



MITCHELTON
STATE HIGH SCHOOL
Inspiring Individual Excellence

Education Queensland International
CRICOS Provider Number: 00608A

FOREWORD

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 to make 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 particular 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 the Senior School is more demanding than in Year 10 and requires a 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 participation, accountability and respect as you complete your secondary education journey at Mitchelton SHS.

Your final two years and your studies in the 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 extra-curricular activities provided by the school.

I wish you well in making your decisions.

John Searle
Principal

GENERAL INFORMATION

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CONTENTS

FOREWORD	0
GENERAL INFORMATION	1
Senior Education and Training (SET) Plans.....	5
Pathways after Year 10	7
Queensland Certificate of Education (QCE) and the Queensland Certificate of Individual Achievement (QCIA)	10
.....	10
Queensland Certificate of Individual Achievement (QCIA).....	12
Senior subjects	12
Applied syllabuses	12
Vocational education and training (VET)	13
Australian Tertiary Admission Rank (ATAR) eligibility	13
English requirement:	13
General syllabuses course overview	13
Applied syllabuses course overview.....	13
Subject Suggested Prior Knowledge	17
Useful Websites	18
GENERAL SUBJECTS.....	19
ACCOUNTING	20
ANCIENT HISTORY	22
BIOLOGY	23
BUSINESS.....	24
CHEMISTRY.....	25
CHINESE.....	27
DRAMA.....	29
ENGLISH	30
ENGLISH AS AN ADDITIONAL LANGUAGE	32
FILM, TELEVISION AND NEW MEDIA.....	34
GENERAL MATHS	35
JAPANESE	36
LEGAL STUDIES.....	37
MATHEMATICAL METHODS	38
MODERN HISTORY	39
MUSIC.....	40
PHYSICS	42
SPECIALIST MATHEMATICS	43

VISUAL ART.....	44
APPLIED SUBJECTS	46
DRAMA IN PRACTICE.....	47
ESSENTIAL ENGLISH	48
ESSENTIAL MATHEMATICS.....	50
MEDIA ARTS IN PRACTICE	51
MUSIC IN PRACTICE.....	52
SCIENCE IN PRACTICE.....	53
SOCIAL AND COMMUNITY STUDIES.....	54
TOURISM	55
VOCATIONAL EDUCATION & TRAINING [VET]	56
Certificate III in Fitness and.....	57
Certificate II in Sport and Recreation – SIS30315+SIS20115	57
Certificate II in Skills for Work and Vocational Pathways – FSK 20113.....	59
Certificate II in Visual Arts CUA20715.....	60
Certificate II in Business – BSB20115	61

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), and/or a Certificate III vocational qualification (or higher) or seek out full time employment.

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 *New 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 North West Trade 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 School

Senior Education and Training (SET) Plans

Since 2007, schools have been required to develop SET Plans with all Year 10 students and their parents. 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-P 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.

All Year 10 students in conjunction with parents/guardians will need to develop a SET Plan Interview.

The Senior Subject Selection Evening will be held on **Wednesday August 5 at 6:30pm** at the school. All Year 10 students and a parent/caregiver are required to attend this evening in order to book a SET Plan interview.

To assist with the development of these plans, Mitchelton SHS will hold SET Plan interviews with Year 10s and their parents/guardians between **Monday August 10** and **Friday August 28**. All new and continuing students must attend an interview accompanied by a parent/caregiver. Interviews will take approximately 45 minutes.

Pathways after Year 10

Option 1: Staying 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 two choices:

Pathway 1 – University Pathway:

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s.

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:

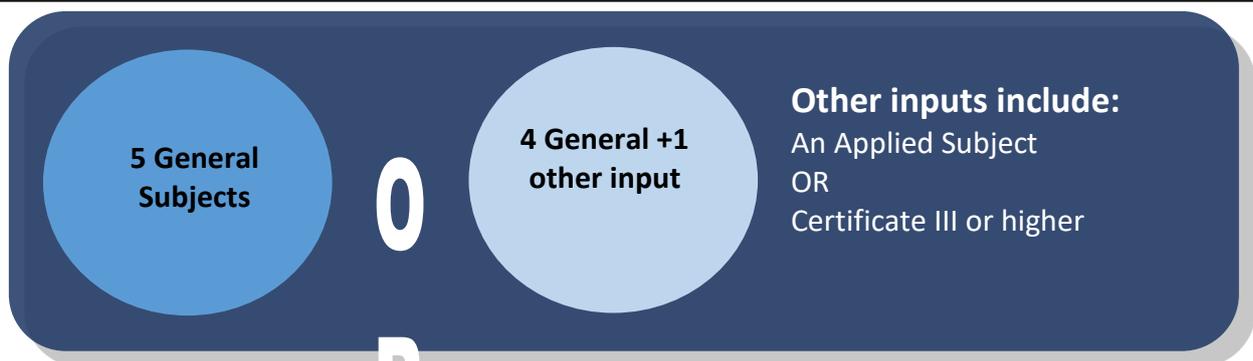
- satisfactorily completed an English subject*
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF Certificate III or above
- accumulated their subject results within a five-year period.

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

Source: QTAC ATAR - An Overview 2020



Pathway 2 – Industry 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.

Option 2: 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.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

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

Literacy & numeracy

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

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

(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	up to 1
• QCAA Short Course in Literacy	
• QCAA Short Course in Numeracy	
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	up to 1
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	
• QCAA Short Course in Career Education	
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.

Senior subjects

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.

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.

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

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 if it:

- is 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.education.gov.au/job-guide> <http://joboutlook.gov.au/> <http://www.myskills.gov.au/>

The *Career Information Service* website has links to a range of career information. www.studentconnect.qcaa.qld.edu.au/

Queensland TAFE Handbook at: <http://tafebrisbane.edu.au/>

QTAC MyPath: <https://www.qtac.edu.au/atar-my-path/my-path>

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*

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

*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 favourable 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, English for 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.

Subject Suggested Prior Knowledge

Suggested Prior Knowledge for senior subjects: Mitchelton SHS has established Suggested Prior Knowledge for some subjects. These are recommendations based on the academic demands of the Senior Phase of Learning

GENERAL	Suggested Prior Knowledge
Accounting	C or above Year 10 English
Ancient History	C+ or above Year 10 History/Geography and English
Biology	C+ or above Year 10 English, C or above for Year 10 Maths, B for Year 10 Science
Business	C or above Year 10 English
Chemistry	C+ or above Year 10 English, C or above for Year 10 Maths, B for Year 10 Science
Chinese	B or above in Year 10 Chinese or be a native speaker
Drama	C or above Year 10 English and B in Year 10 Drama
English	B or above in Year 10 English
EALD	C or above Year 10 English
Film, Television and New Media	B or above Year 10 English and B or above in Visual Art/Intro to Art in Practice/Media Arts
General Mathematics	C or above in year 10 General Maths Preparation course
Japanese	B or above in Year 10 Japanese or be a native speaker
Legal Studies	C+ or above Year 10 History/Geography and English
Mathematical Methods	B or above in Year 10 General Maths Preparation Course
Modern History	C+ in Year 10 History/Geography and English
Music	C or above in Year 10 English and C or above in Year 10 Music (or equivalent qualification)
Physics	C+ or above Year 10 English, B or above for Year 10 Maths and Science
Specialist Mathematics	B or above in year 10 General Maths Preparation
Visual Art	B or above in both Year 10 English and Year 10 Visual Art/Media Arts
APPLIED SUBJECTS	Suggested Prior Knowledge
Drama in Practice	C or above in both Year 10 English and Drama
Essential English	C or above Year 10 English advantageous but not essential
Essential Maths	No prior knowledge requirements
Hospitality	C or above Year 10 Hospitality Preparation course
Media Arts in Practice	C or above in Year 10 English and also in Year 10 Film or Art
Music in Practice	C or above Year 10 Music and English; must already play an instrument
Science in Practice	C or above Year 10 English advantageous but not essential
Tourism	C or above Year 10 English advantageous but not essential
Note: If you have reason for the prior knowledge to be waived, an appointment must be arranged with the subject Head of Department.	

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

Job Guide
<https://www.education.gov.au/job-guide>

Job Outlook
www.joboutlook.gov.au

Leaving School – What Next?
www.leavingschool.com.au

myfuture
www.myfuture.edu.au

My High School Careers
www.mhscareers.com.au

My University
www.myuniversity.com.au

Occupational information Australian
Careers www.jobsearch.gov.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

Student Connect – QCAA
www.studentconnect.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



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.

ACCOUNTING

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

What is this course about?

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. Digital technologies are integral to Accounting, enabling real-time access to vital financial information. Students learn fundamental Accounting concepts in order to understand accrual accounting, managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems and make and communicate recommendations. Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources.

How will I be assessed?

Students will complete four assessments in both Year 11 and Year 12:

Examination- short response, including multiple choice, practical items and interpretive items

Examination – combination including short items, practical items and extended response items

Project – business report

Project – cash management

What units will be studied in Year 11 and 12?

Unit 1 Real world accounting	Unit 2 Management effectiveness	Unit 3 Monitoring a Business	Unit 4 Accounting – the Big Picture
<p>1: Accounting for a service business — cash, accounts receivable, accounts payable and no GST 2: End-of-month reporting for a service business</p> <p>ASSESSMENT FIA1: Exam- short response (multiple choice, practical items, interpretive items)</p>	<p>1: Accounting for a trading GST business 2: End-of-year reporting for a trading GST business</p> <p>ASSESSMENT FIA3: Exam (short response, including multiple choice, practical items and interpretive items) FIA 4: Project-extended response - business report</p>	<p>1: Managing resources for a trading GST business — non-current assets 2: Fully classified financial statement reporting for a trading GST business</p> <p>ASSESSMENT IA1: Exam — combination response (25%) IA2: Exam — short response (25%)</p>	<p>1: Cash management 2: Complete accounting process for a trading GST business 3: Performance analysis of a listed public company</p> <p>ASSESSMENT IA3: Project — cash management (25%) EA: Exam — short response (25%)</p>

FIA2: Exam- combination			
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ANCIENT HISTORY

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

What is this course about?

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on events and ways of life. Ancient History illustrates the development of some distinctive features of modern society which shape our identity (social organisation, law, governance and religion). Ancient History enables inquiry-based learning, where students investigate the past by analysing and interpreting archaeological and written evidence. Students investigate the problematic nature of evidence and pose increasingly complex questions about the past. They use their skills of historical inquiry, analysis and interpretation of sources to formulate reasoned responses. The development of these skills is cumulative, with students showing understanding of different and sometimes conflicting perspectives of the past.

How will I be assessed?

These tasks assess the six syllabus objectives that determines student success in Ancient History.

1. Examination – essay response to historical sources
2. Investigation – independent source investigation
3. Investigation- historical essay based on research
4. Examination – short response to historical sources

What units will be studied in Year 11 and 12?

Unit 1 Investigating the Ancient World	Unit 2 Personalities in their times	Unit 3 Reconstructing the Ancient World	Unit 4 People, power and authority
1. Digging up the Past 2. a. Ancient Societies- Slavery OR b. Ancient Societies- Art and Architecture OR c. Ancient Societies- Beliefs, rituals and funerary practices ASSESSMENT FIA1: Exam FIA 2: Independent source investigation	Two topics selected from: a. Hatshepsut b. Akhenaten c. Pericles d. Agrippina the Younger e. Nero f. Alexander the Great ASSESSMENT FIA 3: Investigation- historical essay based no research FIA 4: Examination- essay in response to historical sources	Two topics selected from: a. Fifth century Athens b. Early Imperial Rome c. Later Han Dynasty and the Three Kingdoms d. The Medieval Crusades ASSESSMENT IA1 Exam- essay in response to historical sources- 2 hours, 800-1000 words- 25% IA2 Investigation – independent source investigation- 15 hours class time, 1500-2000 words- 25%	Selection from: List 1 a. Ancient Egypt- New Kingdom imperialism b. Ancient Greece – Persian Wars c. Ancient Rome- Civil War and the breakdown of the Republic Selection from List 2 Thutmose III Themistocles, Augustus ASSESSMENT IA3 Investigation- historical essay based on research 25% EA Examination- short responses to historical sources 25%

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		

What is this course about?

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

How will I be assessed?

In each of Year 11 and 12, students will have four assessment items. These will consist of:

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

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

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

Written Exam (x 2) (50%). This examination will include two x 90 minute papers

What units will be studied in Year 11 and 12?

Unit 1 CELLS & MULTICELLULAR ORGANISMS	Unit 2 MAINTAINING THE INTERNAL ENVIRONMENT	Unit 3 BIODIVERSITY & INTERCONNECTEDNESS	Unit 4 HEREDITY & CONTINUITY OF LIFE
1. Cells as the basis of life. 2. Multicellular organisms ASSESSMENT FIA1. Student Experiment (20%) FIA2. Data Test (10%)	1. Homeostasis. 2. Infectious disease ASSESSMENT FIA3. Research Investigation (20%) FIA4. Exam (50%)	1. Describing biodiversity. 2. Ecosystem dynamics ASSESSMENT IA1. Data Test (10%) IA2. Student Experiment (20%)	1. DNA, genes and the continuity of life. 2. Continuity of life on Earth. ASSESSMENT IA3. Research Investigation (20%) 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		

What is this course about?

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 synthesise business data and information.

How will I be assessed?

1. Investigation — business report -4-week duration including 8 hours' class time -Written: 1500–2000 words
2. Examination — combination responses - short and interpretive items paragraph responses+ extended response - 2 hours plus 15 minutes planning time - 800–1000 words in total
3. Investigation — feasibility report - 4-week duration including 4 hours' class time, 1500–2000 words

What units will be studied in Year 11 and 12?

Unit 1 Business Creation	Unit 2 Business Growth	Unit 3 Business Diversification	Unit 4 Business Evolution
1: Fundamentals of business 2: Creation of business ideas ASSESSMENT FIA1: Examination — combination responses Formative Assessment FIA2: Investigation — feasibility report	1: Establishment of a business 2: Entering markets ASSESSMENT FIA3: Investigation — business report Formative Assessment FIA4: Examination — combination responses	1: Competitive markets 2: Strategic development ASSESSMENT IA1: Examination — combination response (25%) IA 2: Investigation — business report (25%)	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		

What is this course about?

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.

How will I be assessed?

In each of Year 11 and 12, students will have four assessment items. These will consist of: Data Test (10%). A range of questions, scenarios and problems from given data. Student Experiment (20%) Students research a question or hypothesis through collection, analysis and synthesis of primary data. Research Investigation (20%) Students use secondary evidence to investigate a claim. Written Exam (x 2) (50%). This examination will include two 90 minute papers.

What units will be studied in Year 11 and 12?

Unit 1 CHEMICAL FUNDAMENTALS – STRUCTURE, PROPERTIES AND REACTIONS	Unit 2 MOLECULAR INTERACTIONS AND REACTIONS	Unit 3 EQUILIBRIUM, ACIDS AND REDOX REACTIONS	Unit 4 STRUCTURE SYNTHESIS AND DESIGN
<p>TOPICS</p> <ol style="list-style-type: none"> Properties and structure of atoms Properties and structure of materials Chemical Reactions <p>ASSESSMENT FIA1. Research Investigation 20% FIA2. Data Test 10%</p>	<p>TOPICS</p> <ol style="list-style-type: none"> Intermolecular forces and Gases Aqueous solutions and acidity Rates of reactions <p>ASSESSMENT FIA3. Student Experiment 20% FIA4. Written Exam 50%</p>	<p>TOPICS</p> <ol style="list-style-type: none"> Chemical equilibrium systems Oxidation and reduction <p>ASSESSMENT IA1. Research Investigation 20% IA2. Data Test 10%</p>	<p>TOPICS</p> <ol style="list-style-type: none"> Properties and structure of organic materials Chemical synthesis and design <p>ASSESSMENT IA3. Student Experiment 20% SA. Written Exam 50%</p>

CHINESE

School Code	CHI	QCE Credits	Up to 4
Subject Type	GENERAL SUBJECTS	VET Contribution	Nil
Prior Learning	B or above in Year 10 Chinese essential or a native speaker		

What is this course about?

Chinese language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. It requires them to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences. For exchanges to be relevant and useful, additional language acquisition positions students at the centre of their own learning. Students will communicate their own aspirations, values, opinions, ideas and relationships to create a stronger connection with the language.

How will I be assessed?

Students will be assessed across four tasks in Year 11 and again in Year 12 that combine at least two or more of the follow skills of second language acquisition: reading, writing, listening and speaking.

What units will be studied in Year 11 and 12?

Unit 1 我的世界 MY WORLD	Unit 2 探索世界 EXPLORING OUR WORLD	Unit 3 社会现象 OUR SOCIETY	Unit 4 我的未来 MY FUTURE
<ul style="list-style-type: none"> Family/carers and friends Lifestyle and leisure Education <p>ASSESSMENT Formative IA1: Examination — short response (15%) Formative IA2: Exam — combination response (30%)</p>	<ul style="list-style-type: none"> Travel Technology and media The contribution of Chinese culture to the world <p>ASSESSMENT Formative IA3: Extended response (30%) Formative IA4: Exam — combination response (25%)</p>	<ul style="list-style-type: none"> Roles and relationships Socialising and connecting with my peers Individuals in society <p>ASSESSMENT Summative IA1: Examination — short response (15%) Summative IA2: Exam — combination response (30%)</p>	<ul style="list-style-type: none"> Finishing secondary school, plans and reflections Responsibilities and moving on <p>ASSESSMENT Summative IA3: Extended response (30%) Summative external assessment: Exam — combination response (25%)</p>

DRAMA

School Code	DRA	QCE Credits	Up to 4
Subject Type	GENERAL SUBJECTS	VET Contribution	Nil
Prior Learning	C or above Year 10 English and B in Year 10 Drama		

What is this course about?

Drama provides opportunities for young artists to interrogate the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. Across the course of study, students will develop a range of interrelated skills and learn how to engage with dramatic works as both artists and audience using critical literacies.

How will I be assessed?

Students will be assessed across Year 11 and 12 through an inquiry-based model of combined artistic practice, performance and theoretical bodies of work.

What units will be studied in Year 11 and 12?

Unit 1 SHARE	Unit 2 REFLECT	Unit 3 CHALLENGE	Unit 4 TRANSFORM
<p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • Cultural inheritances of storytelling • Oral history and emerging practices • A range of linear and non-linear forms 	<p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • Associated conventions of styles and texts 	<p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • Associated conventions of styles and texts 	<p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • Contemporary performance • Associated conventions of styles and texts • Inherited texts as stimulus
<p>ASSESSMENT Formative IA1: Performance (20%) Formative IA 2: Project — dramatic concept (20%)</p>	<p>ASSESSMENT Formative IA3: Project — practice-led project (35%) Formative IA4: Exam (25%)</p>	<p>ASSESSMENT Summative IA1: Performance (20%) Summative IA2: Project — dramatic concept (20%)</p>	<p>ASSESSMENT Summative IA3: Project — practice-led project (35%) Summative external assessment: Exam (25%)</p>

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		

What is this course about?

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.

How will I be assessed?

Students will be assessed over four pieces of assessment in Year 11 and four pieces in Year 12. Three of these will be written tasks with two of those completed under exam conditions. One piece will be a prepared spoken presentation delivered to a live audience (the class).

What units will be studied in Year 11 and 12?

Unit 1 PERSPECTIVES AND TEXTS	Unit 2 TEXTS AND CULTURE	Unit 3 TEXTUAL CONNECTIONS	Unit 4 CLOSE STUDY OF LITERARY TEXTS
<ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive text 	<ul style="list-style-type: none"> Examining & shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical text 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts
<p>ASSESSMENT Formative IA1: Extended response — written response for a public audience (25%) Formative IA2: Extended response — persuasive spoken response (25%)</p>	<p>ASSESSMENT Formative IA3: Examination — imaginative written response (25%) Formative IA4: Examination — analytical written response (25%)</p>	<p>ASSESSMENT Summative IA1: Extended response — written response for a public audience (25%) Summative IA2: Extended response — persuasive spoken response (25%)</p>	<p>ASSESSMENT Summative IA3: Examination — imaginative written response (25%) Summative external assessment: Exam — analytical written response (25%)</p>

ENGLISH AS AN ADDITIONAL LANGUAGE

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

What is this course about?

The subject English as an Additional Language is designed to develop students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts.

How will I be assessed?

Students will be assessed over four pieces of assessment in Year 11 and four pieces in Year 12. Three of these will be written tasks with two of those completed under exam conditions. One piece will be a prepared spoken presentation delivered to a live audience (the class).

What units will be studied in Year 11 and 12?

Unit 1 LANGUAGE, TEXTS AND CULTURE	Unit 2 PERSPECTIVES IN TEXTS	Unit 3 ISSUES, IDEAS AND ATTITUDES	Unit 4 CLOSE STUDY OF LITERARY TEXTS
<ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to a variety of media and literary texts Creating analytical and persuasive texts <p>ASSESSMENT Formative IA1: Exam — analytical written response (25%) Formative IA2: Extended response — persuasive written response (25%)</p>	<ul style="list-style-type: none"> Examining and shaping perspectives in texts Responding to literary texts, including a focus on Australian texts Creating imaginative and analytical texts <p>ASSESSMENT Formative IA3: Extended response — imaginative spoken/multimodal response (25%) Formative IA4: Exam — analytical written response (25%)</p>	<ul style="list-style-type: none"> Exploring representations of issues, ideas and attitudes in texts Responding to literary and persuasive texts Creating analytical and persuasive texts <p>ASSESSMENT Summative IA1: Exam — analytical written response (25%) Summative IA2: Extended response — persuasive written response (25%)</p>	<ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts <p>ASSESSMENT Summative IA3: Extended response — imaginative spoken/multimodal response (25%) Summative external assessment: Exam — analytical written response (25%)</p>

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		

What is this course about?

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 individually and collaboratively make moving-image media 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.

How will I be assessed?

Students will be assessed through an inquiry based model of combined practical and theoretical bodies of work.

What units will be studied in Year 11 and 12?

Unit 1 FOUNDATIONS	Unit 2 STORY FORMS	Unit 3 PARTICIPATION	Unit 4 IDENTITY
<p>Technologies: How are tools and processes used to create meaning?</p> <p>Institutions: How are institutional practices influenced?</p> <p>Languages: How do signs and symbols, codes and conventions create meaning?</p> <p>ASSESSMENT Formative IA1: Case study investigation (15%) Formative IA2: Multi-platform project (25%)</p>	<p>Representations: How do representations function in story forms? Audiences: How do story forms and meaning change in different contexts?</p> <p>Languages: How are media languages used to construct stories?</p> <p>ASSESSMENT Formative IA3: Stylistic project (35%) Formative IA4: Exam — analytical written response (25%)</p>	<p>Technologies: How do technologies enable or restrict participation?</p> <p>Audiences: How do different contexts and purposes impact the participation?</p> <p>Institutions: How is participation in institutional practices influenced?</p> <p>ASSESSMENT Summative IA1: Case study investigation (15%) Summative IA2: Multi-platform project (25%)</p>	<p>Technologies: How do we experiment with technology?</p> <p>Representations: How do we portray people, places, events, ideas and emotions?</p> <p>Languages: How do we use signs, symbols, codes & conventions?</p> <p>ASSESSMENT Summative IA3: Stylistic project (35%) Summative external assessment: Exam — analytical written (25%)</p>

GENERAL MATHS

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

What is this course about?

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.

How will I be assessed?

Problem Solving and Modelling Task – extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3 hours class time.

Internal Examination – short response written task format developed internally. Contains multiple items for students to respond to within a 120min timeframe (plus 5min perusal).

External Examination - 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).

What units will be studied in Year 11 and 12?

Unit 1 Money, measurement and relations	Unit 2 Applied trigonometry, algebra, matrices and univariate data	Unit 3 Bivariate data, sequences and change and Earth geometry	Unit 4 Investing and networking
<ul style="list-style-type: none"> Consumer arithmetic Shape and measurement Linear equations and their graphs. <p>ASSESSMENT FIA1 - PSMT FIA2 – Exam Unit 1 – Topic 1,2,3</p>	<ul style="list-style-type: none"> Applications of trigonometry Algebra and matrices Univariate data analysis <p>ASSESSMENT FIA3 - Exam Unit 2 – Topic 1,2,3</p>	<ul style="list-style-type: none"> Bivariate data analysis Time series analysis Growth and decay in sequences Earth geometry and time zones. <p>ASSESSMENT SIA1 – PSMT (20%) SIA2 – Exam (15%) Unit 3 – Topic 1,2,3,4</p>	<ul style="list-style-type: none"> Loans, investments and annuities Graphs and networks Networks and decision mathematics <p>ASSESSMENT SIA3 – Exam (15%) Unit 4 – Topic 1,2,3 EA – Exam (50%) Unit 3 & 4 – All topics</p>

JAPANESE

School Code	JAP	QCE Credits	Up to 4
Subject Type	GENERAL SUBJECTS	VET Contribution	Nil
Prior Learning	B or above in Year 10 Japanese essential or be a native speaker		

What is this course about?

Japanese language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. It requires them to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences. For exchanges to be relevant and useful, additional language acquisition positions students at the centre of their own learning. Students will communicate their own aspirations, values, opinions, ideas and relationships to create a stronger connection with the language.

How will I be assessed?

Students will be assessed across four tasks in Year 11 and again in Year 12 that combine at least two or more of the follow skills of second language acquisition: reading, writing, listening and speaking.

What units will be studied in Year 11 and 12?

Unit 1 私の暮らし My world	Unit 2 私達のまわり Exploring our world	Unit 3 私達の社会 Our society	Unit 4 私の将来 My future
<ul style="list-style-type: none"> •Family/carers and friends •Lifestyle and leisure •Education <p>ASSESSMENT Formative IA1: Exam — short response (15%) Formative IA2: Exam-combination response (30%)</p>	<ul style="list-style-type: none"> •Travel •Technology and media •The contribution of Japanese culture to the world <p>ASSESSMENT Formative IA3: Extended response (30%) Formative IA4: Exam — combination response (25%)</p>	<ul style="list-style-type: none"> •Roles and relationships •Socialising and connecting with my peers •Groups in society <p>ASSESSMENT Summative IA1: Examination — short response (15%) Summative IA2: Exam-combination response (30%)</p>	<ul style="list-style-type: none"> •Finishing secondary school, plans and reflections •Responsibilities and moving on <p>ASSESSMENT Summative IA3: Extended response (30%) Summative external assessment: Exam — combination response (25%)</p>

LEGAL STUDIES

School Code	LEG	QCE Credits	Up to 4
Subject Type	GENERAL SUBJECT	VET Contribution	Nil
Prior Learning	C+ or above Year 10 History/Geography and English		

What is this course about?

Legal Studies focuses on the interaction between society and the law. Students study the legal system, processes to protect individual's rights, while reinforcing obligations and responsibilities. Legal Studies explores the role and development of law in response to current issues. Beginning with the foundations of law, the course explores the criminal justice process through to punishment and sentencing. Students study the civil justice system, focusing on contract law and negligence. Later, students the foundation of the Australian and Queensland legal systems, before moving on to contemporary issues of law reform and change. The primary skills of inquiry, critical thinking, problem-solving and reasoning support students to make informed and ethical decisions and recommendations.

How will I be assessed?

Students will be assessed across years 11 and 12 in a variety of assessment styles:

Examination – combined response

Investigation – inquiry report

Investigation – argumentative essay

What units will be studied in Year 11 and 12?

Unit 1 Beyond reasonable doubt	Unit 2 Balance of probabilities	Unit 3 Law, governance and change	Unit 4 Human rights in legal contexts
1: Legal Foundations 2: Criminal Investigation process 3: Criminal trial process 4: Punishment and sentencing ASSESSMENT FIA1: Examination – combination response FIA2: Investigation – inquiry report	1: Civil law foundations 2: Contractual obligations 3: Negligence and the duty of care ASSESSMENT FIA3: Examination – combination response or Investigation – argumentative essay FIA 4: Investigation – argumentative essay or	1: Governance in Australia 2: Law reform within a dynamic society ASSESSMENT IA1: Examination – combination response 25% IA2: Investigation-inquiry report 25%	1: Human rights 2: The effectiveness of international law 3: Human rights in Australian contexts ASSESSMENT IA3: Investigation-argumentative essay 25% EA: Examination-combination response 25%

	Examination — combination response		
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GENERAL SUBJECTS

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 General subject preparation course		

What is this course about?

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.

How will I be assessed?

Problem Solving and Modelling Task – extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.
Internal Examination – short response written task format developed internally. Contains multiple items for students to respond to within a 120min timeframe (plus 5min perusal).
External Examination - 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).

What units will be studied in Year 11 and 12?

Unit 1 Algebra, statistics and functions	Unit 2 Calculus and further functions	Unit 3 Further calculus	Unit 4 Further functions and statistics
Topic 1: AP's & GP's Topic 2: Functions and graphs Topic 3: Counting and probability Topic 4: Exp functions Topic 5: AP's & GP's 2	Topic 1: Exp function 2 Topic 2: Log function Topic 3: Trig functions Topic 4: Introduction to differential calculus Topic 5: Further differentiation and applications 1 Topic 6: Discrete random variables 1	Topic 1: The logarithmic function 2 Topic 2: Further differentiation and applications 2 Topic 3: Integrals	Topic 1: Differentiation application 3 Topic 2: Trig function2 Topic 3: Discrete random variables 2 Topic 4: Continuous random variables & normal distribution Topic 5: Interval estimates
ASSESSMENT FIA1 - PSMT FIA2 – Exam Unit 1 – Topic1,2,3,4,5	ASSESSMENT FIA3 - Exam Unit 2 – Topics 1,2,3,4,5,6,	ASSESSMENT SIA1 – PSMT (20%) SIA2 – Exam (15%) Unit 3 – Topic1,2,3	ASSESSMENT SIA3 – Exam (15%)

			Unit 4 – Topic 1,2,3,4,5 SEA – Exam (50%) Unit 3 & 4 – All topics
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GENERAL SUBJECTS

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		

What is this course about?

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.

How will I be assessed?

Students are assessed in a variety of ways across Years 11 and 12:

Examination – essay response to historical sources

Investigation – independent source investigation

Investigation- historical essay based on research

Examination – short response to historical sources

What units will be studied in Year 11 and 12?

Unit 1 Ideas in the Modern World	Unit 2 Movements in the Modern World	Unit 3 National experiences in the Modern World	Unit 4 International experiences in the Modern world
1: Australian Frontier Wars – COMPULSORY Two topics from: American Revolution French Revolution Russian Revolution Xinhai Revolution ASSESSMENT FIA1: Examination: short responses to historical sources FIA 2: Investigation: independent source investigation	Two topics from: Independence movement in India Women's movement Independence movement in Vietnam Anti-Apartheid movement in South Africa ASSESSMENT FIA 3: Investigation — historical essay based on research FIA2: Examination —	Two topics from: Australia England France Germany Soviet Union China South Korea ASSESSMENT IA1: Examination- essay in response to historical sources 25% IA2: Investigation- independent source investigation 25%	Two topics from the following list: Search for collective security Mass migrations Information age Genocide and ethnic cleansing Nuclear Age Cold War Space exploration ASSESSMENT

	essay in response to historical sources		IA3: Investigation – historical essay based on research 25% EA: Examination- short response to historical sources 25%
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GENERAL SUBJECTS

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 is essential		

What is this course about?

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.

How will I be assessed?

Students will be assessed through an inquiry based model of combined practical and theoretical bodies of work that include performance, composition and analytical responses.

What units will be studied in Year 11 and 12?

Unit 1 DESIGNS	Unit 2 IDENTITIES	Unit 3 INNOVATIONS	Unit 4 NARRATIVES
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<p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p> <p>ASSESSMENT Formative IA1: Performance (20%) Formative IA2: Composition (20%)</p>	<p>How do musicians use their understanding of music elements, concepts and practices when performing, composing and responding to music?</p> <p>ASSESSMENT Formative IA3: Integrated project (35%) Formative IA4: Exam (25%)</p>	<p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p> <p>ASSESSMENT Summative IA1: Performance (20%) Summative IA2: Composition (20%)</p>	<p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p> <p>ASSESSMENT Summative IA3: Integrated project (35%) Summative external assessment: Exam (25%)</p>
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PHYSICS

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

What is this course about?

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.

How will I be assessed?

In each of Year 11 and 12, students will have four assessment items. These will consist of:
 Data Test (10%). A range of questions, scenarios and problems from given data
 Student Experiment (20%) Students modify an experiment to improve or redirect the data
 Research Investigation (20%) Students use physics to investigate a claim
 Written Exam (x 2) (50%). This examination will include two 90 minute papers

What units will be studied in Year 11 and 12?

Unit 1 THERMAL, NUCLEAR, ELECTRICAL PHYSICS	Unit 2 LINEAR MOTION AND WAVES	Unit 3 GRAVITY & ELECTROMAGNETISM	Unit 4 REVOLUTIONS IN MODERN PHYSICS
Heating processes Ionising radiation & nuclear reactions.	Linear motion and forces. Waves.	Gravity and motion Electromagnetism.	Special relativity Quantum theory The Standard Model
ASSESSMENT FIA1. Research Investigation (20%) FIA2. Data Test (10%)	ASSESSMENT FIA3. Student Experiment (20%) FIA4. Written Exam (50%)	ASSESSMENT IA1. Data Test (10%) IA2. Student Experiment (20%)	ASSESSMENT IA3. Research Investigation (20%) EA. Exam (50%)

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 General subject preparation course Must also select Maths Methods		

What is this course about?

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.

How will I be assessed?

Problem Solving and Modelling Task – extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.

Internal Examination – short response written task format developed internally. Contains multiple items for students to respond to within a 120min timeframe (plus 5min perusal).

External Examination - 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).

What units will be studied in Year 11 and 12?

Unit 1 Combinatorics, vectors and proof	Unit 2 Complex numbers, trig and matrices	Unit 3 Induction, vectors, matrices & complex numbers	Unit 4 Further calculus and statistical inference
Topic 1: Combinatorics Topic 2: Vectors in a plane Topic 3: Introduction to proof	Topic 1: Complex numbers 1 Topic 2: Trigonometry and functions Topic 3: Matrices	Topic 1: Proof by mathematical induction Topic 2: Vectors and matrices Topic 3: Complex numbers 2	Topic 1: Integration and applications of integration Topic 2: Rates of change and differential equations Topic 3: Statistical inference
ASSESSMENT FIA1 - PSMT FIA2 – Exam Unit 1 – Topic1,2,3	ASSESSMENT FIA3 - Exam Unit 2 – Topics 1,2,3	ASSESSMENT SIA1 – PSMT (20%) SIA2 – Exam (15%) Unit 3 – Topic1,2,3	ASSESSMENT SIA3 – Exam (15%) Unit 4 – Topic 1,2,3 SEA – Exam (50%) Unit 3 3 & 4 – All topics

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		

What is this course about?

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.

How will I be assessed?

Students will be assessed through an inquiry based model of combined practical and theoretical bodies of work.

What units will be studied in Year 11 and 12?

Unit 1 ART AS LENS	Unit 2 ART AS CODE	Unit 3 ART AS KNOWLEDGE	Unit 4 ART AS ALTERNATE
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 (15%) Formative IA2: Project — inquiry phase 2 (25%)	• 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 (35%) Formative IA4: Exam (25%)	• Constructing knowledge as artist and audience • Contemporary, personal, cultural and/or formal • Student directed • ASSESSMENT Summative IA1: Investigation — inquiry phase 1 (15%) Summative IA2: Project — inquiry phase 2 (25%)	• 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 (35%) Summative external assessment: Exam (25%)

APPLIED SUBJECTS



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.

DRAMA IN PRACTICE

School Code	DRP	QCE Credits	Up to 4
Subject Type	APPLIED SUBJECTS	VET Contribution	Nil
Prior Learning	C or above Year 10 English and C or above in Year 10 Drama		

What is this course about?

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

How will I be assessed?

Students will be assessed across both areas of written and spoken task in response to a variety of texts. Their assessments will focus on Dramatic Principles and Dramatic Practices.

‘Dramatic principles’ and ‘Dramatic practices’ describe the basic concepts and ideas, and associated knowledge, understanding and skills, that students need to be able to work effectively in drama, and that support students’ further learning and engagement with drama, the theatre and creative industries. A knowledge and understanding of dramatic principles and practices is essential for developing aesthetic appreciation or artistic awareness of a dramatic experience.

‘Dramatic principles’ and ‘Dramatic practices’ are integrated into the course of study through modules of work developed from the electives that allow core learning to be delivered in relevant, purposeful and meaningful ways.

What units will be studied in Year 11 and 12?

Students in Drama in Practice will study alongside students in General Drama, studying the same texts, but being assessed in different ways.

The work plan for Drama in Practice has not been approved by QCAA at the time of writing.

Please see the page on General Drama for more information on the course structure.

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		

What is this course about?

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.

How will I be assessed?

Students will be assessed across both areas of written and spoken task in response to a variety of texts.

What units will be studied in Year 11 and 12?

Unit 1 LANGUAGE THAT WORKS	Unit 2 TEXTS AND HUMAN EXPERIENCES	Unit 3 LANGUAGE THAT INFLUENCES	Unit 4 REPRESENTATIONS AND POPULAR CULTURE
<ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts <p>ASSESSMENT Summative IA1: Extended response — spoken/signed response Summative IA2: Common internal assessment</p>	<ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts <p>ASSESSMENT Summative IA3: Extended response — multimodal response Summative IA4: Extended response</p>	<ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences <p>ASSESSMENT Summative IA1: Extended response — spoken/signed response Summative IA2: Common internal assessment</p>	<ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts <p>ASSESSMENT Summative IA3: Extended response — multimodal response Summative IA4: Extended response</p>

ESSENTIAL MATHEMATICS

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

What is this course about?

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.

How will I be assessed?

Problem Solving and Modelling Task – extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.
Internal Examination – short response written task format developed by internally by school. Contains multiple items for students to respond to within a 120min timeframe (plus 5min perusal).

Common Internal Assessment: - 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).

What units will be studied in Year 11 and 12?

Unit 1 Number, Data, Graphs	Unit 2 Money, Travel, Data	Unit 3 Measurement, scales, data	Unit 4 Graphs, Chance, Loans
Fundamental topic: Calculations Topic 1: Number Topic 2: Representing data Topic 3: Graphs.	Fundamental topic: Calculations Topic 1: Managing money Topic 2: Time and motion Topic 3: Data collection	Fundamental topic: Calculations Topic 1: Measurement Topic 2: Scales, plans and models Topic 3: Summarising and comparing data.	Fundamental topic: Calculations Topic 1: Bivariate graphs Topic 2: Probability and relative frequencies Topic 3: Loans and compound interest
ASSESSMENT FIA1 - Exam Unit 1 – Topic1,2,3	ASSESSMENT FIA2 - Exam Unit 2 – Topics 1,2,3	ASSESSMENT SIA1 – PSMT SIA2 – CIA	ASSESSMENT SIA3 – PSMT SIA4 – Exam Unit 4 – Topics 1,2,3

MEDIA ARTS IN PRACTICE

School Code	MAP	QCE Credits	Up to 4
Subject Type	APPLIED SUBJECTS	VET Contribution	Nil
Prior Learning	C or above Year 10 English and C or above in Year 10 Art		

What is this course about?

Media Arts in Practice gives students opportunities to create and share media artworks that convey meaning and express insight. Media artworks respond to individual, group or community needs and issues, within a variety of contexts and for a variety of purposes. Through media art-making processes and practices, students develop self-knowledge through self-expression, provide commentary or critique, explore social, community and/or cultural identity, and develop aesthetic skills and appreciation.

How will I be assessed?

Students will be assessed across both areas of written and spoken task in response to a variety of texts. Their assessments will focus on three topics:

Media technologies, Media communications, and Media in Society.

What units will be studied in Year 11 and 12?

Students in Media Arts in Practice will study alongside students in the General subject Film, TV and New Media. They will be studying the same texts, but being assessed in different ways.

The work plan for Media Arts in has not been approved by QCAA at the time of writing.

Please see the page on Film, TV and New Media for more information on the course structure.

MUSIC IN PRACTICE

School Code	MUP	QCE Credits	Up to 4
Subject Type	APPLIED SUBJECTS	VET Contribution	Nil
Prior Learning	C or above in Year 10 Music and Year 10 English Must already be able to play an instrument		

What is this course about?

Music in Practice explores and engages with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They gain practical, technical and listening skills and make choices to communicate in and through their music. Through composing, performing and responding, they apply techniques, processes and skills, individually and in groups, to express music ideas that serve particular functions and purposes.

How will I be assessed?

Students will be assessed on: knowing and understanding, applying and analysing and creating and evaluating. Students must be comfortable performing and being recorded for their assessment pieces.

What units will be studied in Year 11 and 12?

Unit 1 MUSIC PRINCIPLES + ELECTIVE ONE	Unit 2 MUSIC PRACTICES + ELECTIVE TWO	Unit 3 MUSIC PRINCIPLES + ELECTIVE THREE	Unit 4 MUSIC PRACTICES + ELECTIVE FOUR
Principles are realised in music practices through the activities of composing, performing and responding in and to music, in authentic situations.	Application and manipulation of music principles using music skills (including listening skills), techniques and processes.	Further principles that are realised in music practices through the activities of composing, performing and responding in and to music, in authentic situations.	Further application and manipulation of music principles using music skills (including listening skills), techniques and processes.
ASSESSMENT Will be two of the following options: project, performance, Product, extended response or investigation	ASSESSMENT Will be two of the following options: project, performance, product, extended response or investigation	ASSESSMENT Will be two of the following options: project, performance, product, extended response or investigation	ASSESSMENT Will be two of the following options: project, performance, product, extended response or investigation

SCIENCE IN PRACTICE

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

What is this course about?

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.

How will I be assessed?

A variety of assessment instruments will be used to relate to all student learning types.

These include:

Project

Examination

Collection of work

Investigation

Extended response to stimulus

What units will be studied in Year 11 and 12?

Unit 1 CONSUMER SCIENCE/ BUILDING BLOCKS	Unit 2 FUELS FOREVER/ SHIPWRECKS & SALVAGE	Unit 3 THE MATERIALS REVOLUTION/ FORENSIC SCIENCE	Unit 4 SUSTAINABLE PRACTICES, FUTURE ENERGY SUPPLY/ DIGITAL IMAGING
Apply scientific principles to aspects of consumerism and learn basic chemistry.	Study and analyse various aspects of fuels. Focus on car racing. Investigate underwater science.	Investigate the properties and uses of materials. Investigate forensic methods and techniques from all disciplines of the scientific world to help solve crime.	Investigate unique properties of water. Learn how to take images and manipulate them. Apply standard archival practices and metadata.
ASSESSMENT Project Exam Folio of work	ASSESSMENT Investigation Extended response to stimulus	ASSESSMENT Project Investigation	ASSESSMENT Collection of work Extended response to stimulus

SOCIAL AND COMMUNITY STUDIES

School Code	SCT	QCE Credits	Up to 4
Subject Type	APPLIED SUBJECTS	VET Contribution	Nil
Prior Learning	Nil		

What is this course about?

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.

How will I be assessed?

A variety of assessment instruments will be used to relate to all student learning types.

These include:

Short-answer tests

Response to stimulus

Collection of work

Presentations

Extended response to stimulus

What units will be studied in Year 11 and 12?

Unit 1 INTO RELATIONSHIPS and TODAY'S SOCIETY	Unit 2 SCIENCE AND TECHNOLOGY and ARTS AND THE COMMUNITY	Unit 3 AUSTRALIA'S PLACE IN THE WORLD and MONEY MANAGEMENT	Unit 4 LIVING AND HEALTHY LIFESTYLE and LEGALLY IT COULD BE YOU
<p>Assessment FA1 Investigation- 500-brochure - 800 words (25%)</p> <p>FA2 Extended response – 3-5 mins PowerPoint presentation (25%)</p>	<p>Assessment FA3 Examination 60- 90 mins, sentence and paragraph responses (25%)</p> <p>FA4 Project—written and product components – 400- 700 words (25%)</p>	<p>Assessment IA1 Extended response- 600-1000 words (25%)</p> <p>IA2 Investigation- presentation with PowerPoint- 4-7 mins (25%)</p>	<p>Assessment IA 3 Project- performance, Written components- 10 mins + 500-900 words (25%)</p> <p>IA4 Examination (25%)</p>

TOURISM

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

What is this course about?

In Tourism, students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts. The core of Tourism focuses on 'Tourism as an industry', 'The travel experience' and 'Sustainable tourism'. A selection of electives — 'Technology and tourism', 'Forms of tourism', 'Tourist destinations and attractions', 'Tourism marketing', 'Types of tourism' and 'Tourism client groups' become the topics through which students gain practical and concept knowledge. A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, government and industry organisations, meeting and events coordination, tour operations, cultural liaison, tourism and leisure industry development, and transport and travel.

How will I be assessed?

To assess the dimensions which underpin the course, students experience four key assessment styles:

- projects — involving a single task and/or scenario
- investigations — involving research
- extended response to stimulus
- short response examinations

What units will be studied in Year 11 and 12?

Unit 1 The Who and What of the Tourism Industry	Unit 2 The Tourist Experience	Unit 3 Skills for Working in Tourism	Unit 4 World Tourism
Topic 1: Introduction to Tourism Topic 2: Tailoring the travel experience ASSESSMENT Exam: 60-90 mins- short response Project: Report 400-700 words	Topic 1: Queensland Attractions Topic 2: Niche Tourism ASSESSMENT Investigation: multimodal 3-5 mins Extended response to stimulus 2-4 mins	Topic 1: Employment and employability Topic 2: Procedures and protocols ASSESSMENT Investigation: multimodal 4-7 mins Extended response to stimulus- oral 3-4mins	Topic: World Tourism ASSESSMENT Exam: 60-90 mins Project: Written report- 500-900 words and product/ performance component

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 including auspiced, combination, or fee for service models.

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.

Certificate III in Fitness and Certificate II in Sport and Recreation – SIS30315+SIS20115

RTO Code	31319	QCE Credits	Up to 8	 NATIONALLY RECOGNISED TRAINING
Subject Type	VET	VET Contribution	Certificate III	
School Code	VFN	Pre-requisites	No prerequisites	

What is this course about?

This qualification reflects the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry, or those who seek a pathway in fitness instruction. These individuals are competent in a range of activities and functions requiring autonomous work within a defined range of situations and environments. They work in locations such as fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres. This certificate is offered by the RTO Binnacle with the school as third party.

Fees and/or funding: \$210 (Certificate II) + \$80 (Certificate III upgrade) = \$290.00. Students must also complete a First Aid course (approx. \$70.00). VETiS funding may be accessed to pay for the Certificate II in Sport and Recreation, however the Certificate III upgrade fee will still apply. Refunds will not be given following withdrawal from the course after Semester 1. Each student must obtain a (free) 'Working with Children' Student Blue Card (Binnacle assists with facilitating this application process). A student's enrolment is unable to be finalised until their Student Blue Card has been issued.

How will I be Assessed?

This qualification will be granted when competency is demonstrated and achieved for all of the 5 Core and 6 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?

UNIT	UNIT TITLE	Cert II Sport	Cert III Fitness
HLTWHS001	Participate in workplace health and safety	Core	E (Gym)
BSBRK401	Identify risk and apply risk management processes	Elective	E (Gym)
BSBWOR204	Use business technology	Elective	
SIXEMR001	Respond to emergency situations	Core	Elective
SIXCAI002	Assist with activity sessions	Core	
BSBWOR202	Organise and complete daily work activities	Core	
SIXCCS001	Provide quality service	Core	Core
SIXIND001	Work effectively in sport, fitness and recreation environments	Core	Core
SIXIND002	Maintain sport, fitness and recreation industry knowledge	Core	Elective
HLTAID001	Provide cardiopulmonary resuscitation	Elective	

SISXCAI001	Provide equipment for activities	Elective (General)	
HLTAID003	Provide first aid	Core	Elective (Gym)
SISXFAC001	Maintain equipment for activities	Elective (General)	Core
SISFFIT011	Instruct approved community fitness programs		Elective (General)
SISFFIT001	Provide health screening and fitness orientation		Core
SISFFIT003	Instruct fitness programs		Core
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming		Core
SISFFIT006	Conduct fitness appraisals		Elective (Gym)
SISFFIT002	Recognise and apply exercise considerations for specific populations		Core
SISFFIT005	Provide healthy eating information		Core

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.

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 provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDs, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

For further information on the courses, please consult <https://www.binnacletraining.com.au/> and <https://training.gov.au/Training/Details/SIS30315> and <https://training.gov.au/Training/Details/SIS20115>.

Certificate II in Skills for Work and Vocational Pathways – FSK 20113

RTO Code	30400	QCE Credits	Up to 4	 NATIONALLY RECOGNISED TRAINING
Subject Type	VET	VET Contribution	Certificate II	
School Code	VSW	Prior Learning	No Suggested Prior Knowledge	

What is this course about?

This one-year qualification is designed for individuals requiring further foundation skills development to prepare for workforce entry or vocational training pathways in providing:

- A pathway to employment or vocational training
- Reading, writing, numeracy, oral communication and learning skills at Australian core skills framework (ACSF) level 3
- Entry level digital literacy and employability skills
- A vocational training and employment plan.

Fees and/or funding: There is no charge for this course.

How will I be assessed?

This qualification will be granted when competency is demonstrated and achieved for all of the Core and 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 or 12?

UNIT	UNIT TITLE
FSKDIG03	Use digital technology for routine workplace tasks
FSKLRG09	Use strategies to respond to routine workplace problems
FSKLRG11	Use routine strategies for work-related learning
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM15	Estimate, measure and calculate routine metric measurements for work
FSKOCM07	Interact effectively with others at work
FSKRDG10	Read and respond to routine workplace information
FSKWTG09	Write routine workplace texts
FSKLRDG09	Read and respond to routine standard operation procedures
FSKWTG09	Write routine workplace texts
FSKOCM06	Use oral communication skills to participate in workplace teams

And three other elective units

For further information, please consult <https://training.gov.au/Training/Details/FSK20113>.

Certificate II in Visual Arts CUA20715

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

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 levi per semester is charged to students to cover the cost of consumables. Whilst this cost covers the majority of 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 of 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

BSBWHS201	Contribute to the health and safety of self and others
CUAACD101	Use basic drawing techniques
CUAPPR201	Make simple creative work
CUARE202	Source and use information relevant to own arts practice

Elective Units (5 will be studied)

BSBDES201	Follow a design process
CUADRA201	Develop drawing skills
CUAPAI201	Develop painting skills
CUAPRI201	Develop printmaking skills
CUADIG202	Develop digital imaging skills
CUADIG203	Develop video art skills
CUAPRP203	Store finished creative work
CUAPRP202	Participate in planning work for nominated sites

For further information, please consult <https://training.gov.au/Training/Details/CUA20725>

Certificate II in Business – BSB20115

RTO Code	31319	QCE Credits	Up to 4	
Subject Type	VET	VET Contribution	Certificate II	
School Code	VBN	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. This certificate is offered by the RTO Binnacle with the school as third party.

Fees and/or funding: \$190 (Certificate II). VETiS funding may be accessed Refunds will not be given following withdrawal from the course after Semester 1.

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
FNSACC313	Perform financial calculations	ELECTIVE
BSBITU212	Create and use spreadsheets	ELECTIVE (L1)
FNSFLT301	Be MoneySmart	ELECTIVE
BSBWHS201	Contribute to health and safety of self and others	CORE
BSBSUS201	Participate in environmentally sustainable work practices	ELECTIVE (L2)
BSBINM201	Process and maintain workplace information	ELECTIVE (L3)
BSBCMM201	Communicate in the workplace	ELECTIVE (L4)
BSBITU213	Use digital technologies to communicate remotely	ELECTIVE (L5)
BSBITU211	Produce digital text documents	ELECTIVE (L6)
BSBWOR203	Work effectively with others	ELECTIVE (L7)
BSBIND201	Work effectively in a business environment	ELECTIVE (L8)
BSBWOR202	Organise and complete daily work activities	ELECTIVE (L9)

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.

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 provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDs, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

For further information on the courses, please consult <https://www.binnacletraining.com.au/> and <https://training.gov.au/Training/Details/BSB20115>