SENIOR SUBJECT HANDBOOK 2026







MITCHELTON STATE HIGH SCHOOL

Engaging Minds – Connecting Hearts

Foreward

Students, for you and your parents, the progression from Year 10 to Year 11 marks a significant point in your education, and life more generally. Year 11 marks the beginning of the final stage of your secondary education. It is now time to consider your options beyond Year 10.

In Queensland, Year 11 students work towards a Senior Schooling Qualification, **The Queensland Certificate of Education (QCE).** The QCE is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12.

The QCE confirms a student's achievement of:

- A significant amount of learning
- A set standard of achievement
- A set amount of learning and
- Literacy and numeracy requirements.

The QCE recognises broad learning options and offers flexibility in how, what, where, and when learning occurs. To assist with the design of a student's individual learning program to meet the requirements of a QCE, students and their parents will be required to develop a Senior Education and Training (SET) Plan. To assist with the development of these SET Plans, Mitchelton State High School staff will hold interviews with Year 10s and their parents during Term 3. This interview will assist students and parents in making the final choice of subjects.

The decisions you are faced with now - the choice of a selection of subjects for Years 11 and 12 - will have considerable bearing on how you approach these critical years and how you will cope with them. Subject choice at this level is an important task which must be approached carefully and seriously.

This course guide has been designed to assist you with choosing subjects for the Senior Phase of Learning. I urge you to read through all sections carefully, and to consider the options available so that you can make choices suited to your needs. I implore you to base your decisions on abilities and preferences reflected in your past ten years of schooling - make your choices wisely. Seek the advice of your parents, teachers, the Guidance Officer or the HOD Senior Schooling to assist you in your decision making.

Work in Senior School is more demanding than in Year 10 and requires serious commitment, a conscientious attitude and much more self-discipline. You will need to think seriously about your commitment and willingness to work to the best of your ability, both in class and at home. You will clearly need to comply with the school's core values of respect, engagement, achievement, and life-long learning as you complete your secondary education journey at Mitchelton SHS.

Your final two years and your studies in Senior School can be very satisfying and rewarding experiences. You will attain fulfilment only if you are prepared to commit yourself to work hard not only in the classroom but also in the various extracurricular activities provided by the school.

I wish you well in making your decisions.

Principal
Mitchelton State High School

General Information

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KEY CONTACTS

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HEAD OF JUNIOR SCHOOL/ARTS	Ms Amanda Doyle
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INTERNATIONAL STUDENT COORDINATOR:	Mrs Judy Martin
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A Message to Year 10 Students

You are currently faced with decisions about what you will do at the end of year 10. You may stay on to complete Senior Phase of Learning and receive a Queensland Certificate of Education (QCE) OR seek out full time employment or training

It is hoped that you will stay on and do Years 11 & 12. Research shows that those who complete Year 12 on average:

- Are more likely to participate in post-compulsory education or training;
- Have higher levels of employment;
- Have higher average salaries;
- Have shorter periods of time in unemployment (if they do experience periods of unemployment); and
- Have better health

Students will work towards The *Queensland Certificate of Education (QCE)* and have the opportunity to undertake education and training programs with other institutions in conjunction with their school-based programs.

All students have an opportunity to include VET (Vocational Education and Training) in their Year 11 and 12 courses. VET is not just for those students who intend to work immediately after year 12. Students at Mitchelton SHS have access to numerous Certificate II and III courses through the Brisbane Northwest Technical Training Centre, TAFE and other training providers.

If you are considering further studies, you should ensure you select subjects that make you eligible for an Australian Tertiary Admission Rank (ATAR). The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students (QTCA, 2018).

This guide has been designed to be used as part of the SET-Plan process. It will provide you with general information regarding the next phase of your learning including subject information, senior schooling information and general information about the QCE and ATAR.

Contained within this guide is course information offered at Mitchelton State High School. Please note that courses will only run where sufficient numbers exist for the classes to operate. This decision is at the discretion of the school.

You are urged to make careful decisions based on lots of information. Choose a senior course that is relevant to your interests and aspirations, realistic about ability, but sufficiently challenging to keep a high motivational level.

Mrs Jo Wainwright Smith
Deputy Principal Senior Schooling

Senior Education and Training (SET) Plans - Year 10 2026

Schools are required to develop SET Plans with all Year 10 students and their parents/caregivers. The Plan maps out a student's plan of action for their education and training in the Senior Phase of Learning. The SET Plan is a confidential document that the young person develops in consultation with their parents/carers and the school or learning provider.

A Senior Education and Training (SET) Plan is designed to map your child's individual learning pathways through the Senior Phase of Learning.

The SET Plan may:

- Work as a **'road map'** to help your child achieve their learning goals during the Senior Phase of Learning
- Include **flexible and coordinated pathway options**
- Assist them to examine further learning options across education, training and employment sectors
- Help you to communicate with personnel from the school or learning provider about learning pathways for your child, and
- Help you and your child make **decisions about learning pathways**

The School:

- Supports students in connecting with other agencies where required to deliver flexible learning outcomes
- Monitors attendance, participation, and achievement
- Updates senior education and training plans
- Builds partnerships between learning providers, community organisations, employers and youth service providers throughout the community

The SET Plan allows the young person to build on unique strengths and to compile ('exiting') skills to work towards the Queensland Certificate of Education, a Certificate III level vocational qualification and/or viable work/training options. For those students wishing to undertake further studies, the SET Plan process provides a forum to discuss the demands and requirements of university. Students utilise MyPath on the QTAC website and relevant University Guides to make informed judgements about further study and entrance requirements.

Pathways after Year 10

Deciding to Stay at School

Students completing Year 12 or equivalent studies have greater further education and training opportunities and better job prospects. If staying at school, you have three pathway choices:

Option 1 – ATAR Pathway:

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.

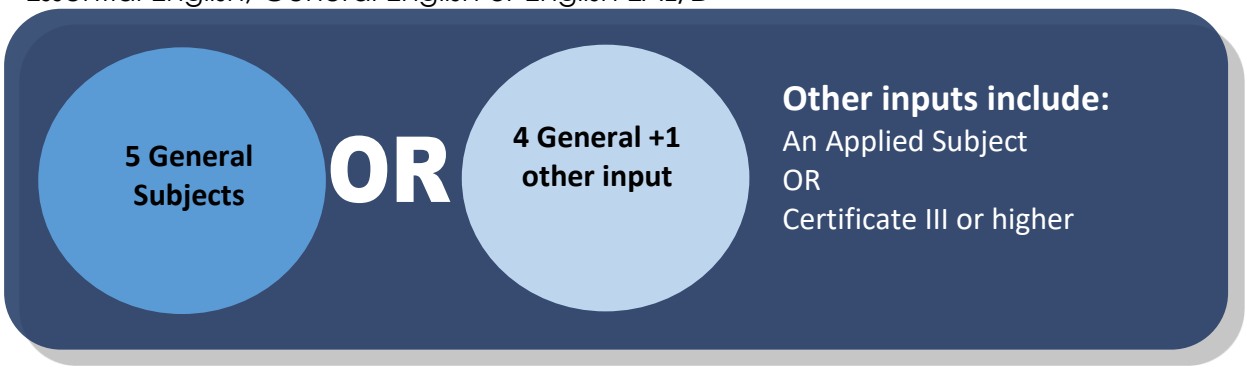
To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject*
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF Certificate III level or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

International students studying the Queensland secondary system who have fulfilled the requirements for an ATAR will receive an ATAR based on their results.

* Essential English, General English or English EAL/D



Option 2 – General Pathway:

Subject combinations resulting in a qualification/preparation for specific industry (not resulting in an ATAR) enable students to work towards gaining skills for employment in a chosen field.

Combination of General Subjects, Applied Subjects, Vocational Education and Training courses, School Based Apprenticeships, and/or TAFE programs may be studied in preparation for the workforce.

Students who choose the industry pathway are required to engage in a course of study that leads towards successful obtainment of QCE.

This pathway can also transition to a university entrance after completing vocational qualifications via TAFE or another training organisation.

Option 3: Vocational Pathway:

The VOCATIONAL pathway is specifically tailored to students who are interested in getting workplace experience whilst at school. At Mitchelton, we have partnered with a range of Registered Training Organisations (RTOs) to provide our students with a variety of Vocational options which range from academic Vocational options, like a Diploma of Business, to practical options, like a Certificate III in Fitness, to hands-on workplace experience, like a school traineeship/apprenticeship.

Deciding on Other Study, Training or Work

Major elements of the *Youth Participation in Education and Training Act 2003* were introduced on 1 January 2006.

This law raised the school leaving age. Young people must stay at school until they finish Year 10, or turn 16, whichever comes first.

After that, young people must stay in education or training for a further two years, or:

- Get a QCE, *or*
- A Certificate III vocational qualification or higher, *or*
- Turn 17, whichever comes first

Students who leave school after Year 10 must:

- Engage in further training
- Remain in paid employment for at least 25 hours per week

They must continue the above until they are 17 or it has been 2 years since they left school or they have obtained a Certificate III.

There are exemptions to this, and they apply if:

- The young person is in paid employment for at least 25 hours each week, or
- The young person is in paid employment for fewer than 25 hours each week, or unpaid employment under an employment exemption
- The young person is enrolled with "an entity" providing a non-departmental employment skills development program and attends for the whole program.

Deciding to leave school at the end of Year 10 requires planning. Students who are thinking that they want to leave school should:

- *Make an appointment with the Guidance Officer*
- *Select an appropriate school course in case their plans for leaving do not work out.*

Parents are responsible for making sure their child is in school, training or work until they turn 17.

When deciding your options after Year 10, this information must be taken into account.

Senior Education Profile

Queensland students receive a Senior Education Profile from the QCAA when they complete Year 12. All students receive a statement of results, which is a transcript of their learning account. Eligible students also receive either a QCE or a QCIA. Students who are not eligible for the QCE at the end of Year 12 will continue to accrue credit and will receive an updated statement of results and a QCE when eligible.

Statement of results: The statement of results is a transcript of a student's learning account. It shows all contributing studies and the results achieved.

QCE: The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCIA: The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

(Source: QCAA, 2018)

Queensland Certificate of Education (QCE) and the Queensland Certificate of Individual Achievement (QCIA)

WHAT IS THE QCE?

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

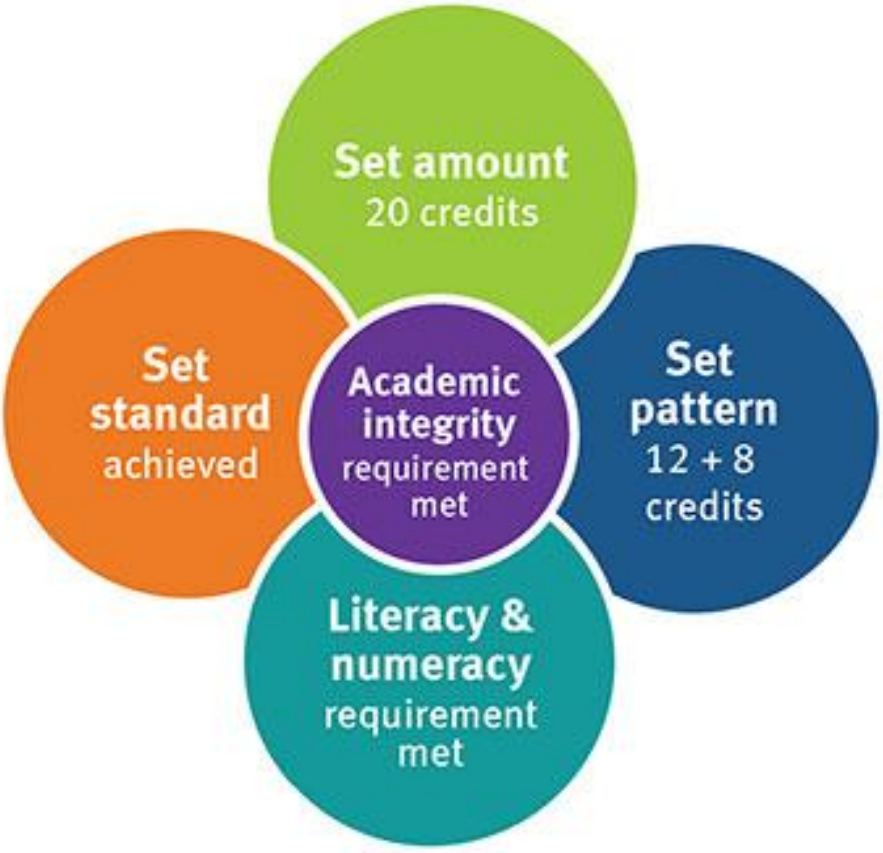
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

(Source: QCAA)

QCE Requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



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

(Source: QCAA)

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

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

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA Extension subjects	up to 2
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

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

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

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

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

(Source: QCAA)

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.

ATAR

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

Senior External Examination: The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

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.

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

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

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

Vocational education and training (VET)

Students can access VET programs through the school:

- as a registered training organisation (RTO)

- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results (after inter-scaling is applied) or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement:

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language. While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study. Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study. Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation. A course of study for Applied syllabuses includes core topics and elective areas for study. Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.
Applied syllabuses do not use external assessment.

Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

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

- You enjoy
- In which you have achieved good results
- Which reflect your interests and abilities
- Which help you reach your career and employment goals
- Which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

1. Find out about occupations you are interested in:

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain about this at present, then select subjects that will keep several career options open to you. The Guidance Officer will be able to help you get started. The following resources are available and give you information about occupations and the subjects and courses needed to gain entry to these occupations.

Australia's National Career Information Service, called *myfuture*, can be accessed at: www.myfuture.edu.au

The *Jobguide* book which can also be accessed from
https://www.gooduniversitiesguide.com.au/careers-guide
https://smartjobs.qld.gov.au/
https://www.workforceaustralia.gov.au/

The *Queensland Curriculum and Assessment Authority* maintains a list of useful resources: https://myqce.qcaa.qld.edu.au/useful-websites.html

Queensland TAFE Handbook at: http://tafeqld.edu.au/

QTAC MyPath: https://www.qtac.edu.au/year-12-atar/

2. Find out about possible study pathways:

In Australia we now have a national qualifications framework called the Australian Qualifications Framework (AQF). There are 14 AQF qualification types from across all education and training sectors and each, with the exception of the Senior Secondary Certificate of Education, is located at one of the 10 levels. In the AQF there are 10 levels with level 1 having the lowest complexity and AQF level 10 the highest complexity. The levels are defined by criteria expressed as learning outcomes.

For more information visit www.aqf.edu.au

3. Find out about the subjects we offer here at school:

At Mitchelton State High School we offer the following types of subjects:

Applied Subjects

Applied subjects are those whose primary purpose is work and vocational education and therefore applied learning and community connections are emphasised in Applied Subjects. Syllabus have been developed by the QCAA for all Applied Subjects. Applied Subject results contribute to the QCE and may be used in the 4 + 1 model for ATAR contributions. At Mitchelton State High School we offer the following Applied Subjects*

- Essential English
- Essential Mathematics
- Media Arts in Practice
- Science in Practice
- Social and Community Studies
- Music in Practice

***Courses may not run if number of enrolments are insufficient to sustain a class**

General Subjects

General Subjects are those courses that contribute towards the ATAR calculation. The QCAA has developed syllabus for General Subjects and each General Subject has an external assessment component. General Subjects comprise of 4 units of study with units 1 and 2 undertaken in Year 11 and units 3 and 4 undertaken in Year 12. Results from units 3 and 4 contribute to ATAR calculations.

Vocational Education and Training (VET)

Student achievement in accredited Vocational Education Certificate Course based on industry-endorsed competency standards is recorded on the Senior Statement. These Certificates may give advanced standing towards a traineeship or apprenticeship and/or credit on entry to courses at TAFE institutes and other registered training organisations while at school or on the completion of school.

Vocational Education qualifications can provide an excellent foundation of knowledge for further study and are often considered favorable by many receiving organisations. Students can gain valuable points towards their Queensland Certification of Education and may use the outcomes of a Certificate III or higher as part of the ATAR calculation in the 4+1 model. Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR.

For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III.

It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET certificate IV, which in turn will be higher than the scaled score for a completed VET certificate III (QTAC, 2018).

4. Check out each subject fully

Take these steps to ensure you understand the content and requirements of each subject:

- Read this guide which provides a description and course outline for each subject
- Attend the year 11 and 12 subject selection information evening
- Talk to Heads of Department and teachers of each subject
- Review the texts and available promotional materials for each subject
- Talk to students who are already studying the subject.

5. Choose a combination of subjects that suits your needs and abilities:

Traps to avoid

- Do not select subjects simply because your friends are in that class
- Consider other peoples' opinions of the subjects but do not make your decision on these opinions only. Check the subjects out for yourself
- Do not select a subject based on who you think the teacher will be for that subject.

Tertiary Entrance
If you wish to study degree or diploma courses at university or TAFE after Year 12:

- Ensure you select the prerequisite subjects required for your preferred courses. Your ATAR will provide you with a score but entrance to many courses requires prior knowledge and ability in prerequisite subjects. These are listed in university guides like this: ENGLISH (C Units 3 and 4)
- ATAR provides an overall ranking for entrance to university courses. To be eligible for an ATAR results are submitted to QTAC using the ATAR 5 General or 4+1 model. An English* is a requirement for entrance into University programs.
- Universities may make the decision to accept enrolments based on recognition of other qualifications e.g. Certificate III, IV or Diploma however there are no guarantees and all students considering university study are to make appropriate decisions.

** General English Essential English and EALD are offered at MSHS*

School-based Apprenticeships and Traineeships
You may have an opportunity to begin an apprenticeship or complete a traineeship while you are still at school. Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements, as is your host employer. Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school and the employer in the agreement.

6. Be prepared to ask for help:

If you and your parents are still uncertain about the combination of subjects you have chosen, check again with some of the many people available to talk to – Teachers, Heads of Departments, Guidance Officers, Deputy Principals and the Principal. Don't be afraid to seek their assistance. They are all prepared to help.

Prerequisites for subject 2027

CODE	General (G) Applied (A) VET (V)	SUBJECT/CATERGORY	QCE credit (Up to)	RECOMMNEDED YEAR 10 MINIMUM LEVEL OF ACHIEVEMENT/COURSE DETAILS.
MATHS FACULTY- (HOD- Ms Carpenter)				
MAS	G	Specialist Mathematics	4	B or above in year 10 Math Methods subject preparation course. Must also select Maths Methods in senior
MAM	G	Mathematical Methods	4	B or above in Year 10 Math Methods subject preparation course B or above in Year 10 General subject preparation course
MAG	G	General Mathematics	4	C or above in Year 10 General subject preparation course
MAE	A	Essential Mathematics	4	No prior knowledge requirements
ENGLISH & LANGAUGES FACULTY- (HOD Ms Anderson)				
ENG	G	General English	4	B or above in Year 10 English
ENE	A	Essential English	4	C or above in Year 10 English is advantageous but not essential
EAL	G	English as a Second Language	4	B or above in Year 10 English
SCIENCE FACULTY- (HOD- Mr Fick)				
BIO	G	Biology	4	C or above Year 10 English, C or above for Year 10 Maths, B for Year 10 Science
CHM	G	Chemistry	4	C or above Year 10 English, C or above for Year 10 Maths, B for Year 10 Science
PHY	G	Physics	4	C or above Year 10 English, B or above in Year 10 Science & Maths
SCP	A	Science in Practice	4	C or above in Year 10 English is advantageous but not essential
HEATH AND PHYSICAL ACTIVITY FACULTY- (HOD- Mr Fick)				
VFI	V	Certificate II Sport and recreation /Certificate III Fitness	4/8	RTO binnacle training provider #31319, C in English, Laptop and internet connection. Fee for service.
HUMANITIES AND SOCAIL SCIENCES- (HOD – Mrs Smith)				
MHS	G	Modern History	4	C+ in Year 10 History/Geography and English

BUS	G	Business	4	C or above in Year 10 English
SCS	A	Social and community Studies	4	C or above in Year 10 English is advantageous but not Essential
THE ARTS – (HOD- Mrs Doyle)				
FTM	G	Film, Television and New Media	4	C or above Year 10 English and in Year 10 Visual Art/Media Arts
ART	G	Visual Art	4	B or above Year 10 English and B or above Year 10 Visual Art/Media Arts
MAP	A	Media Arts in Practice	4	C or above in a Year 10 Art subject – Media favourable
MUS	G	Music	4	B or above in Year 10 English and B or above in Year 10 Music (or equivalent qualification); ability to play an instrument or sing is essential
MUP	A	Music In Practise	4	C or above in Year 10 Music advantageous; Ability to play an instrument or sing is essential
VET FACULTY – School based RTO – (HOD SS -Ms Holmes)				
CHC	V	Certificate III Active Volunteering	6	No prior knowledge requirements
CUA	V	Certificate II Aboriginal/Torres strait island Cultural Art Industry Work	4	No prior knowledge requirements
BSB	V	Certificate II Workplace skills	4	No prior knowledge requirements
CUA	V	Certificate II Visual Art	4	No prior knowledge requirements
CUA	V	Certificate III Visual Art	4	C Year 10 Art required
BNWTTC- (Ms Kelly) VETiS				
✓	V	Certificate II in Automotive Vocational Preparation	4	1 Day /Week – 12 Months
✓	V	Certificate II in Electrotechnology	4	1 Day /Week- 12 Months
✓	V	Certificate II in Engineering Pathways	4	1 Day /Week – 12 Months
✓	V	Certificate II in Plumbing Services	4	1 Day /Week – 12 Months
✓	V	Certificate II in Construction Pathways	2	1 Day/Week – 6 Months

	V	Diploma Of Business	6	1 Day /Week – 18 Months. *Cost associated with this course*
✓	V	Certificate II in Health Support Services	2	1 Day /Week – 6 Months
	V	Certificate III in Allied Health Assistance	2	1 Day /Week – 6 Months *Cost associated with this course*
✓	V	Certificate II in Resources and Infrastructure	2	1 Day/Week – 6 Months
✓	V	Certificate II in Horticulture	4	1 Day/Week – 12 Months
✓	V	Certificate II in Community Services (Childcare)	4	1 Day/Week – 12 Months
✓	V	Accelerated Senior for Trade-Based Career Pathway	4	5 Days/Week – 12 Months

Useful Websites

Australian Apprenticeships
www.australianapprenticeships.gov.au

Australian JobSearch
www.jobsearch.gov.au

Australia's Careers Online
www.careersonline.com.au

Defence Jobs
www.defencejobs.gov.au

Department of Education Training & the Arts
www.education.qld.gov.au

Graduate Careers
www.graduatecareers.com.au

myfuture
www.myfuture.edu.au

Your Career Guide Australia
www.yourcareerguide.com.au

Queensland Curriculum and Assessment Authority
www.qcaa.qld.edu.au

Queensland Tertiary Admissions Centre
www.qtac.edu.au

Skills Road
www.skillsroad.com.au

MyQCE – QCAA
https://myqce.qcaa.qld.edu.au/

Study Assist
www.studyassist.gov.au

TAFE
www.tafeqld.edu.au

Training – Department of Education and Training
www.training.qld.gov.au

Youth – Department of Education and Training
www.youth.gov.au

Note: *Websites are correct at the date of publishing*

GENERAL SUBJECTS 2027

Note: All information is correct at the time of printing. Changes may occur.

Mitchelton SHS is able to offer a variety of subjects. Subjects will run based on appropriate numbers of students selecting each subject or qualification.

Offering of subjects and qualifications are subject to approval by the appropriate governing body.

As a result, some subjects may not be able to operate and Mitchelton SHS reserves the right to withdraw a subject or qualification. In the event of this happening, students and parents would be consulted to consider alternatives.

BIOLOGY

School Code	BIO	**QCE Credits**	Up to 4
Subject Type	GENERAL SUBJECTS	**VET Contribution**	Nil
Prior Learning	C or above Year 10 English, C or above for Year 10 Maths, B for Year 10 Science		

Overview

Biology provides opportunities for students to engage with living systems, including plants, animals and microorganisms. In Unit 1, students develop their understanding of cells and multicellular organisms to learn about cellular function. In Unit 2, they engage with the concept of maintaining the internal environment through homeostatic mechanisms elicited by various organ systems that work in tandem to establish equilibrium. Students then carry this knowledge into a topic covering disease prevention, symptomology and prevention. In Unit 3, students study biodiversity and the interconnectedness of life through ecological principles and conservation indices to highlight the importance of keystone species, climax communities and biodiversity. This knowledge is linked in Unit 4 with the concepts of advanced genetics, biogenetics and the continuity of life through sexual reproduction.

Study Pattern

Unit 1: Cells and Multicellular Organisms

1. Cells as the basis of life.
2. Multicellular organisms

ASSESSMENT

FA1. Student Experiment (20%) Students research a question or hypothesis through collection, analysis and synthesis of primary data.

FA2. Unit 1 Exam (30%) This examination will be 60 minutes duration.

Unit 2: Maintaining the internal environment

1. Homeostasis.
2. Infectious disease

ASSESSMENT

FA3. Research Investigation (20%) Students use secondary evidence to evaluate a claim.

FA4. Unit 2 Exam (30%) This examination will be 60 minutes duration.

Unit 3: Biodiversity and interconnectedness

1. Describing biodiversity.
2. Ecosystem dynamics

ASSESSMENT

IA1. Data Test (10%) A range of questions, scenarios and problems from given data.

IA2. Student Experiment (20%) Students research a question or hypothesis through collection, analysis and synthesis of primary data.

Unit 4: Heredity and continuity of life

1. DNA, genes and the continuity of life.
2. Continuity of life on Earth.

ASSESSMENT

IA3. Research Investigation (20%) Students use secondary evidence to evaluate a claim.

EA. Exam (50%)

BUSINESS

School Code	BUS	**QCE Credits**	Up to 4
Subject Type	GENERAL SUBJECTS	**VET Contribution**	Nil
Prior Learning	C or above Year 10 English		

Overview

Business challenges students academically and exposes them to authentic and real-life practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future. Students investigate the business life cycle and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence on and implications for strategic development in the areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and evaluate business data and information.

Study Pattern

Unit 1: Business Creation

1: Fundamentals of business
2: Creation of business ideas

ASSESSMENT

FIA1: Examination — combination responses - short and interpretive items paragraph responses+ extended response
FIA2: Investigation — feasibility report

Unit 2: Business Growth

1: Establishment of a business
2: Entering markets

ASSESSMENT

FIA3: Investigation — business report
FIA4: Examination — combination responses-- short and interpretive items paragraph responses+ extended response

Unit 3: Business Diversification

1: Competitive markets
2: Strategic development

ASSESSMENT

IA1: Examination — combination response (25%)
IA 2: Investigation — business report (25%)

Unit 4: Business Evolution

1: Repositioning a business
2: Transformation of business

ASSESSMENT

IA3: Extended response — feasibility report (25%)
EA: Examination — combination response (25%)

CHEMISTRY

School Code	CHM	**QCE Credits**	Up to 4
Subject Type	GENERAL SUBJECTS	**VET Contribution**	Nil
Prior Learning	C or above Year 10 English, C or above for Year 10 Maths, B for Year 10 Science		

Overview

Chemistry is the study of materials and their properties and structure. In units 1 and 2 students study atomic theory, bonding, and the structure and properties of substances, gases, acids and bases and rates of reaction. In Units 3 and 4 students study equilibrium processes, redox reactions and organic chemistry.

Study Pattern

Unit 1: CHEMICAL FUNDAMENTALS – STRUCTURE, PROPERTIES AND REACTIONS

TOPICS

1. Properties and structure of atoms
2. Properties and structure of materials
3. Chemical Reactions

ASSESSMENT

FA1. Student Experiment (20%) Students research a question or hypothesis through collection, analysis and synthesis of primary data.

FA2. Unit 1 Exam (30%) This examination will be 60 minutes duration.

Unit 2: MOLECULAR INTERACTIONS AND REACTIONS

TOPICS

1. Intermolecular forces and Gases
2. Aqueous solutions and acidity
3. Rates of reactions

ASSESSMENT

FA3. Research Investigation (20%) Students use secondary evidence to evaluate a claim.

FA4. Unit 2 Exam (30%) This examination will be 60 minutes duration.

Unit 3: EQUILIBRIUM, ACIDS AND REDOX REACTIONS

TOPICS

1. Chemical equilibrium systems
2.Oxidation and reduction

ASSESSMENT

IA1. Research Investigation 20% Students use secondary evidence to investigate a claim.

IA2. Data Test 10% A range of questions, scenarios and problems from given data.

Unit 4: STRUCTURE SYNTHESIS AND DESIGN

TOPICS

1. Properties and structure of organic materials
2. Chemical synthesis and design

ASSESSMENT

IA3. Student Experiment 20% Students research a question or hypothesis through collection, analysis and synthesis of primary data.

EA. Written Exam 50% This examination will include two 90-minute papers

ENGLISH

School Code	ENG	**QCE Credits**	Up to 4
Subject Type	GENERAL SUBJECTS	**VET Contribution**	Nil
Prior Learning	B or above in Year 10 English		

Overview

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

Study Pattern

Unit 1 PERSPECTIVES AND TEXTS

- Examining and creating perspectives in texts
- Responding to a variety of non-literary and literary texts
- Creating responses for public audiences and persuasive text.

ASSESSMENT

Formative IA1: Extended response — persuasive spoken response (25%)
Formative IA2: Extended response — written response for a public audience (25%)

Unit 2 TEXTS AND CULTURE

- Examining and shaping representations of culture in texts
- Responding to literary and non-literary texts, including a focus on Australian texts
- Creating imaginative and analytical text.

ASSESSMENT

Formative IA3: Examination — imaginative written response (25%)
Formative IA4: Examination — analytical written response (25%)

Unit 3 TEXTUAL CONNECTIONS

- Exploring connections across texts
- Examining different perspectives of the same issue in texts and shaping own perspectives
- Creating responses for public audiences and persuasive texts.

ASSESSMENT

Summative IA1: Extended response — persuasive spoken response (25%)
Summative IA2: Extended response — written response for a public audience (25%)

Unit 4 CLOSE STUDY OF LITERARY TEXTS

- Engaging with literary texts from diverse times and places
- Responding to literary texts creatively and critically
- Creating imaginative and analytical texts

ASSESSMENT

Summative IA3: Examination — imaginative written response (25%)
Summative External Assessment: Examination — analytical written response (25%)

ENGLISH AS A SECOND LANGUAGE

School Code	EAL	**QCE Credits**	Up to 4
Subject Type	GENERAL SUBJECTS	**VET Contribution**	Nil
Prior Learning	B or above in Year 10 English		

Overview

The subject English as an Additional Language 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.

Study Pattern

Unit 1 LANGUAGE TEXT AND CULTURE

• Examine interrelationships of language and culture expressed in a range of socio-cultural contexts
• Respond to a variety of non-literary and literary texts
• Create analytical, persuasive and academic text types for a range of purposes and audiences.

ASSESSMENT
Formative FIA1: Examination — extended response (25%)
Formative FIA2: Extended response — Persuasive response (25%)

Unit 2 PERSPECTIVES IN TEXTS

• Analyse perspectives represented in literary and non-literary Australian texts
• Understand how relationships between language, text, purpose , context and audience shape meaning and cultural perspectives
• Create texts for a range of audiences and contexts

ASSESSMENT
Formative FIA3: Extended response — Imaginative response (25%)
Formative FIA4: Examination — analytical written response (25%)

Unit 3 ISSUES, IDEAS AND ATTITUDES

• Analyse representations of contemporary social issues, ideas and attitudes
• Analyse a range of literary and non-literary texts
• Examine and create persuasive texts for particular purposes and audiences

ASSESSMENT
Summative IA1: Examination — extended response (25%)
Summative IA2: Extended response — Persuasive response (25%)

Unit 4 CLOSE STUDY OF LITERARY TEXTS

• Engaging with literary texts from diverse times and places
• Examine how representations of social, moral and ethical issues position audiences
• Creating imaginative and analytical texts

ASSESSMENT
Summative IA3: Extended response — Imaginative response (25%)
Summative External Assessment: Examination — analytical written response (25%)

FILM, TELEVISION AND NEW MEDIA

School Code	FTM	**QCE Credits**	Up to 4
Subject Type	GENERAL SUBJECTS	**VET Contribution**	Nil
Prior Learning	C or above Year 10 English and in Year 10 Visual Art/Media Arts		

Overview

Film, Television and New Media uses an inquiry learning model to explore the five key concepts in the contexts of production and use: technologies, representations, audiences, institutions, and languages. These are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television, and new media key concepts to make moving-image media individually and collaboratively products and will investigate and respond to moving-image media content and production contexts. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of contexts.

Study Pattern

Unit 1: Foundations

Technologies: How are tools and processes used to create meaning? **Institutions:** How are institutional practices influenced? **Languages:** How do signs and symbols, codes and conventions create meaning?

ASSESSMENT

Formative IA1:
Case study investigation (15%)
Formative IA2:
Multi-platform project (25%)

Unit 2: Story Forms

Representations: How do representations function in story forms? **Audiences:** How do story forms and meaning change in different contexts?
Languages: How are media languages used to construct stories?

ASSESSMENT

Formative IA3:
Stylistic project (35%)
Formative IA4: Exam — analytical written response (25%)

Unit 3: Participation

Technologies: How do technologies enable or restrict participation?
Audiences: How do different contexts and purposes impact the participation?
Institutions: How is participation in institutional practices influenced?

ASSESSMENT

Summative IA1:
Case study investigation (15%)
Summative IA2: Multi-platform project (25%)

Unit 4: Artistry

Technologies: How do we experiment with technology? **Representations**: How do we portray people, places, events, ideas and emotions? **Languages:** How do we use signs, symbols, codes & conventions?

ASSESSMENT

Summative IA3:
Stylistic project (35%)
Summative external assessment: Exam — analytical written (25%)

GENERAL MATHS

School Code	MAG	**QCE Credits**	Up to 4
Subject Type	GENERAL SUBJECTS	**VET Contribution**	Nil
Prior Learning	C or above in Year 10 General subject preparation course		

Overview.

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

The major domains of mathematics in General Mathematics are Number and Algebra, Measurement and geometry, Statistics, and Networks and Matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas.

Study Pattern.

Unit 1: Money, measurement, algebra and linear equations

- Topic 1: Consumer arithmetic
- Topic 2: Shape and measurement
- Topic 3: Similarity and scale
- Topic 4: Algebra
- Topic 5: Linear equations and their graphs.

ASSESSMENT

FA1 – PSMT extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.

FA2 – Exam short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).

Unit 1 – Topic 1,2,3

Unit 2: Applications of linear equations and trigonometry, matrices and univariate data analysis

- Topic 1: Applications of linear equations and their graphs
- Topic 2: Applications of trigonometry
- Topic 3: Matrices
- Topic 4: Univariate data analysis 1
- Topic 5: Univariate data analysis 2.

ASSESSMENT

FA3 – Exam (Unit 2) short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).

FA4 – Exam (Unit 1 and 2) short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).

Unit 3: Bivariate data and time series analysis, sequences and and Earth geometry

- Topic 1: Bivariate data analysis 1
- Topic 2: Bivariate data analysis 2
- Topic 3: Time series analysis
- Topic 4: Growth and decay in sequences

- Topic 5: Earth geometry and time zones.

ASSESSMENT

IA1 – PSMT (20%) extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.
IA2 – Exam (15%) short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).
Unit 3 – Topic 1,2,3,4

Unit 4: Investing and networking

- Topic 1: Loans, investments and annuities 1
- Topic 2: Loans, investments and annuities 2
- Topic 3: Graphs and networks
- Topic 4: Networks and decision mathematics 1
- Topic 5: Networks and decision mathematics 2.

ASSESSMENT

IA3 – Exam (15%) short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).
Unit 4 – Topic 1,2,3
EA – Exam (50%) short response written task format developed externally to school, covering content from units 3 & 4. Comprised of two exams each allowing a 90min for student responses (plus 5min perusal).
Unit 3 & 4 – All topics

MATHEMATICAL METHODS

School Code	MAM	**QCE Credits**	Up to 4
Subject Type	GENERAL SUBJECTS	**VET Contribution**	Nil
Prior Learning	B or above in Year 10 Math Methods subject preparation course B or above in Year 10 General subject preparation course		

Overview.

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

Study Pattern.

Unit 1: Surds, Algebra, functions and probability

- Topic 1: Surds and quadratic functions
- Topic 2: Binomial expansion and cubic functions
- Topic 3: Functions and relations
- Topic 4: Trigonometric functions
- Topic 5: Probability.

ASSESSMENT

FA1 – PSMT extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.
FA2 – Exam short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).
Unit 1 – Topic1,2,3,4,5

Unit 2: Calculus and further functions

- Topic 1: Exponential functions
- Topic 2: Logarithms and logarithmic functions
- Topic 3: Introduction to differential calculus
- Topic 4: Applications of differential calculus
- Topic 5: Further differentiation.

ASSESSMENT

FA3 – Exam (Unit 2) Exam short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).
FA4 – Exam (Unit 1 and 2) Exam short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).

Unit 3: Further calculus and introduction to statistics

- Topic 1: Differentiation of exponential and logarithmic functions
- Topic 2: Differentiation of trigonometric functions and differentiation rules
- Topic 3: Further applications of differentiation
- Topic 4: Introduction to integration
- Topic 5: Discrete random variables.

ASSESSMENT
IA1 – PSMT (20%) extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.
IA2 – Exam (15%) Exam short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).
Unit 3 – Topic1,2,3

Unit 4: Further calculus, trigonometry and statistics

- Topic 1: Further integration
- Topic 2: Trigonometry
- Topic 3: Continuous random variables and the normal distribution
- Topic 4: Sampling and proportions
- Topic 5: Interval estimates for proportions.

ASSESSMENT
IA3 – Exam (15%) Exam short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).
Unit 4 – Topic 1,2,3,4,5
EA – Exam (50%) short response written task format developed externally to school, covering content from units 3 & 4. Comprised of two exams each allowing a 90min for student responses (plus 5min perusal Unit 3 & 4 – All topics

MODERN HISTORY

School Code	MHS	**QCE Credits**	Up to 4
Subject Type	GENERAL SUBJECTS	**VET Contribution**	Nil
Prior Learning	C+ in Year 10 History/Geography and English		

Overview.

Modern History is a subject where students examine humanity's recent past through the lens of inquiry. They discover how the past consists of various perspectives and interpretations thereby encouraging students to challenge perceived notions. Modern History seeks to have students gain historical knowledge and understanding about some of the forces that have contributed to the development of the Modern World. Secondly, it aims to have students think historically and form a historical consciousness. The course is organised thematically around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. Using a model of inquiry learning, students explore the nature, origins, development, legacies and contemporary significance of the force examined.

Study Pattern.

Unit 1: Ideas in the Modern World
French Revolution
Australian Frontier Wars – COMPULSORY
ASSESSMENT
FA1: Examination: essay in response to historical sources
FA 2: Investigation: independent source investigation

Unit 2: Movements in the Modern World
American Civil Rights movement
Anti-Apartheid movement in South Africa
ASSESSMENT
FIA 3: Investigation — historical essay based on research
FIA2: Examination — essay in response to historical sources

Unit 3: National experiences in the Modern World
Two topics from:
Germany
Soviet Union
ASSESSMENT
IA1: Examination- essay in response to historical sources 25%
IA2: Investigation- independent source investigation 25%

Unit 4: International experiences in the Modern world
Cold War and its aftermath
Australian engagement with Asia since 1945
ASSESSMENT
IA3: Investigation – historical essay based on research 25%
EA: Examination- short response to historical sources 25%

MUSIC

School Code	MUS	**QCE Credits**	Up to 4
Subject Type	GENERAL SUBJECTS	**VET Contribution**	Nil
Prior Learning	B or above in Year 10 English and B or above in Year 10 Music (or equivalent qualification); ability to play an instrument or sing is essential		

Overview.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Study Pattern.

Unit 1: DESIGNS

How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?

ASSESSMENT

Formative IA1: Performance (20%)
Formative IA2: Composition (20%)

Unit 2: IDENTITIES

How do musicians use their understanding of music elements, concepts and practices when performing, composing and responding to music?

ASSESSMENT

Formative IA3: Integrated project (35%)
Formative IA4: Exam (25%)

Unit 3: INNOVATIONS

How do musicians incorporate innovative music practices to communicate meaning when performing and composing?

ASSESSMENT

Summative IA1: Performance (20%)
Summative IA2: Composition (20%)

Unit 4: NARRATIVES

How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

ASSESSMENT

Summative IA3: Integrated project (35%)
Summative external assessment: Exam (25%)

PHYSICS

School Code	PHY	**QCE Credits**	Up to 4
Subject Type	GENERAL SUBJECTS	**VET Contribution**	Nil
Prior Learning	C or above Year 10 English, B or above in Year 10 Science & Maths		

Overview.

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1 and 2, students learn about thermodynamics, electricity and nuclear processes, linear motion of objects and wave theory. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Study Pattern.

Unit 1: Physics of Motion

Linear motion and roce

Gravity and motion

ASSESSMENT

FA1. Student Experiment (20%) Students research a question or hypothesis through collection, analysis and synthesis of primary data.

FA2. Unit 1 Exam (30%) This examination will be 60 minutes duration.

Unit 2: Einstein's famous equations

Special Relativity

Ionising radiation

The Standard Model

ASSESSMENT

FA3. Research Investigation (20%) Students use secondary evidence to evaluate a claim.

FA4. Unit 2 Exam (30%) This examination will be 60 minutes duration.

Unit 3: Transfer and use of energy

Heating processes

Waves

Electricity

ASSESSMENT

IA1. Data Test (10%) A range of questions, scenarios and problems from given data

IA2. Student Experiment (20%) Students modify an experiment to improve or redirect the data

Unit 4: Electromagnetism and Quantum Theory

Electromagnetism

Quantum Theory

ASSESSMENT

IA3. Research Investigation (20%) Students use physics to investigate a claim

EA. Exam (50%) This examination will include two 90-minute papers

SPECIALIST MATHEMATICS

School Code	MAS	**QCE Credits**	Up to 4
Subject Type	GENERAL SUBJECTS	**VET Contribution**	Nil
Prior Learning	B or above in year 10 Math Methods subject preparation course Must also select Maths Methods in senior		

Overview.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Study Pattern.

Unit 1: Combinatorics, vectors and proof

Topic 1: Combinatorics
Topic 2: Vectors in a plane
Topic 3: Introduction to proof

ASSESSMENT

FA1 – PSMT extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.
FA2 – Exam short response written task format developed internally. Contains multiple items for students to respond to within a 120min timeframe (plus 5min perusal).
Unit 1 – Topic1,2,3

Unit 2: Complex numbers, trig and matrices

Topic 1: Complex numbers 1
Topic 2: Trigonometry and functions
Topic 3: Matrices

ASSESSMENT

FA3 - Exam short response written task format developed internally. Contains multiple items for students to respond to within a 120min timeframe (plus 5min perusal).
Unit 2 – Topics 1,2,3

Unit 3: Induction, vectors, matrices & complex numbers

Topic 1: Proof by mathematical induction
Topic 2: Vectors and matrices
Topic 3: Complex numbers 2

ASSESSMENT

IA1 – PSMT (20%) extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.

IA2 – Exam (15%) short response written task format developed internally. Contains multiple items for students to respond to within a 120min timeframe (plus 5min perusal). Unit 3 – Topic 1,2,3
Unit 4: Further calculus and statistical inference Topic 1: Integration and applications of integration Topic 2: Rates of change and differential equations Topic 3: Statistical inference **ASSESSMENT** IA3 – Exam (15%) short response written task format developed internally. Contains multiple items for students to respond to within a 120min timeframe (plus 5min perusal). Unit 4 – Topic 1,2,3 EA – Exam (50%) Unit 3 & 4 – All topics short response written task format developed externally to school, covering content from units 3 & 4. Comprised of two exams each allowing a 90min for student responses (plus 5min perusal).

VISUAL ART

School Code	ART	**QCE Credits**	Up to 4
Subject Type	GENERAL SUBJECTS	**VET Contribution**	Nil
Prior Learning	B or above Year 10 English and B or above Year 10 Visual Art/Media Arts		

Overview.

Visual Art is about constructing knowledge and communicating 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. Students create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations.

Study Pattern.

Unit 1: ART AS LENS

Lenses to explore the material world • Personal and contemporary • People, place, objects • Media: 2D, 3D, and time-based

ASSESSMENT

Formative IA1: Investigation — inquiry phase 1 (20%)
Formative IA2: Project — inquiry phase 2 (25%)

Unit 2: ART AS CODE

• Art as a coded language • Formal and cultural • Codes, symbols, signs and art conventions • 2D, 3D, and time-based • Media: student directed

ASSESSMENT

Formative IA3: Project — inquiry phase 3 (30%)
Formative IA4: Exam (25%)

Unit 3: ART AS KNOWLEDGE

• Constructing knowledge as artist and audience • Contemporary, personal, cultural and/or formal • Student directed •

ASSESSMENT

Summative IA1: Investigation — inquiry phase 1 (20%)
Summative IA2: Project — inquiry phase 2 (25%)

Unit 4: ART AS ALTERNATE

• Evolving alternate representations and meaning • Contemporary and personal, cultural and/or formal • Continued Unit 3 student-directed focus

ASSESSMENT

Summative IA3: Project — inquiry phase 3 (30%)
Summative external assessment: Exam (25%)

APPLIED SUBJECTS

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ESSENTIAL ENGLISH

School Code	ENE	**QCE Credits**	Up to 4
Subject Type	APPLIED SUBJECTS	**VET Contribution**	Nil
Prior Learning	C or above Year 10 English advantageous but not essential		

Overview.

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

Study Pattern.

Unit 1: LANGUAGE THAT WORKS

- Responding to a variety of texts used in and developed for a work context
- Creating spoken and written texts

ASSESSMENT

Summative FIA1: Extended response — spoken/signed response
Summative FIA2: Short response – examination

Unit 2: TEXTS AND HUMAN EXPERIENCES

- Responding to reflective and nonfiction texts that explore human experiences
- Creating multimodal and written texts

ASSESSMENT

Summative FIA3: Extended response — multimodal response
Summative FIA4: Extended response

Unit 3: LANGUAGE THAT INFLUENCES

- Creating and shaping perspectives on community, local and global issues in texts
- Responding to texts that seek to influence audiences

ASSESSMENT

Summative IA1: Extended response — spoken/signed response
Summative IA2: Common internal assessment: Short response – examination

Unit 4: REPRESENTATIONS AND POPULAR CULTURE TEXTS

- Responding to popular culture texts
- Creating representations of Australian identities, places, events and concepts

ASSESSMENT

Summative IA3: Extended response — multimodal response
Summative IA4: Extended response

ESSENTIAL MATHEMATICS

School Code	MAE	**QCE Credits**	Up to 4
Subject Type	APPLIED SUBJECTS	**VET Contribution**	Nil
Prior Learning	No prerequisite requirements		

Overview.

Essential Mathematics is an applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Subject Pattern.

Unit 1: Number, Data and money

- Fundamental topic: Calculations
- Topic 1: Number
- Topic 2: Representing data
- Topic 3: Managing money.

ASSESSMENT

FA1 – PSMT extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.
FA2 – Exam short response written task format developed by internally by school. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).
Unit 1 – Topic1,2,3

Unit 2: Data and Travel

- Fundamental topic: Calculations
- Topic 1: Data collection
- Topic 2: Graphs
- Topic 3: Time and motion.

ASSESSMENT

FA3 – PSMT extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.
FA4 – Exam (Unit 1 and 2) short response written task format developed by internally by school. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).
Unit 2 – Topics 1,2,3

Unit 3: Measurement, scales and chance

- Fundamental topic: Calculations
- Topic 1: Measurement
- Topic 2: Scales, plans and models
- Topic 3: Probability and relative frequencies.

ASSESSMENT
IA1 – PSMT extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.
IA2 – CIA short response written task format developed externally to school, covering content from unit 3 only. Comprised of two exam papers allowing a total of 60min for student responses (plus 5min perusal).
Unit 3 – Topic1,2,3

Unit 4: Graphs, data and Loans

- Fundamental topic: Calculations
- Topic 1: Bivariate graphs
- Topic 2: Summarising and comparing data
- Topic 3: Loans and compound interest.

ASSESSMENT
IA3 – PSMT extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.
IA4 – Exam short response written task format developed by internally by school. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).
Unit 4 – Topics 1,2,3

MEDIA ARTS IN PRACTICE – subject to enrolment numbers

School Code	MAP	**QCE Credits**	Up to 4
Subject Type	APPLIED SUBJECTS	**VET Contribution**	Nil
Prior Learning	C or above in a Year 10 Art subject – Media favourable.		

Overview.

Media arts refers to art-making and artworks composed and transmitted through film, television, radio, print, gaming, and web-based media. Students explore the role of the media in reflecting and shaping society's values, attitudes, and beliefs. They learn to be ethical and responsible users and creators of digital technologies and to be aware of the social, environmental, and legal impacts of their actions and practices. Students develop the necessary knowledge, understanding and skills required for emerging careers in a dynamic and creative field that is constantly adapting to modern technologies. Learning is connected to relevant arts industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative, and safe arts workers, who can work collaboratively to solve problems and complete project-based work.

Study Pattern.

Unit 1: COMMUNITY

In this unit, students explore the concept of community, and the ways media arts can celebrate, advocate for and/or inform audiences.

ASSESSMENT

Project *— Plan and design a Media Arts product.* 4 minutes, 600 words.

Media Artwork – *3 minutes*

Unit 2: PERSUASION

They identify marketing styles or trends in the media industry and use persuasive media language to pitch a media artwork.

ASSESSMENT

Project *— Make and evaluate a persuasive pitch.* 4 minutes, 600 words.

Media Artwork – *3 minutes*

Unit 3: REPRESENTATIONS

They respond to the ways that media artworks can alter, question or add to representations of reality, using media language to make a representation for social media or gaming platforms

ASSESSMENT

Project *— Plan and evaluate a Media Arts product.* 4 minutes, 600 words.

Media Artwork – *3 minutes*

Unit 4: PERSONAL VIEWPOINTS

In this unit, students explore the relationship between media arts and the development of their own and others' social values, attitudes and beliefs.

ASSESSMENT

Project *— Plan and evaluate a Media Arts product.* 4 minutes, 600 words.

Media Artwork – *3 minutes*

MUSIC IN PRACTICE – subject to enrolment numbers

School Code	MUP	**QCE Credits**	Up to 4
Subject Type	APPLIED SUBJECTS	**VET Contribution**	Nil
Prior Learning	C or above in Year 10 Music advantageous; Ability to play an instrument or sing is essential		

Overview

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Study Pattern

Unit 1: THE CUTTING EDGE

Students encounter music elements and concepts and compositional devices through music technology, leading to opportunities for formation, expression, and realisation of musical ideas.

ASSESSMENT

Project – students perform a cover song and evaluate it. 4 minutes/600 words

Composition – 3 minutes

Unit 2: BUILDING YOUR BRAND

In this unit, students explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician.

ASSESSMENT

Project – students perform a cover song and evaluate it. 4 minutes/600 words

Composition – 3 minutes

Unit 3: MUSIC OF TODAY

In this unit, students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various song writing styles and techniques.

ASSESSMENT

Performance - Students perform contemporary music that has a connection to their school or local community. 4 minutes.

Project - Students plan, compose and evaluate a contemporary song. 4 minutes/600 words

Unit 4: LIVE ON STAGE!

In this unit, students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century.

ASSESSMENT

Performance - Students perform Students perform commercial music with a visual component that is connected to their school or local community. 4 minutes.

Project - Student's plan, compose and evaluate a commercial song. 4 minutes/600 words

SOCIAL AND COMMUNITY STUDIES

School Code	SCS	**QCE Credits**	Up to 4
Subject Type	APPLIED SUBJECTS	**VET Contribution**	Nil
Prior Learning	C or above in Year 10 English advantageous but not essential		

Overview.

Social & Community Studies incorporates the sets of skills that are considered necessary for people to be able to function with a reasonable degree of efficiency and well-being in their life situations.

Study Pattern.

Unit 1: Arts and Identity

Students investigate factors that influence the construction and representation of personal or group identities.

Students produce an informative text examining the role the arts play in shaping identities.

Assessment

FA1: **Investigation**

FA2: **Project**

Unit 2: Australia and it's Place in the World

Potential barriers inhibiting inclusion, equity/connectedness for a specific group in Australia.

Australia's contribution as a member of the international community

Assessment

FA3: **Extended response**

FA4: **Project**

Unit 3: Legal and Digital Citizenship

Legal issue that are relevant to young Australians.

Digital technology and wellbeing initiative

Assessment

IA1: **Extended response**

IA2: **Project**

Unit 4: Healthy Choices for Mind and Body

Recreation and leisure needs.

Food or nutrition issue and relevant cultural practices or initiatives.

Assessment

IA3: **Project**

IA4: **Investigation**

SCIENCE IN PRACTICE

School Code	SCP	**QCE Credits**	Up to 4
Subject Type	APPLIED SUBJECTS	**VET Contribution**	Nil
Prior Learning	C or above in Year 10 English advantageous but not essential		

Overview.

Science in Practice is a broad based science subject. It approaches science in a contextual method, delivering the science of particular situations from building materials to forensic science to digital photography.

Study Pattern.

Unit 1: Consumer Science/building blocks

Apply scientific principles to aspects of consumerism and learn basic chemistry

Assessment

FA1: **Project**

FA2: **Exam**

Folio of work

Unit 2: Fuels Forever/Shipwrecks and salvages

Study and analyse various aspects of fuels. Focus on car racing.

Investigate underwater science.

Assessment

FA3: **Investigation**

FA4: **Extended response to stimulus**

Unit 3: The Materials revolution/forensic science

Investigate the properties and uses of materials.

Investigate forensic methods and techniques from all disciplines of the scientific world to help solve crime.

Assessment

IA1: **Project**

IA2: **Investigation**

Unit 4: Sustainable Practices, future energy supply/digital imaging

Investigate unique properties of water.

Learn how to take images and manipulate them. Apply standard archival practices and metadata.

Assessment

IA3: **Collection of work**

IA4: **Extended response to stimulus**

VOCATIONAL EDUCATION & TRAINING [VET]

Note: All information is correct at the time of printing. Changes may occur.

The school offers a number of Vocational Pathways as the Registered Training Organisation - 30400. Other qualifications (as listed and indicated by RTO numbers) are offered based on student interest. These qualifications are offered in Partnerships with RTOs.
Mitchelton SHS offers a variety of subjects. Subjects will run based on appropriate numbers of students selecting each subject or qualification.

Offering of subjects and qualifications are subject to approval by the appropriate governing body.

As a result, some subjects may not be able to operate and Mitchelton SHS reserves the right to withdraw a subject or qualification. In the event of this happening, students and parents would be consulted to consider alternatives.

SIS30321 Certificate III in Fitness + SIS20122 Certificate II in Sport and Recreation DELIVERED IN CONJUNCTION WITH BINNACLE TRAINING (RTO 31319)

RTO Code	31319	**QCE Credits**	Up to 8
Subject Type	VET	**VET Contribution**	Certificate III
School Code	VFI	**Pre-requisites**	No prerequisites

Why study this course?
This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor). Students facilitate programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients.

Students will acquire skills in:

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

Pathway options may include:

- Group exercise instructor or gym fitness instructor
- Pathway into Certificate IV in Fitness or University degree

What will students achieve?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- Entry qualification: SIS20122 Certificate II in Sport and Recreation
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (nonaccredited), issued by Australian Sports Commission
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

Code	Title	Code	Title
HLTWHS001	Participate in workplace health and safety	SISFFIT035	Plan group exercise sessions
BSBPEF301	Organise personal work priorities	SISFFIT036	Instruct group exercise sessions
SISXIND011	Maintain sport, fitness and recreation industry knowledge	SISFFIT032	Complete pre-exercise screening and service orientation
BSBOPS304	Deliver and monitor a service to customers	SISFFIT033	Complete client fitness assessments
BSBSUS211	Participate in sustainable work practices	SISFFIT052	Provide healthy eating information
BSBPEF202	Plan and apply time management*	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISSPAR009	Participate in conditioning for sport*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXCCS004	Provide quality service	HLTAID011	Provide First Aid
SISXEMR003	Respond to emergency situations	SISXFAC006	Maintain activity equipment*
SISOFLD001	Assist in conducting recreation sessions*		

* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)

PDS Declaration:
This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the school as Third Party. (ie. The facilitation of training and assessment services).
Access Binnacle's Product Disclosure Statement here

A Language, Literacy and Numeracy (LLN) Screening process is undertaken as part of pre-enrolment in order to provide advice to the students on the suitability of the training product.

The school has entered a Third Party Agreement and will be recruiting prospective VET students, providing student support Services, and conducting training and assessment on Binnacle Training.

CUA20720 Certificate II in Visual Arts

RTO Code	30400	**QCE Credits**	Up to 4	NATIONALLY RECOGNISED TRAINING
Subject Type	VET	**VET Contribution**	Certificate II*	
School Code	VVA	**Pre-requisites**	Nil	

**Note - credits depend on achievement and QCAA rules, including new learning and overlapping qualifications.*

What is this course about?
This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require a pathway to employment or vocational training **in an arts related field.** The Certificate II in Visual Arts is designed to reflect the role of individuals who perform a range of mainly routine tasks and who work under direct supervision. This program will be delivered through experiences designed to simulate the role of the artist/assistant in an art studio.

Fees and/or funding:
A $50 subject levy per semester is charged to students to cover the cost of consumables. While this cost covers most materials, students may be required to purchase items and supplies beyond those required in the normal delivery of the course e.g. if students wish to use a special type of paint not stocked by the school.

How will I be Assessed?
This qualification will be granted when competency is demonstrated and achieved for all the 4 Core and 5 Elective competency units. Assessment may include a variety of strategies such as: practical work, observations, theoretical and practical portfolio completion, checklists, interviews, third party reports, workplace feedback, oral presentations, question and answer tests, and role plays/response to scenarios. Undertaking this course does not guarantee that a student will: successfully complete the qualification or units of competency; obtain a particular employment; or can complete the qualification or units of competency in a manner that does not meet the standards (Clause 1 and 2).

What units will be studied in Year 11 and 12?

Core Units	
BSBWHS211	Contribute to the health and safety of self and others
CUAACD201	Develop drawing skills to communicate ideas
CUAPPR211	Make simple creative work
CUARES202	Source and use information relevant to own arts practice
Electives	
CUADRA201	Develop drawing skills
CUAPAI211	Develop painting skills
CUADIG212	Develop digital imaging skills
CUADI213	Develop video art skills
CUAPRP203	Store finished creative work

A Language, Literacy and Numeracy (LLN) Screening process is undertaken as part of pre-enrolment in order to provide advice to the students on the suitability of the training product.

For further information, please consult https://training.gov.au/Training/Details/CUA20720

Certificate III in Visual Arts CUA31125				
RTO Code	30400	**QCE Credits**	Up to 8	
Subject Type	VET	**VET Contribution**	Certificate III*	
School Code	VVI	**Pre-requisites**	Year 10 Visual Art	

Note - credits depend on achievement and QCAA rules, including new learning and overlapping qualifications.

What is this course about?

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require a pathway to employment or vocational training **in an arts related field.** The Certificate III in Visual Arts is designed to reflect the role of individuals who perform a range of skilled tasks and who work largely independently. It focuses on students **producing** artworks. This program will be delivered through experiences designed to simulate the role of the artist/assistant in an art studio. One Vet qualification at Certificate III or above combined with four general subjects, can contribute to an ATAR.

Fees and/or funding:

A $50 subject levy per semester is charged to students to cover the cost of consumables. While this cost covers most materials, students may be required to purchase items and supplies beyond those required in the normal delivery of the course e.g. if students wish to use a special type of paint not stocked by the school.

How will I be Assessed?

This qualification will be granted when competency is demonstrated and achieved for all the 4 Core and 8 Elective competency units. Assessment may include a variety of strategies such as: practical work, observations, theoretical and practical portfolio completion, checklists, interviews, third party reports, workplace feedback, question and answer tests. Undertaking this course does not guarantee that a student will: successfully complete the qualification or units of competency; obtain a particular employment; or can complete the qualification or units of competency in a manner that does not meet the standards (Clause 1 and 2).

What units will be studied in Year 11 and 12?

Core Units

BSBWHS211	Contribute to the health and safety of self and others
CUAACD311	Produce drawings to communicate ideas
CUAPPR311	Produce creative work
CUARES301	Apply knowledge of history and theory to own arts practice

Elective Units

CUAPPR314	Participate in collaborative creative projects
CUADES201	Follow a design process
CUADES301	Explore the use of colour
CUADRA311	Produce drawings
CUAPAI311	Produce paintings
CUAPHI312	Capture photographic images
CUAPRI312	Produce prints
BSBTWK201	Work Effectively with Others
BSBSUS211	Participate in Sustainable Work Practices

A Language, Literacy and Numeracy (LLN) Screening process is undertaken as part of pre-enrolment in order to provide advice to the students on the suitability of the training product.
For further information, please consult https://training.gov.au/training/details/CUA31125/qualdetails

RTO Code	30400	**QCE Credits**	Up to 4	
Subject Type	VET	**VET Contribution**	Certificate II	
School Code	VWS	**Pre-requisites**	No prerequisites	

What is this course about?
This qualification reflects the skills and knowledge needed by people to work within business settings in a variety of industries. They will gain skills in finance and money management, software, and working as part of an organisation.

Fees and/or funding: No fee is charged for this course.

How will I be Assessed?
This qualification will be granted when competency is demonstrated and achieved for all competency units. Assessment may include a variety of strategies such as: practical work, observations, theoretical and practical portfolio completion, checklists, interviews, third party reports, workplace feedback, oral presentations, question and answer tests, and role plays/response to scenarios. Undertaking this course does not guarantee that a student will: successfully complete the qualification or units of competency; obtain a particular employment; or can complete the qualification or units of competency in a manner that does not meet the standards (Clause 1 and 2).

What units will be studied in Year 11 and 12?

UNIT	UNIT TITLE	CORE / ELECTIVE
BSBPEF202	Plan and apply time management	CORE
BSBOPS201	Work effectively in business environment	CORE
BSBWHS211	Contribute to health and safety of self and others	CORE
BSBSUS211	Participate in sustainable work practices	CORE
BSBCRT201	Develop and apply thinking and problem-solving skills	ELECTIVE
BSBCMM211	Apply Communication Skills	CORE
BSBTEC101	Operate digital devices	ELECTIVE
BSBTEC203	Research using the internet	ELECTIVE
BSBTEC202	Use digital technologies to communicate in a work environment	ELECTIVE
BSBPEF101	Plan and prepare for work readiness	ELECTIVE

Please note that elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

For further information on the courses, please consult
https://training.gov.au/Training/Details/BSB20120

Certificate III in Active Volunteering – CHC34015 (YR 11)

RTO Code	30400	**QCE Credits**	Up to 4	NATIONALLY RECOGNISED TRAINING
Subject Type	VET	**VET Contribution**	Certificate II*	
School Code	Act	**Pre-requisites**	No prerequisites	

**Note - credits depend on achievement and QCAA rules, including new learning and overlapping qualifications.*

What is this course about?

This qualification reflects the role of entry level volunteer workers with a sports focus. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.

To achieve this qualification, the candidate must have completed at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency.

Fees and/or funding: No fee is charged for this course.

How will I be Assessed?

This qualification will be granted when competency is demonstrated and achieved for all competency units. Assessment may include a variety of strategies such as: practical work, observations, theoretical and practical portfolio completion, checklists, interviews, third party reports, workplace feedback, oral presentations, question and answer tests, and role plays/response to scenarios. Undertaking this course does not guarantee that a student will: successfully complete the qualification or units of competency; obtain a particular employment; or can complete the qualification or units of competency in a manner that does not meet the standards (Clause 1 and 2).

What units will be studied in Year 11?

UNIT	UNIT TITLE	CORE / ELECTIVE
CHCVOL001	Be an effective volunteer	CORE
CHCCOM002	Use communication to build relationships	CORE
HLTWHS001	Participate in workplace health and safety	CORE
CHCDIV001	Work with diverse people	CORE
CHCLEG001	Work legally and ethically	CORE
BSBWOR301	Organise personal work priorities and development	CORE
SITTPPD015	Develop in-house recreation activities	ELECTIVE
SISSSC0009	Work collaboratively with others in a sport environment	ELECTIVE
CHCGRP001	Support group activities	ELECTIVE
BSBCMM411	Make presentations	ELECTIVE

Please note that elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

A Language, Literacy and Numeracy (LLN) Screening process is undertaken as part of pre-enrolment in order to provide advice to the students on the suitability of the training product.

For further information on the courses, please consult https://training.gov.au/training/details/CHC34015/qualdetails

Certificate II in Aboriginal/Torres Strait Island Cultural Arts Industry Work CUA20320

RTO Code	30400	**QCE Credits**	Up to 4	NATIONALLY RECOGNISED TRAINING
Subject Type	VET	**VET Contribution**	Certificate II*	
School Code	VAT	**Pre-requisites**	No prerequisites	

**Note - credits depend on achievement and QCAA rules, including new learning and overlapping qualifications.*

What is this course about?

This qualification reflects the role of individuals who perform mainly routine tasks using limited practical skills and basic operational knowledge in a range of visual arts and crafts industries. They possess the skills to work in a defined context under direct supervision. The job roles that relate to this qualification may include community arts workshop assistants. This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.

Fees and/or funding: No fee is charged for this course.

How will I be Assessed?

This qualification will be granted when competency is demonstrated and achieved for all competency units. Assessment may include a variety of strategies such as: practical work, observations, theoretical and practical portfolio completion, checklists, interviews, third party reports, workplace feedback, oral presentations, question and answer tests, and role plays/response to scenarios. Undertaking this course does not guarantee that a student will: successfully complete the qualification or units of competency; obtain a particular employment; or can complete the qualification or units of competency in a manner that does not meet the standards (Clause 1 and 2).

What units will be studied in Year 11 and 12?

UNIT	UNIT TITLE	CORE / ELECTIVE
BSBCMM211	Apply communication skills	CORE
BSBPEF202	Plan and apply time management	CORE
BSBWHS211	Contribute to the health and safety of self and others	CORE
CUAATS111	Prepare for work in the Aboriginal and/or Torres Strait Islander cultural arts industry	CORE
CUAATS212	Investigate and present features of Aboriginal and/or Torres Strait Islander culture	CORE
CUAPAI211	Develop painting skills	ELECTIVE
CUAATS311	Work effectively in the Aboriginal and/or Torres Strait Islander cultural arts industry	ELECTIVE
CUAACD101	Use basic drawing techniques	ELECTIVE
CUAATS312	Produce work that expresses own Aboriginal and/or Torres Strait Islander identity	ELECTIVE
CUAEVP211	Assist with the staging of public activities or events	ELECTIVE

Please note that elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.
A Language, Literacy and Numeracy (LLN) Screening process is undertaken as part of pre-enrolment in order to provide advice to the students on the suitability of the training product.
For further information on the courses, please consult https://training.gov.au/Training/Details/?id=CUA20320

Senior Student Guide to the Assessment Policy

The following Student Guide to the Assessment Policy provides a summary of key information contained in the Mitchelton State High School Assessment Policy. Please refer to the Assessment Policy which is available from the school intranet and school website for further information.

Due dates

Every assessment piece has a due date that tells you exactly when you must submit your finished product. The school assists you by:

- publishing an assessment calendar in SharePoint week 3 of each semester and emailed
- including the due date on every task sheet
- having monitoring checkpoints in the lead up to the due date

It is your responsibility to:

- access due dates via the assessment schedule
- plan and manage your time to meet due dates
- follow school processes to applying for extensions

Timely submission of assessment is essential for students to demonstrate mandatory aspects of the course and in order for feedback to be given. Timely submission of assessment is considered to be by **4:00 pm on the due date**.

Submission of Assessment

Submission of a draft: Students will be issued with timelines for submission of assignment drafts. When an assignment draft is due, students will submit the written draft electronically via Turnitin (in Q Learn). A draft must address the assessment criteria. All other assignment drafts must be submitted to the teacher or the office by 4pm on the due date. The 'draft' copy with feedback will be returned to the student within one week.

Final Submission: Students are to submit written assessment tasks electronically via Turnitin (in QLearn). All other assignments must be submitted to the teacher or the office by 4pm on the due date.

Late and non-submission of Assessment: When a student does not submit a response to an assessment instrument, a result can only be allocated when evidence has been demonstrated e.g. draft submission. N result will be allocated if insufficient evidence has been provided.

Note: **Technology failure** (such as printer not working, internet outage, in work not being saved, or computer malfunction etc.) **is not considered acceptable grounds for extension**.

Absence on Due Date of Assignments

Absence from school on the due date is **not a valid reason** for not submitting an assignment on time. If a student knows they will be absent on the day an assessment item is due they must:

- Written assignments must be uploaded electronically via Turnitin (Q Learn), by 4pm on the due date.
- Other assessment items must be handed in prior to the absence or arrangements made for the item to be delivered to school on that date

NB: Absences include students being off-site attending other training, employment or educational activities. Students must submit their assessment item or draft on or before the due date.

If sick on the day assessment is due, students MUST obtain a medical certificate and inform their teacher and Senior school HOD

Academic Integrity and Misconduct

Academic integrity is how a person approaches their academic responsibilities in an honest, moral and ethical way. Plagiarism, the copying of another person's ideas, text or other creative work and presenting it as one's own will not be tolerated. Mitchelton State High School promotes academic integrity by developing student's skills and modelling appropriate academic practice. Students in Year 11 will undertake (compulsory) the QCAA Academic Integrity Course to assist with understanding.

Managing response length: Every assessment task will have a maximum word length or time limit for you to follow. This tells you how long your response should be. Students are responsible for:

- Developing responses that do not exceed or are significantly under the required length
- Documenting the length of their response using a word count, page count or time

Teachers will only mark the student's response using information up to the required length.

Academic Misconduct

Plagiarism: Students cannot be graded on work that is not their own. Consequences for plagiarism include but are not limited to:

- If plagiarism is confirmed, the sections of work in question cannot be used to make a judgment about student achievement
- Where is student is found to have plagiarised significant portions of the task, only the elements of the task that is their own original work will be graded
- Where a student is found to have plagiarised the entire task, it will be treated as a non-submission.

In both cases, consequences will be applied. Refer to the Mitchelton SHS Code of Conduct for Students.

Academic misconduct during an exam or external assessment: Reportable alleged misconduct includes, but is not limited to:

- Gaining access to assessment content before starting the external assessment
- Copying from or communicating with another student while in the assessment room
- Bringing unauthorised material to the assessment room
- Disrupting or impersonating other students
- Behaviour determined by the supervisor to disrupt the good order and management of the external assessment session

Consequences for academic misconduct during an exam or external assessment include but are not limited to:

- Serious incidents that are unable to be reasonably managed by the external assessment supervisor may result in the student being excluded from the assessment room
- Parent/Caregiver notified
- HOD notified
- Parts of the exam in question may be disregarded while grading the exam
- The student may be required to complete an alternative exam at the soonest possible opportunity

Student responsibilities – Academic Integrity and Academic Misconduct:

- Sign a declaration on the cover sheet of task stating that it is their own original work
- Draft assignments and keep copies of their drafts

- Reference other sources used and provide a list of References
- Not engage in any type of academic misconduct
- Students in Years 11 and 12 are required to submit their draft and final response via Turnitin (Q Learn)
- Required to complete QCAA *Academic Integrity* Course (Years 11 – 12)
- May be required to participate in interviews during and after the development of the final assessment
- May be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts etc.)

Exams: Students must attend all tests, exams and orals at the scheduled time. These may be undertaken in normal class time or during block exams. Students must come prepared, arrive on time and meet the behaviour expectations for conduct during exams. Students who attend Trade or Tafe on an exam day MUST attend school to complete exam.

Extensions of Assignments and Rescheduling of Exams

Students who are unable to attend or participate in an assessment task due to illness, disability/impairment that is a barrier or an unexpected event may be eligible for provisions for illness and misadventure. Section 6 of the MSHS Assessment Policy details the guidelines, application process and examples of situation covered by the policy. Students must complete an application using the **Form: Access Arrangements and Reasonable Adjustments**.

The following circumstances are **not** valid reasons to have your assessment adjusted:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that you could have avoided (e.g. misreading an examination timetable)
- matters of you or your parent's/carer's own choosing (e.g. family holidays, concerts, work placements)

Access arrangements and reasonable adjustments (AARA)

Access arrangements and reasonable adjustments to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARA are provided to remove, as much as possible, barriers for a student whose disability and/or medical conditions may affect their ability to read or respond to assessment on the same basis as other students. AARA can be classified as either long term, intermittent or short term. The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability and/or medical conditions that may be a barrier to their performance in assessment. AARA are designed to assist these students, and do not cover circumstances arising from the student's or parent/carer's choice. **Senior students are to contact HOD Senior Schooling for AARA applications.**

Reasonable adjustments:

- are available to a student with evidence of a need and who has disability in accordance with a legal meaning.
- allow for assessment conditions to be changed due to the barriers that may be experienced by the student with disability. The integrity of the assessment instrument is not changed
- may be unique and tailored specifically for a student's needs

Access arrangements:

- are available to a student with evidence of a need that is not necessarily covered by the definition of disability, e.g. a temporary injury or needs resulting in inclusive educational strategies
- enable a student to access assessment and demonstrate their knowledge
- do not change assessment conditions

Some of the possible adjustments that might be made to your assessment are:

- large print papers or different coloured paper
- a specialised chair or desk
- a teacher's aide to help you handle objects or prompt you
- a reader to read instructions aloud/a scribe to write what you say
- technology like magnification text-to-speech software
- a drink other than water and/or bite sized food
- rest breaks
- a different exam room
- an extension of the due date
- extra time in an exam

Student Responsibilities

Policy and Procedures	Students are to read and refer to the Assessment Policy as required. It is the student's responsibility to make themselves aware of their responsibilities.
Expectations – engaging in learning and assessment	Students are expected to: • engage in the learning for the subject or course of study • produce evidence of achievement that is authenticated as their own work • submit responses to scheduled assessment on or before the due date. • As per QCAA requirements for QCE, students will complete the QCAA academic integrity course.
Due Dates	Students are responsible for: • recording due dates in their diaries • planning and managing their time to meet the due dates • informing the school as soon as possible if they have concerns about assessment load and meeting due dates. In cases where students are unable to meet a due date, they will: • inform the Head of Department and classroom teacher as soon as possible • provide the school with relevant documentation, e.g. medical certificate • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school. All final decisions are at the principal's discretion. Refer to AARA information below.
Submitting, collecting and	Students will: • submit draft assignments by the due date, written drafts via turnitin and all other drafts to the teacher or to the office by 4pm on the due date

storing assessment	• submit assessment on or before 4pm on the due date • submit written assessment tasks electronically via Turnitin (Q Learn) • submit all other assignments to the teacher or the office by 4pm on the due date
Internal assessment	Students are required to: • work on assessment during designated times and show evidence of progress at scheduled checkpoints • adhere to assessment response lengths as specified by syllabus documents • sign a declaration on the cover sheet of task stating that it is their own original work • reference other sources used and provide a list of references • not engage in any type of academic misconduct • required to complete QCAA *Academic Integrity* Course (Years 11 – 12) • may be required to participate in interviews during and after the development of the final assessment • may be required to provide documentation of the drafting progress (e.g. planning, research notes, drafts etc.) • arrive on time and come prepared to exams • meet the behavior expectations for conduct during exams
Applications for AARA	All AARA applications must be accompanied by the relevant supporting documentation and made as far in advance as possible to meet the QCAA published timelines. **Applications for extensions to due dates for unforeseen illness and misadventure** Students and parents/carers must contact the HOD Senior Schooling as soon as possible and submit the relevant supporting documentation.
External assessment	• Read and comply with the *External Assessment Student Rules* and external assessment information that is made available on the QCAA website and provided to schools each year. • Read the information provided by schools, including the ▪ External assessment timetable ▪ External assessment student rules ▪ Approved equipment list • Attend external assessment in which they are enrolled.