>
<td>• Project — cash management 25%</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination — short response 25%</td>
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</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

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

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — essay in response to historical sources</td>
<td>• Investigation — historical essay based on research</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Independent source investigation</td>
<td>• Examination — short responses to historical sources</td>
</tr>
<tr>
<td>25%</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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Economic flows</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Market forces</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Markets and efficiency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Case options of market measures and strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The global economy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• International economic issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Macroeconomic objectives and theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Economic management</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment

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

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

Summative assessments

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

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

Summative assessments

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

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 dynamic society</td>
<td>• The effectiveness of international law</td>
</tr>
<tr>
<td>• Criminal trial process</td>
<td>• Negligence and the duty of care</td>
<td></td>
<td>• Human rights in Australian contexts</td>
</tr>
<tr>
<td>• Punishment and sentencing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

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

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): 25%</td>
<td>Summative internal assessment 3 (IA3): 25%</td>
</tr>
<tr>
<td>• Examination — essay in response to historical sources</td>
<td>• Investigation — historical essay based on research</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): 25%</td>
<td>Summative external assessment (EA): 25%</td>
</tr>
<tr>
<td>• Investigation — Independent source investigation</td>
<td>• Examination — short responses to historical sources</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><strong>Fundamentals of reason</strong></td>
<td><strong>Reason in philosophy</strong></td>
<td><strong>Moral philosophy and schools of thought</strong></td>
<td><strong>Social and political philosophy</strong></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</td>
<td>• Topic 1: Moral philosophy</td>
<td>• Topic 1: Rights</td>
</tr>
<tr>
<td></td>
<td>• Philosophy of mind</td>
<td>• Topic 2: Philosophical schools of thought</td>
<td>• Topic 2: Political philosophy</td>
</tr>
</tbody>
</table>

**Assessment**

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

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

**Summative assessments**

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

| Summative internal assessment 2 (IA2): | Summative external assessment (EA): |
| • Extended response — analytical essay based on Unit 3 Topic 2 | • Examination — extended response — analytical essay based on Unit 4 Topic 2 |
| 25% | 25% |

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

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

Assessment

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

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

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

Year 10 Elective subject — one semester

In the unit ‘REACTIONS: Art with Attitude’ students will explore concepts that challenge perceptions and engage the viewer in a deeper understanding of contemporary issues in society.

Students will experience and develop an understanding of contemporary media, technologies and themes that will broaden their understanding of what Art is.

Art students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others’ ideas. They identify influences of other artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Assessment

Students complete assessment tasks in both ‘making’ and ‘responding’.

Making tasks include the use of collage/mixed media/paint/photography to create a portrait; and the exploration of techniques, processes and materials to create a wearable artwork.

Responding tasks include a comparative essay, and a multimodal presentation.

Prerequisites/Recommendations for Success

There are no prerequisites for this course, however previous study in Art will be advantageous.

Requirements/Resources

Students must have access to a digital camera or a smart phone camera.

All art materials are to be purchased by the student. A list of materials to be purchased will be included on the textbook list, available on the BrisbaneSDE website.
Music 1 and 2

Year 10 Elective subject — one or two semesters

Year 10 Music is a two-semester course and continues on from the Year 9 Music course. Students may enrol in one or both semesters. Music skills and knowledge will be extended through a variety of learning experiences involving ‘Making’ and ‘Responding’ to music from different cultures, times and places. Topics may include:

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

Students are expected to meet the requirements of the Work Rate Calendar. On a weekly basis this includes:

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

Assessment

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

- Making — Composing
- Making — Performing and Responding.

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

Prerequisites

It is mandatory that students have achieved at least a B standard in Year 9 Music or equivalent, for example, AMEB Grade 2 Theory. Students require proficiency in playing an instrument or singing.

Requirements/Resources

Music 1 and 2 is a blended course, that is, printed course materials with AV and online resources. All printed and AV course materials are provided by the school. Online resources are accessible via eLearn.

- A musical instrument or voice on which the student is proficient for performing.
- Access to a keyboard instrument
- Music notation software, for example, MuseScore or Sibelius (Sibelius is highly recommended for students planning to continue onto Senior Music)
- Audio recording software, for example, Audacity, Mixcraft, Garage Band
- Writing materials including 2B pencil
- Manuscript paper
- Video recording device
- Two USB flash drives
- Computer, printer, scanner, webcam, headset with microphone.

Disclaimer

All of the above information is accurate at time of publication.
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 communicate meaning for different purposes and in different contexts?</td>
<td>How does the integration of the environment shape dance to communicate meaning?</td>
<td>How is dance used to communicate viewpoints?</td>
<td>How does dance communicate meaning for me?</td>
</tr>
<tr>
<td>• Genres:</td>
<td>• Genres:</td>
<td>• Genres:</td>
<td>• Genres:</td>
</tr>
<tr>
<td>◦ contemporary</td>
<td>◦ at least one other genre</td>
<td>◦ contemporary</td>
<td>◦ fusion of movement styles</td>
</tr>
<tr>
<td>◦ at least one other genre</td>
<td>Subject matter:</td>
<td>◦ at least one other genre</td>
<td>• Subject matter:</td>
</tr>
<tr>
<td>◦ meaning, purpose and context</td>
<td>◦ physical dance environments including site-specific dance</td>
<td>◦ social, political and cultural influences on dance</td>
<td>◦ developing a personal movement style</td>
</tr>
<tr>
<td>◦ historical and cultural origins of focus genres</td>
<td>◦ virtual dance environments</td>
<td></td>
<td>◦ personal viewpoints and influences on genre and style</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>• Project — dance work</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Choreography</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></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: • How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</td>
<td>Through inquiry learning, the following is explored: • 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>Through inquiry learning, the following is explored: • How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</td>
<td>Through inquiry learning, the following is explored: • 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): • Performance 20%</td>
<td>Summative internal assessment 3 (IA3): • Integrated project 35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Composition 20%</td>
<td></td>
</tr>
</tbody>
</table>

Units 3 and 4

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

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.
Music Extension

General senior subject — Units 3 and 4 only (2020)
Must be taken with or after Units 3 and 4 Music

Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

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

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

Prerequisites

A high level of practical (performance) and/or theoretical (composition and musicology) ability is required in this subject.

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

Pathways

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

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices and technical skills
- investigate, interpret and manipulate music elements and concepts
- synthesise information and resolve music ideas.
### Structure

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

### Assessment

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> 20%</td>
<td><strong>Summative internal assessment 3 (IA3)</strong> 35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2)</strong> 20%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Examination — extended response</td>
</tr>
</tbody>
</table>
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: continued exploration of Unit 3 student-directed focus</td>
</tr>
<tr>
<td>• Media: 2D, 3D, and time-based</td>
<td>• Media: 2D, 3D, and time-based</td>
<td>• Media: student-directed</td>
<td>• Media: student-directed</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

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

Year 10

Design and Technology 1 → Design and Technology 2

Years 11 and 12

Food and Nutrition

Digital Solutions

Design

Information and Communication Technology

Legend

Recommended pathway →

Available pathway

In addition to +

Years 9–10 Core

Years 9–10 Electives

Years 11–12 General

Years 11–12 Applied

VET Certificate
Design and Technologies 1 and 2

Year 10 Elective subject — one or two semesters

Year 10 Design and Technologies is a two-semester course and continues on from Year 9 Design. Students may enrol in one or both semesters.

Year 10 covers a range of topics including:

- Hand sketching
- CADD units
- Design process
- Technologies in society
- Engineering principles and systems
- Materials and technologies specialisations

Successful completion of Year 10 Design and Technologies would generally lead to further study in Design (in Year 11) or use in everyday life.

Students are expected to meet the requirements of the Work Rate Calendar. Minimum time requirement for this subject is 210 minutes per week.

Assessment

Students are assessed on their application of knowledge and understanding, and processes and production, as applied to design folios and exams.

Formative Assessment

- Send in tasks during units of work

Summative Assessment

- Two supervised short response exam
- Three design folios

Prerequisites

Satisfactory completion of Year 9 Design will be advantageous to students studying this course.

Texts

There are no prescribed textbooks.

Requirements/Resources

A computer that runs Windows with high resolution graphics is required for the CAD software used in Design and Technologies.

Minimum configuration

- Windows 8 64-bit Home Pre operating system
- 4 GB RAM
- 5 GB free disk space
Preferred configuration

• Windows® 8 64-bit Professional
• 8 GB RAM
• 5 GB free disk space

BrisbaneSDE students will be using the best software available to do rapid prototyping with 3D printers, and laser cutters.

Information for MAC users

Software used in this subject requires a Windows operating system. MAC users will need to purchase:

• a ‘virtual machine’ program such as Parallels or Boot Camp Support
• a Windows operating system.

After purchase, if the student cannot install these by themselves, they will be given assistance by their teachers.

General

Students will be required to register as a user on the Autodesk Education Community. This will enable students to download and use the CAD program (Inventor Professional) needed for the course. In the first week, students will be assisted by their teacher to walk through the process of registering and downloading the software.

Equipment

Hand sketching is an important skill used in Design and Technologies, so a good set of markers for sketching and colouring pencils for rendering will be used. For a full list of equipment required, please refer to the textbook list published on the BrisbaneSDE website.

Disclaimer

All of the above information is accurate at time of publication.
Digital Technologies

Year 10 Elective subject — one semester

This course focuses on students learning how to create a relational database and how to interrogate the database using SQL. Students will also complete an introductory unit of study in HTML, JavaScript and CSS Programming leading toward the development of an interactive web page. Successful completion of this course will provide students with foundation skills leading toward the study of Digital Solutions or Information Communication and Technology in Years 11 and 12.

Assessment

A range of assessment techniques are used during Year 10. These may include exams, folios, written tasks, as well as projects.

Prerequisites

Ideally, students will have completed the Year 9 Digital Technology course.

Student interaction and participation with both the teacher and other students in the course are mandatory requirements and students are required to work with other students in order to develop skills in social interaction and to complete tasks.

Texts

There are no prescribed textbooks.

Requirements/Resources

Boadband internet, email and telephone access are essential.

Hardware

• Entry level PC or laptop with a Windows 8 or higher operating system.

Software

• Microsoft Office

• A number of other software applications and resource materials are required during the course. These are made available to students by download from the subject Blackboard Course or from a BrisbaneSDE approved website.

Disclaimer

All information contained is accurate at the time of publication.
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</td>
<td>Commercial design</td>
<td>Human-centred design</td>
<td>Sustainable design</td>
</tr>
<tr>
<td>in practice</td>
<td></td>
<td></td>
<td></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>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — design challenge</td>
<td>• Project</td>
</tr>
<tr>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project</td>
<td>• Examination — design challenge</td>
</tr>
<tr>
<td>35%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Requirements

Please consult the textbook list for details of stationery required for this 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>
<tr>
<td>Programmed solutions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment

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Summative assessments

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

Requirements

USB flash drive
Food and Nutrition

General senior subject

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>• Developing food solutions</td>
<td>• Developing food solutions</td>
</tr>
<tr>
<td>• Developing food solutions</td>
<td>• Food formulation for consumer markets</td>
<td>• Food development process</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.

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

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>Website production</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
Learning area — Languages

Year 10

- Chinese
- French
- German
- Japanese
- Spanish

Years 11 and 12

- Chinese
- French
- German
- Japanese
- Spanish

Legend

<table>
<thead>
<tr>
<th>Pathway Type</th>
<th>Years 9–10 Core</th>
<th>Years 11–12 General</th>
<th>Years 9–10 Electives</th>
<th>Years 11–12 Applied</th>
<th>VET Certificate</th>
</tr>
</thead>
</table>
Chinese

Year 10 elective subject — two semesters

This is a one year course. Students will be required to participate in three online lessons per week. In addition, students are required to work regularly in an online vocabulary learning program (Education Perfect) and to complete and submit homework tasks.

The topics studied in this course include:
- my environment
- relationships; making friends
- school, subjects, and hobbies
- shopping/advertising

Assessment

Formative Assessment
Regardless of language proficiency/history/background, all students must complete and submit regular homework tasks as per the Work Rate Calendar for this subject.

Summative Assessment
Students are assessed on their communication and understanding skills.

Prerequisites
Completion of the Year 9 Chinese Course is essential, with at least a C achievement. Students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Note: Students wishing to study Chinese in Years 11 and 12 should achieve at least a C in this course.

Requirements/Resources
- Broadband internet is essential
- Email and telephone access is essential
- Computer headset with a microphone
- Java software is essential to enable web-conferencing to work. If operating outside EQ environment, Java must be enabled through the firewall.
- Global IME (Input Method Editor) for Chinese, free from Microsoft site. Search from URL: [https://support.microsoft.com/](https://support.microsoft.com/) for support.
- USB stick or an external drive to store and manage lesson files
- Printer/scanner (optional)
- Graphics tablet (optional) which uses a pen and writing surface to write Chinese characters by hand on the whiteboard and in other files.

Note: No exemption from scheduled lessons will be approved in all Language courses.

Texts
- Please refer to the Textbook List on the school website.

Note: Textbooks must be purchased by students. Textbooks are not supplied by the school.

Disclaimer
All of the above information is accurate at time of publication.
French

Year 10 elective subject — two semesters

This is a one year course. Students will be required to participate in three online lessons per week. In addition students are required to work regularly in an online vocabulary learning program (Education Perfect) and to complete and submit homework tasks. The topics studied in this course include:

- food and shopping
- health and injuries
- relationships, feelings and emotions
- the way things used to be
- old school days
- telling stories
- jobs and future projects.

Assessment

Formative Assessment
Regardless of language proficiency/history/background, all students must complete and submit regular homework tasks as per the Work Rate Calendar for this subject.

Summative Assessment
Students are assessed on their communication and understanding skills.

Prerequisites
Completion of the Year 9 French Course is essential, with at least a C achievement. Students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Note: Students wishing to study French in Years 11 and 12 should achieve at least a C in this course.

Requirements/Resources

- Broadband internet is essential
- Email and telephone access is essential
- Computer headset with a microphone
- Java software is essential to enable web-conferencing to work. If operating outside EQ environment, Java must be enabled through the firewall.
- USB stick or an external drive to store and manage lesson files
- CD player/printer/scanner (optional)

Note: No exemption from scheduled lessons will be approved in all Language courses.

Texts

- Please refer to the Textbook List on the school website.
- English–French, French–English dictionary, and easy access to an online dictionary,

Note: Textbooks must be purchased by students. Textbooks are not supplied by the school.

Disclaimer
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German

Year 10 elective subject — two semesters

This is a one year course. Students will be required to participate in three online lessons per week. In addition students are required to work regularly in an online vocabulary learning program (Education Perfect) and to complete and submit homework tasks.

The topics studied in this course include:

- jobs
- advertising
- environmental issues
- global connections.

Assessment

Formative Assessment

Regardless of language proficiency/history/background, all students must complete and submit regular homework tasks as per the Work Rate Calendar for this subject.

Summative Assessment

Students are assessed on their communication and understanding skills.

Prerequisites

Completion of the Year 9 German Course is essential, with at least a C achievement. Students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Note: Students wishing to study German in Years 11 and 12 should achieve at least a C in this course.

Requirements/Resources

- Broadband internet is essential
- Email and telephone access is essential
- Computer headset with a microphone
- Java software is essential to enable web-conferencing to work. If operating outside EQ environment, Java must be enabled through the firewall.
- USB stick or an external drive to store and manage lesson files
- Printer/scanner (optional)
- A German dictionary, e.g. Langenscheidt or Oxford Pocket Dictionary or easy access to an online dictionary, e.g. www.wordreference.com and www.leo.de

Note: No exemption from scheduled lessons will be approved in all Language courses.

Texts

- Please refer to the Textbook List on the school website.

Note: Textbooks must be purchased by students. Textbooks are not supplied by the school.

Disclaimer

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Japanese

Year 10 elective subject — two semesters

This is a one year course. Students will be required to participate in three online lessons per week. In addition students are required to work regularly in an online vocabulary learning program (Education Perfect) and to complete and submit homework tasks.

The topics studied include:

• Leisure activities and school trips
• Country and city living in Japan and Australia
• Part-time work and future goals
• Homestay in Japan and in Australia.

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

Assessment

Formative Assessment

Regardless of language proficiency/history/background, all students must complete and submit regular homework tasks as per the Work Rate Calendar for this subject.

Summative Assessment

Students are assessed on their communication and understanding skills.

Prerequisites

Completion of the Year 9 Japanese Course is essential, with at least a C achievement. Students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Ability to read and write Hiragana, Katakana and some Kanji is essential.

Note: Students wishing to study Japanese in Years 11 and 12 should achieve at least a C in this course.

Requirements/Resources

• Broadband internet is essential
• Email and telephone access is essential
• Computer headset with a microphone
• Java software is essential to enable web-conferencing to work. If operating outside EQ environment, Java must be enabled through the firewall.
• USB stick or an external drive to store and manage lesson files
• Printer/scanner
• USB stick / external drive / drive space to store and manage task and lesson files
• MS-IME to input Japanese characters on Windows.
• For installation instructions: https://www.coscom.co.jp/learnjapanese801/install_ime.html
  For MAC users: https://www.coscom.co.jp/learnjapanese801/kotoeri.html
Recommended (optional) items:

- Free apps by The Japan Foundation:
  - Katakana Memory Hint for users with access to a smart device. For download information: [http://www.jfkc.jp/en/material/memoryhint.html](http://www.jfkc.jp/en/material/memoryhint.html)

Note: No exemption from scheduled lessons will be approved in all Language courses.

**Text**

Please refer to the textbook list on the school website.

Note: Textbooks must be purchased by students. Textbooks are not supplied by the school.

**Disclaimer**

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Spanish

Year 10 elective subject — two semesters

This is a one year course. Students will be required to participate in three online lessons per week. In addition students are required to work regularly in an online vocabulary learning program (Education Perfect) and to complete and submit homework tasks.

The topics studied in this course include:
- travel, accommodation and transport
- shopping, fashion
- current affairs
- healthy eating, healthy life, and foods.

Assessment

Formative Assessment
Regardless of language proficiency/history/background, all students must complete and submit regular homework tasks as per the Work Rate Calendar for this subject.

Summative Assessment
Students are assessed on their communication and understanding skills.

Prerequisites
Completion of the Year 9 Spanish Course is essential, with at least a C achievement. Students who wish to apply for this prerequisite to be waived must contact the Head of Department (Languages) in writing.

Note: Students wishing to study Spanish in Years 11 and 12 should achieve at least a C in this course.

Requirements/Resources
- Broadband internet is essential
- Email and telephone access is essential
- Computer headset with a microphone
- Java software is essential to enable web-conferencing to work. If operating outside EQ environment, Java must be enabled through the firewall.
- USB stick or an external drive to store and manage lesson files
- CD player/printer/scanner (optional)
- USB stick / external drive / drive space to store and manage task and lesson files

Note: No exemption from scheduled lessons will be approved in all Language courses.

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

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>
<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</td>
<td>L’exploration du monde</td>
<td>Notre société</td>
<td>Mon avenir</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 French culture to the world</td>
<td>Groups in society</td>
<td></td>
</tr>
</tbody>
</table>

129
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>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
</tr>
<tr>
<td>• Examination — short response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Extended response</td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination — combination response</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>
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<td>• Family/carers and friends</td>
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</tr>
<tr>
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<td></td>
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Assessment

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</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.
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</td>
<td>私達のまわり</td>
<td>私達の社会</td>
<td>私の将来</td>
</tr>
<tr>
<td>My world</td>
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<td></td>
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Brisbane School of Distance Education
Assessment

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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 My world</td>
<td>La exploración de nuestro mundo Exploring our world</td>
<td>Nuestra Sociedad Our society</td>
<td>Mi future My future</td>
</tr>
<tr>
<td>Family/carers and friends</td>
<td>Travel Technology and media The contribution of Spanish 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>
<tr>
<td>Lifestyle and leisure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
</tr>
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Assessment

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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).

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</tr>
</thead>
<tbody>
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</tr>
<tr>
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</tr>
<tr>
<td>15%</td>
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<td>• Examination — combination response</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Texts

To be advised.
Learning area — Health and Physical Education

Legend

<table>
<thead>
<tr>
<th>Recommended pathway</th>
<th>Available pathway</th>
<th>In addition to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 9–10 Core</td>
<td>Years 9–10 Electives</td>
<td>VET Certificate</td>
</tr>
<tr>
<td>Years 11–12 General</td>
<td>Years 11–12 Applied</td>
<td></td>
</tr>
</tbody>
</table>
Health and Physical Education

Year 10 Core subject — one semester

Health and Physical Education provides students with the knowledge and skills to critically analyse factors that influence their identities, relationships, decisions and behaviours. Throughout the Fit for Life and Forge Your Own Path units, students will evaluate the outcomes of emotional responses to different situations and access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students will apply movement concepts and strategies to new and challenging practical activities through an orienteering unit utilising technology. They will propose and evaluate interventions to improve functional movement ability for themselves and others.

Assessment

<table>
<thead>
<tr>
<th>Fit for Life</th>
<th>Forge Your Own Path</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal, Social and Community Health</td>
<td>Movement and Physical Activity</td>
</tr>
<tr>
<td>Mode: Multimodal</td>
<td>Mode: Practical performance</td>
</tr>
<tr>
<td>Conditions: Open</td>
<td>Conditions: Open</td>
</tr>
<tr>
<td>Technique: Multimodal presentation</td>
<td>Technique: Video evidence</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommendations for success

In order to receive an achievement level in Health and Physical Education, students are required to submit assessment in both the Personal, Social and Community Health strand (theory) and the Movement and Physical Activity strand (practical).

Requirements/Resources

*Jacaranda Health & Physical Education 9 & 10* is included in the Jacaranda Digital Bundle subscription, purchased upon enrolment at BrisbaneSDE.

Students will also require:

- reliable internet access is essential
- video recording equipment
- areas to participate in physical activities
- approved exam supervisor is mandatory for the completion of the supervised assessment
- Microsoft Office
- digital camera/device
- computer headset with microphone.
Health Education

Year 10 Core subject — one semester

The Health Education (HEA) course provides students with a strengths-based inquiry of the various determinants that create and promote lifelong health. Students will use conceptual frameworks, models and approaches to critically analyse and apply health information in order to propose strategies to optimise their own and others' health. Students will work both independently and collaboratively to plan, evaluate and reflect on action strategies that promote health. Throughout the Semester course, students engage in a Risky Decisions unit that explores adolescent risk and decision making and a Respectful Relationships unit that explores the characteristics and behaviours of respectful relationships. Throughout both of the units, students investigate the personal, social and community resources available for individuals and groups.

Assessment

<table>
<thead>
<tr>
<th>Risky Decisions</th>
<th>Respectful Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal, Social and Community Health</strong></td>
<td><strong>Personal, Social and Community Health</strong></td>
</tr>
<tr>
<td>Mode: Written</td>
<td>Mode: Written</td>
</tr>
<tr>
<td>Conditions: Supervised — 10 minutes perusal and 60 minutes writing time 250–300 words each essay</td>
<td>Conditions: Open — 600–800 words</td>
</tr>
<tr>
<td>Technique: Two Extended Response Essays</td>
<td>Technique: Analytical Essay</td>
</tr>
</tbody>
</table>

Prerequisites/Recommendations for Success

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

Note that there is no Movement and Physical Activity component in this course.

Requirements/Resources

*Jacaranda Health & Physical Education 9 & 10* is included in the Jacaranda Digital Bundle subscription, purchased upon enrolment at BrisbaneSDE.

Students will also require:
- reliable internet access is essential
- approved exam supervisor is mandatory for the completion of the supervised assessment
- Microsoft Office
- digital camera/device
- computer headset with microphone.
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>• Body image (elective)</td>
<td>• Homelessness (elective)</td>
<td>• Road safety (elective)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Anxiety (elective)</td>
<td></td>
</tr>
</tbody>
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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 — 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.
Vocational Education and Training (VET) courses

**Year 10**

- Certificate I in Business (one year)
- Certificate I in Information, Digital Media & Technology (up to one year)

**Years 11 and 12**

- Certificate II in Business (two years)
- Certificate III in Business (two years)
- Certificate II in Financial Services (one year)
- Certificate II in Information, Digital Media & Technology (two years)
- Certificate II Skills for Work & Vocational Pathways (two years)
- Certificate III Early Childhood Education (two years) (via Cairns Training Academy)
- Various Certificates I, II, III & III (via external providers)

**Legend**

- Recommended pathway ➥ Years 9–10 Core ➥ Years 11–12 General
- Available pathway ➥ Years 9–10 Electives ➥ Years 11–12 Applied
- In addition to ➥ VET Certificate
BSB10115 Certificate I in Business

Vocational Education and Training course

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

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

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

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

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

The competencies offered are listed below.

Pathways

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

Structure

The BSB10115 Certificate I in Business course is structured into five 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>
<th>Topic 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working safely</td>
<td>Working at Australian Hardware</td>
<td>Touch typing</td>
<td>Creating spreadsheets and charts</td>
<td>Online skills</td>
</tr>
<tr>
<td>BSBWHS201 Contribute to health and safety of self and others</td>
<td>BSBIND201 Work effectively in a business environment</td>
<td>BSBITU112 Develop keyboard skills</td>
<td>BSBITU212 Create and use spreadsheets</td>
<td>ICTICT103 Use, communicate and search securely on the internet</td>
</tr>
<tr>
<td>BSBITU211 Produce digital text documents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Assessment

Assessment for VET courses is competency based.

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

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

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

No certification can be issued until the student has created and supplied their Unique Student Identifier (USI).

(Fore more information see: 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.
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>BSBITU111 Operate a personal digital device</td>
<td>BSBCCMM201 Communicate in the workplace</td>
<td>BSBITU212 Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBIND201 Work effectively in a business environment</td>
<td>BSBITU211 Produce digital text documents</td>
<td>BSBCUS201 Deliver a service to customers</td>
<td></td>
</tr>
<tr>
<td>BSBWOR202 Organise and complete daily work activities</td>
<td>BSBITU313 Design and produce digital text documents</td>
<td>BSBINM201 Process and maintain workplace information</td>
<td></td>
</tr>
<tr>
<td>BSBWOR203 Work effectively with others</td>
<td>BSBITU213 Use digital technologies to communicate remotely</td>
<td>BSBITU213 Use digital technologies to communicate remotely</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>
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<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>BSBITU312 Create electronic presentations</td>
<td>BSBITU211 Produce digital text documents</td>
<td>BSBWHS302 Apply knowledge of WHS legislation in the workplace</td>
<td>BSBWOR301 Organise personal work priorities and development</td>
</tr>
<tr>
<td></td>
<td>BSBITU313 Design and produce digital text documents</td>
<td>BSBADM302 Produce texts from notes</td>
<td>BSBITU314 Design and produce spreadsheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSBADM303 Produce texts from audio transcription</td>
<td>BSBITU306 Design and produce business documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSBWRT301 Write simple documents</td>
<td>BSBITU307 Develop keyboarding speed and accuracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BSBITU309 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.

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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</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.
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:

### Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency</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>

### Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency</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>Understanding debt and consumer credit</td>
<td>Budgeting and saving money</td>
<td>Working safely and effectively with others</td>
<td>Working in the financial services industry</td>
</tr>
<tr>
<td>BSBITU212 Create and use spreadsheets</td>
<td>FNSFLT201 Develop and use a personal budget</td>
<td>BSBWOR203 Work effectively with others</td>
<td>FNSINC301 Work effectively in the financial services industry</td>
</tr>
<tr>
<td>FNSFLT203 Develop knowledge of debt and consumer credit</td>
<td>FNSFLT202 Develop and use a savings plan</td>
<td>BSBWHS201 Contribute to health and safety of self and others</td>
<td>BSBWOR204 Use business technology</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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<td>Observations 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 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>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<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>BSBCMM201 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>FSKDIG03 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>
</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

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

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 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.
ICT10115 Certificate I in Information, Digital Media and Technology

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

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

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

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

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

The competencies offered are listed below.

Pathways

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

Structure

The ICT10115 Certificate I in Information, Digital Media and Technology course is structured into six 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>
<th>Topic 5</th>
<th>Topic 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your computer and you</td>
<td>The internet of all things</td>
<td>Your digital device</td>
<td>World class word processing</td>
<td>Supreme spreadsheets</td>
<td>Powerful presentations</td>
</tr>
<tr>
<td>ICTICT101 Operate a personal computer</td>
<td>ICTICT103 Use, communicate and search securely on the internet</td>
<td>ICTICT104 Use digital devices</td>
<td>ICTICT102 Operate word processing applications</td>
<td>ICTICT105 Operate spreadsheet applications</td>
<td>ICTICT106 Operate presentation packages</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.

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

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

Assessment

Assessment for VET courses is competency based.

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

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

Students do not receive a rating of A–E for VET subjects. ICT10115 Certificate I in Information, Digital Media and Technology is issued when all six units are assessed as competent. If the full certificate is not achieved a Statement of Attainment is issued listing units achieved.

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.

Recognition of prior learning

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

Requirements

**Computer hardware:**
- Computer headset and microphone is essential
- Access to a digital camera and/or digital video
- Access to a digital device such as a tablet or smartphone

**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.
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>
</tbody>
</table>

- BSBWHS201 Contribute to health and safety of self and others
- ICTICT201 Use computer operating systems and hardware
- ICTICT206 Install software applications
- ICTSAS203 Connect hardware peripherals
- ICTICT203 Operate application software packages
- ICTICT205 Design basic organisational documents using computing packages
- ICTICT207 Integrate commercial computing packages
- BSBITU312 Create electronic presentations
- BSBSUS201 Participate in environmentally sustainable work practices
- ICTICT202 Communicate and work effectively in an ICT environment
- BSBITU213 Use digital technologies to communicate remotely
- ICTWEB201 Use social media tools for collaboration and engagement
- ICPDMT321 Capture a digital image
- ICTICT204 Operate a digital media technology package

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](http://www.usi.gov.au).)
Students are required to complete tasks according to scenario-based instructions, set within the context of a simulated business environment.

Students answer written assessment questions relating to knowledge and skills of the unit/s of competency being assessed.

Observations are completed by the teacher (assessor) during online lessons as students demonstrate completion of the folio tasks.

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.
School-based Apprenticeships and Traineeships

External Vocational Education and Training Program

School-based apprenticeships and traineeships (SATs) are primarily designed for students in Years 11 and 12, although opportunities do exist for Year 10 students.

A school-based apprenticeship or traineeship provides students with the opportunity to participate in formal training, and work as a paid employee while completing their senior studies.

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

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

Prerequisites

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

Time commitment

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

Pathways

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

Course outline

Students study school subjects in conjunction with their SAT. As part of their apprenticeship or traineeship, students must undertake on-the-job and off-the-job training, including theory work, assignments and exams with their Supervising Registered Training Organisation (SRTO) in order to achieve competence in the units of competency related to their apprenticeship or traineeship.

Assessment

Students complete assessment for their school subjects as normal. They are also required to complete assessment for their Supervising Registered Training Organisation (SRTO) in order to achieve the necessary competencies for the apprenticeship or traineeship.
Requirements

The specific details related to the SAT course requirements and assessment will be advised by the employer and the SRTO.

Students are required to find their own employer. BrisbaneSDE does inform students of vacancies advertised by other organisations and employers via the BrisbaneSDE website (Vocational Education and Training), and the BrisbaneSDE Facebook page.

It is advisable that students interested in a SAT refer to the following Queensland Government websites related to school-based apprenticeship and traineeship information:


Prior to undertaking a SAT, students must consult with the Guidance Officer for their year level to determine the best course for their chosen interest / career pathway. Students must also contact the Senior Pathways team to ensure the SAT aligns with their plan for achieving a QCE. Once this consultation has taken place any other enquiries about SAT paperwork should be directed to the External VET Programs Coordinator.

Disclaimer

All information contained is accurate at the time of publication.
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