

Senior Subject Selection Handbook 2027



Bracken Ridge State High School

Senior Subject Selection Handbook – for students in Years 11 & 12 in 2027

Contents

Introduction	3
About this Handbook	4
From the Principal	5
Senior Subjects	8
General Syllabuses	
Applied & Applied (Essential) Syllabuses	
Vocational Education & Training (VET)	
Senior Education Profile	13
Senior Statement	
Qld Certificate of Education (QCE)	
Qld Certificate of Individual Achievement (QCIA)	
QCE Eligibility	14
Australian Tertiary Admission Rank (ATAR) Eligibility	15
Senior Education & Training (SET) Plans & Subject Selection	16
Recommended Levels of Achievement	18
Who Do I See for Subject Information?	19
Attendance & Participation	20
Laptop Resource Scheme	22
Faculties	
English	24
Mathematics	29
Social Science	36
Science	50
Health & Physical Education	60
The Arts	65
Technologies	76
Senior Pathways Program	87
TAFE @ School	90
University – Headstart	94



Introduction

Students and their parents/caregivers need to consider the information in the following pages to guide their senior pathway options. The *Senior School Curriculum Handbook* is an excellent resource for providing details of each subject offered in Years 11 and 12 at Bracken Ridge State High School, the requirements for achieving the Queensland Certificate of Education (QCE) and guidance for post school options.

When choosing their senior and post-school pathways, it is important for students to consider:

- Academic strengths and weaknesses
- Subjects that the student has found enjoyable, interesting and personally rewarding
- Possible career pathways – seek the Guidance Officer’s advice and QTAC resources
- Future university or TAFE course prerequisites
- Other training/employment needs.

Staffing and resource constraints oblige us to remove those courses which are not sufficiently supported by student selection. All students affected will then be asked to reselect from those courses that are offered. Please note that there are mandated limits to the size of classes, therefore a change of subject may not be possible if a class is full.

If students or parents/caregivers have any questions in relation to the information contained in this *Senior Subject Handbook* or the subject selection process, please see the Deputy Principal, Guidance Officer or Senior Schooling Head of Department. You can also discuss options with your current class teachers and Heads of Department.



About this Handbook

Purpose of the Senior Subject Handbook

The Senior Subject Handbook is designed to support students and parents/carers to make informed choices about subjects for Year 11-12. Its purpose is to:

- Provide information about the range of subjects available at Bracken Ridge State High School.
- Explain subject pathways and how they connect to Queensland Certificate of Education (QCE) requirements, ATAR Eligibility, vocational pathways and future career options.
- Outline the learning experiences, assessment types, and workload involved in each subject.
- Assist families in matching student interests, strengths, and future goals with appropriate subjects.

Important Notes and Disclaimers

Subject availability

BRSHS makes every effort to offer the full range of subjects listed. However, subject availability each year depends on a range of factors within and beyond the School's control and is therefore subject to change. Not all subjects included in this Handbook are available to all year levels each year.

External courses

Some subjects and vocational education and training (VET) courses are offered in partnership with external providers. These courses may involve additional eligibility requirements, application processes, and costs. Several courses are advertised with short notice and may be revoked by the provider. Availability is not guaranteed and subject to change.

Student responsibility

Subject selection should be made carefully, with consideration of interests, abilities, and career aspirations. Students must follow the School's subject change process and acknowledge changes after selections may be limited due to class sizes, timetable structures or pathway prerequisites.

QCE/ATAR information

While the Handbook refers to requirements of the QCE, ATAR and other policies, parents/carers and students should note this information is complementary to School policies and information may change. It is advised to consult the Head of Senior Schooling with any specific questions.

From the Principal

At Bracken Ridge State High School, we are proud to be a learning community that nurtures and supports the unique potential of every student. Our school is a place where diversity is celebrated, collaboration is encouraged, and every learner is empowered to thrive in a supportive environment. Together, we are *a community inspiring respectful, responsible and resilient learners. A place where all students find their path for success.*

The Senior Phase of Learning is an exciting and transformative time in your educational journey. At its heart, it is about ensuring that every student achieves their Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). This phase offers a unique opportunity to shape your learning journey in a way that reflects your interests, strengths, and aspirations for the future.

At Bracken Ridge State High School, we are proud to offer a broad range of subjects and four distinct pathways to support you throughout your senior years. Whether your goal is full-time work, an apprenticeship or traineeship, further TAFE study, university and ATAR, or even university while still at school, we have a pathway designed to help you succeed. The infographic on the next page provides more detail about these pathways, the skills they develop, and the opportunities they open up for your future.

This guide has been created to support students, parents, and carers in understanding the key aspects of senior schooling, including the QCE, ATAR, SET Planning, and the structure of General, Applied, and Vocational Education and Training subjects. It is a valuable resource to help you make informed decisions about your future.

As you begin to explore your options and consider the direction you would like your studies to take, take the time to reflect on where each choice could lead you. Talk to your parents, carers, teachers, and friends, and most importantly, think about what success looks like for *you*. Your pathway is unique, and it should align with your strengths, interests, and future goals.

Remember, success is not a one-size-fits-all concept—it is personal and different for everyone. The next two years will be filled with challenges, growth, and opportunities that will prepare you for life beyond the classroom. Embrace this time with an open mind and a positive attitude, as it will shape not only your future but also the person you are becoming.

We are here to support you every step of the way. Together, let's make these years meaningful, rewarding, and filled with success.



Mrs Michelle Lyons

Principal – Bracken Ridge State High School



BRACKEN RIDGE SENIOR PATHWAY OPTIONS



Pathways to Work

A general training program designed to equip students with a broad set of transferable skills, preparing them for direct entry into the workforce with confidence and a clear sense of direction for their future.

Best suited to:

Students entering the workforce after completing school.

Recommended Prior Learning:

There are no prerequisites other than specific academic and behaviour requirements for particular subjects.

Points to note:

- Students will choose 6 subjects and attend a 5 day on campus timetable
- Subject offerings will include:
 - Essential English
 - Essential Maths
 - 1 x Cert II qual. minimum
 - 3 x Applied/VET combination of subjects
- Students may engage in approved workplace learning during designated periods



Pathways Plus

A workplace focused training pathway that helps students develop practical, job ready skills and study habits for pathways that may include full time work, training, or vocational study.

Best suited to:

Students with demonstrated academic abilities and have identified a vocational training or specific career option.

Recommended Prior Learning:

Students must be achieving Cs across all Year 10 subjects and meet any prescribed prerequisites for particular subjects.

Points to note:

- Students attend 4 days at school
- Students attend 1 day of learning at TAFE or external RTO or attend work placement connected to a school-based apprenticeship or traineeship (SAT)
- Students select 5 subjects from General/Applied/VET offerings
- Maximum of 2 General subjects



ATAR Direct Entry

An academic pathway designed to enable students to achieve an ATAR, supporting their goal of gaining university entry immediately after graduation.

Best suited to:

Students who are academically capable with university aspirations.

Recommended Prior Learning:

Students must be achieving the prescribed pre-requisite for chosen subjects in Year 10 and maintain the expectation of 100% accounted for attendance.

Points to note:

- To receive an ATAR, students study 5 General subjects + 1 x Applied or 1 x Certificate III Qualification at school
- General English is compulsory
- Students will be required to attend 5 days at school
- Students will not be able to engage in external training e.g. TAFE or Traineeships



Uni @ School

An advanced academic pathway for approved students to complete up to 2 university units and obtain an ATAR.

Best suited to:

Students who are highly academic with independent and effective study habits and have a clearly identified university pathway.

Recommended Prior Learning:

Students must be achieving As and Bs in all Year 10 subjects and maintain the expectation of 100% accounted for attendance.

Points to note:

- Students select 5 General subjects and 1 General/Applied/VET to start Yr 11
- Semester 2, Year 11 students transition to 5 General subjects + 1 university unit.
- A second university unit may be completed in Semester 1, Year 12.
- University units will be selected from options provided via online delivery, or onsite tutorials within the school timetable



SENIOR PATHWAY OPTIONS: SKILL SETS REQUIRED



Work and Training Pathways

A training pathway that helps students develop a range of transferable skills for direct entry into the workforce.

Hard / Technical Skills

Developed through training in VET qualifications and school-based apprenticeships, traineeships and work experience opportunities. Skills and qualifications developed whilst at school that improve employability include:

- Driver's Licence (manual if possible, for students interested in a trade)
- White Card (can be issued in TAFE qualifications or completed in own time)
- Safety awareness and compliance to WHS requirements
- Physical endurance / fitness

Soft Skills:

- Self-regulation
- Self-motivation
- Problem solving
- Resilience
- Personal presentation
- Social awareness
- Confidence
- Communication (including listening)
- Adaptability

How we support skill development

- Literacy development in English
- Numeracy development in Maths
- Personal development embedded in the curriculum and STA program
- Access to quality career information and industry connections
- Opportunities to engage in work placement



University and TAFE Pathways

Academic Preparation Criteria

Universities review the academic preparation of a student to confirm their capacity to engage in university learning.

Foundational Knowledge

- Required secondary learning completed (minimum Year 10)
- Prerequisite subjects for degree options chosen to support foundational learning across Year 11 and 12
- Successful completion of the Queensland Certificate of Education (QCE)

Cognitive and Learning Skills

- Ability to comprehend complex materials
- Critical thinking skills
- Problem solving skills
- Academic writing ability including referencing

Readiness for Independent Learning

- Capacity to manage workload
- Self-directed learner
- Time management and planning skills
- Basic digital and research skills

English Language Proficiency

- Ability to understand lectures
- Ability to complete assessment to criteria
- Ability to participate in academic life

Senior Subjects

BRSHS offers three types of senior syllabuses – General, Applied and Vocational Education and Training (VET) Courses.

It is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General syllabuses

- General subjects prepare students for tertiary study, further education and training and work
- They may contribute up to **4 credits** per subject towards the QCE
- General subjects may also contribute to an ATAR
- General subjects are recommended for students who are academically motivated and for those pursuing the ATAR Direct or Uni @ School pathways.

Applied and Applied (Essential) syllabuses

- Applied subjects focus on practical skills and prepare students for further education, training and work
- They may contribute up to **4 credits** per subject towards the QCE
- Applied subjects are recommended as a complement to General and/or VET subjects for students pursuing the Pathways Plus or Pathways to Work pathways.

Vocational Education and Training (VET)

- VET subjects prepare students for tertiary study, further education and training and work.
- Certificate II subjects may contribute up to **4 credits** per subject towards the QCE.
- Certificate III subjects may contribute up to **8 credits** per subject towards the QCE.
- It is important to note that some VET subjects duplicate learning with others and therefore QCE credits may be reduced.
- Several VET subjects are recommended for students who enjoy practical learning, as a complement to other subjects, and for those pursuing the ATAR Direct, Pathways Plus or Pathways to Work pathways.
- The ATAR pathway includes one Certificate III.

Some VET courses, school-based apprenticeships and school-based traineeships are available to students via external Registered Training Organisations in partnership with BRSHS. These opportunities are designed to complement a student's regular timetable. Available courses are subject to change without notice, have strict eligibility requirements, and may incur a fee. In some cases, participation may also impact a student's subject selections. Students interested in applying for an external VET course must be on, or be willing to move to, the Pathways Plus pathway and must apply with the Head of Senior School.

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics



in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.



General Syllabuses

Who are General Subjects for?

General subjects are designed for students planning to go to university, pursue vocational education and training (VET), or enter the workforce after school.

Skills for the Future

General subjects help students build important 21st century skills which prepare students for life beyond school in a fast-changing world. These include:

- Critical & Creative Thinking
- Communication
- Teamwork & Collaboration
- Personal & Social Skills
- Digital (ICT) Skills

Course Structure

General subjects are studied over four units:

- Units 1 & 2: Foundation learning. Students explore key concepts and skills. These units count towards the QCE (Queensland Certificate of Education).
- Units 3 & 4: Consolidation. These units count towards the QCE and ATAR (Australian Tertiary Acceptance Rank, university entrance score).

Assessment Overview

Units 1 & 2

- Schools design their own assessments.
- Students complete 2–4 tasks across both units.
- Results help track progress and are reported to parents.

Units 3 & 4

Students complete 4 summative assessments:

- 3 internal assessments (created by schools, approved by QCAA)
- 1 external assessment (same for all students, set and marked by QCAA)

External assessments:

- Contribute 50% of the final grade for Maths and Science, or
- 25% of the final grade for all other subjects
- Are held on the same day across all Queensland schools. These assessments add extra evidence of achievement and are marked consistently by QCAA.

Marking & Feedback

Each assessment uses an instrument specific marking guide (ISMG) provided by the QCAA. These guides explain what is expected and how work is graded. Teachers discuss these guides with students to support learning.

The results from each of the assessments in Units 3 & 4 are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E) which is determined by the QCAA.



Applied & Applied (Essential) Syllabuses

Who are Applied Subjects for?

Applied subjects are ideal for students who want to develop practical skills for work, further training, or real-world applications. These subjects focus on hands-on learning and life beyond the classroom.

Skills for the Future

Applied subjects help students build:

- **Applied Learning:** Using knowledge and skills in real or lifelike situations.
- **Community Connections:** Linking classroom learning with real-world experiences.
- **Core Skills for Work:** Non-technical skills needed to succeed in the workplace.

Course Structure

Applied subjects are studied over four units and include core topics and elective areas to suit student interests.

- **Units 1 & 2:** Introduce key knowledge and skills. Learning becomes more complex as students grow more independent.
- **Units 3 & 4:** Consolidate learning. These units count towards the QCE, and may contribute to ATAR as a single input.

Assessment Overview

Units 1 & 2

- Schools create 2–4 internal assessments.
- These help students get used to the types of tasks they'll complete in Units 3 & 4.

Units 3 & 4

- Students complete 4 internal assessments.
- There is no external assessment in Applied subjects.
- For Essential English and Essential Mathematics, one of the four assessments is a Common Internal Assessment (CIA) which are:
 - Developed by QCAA
 - Same for all schools
 - Marked by schools using a QCAA guide
 - Administered flexibly in Unit 3

Marking & Feedback

- Schools use instrument-specific standards matrixes to assess student work.
- These describe what quality responses look like and help teachers judge performance.
- Students are shown these standards to understand expectations.

The results from each of the assessments in Units 3 & 4 are combined to give an overall subject result (A–E) which is determined by the school.



Vocational Education & Training (VET)

Nationally recognised qualifications

VET qualifications are developed by industry and are nationally recognised, ensuring consistency and quality across Australia.

Training Delivery

Competency-based training- (CBT) is an approach to VET designed to develop the skills and knowledge necessary to achieve competency. It focuses on an individual's level of skill, whereby an individual is deemed competent or not yet competent in that skill (no grading).

Mix of theory and practical training components- combines theoretical knowledge with practical, hands-on experience to prepare individuals for specific trades and careers. These programs are designed to equip students with the skills and knowledge needed to enter the workforce directly after completing their training or furthering their studies with higher qualifications.

All VET teachers and trainers in Australia must have recent and relevant experience in their industry. This means you will learn from industry professionals who can share their expertise and experience, industry insights and trends, and knowledge of skills areas in high demand.

Pathways to employment

Based on expert industry advice, Australian VET courses are continuously updated to equip students with skills in demand locally and internationally based upon industry needs. Most VET courses take less time to complete than a higher education degree, so you can be job-ready sooner.

Some lower-level (certificate I, II and III) qualifications allow students to work immediately in entry level jobs or assistant positions. Students can then enrol in higher level qualifications post school to become fully qualified in certain industries (e.g. Trades through an apprenticeship), or to gain advanced positions such as leaders or management.

Pathways to university or further study

Completing a certificate III or higher qualification can contribute to an ATAR, and could improve your QTAC selection rank and may help you meet university entry requirements. Universities and higher education institutions may allocate you a selection rank depending on the level of qualification completed.

Completing lower-level qualifications at school can help you meet entry requirements for post school qualifications such as higher-level studies at TAFE or in an apprenticeship/traineeship, you may also be granted recognition of prior learning (RPL) to potentially reduce your study time and costs.

VET at BRSHS

BRSHS senior students have access to multiple VET pathways and various ways to study them, including school subjects, TAFE @ School, school-based traineeships and apprenticeships and external RTO offsite delivery.

While most VET courses become available to start in Year 11 or 12, some opportunities can begin in Semester 2 of Year 10, we encourage students to discuss their individual interests and pathways with the school's Industry Liaison Officer if they are considering vocational training while in school.



Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep.

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

QCE Eligibility

BRSHS and the Department of Education expect all students completing Year 12 to attain their Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA).

The Queensland Curriculum and Assessment Authority (QCAA) issues a QCE to an eligible student when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements:



How does the QCE work? A guide for Senior Students at BRSHS

To successfully attain your QCE, you must meet the Set Amount, Literacy & Numeracy, Set Standard and Set Pattern rules.

<p>Set amount 20 points</p>	<p>Students must gain 20 points to attain a QCE. <i>Upon successful completion</i> of subjects below, QCE points are awarded as follows:</p> <ul style="list-style-type: none"> ✓ Certificate III = up to 8 points, or 2 points per 25% of the competencies successfully completed in the qualification ✓ Certificate II = up to 4 points, or 1 point per 25% of the competencies successfully completed in the qualification ✓ Certificate I = 2 points ✓ General and Applied subjects = 1 point for Unit 1, 1 point for Unit 2, 2 points for Units 3 and 4 as a pair ✓ Short Courses = 1 point
<p>Literacy & numeracy</p>	<p>By the completion of Year 11, students will gain their Literacy and Numeracy requirements by <i>successfully completing</i> the following:</p> <ul style="list-style-type: none"> ✓ Literacy Tick <ul style="list-style-type: none"> ■ Attaining a 'C' or higher in Units 1 or 2 of Essential English <u>or</u> General English; and ✓ Numeracy Tick <ul style="list-style-type: none"> ■ Attaining a 'C' or higher in Units 1 or 2 of Essential Mathematics <u>or</u> General Mathematics <u>or</u> Mathematical Methods
<p>Set standard</p>	<p>Set standard means that a student has achieved:</p> <ul style="list-style-type: none"> ✓ Satisfactory for Units 1 and/or 2 for General and Applied subjects ✓ 'C' or higher for Units 3 and 4 at exit of course ✓ Competent for VET competencies ✓ 'C' or higher for Short Courses on exit
<p>Set pattern 12 + 8 credits</p>	<p>Students must gain 12 points of <i>completed</i> study (i.e. enrolled in the subject from start to finish) to meet the Completed Core rule. Completed Core points can be awarded when a student:</p> <ul style="list-style-type: none"> ✓ is enrolled in an Applied or General subject for Units 1, 2, 3 and 4 (regardless of whether Satisfactory or Unsatisfactory in Units 1 and/or 2) + achieves a final result of 'C' or better in Units 3 and 4 (worth up to 4 points as per the Set Amount rule) for each subject upon successful completion) and/or any completed VET certificate (Cert I, II or III – maximum points as per Set Amount rule). <p>The remaining 8 points can occur from any successfully completed subject unit or VET subject that meet the Set Standard rule.</p>

If you have any concerns about your QCE eligibility, you should speak with the HOD Senior Schooling as soon as possible.

Students may choose to include vocational education and training (VET) courses in their QCE pathway and some may also wish to extend their learning through university courses or other recognised study. In some cases, students may start VET or other courses in Year 10.

Students can find more information about QCE eligibility requirements, example pathways and how to plan their QCE on the myQCE website at <https://myqce.qcaa.qld.edu.au/your-qce-pathway/planning-your-pathway>.



Australian Tertiary Admission Rank (ATAR) Eligibility

An ATAR is the Australian Tertiary Admission Rank. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC) and provides a standard measure of a student’s overall academic achievement in comparison to other students who may have studied different subject combinations. The ATAR helps tertiary institutions select applicants for their courses by indicating each student’s position relative to their peers.

It is expressed on a 2000-point scale, ranging from 99.95 at the highest to 0.00, with increments of 0.05. ATAR scores are reported in descending order, starting from 99.95 and decreasing by 0.05 down to 0.00. Scores below 30 are reported as “30.00 or less.”

To be eligible for an ATAR a student must:

- Complete five General subjects (Unit 3 and 4), or
- Complete four General subjects (Unit 3 and 4), plus one Applied subject (Unit 3 and 4), or
- complete four General subjects (Unit 3 and 4), plus one completed VET qualification at AQF Certificate III level or above.
- successfully complete an English subject. Achieve a result of C or above in one of five QCAA English subjects — English, Essential English, Literature, English & Literature Extension or English as an Additional Language.

While students must satisfactorily complete an English subject to be eligible to receive an ATAR, the English result will not be included in the calculation of the ATAR unless it is one of the top five scaled results. If the student is completing a Certificate III they will receive a Selection Rank, which can gain them access to University.



Senior Education & Training (SET) Plans and Subject Selection

Some of the most important decisions students make at school are those relating to subject selections. These decisions are important since they may directly affect your success at school and how you feel about school. Senior subject selections are also an important part of career planning, particularly if tertiary study becomes integral to your career.

As an overall strategy, it is suggested that you choose subjects:

- You enjoy
- You have demonstrated, or feel confident of achieving, some success in
- Will help you to develop skills, knowledge and attitudes useful throughout life
- Help you to achieve your chosen career goals (if such goals have been formulated) or to keep your career options open should you be unsure of your post-school direction. (Please be assured that being uncertain of one's career direction at this age is quite normal.)

Following are more specific guidelines, and a brief glossary of key terms intended to support your decision-making processes.

Investigate Occupational Pathways

Choosing your subjects will be easier if you have identified a few preferred occupations and researched the various pathways available for entry to those occupations. If entry to your preferred occupation requires specific post-school training or completion of a tertiary qualification, make sure that any subject prerequisites for such training or tertiary courses are included amongst your senior subject selections. Where subject prerequisites are flexible, use common sense to select senior subjects where the content covered and/or skills developed are likely to provide a relevant foundation for your future training or tertiary study.

Check Tertiary Admission Policies

Students must be guided at all times by the information contained in the official QTAC information on Tertiary Prerequisites, see: <https://www.qtac.edu.au/admission-criteria/>

In addition, you should also familiarise yourself with the admission policies of each tertiary institution offering courses of interest to you. Selection of applicants for tertiary courses can involve complex admission rules and such rules often vary between institutions and change over time.

Consider Your Options

While some of you may currently feel sure of your future career, it is very common for students to change their minds over the last two years of senior schooling. Given the pace of change in the employment sector and the unpredictability of life in general, it is also a wise strategy to have multiple career options ready to implement. In essence, there are many benefits to be gained from keeping your options open.

Choosing a balance of subjects across a variety of disciplines can serve many positive purposes. You are being asked to select subjects that you enjoy, which will give you the greatest chance of achieving academic success, and which will allow you flexibility of options post school.



Step by Step Guide to SET Planning

A quick step by step guide:

1. Be guided at all times by the information contained in the QTAC Guide (available on www.qtac.edu.au). If you have a career path in mind – be aware of the prerequisites, assumed knowledge and recommended subjects. If you are unsure of a future career path – choose subjects that will keep several career options open.
2. Read the outlines for each subject carefully – it is important to select subjects based on interest and ability as well as prerequisites needs.
3. Each subject at BRSHS has *Recommended Levels of Achievement* in Year 10 to support success in the senior curriculum. Please read this carefully. Exceptions can be made but only at the discretion of the Head of Department for that subject and are not guaranteed.
4. Seek advice from the Head of Department Middle School and Guidance Officer, if necessary.
5. Complete SET Planning interview.
6. Complete the Subject Selection form.

University Pre-Requisites

It is vital that University Course Pre-requisites are checked prior to choosing subjects. A detailed list can be located in the [2028 Year 10 QTAC Guide](#), found here:

<https://brackenridgeshs.eq.edu.au/support-and-resources/forms-and-documents/documents>.



Recommended Levels of Achievement

General Subject	Recommended Level of Achievement in Year 10
Biology	Science – B result English – B result
Business	English – B result
Chemistry	Science – B result English – B result Maths – A result
Drama	Drama – B result or consult with HoD
	English – B result advantageous
English	English – B result
General Maths	Mathematics – B result
Legal Studies	English – B result Civics advantageous
Marine Studies	Science – B result English – B result
Mathematical Methods	Maths – A result English – B result
Modern History	English – B result History advantageous
Music	Music - B result or consult with HoD
	English – B result advantageous
Physical Education	English – B result HPE – C result
Physics	Science – B result English – B result Maths - A result
Visual Art	Art - B result or consult with HoD
	English - B result advantageous
Geography	English – B Maths - C

Applied Subject	Recommended Level of Achievement in Year 10
Essential English	Students selecting Essential (Applied) subjects are automatically accepted into the subject.
Essential Maths	
Aquatic Practices	Acceptance into Applied subjects will be dependent upon behaviour and effort results. This is linked with the Workplace Health & Safety expectations associated with courses.
Hospitality Practices	
Music in Practice	
Social & Community	
Sport & Recreation	
Visual Arts in Practice	
Vocational Education and Training (VET)	
ICT20120 – Certificate II in	CHC30221 - Certificate III in School Based
SIT20122 – Certificate II in	ICT30120 - Certificate III in Information
BSB20120 - Certificate II in	FSK20119 - Certificate II Skills for Work and
CPC20220 - Certificate II Construction	MEM20422 - Certificate II in Engineering Pathways
Acceptance into VET qualifications will be dependent upon Year 10 behaviour and effort results. This is linked with the Workplace Health & Safety expectations associated with courses.	



Who Do I See for Subject Information?

Middle School and Senior Schooling Head of Department

- General subject advice and direction as to who to see for specific information
- Advice on vocational courses, school-based apprenticeships or traineeships
- Advice on subject changes.

Heads of Department – Curriculum

- Advice on the different subjects within their faculty
- Advice on subject changes.

Subject Teacher

- Advice on individual capabilities within the specific subject.

Guidance Officer

- Learning difficulties
- AARA
- Advice on university courses and alternate pathways
- Advice on subject changes and the impact to your pathway.



Attendance and Participation

When a young person stops being of compulsory school age (16 years) or completes year 10, they enter the *Compulsory Participation Phase*, meaning students must *participate* in one the following eligible options:

- approved education or training (including registration for home education)
- paid employment of a minimum 25 hours per week
- a combination of approved education, training and paid employment.

Eligible options for education or training are provided by learning institutions such as schools, universities, TAFE institutes or registered training organisations.

Students who choose to complete full-time education at BRSHS during their Compulsory Participation Phase of education are required to meet the school's behaviour and academic expectations as outlined in the Bracken Ridge Student Code of Conduct, and the QCE and QCIA policy and procedures handbook (QCAA). Diverse learning pathways, progress monitoring and intervention strategies are provided to ensure all students have the opportunity to thrive in the Senior Phase of Learning.

If a student believes the high school environment is no longer their pathway or chooses not to comply with expectations of BRSHS, students will be supported to transition into a training or workplace environment that best matches their needs.

Responsibilities of Senior Students

As a senior student of the Bracken Ridge SHS community, I understand and accept responsibility for my actions. I aim to be the best version of myself in all situations by demonstrating responsible and appropriate behaviour. I will achieve to the best of my ability and enhance the good name of my school, and I acknowledge that even if I am not an official member of the student leadership team, as a senior student, I am a leader within the school community, and my behaviour will reflect this.

I, the student, agree to the following:

School values

I will uphold the school's values (commitment, cooperation, courtesy, consideration and common sense) at all times:

- **Commitment** to the prosperity of ourselves and others as learners.
- **Cooperation** with one another to achieve success.
- **Courtesy** in all of our communication with one another, verbal and non-verbal.
- **Consideration** to all the individual differences of everyone within our school community and beyond.
- **Common sense** in all our decision making.



Attendance and Participation

Behaviour and attitude

- Abide by the *Bracken Ridge SHS Student Code of Conduct*.
- Be polite, honest and courteous in my interactions with peers and staff at the school.
- Treat all members of the school community respectfully and show tolerance for the diversity found in our school.
- Comply with all school procedures and policies regarding behaviour, classroom expectations and device use.
- Seek to resolve problems in a non-abusive and non-violent manner and engage in restorative conversations.
- Promote a positive school image and model the expected behaviours of senior student.
- If I am placed on an Improvement Plan to fix concerns about my attendance, learning engagement or academic outcomes, I will complete all the requirements to ensure I am on track to achieve my QCE.

Attendance

- Have 90% or more attendance in all classes, with the exception of valid and approved absences with 100% explained attendance. I will submit a medical certificate for absences of 3 or more days, or if I am requesting an extension on assessment through the AARA process.
- Not leave the school grounds during a school day without approval and having completed the correct process.
- Be punctual to all scheduled lessons and events in school and on excursions, training days, and other external events.
- If required to remain at school as a QCE support mechanism, I will attend all required sessions until I have caught up with all my work and my teacher, Faculty Head of Department, or Senior School Head of Department releases me.
- I will attend all workplace training and experience days arranged for me, and I will attend all TAFE training and practical days, including any scheduled on the school holidays.

Appearance

- Take pride in my personal appearance.
- Wear the school uniform correctly and comply with the expected dress codes.
- Always conduct myself in a manner that brings credit to my family, school and myself, when wearing the school uniform.

Participation and active engagement with SET Plan

- Actively and positively participate in the learning outlined in my approved SET Plan.
- Ensuring I am fully prepared, with all the necessary equipment for each lesson including digital devices with protective cases.
- Working hard to comply with requests or directions from staff.
- Completing classwork, homework and assessment items within required timeframes.
- Following through on all commitments that I have agreed to.
- Respectfully conduct myself in class and not hinder the progress of others in the delivery of lessons.
- Participate in developing Improvement Plans (Academic, Engagement, Attendance) and enact agreed upon strategies immediately.



Laptop Resource Scheme

The Student Laptop Scheme at BRSHS offers parents and carers the opportunity to choose from two options:

- BYOx Laptop
- School Purchased laptop (leased)

Specific details of both options (including costs) are available on our School Website or email laptops@brackenridgeshs.eq.edu.au

All payments related to students schooling, including Student Resource Scheme (SRS) Payments, Excursions, Sport etc., must remain up to date or on payment plans to be able to keep the issued laptop.

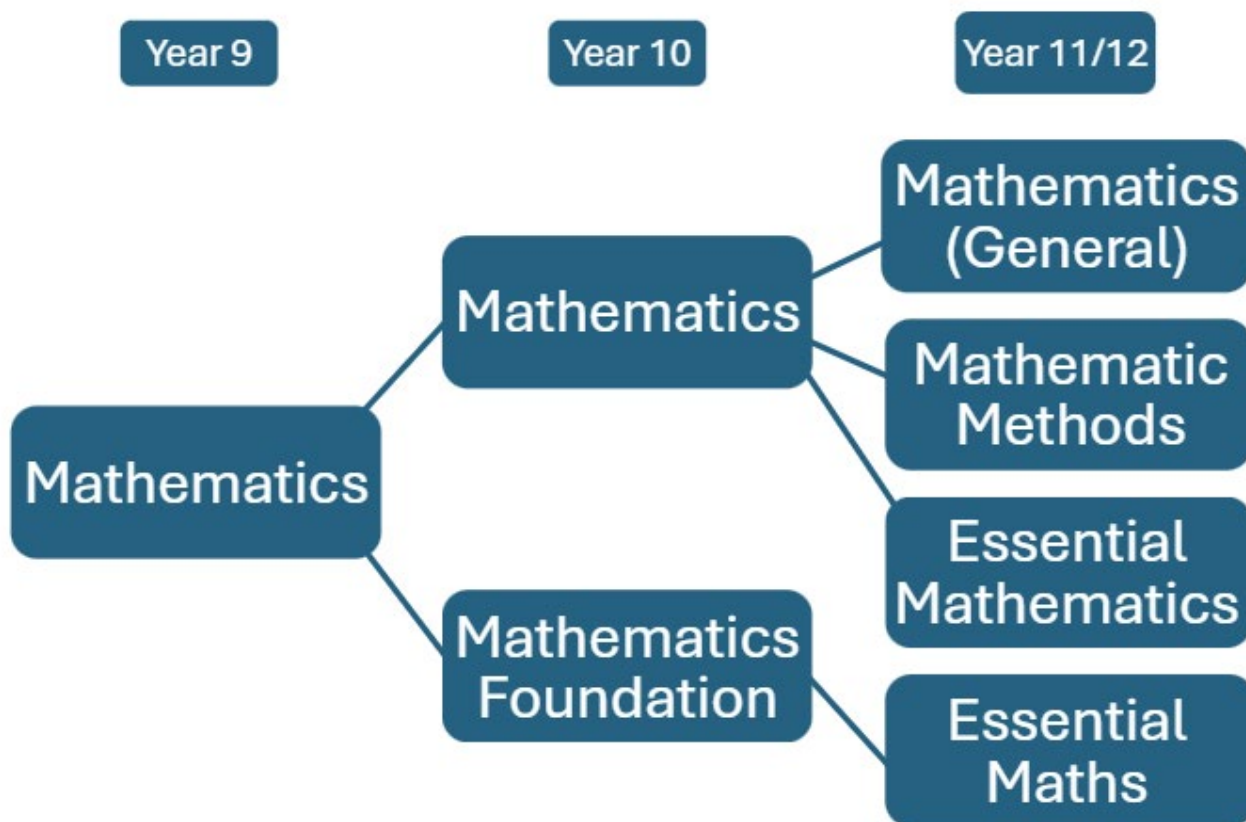
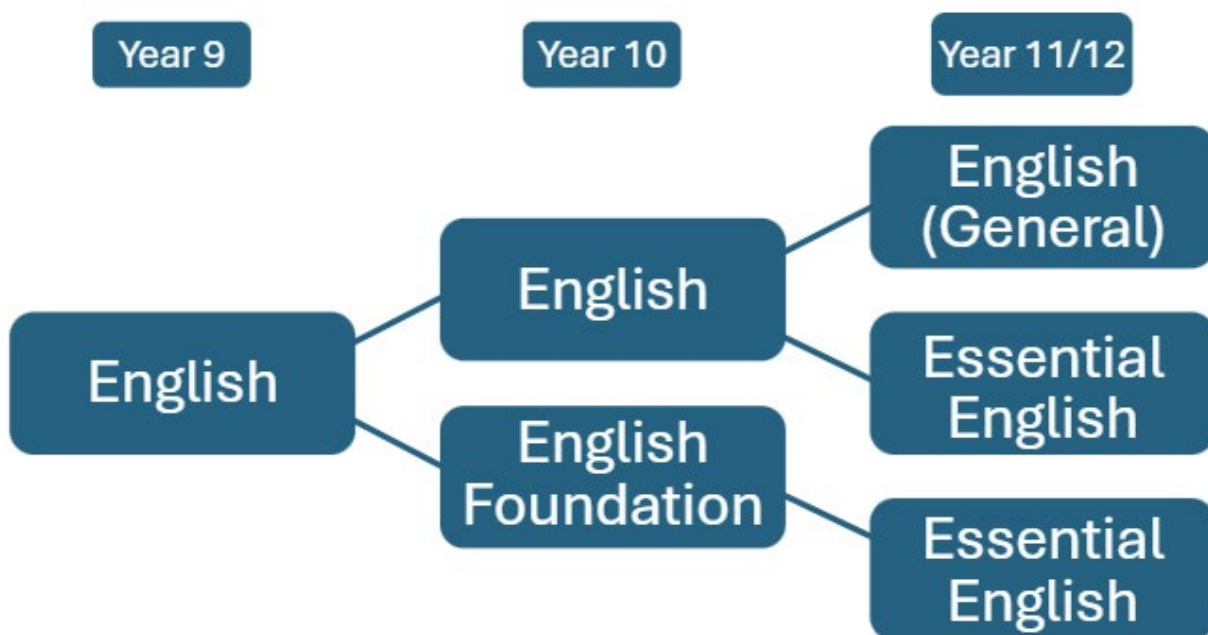
Requirement of a laptop in senior school

Senior students require the use of their laptop, with protective case, each day to engage in their program of learning in the senior school. Students will use their laptop to:

- Communicate using Outlook about learning and other school matters with school staff including their teachers, members of the senior schooling team such as Head of Department or Year Level Coordinator
- Communicate using Outlook with external providers such as TAFE or their trainer about their training program
- Access and complete learning on the online platform Q-Learn for their school subjects
- Access and complete learning on online modules for TAFE or University programs
- Access information about employment and training opportunities using TEAMS
- Complete homework set on websites such as Education Perfect or Stile
- Complete and submit assessment to plagiarism websites on time
- Monitor their attendance and timetable using the Compass program and their QCE progress using the QCAA website.



English & Mathematics Pathway Chart



English



General English 25

Essential English 27

English

General Senior Subject

Senior course readiness recommended prior learning

B in Year 10 English

What is the course about?

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

What will I learn?

In studying English, students will learn about:

- Perspectives and texts
- Texts and culture
- Textual connections
- Close study of literary texts.

What skills will I learn through English?

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

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Texts and culture <ul style="list-style-type: none"> • Texts in contexts • Language and textual analysis • Responding to and creating texts 	Textual connections <ul style="list-style-type: none"> • Conversations about issues in texts • Conversations about concepts in texts. 	Close study of literary texts <ul style="list-style-type: none"> • Creative responses to literary texts • Critical responses to literary texts



English

General Senior Subject

How will students be assessed?

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): •	25%	Summative internal assessment 3 (IA3): • Examination — extended response	25%
Summative internal assessment 2 (IA2): •	25%	Summative external assessment (EA): • Examination — extended response	25%

- Extended response - Written response for a public audience (25%)
- Extended response - Spoken persuasive response (25%)
- examination – imaginative response (25%)
- external examination – analytical response (25%)

Pathways

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

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal Assessment (75%) External assessment (25%)	Up to 4	Yes



Essential English

Applied Senior Subject

Senior course readiness recommended prior learning

Nil

What is the course about?

Essential English develops and refines students’ understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts.

What will I learn?

In studying Essential English, students will learn:

- Language that works
- Texts and human experiences
- Language that influences
- Representations and popular culture texts

What skills will I learn through Essential English?

- use patterns and conventions of genres to suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to texts • Creating texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts

How will students be assessed?

Students will complete the following assessments:

- Extended response – spoken response
- Common internal assessment
- Extended response – multimodal response
- Extended response – written response.



Essential English

Applied Senior Subject

Pathways

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

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal Assessment (100%)	Up to 4	Only 1 may contribute when combined with General subjects



Mathematics



General 30

Mathematical Methods 32

Essential Mathematics 34



General Mathematics

General Senior Subject

Senior course readiness recommended prior learning

B in Year 10 Maths

What is the course about?

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

What will I learn?

In studying General Mathematics, students will learn about:

- Money, measurement, algebra and linear relations
- Applications of linear equations and trigonometry, matrices and univariate data analysis
- Bivariate data and time series analysis, sequences and Earth geometry
- Investing and networking

What skills will I learn through General Mathematics?

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

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs 	Applications of linear equations and trigonometry, matrices and univariate data analysis <ul style="list-style-type: none"> • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis 1 • Univariate data analysis 2 	Bivariate data and time series analysis, sequences and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis 1 • Bivariate data analysis 2 • Time series analysis • Growth and decay in sequences • Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities 1 • Loans, investments and annuities 2 • Graphs and networks • Networks and decision mathematics 1 • Networks and decision mathematics 2

How will students be assessed?

Students will complete the following assessments:

- problem-solving and modelling task (20%)
- internal examination (15%)
- internal examination (15%)
- external examination (50%).



General Mathematics

General Senior Subject

Pathways

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

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal Assessment (50%) External assessment (50%)	Up to 4	Yes



Mathematical Methods

General Senior Subject

Senior course readiness recommended prior learning

B in Year 10 Maths, B in Year 10 English

What is the course about?

Mathematical Methods' major domains are algebra, functions, relations and their graphs, calculus and statistics.

What will I learn?

In studying Mathematical Methods, students will learn about:

- Surds, algebra, functions and probability
- Calculus and further functions
- Further calculus and introduction to statistics
- Further calculus, trigonometry and statistics

What skills will I learn through Mathematical Methods?

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

Course content

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

How will students be assessed?

Students will complete the following assessments:

- problem-solving and modelling task (20%)
- internal examination (15%)
- internal examination (15%)
- internal examination (15%)
- external examination (50%).



Mathematical Methods

General Senior Subject

Pathways

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

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal Assessment (75%) External assessment (25%)	Up to 4	Yes



Essential Mathematics

Applied Senior Subject

Senior course readiness recommended prior learning

Nil

What is the course about?

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

What will I learn?

In studying Essential Mathematics, students will learn about:

- number, data and graphs
- money, travel and data
- measurement, scales and data
- graphs, chance and loans.

What skills will I learn through Essential Mathematics?

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

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Managing money 	Data and travel <ul style="list-style-type: none"> • Fundamental topic: Calculations • Data collection • Graphs • Time and motion 	Measurement, scales and chance <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies 	Graphs, data and loans <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

How will students be assessed?

Students will complete the following assessments:

- 2 problem-solving and modelling tasks
- common internal assessment (examination)
- internal examination.

Pathways

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



Essential Mathematics

Applied Senior Subject

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal Assessment (100%)	Up to 4	Only 1 may contribute when combined with General subjects



Humanities & Social Sciences



Legal Studies 37

Modern History 39

Social & Community Studies 41

Cert II in Workplace Skills 43

Cert II in Tourism 45

Cert II in School Based
Education Support 47



Legal Studies

General Senior Subject

Senior course readiness recommended prior learning

B in Year 10 English, Civics advantageous

What is the course about?

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

What will I learn?

In studying Legal Studies, students will learn about:

- beyond reasonable doubt
- balance of probabilities
- law, governance and change
- human rights in legal contexts.

What skills will I learn through Legal Studies?

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

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

How will students be assessed?

Students will complete the following assessments:

- examination — combination response (25%)
- investigation — inquiry report (25%)
- investigation — argumentative essay (25%)
- examination — combination response (25%).



Legal Studies

General Senior Subject

Pathways

Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal Assessment (75%) External assessment (25%)	Up to 4	Yes

Please note: Units for 2027 are implemented accordingly to QCAA Alternative Sequence scheduling



Modern History

General Senior Subject

Senior course readiness recommended prior learning

B in Year 10 English, History advantageous

What is the course about?

Modern History examine traces of humanity’s recent past (Modern World since 1750). Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative.

What will I learn?

In studying Modern History, students will learn about:

- ideas in the Modern World
- movements in the Modern World
- national experiences in the Modern World
- international experiences in the Modern World.

What skills will I learn through Modern History?

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

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World <ul style="list-style-type: none"> • French Revolution, 1789–1799 (Estates General meets – New Consulate established) • Russian Revolution, 1905–1920s (Bloody Sunday takes place – Russian Civil War ends) • 	Movements in the Modern World <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> • Empowerment of First Nations Australians since 1938 (first Day of Mourning protest takes place) • Anti-apartheid movement in South Africa, 1948–1991 (apartheid laws start – apartheid laws end) 	National experiences in the Modern World <p>Schools select two of the following topics to study in this unit:</p> <ul style="list-style-type: none"> • Germany since 1914 (World War I begins) • China since 1931 (invasion of Manchuria begins) 	International experiences in the Modern World <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 (World War II in the Pacific ends) • Cold War and its aftermath, 1945–2014 (Yalta Conference begins – Russo-Ukrainian War begins)



Modern History

General Senior Subject

How will students be assessed?

Students will complete the following assessments:

- examination — combination response (25%)
- investigation — field report (25%)
- investigation — data report (25%)
- examination — combination response (25%).

Pathways

Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal Assessment (75%) External assessment (25%)	Up to 4	Yes

Please note: Units for 2027 are implemented accordingly to QCAA Alternative Sequence scheduling



Social & Community Studies

Applied Senior Subject

Senior course readiness recommended prior learning

Nil

What is the course about?

Social & Community Studies focuses on personal and social knowledge and skills that lead to self-management and concern for others. It empowers students to think critically, creatively and constructively about their future role in society

What will I learn?

In studying Social & Community Studies, student will learn about:

- Personal skills
- Interpersonal skills
- Citizenship skills.

What skills will I learn through Social & Community Studies?

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Relationships and work environments <ul style="list-style-type: none">• investigate relationship skills and work environments.• explore social contexts, issues and perspectives related to work. They might consider: <ul style="list-style-type: none">• pathways into work• ongoing learning and education for work• different types of employment• workplace organisation	Lifestyle and financial choices <ul style="list-style-type: none">• investigate making choices for their lifestyles, considering• how to enact positive change for the present and the future.• explore money management• consider how needs, wants and resources are central to the decision-making of individuals and communities.	Legal and digital citizenship <ul style="list-style-type: none">• investigate aspects of Australia's legal system and its operation to develop their understanding of being active and informed citizens• explore key values that underpin the law• consider responsible use of digital technology• explore digital technology use, its impacts on wellbeing and implications for relationships and communities	Healthy choices for mind and body <ul style="list-style-type: none">• investigate choices related to recreation, leisure, food and nutrition from both a personal and society perspective, considering the implications of their choices.• explore the importance of recreation and leisure time and experiences, and key influences and factors that affect food and nutrition.



<ul style="list-style-type: none"> • personal rights and responsibilities related to work, workplace conditions and protections • the changing nature of work and the workplace 		<ul style="list-style-type: none"> • examine social contexts, issues and perspectives related to the law. • examine social contexts, issues and perspectives related to digital technology. 	<ul style="list-style-type: none"> • consider various approaches to wellbeing that enable them to reflect on their own health choices. • explore recreation, leisure, food and nutrition.
---	--	---	---

How will students be assessed?

Students will complete the following assessments:

- project
- investigation
- extended response
- examination.

Pathways

Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal Assessment (100%)	Up to 4	Only 1 may contribute when combined with General subjects



BSB20120 Certificate II in Workplace Skills

Vocational Education and Training

Bracken Ridge State High School, RTO Number: 30416



Overview

This qualification reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work.

Students will carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. Students will perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles which may include:

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior/ Receptionist

Course outline

The course will help students to develop their skills in customer service, workplace health and safety as well as learning how to create documents, presentations and publications.

After achieving this qualification, students may opt to undertake and pay for a Certificate III in Business through an external RTO, or engage in a Business Traineeship through their current employer or through a new employment opportunity.

Completion of 5 core and 5 electives will earn 4 QCE credits. The units of competency are:

Core Units

Unit code	Unit title
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS201	Contribute to health and safety of self and others

Elective Units

Unit code	Unit title
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC201	Use business software applications
FSKDIG001	Use digital technology for short and basic workplace task
BSBOPS202	Engage with customers
BSBOPS203	Deliver a service to customers

Entry Requirements

Nil

QCE Credits on Completion

4 QCE Credits (complete qualifications contribute to core credits)



BSB20120 Certificate II in Workplace Skills

Vocational Education and Training

Bracken Ridge State High School, RTO Number: 30416



Packaging Rules

Total number of units = 10

- 5 core units plus
- 5 elective units, of which:

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome. Refer to www.training.gov.au for specific information about the qualification.

Assessment

A variety of assessment techniques will be used including: case studies, activities, teacher observation, practical tasks and procedural applications. Practical tasks will be in the context of a business environment in a simulated workplace environment with access to resources typically found in a business context.

Assessment techniques may include one or more of the following:

- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Fees

There are no additional costs involved in this course.

Laptop resource scheme

Students will require a device and access to the internet to complete this qualification.

Work placement

There are no work placement requirements for this course.

Duration, location and delivery mode

This is a two-year course delivered face-to-face in Years 11 and 12 onsite at BRSHS.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification.

We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 10 units of competency will be awarded a Qualification and a record of results.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.



SIT20125 Certificate II in Tourism

Vocational Education and Training

Bracken Ridge State High School - RTO Number: 30416



Overview

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, holiday parks and resorts, attractions, cultural and heritage sites, and any small tourism business. Students will engage in 2 x excursions per year (1 x per semester) that will be payable upon invoice.

Course outline

Unless otherwise specified the simulated work context is a small travel agency, and students will engage in routine and repetitive work tasks that a junior travel consultant would undertake while under direct supervision. Learning experiences that simulated work tasks include:

- Provide travel advice; research and share general information
- Provide premium customer service to our clients
- Answer incoming phone and email enquiries in a professional manner
- Booking domestic and international air, accommodation and car hire arrangements
- Print relevant documents; maintain written reports and carry out other administrative duties

Core units	
SITTIND003	Source and use information on the tourism and travel industry
SITXCCS009	Provide customer information and assistance
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
SITXCCS011	Interact with customers
Group A Client and Customer Service, and Sales	
SIRXSL001	Sell to the retail customer
SITXCCS010	Provide visitor information
SITXCOM008	Provide a briefing or scripted commentary
Group C General Electives	
SITXCOM006	Source and present information
Other	
HLTAID011	Provide first aid
SIRXHWB001	Maintain personal health and wellbeing

Prerequisites

Nil

QCE Credits on Completion

4 QCE Credits (complete qualifications contribute to core credits)



SIT20125 Certificate II in Tourism

Vocational Education and Training

Bracken Ridge State High School - RTO Number: 30416



Packaging Rules

11 Units must be completed:

- 5 Core Units
- 6 Elective Units

Refer to www.training.gov.au for specific information about the qualification.

Assessment

A variety of assessment techniques will be used including: case studies, activities, group or individual projects, teacher observation, practical tasks and procedural applications.

Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application. Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously.

Fees

There are no additional costs involved in this course.

Laptop resource scheme

Students will require a device and access to the internet to complete this qualification.

Work placement

There are no work placement requirements for this course.

Duration, location and delivery mode

This is a two-year course delivered face-to-face in Years 11 and 12 onsite at BRSHS.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. Students who are deemed competent in all 11 units of competency will be awarded a Qualification and a record of results.

Please note: This subject will incur fees in 2027 including an approximate \$850 payment for Moreton Island Camp



CHC30221 Certificate III in School Based Education Support

Vocational Education and Training

Adapt Education - RTO Number: 32452



Description

This qualification is perfect for those looking to work as a teacher aide across various school settings.

This course covers core skills such as:

- assisting in the implementation of planned learning experiences
- supporting the numeracy, literacy and communication skills of students
- supporting students at risk
- and working with diverse communities.

Successful completion of this course will qualify you to work as a teacher aide or education support worker, as well as giving you the option to undertake further studies in education.

This course is offered through a partnering agreement with Adapt Education RTO# 32452. All training, assessment and student support for this course is provided by BRSHS with the certificate being issued by Adapt Education.

Outcomes

Completion of the course will:

- Contribute up to 8 Credit Points towards a QCE
- Ensure a minimum ATAR Rank of 68
- Create meaningful pathways into employment and higher-level qualifications.

This qualification may provide the rank required to gain entry into an education degree. Check with your preferred university. Sunshine Coast University offers direct entry pathways to Adapt Education Students.

Note: ATAR & QCE information is generic only. Student individual circumstances (such as previous qualifications) can impact eligibility for QCE points. Refer to university policies regarding acceptance of VET qualifications and rankings as they can differ.

Course Delivery

The program will have a dedicated line on the student's timetable. The program may also include some incursion days/periods to complete practical placement hours or training and assessment activities.

Adapt Education will provide:

- Student portal with all course resources and assessments.

BRSHS will provide:

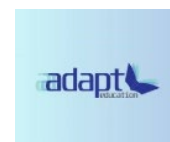
- Timetabled classes and arrange your practical placement.
- A BRSHS Teacher will provide all training and assessment for the course.



CHC30221 Certificate III in School Based Education Support

Vocational Education and Training

Adapt Education - RTO Number: 32452



Online Student Portal

All course resources and assessments are provided in an easy to navigate e-learning course. The online course is interactive and includes a range of visually engaging resources. The course consists of:

Learning:

- Webinars, eLearning modules, etextbook and supporting resources.

Assessment:

- Theory: quizzes, written questions, case studies, projects, and role plays.
- Practical: observations conducted as part of your practical placement.

How to Enrol

1. Read the Student Handbook and this Course Outline before you enrol
2. Go to www.adapteducation.com.au/enrol/ to submit your enrolment online.
 - Select course: CHC30221 Certificate III in School Based Education Support (Teacher Aide)
 - Enter BRSHS in the Promo Code field
 - Select the Please Invoice me option. You will be invoiced directly by Adept Education.

Course Fees

\$640/student payable up front and direct to the RTO

Course Structure

Unit Code	Unit Title
CHCDIV001	Work with diverse people
CHCEDS033	Meet legal and ethical obligations in an education support environment
CHCEDS034	Contribute to the planning and implementation of educational programs
CHCEDS035	Contribute to student education in all developmental domains
CHCEDS036	Support the development of literacy and oral language skills
CHCEDS037	Support the development of numeracy skills
CHCEDS057	Support students with additional needs in the classroom environment
CHCEDS059	Contribute to the health, safety and wellbeing of students
CHCEDS060	Work effectively with students and colleagues
CHCEDS061	Support responsible student behaviour
CHCEDS048	Work with students in need of additional learning support
CHCPRT025	Identify and respond to children and young people at risk
HLTWHS001	Participate in workplace health and safety
CHCEDS049	Supervise students outside the classroom
CHCEDS040	Search and access online information



CHC30221 Certificate III in School Based Education Support

Vocational Education and Training

Adapt Education - RTO Number: 32452



Practical

Students will be required to complete at least 100 hours practical placement. The goal of the practical placement is to have students actively engage in a Teacher Aide role so they can develop the skills and experience required to perform the role to a satisfactory standard.

The placement hours can be accrued throughout the course duration. Practical Placement should ideally be completed in a combination of settings including Prep—Yr12 classrooms, special education, enrichment and support programs. The school will allocate students a classroom to complete their practical placement hours in. Students must maintain a log-book to track their hours. Students will require a Blue Card as they are completing placement in a different school to BRSHS.

Note: This is a competency-based course. This means students may be required to complete more hours to allow more time to develop skills and demonstrate performance in a work setting.



Sciences



Biology 51

Chemistry 53

Marine Science 55

Physics 57

Aquatic Practices 58



Biology

General Senior Subject

Senior course readiness recommended prior learning

B in Year 10 English, B in Year 10 Science

What is the course about?

Biology provides opportunities for students to engage with living systems.

What will I learn?

In studying Biology, students will learn about:

- cells and multicellular organisms
- maintaining the internal environment
- biodiversity and the interconnectedness of life
- heredity and continuity of life.

What skills will I learn through Biology?

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

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology 	Maintaining the internal environment <ul style="list-style-type: none"> • Homeostasis — thermoregulation and osmoregulation • Infectious disease and epidemiology 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> • Describing biodiversity and populations • Functioning ecosystems and succession 	Heredity and continuity of life <ul style="list-style-type: none"> • Genetics and heredity • Continuity of life on Earth

How will students be assessed?

Students will complete the following assessments: • data test (10%) • student experiment (20%) • research investigation (20%) • external examination (50%).

Pathways

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



Biology

General Senior Subject

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal Assessment (50%) External assessment (50%)	Up to 4	Yes

Please note: Units for 2027 are implemented accordingly to QCAA Alternative Sequence scheduling

Please note: This subject will incur fees in 2027 including an approximate \$850 payment for Moreton Island Camp



Chemistry

General Senior Subject

Senior course readiness recommended prior learning

B in Year 10 English, B in Year 10 Math, B in Year 10 Science

What is the course about?

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

What will I learn?

In studying Chemistry, students will learn about:

- chemical fundamentals — structure, properties and reactions
- molecular interactions and reactions
- equilibrium, acids and redox reactions
- structure, synthesis and design.

What skills will I learn through Chemistry?

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

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none"> Properties and structure of atoms Properties and structure of materials Chemical reactions — reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> Intermolecular forces and gases Aqueous solutions and acidity Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> Chemical equilibrium systems Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> Properties and structure of organic materials Chemical synthesis and design

How will students be assessed?

Students will complete the following assessments:

- data test (10%)
- student experiment (20%)
- research investigation (20%)
- external examination (50%).

Pathways

Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.



Chemistry

General Senior Subject

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal Assessment (50%) External assessment (50%)	Up to 4	Yes

Please note: at times Chemistry will be offered as a composite class.



Marine Science

General Senior Subject

Senior course readiness recommended prior learning

B in Year 10 English, B in Year 10 Science

What is the course about?

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

What will I learn?

In studying Marine Science, students will learn about:

- Oceanography
- Marine Biology
- Marine systems – connections and change
- Ocean issues and resource management

What skills will I learn through Marine Studies?

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

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography <ul style="list-style-type: none"> • An ocean planet • The dynamic shore 	Marine biology <ul style="list-style-type: none"> • Marine ecology and biodiversity • Marine environmental management 	Marine systems — connections and change <ul style="list-style-type: none"> • The reef and beyond • Changes on the reef 	Ocean issues and resource management <ul style="list-style-type: none"> • Oceans of the future • Managing fisheries

How will students be assessed?

Students will complete the following assessments:

- data test (10%)
- student experiment (20%)
- research investigation (20%)
- external examination (50%).

Pathways

Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.



Marine Science

General Senior Subject

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal Assessment (50%) External assessment (50%)	Up to 4	Yes

Please note: This subject will incur fees in 2027 including an approximate \$850 payment for Moreton Island Camp



Physics

General Senior Subject

Senior course readiness recommended prior learning

B in Year 10 English, A in Year 10 Math, B in Year 10 Science

What is the course about?

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

What will I learn?

In studying Physics, students will learn about:

- thermal, nuclear and electrical physics
- linear motion and waves
- gravity and electromagnetism
- revolutions in modern physics.

What skills will I learn through Physics?

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

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

How will students be assessed?

Students will complete the following assessments:

- data test (10%)
- student experiment (20%)
- research investigation (20%)
- external examination (50%).

Pathways

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

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal Assessment (50%) External assessment (50%)	Up to 4	Yes

Please note: Units for 2027 are implemented accordingly to QCAA Alternative Sequence scheduling



Aquatic Practices

Applied Senior Subject

Senior course readiness recommended prior learning

Nil

What is the course about?

Aquatic Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in aquatic workplaces and other settings.

What will I learn?

In studying Aquatic Practices, students will learn about:

- Using the aquatic environment
- Coastlines and Navigation
- Marine Vessels
- Aquatic Ecosystems

What skills will I learn through Aquatic Practices?

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Using the aquatic environment <ul style="list-style-type: none"> • Practical Project: Snorkelling performance • Applied Investigation: Safety in commercial snorkelling tour operations 	Coastlines and Navigation <ul style="list-style-type: none"> • Practical Project: 3D chart and Evaluation • Applied Investigation: tidal flow, erosion and deposition processes 	Marine Vessels <ul style="list-style-type: none"> • Practical Project: Powerboating performance • Applied Investigation: Hull model comparison investigation 	Aquatic Ecosystems <ul style="list-style-type: none"> • Practical Project: Dangerous marine creatures • Applied Investigation: Rocky Shore investigation – Moreton Island Data

How will students be assessed?

Students will complete the following assessments:

- Applied Investigation
- Practical Project

Pathways

Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.



Aquatic Practices

Applied Senior Subject

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal Assessment (100%)	Up to 4	Only 1 may contribute when combined with General subjects

Please note: This subject will incur fees in 2027 including an approximate \$850 payment for Moreton Island Camp



Health & Physical Education



Physical Education 61

Sport & Recreation 63

Physical Education

General Senior Subject

Senior course readiness recommended prior learning

B in Year 10 English, C in Year 10 HPE

What is the course about?

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activities in diverse and changing contexts.

What will I learn?

In studying Physical Education, students will learn about:

- motor learning, functional anatomy, biomechanics and physical activity
- sport psychology, equity and physical activity
- tactical awareness, ethics and integrity, and physical activity
- energy, fitness and training, and physical activity.

What skills will I learn through Physical Education?

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Sport psychology and equity in physical activity <ul style="list-style-type: none"> • Sport psychology in physical activity • Equity — barriers and enablers 	Sport psychology and equity in physical activity <ul style="list-style-type: none"> • Sport psychology in physical activity • Equity — barriers and enablers Motor learning, functional anatomy and biomechanics in physical activity <ul style="list-style-type: none"> • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity 	Tactical awareness and Ethics in physical activity <ul style="list-style-type: none"> • Tactical awareness in physical activity • Ethics and integrity in physical activity 	Energy, fitness and training in physical activity <ul style="list-style-type: none"> • Energy, fitness and training integrated in physical activity



Physical Education

General Senior Subject

How will students be assessed?

Students will complete the following assessments:

- Project – folio (25%)
- Investigation – report (25%)
- Project – folio (25%)
- External exam – combination response (25%)

Pathways

Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal Assessment (75%) External assessment (25%)	Up to 4	Yes

Please note: Units for 2027 are implemented accordingly to QCAA Alternative Sequence scheduling



Sport & Recreation

Applied Senior Subject

Senior course readiness recommended prior learning

Nil

What is the course about?

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation.

What will I learn?

In studying Sport & Recreation, students will learn about:

- Challenge in the outdoors
- Coaching and officiating
- Emerging trends in sport, fitness and recreation
- Fitness for sport and recreation.

What skills will I learn through Sport & Recreation?

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes
- evaluate activities and strategies to enhance outcomes.

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Fitness for Sport and Recreation <ul style="list-style-type: none"> • Investigate activities and strategies to enhance outcomes in fitness for sport and recreation. • Plan activities and strategies to enhance outcomes in fitness for sport and recreation. • Perform activities and strategies to enhance outcomes in fitness for sport and recreation. 	Challenge in the outdoors <ul style="list-style-type: none"> • Investigate activities and strategies to enhance outcomes in outdoor challenges. • Plan activities and strategies to enhance outcomes in outdoor challenges. • Perform activities and strategies to enhance outcomes in outdoor challenges. 	Emerging trends in sport, fitness and recreation <ul style="list-style-type: none"> • Investigate activities and strategies to enhance outcomes in emerging forms of sport, fitness and recreation. • Plan activities and strategies to enhance outcomes in emerging forms of sport, fitness and recreation. • Perform activities and strategies to enhance outcomes in emerging forms of sport, fitness and recreation. 	Coaching and Officiating <ul style="list-style-type: none"> • Investigate activities and strategies to enhance outcomes in coaching and officiating. • Plan activities and strategies to enhance outcomes in coaching and officiating. • Perform activities and strategies to enhance outcomes in coaching and officiating. • Evaluate activities and strategies to enhance outcomes in coaching and officiating.



<ul style="list-style-type: none"> Evaluate activities and strategies to enhance outcomes in fitness for sport and recreation. 	<ul style="list-style-type: none"> Evaluate activities and strategies to enhance outcomes in outdoor challenges. 	<ul style="list-style-type: none"> Evaluate activities and strategies to enhance outcomes in emerging forms of sport, fitness and recreation. 	
---	---	--	--

How will students be assessed?

Students will complete the following assessments:

- Performance
- Project

Pathways

Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal Assessment (100%)	Up to 4	Only 1 may contribute when combined with General subjects

Please note: This subject will incur fees in 2027 including an approximate \$850 payment for Moreton Island Camp



The Arts



Drama 66

Music 68

Visual Art 70

Music in Practice 72

Visual Arts in Practice 74



Drama

General Senior Subject

Senior course readiness recommended prior learning

B in Year 10 English, B in Year 10 Drama or consultation with Head of Department

What is the course about?

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens.

What will I learn?

In studying Drama, students will learn about:

- how drama promotes shared understandings of the human experience
- how drama is shaped to reflect lived experience
- how drama can be used to challenge our understanding of humanity
- how dramatic practice can be transformed.

What skills will I learn through Drama?

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Share <ul style="list-style-type: none"> • How does drama promote shared understandings of the human experience? 	Reflect <ul style="list-style-type: none"> • How is drama shaped to reflect lived experience? 	Challenge <ul style="list-style-type: none"> • How can we use drama to challenge our understanding of humanity? 	Transform <ul style="list-style-type: none"> • How can you transform dramatic practice?

How will students be assessed?

Students will complete the following assessments:

- performance (20%)
- project — dramatic concept (20%)
- project — practice-led project (35%)
- examination — extended response (25%).



Drama

General Senior Subject

Pathways

Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal Assessment (75%) External assessment (25%)	Up to 4	Yes

Please note: Units for 2027 are implemented accordingly to QCAA Alternative Sequence scheduling



Music

General Senior Subject

Senior course readiness recommended prior learning

B in Year 10 English, B in Year 10 Music or consultation with Head of Department

What is the course about?

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

What will I learn?

In studying Music, students will learn about:

- designs
- identities
- innovations
- narratives.

What skills will I learn through Music?

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

Course content

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



Music

General Senior Subject

How will students be assessed?

Students will complete the following assessments:

- performance (20%)
- composition (20%)
- project (35%)
- examination (25%).

Pathways

Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal Assessment (75%) External assessment (25%)	Up to 4	Yes

Please note: Units for 2027 are implemented accordingly to QCAA Alternative Sequence scheduling



Visual Art

General Senior Subject

Senior course readiness recommended prior learning

B in Year 10 English, B in Year 10 Visual Art or consultation with Head of Department

What is the course about?

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

What will I learn?

In Visual Art, students learn about expression through:

- concept
- contexts
- focus.

What skills will I learn through Visual Art?

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

Course content

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

How will students be assessed?

Students will complete the following assessments:

- investigation – inquiry phase 1 (20%)
- project – inquiry phase 2 (25%)
- project – inquiry phase 3 (30%)
- external examination (25%).



Visual Art

General Senior Subject

Pathways

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, science and technology.

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
General	Internal Assessment (75%) External assessment (25%)	Up to 4	Yes

Please note: Units for 2027 are implemented accordingly to QCAA Alternative Sequence scheduling



Music in Practice

Applied Senior Subject

Senior course readiness recommended prior learning

Nil

What is the course about?

In Music in Practice, students perform and compose music within diverse contexts. The course fosters creativity, practical skills, and a comprehensive understanding of the music industry, emphasising real-world practices.

What will I learn?

In studying Music in Practice, students will:

- Develop practical, technical, and listening skills
- Make informed choices for effective communication through music
- Collaborate both individually and in groups for creative expression
- Gain insights into workplace health and safety in the music industry
- Acquire effective work practices, teamwork, and project management skills
- Develop a global perspective through exposure to authentic music practices
- Contribute to social and cultural communities through musical expression.

What skills will I learn through Music in Practice?

- use music practices
- plan music works
- communicate ideas
- evaluate music works.

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Music of Today <ul style="list-style-type: none"> • create and respond to contemporary music, exploring songwriting styles and genres through virtual platforms. • collaborate in local events • experiment with music elements and develop technical skills, fostering independence in digital technologies online platforms and community events. 	The Cutting Edge <ul style="list-style-type: none"> • develop music technology skills for composition and performance, connecting with elements and devices. • independence in digital technologies • explore current contexts and purposes, collaborating in groups for events or projects, and enhancing their 	Building your Brand <ul style="list-style-type: none"> • explore the music industry, analyse artists' branding approaches • develop their own brand by investigating personal interests and industry practices. • engage with contemporary music genres, collaborate with peers, and refine technical skills, 	'Live' on Stage! <ul style="list-style-type: none"> • explore commercial music, creating, performing, and analysing to develop essential musical skills • collaborate with peers, engage in live events or streaming platforms, and experiment with elements for composition tasks. • shaping and sharing music relevant to the entertainment or media industry, emphasizing independence in technology use and responsible online citizenship.



	understanding of their artistic identity.	aligning with current industry approaches	
--	---	---	--

How will students be assessed?

Students will complete the following assessments:

- Project and Performance
- Project and Composition.

Pathways

Music in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Music in Practice can establish a basis for further education and employment across a range of fields such as creative industries, education, venue and event management, advertising, communications, humanities, health, sciences and technology.

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal Assessment (100%)	Up to 4	Only 1 may contribute when combined with General subjects

Please note: Units for 2027 are implemented accordingly to QCAA Alternative Sequence scheduling



Visual Arts in Practice

Applied Senior Subject

Senior course readiness recommended prior learning

Nil

What is the course about?

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

What will I learn?

In studying Visual Arts in Practice, students will learn about:

- visual mediums, technologies and techniques
- practice, context and skills of artists
- creating artworks.

What skills will I learn through Visual Arts in Practice?

- use visual arts practices
- communicate ideas
- plan artworks
- evaluate artworks.

Course content

Unit 1	Unit 2	Unit 3	Unit 4
Looking inwards (self) <ul style="list-style-type: none"> • Students think creatively about their own and others’ cultures and convey ideas in concise and engaging ways to make artworks. 	Looking outwards (others) <ul style="list-style-type: none"> • Students respond to issues or concerns that take place locally, nationally and/or globally, and investigate how artists or artisans respond to these in their artworks. • In the role of artists or artisans, students explore issues and concerns within times, places and spaces, and the impact these have on themselves and others in the community. 	Clients <ul style="list-style-type: none"> • Students consider context and purpose when making and responding to artworks • Agree on essential visual language, media, technologies and/or skills • Discover ways of using visual language, media technologies and skills • Innovate and resolve the artwork based on the needs and expectations 	Transform & extend <ul style="list-style-type: none"> • Students respond to an artist or artisan’s ways of working by collating and analysing artworks of a chosen practitioner. • They evaluate features that communicate the artist or artisan’s style through recognisable or characteristic visual language, media, technologies/skills.



Visual Arts in Practice

Applied Senior Subject

How will students be assessed?

Students will complete the following assessments:

- projects (experimentation, making prototypes and reflection)
- resolved artwork based on projects.

Pathways

Visual Arts in Practice is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including creative industries, education, advertising and marketing, communications, humanities, health, recreation, science and technology.

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal Assessment (100%)	Up to 4	Only 1 may contribute when combined with General subjects



Technologies



Hospitality Practices	77
Cert II in Applied Digital Technologies	79
Cert II in Construction Pathways	81
Cert II in Engineering Pathways	83
Cert II in Information Technology	85

Hospitality Practices

Applied Senior Subject

Senior course readiness recommended prior learning

Nil

What is the course about?

Hospitality Practices focuses on the food and beverage sector, which includes food and beverage production and service. Students will study industry practices and production processes through real-world related application in the hospitality industry context.

What will I learn?

In studying Hospitality Studies, students will learn about:

- Culinary trends
- Bar and Barista basics
- Casual dining
- Guest services

What skills will I learn through Hospitality Studies?

- demonstrate practices, skills and processes
- interpret briefs
- select practices, skills and procedures
- sequence processes
- evaluate skills, procedures and products
- adapt production plans, techniques and procedures.

Course content

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Bar and Barista • Practical demonstration • Project: Takeaway cafe 	Casual Dining Practical demonstration: menu item and multimodal Project: delivery of event.	Guest Services Investigation: Multimodal of industry practices Project: delivery of event	Culinary Trends Project Practical demonstration: menu item from Dessert sample

How will students be assessed?

Students will complete the following assessments:

- project
- practical demonstration
- investigation.

Pathways

Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.



Hospitality Practices

Applied Senior Subject

Subject Summary

Subject type	Assessment	QCE credits	Contributes to ATAR
Applied	Internal Assessment (100%)	Up to 4	Only 1 may contribute when combined with General subjects



ICT20120 Certificate II in Applied Digital Technologies

Vocational Education and Training

Bracken Ridge State High School - RTO Number: 30416



Overview

Computer skills are essential in today's society. Most types of employment as well as many types of leisure activities require the use of computers. Applied Digital Technologies is a Certificate II course that aims to develop the necessary digital and technology skills in preparation for work.

Software currently used as part of the course include but is not limited to:

- Microsoft Office Suite:
 - Word
 - Excel
 - PowerPoint
- Access
- Adobe Creative Cloud
 - Photoshop
- Other applications as required

Students who enrol in this course and complete all competencies will receive a Certificate II in Applied Digital Technologies. After achieving this qualification students may opt to undertake a Certificate III in Information Technology through another RTO provider or a school-based traineeship.

Course outline

Over the duration of the course students will be given the opportunity to develop their skills in a variety of software packages. In addition, students will investigate multimedia resources, working in an IT environment, operating systems and hardware.

Core Units

Elective Units

Unit Code	Unit Title
BSBWHS211	Contribute to the health and safety of self and others
BSBSUS211	Participate in sustainable work practices
ICTICT213	Use computer operating systems and hardware
BSBTEC202	Use digital technologies to communicate in a work environment
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages

Unit Code	Unit Title
ICTICT224	Integrate commercial computing packages
ICTSAS214	Protect devices from spam and destructive software
BSBTEC101	Operate digital devices
ICTICT216	Design and create basic organisational documents
FSKDIG002	Use digital technology for routine and simple workplace tasks
ISAS308	Run standard diagnostic tests

Prerequisites

Nil

QCE Credits on Completion

4 QCE Credits (complete qualifications contribute to core credits)

Packaging Rules

- Total number of units = 12
- 6 core units plus
- 6 elective units

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment, not duplicate the outcome of another unit chosen for the qualification, and contribute to a valid industry-supported vocational outcome. Refer to www.training.gov.au for specific information about the qualification.



ICT20120 Certificate II in Applied Digital Technologies

Vocational Education and Training

Bracken Ridge State High School - RTO Number: 30416



Assessment

A variety of assessment techniques will be used including: case studies, activities, group or individual projects, teacher observation, practical tasks, simulations and procedural applications.

Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application.

Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously.

Other information

A computer at home is not required to undertake this subject.

Fees

There are no additional costs involved in this course.

Laptop resource scheme

Students will require a device and access to the internet to complete this qualification.

Work placement

There are no work placement requirements for this course.

Duration, location and delivery mode

This is a two-year course delivered face-to-face in Years 11 and 12 onsite at BRSHS.

RTO obligation

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results.



CPC20220 Certificate II in Construction Pathways

Vocational Education and Training

Blue Dog Training - RTO Number: 31193

QCE Credits: 4 Core Credits



Description

The CPC20220 qualification introduces learners to recognised construction trades and provides credit toward a construction industry Australian Apprenticeship (excluding plumbing).

Units of competency cover essential work health and safety, communication, work planning, and the basic use of tools and materials. The course includes core units common to most Certificate III qualifications and is structured around a practical construction project that integrates these skills and employability outcomes.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application

The learning program develops trade-like skills without aiming for trade-level expertise. For example, in tiling, learners are introduced to basic techniques; how tiles are laid, aligned, and adhered and complete a simple tiling task. In general construction, the focus is on safely using hand and power tools to build or modify basic timber projects, rather than advanced joinery or structural framing.

The emphasis is on using construction tools and equipment to complete practical tasks safely, ensuring the well-being of learners and those around them.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200.

For eligibility requirements, refer to the Blue Dog Training website:

<https://bluedogtraining.com.au/en-au/for-schools>

For information on the refund policy, visit:

<https://bluedogtraining.com.au/en-au/company-policies#level-3>

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Training's qualified trainers and assessors. **Students will require a device and access to the internet to complete this qualification.**

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.



CPC20220 Certificate II in Construction Pathways

Vocational Education and Training

Blue Dog Training - RTO Number: 31193



Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.

Core Units

Elective Units

Unit Code	Unit Title
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1013	Plan and organise work
CPCCVE1011*	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCOM1015	Carry out measurements and calculations

Unit Code	Unit Title
CPCWHS1001#	Prepare to work safely in the construction industry
CPCCCM2004*	Handle construction materials
CPCCCM1011	Undertake basic estimation and costing
CPCCCA2002*	Use carpentry tools and equipment
CPCCWF2002*	Use wall and floor tiling tools and equipment

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- # CPCWHS1001 meets WHSQ requirements for General Construction Induction Training (GCIT) and must be completed before site access. Completion of this unit in the Blue Dog Training VETiS program results in a WHSQ Construction Induction ('White Card').

More information about this qualification is available at: <https://training.gov.au/Training/Details/CPC20220>



MEM20422 Certificate II in Engineering Pathways

Vocational Education and Training

Blue Dog Training - RTO Number: 31193

QCE Credits: 4 Core Credits



Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students develop skills and knowledge across a range of engineering and manufacturing tasks supporting entry-level employment pathways including apprenticeships, traineeships, or general roles in the industry.

Commencing in Year 11, the course is delivered in school workshops during normal timetable hours and is completed over two years. Participation in a Blue Dog Training VETiS program requires school approval.

Application

The learning program develops trade-like skills without aiming for trade-level outcomes. For example, in welding, learners are introduced to basic techniques and complete simple tasks, rather than developing trade-level theory and practice. Similarly, in machining, the focus is on producing a basic item using equipment such as a lathe, rather than advanced theory and practice.

The emphasis is on using engineering tools and equipment to produce or modify objects safely, ensuring the well-being of learners and others around them.

Eligibility - Cost

This qualification is funded by the Department of Trade, Employment and Training (DTET) through the VET in Schools (VETiS) program, which provides eligible secondary school students with access to one approved funded qualification.

Students not eligible for VETiS funding may enrol fee-for-service under DTET arrangements at a cost of \$1,200.

For eligibility requirements, refer to the Blue Dog Training website:

<https://bluedogtraining.com.au/en-au/for-schools>

For information on the refund policy, visit:

<https://bluedogtraining.com.au/en-au/company-policies#level-3>

Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by qualified trainers and assessors. **Students will require a device and access to the internet to complete this qualification.**

Students are enrolled with Blue Dog Training, who is responsible for all training and assessment and issues qualifications and statements of attainment.

Training is delivered through online theory via Blue Dog Training's Learning Management System (LMS) and face-to-face practical training in school workshops. Practical projects and assessments are completed on site at the student's school, with trainers attending on a structured basis throughout the year.



MEM20422 Certificate II in Engineering Pathways

Vocational Education and Training

Blue Dog Training - RTO Number: 31193



Core Units

Unit Code	Unit Title
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices

Elective Units

Unit Code	Unit Title
MEM11011*	Undertake manual handling
MEM16006*	Organise and communicate information
MEM16008*	Interact with computing technology
MEM18001*	Use hand tools
MEM18002*	Use power tools/handheld operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

Notes:

- An asterisk (*) indicates a prerequisite unit. Prerequisite units must be assessed before any unit marked with an asterisk.*
- Elective units may change prior to program commencement to ensure alignment with current industry practices.
- More information about this qualification is available at: <https://training.gov.au/Training/Details/MEM20422>



MEM20422 Certificate III in Information Technology

Vocational Education and Training

IVET Institute Pty Ltd - RTO Number: 40548



Qualification description

The Certificate III in Information Technology program develops a broad set of fundamental skills as such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing and client service.

The program is suitable for serious IT enthusiasts and affords meaningful insights into some of the more common specialisations so that participants can either use this base knowledge and skills to pursue a career or further study in specialist fields; software engineering, gaming, coding, programming, technical support, data management, network management, information security and more.

Refer to training.gov.au for specific information about the qualification.

Course Units

Students must successfully complete all 12 units of competency (6 core units plus 6 elective* units) to attain this qualification.

Unit code	Unit Title
BSBXTW301	Work in a team
BSBCRT301	Develop and extend critical and creative thinking skills
ICTSAS305	Provide ICT advice to clients
BSBXCS303	Securely manage personally identifiable information and workplace information
ICTPRG302	Apply introductory programming techniques
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTICT213	Use computer operating systems and hardware*
ICTICT214	Operate application software packages*
ICTSAS311	Maintain computer hardware*
ICTSAS308	Run standard diagnostic tests*
ICTWEB306	Develop web presence using social media*
BSBXCS301	Protect own personal online profile from cyber security threats*

Entry requirements

There are no entry requirements for this qualification. At enrolment students will need to provide their Unique Student Identifier (usi.gov.au) and complete an LLND test to determine suitability and any support needs.

Duration and location

This is a 2-year course delivered in years 11 and 12 onsite with qualified school staff via a third-party arrangement with IVET Institute.



MEM20422 Certificate III in Information Technology

Vocational Education and Training

IVET Institute Pty Ltd - RTO Number: 40548



Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- practicals and scenarios
- online training

Fees

The total Fee for Service cost is \$605. \$345 for first year and \$260 for 2nd year.

QCE Credits

Maximum of 8 credits.

May contribute towards ATAR.

Assessment

Assessment is competency based. Assessment techniques include but not limited to:

- observations
- questionnaires
- folios of work
- written and practical tasks

Pathways

Potential options may include:

- entry level employment within the IT and Support Service industries
- Diploma qualifications (Information Technology)
- Certificate IV Information Technology; Certificate IV in Cyber Security
- Bachelor Degrees (Information Technology)

Obligation

Students will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion. Students deemed competent in all units of competency will be awarded the qualification and a record of results by IVET Institute Pty Ltd. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.



Senior Pathways Program

Senior Pathways Program

Bracken Ridge State High School is a *place where all students find their path for success*.

To ensure all students have a maximized access to curriculum options to suit their personal journey to excellence, students may also select from the following:

Distance Education Subjects

General, Applied and Vocational Studies offered by Brisbane School of Distance Education, Cairns School of Distance Education and Charters Towers School of Distance Education. These subjects are delivered online with students attending 2 - 3 classes a week. Lessons are completed on the school grounds using the student's own device. Students may choose subjects not already offered by BRSHS or those that they are unable to select to study at BRSHS due to timetable clashes. Students must be approved for Distance Education by the Deputy Principal Senior School prior to application submission. For more details including 2025 subjects, contact Senior Schooling.

TAFE In Schools

In partnership with TAFE in Schools- Greater Brisbane, student can select vocational qualifications to study one day a week, at a Greater Brisbane TAFE campus. This option is open to our students choosing to follow a Pathways Plus or Pathways to Work option only. Many of these options are VETiS funded so students must be mindful to only select one VETiS funded option in their subject selection. Students will be given access to the 2027 TAFE IN SCHOOL Handbook once published in late Term 2. VET In Schools. Students are encouraged to explore potential VET in School options with other private RTOs. These should be courses which closely align with the students SET plan and pathway beyond Year 12. To identify qualifications offered to high school students, use the term "VET in Schools" as part of your search. Students in the past have utilized this option to study beauty, trade and childcare qualifications. For more details including the application process, contact Senior Schooling.

School Based Apprenticeship and Traineeships

School-based Apprenticeships and Traineeships (SATs) in Queensland allow students in Years 11, and 12 to work and train while finishing school. Students typically work roughly one day per week, earning a wage and gaining QCE credits, while completing a nationally recognized qualification. Students undertaking traineeships or apprenticeships have selected the Pathways Plus option of study. For more details including the application process, contact Senior Schooling.

Tertiary Studies

As an enrichment opportunity and to provide students with a taste of university life, the University of Sunshine Course, University of Southern Queensland and the Queensland University of Technology offer high achieving Year 11 or 12 students the opportunity to commence their tertiary studies while still at school. Students choosing to undertake Uni@School pathway option and have attained no less than a B in Term 1 Year 11 may apply. Students can use this option to commence their university study early or even to test the waters and find their preferred tertiary pathway. For more details including the application process, contact Senior Schooling.



Senior Pathways Program

Supporting your pathway

Pathways Academic Support (PAS) class is allocated to students who are engaging in off campus or additional courses such as Distance Education, TAFE in schools, School Based Apprenticeship or Traineeship and University courses. A PAS class sits on the students' timetable as their sixth subject. Students use this time to focus on work missed while engaging in the alternate learning option. Students are expected to maintain all assessment and due dates regardless of study pathway.

Pathways and Transitions (PAT)

Pathways and Transition class is a term long, one lesson a week where students in Year 11 and 12 engage in Career planning, Academic Integrity course, Responsible Relationship education and other mandatory Queensland Certificate of Education (QCE) requirements. Upon successful completion of these requirements, students are released from school Wednesday at 12:55pm to engage in independent study or training from home.

Pathways Academic Support (PAS)

Pathways Academic Support class is allocated to those students who are undertaking an off-campus study option. Students granted entry into TAFE, University or Distance Education programs will be supported with this study through the relinquishment of one of their Bracken Ridge State High School subject and replaced with PAS. During PAS lessons, students are to use the time to catch up on study from missed classes, complete assessment work and connect virtually with their teachers/trainers. Effort and Behaviour expectations in this class are as outlined in the PAS agreement students will sign on enrolment to PAS.

Partnership Schools

Aerospace Systems via Aviation High, Remote Learning



YR 11 & 12 AEROSPACE SYSTEMS VIA REMOTE LEARNING

ENQUIRIES THROUGH
ENROLMENTS@AVIATIONHIGH.EQ.EDU.AU

ENROLMENTS CLOSE 4TH SEPT 2026

STARTING DATE
TERM 1, 2027 

DELIVERY VIA
QLEARN AND MICROSOFT TEAMS

Curriculum taught by teachers during scheduled online lessons. Interaction during online lessons is both written and spoken. Students will require a headset with a microphone and also a webcam.

What is Aerospace Systems?

Aerospace Systems provides opportunities for students to learn about the fundamentals, history and future of the aerospace industry.

Units Covered:

- Unit 1: Aerospace systems and structures
- Unit 2: Emerging aerospace technologies
- Unit 3: Aerospace operational systems
- Unit 4: Aircraft performance systems and human factors

Pre-Requirement:

- Min. B in English
- Min. C in Math
- Must be starting year 11 in 2027
- Must be able to commit to 3 x 70min lessons a week (Days Mon, Wed, Thurs 7:30am-8:40am)
- School base must be over 10km from Aviation High School

Subject Requirements:

For unit 4: You will need to purchase a E6B Flight Computer, flight ruler & flight protractor



For more information or to enrol email:
enrolments@aviationhigh.eq.edu.au

TAFE at School

Vocational Education and Training

How it works

Gain a nationally recognised qualification while you're still at school and graduate job ready, giving you a head start on your career or future study plans.

Completing a TAFE at School course will seamlessly fit around your high school studies, with your TAFE course generally replacing one of your senior schooling subjects and our term dates aligning with Queensland school terms.

Fits around your high school studies

The great thing about TAFE at School courses is they count towards your Queensland Certificate of Education (QCE).

Plus, courses at a certificate III level (or above) will also contribute towards your Australian Tertiary Admission Rank (ATAR). In fact, in some instances completing a TAFE at School course could even help you improve your ATAR.

Unlock doors to TAFE or Uni

Completing a TAFE at School qualification is a great option if you're considering continuing your studies at TAFE or university. Completing a TAFE at School course will give you direct entry into any related TAFE Queensland course.

And for those wanting a pathway to university, a TAFE Queensland diploma will give you guaranteed entry into a related degree at TAFE Queensland or one of our university partners.

Eligibility

- TAFE at School is available to students beginning Year 11 in 2027 or Year 12 2028.
- All students who would like to participate in TAFE at School must have both parental and school consent *and currently* be on a **Pathways to Work or Pathways Plus** pathway.
- Students in Year 11 and 12, who are an Australian or New Zealand Citizen or permanent resident, or a temporary resident with the necessary visa, may be eligible to utilise Career Ready Funding.
- Students may be accessing their VETiS funding which may prevent them from accessing future funding, as you can use VETiS funding to **complete** one course only.
- Some courses also have fees and resource costs to participate.
- For funding eligibility go to <https://www.qld.gov.au/education/training/funded/vetis>

FFS*	Fee for service (not government subsidised) – students / parents / caregivers will need to pay directly to TAFE. These fees will also apply if students have used their VETiS funding entitlement.
Career Ready Program	The Career Ready program will be further developed in consultation with stakeholders and implemented in a staged approach from 2026. More information and program guidelines will be available following this work.
VSL	VET Student Loan (VSL) is a loan from the Australian Government that helps eligible students pay their tuition fees. Students' loans are repaid through the Australian tax system when they reach the minimum income threshold for repayment.

TAFE at School

Vocational Education and Training

LOCATION	Parking	Bus	Train	CityCat
Acacia Ridge	✓	✓	✓	
Alexandra Hills	✓	✓		
Bracken Ridge	✓	✓	✓	
Caboolture	✓	✓	✓	
Eagle Farm	✓	✓	✓	
Grovely	✓	✓	✓	
Ipswich	✓	✓	✓	
Loganlea	✓	✓	✓	
Mt Gravatt	✓	✓		
Redcliffe	✓	✓	✓	
South Bank	✓	✓	✓	✓
Springfield	✓	✓	✓	
WesTEC	✓	✓	✓	

2027 Courses – Applications Open 3 August 2026

Apply at www.tafeapply.com – using the relevant application code below.

(TQST2701 | TQB2701) or see Diane Heinze in A Block HOD Hub to apply. Please have your Student USI and LUI numbers ready to complete your application.

USI numbers can be obtained at www.usi.gov.au. LUI numbers are provided by schools.

BRACKEN RIDGE

157 Norris Road, Bracken Ridge Qld 4107

Bracken Ridge				
Course code	Program name	QCE credits	Page	Application code
11054NAT	Certificate II In Plumbing Services	Up to 4	53	TQST2701
AUR20720	Certificate II In Automotive Vocational Preparation (Light and Heavy Vehicle)	Up to 4	54	TQST2701
CPC20220	Certificate II In Construction Pathways	Up to 4	54	TQST2701
MEM20422	Certificate II In Engineering Pathways	Up to 4	55	TQST2701
MSF20522	Certificate II In Furniture Making Pathways	Up to 4	55	TQST2701
UEE22025	Certificate II In Electrotechnology (Career Start)	Up to 4	56	TQST2701
10971NAT	Certificate IV In Justice Studies	Up to 8	19	TQB2701

Busting VET myths

There are a number of common misconceptions about vocational education and training (VET) in Australia. The following myths highlight how perceptions differ from current reality.

MYTH: VET and TAFE are outdated and no longer relevant.

FACT: Modern VET is Industry-led, with up-to-date facilities, teachers and courses aligned to today's jobs.

VET training is delivered in contemporary, purpose-built facilities using equipment and technology found in industry. Teachers maintain current industry experience, and courses are regularly updated and designed to be shorter and more flexible to meet workforce needs.

MYTH: University graduates find work more easily than VET graduates.

FACT: VET graduates have strong employment outcomes and are often job-ready sooner.

VET focuses on practical training for in-demand occupations experiencing skill shortages. Apprentices, trainees and graduates benefit from real-world experience that employers value, supporting high employment levels soon after completion.

MYTH: VET graduates earn less than university graduates.

FACT: VET graduates can earn similar wages to, or more than, university graduates.

Many VET pathways lead to occupations with competitive starting salaries, particularly in trades, healthcare and technical industries. VET students can also earn while they learn, gaining income and experience during their training.

MYTH: VET only leads to limited or short-term jobs.

FACT: VET prepares people for practical, future-focused careers.

VET provides skills for industries essential to Australia's future economy, including construction, renewables, healthcare, cyber security, services and small business. Practical, adaptable training supports long-term employability in a changing world of work.

TAFE at School

Vocational Education and Training

EAGLE FARM

776 Kingsford Smith Drive, Eagle Farm Qld 4009

Eagle Farm				
Course code	Program name	QCE credits	Page	Application code
11054NAT	Certificate II in Plumbing Services	Up to 4	53	TQST2701
UEE22025	Certificate II in Electrotechnology (Career Start)	Up to 4	56	TQST2701
MEM20422	Certificate II in Engineering Pathways	Up to 4	55	TQST2701

REDCLIFFE

64-68 Klingner Road, Redcliffe Qld 4020

Redcliffe				
Course code	Program name	QCE credits	Page	Application code
ACM20121	Certificate II in Animal Care	Up to 4	33	TQB2701
HLT23221	Certificate II in Health Support Services	Up to 4	34	TQB2701

CABOOLTURE

Tallon Street, Caboolture Qld 4510

Caboolture				
Course code	Program name	QCE credits	Page	Application code
FBP20221	Certificate II in Baking	Up to 4	46	TQB2701
HLT23221	Certificate II in Health Support Services	Up to 4	34	TQB2701
GPC20220	Certificate II in Construction Pathways	Up to 4	54	TQST2701
SHB20216	Certificate II in Salon Assistant	Up to 4	47	TQB2701
UEE22025	Certificate II in Electrotechnology (Career Start)	Up to 4	56	TQST2701
11054NAT	Certificate II in Plumbing Services	Up to 4	53	TQST2701

GROVELY

Fitzsimmons Street, Keperra Qld 4054

Grovely				
Course code	Program name	QCE credits	Page	Application code
ACM20121	Certificate II in Animal Care	Up to 4	33	TQB2701



TAFE at School

Vocational Education and Training

SOUTH BANK

66 Ernest Street, South Brisbane Qld 4101

South Bank				
Course code	Program name	QCE credits	Page	Application code
10971NAT	Certificate IV in Justice Studies	Up to 8	19	TQB2701
BSB30320	Certificate III in Legal Services	Up to 6	19	TQB2701
BSB40120	Certificate IV in Business	Up to 8	21	TQB2701
CHC30125	Certificate III in Early Childhood Education and Care	Up to 8	32	TQB2701
CUA20620	Certificate II in Music - Performance	Up to 4	28	TQB2701
CUA20620	Certificate II in Music - Sound Production	Up to 4	28	TQB2701
CUA30220	Certificate III in Community Dance, Theatre and Events	Up to 7	27	TQB2701
CUA30720	Certificate III in Design Fundamentals	Up to 8	26	TQB2701
CUA31020	Certificate III in Screen and Media - Film and TV	Up to 8	25	TQB2701
CUA31020	Certificate III in Screen and Media - Multimedia	Up to 8	25	TQB2701
CUA31125	Certificate III in Visual Arts	Up to 8	24	TQB2701
CUA31125	Certificate III in Visual Arts - Photography	Up to 8	24	TQB2701
CUA50725	Graphic Design Foundation Program	Up to 4	26	TQB2701
FBP20221	Certificate II in Baking	Up to 4	46	TQB2701
HED006	Undergraduate Certificate in Civil Engineering Fundamentals	TBC	57	TQB2701
HLT23221	Certificate II in Health Support Services	Up to 4	34	TQB2701
HLT54121	Enrolled Nursing Foundation Program	Up to 8	36	TQB2701



University - Headstart Program

Vocational Education and Training Through UniSC

What could be better than a head start!

UniSC's Headstart program offers Year 10, 11 and 12 students the opportunity to study university courses while still at school. You'll build academic skills, experience uni life and get a step ahead on your future studies and career goals.

You can boost your ATAR – or qualify for university without one – and gain credit towards a degree.

That's not all. There are more than 100 Headstart courses to select from – and the first one is free*.

* For domestic students.

Check your eligibility

Are you motivated, up for a challenge and keen to meet our high expectations? Entry is competitive and based on your academic achievements. Headstart is available for Year 11 and 12 students, while Year 10 students can apply to study in semester two of their school year (Trimester 2 at UniSC).

To be eligible, you will:

- ✓ Need to be achieving a B-grade average or better**
- ✓ Have approval and a positive recommendation from your school and support from your parent or guardian
- ✓ Be able to balance university study on top of your school workload
- ✓ Be an Australian or New Zealand citizen, or Australian permanent resident. (International students should speak with their school Headstart coordinator regarding eligibility).

** Special circumstances may be considered on a case-by-case basis. You must attach a written statement outlining a case for consideration, and details of support measures that will be put in place.

Ten reasons to get ahead

- 1 Gain credit towards a UniSC degree**
You'll have fewer courses to complete when you start your degree.¹
- 2 Create a uni pathway without an ATAR**
Successfully complete two or more courses to receive a selection rank that may provide entry into a university program.²
- 3 Boost your ATAR**
Receive a bonus ATAR adjustment for each Headstart course you successfully complete (one rank per course).³
- 4 Prepare for university**
Experience university-level classes, assessments and uni life before you finish school.
- 5 Expand your education**
Study a subject area that your school doesn't offer.
- 6 Try out future careers**
Explore areas of interests with more than 100 courses to choose from.
- 7 Gain QCE points**
One completed university course counts for two QCE credits.⁴
- 8 Strengthen your school results**
Build advanced academic skills and access extra study resources.
- 9 Save money**
Your first Headstart course is free, with reduced fees for additional courses.⁵ This can help you save on the overall cost of a degree.
- 10 Stand out**
Adding Headstart studies to your CV lets employers know you're motivated, eager to learn and keen to take on new challenges.

- 1 Credit may be granted for related degrees at other universities, but this is subject to approval by each university.
- 2 Headstart selection ranks may not be adequate to gain entry into some high-demand programs
- 3 Headstart adjustment does not apply to the Bachelor of Medical Science or the Bachelor of Biomedical Science (Accelerated).
- 4 The required level of achievement is a grade of 4 on a 7-point scale, or a Pass grade. Maximum allowable limit of 4 QCE points.
- 5 Domestic students only.



University - Headstart Program

Vocational Education and Training Through UniSC

How to apply

1 Explore your options

Check your eligibility, decide which courses interest you, and plan the trimester you wish to study.

Study options are listed on pages 5-8 of this guide, with more details at unisc.edu.au/headstart-courses

Course offerings and availability at each campus can change, so check the details before applying.

2 Discuss with your school

Speak with your school about your plans and support for your application. Check the course you want to study fits in with your school schedule and other commitments.

3 Submit your application

Complete the Headstart application form, making sure all details are filled out and it has been signed by your school. Include any relevant supporting documentation, such as your most recent report card/progress report, awards, achievements, or references that demonstrate your suitability for the program.

Download the application form at unisc.edu.au/headstart. Submit your application via the lodgement details on the form.

What's next?

Offer time

If your application is successful, UniSC will email an official offer with instructions on how to complete your enrolment and attend Orientation. Check your emails regularly – including during school holidays – so you don't miss it.

Timetables and class preferences

Once UniSC timetables are released, select your preferred class times.

You'll receive instructions on how to do this in your enrolment and Orientation information.

We'll do our best to place you in your preferred classes, but it's good to have some back-up options.

Talk with your School

As a uni student, it's up to you to manage your studies, however it's important to check in regularly with your school's Headstart Coordinator to update them on your course, class timetable, and how you're balancing your school and uni studies.

Create a pathway to UniSC

Completing two or more Headstart courses will give you a selection rank to open a pathway to university*. To continue your studies at UniSC after Year 12, apply through QTAC and include your Headstart courses.

* Headstart selection ranks may not be adequate for entry into some high-demand programs. Credit may be granted for related degrees at other universities, but this is subject to approval by each university.

Withdrawing from Headstart

We understand circumstances can change. If you need to withdraw, speak with your school's Headstart Coordinator as soon as possible, then notify UniSC Student Central at studentcentral@usc.edu.au

It is important to withdraw before the academic penalty date.

This will avoid you receiving a failing grade and will not affect your UniSC GPA. Withdrawing before Census date also ensures you remain eligible to re-enrol in Headstart at a later date.