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Information contained in this handbook is correct at time of publishing.
Any updates to this information will be available on the Brisbane School of Distance Education website.
Contents

Welcome — from the Executive Principal ................................................................. 1

How to contact us ........................................................................................................ 2

Years 7–10 Subject Guide Information for Home-based students ................................ 3

   About this guide ....................................................................................................... 3
   Online learning at BrisbaneSDE ............................................................................. 3

Subject lists ................................................................................................................. 4

   Years 7 and 8 Core subjects ................................................................................. 4
   Year 9 Core and Elective subjects ....................................................................... 4
   Year 10 Core and Elective subjects ...................................................................... 5

Learning Area — English .......................................................................................... 7

   C Year 7 — English ............................................................................................... 9
   C Year 8 — English .............................................................................................. 11
   C Year 9 — English .............................................................................................. 13
   C Year 10 — English ........................................................................................... 15
   C Year 10 — Literacy ......................................................................................... 17

Learning Area — Mathematics ................................................................................ 19

   C Year 7 — Mathematics ..................................................................................... 21
   C Year 8 — Mathematics ..................................................................................... 23
   C Year 9 — Mathematics ..................................................................................... 25
   C Year 10 — Mathematics: Advanced, Standard and Essential ......................... 27

Learning Area — Science ......................................................................................... 29

   C Year 7 — Science ............................................................................................. 31
   C Year 8 — Science ............................................................................................. 33
   C Year 9 — Science ............................................................................................. 35
   C Year 10 — Science .......................................................................................... 37

Learning Area — Humanities and Social Sciences .................................................. 39

   C Year 7 — Geography ....................................................................................... 41
   C Year 7 — History .............................................................................................. 43
   C Year 8 — Geography ....................................................................................... 45
   C Year 8 — History .............................................................................................. 47
   C Year 9 — History .............................................................................................. 49
   E Year 9 — Civics and Citizenship ..................................................................... 51
   E Year 9 — Economics and Business ................................................................. 53
   E Year 9 — Geography ....................................................................................... 55
Learning Area — Humanities and Social Sciences (continued)

<table>
<thead>
<tr>
<th>Level</th>
<th>Subject</th>
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<td>Year 10 — History</td>
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<td>Year 10 — Civics and Citizenship</td>
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<tr>
<td>E</td>
<td>Year 10 — Economics and Business</td>
<td>61</td>
</tr>
<tr>
<td>E</td>
<td>Year 10 — Foundation Accounting and Business</td>
<td>63</td>
</tr>
<tr>
<td>E</td>
<td>Year 10 — Geography</td>
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Learning Area — The Arts

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<td>Year 7 — Visual Arts</td>
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</tr>
<tr>
<td>C</td>
<td>Year 8 — Music</td>
<td>73</td>
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<tr>
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<td>Year 8 — Visual Arts</td>
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<td>E</td>
<td>Year 10 — Art</td>
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<tr>
<td>E</td>
<td>Year 10 — Music 1 and 2</td>
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Learning Area — Technologies

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<td>Year 8 — Technologies</td>
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<td>Year 9 — Design and Technologies</td>
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<td>E</td>
<td>Year 9 — Digital Technologies</td>
<td>93</td>
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<tr>
<td>E</td>
<td>Year 10 — Design and Technologies</td>
<td>95</td>
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<td>Year 10 — Digital Technologies</td>
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Learning Area — Languages

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<td>Year 7 — Japanese</td>
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<td>C</td>
<td>Year 7 — Spanish</td>
<td>105</td>
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<td>C</td>
<td>Year 8 — French</td>
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<td>E</td>
<td>Year 9 — French</td>
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<td>Year 9 — German</td>
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<td>119</td>
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<td>E</td>
<td>Year 9 — Spanish</td>
<td>121</td>
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<tr>
<td>E</td>
<td>Year 10 — Chinese</td>
<td>123</td>
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<tr>
<td>E</td>
<td>Year 10 — French</td>
<td>125</td>
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<tr>
<td>E</td>
<td>Year 10 — German</td>
<td>127</td>
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<tr>
<td>E</td>
<td>Year 10 — Japanese</td>
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<tr>
<td>E</td>
<td>Year 10 — Spanish</td>
<td>131</td>
</tr>
</tbody>
</table>
Learning Area — Health and Physical Education ................................................................. 133
- C Year 7 — Health and Physical Education ................................................................. 135
- C Year 8 — Health and Physical Education ................................................................. 137
- C Year 9 — Health and Physical Education ................................................................. 139
- C Year 10 — Health and Physical Education ................................................................. 141
- C Year 10 — Health Education .................................................................................. 143

Vocational Education and Training (VET) courses .......................................................... 145

Business (BSB)
- V BSB10115 Certificate I in Business ......................................................................... 147

Information and Communication Technology (ICT)
- V ICT10115 Certificate I in Information, Digital Media and Technology .................. 149

Foundation Skills (FSK)
- V FSK10113 Certificate I in Access to Vocational Pathways ....................................... 151
- V FSK10213 Certificate I in Skills for Vocational Pathways ....................................... 153

External programs
- V School-based Apprenticeships and Traineeships ..................................................... 157
Welcome

from the Executive Principal

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

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

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

Dear Home-based and School-based Supervisors, and Students,

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

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

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

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

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

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

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

Judy Menary
Executive Principal
How to contact us

Brisbane School of Distance Education
Address: Corner Cavendish Road and Stanley Street East
Coorparoo Qld 4151
Postal Address: GPO Box 1308
Brisbane Qld 4001
Telephone: (07) 3727 2444
Facsimile: (07) 3324 0671
Email: enquiries@brisbanesde.eq.edu.au
Website: www.brisbanesde.eq.edu.au
School office hours: 8.00 am – 4.00 pm, every school day
Facebook: www.facebook.com/BrisbaneSchoolofDistanceEducation/
Twitter: https://twitter.com/brisbanesde

Services
Community engagement: Email: communityengagement@brisbanesde.eq.edu.au
Phone: (07) 3727 2803
Fax: (07) 3324 0671
Enrolments: Email: enrolments@brisbanesde.eq.edu.au
Phone: (07) 3727 2444
Fax: (07) 3324 0618
Finance Email: accounts@brisbanesde.eq.edu.au
Phone: (07) 3727 2408
Fax: (07) 3324 0618
Reporting absences: Email: absences@brisbanesde.eq.edu.au
Phone: (07) 3727 2666
Guidance Officers: Prep – Year 7: (07) 3727 2784
Years 8–10: (07) 3727 2425
Years 11–12: (07) 3727 2689
Discovery centre: Email: library@brisbanesde.eq.edu.au
Phone: (07) 3727 2720

Staff
School’s staff contact list: https://brisbanesde.eq.edu.au/Ourschool/Pages/Staff-Contacts.aspx

Advisory note
Details concerning enrolment categories, costs, enrolment processes, school expectations and school policies are contained in our Handbook for Home-based Students, eKindy–Year 12, located on the school website.
About this guide

This Subject Guide has been compiled to outline the core and elective subjects to support your selection of subjects and pathways for your Senior Phase of Learning at BrisbaneSDE.

In Years 7–10 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 the basis of a program that is engaging and fulfilling and will lead to each young person to exceed their own expectations.

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

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

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

Online learning at BrisbaneSDE

BrisbaneSDE is an online school.

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

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

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

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

## Years 7 and 8 Core subjects

Students must 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>
<th>Offered to</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>Geography</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td>Music</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Technologies</td>
<td>Technologies</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>French</td>
<td>1</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>1</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
<td>1</td>
<td>✔</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
<td>1</td>
<td>✔</td>
</tr>
</tbody>
</table>

## Year 9 Core and Elective subjects

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

### Core subjects

Students 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>
<th>Offered to</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>History</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
<td>1</td>
<td>✔</td>
</tr>
</tbody>
</table>

### Elective subjects

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

<table>
<thead>
<tr>
<th>Core learning area</th>
<th>Subject</th>
<th>Semester units</th>
<th>Offered to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Social Sciences</td>
<td>Civics and Citizenship</td>
<td>1</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Economics and Business</td>
<td>1</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>1</td>
<td>✔</td>
</tr>
<tr>
<td>The Arts</td>
<td>Music</td>
<td>1</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td>1</td>
<td>✔</td>
</tr>
<tr>
<td>Technologies</td>
<td>Design and Technologies</td>
<td>1</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Digital Technologies</td>
<td>1</td>
<td>✔</td>
</tr>
<tr>
<td>Languages</td>
<td>Chinese</td>
<td>2</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>2</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>German</td>
<td>2</td>
<td>✔</td>
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<td>Japanese</td>
<td>2</td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
<td>2</td>
<td>✔</td>
</tr>
</tbody>
</table>
# Year 10 Core and Elective subjects

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

## Core subjects

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

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

## Elective subjects

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

<table>
<thead>
<tr>
<th>Core learning area</th>
<th>Subject</th>
<th>Semester units</th>
<th>Offered to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Social Sciences</td>
<td>Civics and Citizenship</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Economics and Business</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Foundation Accounting and Business Geography</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>The Arts</td>
<td>Art</td>
<td>1</td>
<td>✓</td>
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<tr>
<td></td>
<td>Music 1</td>
<td>1 or 2</td>
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</tr>
<tr>
<td></td>
<td>Music 2</td>
<td>1 or 2</td>
<td>✓</td>
</tr>
<tr>
<td>Technologies</td>
<td>Design and Technologies</td>
<td>1 or 2</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Digital Technologies</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>Languages</td>
<td>Chinese</td>
<td>2</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>French</td>
<td>2</td>
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<td>Spanish</td>
<td>2</td>
<td>✓</td>
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<tr>
<td>Vocational Education and</td>
<td>BSB10115 Certificate I in Business</td>
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<tr>
<td>Training</td>
<td>ICT10115 Certificate I in Information,</td>
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<tr>
<td></td>
<td>Digital Media and Technology</td>
<td>2</td>
<td>✓</td>
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<tr>
<td></td>
<td>FSK10113 Certificate I in Access to Vocational Pathways</td>
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<td>✓</td>
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<tr>
<td></td>
<td>FSK10213 Certificate I in Skills for Vocational Pathways</td>
<td>2</td>
<td>✓</td>
</tr>
<tr>
<td>External programs</td>
<td>School-based Apprenticeships and Traineeships</td>
<td>–</td>
<td>✓</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>
Learning area — English

- Years 7–9: English
- Year 10: English or Literacy
- Years 11 and 12: English or Essential English

Legend

- Recommended pathway
- Available pathway
- In addition to

Brisbane School of Distance Education
learning-area-english

Subject Guide Years 7–10
English

Year 7 Core subject — two semesters
Offered to: Home-based students

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

Time commitment
There are three English lessons to be completed each week. Each lesson is approximately 70 minutes in duration and will be delivered using Web Conferencing (through Blackboard Collaborate).

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

Semester One

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persuasion in advertisement</td>
<td>Persuasion in speeches</td>
<td>Reading and creating life writing</td>
</tr>
</tbody>
</table>

Semester Two

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and interpreting literature about Australia and Australians</td>
<td>Examining representations of Australians in literature</td>
<td>Exploring poetry and song</td>
</tr>
</tbody>
</table>

Requirements/Resources
Students should have access to the following:
• Computer and internet access as the course is in an electronic format
• Headset with a microphone to participate in scheduled lessons
• Suitable sound recording software on computer (to record spoken tasks — instructions for downloading Audacity are available on the school’s website)
• The novel *Black Snake — the daring of Ned Kelly* in either paper or digital/eBook format.
English

Year 8 Core subject — two semesters
Offered to: Home-based students

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

Time commitment

There are three English lessons to be completed each week. Each lesson is approximately 70 minutes in duration and will be delivered using Web Conferencing (through Blackboard Collaborate).

Assessment

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

Semester One

| Unit 1                  | Unit 2                                                                 | Unit 3
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Representing human experience</td>
<td>Understanding how texts communicate ideas about values</td>
<td>Representations texts of teens in texts</td>
</tr>
</tbody>
</table>

Semester Two

| Unit 4                  | Unit 5                                                                 | Unit 6
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating short stories</td>
<td>Expressing viewpoints on ethical issues in drama texts</td>
<td>Analysing digital texts</td>
</tr>
</tbody>
</table>

Requirements/Resources

Students should have access to the following:

- Computer and internet access as the course is in an electronic format
- Headset with a microphone to participate in scheduled lessons
- Suitable sound recording software on computer (to record spoken tasks — instructions for downloading Audacity are available on the school's website)
- The novel *Don’t call me Ishmael* in either paper or digital/eBook format.

Students may be required to obtain other commonly available materials to complete practical activities (please see booklist on BrisbaneSDE website).
English

Year 9 Core subject — two semesters
Offered to: Home-based students

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

Time commitment

There are three English lessons to be completed each week. Each lesson is approximately 70 minutes in duration and will be delivered using Web Conferencing (through Blackboard Collaborate).

Assessment

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

Semester One

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<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry</td>
<td>Australian representations</td>
<td>Novel study</td>
</tr>
</tbody>
</table>

Semester Two

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Unit 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speculative fiction</td>
<td>Exploring ethical issues in a drama text</td>
</tr>
</tbody>
</table>

Requirements/Resources

Students should have access to the following:

- Computer and internet access as the course is in an electronic format
- Headset with a microphone to participate in scheduled lessons
- Suitable sound recording software on computer (to record spoken tasks – instructions for downloading Audacity are available on the school’s website)
- The novel *Worldshaker* in either paper or digital/eBook format.
English

Year 10 Core subject — two semesters
Offered to: Home-based students

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
- Poetry
- Reading and responding to a novel
- Satire

Semester 2
- Exploring news media texts
- Responding to a Shakespearean drama

Assessment

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

Semester 1
Summative Assessment 1: Spoken Poetry analysis — Unsupervised
Summative Assessment 2: Written Imaginative Text — Unsupervised

Semester 2
Summative Assessment 3: Written analysis — Unsupervised
Summative Assessment 4: Written Media Text — Unsupervised
Summative Assessment 5: 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
    - Tom Appleby, Convict Boy (novel) ISBN 9780207199424
  - Semester 2
    - Romeo and Juliet (play script — Cambridge School Shakespeare) ISBN 9780521618700
Literacy

Year 10 Core subject — two semesters
Offered to: Home-based students

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
Learning area — Mathematics

**Years 7–9**

- **Mathematics**
  - A or B

**Year 10**

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

**Years 11 and 12**

- **Specialist Mathematics**
- **Mathematical Methods**
- **General Mathematics**
- **Essential Mathematics**

Legend

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

→ Recommended pathway  ← Available pathway  + In addition to
Learning mathematics creates opportunities for and provides students with essential mathematical skills and knowledge in *Number and algebra, Measurement and geometry, and Statistics and probability*. The Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

By the end of Year 7, **all Year 7 mathematics students** will have completed topics across the following content strands:

<table>
<thead>
<tr>
<th>Number and algebra</th>
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<tbody>
<tr>
<td>• Number and place value</td>
<td>• Units of measurement including area and volume</td>
<td>• Chance</td>
</tr>
<tr>
<td>• Fractions and decimals</td>
<td>• Shape</td>
<td>• Data representation and interpretation</td>
</tr>
<tr>
<td>• Real numbers</td>
<td>• Geometric reasoning</td>
<td></td>
</tr>
<tr>
<td>• Money and financial maths</td>
<td>• Location and transformation</td>
<td></td>
</tr>
<tr>
<td>• Patterns and algebra</td>
<td></td>
<td></td>
</tr>
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**Assessment**

All mathematics students will undertake two mandatory types of assessment:

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<th>Written exams (usually two per semester)</th>
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**Prerequisites/Recommendations for Success**

To be successful in Mathematics, it is important that students attain mastery. Similar topics may be encountered from year to year but the degree of difficulty and breadth of learning increases.

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

**Requirements/Resources**

**Text**

*Jacaranda Maths Quest 7 AC 3e learnON* is included in the Jacaranda Digital Bundle subscription, purchased upon enrolment at BrisbaneSDE.

**Equipment**

- Computer and the internet (as the course and text are in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- Scientific calculator — Casio fx-82 AU Plus II
- Access to Microsoft office (or equivalent) with Word, Excel and OneNote
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**Prerequisites/Recommendations for Success**

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

**Requirements/Resources**

**Text**

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**Equipment**

- Computer and the internet (as the course and text are in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- Scientific calculator — Casio fx-82 AU Plus II
- Access to Microsoft office (or equivalent) with Word, Excel and OneNote
Mathematics
Advanced, Standard and Essential

Year 10 Core subject — two semesters
Offered to: Home-based students

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 II
• Access to Microsoft Office with Word, Excel and OneNote
• Access to a graphing program (for example, Graph, Desmos, Geogebra)
• Access to graphic tablet or write-on device 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.

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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 II
- Access to Microsoft Office with Word, Excel and OneNote
- Access to a graphing program (for example, Graph, Desmos, Geogebra)
- Access to graphic tablet or write-on device is essential.

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**Legend**

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

- → **Recommended pathway**
- ← **Available pathway**
- ⊕ **In addition to**
Science

Year 7 Core subject — two semesters
Offered to: Home-based students

The Year 7 Science course follows the Australian Curriculum which is studied in all Australian States. Science provides students with a way of answering interesting and important questions about the biological, physical and technological world.

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object’s motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

Assessment

Year 7 Science assessment includes:
• Supervised Assessments
• Research Investigations
• Student Experiments
• Collection of Work

Topics studied
• Chemistry of water
• Forces and motion
• Earth, moon and space
• Ecosystems

Requirements/Resources

Students should have access to the following:
• Computer and the internet (as the course is in an electronic format)
• Suitable headset with a microphone (to participate in scheduled lessons)
• Suitable space and adult supervision for controlled laboratory-style work (clear bench space, ready access to water supply, first-aid and cleaning equipment)
• Personal protective equipment, specifically eye protection (clear goggles/protective glasses), apron or lab coat, disposable gloves and fully enclosed shoes
• Basic kitchen ingredients and equipment (measuring cups/spoons, scales, trays) — a Science kit is provided, containing scientific materials not readily available however some items will need to be purchased
• Stop watch or similar timer
• Microsoft Office
• Digital camera/device
• Science Quest 7 for the Australian Curriculum eBook (included in the Jacaranda Digital Bundle subscription, purchased upon enrolment at BrisbaneSDE).
Science

Year 8 Core subject — two semesters
Offered to: Home-based students

Science provides students with a way of answering interesting and important questions about the biological, physical and technological world. In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

Key Skills

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

- identifying questions and problems
- making predictions based on scientific understanding
- planning and conducting investigations and fair tests
- conducting field work
- collecting and interpreting data
- summarising data
- using a range of representations
- identifying relationships and drawing conclusions
- communicating ideas and findings using scientific language and representations
- working effectively within a group.

Assessment

Year 8 Science assessment may include:

- Research investigations
- Supervised written assessment
- Supervised online assessment
- Experimental reports
- Collection of work — written explanations, graphs and tables, reports on short practical activities

Requirements/Resources

Students should have access to the following:

- Computer and the internet (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- Suitable space and adult supervision for controlled laboratory-style work (clear bench space, ready access to water supply, first-aid and cleaning equipment)
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Science

Year 9 Core subject — two semesters
Offered to: Home-based students

The Year 9 Science course follows the Australian Curriculum which is studied in all Australian States. Science provides students with a way of answering interesting and important questions about the biological, physical and technological world.

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Assessment

Students are required to regularly submit formative and summative assessment tasks. Summative tasks will cover a range of assessment techniques including:

- Supervised assessments
- Research investigations
- Student experiments
- Collection of work

Topics studied

- Tectonic theory
- Chemical elements and reactions
- Body organs and systems
- Energy, waves, and electromagnetism
- Thermochemistry
- Ecosystems

Requirements/Resources

Students should have access to the following:

- Computer and the internet (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- Writing tablet (similar to Wacom Bamboo) would be beneficial for lessons
- Suitable space and adult supervision for controlled laboratory-style work (clear bench space, ready access to water supply, first-aid and cleaning equipment)
- Personal protective equipment, specifically eye protection (clear goggles/protective glasses), apron or lab coat, disposable gloves and fully enclosed shoes
- Basic kitchen ingredients and equipment (measuring cups/spoons, scales, trays) – a Science kit is provided, containing scientific materials not readily available however some items will need to be purchased
- Stop watch or similar timer
- Microsoft Office (2007 onwards)
- Science Quest 9 for the Australian Curriculum 2E eBook (included in the Jacaranda Digital Bundle subscription, purchased upon enrolment at BrisbaneSDE).
Science

Year 10 Core subject — two semesters
Offered to: Home-based students

The Year 10 Science course provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge and its applications in our lives.

In Year 10 Science, students will study the following disciplines of science: Biology, Chemistry, Earth and Space and Physics, whilst gaining an understanding of scientific inquiry methods and developing an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions.

Assessment

Students will undertake a range of assessment instruments over the course of study. These include scientific experimental reports, examinations and scientific research reports.

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. A science kit is available to home-based students. Overseas students will be required to source some materials as directed.

Students will also require:

- Reliable internet access
- Microsoft Office
- Computer headset with microphone
- Scientific calculator.
In Year 7 Geography, students’ interests extend beyond their own communities and explore concerns about wider issues. Inquiry questions include:

- How do people’s reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

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

**Assessment**

Formative tasks for tracking student progress and opportunity for feedback may be expected prior to summative assessment items. Assessment tasks could include:

- short response exam
- short essays or response to stimulus
- inquiry research
- multimodal presentations.

<table>
<thead>
<tr>
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| Water in the world: Students focus on water as an example of a renewable environmental resource:  
  - Examine the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places, its varying availability in time and across space and its scarcity.  
  - Investigate water using studies drawn from Australia and other parts of the world. | Place and livability: Students focus on the concept of place through an investigation of liveability:  
  - Examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.  
  - Develop student's ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning.  
  - The liveability of places is investigated using studies drawn from, Australia and Europe. |

**Requirements/Resources**

Students should have access to the following:

- Computer and the internet (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- *Geography Alive* Australian Curriculum Year 7 eBookPlus (included in the Jacaranda Bundle subscription, purchased upon enrolment at BrisbaneSDE).
History

Year 7 Core subject — one semester
Offered to: Home-based students

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC (BCE)—c.650 AD (CE), a period defined by the development of cultural practices and organised societies.

Key inquiry questions include:
- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

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

Assessment

Formative tasks for tracking student progress and opportunity for feedback may be expected prior to summative assessment items. Assessment tasks could include:
- a written or oral research assignment/presentation
- extended response to historical stimulus
- short response exam.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating the ancient past:</td>
<td>Ancient Rome and China:</td>
</tr>
<tr>
<td>• Explore how historians and archaeologists investigate the past and the problems they encounter.</td>
<td>• Investigate Rome: The largest empire in the ancient Mediterranean world whose developments in law, architecture, religion, and government demonstrated how practical and yet innovative the Ancient Romans were.</td>
</tr>
<tr>
<td>• Identify the tools, techniques and methods used by historians and archaeologists to investigate history, and the range and nature of sources that can be used in a historical investigation.</td>
<td>• Investigate how Ancient Rome developed and what emerged as the defining characteristics of Ancient Rome.</td>
</tr>
<tr>
<td>• Investigate a historical mystery from ancient Australia that has challenged historians and archaeologists.</td>
<td>• Explore China, another significant imperial power that wielded extensive and long lasting political, social and cultural influence on their neighbours.</td>
</tr>
<tr>
<td>• Examine the importance of, and controversies surrounding, the conservation of past remains.</td>
<td></td>
</tr>
</tbody>
</table>

Requirements/Resources

Students should have access to the following:
- Computer and the internet (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- History Alive Australian Curriculum Year 7 eBookPlus (included in the Jacaranda Bundle subscription, purchased upon enrolment at BrisbaneSDE).
Geography

Year 8 Core subject — one semester
Offered to: Home-based students

In Year 8 Geography, students’ interests extend beyond their own communities and explore concerns about wider issues. Inquiry questions include:

• How do environmental and human processes affect the characteristics of places and environments?
• How do the interconnections between places, people and environments affect the lives of people?
• What are the consequences of changes to places and environments and how can these changes be managed?

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

Assessment

Formative Assessment

Formative tasks for tracking student progress and opportunity for feedback may be expected prior to summative assessment items. Assessment tasks could include:

• short response exam
• short essays or response to stimulus
• inquiry research
• multimodal presentations.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landforms and landscapes:</td>
<td>Changing nations:</td>
</tr>
<tr>
<td>• Investigate geomorphology through a study of landscapes and their landforms.</td>
<td>• Investigate the changing human geography of our countries, as revealed by shifts in population distribution.</td>
</tr>
<tr>
<td>• Examine the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.</td>
<td>• Explore the process of urbanisation, its changes on the economies and societies, and the reasons for the high level of urban concentration in Australia.</td>
</tr>
<tr>
<td>• Explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.</td>
<td>• Examine and contrast the redistribution of population resulting from internal migration with international migration.</td>
</tr>
<tr>
<td>• Investigate distinctive aspects of landforms and landscapes using studies drawn from Australia and throughout the world.</td>
<td>• Examine issues related to the management and future of Australia’s urban areas.</td>
</tr>
</tbody>
</table>

Requirements/Resources

Students should have access to the following:

• Computer and the internet (as the course is in an electronic format)
• Suitable headset with a microphone (to participate in scheduled lessons)
• Geography Alive Australian Curriculum Year 8 eBookPlus (included in the Jacaranda Bundle subscription, purchased upon enrolment at BrisbaneSDE).
Year 8 Core subject — one semester
Offered to: Home-based students

Year 8 History provides a study of history from the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The key inquiry questions include:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

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

Assessment

Formative tasks for tracking student progress and opportunity for feedback are on-going and may be expected prior to summative assessment items. Assessment tasks could include:

- a written or oral research assignment
- extended response to historical stimulus
- short response exam.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medieval Europe:</td>
<td>Japan under the Shoguns:</td>
<td>The Spanish conquest of the Americas:</td>
</tr>
<tr>
<td>• Examine the key patterns of continuity and change of medieval Europe and the way dominant beliefs and values, such as Christianity, shaped society.</td>
<td>• Contrast features of medieval societies.</td>
<td>• Investigate the nature of Aztec society and the impact of the Spanish conquest.</td>
</tr>
</tbody>
</table>

Requirements/Resources

Students should have access to the following:

- Computer and the internet (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- *History Alive* Australian Curriculum Year 8 eBookPlus (included in the Jacaranda Bundle subscription, purchased upon enrolment at BrisbaneSDE).
Year 9 Core subject — one semester
Offered to: Home-based students

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

The key inquiry questions include:

• What were the changing features of the movements of people from 1750 to 1918?
• How did new ideas and technological developments contribute to change in this period?
• What was the origin, development, significance and long-term impact of imperialism in this period?
• What was the significance of World War I?

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

Assessment

Formative tasks for tracking student progress and opportunity for feedback may be expected prior to summative assessment items. Assessment tasks could include:

• a written or oral research assignment/presentation
• extended response to historical stimulus
• short response exam.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
</tr>
</thead>
</table>
| The Industrial Revolution (1750–1914):
  • Examine the transformation of the ‘Old World’ and the creation of ‘New World’ settler societies such as Australia and the United States.
  • Examine the significance of the innovations and changes brought by the Industrial Revolution.
  • Trace their impact through to the study of World War I. | Making a Nation (1790–1914):
  • Examine the interactions between European settlers and Aboriginal peoples and Torres Strait Islander peoples and the effects of the contact.
  • Examine key developments and ideas in the movement to a democratic Australia. | World War I (1914–1918):
  • Explore the cause, course and effect of the war with a particular focus on the Australian experience. |

Requirements/Resources

Students should have access to the following:

• Computer and the internet (as the course is in an electronic format)
• Suitable headset with a microphone (to participate in scheduled lessons)
• *History Alive* Australian Curriculum Year 9 eBookPlus (included in the Jacaranda Bundle subscription, purchased upon enrolment at BrisbaneSDE).
Civics and Citizenship

Year 9 Elective subject — one semester
Offered to: Home-based students

Through the study of Civics and Citizenship, students develop skills of inquiry, and values and dispositions that enable them to be active and informed citizens. Civics and Citizenship in Year 9 builds students’ understanding of Australia’s political system, the features and principles of Australia’s court system, and how global connectedness is shaping contemporary Australian society.

A framework for developing students’ civics and citizenship knowledge, understanding and skills is provided by the following key questions:

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

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

Assessment

Formative Assessment

Formative tasks for tracking student progress and opportunity for feedback are on-going and may be expected prior to summative assessment items. Assessment tasks could include:

- an exam
- short response or short essay
- research report or journal
- multimodal presentation.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Australia’s political system enables change:</td>
<td>Australia’s court system:</td>
<td>System of government in Australia and Asia:</td>
</tr>
<tr>
<td>• Examine the ways political parties interest groups, media and individuals influence government and decision-making processes.</td>
<td>• Investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law.</td>
<td>• Compare Australia’s system of government with another system of government in the Asia region.</td>
</tr>
<tr>
<td></td>
<td>• Examine global connectedness and how this is shaping contemporary Australian society.</td>
<td>• Examine Australia’s role and responsibilities in an international context, such as its involvement with the United Nations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Study the purpose and world of the High Court.</td>
</tr>
</tbody>
</table>

Requirements/Resources

Students should have access to the following:

- Computer and the internet (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- *Civics and Citizenship Alive* Australian Curriculum Year 9 eBookPlus (included in the Jacaranda Bundle subscription, purchased upon enrolment at Brisbane’s SDE).
Economics and Business

Year 9 Elective subject — one semester
Offered to: Home-based students

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

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

Assessment

Formative Assessment

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

- collections of work
- written responses
- business reports.

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

Requirements/Resources

Students should have access to the following:

- Computer and the internet (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- *Economics and Business Alive* Australian Curriculum Year 9 eBookPlus (included in the Jacaranda Bundle subscription, purchased upon enrolment at BrisbaneSDE).
Year 9 Elective subject — one semester
Offered to: Home-based students

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

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

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

Assessment

Formative Assessment

Formative tasks for tracking student progress and opportunity for feedback are on-going and may be expected prior to summative assessment items. Assessment tasks could include:

- an exam
- short response or short essay
- research report or journal
- multimodal presentation.

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

Requirements/Resources

Students should have access to the following:

- Computer and the internet (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- *Geography Alive* Australian Curriculum Year 9 eBookPlus (included in the Jacaranda Bundle subscription, purchased upon enrolment at BrisbaneSDE).
Year 10 Core subject — one semester
Offered to: Home-based students

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.
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
Offered to: Home-based students

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
Offered to: Home-based students

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) subject 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
- the principles of double entry accounting
- computerised accounting
- preparation of accounting records — General journal
- analysis and interpretation of financial records and reports.

Skills developed from this course include: analysis, evaluation, communication, problem solving, and use of Microsoft Office and MYOB 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
- MYOB student version will need to be installed (no cost).
Geography

Year 10 Elective subject — one semester
Offered to: Home-based students

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.
Learning area — The Arts

Years 7 and 8
- Music
- Visual Arts

Years 9 and 10
- Music
- Visual Arts

Years 11 and 12
- Music
- Music in Practice
- Visual Art
- Visual Arts in Practice
- Dance

Music Extension (Year 12 only)

Legend

<table>
<thead>
<tr>
<th>Years 7–10 Core</th>
<th>Years 7–10 Electives</th>
<th>Years 11–12 General</th>
<th>Years 11–12 Applied</th>
<th>VET Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ Recommended pathway</td>
<td>→ Available pathway</td>
<td>+ In addition to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Music

Year 7 Core subject — one semester
Offered to: Home-based students

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

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

On a weekly basis this includes:
• individual completion of lesson activities
• music practice
• group lessons using web-conferencing and teleconferencing

Assessment

The progress of students is monitored through regular worksheets and projects which assess one or more of the following: Making — Composing, Making — Performing, Responding. An overall result for the semester is based on these tasks.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let's make music</td>
<td>Instruments galore!</td>
</tr>
</tbody>
</table>

Prerequisites/Recommendations for Success

Students require a keyboard instrument to participate in the course.

Requirements/Resources

Students should have access to the following:
• Computer, internet access and webcam (as the course is in an electronic format)
• Suitable headset with a microphone (to participate in scheduled lessons)
• A keyboard instrument, for example:
  ◦ 25-note chromatic glockenspiel
  ◦ 61-note portable keyboard
  ◦ piano
• Audio recording software, for example, Audacity, Garage Band
• Equipment/computer software for video recording performing tasks, for example, video recorder, digital camera, smart phone
• Computer printer and scanner
• USB flash drive
• CD/DVD player (or CD/DVD-ROM computer drive)
• Lined paper, manuscript paper, writing materials including 2B pencil
• Ear training resources will be available through access to downloadable cloud software (fee payable on enrolment).
Visual Arts

Year 7 Core subject — one semester
Offered to: Home-based students

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

In Year 7, students study Art techniques such as:

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

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

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

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

On a weekly basis this includes:

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

Assessment

A range of assessment techniques will focus on student’s demonstration of learning outcomes. Students will make images and objects, research and experiment with ideas, and analyse and evaluate images of artists/designers/craftspeople from a variety of historical and contemporary contexts.

Assessment submission will consist of four tasks including making an artwork/s as well as a folio of work.

Requirements/Resources

Students should have access to the following:

• internet access for online teaching and email is required
• access to a digital camera (mobile phone is suitable) during the semester to facilitate ongoing feedback of the student’s art work
• access to newspapers and magazines
• extensive use of the internet is recommended to generate stimulus images for art work
• materials purchased from materials list for Year 7 Art.
**Music**

Year 8 Core subject — one semester  
Offered to: Home-based students

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

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

On a weekly basis this includes:

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

**Assessment**

The progress of students is monitored through regular worksheets and projects which assess one or more of the following: Making — Composing, Making — Performing, Responding. An overall result for the semester is based on these tasks.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music workshop</td>
<td>Covers</td>
</tr>
</tbody>
</table>

**Prerequisites/Recommendations for Success**

Students require a keyboard instrument to participate in the course.

**Requirements/Resources**

Students should have access to the following:

- A keyboard instrument, for example:
  - 25-note chromatic glockenspiel
  - 61-note portable keyboard
  - Piano

- Computer, internet access and webcam (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- Google Chrome
- Audio recording software, for example, Audacity, Garage Band
- Equipment/computer software for video recording performing tasks, for example, video recorder, digital camera, smart phone
- Computer printer and scanner
- USB flash drive
- CD/DVD player (or CD/DVD-ROM computer drive)
- Lined paper, manuscript paper, writing materials including 2B pencil
- Ear training resources will be available through access to downloadable cloud software (fee payable on enrolment).
Visual Arts

Year 8 Core subject — one semester
Offered to: Home-based students

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

In Year 8, students study the following Art techniques:
- 2D studies: drawing, painting, print making
- 3D studies: ceramics, sculpture.

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

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

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

On a weekly basis this includes:
- individual completion of lesson activities
- group lessons using web-conferencing.

Assessment

Student’s return of work will reflect their effort and behaviour. A range of assessment techniques will focus on student’s demonstration of learning outcomes. Students will make images and objects, research and experiment with ideas and analyse and evaluate images of artists/designers/craftspeople from a variety of historical and contemporary contexts.

Assessment submission will consist of four tasks including making an artwork/s as well as a folio of work.

Requirements/Resources

Students should have access to the following:
- internet access for online teaching and email is required
- access to a digital camera (mobile phone is suitable) during the semester to facilitate ongoing feedback of the student’s art work
- access to newspapers and magazines
- extensive use of the internet is recommended to generate stimulus images for art work
- materials purchased from materials list for Year 8 Art.
Year 9 Music is a one semester course designed to enable students to develop their musical ability through making and responding to music from different cultures, times and locations. It involves listening to and discussing music, ear training, singing, playing instruments, composing and recording using digital software.

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

On a weekly basis this includes:
• individual completion of lesson activities
• practice
• group lessons using web-conferencing.

Assessment
The progress of students is monitored through individual and group projects which assess one or more of the following:
- Making — Composing
- Making — Performing
- Responding

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

Unit 1
- Music around the world
- Song writer

Prerequisites/Recommendations for Success
• Proficiency in playing an instrument (Grade 2 AMEB or equivalent level is recommended.)
• Prior completion of Year 8 Music
• Ability to read music notation

Requirements/Resources
Students should have access to the following:
• A musical instrument on which the student is proficient for practical work
• A keyboard instrument, for example:
  ◦ 25-note chromatic glockenspiel
  ◦ 61-note portable keyboard
  ◦ Piano
• Computer, internet access and webcam (as the course is in an electronic format)
• Suitable headset with a microphone (to participate in scheduled lessons)
• Google Chrome
• Audio recording software, for example, Audacity, Garage Band
• Equipment/computer software for video recording performing tasks, for example, video recorder, digital camera, smart phone
• Computer printer and scanner
• USB flash drive
• CD/DVD player (or CD/DVD-ROM computer drive)
• Lined paper, manuscript paper, writing materials including 2B pencil
• Ear training resources will be available through access to downloadable cloud software (fee payable on enrolment).
Music

Year 9 Elective subject — one semester
Offered to: Home-based students

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

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

On a weekly basis this includes:
- individual completion of lesson activities
- practice
- group lessons using web-conferencing.

Assessment

The progress of students is monitored through individual and group projects which assess one or more of the following: **Making — Composing, Making — Performing, Responding.** An overall result for the semester is based on these tasks.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music around the world</td>
<td>Song writer</td>
</tr>
</tbody>
</table>

Prerequisites/Recommendations for Success

- Proficiency in playing an instrument (Grade 2 AMEB or equivalent level is recommended.)
- Prior completion of Year 8 Music
- Ability to read music notation

Requirements/Resources

Students should have access to the following:

- A musical instrument on which the student is proficient for practical work
- A keyboard instrument, for example:
  - 25-note chromatic glockenspiel
  - 61-note portable keyboard
  - Piano
- Computer, internet access and webcam (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- Google Chrome
- Audio recording software, for example, Audacity, Garage Band
- Equipment/computer software for video recording performing tasks, for example, video recorder, digital camera, smart phone
- Computer printer and scanner
- USB flash drive
- CD/DVD player (or CD/DVD-ROM computer drive)
- Lined paper, manuscript paper, writing materials including 2B pencil
- Ear training resources will be available through access to downloadable cloud software (fee payable on enrolment).
Visual Arts

Year 9 Elective subject — one semester
Offered to: Home-based students

Units based on the concept ‘SELF’ will provide a range of experiences incorporating two-dimensional and three-dimensional media.

In Year 9, students study the following Art techniques:
- 2D studies: drawing, painting, print making
- 3D studies: sculpture.

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

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

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

On a weekly basis this includes:
- individual completion of lesson activities
- group lessons using web-conferencing.

Assessment

A range of assessment techniques will focus on student’s demonstration of learning outcomes. Students will make images and objects, research and experiment with ideas, and analyse and evaluate images of artists/designers/craftspeople from a variety of historical and contemporary contexts.

Assessment submission will consist of four tasks. Each assessment incorporates making a resolved artwork and completion of a folio of work.

Pre-requisites

Nil. (Completion of Year 8 Art is highly recommended to maximize the chance of success for students in this subject.)

Requirements/Resources

Students should have access to the following:
- internet access for online teaching and email is required
- access to a digital camera (mobile phone is suitable) during the semester to facilitate ongoing feedback of the student’s art work
- access to newspapers and magazines
- extensive use of the internet is recommended to generate stimulus images for art work
- materials purchased from materials list for Year 9 Art.
Art

Year 10 Elective subject — one semester
Offered to: Home-based students

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
Offered to: Home-based students

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
- 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.

Requirements include:

- 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
- Audio recording software, for example, Audacity, Mixcraft, Garage Band
- Writing materials including 2B pencil
- Manuscript paper
- Video recording device, for example, smart phone, tablet or camera
- One USB flash drive for submitting practical tasks
- Computer, printer, scanner, webcam, headset with microphone

Disclaimer

All of the above information is accurate at time of publication.
Year 7 Technologies covers two distinct but related subjects — *Design and Technologies*, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities, and *Digital Technologies*, in which students use computational thinking and information systems to define, design and implement digital solutions.

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

### Assessment

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

- written and spoken collections of work
- multimodal presentations.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
</table>
| Digital Technologies: Project Based Learning — Using Scratch:  
  - Analyse and evaluate existing Scratch games.  
  - Design and develop a creative and educational Scratch game for an interactive user experience.  | Design and Technologies Project Based Learning:  
  - Investigate and Analyse factors that influence the design of products, services and environments to meet present and future needs.  
  - Apply project management skills to design and produce a sustainable, strong and moveable toy, tool or implement; students use creativity, innovation and enterprise skills with increasing independence and collaboration.  
  - Create or adapt humane friendly mouse trap ideas, consider sustainability of environmentally friendly materials, then use these to judge the suitability of their ideas. |

### Requirements/Resources

Students should have access to the following:

- Computer and the internet (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons).
Year 8 Technologies covers two distinct but related subjects — *Design and Technologies*, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities, and *Digital Technologies*, in which students use computational thinking and information systems to define, design and implement digital solutions.

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<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good chef, bad chef:</strong></td>
<td><strong>Digital solution and website:</strong></td>
</tr>
<tr>
<td>• Explore food and the conditions needed to produce it for healthy eating choices.</td>
<td>• Explore the role of technology in society from a range of different perspectives.</td>
</tr>
<tr>
<td>• Create designed solutions based on an evaluation of needs or opportunities.</td>
<td>• Use digital programs to design a digital solution that meets the user’s specifications for a given scenario.</td>
</tr>
<tr>
<td></td>
<td>• Explore the program and work independently and in teams to evaluate digital solutions.</td>
</tr>
<tr>
<td></td>
<td>• Explore how text, image and audio data can be presented and secured.</td>
</tr>
<tr>
<td></td>
<td>• Explain different types of networks and their defined purposes.</td>
</tr>
</tbody>
</table>

### Requirements/Resources

Students should have access to the following:

- Computer and the internet (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons).
Design and Technologies

Year 9 Elective subject — one semester
Offered to: Home-based students

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

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

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

Assessment

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

- send-in tasks
- design folios — where all aspects of the design process will be assessed
- design file.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3D printing in space:</td>
<td>Method of problem solving:</td>
</tr>
<tr>
<td>• Analyse and design processes in order to learn each step of the design process, its purpose and how it work.</td>
<td>• Design a solution to a real-world problem using the project management, the design process and vector design tools.</td>
</tr>
<tr>
<td>• Use the design process to design a practical object that astronauts can use in space or on board the International Space Station.</td>
<td></td>
</tr>
</tbody>
</table>

Requirements/Resources

Students should have access to the following:

- Computer running Windows is mandatory (if using a MAC without Windows Operating System, it is mandatory that a copy of Parallels or Bootcamp virtual machine is purchased, so that Windows can be installed on the MAC — the financial cost of this purchase falls to the student)
- Computer and the internet (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- Sketching materials.
Digital Technologies

Year 9 Elective subject — one semester
Offered to: Home-based students

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

Students plan and manage digital projects using an interactive approach. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. Students test and predict results and implement digital solutions. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

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

Assessment

Students will submit work for each unit at times specified in the Work Rate Calendar. Summative assessments will include:

- written report / project / web report
- short video / presentation

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spreadsheets:</strong></td>
<td><strong>Video sharing:</strong></td>
<td><strong>Coding in Python:</strong></td>
</tr>
</tbody>
</table>
| • Learn basic spreadsheet skills (layout, functions, formulas, graphs), how to analyse mathematical problems, and to design and create solutions. | • Learn basic data compression techniques  
  • Understand some different formats and codes, and the issues around video-sharing services such as YouTube. | • Build on previous knowledge of Python programming to develop a problem solution using the Software Development Cycle. |

Requirements/Resources

Students should have access to the following:

- Computer running MS Windows OS is mandatory
- Internet access (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- Students choosing to use Apple Mac computers will need to purchase MS Windows OS installation options:
  - Use MAC OS built in Bootcamp Utility to switch between MAC OS and MS Windows OS
  - Purchase Parallels virtualisation software to install and run MS Windows OS in a virtual machine. MS Windows OS then integrates with MAC OS.
Design and Technologies

Year 10 Elective subject — one or two semesters
Offered to: Home-based students

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
  • One supervised exam
  • One assignment per semester

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.

General

Students will be required to register as a user on the Autodesk Education Community – [https://www.autodesk.com/education/free-software/featured](https://www.autodesk.com/education/free-software/featured). This will enable students to download and use the CAD program (Fusion 360) 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
Offered to: Home-based students

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 and 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. Students are required to work with other students in order to develop skills in social interaction and to complete tasks.

Requirements/Resources
Broadband 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.

Texts
There are no prescribed textbooks.

Disclaimer
All information contained is accurate at the time of publication.
Learning area — Languages

Years 7 and 8
- Chinese
- French
- Japanese
- Spanish

Students must choose one of the three languages offered in Years 7 and 8.

Years 9 and 10
- Chinese
- French
- German
- Japanese
- Spanish

Years 11 and 12
- Chinese
- French
- German
- Japanese
- Spanish

Legend
- Recommended pathway
- Available pathway
- In addition to
French

Year 7 Core subject — one semester
Offered to: Home-based and school-based students

This course is designed for beginning students who wish to either:
• start French in Year 7
• consolidate their language learning from primary school.

The topics studied may include:
• greetings
• talking about yourself
• describing people
• time, days, months, dates
• talking about your pets.

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

Assessment

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

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

Requirements/Resources
Students must have access to the following:
• Broadband internet
• Email and telephone
• Computer headset with a microphone
• Java software: to enable web-conferencing. 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
• Textbook: Refer to the Textbook List on the school website (not supplied by BrisbaneSDE)
• English-French, French-English dictionary, for example, Collins Robert French Dictionary OR an online dictionary for example, http://www.wordreference.com
• Education Perfect: student username and password will be provided by the French teacher.

Note: scheduled lessons exemptions will not be approved in any Language course for all lessons.
Japanese

Year 7 Core subject — one semester
Offered to: Home-based and school-based students

This course is designed for beginning students who wish to either:
- start Japanese in Year 7
- consolidate their language learning from primary school.

The topics studied may include:
- self-introductions and greetings
- meeting new people
- personal identity
- Japanese students’ interests
- intercultural understanding
- imaginary characters
- Japanese writing systems.

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

Assessment

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

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

Requirements/Resources

Students must have access to the following:
- Broadband internet
- Email and telephone
- Computer headset with a microphone
- Java software: to enable web-conferencing. 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
- Textbook: Refer to the Textbook List on the school website (not supplied by BrisbaneSDE)
- Hiragana Booklet: supplied by BrisbaneSDE for writing practice
- Hiragana Memory Hint: Free Japan Foundation app for users with access to a smart device. For download information: http://www.jfkc.jp/en/material/memoryhint.html
- Education Perfect: student username and password will be provided by the Japanese teacher.

Note: scheduled lessons exemptions will not be approved in any Language course for all lessons.
Spanish

Year 7 Core subject — one semester
Offered to: Home-based and school-based students

The course is designed for beginning students who wish to either:
• start Spanish in Year 7
• consolidate their language learning from primary school.

The topics studied may include:
• greetings
• nationalities and languages
• school
• numbers, days, months and dates
• family
• weather and seasons
• likes and dislikes
• hobbies
• food preferences.

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

Assessment

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

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

Requirements/Resources
Students must have access to the following:
• Broadband internet
• Email and telephone
• Computer headset with a microphone
• Java software: to enable web-conferencing. 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
• Textbook: Refer to the Textbook List on the school website (not supplied by BrisbaneSDE)
• Education Perfect: student username and password will be provided by the Spanish teacher.

Note: scheduled lessons exemptions will not be approved in any Language course for all lessons.
French

Year 8 Core subject — one semester
Offered to: Home-based and school-based students

The topics studied may include:
• daily/school routines
• describing people
• leisure activities
• celebrations
• holidays.

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

Assessment

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

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

Prerequisites

This course is for students in Year 8 who have studied the Year 7 French Course at BrisbaneSDE or a similar Australian Curriculum based course at another school, with at least a C achievement.

Note: Completion of Year 8 French or the equivalent, with at least a C achievement, is a prerequisite for entry to Year 9 French.

Requirements/Resources

Students must have access to the following:
• Broadband internet
• Email and telephone
• Computer headset with a microphone
• Java software: to enable web-conferencing. 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
• Textbook: Refer to the Textbook List on the school website (not supplied by BrisbaneSDE)
• English-French, French-English dictionary, for example, Collins Robert French Dictionary OR an online dictionary for example, http://www.wordreference.com
• Education Perfect: student username and password will be provided by the French teacher.

Note: scheduled lessons exemptions will not be approved in any Language course for all lessons.
Japanese

Year 8 Core subject — one semester
Offered to: Home-based and school-based students

The topics studied may include:

- school life in Australia and Japan
- Japanese and Australian eating practices
- exploring memorable places in Japan and Australia.

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

Assessment

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

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

Prerequisites

This course is for students in Year 8 who have:

- studied the Year 7 Japanese Course at BrisbaneSDE or a similar Australian Curriculum based course at another school, with at least a C achievement
- a good knowledge of the hiragana script.

Note: Completion of Year 8 Japanese or the equivalent, with at least a C achievement, is a prerequisite for entry to Year 9 Japanese.

Requirements/Resources

Students must have access to the following:

- Broadband internet
- Email and telephone
- Computer headset with a microphone
- Java software: to enable web-conferencing. 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
- Textbook: Refer to the Textbook List on the school website (not supplied by BrisbaneSDE)
- Hiragana Booklet: supplied by BrisbaneSDE for writing practice
- MS-IME (Input Method Editor) for 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
- Hiragana Memory Hint: Free Japan Foundation app for users with access to a smart device. For download information: http://www.jfkc.jp/en/material/memoryhint.html
- Education Perfect: student username and password will be provided by the Japanese teacher.

Note: scheduled lessons exemptions will not be approved in any Language course for all lessons.
Spanish

Year 8 Core subject — one semester
Offered to: Home-based and school-based students

The topics studied may include:

- greetings
- nationalities and languages
- school
- numbers, days, months and dates
- family
- weather and seasons
- likes and dislikes
- hobbies
- food preferences.

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

Assessment

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

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

Prerequisites
The course is for students in Year 8 who have studied the Year 7 Spanish Course at BrisbaneSDE or a similar Australian Curriculum based course at another school, with at least a C achievement.

Note: Completion of Year 8 Spanish or the equivalent, with at least a C achievement, is a prerequisite for entry to Year 9 Spanish.

Requirements/Resources
Students must have access to the following:

- Broadband internet
- Email and telephone
- Computer headset with a microphone
- Java software: to enable web-conferencing. 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
- Textbook: Refer to the Textbook List on the school website (not supplied by BrisbaneSDE)
- Education Perfect: student username and password will be provided by the Spanish teacher.

Note: scheduled lessons exemptions will not be approved in any Language course for all lessons.
Year 9 Elective subject — two semesters
Offered to: Home-based and school-based students

The topics studied may include:

- transportation
- invitations
- school routines
- hobbies and interests
- housing and food
- weather
- pets
- doctor visits
- friends.

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

Assessment

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

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

Prerequisites
Students must have completed a Year 8 Australian Curriculum based Chinese course, with at least a C achievement. Ability to read and write some Chinese characters is essential. Students who wish this prerequisite to be waived must contact the Head of Department of Languages in writing.

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

Requirements/Resources
Students must have access to the following:

- Broadband internet
- Email and telephone
- Computer headset with a microphone
- Java software: to enable web-conferencing. 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
- Textbook: Refer to the Textbook List on the school website (not supplied by BrisbaneSDE); for audio download information: http://www.chinesemadeeasy.com/
- Global IME (Input Method Editor) for Chinese, free from Microsoft site (visit https://support.microsoft.com/ for support)
- Education Perfect: student username and password will be provided by the Chinese teacher.

Note: scheduled lessons exemptions will not be approved in any Language course for all lessons.
French

Year 9 Elective subject — two semesters
Offered to: Home-based and school-based students

The topics studied may include:
- household tasks
- daily activities
- past events
- leisure activities in the French-speaking world
- shopping
- future activities.

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

Assessment

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

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

Prerequisites
Students must have completed Year 8 French at BrisbaneSDE or a similar Australian Curriculum based course at another school, with at least a C achievement. Students who wish this pre-requisite to be waived must contact the Head of Department of Languages in writing.

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

Requirements/Resources
Students must have access to the following:
- Broadband internet
- Email and telephone
- Computer headset with a microphone
- Java software: to enable web-conferencing. 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
- Textbook: Refer to the Textbook List on the school website (not supplied by BrisbaneSDE)
- English-French, French-English dictionary, for example, Collins Robert French Dictionary OR an online dictionary for example, http://www.wordreference.com
- Education Perfect: student username and password will be provided by the French teacher.

Note: scheduled lessons exemptions will not be approved in any Language course for all lessons.
German

Year 9 Elective subject — two semesters
Offered to: Home-based and school-based students

The topics studied may include:

- youth culture
- generation gap
- social issues
- life stories.

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

Assessment

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

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

Prerequisites
Students must have completed a Year 8 Australian Curriculum based German course, with at least a C achievement. Students who wish this pre-requisite to be waived must contact the Head of Department of Languages in writing.

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

Requirements/Resources
Students must have access to the following:

- Broadband internet
- Email and telephone
- Computer headset with a microphone
- Java software: to enable web-conferencing. 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
- Textbook: Refer to the Textbook List on the school website (not supplied by BrisbaneSDE)
- German dictionary, for example, Langenscheidt or Oxford Pocket Dictionary or easy access to an online dictionary for example, http://www.wordreference.com
- Education Perfect: student username and password will be provided by the German teacher.

Note: scheduled lessons exemptions will not be approved in any Language course for all lessons.
Japanese

Year 9 Elective subject — one semester

Offered to: Home-based and school-based students

Topics covered include:

- milestones in young people's lives
- uses of Katakana
- languages and how they are studied
- nationalities
- where you were born and grew up
- popular fast food in Australia and Japan
- where you shop and why
- department stores in Japan
- what you do in your free time
- making, accepting and declining invitations.

Students will have more extensive exposure to Katakana and Kanji.

Students are required to participate in three 70 minute online lessons per week. In addition to online lessons, students are required to work online regularly in a vocabulary learning program (Education Perfect), as well as complete and submit tasks as per the Work Rate Calendar for this subject.

Assessment

Formative Assessment

Students must complete vocabulary work on Education Perfect and submit send-in tasks every week, as per the Work Rate Calendar for this subject. All students are required to submit set tasks on time.

Summative Assessment

Students are assessed on their communicating and understanding skills.

Prerequisites

Students must have completed Year 8 Japanese, at BrisbaneSDE or a similar Australian Curriculum based course, with at least a C achievement. Ability to read and write Hiragana, some Katakana and some Kanji is essential. Students who wish this prerequisite to be waived must contact the Head of Department of Languages in writing.

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

Requirements/Resources

Students must have access to the following:

- Broadband internet
- Email and telephone
- Computer headset with a microphone
- Java software: to enable web-conferencing. 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
- Textbook: Refer to the Textbook List on the school website (not supplied by BrisbaneSDE)
- MS-IME (Input Method Editor) for 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

- Hiragana /Katakana Memory Hint: Free Japan Foundation app for users with access to a smart device. For download information: http://www.jfkc.jp/en/material/memoryhint.html

- Education Perfect: student username and password will be provided by the Japanese teacher.

Note: scheduled lessons exemptions will not be approved in any Language course for all lessons.
**Japanese**

**Year 9 Elective subject — one semester**

**Offered to: Home-based and school-based students**

Topics covered include:
- milestones in young people’s lives
- uses of Katakana
- languages and how they are studied
- nationalities
- where you were born and grew up
- popular fast food in Australia and Japan
- where you shop and why
- department stores in Japan
- what you do in your free time
- making, accepting and declining invitations.

Students will have more extensive exposure to Katakana and Kanji.

Students are required to participate in three 70 minute online lessons per week. In addition to online lessons, students are required to work online regularly in a vocabulary learning program (Education Perfect), as well as complete and submit tasks as per the Work Rate Calendar for this subject.

**Assessment**

**Formative Assessment**

Students must complete vocabulary work on Education Perfect and submit send-in tasks every week, as per the Work Rate Calendar for this subject. All students are required to submit set tasks on time.

**Summative Assessment**

Students are assessed on their communicating and understanding skills.

**Prerequisites**

Students must have completed Year 8 Japanese, at BrisbaneSDE or a similar Australian Curriculum based course, with at least a C achievement. Ability to read and write Hiragana, some Katakana and some Kanji is essential. Students who wish this prerequisite to be waived must contact the Head of Department of Languages in writing.

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

**Requirements/Resources**

Students must have access to the following:
- Broadband internet
- Email and telephone
- Computer headset with a microphone
- Java software: to enable web-conferencing. 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
- Textbook: Refer to the Textbook List on the school website (not supplied by BrisbaneSDE)
- MS-IME (Input Method Editor) for Japanese characters on Windows. For installation instructions: [https://www.coscom.co.jp/learnjapanese801/install_ime.html](https://www.coscom.co.jp/learnjapanese801/install_ime.html)
  For MAC users: [https://www.coscom.co.jp/learnjapanese801/kotoeri.html](https://www.coscom.co.jp/learnjapanese801/kotoeri.html)
- Education Perfect: student username and password will be provided by the Japanese teacher.

Note: scheduled lessons exemptions will **not** be approved in any Language course for all lessons.
Spanish

Year 9 Elective subject — two semesters
Offered to: Home-based and school-based students

The topics studied may include:

- school and study
- holidays and leisure activities
- family life
- daily routines
- like and dislikes.

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

Assessment

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

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

Prerequisites

Students must have completed Year 8 Spanish at BrisbaneSDE or a similar Australian Curriculum based course at another school, with at least a C achievement. Students who wish this pre-requisite to be waived must contact the Head of Department of Languages in writing.

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

Requirements/Resources

Students must have access to the following:

- Broadband internet
- Email and telephone
- Computer headset with a microphone
- Java software: to enable web-conferencing. 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
- Textbook: Refer to the Textbook List on the school website (not supplied by BrisbaneSDE)
- Education Perfect: student username and password will be provided by the Spanish teacher.

Note: scheduled lessons exemptions will not be approved in any Language course for all lessons.
Year 10 Elective subject — two semesters
Offered to: Home-based and school-based students

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 in each unit.

Prerequisites
Completion of the Year 9 Chinese Course based on the Australian Curriculum 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, preferably a B.

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.
- MS–IME (Input Method Editor) for Chinese characters, free from Microsoft site.
  For MAC users: https://support.office.com/en-gb/article/turn-on-east-asian-language-features-in-office-for-mac-40db0d4f-4bad-47d3-9eeb-bf80f9c3b5b1
- USB stick or an external drive to store and manage lesson files
- Printer/scanner
- Graphics tablet (optional) which uses a pen and writing surface to write Chinese characters by hand on the whiteboard and in other files.

Note: Scheduled lesson exemptions will only be granted in languages in exceptional circumstances with the Head of Department and Head of School approval.
Texts

- Yamin Ma; Xinying Li; *Chinese Made Easy 2* (3rd edition) (2015), Joint Publishing (Hong Kong) Company Limited
- Chinese–English, English–Chinese dictionary, and easy access to an online dictionary.

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
Offered to: Home-based and school-based students

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
• state of the environment.

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 in each unit.

Prerequisites
Completion of the Year 9 French Course based on the Australian Curriculum 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, preferably a B.

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

Note: Scheduled lesson exemptions will only be granted in languages in exceptional circumstances with the Head of Department and Head of School approval.

Texts
• Chamberlain, A; Zemiro, J; Tapis Volant 2 (4th edition) 2017 Nelson Cengage Learning
• 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
All of the above information is accurate at time of publication.
German

Year 10 Elective subject — two semesters
Offered to: Home-based and school-based students

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:
- community
- environmental issues
- life stories
- the world of work.

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 in each unit.

Prerequisites

Completion of the Year 9 German Course based on the Australian Curriculum 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, preferably a B.

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, for example, Langenscheidt or Oxford Pocket Dictionary or easy access to an online dictionary, for example, www.wordreference.com and www.leo.de

Note: Scheduled lesson exemptions will only be granted in languages in exceptional circumstances with the Head of Department and Head of School approval.

Texts

- To be advised by the classroom teacher.
- German–English, English–German dictionary, and easy access to an online dictionary.

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.
Japanese

Year 10 Elective subject — two semesters
Offered to: Home-based and school-based students

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 in each unit.

Prerequisites

Completion of the Year 9 Japanese Course based on the Australian Curriculum 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, preferably a B.

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 (Input Method Editor) for 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 and Hiragana Memory Hint for users with access to a smart device. For download information: https://kansai.jpf.go.jp/en/resource/e-learning/memoryhint.html

Note: Scheduled lesson exemptions will only be granted in languages in exceptional circumstances with the Head of Department and Head of School approval.

Text

- Burrows, Y; Glynn, J; Bignell, J; iiTomo 3 + 4 (2nd edition) 2019 Pearson Australia

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.
Spanish

Year 10 Elective subject — two semesters
Offered to: Home-based and school-based students

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 community
- What is environmental conservation?
- What are life stories?
- What is the best job in the world?

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 in each unit.

Prerequisites

Completion of the Year 9 Spanish Course based on the Australian Curriculum 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, preferably a B.

Requirements/Resources

- Use of a class Notebook (OneNote)
- 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

Note: Scheduled lesson exemptions will only be granted in languages in exceptional circumstances with the Head of Department and Head of School approval.

Texts

- To be advised by the classroom teacher.
- Spanish–English, English–Spanish dictionary, and easy access to an online dictionary.

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

Disclaimers

All of the above information is accurate at time of publication.
Learning area — Health and Physical Education

Legend

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

→ Recommended pathway
← Available pathway
+ In addition to
Health and Physical Education

Year 7 Core subject — one semester
Offered to: Home-based students

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

The Year 7 Health and Physical Education course aligns with the Australian Curriculum HPE Learning Area to develop knowledge, understanding and skills within the Units:
- Approaching Adolescence — change during puberty and respecting diversity
- First aid — responding to emergency situations
- Swimming and survival techniques — perform various swimming and survival techniques
- Cultural understandings — exploring personal and cultural identity over time
- Body in balance / pilates — compose and perform movement sequences.

Students will be engaged in the following Health and Physical Education skills throughout the Year 7 course:
- researching, analysing and evaluating data, information and strategies
- applying decision making and communication skills to promote safety and inclusivity
- proposing plans or actions to achieve goals
- creating and performing movement sequences and applying movement concepts
- reflecting on learning, applying new understandings and recommending future actions
- working effectively within a group.

Assessment

Year 7 HPE assessment includes:
- Written assessment
- Multimodal presentation
- Practical performance — video evidence.

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

Requirements/Resources

Students should have access to the following:
- Computer and the internet (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- Video recording equipment
- Digital camera/device
- Areas to participate in physical activities
- Microsoft Office
- *Health and Physical Education* Year 7 (included in the Jacaranda Bundle subscription, purchased upon enrolment at BrisbaneSDE).
Health and Physical Education

Year 8 Core subject — one semester
Offered to: Home-based students

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

The Year 8 Health and Physical Education course aligns with the Australian Curriculum HPE Learning Area to develop knowledge, understanding and skills within the Units:
- Nutrition — developing food and nutrition understanding and making healthy food and drink choices
- Basketball — perform a wider range of basketball skills in authentic environments
- Positive relationships — developing knowledge and skills related to respectful relationships and inclusivity.
- Athletics and dance — compose and perform rhythmic and expressive movement sequences.

Students will be engaged in the following Health and Physical Education skills throughout the Year 8 course:
- researching, analysing and evaluating data, and information
- drawing conclusions, making decisions and constructing arguments
- proposing, justifying and implementing plans or actions to achieve goals
- creating and performing movement sequences and applying movement concepts
- reflecting on learning, applying new understandings and recommending future actions
- working effectively within a group.

Assessment

Year 8 HPE assessment includes:
- Written assessment
- Multimodal presentation
- Practical performance — video evidence.

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

Requirements/Resources

Students should have access to the following:
- Computer and the internet (as the course is in an electronic format)
- Suitable headset with a microphone (to participate in scheduled lessons)
- Video recording equipment
- Digital camera/device
- Areas to participate in physical activities
- Microsoft Office
- *Health and Physical Education* Year 8 (included in the Jacaranda Bundle subscription, purchased upon enrolment at BrisbaneSDE).
Health and Physical Education

Year 9 Core subject — one semester
Offered to: Home-based students

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

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

• Community connections — developing understanding of Australia’s sporting history and levels of inclusivity within modern day sporting groups within a local community context.
• Football and/or tennis — demonstrate a range of movement skills within authentic football/tennis environments.
• Fit for life — developing understand of the benefits of physical activity and training programming.

Demonstrating physical activities to enhance health and wellbeing.

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

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

Assessment

Year 9 HPE assessment includes:

• Research report
• Written blog
• Practical performance — video evidence.

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

Requirements/Resources

Students should have access to the following:

• Computer and the internet (as the course is in an electronic format)
• Suitable headset with a microphone (to participate in scheduled lessons)
• Video recording equipment
• Digital camera/device
• Areas to participate in physical activities
• Microsoft Office
• Health and Physical Education Year 9 (included in the Jacaranda Bundle subscription, purchased upon enrolment at BrisbaneSDE).
Health and Physical Education

Year 10 Core subject — one semester
Offered to: Home-based students

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><strong>Mode:</strong> Multimodal</td>
<td><strong>Mode:</strong> Multimodal</td>
</tr>
<tr>
<td><strong>Conditions:</strong> Open</td>
<td><strong>Conditions:</strong> Open</td>
</tr>
<tr>
<td><strong>Technique:</strong> Multimodal presentation</td>
<td><strong>Technique:</strong> Response to stimulus</td>
</tr>
<tr>
<td><strong>Personal, Social and Community Health</strong></td>
<td><strong>Personal, Social and Community Health</strong></td>
</tr>
<tr>
<td><strong>Movement and Physical Activity</strong></td>
<td><strong>Movement and Physical Activity</strong></td>
</tr>
<tr>
<td><strong>Mode:</strong> Practical performance</td>
<td><strong>Mode:</strong> Written</td>
</tr>
<tr>
<td><strong>Conditions:</strong> Open</td>
<td><strong>Conditions:</strong> Supervised</td>
</tr>
<tr>
<td><strong>Technique:</strong> Video evidence</td>
<td><strong>Technique:</strong> Collection of work — course map, visual explanations, photographs / visual evidence, journal entries</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
Offered to: Home-based students

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>Personal, Social and Community Health</td>
<td>Personal, Social and Community Health</td>
</tr>
<tr>
<td>Mode: Written</td>
<td>Mode: Written</td>
</tr>
<tr>
<td>Conditions: Supervised — 10 minutes planning and 60 minutes writing time 400–600 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.
Vocational Education and Training (VET) courses

**Year 9**
- Certificate I in Business (one year)

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

**Years 11 and 12**
- Certificate I in Business (one year)
- Certificate II in Business (two years)
- Certificate III in Business (two years)
- Certificate II in Financial Services (one year)
- Certificate I in Information, Digital Media and Technology (up to one year)
- Certificate II in Information, Digital Media and Technology (up to one year)
- Certificate II in Skills for Vocational Pathways (two years)
- Certificate III Early Childhood Education (two years, via Cairns Training Academy)
- Certificate I in Access to Vocational Pathways (one year)
- Certificate I in Access to Vocational Pathways (one year)

**Available external VET programs**
(via external providers)
- Access to school-based apprenticeships and traineeships
- Access to various Certificates I, II, III and IV

**Legend**

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

→ Recommended pathway  - - - Available pathway  + In addition to
BSB10115 Certificate I in Business

Vocational Education and Training course
Offered to: Home-based students
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>Touch typing</td>
<td>The internet of all things</td>
<td>Creating spreadsheets and charts</td>
<td>Working safely</td>
<td>Working at Australian Hardware</td>
</tr>
<tr>
<td>BSBITU112 Develop keyboard skills</td>
<td>ICTICT103 Use, communicate and search securely on the internet</td>
<td>BSBITU212 Create and use spreadsheets</td>
<td>BSBWHHS201 Contribute to health and safety of self and others (core)</td>
<td>BSBIND201 Work effectively in a business environment BSBITU211 Produce digital text documents</td>
</tr>
</tbody>
</table>

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

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

(For more information see: www.usi.gov.au.)

Assessment tools used are:

<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.
ICT10115 Certificate I in Information, Digital Media and Technology

Vocational Education and Training course
Offered to: Home-based students

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>World class word processing</td>
<td>Your digital device</td>
<td>Supreme spreadsheets</td>
<td>Powerful presentations</td>
</tr>
<tr>
<td>ICTICT101 Operate a personal computer (core)</td>
<td>ICTICT103 Use, communicate and search securely on the internet (core)</td>
<td>ICTICT102 Operate word processing applications (core)</td>
<td>ICTICT104 Use digital devices (core)</td>
<td>BSBITU212 Create and use spreadsheets</td>
<td>ICTICT106 Operate presentation packages</td>
</tr>
</tbody>
</table>

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

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

Assessment tools used are:

<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.
FSK10113 Certificate I in Access to Vocational Pathways

Vocational Education and Training course
Offered to: Home-based and school-based (by referral only) students

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

FSK10113 Certificate I in Access to 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
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 1
- entry level digital technology and employability skills.

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

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

To achieve the FSK10113 Certificate I in Access to Vocational Pathways qualification, students must achieve competency in the seven core and four elective units of competency.

The competencies offered are listed below.

**Pathways**

FSK10113 Certificate I in Access to Vocational Pathways aims to equip students with the foundation skills needed to take up initial work placement or employment opportunities either during schooling or post-schooling.

**Structure**

The FSK10113 Certificate I in Access to Vocational Pathways course is structured into four topics studied over two years. Units of Competency 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>Applying for work</td>
<td>Being safe at work</td>
<td>Managing people</td>
<td>Solving problems at work</td>
</tr>
<tr>
<td>FSKWTG03 Write basic workplace information</td>
<td>FSKNUM04 Locate, recognise and compare highly familiar measurements for work</td>
<td>FSKLRG04 Use basic strategies for work-related learning</td>
<td>FSKNUM03 Use whole numbers and money up to one thousand for work</td>
</tr>
<tr>
<td>FSKRDG04 Read basic workplace information</td>
<td>FSKOCM02 Engage in basic spoken exchanges at work</td>
<td>FSKDIG01 Use digital technology for basic workplace tasks</td>
<td>FSKLRG02 Identify strategies to respond to basic workplace problems</td>
</tr>
<tr>
<td>FSKLRG03 Use basic strategies for career planning</td>
<td>FSKRDG02 Read basic workplace signs and symbols</td>
<td>FSKNUM06 Use highly familiar maps and diagrams for work</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: return of 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

FSK10113 Certificate I in Access to Vocational Pathways is a vocational subject and industry experience is extremely valuable in enabling students to understand the world of work and to experience working in the chosen vocational area. Students are encouraged to undertake some work placement during the course and should contact their trainer/assessor for more information once enrolled.

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. FSK10113 Certificate I in Access to Vocational Pathways is issued when all 11 units are deemed competent. If the full certificate is not achieved a Statement of Attainment is issued listing units achieved.

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.)

Assessment tools used are:

<table>
<thead>
<tr>
<th>Oral Response Tasks</th>
<th>Student Workbook (Written Response Tasks)</th>
<th>Assessor Observation</th>
<th>Third Party Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are required to orally respond to questions relating to knowledge and skills from the Unit in a one on one scenario with the teacher (assessor).</td>
<td>Students complete written assessment tasks relating to knowledge and skills from the Unit in their Student Workbook.</td>
<td>Observations completed by the teacher (assessor) during online lessons and may take the form of screen captures of student work and/or participation on the whiteboard to demonstrate competence.</td>
<td>Observations and a checklist completed by a third party, such as a school or workplace supervisor who has sighted the student completing tasks related to 6 out of 11 Units of competency, either in a work place setting OR in a simulated work place setting.</td>
</tr>
</tbody>
</table>

Requirements

Computer hardware:
- Computer headset and microphone are essential
- Access to (and assistance with the use of) a digital camera and/or digital video
- Access to a scanner

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.
FSK10213 Certificate I in Skills for Vocational Pathways

Vocational Education and Training course
Offered to: Home-based students

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

FSK10213 Certificate I in Skills for Vocational Pathways is a nationally-recognised qualification from the FSK Foundation Skills Training Package (Release 1.0).

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

It is suitable for students who require:
• a prevocational pathway to employment and vocational training
• reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 2
• entry level digital technology and employability skills
• education, training and employment goals.

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

To achieve the FSK10213 Certificate I in Skills for Vocational Pathways qualification, students must achieve competency in the seven core and four elective units of competency.

The units of competency offered are listed on the following page.

Pathways

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

The FSK10213 Certificate I in Skills for Vocational Pathways 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>Digital skills in the workplace</td>
<td>Entering the workplace</td>
<td>Safety in the workplace</td>
<td>Maths in the workplace</td>
</tr>
<tr>
<td>FSKDIG02 Use digital technology for simple workplace tasks (core)</td>
<td>FSKLRG07 Use strategies to identify job opportunities</td>
<td>BSBWHS201 Contribute to health and safety of self and others</td>
<td>FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work (core)</td>
</tr>
<tr>
<td>ICTICT102 Operate word-processing applications</td>
<td>FSKOCM03 Participate in simple spoken interactions at work (core)</td>
<td>FSKLRG05 Use strategies to plan simple workplace tasks</td>
<td>FSKRDG07 Identify, measure and estimate familiar quantities for work (core)</td>
</tr>
<tr>
<td>FSKWTG06 Write simple workplace information (core)</td>
<td>FSKLRGB08 Use simple strategies for work-related learning (core)</td>
<td>FSKRDG07 Read and respond to simple workplace information (core)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Work Placement

FSK10213 Certificate I in Skills for Vocational Pathways is a vocational subject and industry experience is extremely valuable in enabling students to understand the world of work and to experience working in a chosen vocational area. Students are encouraged to undertake some work placement during the course and should contact their trainer/assessor for more information once enrolled.

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. FSK10213 Certificate I in Skills for Vocational Pathways is issued when all 11 units are assessed as competent. If the full certificate is not achieved a Statement of Attainment is issued listing units achieved.

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.)
Assessment tools used are:

<table>
<thead>
<tr>
<th>Folio of documents</th>
<th>Questions</th>
<th>Assessor observation</th>
<th>Third party report</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>
<td>Third party reports are completed by an adult (other than the student’s relative) as the student demonstrates completion of activities according to a simulated scenario.</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.
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 website related to school-based apprenticeship and traineeship information [www.qld.gov.au/education/apprenticeships](http://www.qld.gov.au/education/apprenticeships).

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 Student 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.
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 website related to school-based apprenticeship and traineeship information www.qld.gov.au/education/apprenticeships. 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 Student 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.

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