2027



YR 10 SUBJECT SELECTION GUIDE

Dear Parents and Students,

Principal's Welcome

Welcome to the Senior Secondary phase of your child's education. Mitchelton State High School prides itself on both challenging and nurturing our students to enable them to achieve their career goals and allowing them to become successful and fulfilled young adults.

Mitchelton State High School is committed to assisting you and your child in making informed decisions about subject selections and career pathways. The information provided in this Subject Selection Handbook will assist you in the subject selection process for your student. There are several subjects that will be relevant to your child's future studies. It is important that you and your child read through all sections carefully and seriously consider the options.

Year 10 is the culminating year in the Australian Curriculum. You will find Year 10 studies more demanding than in Year 9. Greater rigour and the level of expectations is raised as you work towards becoming an independent learner. It is imperative that you are always conscientious and self-disciplined.

Year 10 is the time to start honing in on your preferred future pathway. There are many options available at our school which will assist your child to achieve their post school goals.

In Term 3 of Year 10 students are required to develop a **Senior Education and Training (SET) Plan.** The SET Plan maps out a student's plan of action for their education and training in the Senior Phase of Learning which includes the completion of the Senior Certificate – Queensland Certificate of Education (QCE).

Subject choice at this level is an important task. This must be approached with great care and a good deal of thought. Your child will have further opportunities to consider their educational experiences alongside their strengths and aspirations when they make subject selections for study in Years 11 and 12.

The best advice in choosing elective subjects is to consider those subjects: -

· that your child finds interesting and
· that your child has previously been successful in.

I encourage all students to take up these exciting opportunities through our curriculum offerings as they plan their pathways in the Senior Secondary phase of education.

If we can offer any further assistance, please do not hesitate to contact the school.



John Searle
Principal

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Year 10 Course 2027

The Year 10 curriculum is designed to implement the mandated aspects of the Australian curriculum as well as to cater for the needs of Mitchelton State High School students. It aims to provide a broad, general education and a foundation for further learning.

CORE STUDIES

ALL students will study TWO semesters of ENGLISH and MATHEMATICS.

Throughout the year all students will also participate in the Mitchelton Graduate Program where they will be guided through their senior journey. In addition, students will select four electives.

General Information for Senior Phase Learning

As a part of the Queensland Government's package of education and training reforms (The Youth Participation in Education and Training Act 2003) it mandated that:

Students must stay at school until they finish Year 10 or turn 16, whichever comes first. After that, if not working at least 25 hours per week young people need to -

- stay in education or training for 2 or more years, or
- get a Queensland Certificate of Education (QCE), or QCIA
- get a Certificate III vocational qualification or higher, or
- turn 17, whichever comes first.

In addition to these guidelines, it was mandated that ALL Year 10 students must develop a Senior Education and Training (SET) Plan that sets outs their intended learning outcomes or activities after Year 10. This is recorded on their QCAA registration. Students will also receive a Senior Statement and may be eligible to receive a Queensland Certificate of Education (QCE)

What is a Learning Account?

All Year 10 students are individually registered with the Queensland Curriculum and Assessment Authority (QCAA).

Their registration generates a LUI (Learner Unique Identification) and opens the students' learning account. The individual password given to each student in Year 10 allows them to visit their learning account. The Learning Account records all learning – what, where and when. As activities or studies are completed, the Learning Account grows.

The Learning Account stores information about the different types of learning that a student may undertake. The account records enrolments and achievements in contributing studies that may lead towards:

- a QCE

- a Senior Statement
- a Statement of Results
- a Vocational Education and Training (VET) certificate
- a Queensland Certificate of Individual Achievement (QCIA)
- an ATAR

What is a Senior Education and Training Plan (SET) Plan?

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 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.

What is the QCE?

The QCE is Queensland's senior schooling qualification that is now recognised by employers in the workplace. It acknowledges a broader range of learning options offering students flexibility in what, where and when they learn. The Queensland Curriculum and Assessment Authority (QCAA) will award young people a QCE when they complete the Senior Phase of Learning within certain guidelines.

The QCE attests to:

• a significant amount of quality assured learning
• learning at a set standard of achievement
• literacy and numeracy requirements.

To be eligible, students must bank at least 20 credits in their learning account. If there are less than 20 credits in a student's learning account at the end of Year 12, it will remain open and the student can continue to bank credits.

What is an ATAR Pathway? (Year 11 & 12)

This pathway is for students who intend to study at university. The ATAR student is a diligent and dedicated academic student who aims to get the best possible result in each class. They are capable of independent study, revision and research. They are also willing to undertake 5 or more external examinations worth up to 50% of their subject result at the end of Year 12.

Criteria:

Where a student has received their Senior Education and Training (SET Plan) form with the pathway ATAR indicated and they wish to undertake this pathway they must comply with the following rules:

- ✓ Students must select a total of 6 subjects
- ✓ Students must select 5 or 6 General subjects
- ✓ Students must select General English
- ✓ Students must meet the prior knowledge requirements for each of the subjects they choose

Suggested Prior Knowledge (Year 10 into Year 11)

CODE	***General (G) Applied (A) VET (V)***	***SUBJECT/CATEGORY***	***QCE credit (Up to)***	***RECOMMNEDED YEAR 10 MINIMUM LEVEL OF ACHIEVEMENT/COURSE DETAILS.***
MATHS FACULTY- (HOD- Mrs Carpenter)				
MAS	G	Specialist Mathematics	4	B or above in Year 10 Math Methods Preparation
MAM	G	Mathematical Methods	4	B or above in General Math preparation
MAG	G	General Mathematics	4	C or above in General Math preparation
MAE	A	Essential Mathematics	4	C or above in Year 10 Math is advantageous but not essential
ENGLISH & LANGAUGES FACULTY- (HOD Ms Anderson)				
ENG	G	General English	4	B in English and/or teacher recommendation
ENE	A	Essential English	4	C or above in Year 10 English is advantageous but not essential
CHI	G	Chinese	4	Native speaker or highly proficient
SCIENCE FACULTY- (HOD- Mr Fick)				
BIO	G	Biology	4	C or above in Year 10 English, C or above in Year 10 Maths, B or above for Year 10 Science

CHM	G	Chemistry	4	C or above in Year 10 English, C or above in Year 10 Maths, B or above for Year 10 Science
PHY	G	Physics	4	C or above in Year 10 English, B or above in Year 10 Maths, B or above for Year 10 Science
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.
HEA	G	Health	4	C In English *conditional on numbers*
HUMANITIES AND SOCIAL SCIENCES- (HOD – Mrs Smith)				
MHS	G	Modern History	4	C or above in Year 10 English
LEG	G	Legal Studies	4	C or above in Year 10 English
ACC	G	Accounting	4	C or above in Year 10 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- Ms Phillips)				
FTM	G	Film, Television and New Media	4	C or above in Year 10 English
ART	G	Visual Art	4	B or above in both Year 10 English and Year 10 Visual Art/Media Art
MAP	A	Media Arts in Practice	4	C or above in Year 10 English and also Year 10 Film or art advantageous
VET FACULTY – School based RTO – (HOD SS -Ms Turner)				
CHC	V	Certificate II Active Volunteering	4	No prior knowledge requirements
FSK	V	Certificate II in Skills for Work and Vocational Pathways	4	No prior knowledge requirements
CHC	V	Certificate II Community Services	4	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	C or above in Year 10 English and also Year 10 Art advantageous
SIT	V	Certificate II Tourism	4	No prior knowledge requirements
CUA	V	Certificate III Visual Art	4	C or above in Year 10 English and also Year 10 Art required
BSB	V	Certificate III Business	4	C or above in Year 10 English
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- Duration to be confirmed
✓	V	Certificate II in Engineering Pathways	4	1 Day /Week – 12 Months
✓	V	Certificate II in Plumbing Services	TBC	1 Day /Week – 5 terms in duration *+ RTO Admin Fee*

		Certificate II in Construction Pathways		
	V	Diploma Of Business		1 Day /Week – 18 Months. *Cost associated with this course*
✓	V	Certificate II in Health Support Services	4	1 Day /Week – 6 Months
✓	V	Certificate III in Health Services Assistance	2	1 Day /Week – 6 Months *Cost associated with this course*
✓	V	Certificate II in Hospitality	4	
✓	V	Certificate II Supply Chain operations AND Certificate II in Food Processing	6	1 Day /Week – 6 Months + *$`100 RTO Admin Fee*

English

Head of Department: Louise Anderson lande302@eq.edu.au

Course overview

Year 10 English is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years.

By the end of Year 10, students will

- listen to and create spoken and multimodal texts including literary texts.
- discuss ideas and responses to representations, making connections and providing substantiation.
- select and experiment text structures to organise and develop ideas.
- select, vary and experiment with language features including rhetorical and literary devices.
- experiment with multimodal features and features of voice.
- read, view and comprehend a range of texts created to inform, influence and engage audiences.
- analyse and evaluate the effects of text structures, language features and representations of people, places, events and concepts.
- create written and multimodal texts, including literary texts, for a range of purposes and audiences.
- select and experiment with text structures to organise, develop and link ideas and representations.
- select, vary and experiment with language features including literary devices, and experiment with multimodal features.

Prerequisites:

English is compulsory. However, to pursue General English in Years 11 and 12, students need to be consistently achieving a B or higher.

Pathways:

General English, Essential English, English as an Additional Language (EALD).

Course Units

Unit 1 – What in the world is happening?	Unit 2 – A Point to Prove
Students will read, view and listen to a selection of news articles, films and documentaries. They will interpret, analyse and evaluate how different mediums represent key issues in society through analysis of bias, journalistic intent, settings, characters, plotline, film techniques and themes. Students will select a documentary and news article that they believe represents a pertinent social issue in order to analyse and evaluate the use of specific techniques to manipulate or persuade an audience.	Students will read and interpret the representations of young Australians within the chosen novel. Through analysis and evaluation of narrative structures, characterisation, uses of figurative language and the development of themes, students will construct a feature article that examines and evaluates key issues/theme in coming-of-age fiction. NOVEL OPTIONS: Take Three Girls, Tomorrow When the War Began and A Simple Gift
Unit 3 – A Story to Tell	**Unit 4 – The Classics Never Die**
Students will read and listen to a range of poems that feature varied perspectives (Indigenous Australian, non-indigenous Australian, Asian, historical and modern) on the human experience. They will examine, analyse and evaluate poetic techniques, structure and themes that cross time, culture, race and age, and explore how this knowledge can be used to create a transformation of a text.	Students will read, view, listen to and respond to a range of interpretation of Shakespeare's classic, *Romeo and Juliet*. They will analyse and evaluate how language features and text structure contribute to the development of individual style. They will develop and justify their own interpretations of the causes of the characters' tragic downfall and use evidence to support them.

Assessment Outline:

Unit 1	Unit 2
Multimodal Persuasive Speech, assignment, 4- 6 minutes	Feature article, assignment, 600-800 words
Unit 3	**Unit 4**
Short Story, assignment, 600-800 Words	Analytical essay, 600- 800 words, unseen question under test conditions

Literature

Head of Department: Louise Anderson lande302@eq.edu.au

Course overview
The elective focuses on the deep study of 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 literary texts.

By the end of Year 10 Literature, students will be able to:

- Critically read a range of literary texts, identifying how literary techniques and perspectives shape meaning.
- Analyse texts through well-structured, evidence-based analytical writing.
- Create imaginative texts that demonstrate control over literary style, form, and voice.
- Evaluate intertextual connections and contextual influences.
- Communicate their ideas confidently in oral, written, and multimodal forms.

Prerequisites:
English is **compulsory**. However, in order to pursue General English or Literature in Years 11 and 12, students need to be consistently achieving a B or higher.

Pathways:
General English, English as an Additional Language (EALD), Literature.

Assessment Outline:

Unit 1 – Analytical Essay – Term 1	**Unit 2 – Imaginative Response – Term 2**
Examination – analytical written response	Extended response – imaginative spoken/multimodal
Unit 3 – Imaginative Response – Term 3	**Unit 4 – Analytical Essay – Term 4**
Extended response – imaginative written	Examination – analytical written response

Specialist Mathematics Preparation

Head of Department: Carolin Carpenter ccarp6@eq.edu.au

Course overview

The Year 10 Specialist Mathematics Preparation course follows the Australian Curriculum developing mathematical skills across extension topics. This course involves advanced mathematics with emphasis on algebra. The topics covered include extending beyond the standard achievement for year 10, which involve higher order thinking. Students who study this course can select from any senior Mathematics course in Years 11 and 12 if the relevant prerequisites are met.

Pathways

Specialist Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Prerequisites:

Students are invited to participate in this course based on their results from the Year 9 Mathematics course. Students must achieve a B grade or higher to be considered for the Specialist Mathematics Preparation course. Students need to attain a B grade or higher by the end of this course to be eligible to select Specialist Math in Years 11 and 12.

Course Units

Unit 1	**Unit 2**
Complex numbers properties of circles	Trigonometry and functions Sketching functions
Unit 3	**Unit 4**
Matrices Combinatorics	Factor and remainder theorem The unit circle – Exact values

Assessment Outline:

Unit 1	Unit 2
• Up to 2 Short response exam(s) • 60 minutes + 5 minutes perusal	• Up to 2 Short response exam(s) • 60 minutes + 5 minutes perusal
Unit 3	**Unit 4**
• Problem Solving and Modelling Task • Written response 600 – 800 words • 3 hours of class time.	• Short response exam • 60 minutes + 5 minutes perusal

Additional Information:

Minimum required equipment:

- Scientific calculator (Casio fx-82AU PLUS II or TI-30XB Multiview)
- 4 x A4 Gridbooks (5mm preferred), a clear plastic ruler and a variety of pens and pencils

Students are expected to:

- regularly complete homework and engage in study sessions each week in order to be successful in this course.
- Purchase or Loan (from the library) a graphics calculator – TI-Nspire CX II-T

Mathematical Methods Preparation

Head of Department: Carolin Carpenter ccarp6@eq.edu.au

Course overview
The Year 10 Mathematics Methods Preparation course follows the Australian Curriculum developing mathematical skills across all topics. This course involves advanced mathematics with emphasis on algebra. The topics covered are the 10 General Math level of ACARA including extending beyond the standard achievement which involve higher order thinking. Students who study this course can select from any senior Mathematics course in Years 11 and 12 if the relevant prerequisites are met.

Prerequisites:
Students are placed in this course based on their results from the Year 9 Mathematics course. Students must achieve a B grade or higher to be considered for the Mathematical Methods Preparation course. Students need to attain a B grade or higher by the end of this course to be eligible to select Mathematical Methods in Years 11 and 12.

Course Units

Unit 1	**Unit 2**
Number and Probability	Measurement and Space
Unit 3	**Unit 4**
Statistics and Algebra	Number and Algebra II

Assessment Outline:

Unit 1	**Unit 2**
Up to 2 Short response exam(s) 60 minutes + 5 minutes perusal	Up to 2 Short response exam(s) 60 minutes + 5 minutes perusal
Unit 3	**Unit 4**
Problem Solving and Modelling Task Written response 600 – 800 words 3 hours of class time.	Short response exam 60 minutes + 5 minutes perusal

Additional Information:

- Minimum required equipment:
- Scientific calculator (Casio fx-82AU PLUS II or TI-30XB Multiview)
- 4 x A4 Gridbooks (5mm preferred), a clear plastic ruler and a variety of pens and pencils
- Students are expected to regularly complete homework and engage in study sessions each week to be successful in this course.

General Mathematics Preparation

Head of Department: Carolin Carpenter ccarp6@eq.edu.au

Course overview
The Year 10 General Mathematics course follows the Australian Curriculum developing core mathematical skills across all topics. The work is designed to challenge the students while acting as a transition into the senior General Mathematics course**. Students who study this course can only select General Mathematics or Essential Mathematics in Years 11 and 12 if the relevant prerequisites are met.**

Prerequisites:
Students should choose this course if they have received a B- or higher in Year 9 and do not want to do Mathematical Methods in Years 11/12.

Course Units

Unit 1	**Unit 2**
Number and Probability	Measurement and Space
Unit 3	**Unit 4**
Statistics and Number	Algebra

Assessment Outline:

Unit 1	**Unit 2**
Problem Solving and Modelling Task Written response 600 – 800 words 3 hours in class time.	Up to 2 Short response exam(s) 60 minutes + 5 minutes perusal
Unit 3	**Unit 4**
Problem Solving and Modelling Task Written response 600 – 800 words 3 hours in class time.	Up to 2 Short response exam(s) 60 minutes + 5 minutes perusal

FAQs

Can a student change maths levels in Year 10?

Yes, a student can change from Methods to General or General to Essential. (*Note: There are times throughout Year 10 when a student may have to wait for a change of subject).*

Specialist is an elective, which will make that change dependent on the class size of subjects on that line.

Can a student enrol in Essential Mathematics and achieve an ATAR?

Yes, a student can enrol in Essential Mathematics and choose 5 General subjects to maximize their ATAR.

Can a student enrol in General Mathematics and have a non-ATAR career destination?

Yes, a student who enjoys maths and is a strong maths student can enrol in General Mathematics.

Does an A in Year 9 guarantee me an A in Year 10?

No. The 4-maths subjects focus on different areas of mathematics. At the beginning of the year there is some overlap, but as the subjects' progress, they move further apart in concept

development. For example, a student may do very well in Science in Year 9 but may not have the aptitude to be equally successful in Physics, Chemistry, and Biology.

Additional Information:

Minimum required equipment:

- Scientific calculator (Casio fx-82AU PLUS II)
- 4 x A4 Gridbooks (5mm preferred),
- a clear plastic ruler and
- a variety of pens and pencils

Students are expected to regularly complete homework and engage in study sessions each week to be successful in this course.

Essential Mathematics Preparation

Head of Department: Carolin Carpenter ccarp6@eq.edu.au

Course overview
The Year 10 Essential Mathematics program builds on mathematical skills acquired by students during their first three years at high school. The work is designed to develop foundational knowledge and skills while acting as a transition into Senior Essential Mathematics. **Students who study this course can only select Essential Mathematics in Years 11 and 12.**

Prerequisites:
Students should choose this course if they have achieved a C or below.

Course structure:
The courses in Year 10 model assessment practices in Year 11 and 12 to prepare them for the senior syllabus. Each Semester/Unit the students will complete two (2) assessment items that are equally weighted:
A Problem Solving and Modelling Task (PSMT) and an exam.

This can be viewed as a three-year course from Year 10 to Year 12. In General subjects there is an external exam. In applied subjects there is not an external exam. **As this is an applied subject there is no external exam in Year 12.**

Course Units:

Unit 1	**Unit 2**
Number and Probability	Measurement and Space
Unit 3	**Unit 4**
Statistics and Number	Algebra

Assessment Outline:

Unit 1	**Unit 2**
Problem Solving and Modelling Task Written response 600 – 800 words 3 hours in class time.	Short response exam 60 minutes + 5 minutes perusal
Unit 3	**Unit 4**
Problem Solving and Modelling Task Written response 600 – 800 words 3 hours in class time.	Short response exam 60 minutes + 5 minutes perusal

FAQs

Can a student change maths levels in Year 10?

Yes, a student can change from Methods to General or General to Essential. (*Note: There are times throughout Year 10 when a student may have to wait for a change of subject.*)

Specialist is an elective, which will make that change dependent on the class size of subjects on that line.

Can a student enrol in Essential Mathematics and achieve an ATAR?

Yes, a student can enrol in Essential Mathematics and choose 5 General subjects to maximize their ATAR.

Can a student enrol in General Mathematics and have a non-ATAR career destination?

Yes, a student who enjoys maths and is a strong maths student can enrol in General Mathematics.

Does an A in Year 9 guarantee me an A in Year 10?

No. The 4-maths subjects focus on different areas of mathematics. At the beginning of the year there is some overlap, but as the subjects' progress, they move further apart in concept development. For example, a student may do very well in science in Year 9 but may not have the aptitude to be equally successful in Physics, Chemistry, and Biology.

Additional Information:

Minimum required equipment:

- Scientific calculator (Casio fx-82AU PLUS II)
- 4 x A4 Gridbooks
- Clear plastic ruler
- Black, blue and red pens
- 2B pencil x 4
- Eraser
- Pencil case

Accelerated Science Program (ASP)

Head of Department: Daniel Fick djfic0@eq.edu.au

Course overview

In Accelerated Science (ASP), students are exposed to academically rigorous introductory units in Chemistry, Physics and Biology across the year. Students in ASP will be exposed to similar assessment techniques undertaken in senior general science courses, be introduced to high-level scientific concepts and apply this knowledge to student experiment design, academic research projects and a full year examination.

Prerequisites:

There are no prerequisites for this course. However, a minimum of a C grade is expected in Year 9 to ensure students are prepared for the difficulty of the content. An A/B is preferable.
*** Please note a minimum result of a B in the dedicated Biology, Chemistry and Physics units is the main prerequisite for Year 11 entry.

Course Units

Unit 1 – Kinematics and Motion (Physics)	Unit 2 – Heredity Basics, Evolutionary Theory and DNA (Biology)
• The motion of objects can be described and predicted using the laws of physics. • Motion can be accurately tracked using our knowledge of kinematic equations. • How motion can be graphed and interpolated. • Newton's Laws help with manufacturing safety components in automobiles and moving vehicles.	• DNA composition, including structure and function and how genes code for inherited traits. • The transmission of heritable characteristics from one generation to the next. • The theory of evolution by natural selection explaining the diversity of living organisms. • Causes of genetic diseases and diagnoses for different conditions. • How exposure to harmful products in daily life can increase the likelihood of cancer development, genetic abnormalities and/or death.
Unit 3 – Chemical Reactions and Manipulating Reaction Rate (Chemistry)	
• The atomic structure and properties of elements. • How to represent chemical reactions that occur, including balancing these equations. • Bohr Models, molecular modelling and ionic v covalent bonding principles. • Different types of chemical reactions used to produce a range of products. • How reaction rates can be increased using a range of catalysts. • How a thorough experiment can track reaction rate to identify anomalies and/or patterns in data.	

Assessment Outline:

Unit 1	Unit 2
Data Test (x2)	Research Investigation

Short response questions directly linked to unseen datasets.	Students research and analyse secondary evidence to form a justified conclusion about a claim; presented as an analytical research report. + 2 check-in tests
Unit 3	**Term 4**
Student Experiment Students modify an experiment to collect and analyse data to form justified conclusions; presented using scientific report structure. + 2 check-in tests	Exam Students will complete a two-part exam which covers core concepts from Unit 1, 2 and 3. This type of exam is reflective of senior (to an extent).

* Content and assessment will bleed across terms and some units cover multiple terms.

Additional Information:

- All units will support student's engagement by developing learning through maximising acquisition of knowledge in a multi-faceted learning environment.
- Weekly homework and class tasks will be submitted to monitor student engagement.
- Formative weekly mini quizzes will be provided in class to monitor student achievement and prepare individualised study guides for upcoming assessment.
- Students who miss schooling through absence are expected to follow-up on missed learning of their own volition.

Essential Science Preparation (ESP)

Head of Department: Daniel Fick djfic0@eq.edu.au

Course overview

Introduction to Science in Practice is a subject designed for students who have curiosity in the realm of science, however, do not wish to undertake the academic rigour of senior general sciences, nor require them for their chosen future pathway.

Introduction to Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and enhanced scientific understanding of the natural and physical world.

Students learn though a contextual interdisciplinary approach that includes aspects of Biology, Chemistry, Earth and Environmental Science and Physics. They are encouraged to become literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Prerequisites:

There are no prerequisites for this course. This course is suitable for students who are interested in electing Science in Practice or who are not intending to study science in Year 11 and 12.

Course Units

Unit 2 – The Physics of Motion	**Unit 1 – The biology of the body**
• Motion • Speed • Acceleration	• Cell division • Inheritance • Gene technology
Unit 4 – Earth and Beyond	**Unit 3 – A chemical Reaction**
• The movement of earths plates and explaining everyday events using science	• Classifying chemical reactions • Rates of chemical reactions

Assessment Outline:

Unit 1	**Unit 2**
Collection of Work – Students will create a to a series of tasks relating to a single topic in a module of work	Collection of Work – Students will create a to a series of tasks relating to a single topic in a module of work
Unit 3	**Unit 4**
Collection of Work – Students will create a to a series of tasks relating to a single topic in a module of work	Collection of Work – Students will create a to a series of tasks relating to a single topic in a module of work

Additional Information:

- All units will support students' engagement by developing learning through maximising acquisition of knowledge in a multi-faceted learning environment.

Extension History

Head of Department: Karen Smith ksmit82@eq.edu.au

Course overview
This subject is offered to students interested in pursuing studies in senior history or recognise the need to improve their academic research and writing skills for future university studies. The course allows students to build their historical writing and analysis skills while delving into some of the most interesting periods in history.
The course is divided into four sections: Ancient History, Modern History, a historical film study and History and Tourism.

Prerequisites: C+ and above from Year 9 History

Pathways: Modern History, Ancient History, Psychology, Cert II in Tourism

Course Units

Unit 1 – *Choice of topics*	**Unit 2 - Imperialism in the Modern World**
Is the play *Medea* an accurate portrayal of the lives of women in ancient Greece? **OR** *What was public and domestic life like in Pompeii before the eruption of Mount Vesuvius?* **OR** Why is Emperor Nero still viewed as a negative figure in Roman history? These topics provides a context to analyse an era in ancient history and use primary source material to experience challenges faced by historians due to incomplete or biased information.	This topic examines the impact of imperialism on the imperialists and the conquered people. Students compare the motives and methods used by imperialists in both eras to understand the lure of Gold, the spread of God, and the promise of imperial Glory. The course examines how the desire to conquer the world impacted the conquered people and the colonising society. As a particularly confronting case study, our unit will focus on the Belgian colonisation and administration of Congo.
Unit 3 - Did they get it right?	**Unit 4 – Tourism Industry**
Students will view a film that covers a topic from the ancient world e.g., *Alexander* and one from the modern era e.g., Hidden Figures and investigate the topic to determine how accurate the rendering of the period is in the film version.	This final unit investigates how history has become an aspect of the tourism industry. The students will plan a holiday where they act as the agent to create a fantastic holiday experience for people interested in learning more about a period in world history.

Assessment Outline:

Unit 1	Unit 2
Source investigation assignment- Students select and analyse primary and secondary sources to determine links to a hypothesis and value to a topic. - 600- 800 words - in class assignment over three weeks - In class time over four weeks - APA 7 Reference list	Written response to historical evidence test Students have 3 lessons to examine the selected source list and engage in practice questions. Students have 2 lessons to complete their essay in exam conditions. - 140 mins - Seen sources - Extended response
Unit 3	**Unit 4**
Research assignment - working questions and hypothesis - 600-800 words - In class time over four weeks - APA 7 Reference list	Project- Presentation - Written script - Visual presentation (digital, static) - 4 mins

Introduction to Accounting and Business

Head of Department: Karen Smith ksmit82@eq.edu.au

Course overview

This subject is offered to students interested in pursuing a career in the business world or hope to create their own business in the future. The Accounting unit establishes the basics through an awareness of terminology and appreciation of the role accounting plays within the business world. The Business course allows students the chance to gain the content, skill and vocabulary to understand current trends in the business world. Topics studied include franchising, marketing strategies, SWOT analysis and the changing nature of the business world. The course allows students to further their knowledge of business acquired in Year 7-9 and establish a foundation for senior studies. The course is divided into two sections: Accounting and Business

Prerequisites: C from Year 9 History / Year 9 Business
Pathways: Business, Accounting

Course Units

Unit 1 - Real World Accounting – Laying the Foundations	**Unit 2 - Creating a start-up business – How to be competitive**
Assets and liabilities Owner's Equity Debit and credit Statement of Profit or loss Statement of financial position	Business environments Business viability Appealing to consumers SWOT analysis
Unit 3 - Budgeting for success	**Unit 4 - Event Planning**
Needs and wants Saving Planning for major purchases	Students will create a business venture and apply the knowledge acquired into a practical scenario.

Assessment Outline:

Unit 1	**Unit 2**
Short response and practical tasks • 70 mins • Individual • Theory questions and practical tasks	Investigation report related to seed stage of the business life cycle • 3 weeks • 600-800 words • Report template requirements outlined
Unit 3	**Unit 4**
Combination response • Individual • Held over 2 lessons • Short and extended responses	Practical and folio tasks • Series of class exercises and homework tasks

Social and Community Studies

Head of Department: Karen Smith ksmit82@eq.edu.au

Course overview
This course combines to introduce students to two senior subjects: Social and Community Studies and Tourism. The curriculum provides students with an understanding of real-world topics and a potential career path into Tourism. Social and Community Studies extends student awareness of legal rights, health and wellbeing and other community focussed topics while building skills in cooperative learning. Tourism focusses on real world skills and topics such as demographic evaluations, the hospitality industry and designing tour experiences common to the Tourism sector.

Prerequisites: No prerequisites.

Pathways: BSB 30120 Cert III in Business and SIT20122 Cert II in Tourism; Social and Community Studies

Course Units

Unit 1 - Science and Technology	Unit 2 - Financial Choices or Healthy Choices
This unit investigates the changes that have occurred in our daily lives due to the advances in science and technology. *Is technological change always positive?*	This unit takes a general approach to financial topics or health based issues that are of importance to senior students as they prepare to become independent. Avoiding scams, *Afterpay* and credit cards/ meal planning, free exercise etc
Unit 3 - Intro to Tourism	**Unit 4 - From planning to fruition**
Tourism is a big business. With the upcoming 2032 Olympics, planning for tourism activities will be a massive task for those involved in the tourism industry. *How can we maximise the tourist dollar in Brisbane in the lead up to 2032?*	Time management Safety concerns Personnel Planning documentation etc.

Assessment Outline:

Unit 1	Unit 2
Investigative Multimodal Project • 300-600 words (Proposal and Journals) • 2–4 minutes (Presentation of findings and reflection) • 4 Weeks	Project • 400 – 700 words • 4 Weeks • Display or media component
Unit 3	**Unit 4**
Marketing project • Identify a demographic • Evaluation task • 4 weeks • 600-700 word script • Group presentation	Folio of documentation and reflection documents created over the course of the unit.

Additional Information: Nil

Introduction to Film and Television

Head of Department: Amanda Doyle aling21@eq.edu.au

Course overview

Year 10 Introduction to Film and Television builds upon the theory, design and production skills learnt in Junior Media. The course is designed as a transition towards Senior Film & Television pathways with students creating more detailed productions and media design. Students will experiment with ideas and stories that manipulate Hollywood film genres to create new points of view. Students have the opportunity to develop and refine their production skills, using a range of film equipment such as DSLR cameras, tripods, dollies, lighting and audio recording gear and industry standard editing software: Adobe Premiere Pro, working collaboratively to communicate and distribute their ideas. Students will learn that media artists and artworks construct different representations of people, place, events and ideas to communicate meaning to audiences. They will learn how to analyse and evaluate the meaning and styles used by influential historical and contemporary media artists for different community and institutional contexts, including Aboriginal and Torres Strait Islander perspectives.

Prerequisites:
C or higher in English or Year 9 Media

Pathways:
General Film, Television and New Media, Media Arts in Practice (Applied Subject)

Course Units

Unit 1 – Film Languages- Hollywood Genres – Term 1	**Unit 2 – Hollywood Production– Term 2**
In this unit, students explore film languages in the construction and communication of intended meaning, working within the codes and conventions of a specified genre. They make and respond to media by exploring Hollywood Film genres and the influencing factors of traditional and contemporary contexts. Students will focus on the movement of a specified genre and the influences of traditional and emerging technologies, filmmakers and the socio-cultural and political events that impacted upon the genre.	In this unit, students collaborate to make and respond to media by planning and producing a film production that manipulates the codes and conventions of a Hollywood film genre. Students will work following industry practice, considering production risk assessment and management. Within their productions, students will construct representations of people, place events and ideas, either adhering or subverting the stereotypical depiction within the genre. Considering what is ethical and audience appropriate. Students will individually edit productions to demonstrate their ability using film editing software, adobe premiere pro and distribute their films for a community audience.
Unit 3 – Film Languages- Documentary – Term 3	**Unit 4 – Case Study – Auteur Directors – Term 4**
In this unit, students explore film languages in the construction and communication of intended meaning, working within the codes and	Students will take on the role of media analysts and conduct a case study on a cinematic auteur. Through comparing Tim Burton and German Expressionism,

conventions of documentaries. They make and respond to media by exploring a school social issue and creating a documentary on a subject they feel passionate about. They learn the technical and symbolic codes of documentary filmmaking and showcase their production skill.	students will explain the contexts of production in a specific moving-image media case, apply relevant terminology and written language conventions in their case study, analyse the features of this genre of cinema, and appraise the impact of an auteur director on the wider cinematic landscape.

Assessment Outline:

Unit 1	**Unit 2**
Treatment (Media Artist Intention Statement) - 500 words Storyboard - 8-12 shots	Film Production - 45 seconds - 1 minute Artist Reflective Statement- 300-400 words
Unit 3	**Unit 4**
Film Production – 1 minute	Case Study – 500 words

Additional Information:

- Headphones required
- Students expected to plan/design and film in class time and in own hours

Music

Head of Department: Amanda Doyle aling21@eq.edu.au

Course overview- Year 10 Music builds upon the performance, composition, and musicology skills learnt in junior music. The course is designed as a transition towards senior music. Students learn that over time there has been further development of different traditional and contemporary styles as they explore music forms. They will reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music. Through their study of music students will explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music.

Prerequisites:
C or above in English
Year 9 Music advantageous
Ability to play an instrument or sing advantageous
Instrumental knowledge advantageous

Pathways:
General Music, Music in Practice (Applied Subject)

Course Units

Unit 1 – Music Fusion – Term 1	Unit 2 – Film music – Term 2
In this unit, students make and respond to music by exploring music that involves fusing various styles, genres, musical sources, ideas and other art forms. Students will make and respond to music by exploring the manipulation of musical elements to create musical fusions. Repertoire will be selected from a range of stage music genres including the mashup, cover versions, remixes, and crossover styles. This unit will solidify the student's basic musicianship and music literacy skills acquired in junior years and will introduce higher level practical techniques through performance concepts.	In this unit, students explore how film music can influence how audiences engage with Films and TV shows. Students will analyse ways film music composers use the elements of music, functions of film music and compositional devices to engage audiences. They will evaluate how music, from a range of films/TV, communicate ideas, perspectives and/or meaning. Students will demonstrate listening and aural skills relevant to the styles and/or contexts in which they are working. Students manipulate elements of music and use compositional devices to create music for a silent film, while communicating ideas, perspectives and/or meanings in their compositions. They perform a range of repertoire relevant to the chosen context.
Unit 3 — All that Jazz – Term 3	**Unit 4 – Musical theatre – Term 4**
In this unit, students explore how the musical characteristics of jazz – from blues, ragtime, through to jazz rock – influence current contemporary music. They will create, present and respond to music by exploring the impact of jazz through genres such as West End Jazz, New Orleans Jazz, Cool Jazz and Fusion Jazz. They will evaluate music, communicate ideas, perspectives and/or meaning through the music elements. They perform a range of repertoire relevant to the chosen context.	In this unit, students will explore the world of musical theatre, examining its history, key characteristics, and impact on contemporary music and culture. They will study various styles of musical theatre, from the golden age classics to modern-day productions, and understand how different musical elements come together to create a cohesive performance. Through a combination of listening, performing, and composing, students

	will develop their skills in musicianship, vocal and instrumental techniques.

Assessment Outline:

Unit 1	Unit 2
Extended response (Essay): 400-600 words Performance: 1-3 minutes	Composition: 40 seconds – 1 minute Artist statement: 50-200 words Performance: 1-3 minutes
Unit 3	**Unit 4**
Composition: Minimum 12 bars Artist statement: 50-200 words	Project: • Extended response (musicology): 400-600 words • Composition: minimum 1 minute OR Performance: 1-3 minutes

Additional Information:

- Students expected to practice/rehearse in own hours

Drama

Head of Department: Amanda Doyle aling21@eq.edu.au

Course overview- The Year 10 Drama course provides students with a practical and engaging introduction to performance and theatre-making. Students explore a range of theatrical styles, conventions and contemporary performance practices while developing their acting, rehearsal and collaborative skills. Through both scripted and devised performances, students build confidence, creativity and technical performance skills, preparing them for future study in General Drama and Drama in Practice.

Prerequisites:
C or above in English

Pathways:
General Drama, Drama in Practice (Applied Subject)

Course Units

Unit 1 – Echos of Youth	**Unit 2 –** Telling real stories
In this unit, students explore the unique conventions and purpose of Theatre for Young People (TYP), focusing on how performance can educate, entertain, and connect with younger audiences. Through script analysis, character development, and ensemble work, students will rehearse and perform a scene from a published TYP play, demonstrating an understanding of voice, movement, and audience engagement.	Students explore Verbatim Theatre and other documentary/political theatre forms that bring real voices and stories to the stage. They examine how theatre can be used to provoke empathy, create awareness, and represent marginalised perspectives. Using real-world stimulus (e.g., interviews, newspaper articles, social justice issues), students create a short, scripted performance using verbatim and direct address conventions
Unit 3 – Cinematic Theatre	**Unit 4 –** You've got style
Students explore contemporary theatre that blends live performance with film techniques and multimedia. They investigate conventions such as flashbacks, split scenes, projection, voice-over, montage, slow motion and live filming to devise and perform engaging theatrical works for modern audiences.	Students explore a range of theatrical styles and performance conventions, including Melodrama and Commedia dell'Arte. They develop the specialised acting skills required for each style while experimenting with exaggerated character, movement, status, comedy and audience interaction. Students apply these conventions to create and perform original and scripted works

Assessment Outline:

Unit 1	Unit 2
Performance • Published TYP Script (Group) 2-3 minutes per student	Dramatic Concept Multimodal- including: • a statement of intent • sequenced digital record of key moments of the devised concept. This could include up to 10 photographs of staged dramatic action/ up to 3 filmed moments of staged dramatic action and/or scripted dialogue
Unit 3	**Unit 4**
• Devised cinematic theatre performance (Performance at Arts Showcase) • Production folio and reflection	• Performance demonstrating a selected theatrical style • Performance journal / evaluation

Additional Information:

- Students expected to practice/rehearse in own hours

Dance

Head of Department: Amanda Doyle aling21@eq.edu.au

Course overview: Year 10 Dance builds on students' knowledge and skills by exploring a range of contemporary and historical dance styles while encouraging creativity, collaboration, and critical thinking. Students develop their technical performance skills, investigate how dance communicates meaning, and create original choreography inspired by different dance movements and artistic influences. Throughout the year, students respond to professional dance works, experiment with choreographic processes and use technology to enhance their creative practice. By the end of the course, students will have developed confidence as performers, choreographers and informed audiences, preparing them for senior Dance pathways.

Pathways:
General Dance, Dance in Practice (Applied Subject)

Course Units

Unit 1 – All that Jazz	**Unit 2 –** You call THAT dance? Post modern dance
Musical theatre is a form of theatrical performance that combines songs, spoken dialogue, acting and dance. The story and emotional content of a musical – humour, pathos, love, anger – are communicated through the words, music, movement and technical aspects of the entertainment as an integrated whole. This unit looks at Musical Theatre from its origins in tap through to the modern adaptations of various stories.	Postmodern dance is a 20th century concert dance form that came into popularity in the early 1960s. The dance form was a reaction to the compositional and presentational constraints of the preceding generation of modern dance, hailing the use of everyday movement as valid performance art and advocating for unconventional methods of dance composition and dance performance spaces.
Unit 3 – Dance fusions part 1	**Unit 4 –** Dance fusions part 2
ICTs in Dance Dance fusions are the melding of different dance styles/genres, other art forms and/or production elements in dance to create new meanings. This form of dance involves the integration of many elements including but not limited to the following: • dance styles and genres • technology such as projections, film and multimedia • other art forms such as drama, visual art, media arts • voice • production elements such as props, costumes and set • non-traditional performance spaces	**ICTs in Dance Continued…** This is a continuation of the Dance Fusions unit culminating in a student's individual or small group dance work which utilises computer-based technologies to assist the compositional process in the creation of the dance work.

• cross-cultural influences.	

Assessment Outline:

Unit 1	Unit 2
Performance – 2 minutes Choreographing – 30-45 seconds Responding – analytical essay (500-600 words)	Performance – 2 minutes Choreographing – 1-2 minutes
Unit 3	**Unit 4**
Performance – 2 minutes Responding – analytical essay (500-600 words)	Independent project • Choreographing 1-2 mins • Responding (spoken) 2-3 mins • Performing 1-2 mins

Additional Information:

- Students expected to practice/rehearse in own hours

Visual Arts

Head of Department: Amanda Doyle aling21@eq.edu.au

Course overview
Year 10 Visual Arts promotes students to evaluate artworks they make and view and analyse viewpoints and practise in visual arts making and display from different culture, times and places. They analyse connections between visual conventions, practices and viewpoints that represents their own and others' ideas. Students conceptualise their representational ideas to realise a personal style in their art making and display practices. They manipulate and adapt different representational elements to enhance meaning in their artworks.

Prerequisites:
C or higher in Year 9 Visual Arts

Pathways:
Visual Arts (ATAR Subject)
Certificate II in Visual Arts (Applied Subject)
Certificate III in Visual Arts (Applied Subject)

Course Units

Unit 1 – Surrealist Photoshop	Unit 2 - Collection
Students explore *Surrealism* by creating digital artworks inspired by dreams, fantasy, or the subconscious. Using Photoshop, they develop symbolic imagery and a personal style. They will research a Surrealist artist, plan ideas, and reflect on their process in a visual journal. Final submission includes a digital artwork and a short artist statement.	Students will explore how found objects can tell stories or express ideas through assemblage. They will experiment with materials, research key artists, and document their process in a visual journal. Final work will be presented in a gallery display or PowerPoint, supported by an artist statement.
Unit 3 - Home and Place	**Unit 4 – Installation Art**
Students will create an artwork exploring their personal connection to place. They will experiment with materials, research an artist, and document their process in a journal. Final work will be exhibited with a short artist statement.	Mitchie students are invited to write a 600–800-word evaluative essay for *Art News@Mitchie*, focused on installation art. Students will compare two key installation artists, analysing how each artist communicates meaning and intent. They will explore both literal and symbolic interpretations using visual art language and evaluate similarities and differences in the works.

Assessment Outline:

Unit 1	Unit 2

• Resolved Photoshop Artwork • Artist statement • PowerPoint with Experiments	• Art Journal/PowerPoint • Body of Work • Artist Statement
Unit 3	**Unit 4**
• Resolved Artwork • Artist Statement • Art Journal/PowerPoint	• Analytical Essay • 600-800 words

Additional Information:

- Visual Art Journal required.
- Students expected to attend Art Club in own hours to work on artworks.
- Covered shoes must be worn at all times in the Visual Art rooms.

Design and Technology

Head of Department: Amanda Holmes aholm14@eq.edu.au

Course overview

Design Technology provides students with a background in practical workshop techniques. The main priority is to learn how to use a variety of hand and power tools safely and the use of different types of joints. Students will be introduced to the concepts of sustainable design of objects and systems. They will use this to design and present projects.

Prerequisites:

Prefer at least one semester of ITD in Years 7-9.

Course Units

Unit 1 - Safety	**Unit 2 - Project**
Safety in the Workshop Project e.g. Trinket box	Project e.g. Kitchen stool
Unit 3 - Design	**Unit 4 - Project**
Design own project (for term 4). Project e.g. Design of sustainable Housing Write Report and present plans	Project e.g. Piano Bench

Assessment Outline:

Unit 1	**Unit 2**
Safety assignment Practical skills	Practical skills
Unit 3	**Unit 4**
Drawing of own project Practical skills	Practical skills

Additional Information:

- Students must always comply with safety regulations. A personal contract is entered into by students.
- Covered shoes must be worn at all times in the workshop.

Introduction to Fitness

Head of Department: Daniel Fick djfic0@eq.edu.au

Course overview
Introduction to Fitness (IFI). This subject is designed to prepare students for Certificate III in Fitness combined with Certificate II in Sport and Recreation. All theory work is completed online via STILE; therefore, it is essential that students bring their charged laptop to each lesson.

Prerequisites: NIL

Course Units:

Unit 1 - Introduction	**Unit 2 - Nutrition**
Introduction to Sport, Recreation & Fitness. Anatomy	Nutrition. Sports coaching principles. Skill acquisition
Unit 3 – Sports Medicine	**Unit 4 - Bootcamps**
Sports medicine Sports coaching	Bootcamps.

Assessment Outline:

Unit 1	**Unit 2**
Circuit training (practical assessment with partner presenting & assignment - folio #1) Anatomy Exam	Nutrition Exam Sports coaching (practical assessment with partner presenting & assignment - folio #2)
Unit 3	**Unit 4**
Sports medicine (exam and assignment - folio #3)	Bootcamps (practical assessment with partner presenting & folio #4)

Additional Information:

- Sports uniform for practical lessons.
- It is required that students wear hats during lessons that are outside the classroom.
- It is important that students stay hydrated during practical lessons. Each student must come to class with a full, personal water bottle.

Certificate II Aboriginal/Torres Strait Island Cultural Arts Industry Work – CUA20420

Head of Department: Kate Turner kmtur0@eq.edu.au

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	

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 of 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

AHCOCM302	Work with an Aboriginal and/or Torres Strait Islander Community or organisation	ELECTIVE
AHCOCM303	Follow Aboriginal and/or Torres Strait Islander cultural protocols	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/?id=CUA20320

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 OneSchool week 3 of each semester
- 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 on OneSchool
- 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 for feedback to be given. Timely submission of assessment is 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 (Senior School). 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. The student must submit the 'draft' with the 'final' submission. Should the student not make a final submission, this draft will be marked and graded as the final assessment piece.

Final Submission: Students are to submit written assessment tasks electronically via Turnitin. 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. N result will be allocated if insufficient evidence has been provided.

Note: **Technology failure** (such as printer not working, 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, 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.

Academic Integrity

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 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 Responsible Behaviour Plan 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

- 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.

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, 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. Junior students are to contact the JNR Secondary DP.**

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

ESL Students: Students whose background is English as an Additional Language or Dialect (EAL/D) may be eligible for AARA if they have disability and/or medical conditions, however EAL/D students without disability and/or medical conditions are not eligible for AARA.

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	Student 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. • To emphasise the importance of sound academic practices, students will complete the QCAA academic integrity courses.
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 storing assessment	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 • submit assessment on or before 4pm on the due date • submit written assessment tasks electronically via Turnitin

	• 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 principal's delegate 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.