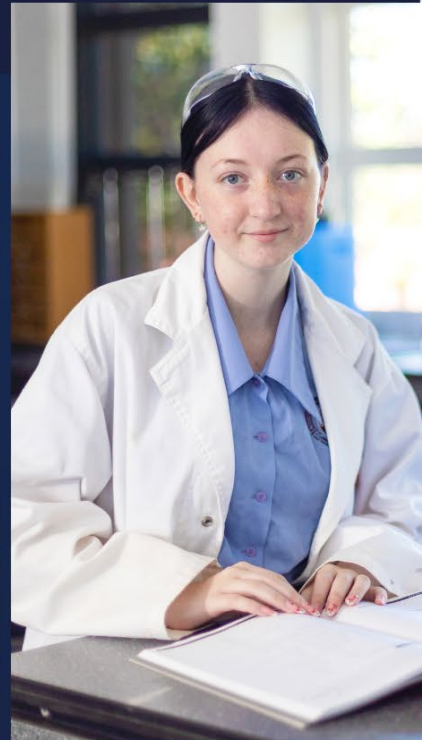


# SENIOR SUBJECT HANDBOOK 2026



MITCHELTON  
STATE HIGH SCHOOL

Engaging Minds – Connecting Hearts

## 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 in making the final choice of subjects.

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

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

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

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

I wish you well in making your decisions.

John Searle  
Principal

## GENERAL INFORMATION

<b>OFFICIAL NAME OF SCHOOL:</b>	MITCHELTON STATE HIGH SCHOOL
<b>LOCATION:</b>	754 Samford Road, Mitchelton
<b>POSTAL ADDRESS:</b>	PO Box 126, Everton Park 4053
<b>TELEPHONE:</b>	(07) 3550 1111 (Main Office)
<b>FAX:</b>	(07) 3550 1100
<b>WEB SITE:</b>	<a href="http://www.mitcheltonshs.eq.edu.au">www.mitcheltonshs.eq.edu.au</a>
<b>OFFICE HOURS:</b>	8.00am to 4.00pm

## KEY CONTACTS

<b>PRINCIPAL:</b>	Mr John Searle
<b>DEPUTY PRINCIPALS:</b>	Mrs Joanne Wainwright-Smith, Mrs Ciaran Musumeci
<b>HEADS OF DEPARTMENTS:</b>	
ENGLISH/ LOTE:	Ms Louise Anderson
SCIENCE/TECHNOLOGY/SPORT:	Mr Daniel Fick
MATHEMATICS:	Ms Carolin Carpenter
BUSINESS/HUMANITIES:	Mrs Karen Smith
HEAD OF SENIOR SCHOOLING:	Ms Amanda Riley
HEAD OF JUNIOR SCHOOL/ARTS	Ms Amanda Doyle
HEAD OF SPECIAL EDUCATION SERVICES	Mrs Susanne Hamann
<b>DIRECTOR OF STUDIES (HSP):</b>	Ms Andrea Pugh
<b>INTERNATIONAL STUDENT COORDINATOR:</b>	Mrs Judy Martin
<b>GUIDANCE COUNSELLORS:</b>	Mr Josh Woods Ms Leah Ongheen Ms Olivia Godschalk
<b>BUSINESS SERVICES MANAGER:</b>	Mrs Isabelle Cox

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## A Message to Year 10 Students

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

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

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

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

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

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

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

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

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

Mrs Jo Wainwright Smith  
Deputy Principal Senior Schooling

## Senior Education and Training (SET) Plans- Year 10 2025

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

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

The SET Plan may:

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

The School:

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

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

## Pathways after Year 10

### Deciding to Stay at School

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

#### Option 1 – ATAR Pathway:

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

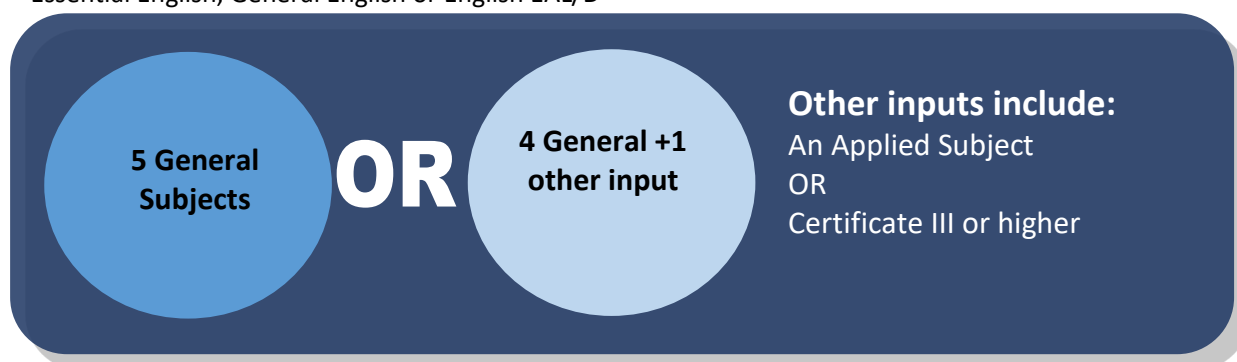
To be eligible for an ATAR, a student must have:

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

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

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

\* Essential English, General English or English EAL/D



#### Option 2 –General Pathway:

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

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

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

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

### Option 3: Vocational Pathway:

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

### Deciding on Other study, Training or Work

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

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

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

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

Students who leave school after Year 10 must:

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

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

There are exemptions to this, and they apply if:

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

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

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

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

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

## Senior Education Profile

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

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

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

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

(Source: QCAA, 2018)

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

#### WHAT IS THE QCE?

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

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

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



(Source: QCAA)

## QCE Requirements

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

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 <ul style="list-style-type: none"> <li>QCAA Short Course in Literacy</li> <li>QCAA Short Course in Numeracy</li> </ul>	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

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

QCAA Short Courses <ul style="list-style-type: none"> <li>QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</li> <li>QCAA Short Course in Career Education</li> </ul>	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

(Source: QCAA)

## Queensland Certificate of Individual Achievement (QCIA)

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

### 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.

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

All senior syllabuses are underpinned by:

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

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

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

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

### Vocational education and training (VET)

Students can access VET programs through the school:

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

### Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

### **English requirement:**

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

### **General syllabuses course overview**

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

### **Applied syllabuses course overview**

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

## **Choosing Senior Subjects**

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

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

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

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

### **1. Find out about occupations you are interested in:**

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

Australia's National Career Information Service, called *myfuture*, can be accessed at: [www.myfuture.edu.au](http://www.myfuture.edu.au)

The *Jobguide* book which can also be accessed from  
<https://www.gooduniversitiesguide.com.au/careers-guide>  
<http://joboutlook.gov.au/>  
<http://www.myskills.gov.au/>

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

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

QTAC MyPath: <https://www.qtac.edu.au/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](http://www.aqf.edu.au)

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

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

### APPLIED SUBJECTS

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

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

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

### GENERAL SUBJECTS

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

### Vocational Education and Training (VET)

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

Vocational Education qualifications can provide an excellent foundation of knowledge for further study and are often considered favorable by many receiving organisations. Students can gain valuable points towards

their Queensland Certification of Education and may use the outcomes of a Certificate III or higher as part of the ATAR calculation in the 4+1 model. Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR.

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

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

#### **4. Check out each subject fully**

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

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

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

##### **Traps to avoid**

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

##### **Tertiary Entrance**

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

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

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

##### **School-based Apprenticeships and Traineeships**

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

#### **6. Be prepared to ask for help:**

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

## Prerequisites for subject 2026

CODE	General (G) Applied (A) VET (V)	SUBJECT/CATEGORY	QCE credit (Up to)	RECOMMENDED YEAR 10 MINIMUM LEVEL OF ACHIEVEMENT/COURSE DETAILS.
<b>MATHS FACULTY- (HOD- Ms Carpenter)</b>				
MAS	G	Specialist Mathematics	4	B or above in General Math preparation
MAM	G	Mathematical Methods	4	B or above in General Math preparation
MAG	G	General Mathematics	4	C or above in General Math preparation
MAE	A	Essential Mathematics	4	No prior knowledge requirements
<b>ENGLISH &amp; LANGUAGES FACULTY- (HOD Ms Anderson)</b>				
ENG	G	General English	4	B in English and/or teacher recommendation
ENE	A	Essential English	4	C or above in Year 10 English is advantageous but not essential
<b>SCIENCE FACULTY- (HOD- Mr Fick)</b>				
BIO	G	Biology	4	C or above in Year 10 English, C or above in Year 10 Maths, B or above for Year 10 Science
CHM	G	Chemistry	4	C or above in Year 10 English, C or above in Year 10 Maths, B or above for Year 10 Science
PHY	G	Physics	4	C or above in Year 10 English, B or above in Year 10 Maths, B or above for Year 10 Science
SCP	A	Science in Practice	4	C or above in Year 10 English is advantageous but not essential
<b>HEALTH AND PHYSICAL ACTIVITY FACULTY- (HOD- Mr Fick)</b>				
VFI	V	Certificate II Sport and recreation /Certificate III Fitness	4/8	RTO binnacle training provider #31319, C in English, Laptop and internet connection. Fee for service.
<b>HUMANITIES AND SOCIAL SCIENCES- (HOD – Mrs Smith)</b>				
MHS	G	Modern History	4	C or above in Year 10 English
ACC	G	Accounting	4	C or above in Year 10 English
BUS	G	Business	4	C or above in Year 10 English
SCS	A	Social and community Studies	4	C or above in Year 10 English is advantageous but not Essential
<b>THE ARTS – (HOD- Mrs Musumeci)</b>				
FTM	G	Film, Television and New Media	4	C or above in Year 10 English
ART	G	Visual Art	4	B or above in both Year 10 English and Year 10 Visual Art/Media Art
MAP	A	Media Arts in Practice	4	C or above in Year 10 English and also Year 10 Film or art advantageous
MUS	G	Music	4	B or above in Year 10 English and B or above in Music,
<b>VET FACULTY – School based RTO – (HOD SS -Ms Turner)</b>				

CHC	V	Certificate II Community Services	4	No prior knowledge requirements
CUA	V	Certificate II Aboriginal/Torres strait island Cultural Art Industry Work	4	No prior knowledge requirements
BSB	V	Certificate II Workplace skills	4	No prior knowledge requirements
CUA	V	Certificate II Visual Art	4	C or above in Year 10 English and also Year 10 Art advantageous
CUA	V	Certificate III Visual Art	4	C or above in Year 10 English and also Year 10 Art required
<b>BNWTTC- (Ms Kelly) VETiS</b>				
✓	V	Certificate II in Automotive Vocational Preparation	4	1 Day /Week – 12 Months
✓	V	Certificate II in Electrotechnology	4	1 Day /Week- 12 Months
✓	V	Certificate II in Engineering Pathways	4	1 Day /Week – 12 Months
✓	V	Certificate II in Plumbing Services	4	1 Day /Week – 12 Months
✓	V	Certificate I in Construction	3	1 Day/Week – 12 Months
	V	Certificate III in Aviation (Remote Pilot)	6	1 Day /Week – 12 Months. <i>VETiS funding TBA</i>
	V	Diploma Of Business	8	1 Day /Week – 18 Months. <i>Cost associated with this course</i>
✓	V	Certificate II in Health Support Services	4	1 Day /Week – 6 Months
✓	V	Certificate III in Health Services Assistance	2	1 Day /Week – 6 Months <i>Cost associated with this course</i>
✓	V	Certificate II Supply Chain operations	4	1 Day /Week – 6 Months
✓	V	Certificate II in Conservation & Ecosystem management	4	1 Day /Week – 6 Months

## Useful Websites

Australian Apprenticeships  
[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

Australian JobSearch  
[www.jobsearch.gov.au](http://www.jobsearch.gov.au)

Australia's Careers Online  
[www.careersonline.com.au](http://www.careersonline.com.au)

Defence Jobs  
[www.defencejobs.gov.au](http://www.defencejobs.gov.au)

Department of Education Training & the Arts  
[www.education.qld.gov.au](http://www.education.qld.gov.au)

Graduate Careers  
[www.graduatecareers.com.au](http://www.graduatecareers.com.au)

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

Job Outlook  
[www.joboutlook.gov.au](http://www.joboutlook.gov.au)

Leaving School – What Next?  
[www.leavingschool.com.au](http://www.leavingschool.com.au)

myfuture  
[www.myfuture.edu.au](http://www.myfuture.edu.au)

Occupational information Australian Careers  
[www.jobsearch.gov.au](http://www.jobsearch.gov.au)

Your Career Guide Australia  
[www.yourcareerguide.com.au](http://www.yourcareerguide.com.au)

Queensland Curriculum and Assessment  
Authority  
[www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

Queensland Tertiary Admissions Centre  
[www.qtac.edu.au](http://www.qtac.edu.au)

Skills Road  
[www.skillsroad.com.au](http://www.skillsroad.com.au)

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

Study Assist  
[www.studyassist.gov.au](http://www.studyassist.gov.au)

TAFE  
[www.tafeqld.edu.au](http://www.tafeqld.edu.au)

Training – Department of Education and Training  
[www.training.qld.gov.au](http://www.training.qld.gov.au)

Youth – Department of Education and Training  
[www.youth.gov.au](http://www.youth.gov.au)

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

# GENERAL SUBJECTS

## 2026



***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		

### Overview

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.

### Study Pattern

#### Unit 1: Real World Accounting

- 1: Introduction to accounting- different business entities, Types of accounts, financial statements, net profit and loss
- 2: Accounting for today's businesses- transaction analysis, GST, cash and credit

#### **ASSESSMENT**

- FIA1: Exam- combination response  
 FIA2: Exam- combination response

#### Unit 2: Financial Reporting

- 1: End-of-year reporting for a trading GST business
- 2: Performance analysis of a sole trader business

#### **2: ASSESSMENT**

- FIA3: Exam – combination response  
 FA 4: Project

#### Unit 3: Managing Resources

- 1: Cash management
- 2: Managing resources for a sole trader business

#### **ASSESSMENT**

- IA1: Project- cash management (25%)  
 IA2: Exam — combination response (25%)

#### Unit 4: Accounting: the big picture

- 1: Fully classified financial statement reporting and analysis for a sole trader business
- 2: Complete accounting process for a sole trader business

#### **ASSESSMENT**

- IA3: Exam- combination response (25%)  
 EA: Exam — combination response (25%)

## BIOLOGY

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

### Overview

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

### Study Pattern

#### **Unit 1: Cells and Multicellular Organisms**

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

#### **ASSESSMENT**

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

FA2. Unit 1 Exam (30%) This examination will be 90 minutes duration.

#### **Unit 2: Maintaining the internal environment**

1. Homeostasis.
2. Infectious disease

#### **ASSESSMENT**

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

FA4. Unit 2 Exam (30%) This examination will be 90 minutes duration.

#### **Unit 3: Biodiversity and interconnectedness**

1. Describing biodiversity.
2. Ecosystem dynamics

#### **ASSESSMENT**

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

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

#### **Unit 4: Heredity and continuity of life**

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

#### **ASSESSMENT**

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

EA. Exam (50%)

## BUSINESS

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

### Overview

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

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

### Study Pattern

#### **Unit 1: Business Creation**

- 1: Fundamentals of business
- 2: Creation of business ideas

#### **ASSESSMENT**

FIA1: Examination — combination responses - short and interpretive items paragraph responses+ extended response

FIA2: Investigation — feasibility report

#### **Unit 2: Business Growth**

- 1: Establishment of a business
- 2: Entering markets

#### **ASSESSMENT**

FIA3: Investigation — business report

FIA4: Examination — combination responses-- short and interpretive items paragraph responses+ extended response

#### **Unit 3: Business Diversification**

- 1: Competitive markets
- 2: Strategic development

#### **ASSESSMENT**

IA1: Examination — combination response (25%)

IA 2: Investigation — business report (25%)

#### **Unit 4: Business Evolution**

- 1: Repositioning a business
- 2: Transformation of business

#### **ASSESSMENT**

IA3: Extended response — feasibility report (25%)

EA: Examination — combination response (25%)

## CHEMISTRY

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

### Overview

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

### Study Pattern

#### Unit 1: CHEMICAL FUNDAMENTALS – STRUCTURE, PROPERTIES AND REACTIONS

##### TOPICS

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

##### **ASSESSMENT**

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

FA2. Unit 1 Exam (30%) This examination will be 90 minutes duration.

#### Unit 2: MOLECULAR INTERACTIONS AND REACTIONS

##### TOPICS

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

##### **ASSESSMENT**

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

FA4. Unit 2 Exam (30%) This examination will be 90 minutes duration.

#### Unit 3: EQUILIBRIUM, ACIDS AND REDOX REACTIONS

##### TOPICS

1. Chemical equilibrium systems
2. Oxidation and reduction

##### **ASSESSMENT**

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

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

#### Unit 4: STRUCTURE SYNTHESIS AND DESIGN

##### TOPICS

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

##### **ASSESSMENT**

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

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

## CHINESE- BDSE

<b>School Code</b>	CHI	<b>QCE Credits</b>	Up to 4
<b>Subject Type</b>	GENERAL SUBJECTS	<b>VET Contribution</b>	Nil
<b>Prior Learning</b>	Native speaker or highly proficient		

### Overview.

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.

### Study Pattern

#### Unit 1 我的世界 MY WORLD

- Family/carers and friends • Lifestyle and leisure • Education

#### **ASSESSMENT**

Formative IA1:

Examination — short response (15%)

Formative IA2:

Exam — combination response (30%)

#### Unit 2 探索世界 EXPLORING OUR WORLD

- Travel • Technology and media • The contribution of Chinese culture to the world

#### **ASSESSMENT**

Formative IA3:

Extended response (30%)

Formative IA4: Exam — combination response (25%)

#### Unit 3 社会现象 OUR SOCIETY

- Roles and relationships • Socialising and connecting with my peers • Individuals in society

#### **ASSESSMENT**

Summative IA1:

Examination — short response (15%)

Summative IA2:

Exam — combination response (30%)

#### Unit 4 我的未来 MY FUTURE

- Finishing secondary school, plans and reflections • Responsibilities and moving on

#### **ASSESSMENT**

Summative IA3:

Extended response (30%)

Summative external assessment: Exam — combination response (25%)

## ENGLISH

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

### Overview

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

### Study Pattern

#### Unit 1 PERSPECTIVES AND TEXTS

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

#### **ASSESSMENT**

Formative IA1: Extended response — persuasive spoken response (25%)

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

#### Unit 2 TEXTS AND CULTURE

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

#### **ASSESSMENT**

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

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

#### Unit 3 TEXTUAL CONNECTIONS

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

#### **ASSESSMENT**

Summative IA1: Extended response — persuasive spoken response (25%)

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

#### Unit 4 CLOSE STUDY OF LITERARY TEXTS

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

#### **ASSESSMENT**

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

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

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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

### Overview

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

### Study Pattern

#### Unit 1 LANGUAGE TEXT AND CULTURE

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

#### **ASSESSMENT**

Formative FIA1: Examination — extended response (25%)

Formative FIA2: Extended response — Persuasive response (25%)

#### Unit 2 PERSPECTIVES IN TEXTS

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

#### **ASSESSMENT**

Formative FIA3: Extended response — Imaginative response (25%)

Formative FIA4: Examination — analytical written response (25%)

#### Unit 3 ISSUES, IDEAS AND ATTITUDES

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

#### **ASSESSMENT**

Summative IA1: Examination — extended response (25%)

Summative IA2: Extended response — Persuasive response (25%)

#### Unit 4 CLOSE STUDY OF LITERARY TEXTS

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

#### **ASSESSMENT**

Summative IA3: Extended response — Imaginative response (25%)

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

## FILM, TELEVISION AND NEW MEDIA

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

### Overview

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

### Study Pattern

#### Unit 1: Foundations

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

#### **ASSESSMENT**

Formative IA1:

Case study investigation (15%)

Formative IA2:

Multi-platform project (25%)

#### Unit 2: Story Forms

**Representations:** How do representations function in story forms? **Audiences:** How do story forms and meaning change in different contexts?

**Languages:** How are media languages used to construct stories?

#### **ASSESSMENT**

Formative IA3:

Stylistic project (35%)

Formative IA4: Exam — analytical written response (25%)

#### Unit 3: Participation

**Technologies:** How do technologies enable or restrict participation?

**Audiences:** How do different contexts and purposes impact the participation?

**Institutions:** How is participation in institutional practices influenced?

#### **ASSESSMENT**

Summative IA1:

Case study investigation (15%)

Summative IA2: Multi-platform project (25%)

#### Unit 4: Artistry

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

#### **ASSESSMENT**

Summative IA3:

Stylistic project (35%)

Summative external assessment: Exam — analytical written (25%)

## GENERAL MATHS

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

### Overview.

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

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

### Study Pattern.

#### Unit 1: Money, measurement, algebra and linear equations

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

#### **ASSESSMENT**

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

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

Unit 1 – Topic 1,2,3

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

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

#### **ASSESSMENT**

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

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

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

- Topic 1: Bivariate data analysis 1
- Topic 2: Bivariate data analysis 2
- Topic 3: Time series analysis
- Topic 4: Growth and decay in sequences
- Topic 5: Earth geometry and time zones.

#### **ASSESSMENT**

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

IA2 – Exam (15%) short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).

Unit 3 – Topic 1,2,3,4

Unit 4: Investing and networking

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

**ASSESSMENT**

IA3 – Exam (15%) short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).

Unit 4 – Topic 1,2,3

EA – Exam (50%) short response written task format developed externally to school, covering content from units 3 & 4. Comprised of two exams each allowing a 90min for student responses (plus 5min perusal).

Unit 3 & 4 – All topics

## MATHEMATICAL METHODS

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

### Overview.

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

### Study Pattern.

#### Unit 1: Surds, Algebra, functions and probability

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

#### **ASSESSMENT**

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

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

#### Unit 1 – Topic1,2,3,4,5

#### Unit 2: Calculus and further functions

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

#### **ASSESSMENT**

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

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

#### Unit 3: Further calculus and introduction to statistics

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

#### **ASSESSMENT**

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

IA2 – Exam (15%) Exam short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).

Unit 3 – Topic1,2,3

Unit 4: Further calculus, trigonometry and statistics

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

**ASSESSMENT**

IA3 – Exam (15%) Exam short response written task format developed internally. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).

Unit 4 – Topic 1,2,3,4,5

EA – Exam (50%) short response written task format developed externally to school, covering content from units 3 & 4. Comprised of two exams each allowing a 90min for student responses (plus 5min perusal)

Unit 3 & 4 – All topics

## MODERN HISTORY

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

### Overview.

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

### Study Pattern.

#### Unit 1: Ideas in the Modern World

French Revolution

Australian Frontier Wars – COMPULSORY

#### **ASSESSMENT**

FA1: Examination: essay in response to historical sources

FA 2: Investigation: independent source investigation

#### Unit 2: Movements in the Modern World

American Civil Rights movement

Anti-Apartheid movement in South Africa

#### **ASSESSMENT**

FIA 3: Investigation — historical essay based on research

FIA2: Examination — essay in response to historical sources

#### Unit 3: National experiences in the Modern World

Two topics from:

Germany

Soviet Union

#### **ASSESSMENT**

IA1: Examination- essay in response to historical sources 25%

IA2: Investigation- independent source investigation 25%

#### Unit 4: International experiences in the Modern world

Cold War and its aftermath

Australian engagement with Asia since 1945

#### **ASSESSMENT**

IA3: Investigation – historical essay based on research 25%

EA: Examination- short response to historical sources 25%

## MUSIC

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

### Overview.

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

### Study Pattern.

#### Unit 1: DESIGNS

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

#### **ASSESSMENT**

Formative IA1: Performance (20%)

Formative IA2: Composition (20%)

#### Unit 2: IDENTITIES

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

#### **ASSESSMENT**

Formative IA3: Integrated project (35%)

Formative IA4: Exam (25%)

#### Unit 3: INNOVATIONS

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

#### **ASSESSMENT**

Summative IA1: Performance (20%)

Summative IA2: Composition (20%)

#### Unit 4: NARRATIVES

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

#### **ASSESSMENT**

Summative IA3: Integrated project (35%)

Summative external assessment: Exam (25%)

## PHYSICS

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

### Overview.

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

### Study Pattern.

#### Unit 1: Physics of Motion

Linear motion and roce

Gravity and motion

#### **ASSESSMENT**

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

FA2. Unit 1 Exam (30%) This examination will be 90 minutes duration.

#### Unit 2: Einstein's famous equations

Special Relativity

Ionising radiation

The Standard Model

#### **ASSESSMENT**

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

FA4. Unit 2 Exam (30%) This examination will be 90 minutes duration.

#### Unit 3: Transfer and use of energy

Heating processes

Waves

Electricity

#### **ASSESSMENT**

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

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

#### Unit 4: Electromagnetism and Quantum Theory

Electromagnetism

Quantum Theory

#### **ASSESSMENT**

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

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

## SPECIALIST MATHEMATICS

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

### Overview.

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

### Study Pattern.

#### Unit 1: Combinatorics, vectors and proof

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

#### **ASSESSMENT**

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

FA2 – Exam short response written task format developed internally. Contains multiple items for students to respond to within a 120min timeframe (plus 5min perusal).

Unit 1 – Topic1,2,3

#### Unit 2: Complex numbers, trig and matrices

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

#### **ASSESSMENT**

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

Unit 2 – Topics 1,2,3

#### Unit 3: Induction, vectors, matrices & complex numbers

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

#### **ASSESSMENT**

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

IA2 – Exam (15%) short response written task format developed internally. Contains multiple items for students to respond to within a 120min timeframe (plus 5min perusal).

Unit 3 – Topic 1,2,3

#### Unit 4: Further calculus and statistical inference

Topic 1: Integration and applications of integration  
Topic 2: Rates of change and differential equations  
Topic 3: Statistical inference

**ASSESSMENT**

IA3 – Exam (15%) short response written task format developed internally. Contains multiple items for students to respond to within a 120min timeframe (plus 5min perusal).

Unit 4 – Topic 1,2,3

EA – Exam (50%) Unit 3 & 4 – All topics short response written task format developed externally to school, covering content from units 3 & 4. Comprised of two exams each allowing a 90min for student responses (plus 5min perusal).

## VISUAL ART

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

### Overview.

Visual Art is about constructing knowledge and communicating personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations.

### Study Pattern.

#### Unit 1: ART AS LENS

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

#### **ASSESSMENT**

Formative IA1: Investigation — inquiry phase 1 (20%)

Formative IA2: Project — inquiry phase 2 (25%)

#### Unit 2: ART AS CODE

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

#### **ASSESSMENT**

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

Formative IA4: Exam (25%)

#### Unit 3: ART AS KNOWLEDGE

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

#### **ASSESSMENT**

Summative IA1: Investigation — inquiry phase 1 (20%)

Summative IA2: Project — inquiry phase 2 (25%)

#### Unit 4: ART AS ALTERNATE

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

#### **ASSESSMENT**

Summative IA3: Project — inquiry phase 3 (30%)

Summative external assessment: Exam (25%)

# APPLIED SUBJECTS



***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.*



## ESSENTIAL ENGLISH

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

### Overview.

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

### Study Pattern.

#### Unit 1: LANGUAGE THAT WORKS

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

#### **ASSESSMENT**

Summative FIA1: Extended response — spoken/signed response

Summative FIA2: Short response – examination

#### Unit 2: TEXTS AND HUMAN EXPERIENCES

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

#### **ASSESSMENT**

Summative FIA3: Extended response — multimodal response

Summative FIA4: Extended response

#### Unit 3: LANGUAGE THAT INFLUENCES

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

#### **ASSESSMENT**

Summative IA1: Extended response — spoken/signed response

Summative IA2: Common internal assessment: Short response – examination

#### Unit 4: REPRESENTATIONS AND POPULAR CULTURE TEXTS

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

#### **ASSESSMENT**

Summative IA3: Extended response — multimodal response

Summative IA4: Extended response

## ESSENTIAL MATHEMATICS

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

### Overview.

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

### Subject Pattern.

#### Unit 1: Number, Data and money

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

#### **ASSESSMENT**

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

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

Unit 1 – Topic1,2,3

#### Unit 2: Data and Travel

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

#### **ASSESSMENT**

FA3 – PSMT extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.

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

Unit 2 – Topics 1,2,3

#### Unit 3: Measurement, scales and chance

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

#### **ASSESSMENT**

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

IA2 – CIA short response written task format developed externally to school, covering content from unit 3 only. Comprised of two exam papers allowing a total of 60min for student responses (plus 5min perusal).

Unit 3 – Topic1,2,3

Unit 4: Graphs, data and Loans

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

**ASSESSMENT**

IA3 – PSMT extended written task developed in response to a mathematical investigative scenario or context. 4 weeks allowed including 3hours class time.

IA4 – Exam short response written task format developed by internally by school. Contains multiple items for students to respond to within a 90min timeframe (plus 5min perusal).

Unit 4 – Topics 1,2,3

## MEDIA ARTS IN PRACTICE – subject to enrolment numbers

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

### Overview.

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

### Study Pattern.

#### Unit 1: COMMUNITY

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

#### **ASSESSMENT**

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

**Media Artwork** – 3 minutes

#### Unit 2: PERSUASION

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

#### **ASSESSMENT**

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

**Media Artwork** – 3 minutes

#### Unit 3: REPRESENTATIONS

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

#### **ASSESSMENT**

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

**Media Artwork** – 3 minutes

#### Unit 4: PERSONAL VIEWPOINTS

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

#### **ASSESSMENT**

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

**Media Artwork** – 3 minutes

## MUSIC IN PRACTICE – subject to enrolment numbers

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

### Overview

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

### Study Pattern.

#### Unit 1: THE CUTTING EDGE

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

#### **ASSESSMENT**

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

**Composition** – 3 minutes

#### Unit 2: BUILDING YOUR BRAND

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

#### **ASSESSMENT**

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

**Composition** – 3 minutes

#### Unit 3: MUSIC OF TODAY

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

#### **ASSESSMENT**

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

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

#### Unit 4: LIVE ON STAGE!

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

#### **ASSESSMENT**

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

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

## SOCIAL AND COMMUNITY STUDIES

<b>School Code</b>	SCT	<b>QCE Credits</b>	Up to 4
<b>Subject Type</b>	APPLIED SUBJECTS	<b>VET Contribution</b>	Nil
<b>Prior Learning</b>	C or above in Year 10 English advantageous but not essential		

### Overview.

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

### Study Pattern.

#### Unit 1: Arts and Identity

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

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

#### **Assessment**

FA1: **Investigation**

FA2: **Project**

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

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

Australia's contribution as a member of the international community

#### **Assessment**

FA3: **Extended response**

FA4: **Project**

#### Unit 3: Legal and Digital Citizenship

Legal issue that are relevant to young Australians.

Digital technology and wellbeing initiative

#### **Assessment**

IA1: **Extended response**

IA2: **Project**

#### Unit 4: Healthy Choices for Mind and Body

Recreation and leisure needs.

Food or nutrition issue and relevant cultural practices or initiatives.

#### **Assessment**

IA3: **Project**

IA4: **Investigation**

## SCIENCE IN PRACTICE

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

### Overview.

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

### Study Pattern.

#### Unit 1: Consumer Science/building blocks

Apply scientific principles to aspects of consumerism and learn basic chemistry

**Assessment**

FA1: **Project**

FA2: **Exam**

**Folio of work**

#### Unit 2: Fuels Forever/Shipwrecks and salvages

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

Investigate underwater science.

**Assessment**

FA3: **Investigation**

FA4: **Extended response to stimulus**

#### Unit 3: The Materials revolution/forensic science

Investigate the properties and uses of materials.

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

**Assessment**

IA1: **Project**

IA2: **Investigation**

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

Investigate unique properties of water.

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

**Assessment**

IA3: **Collection of work**

IA4: **Extended response to stimulus**

# VOCATIONAL EDUCATION & TRAINING [VET]



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


*The school offers a number of Vocational Pathways as the Registered Training Organisation - 30400. Other qualifications (as listed and indicated by RTO numbers) are offered based on student interest. These qualifications are offered in Partnerships with RTOs 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 – SIS30321+SIS20122

<b>RTO Code</b>	31319	<b>QCE Credits</b>	Up to 8	 NATIONALLY RECOGNISED TRAINING
<b>Subject Type</b>	VET	<b>VET Contribution</b>	Certificate III	
<b>School Code</b>		<b>Pre-requisites</b>	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:** \$495 fee for service. Students must also complete a First Aid course (approx. \$75.00). 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 15 units plus an additional 4 units for the dual qualification. 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.


### What units will be studied in Year 11 and 12?

UNITS OF COMPETENCY			
HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
SISXIND011	Maintain sport, fitness and recreation industry knowledge	BSBOPS304	Deliver and monitor a service to customers
BSBSUS211	Participate in sustainable work practices	SISFFIT035	Plan group exercise sessions
BSBPEF202	Plan and apply time management*	SISFFIT036	Instruct group exercise sessions
SISSPAR009	Participate in conditioning for sport*	SISFFIT032	Complete pre-exercise screening and service orientation
SISXCCS004	Provide quality service	SISFFIT033	Complete client fitness assessments
SISXEMR003	Respond to emergency situations	SISFFIT052	Provide healthy eating information
HLTAID011	Provide First Aid	SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISOFLD001	Assist in conducting recreation sessions*	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISXFAC006	Maintain activity equipment*	* For students not enrolled in entry qualification SIS20122 Certificate II in Sport and Recreation - these will be issued as a separate Statement of Attainment (Subject Only Training)	

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

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 Visual Arts CUA20720

<b>RTO Code</b>	30400	<b>QCE Credits</b>	Up to 4	 NATIONALLY RECOGNISED TRAINING
<b>Subject Type</b>	VET	<b>VET Contribution</b>	Certificate II	
<b>School Code</b>		<b>Pre-requisites</b>	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:

\$50 subject levy per semester is charged to students to cover the cost of consumables. While 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


BSBWHS211	Contribute to the health and safety of self and others
CUAACD201	Develop drawing skills to communicate ideas
CUAPPR211	Make simple creative work
CUARES202	Source and use information relevant to own arts practice

#### Elective Units (students must complete 5)

BSBDES201	Follow a design process
CUADRA201	Develop drawing skills
CUAPAI211	Develop painting skills
CUAPRI211	Develop printmaking skills
CUADIG212	Develop digital imaging skills
CUADIG213	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 III in Visual Arts CUA31120

<b>RTO Code</b>	30400	<b>QCE Credits</b>	Up to 4	 NATIONALLY RECOGNISED TRAINING
<b>Subject Type</b>	VET	<b>VET Contribution</b>	Certificate III	
<b>School Code</b>		<b>Pre-requisites</b>	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 III in Visual Arts is designed to reflect the role of individuals who perform a range of skilled tasks and who work largely independently. This program will be delivered through experiences designed to simulate the role of the artist/assistant in an art studio.

### Fees and/or funding:

A \$50 subject levy per semester is charged to students to cover the cost of consumables. While this cost covers 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 8 Elective competency units. Assessment may include a variety of strategies such as: practical work, observations, theoretical and practical portfolio completion, checklists, interviews, third party reports, workplace feedback, oral presentations, question and answer tests, and role plays/response to scenarios. Undertaking this course does not guarantee that a student will: successfully complete the qualification or units of competency; obtain a particular employment; or can complete the qualification or units of competency in a manner that does not meet the standards (Clause 1 and 2).

### What units will be studied in Year 11 and 12?

#### Core Units


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

#### Elective Units

CUACER311	Produce ceramic works
CUADES201	Follow a design process
CUADES301	Explore the use of colour
CUADRA311	Produce drawings
CUAPAI311	Produce paintings
CUAPHI312	Capture photographic images
CUAPRI312	Produce prints
CUASCU311	Produce sculpture
CUAPPR203	Store finished creative work

For further information, please consult <https://training.gov.au/Training/Details/CUA31120>

## Certificate II in Workplace Skills – BSB20120

<b>RTO Code</b>	30400	<b>QCE Credits</b>	Up to 4	
<b>Subject Type</b>	VET	<b>VET Contribution</b>	Certificate II	
<b>School Code</b>		<b>Pre-requisites</b>	No prerequisites	

### What is this course about?

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

**Fees and/or funding:** Students will be charged a \$10 levy for photocopying of resources.

### 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
BSBPEF202	Plan and apply time management	CORE
BSBOPS201	Work effectively in business environment	CORE
BSBWH211	Contribute to health and safety of self and others	CORE
BSBSUS211	Participate in sustainable work practices	CORE
BSBCRT201	Develop and apply thinking and problem-solving skills	ELECTIVE
BSBCMM211	Apply Communication Skills	CORE
BSBTEC101	Operate digital devices	ELECTIVE
BSBTEC201	Use business software applications	ELECTIVE
BSBTEC202	Use digital technologies to communicate in a work environment	ELECTIVE
BSBPEF101	Plan and prepare for work readiness	ELECTIVE

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

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

## Certificate II in Active Volunteering – CHC24015

<b>RTO Code</b>	30400	<b>QCE Credits</b>	Up to 4	
<b>Subject Type</b>	VET	<b>VET Contribution</b>	Certificate II	
<b>School Code</b>		<b>Pre-requisites</b>	No prerequisites	

### What is this course about?

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

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

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

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

### How will I be Assessed?

This qualification will be granted when competency is demonstrated and achieved for all 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
CHCVOL001	Be an effective volunteer	CORE
BSBCM201	Communicate in the workplace	CORE
HLTWH001	Participate in workplace health and safety	CORE
CHCDIV001	Work with diverse people	CORE
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety	ELECTIVE
CHCYTH001	Engage respectfully with young people	ELECTIVE
FSKDIG03	Operate digital devices	ELECTIVE

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

For further information on the courses, please consult <https://training.gov.au/Training/Details/CHC24015>

## Certificate II in Community Services- CHC22015

<b>RTO Code</b>	30400	<b>QCE Credits</b>	Up to 4	
<b>Subject Type</b>	VET	<b>VET Contribution</b>	Certificate II	
<b>School Code</b>		<b>Pre-requisites</b>	No prerequisites	

### What is this course about?

This qualification may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines. This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.

**All students on the non-ATAR pathway are expected to take this qualification.**

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

### How will I be Assessed?

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


### What units will be studied in Year 11 and 12?

UNIT	UNIT TITLE	CORE / ELECTIVE
CHCCOM001	Provide first point of contact	CORE
CHCCOM005	Communicate and work in health or community services	CORE
HLTWHS001	Participate in workplace health and safety	CORE
CHCDIV001	Work with diverse people	CORE
BSBWOR202	Organise and complete daily work activities	CORE
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	ELECTIVE
FSKDIG03	Operate digital devices	ELECTIVE
CHCVOL001	Be an effective volunteer	ELECTIVE
BSBCMM201	Communicate in the workplace	ELECTIVE
CHCYTH001	Engage respectfully with young people	ELECTIVE

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

For further information on the courses, please consult <https://training.gov.au/Training/Details/CHC24015>

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

<b>RTO Code</b>	30400	<b>QCE Credits</b>	Up to 4	 NATIONALLY RECOGNISED TRAINING
<b>Subject Type</b>	VET	<b>VET Contribution</b>	Certificate II	
<b>School Code</b>		<b>Pre-requisites</b>	No prerequisites	

### What is this course about?

This qualification reflects the role of individuals who perform mainly routine tasks using limited practical skills and basic operational knowledge in a range of visual arts and crafts industries. They possess the skills to work in a defined context under direct supervision. The job roles that relate to this qualification may include community arts workshop assistants

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

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

### How will I be Assessed?

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

### What units will be studied in Year 11 and 12?

UNIT	UNIT TITLE	CORE / ELECTIVE
BSBCM211	Apply communication skills	CORE
BSBPEF202	Plan and apply time management	CORE
BSBWHS211	Contribute to the health and safety of self and others	CORE
CUAATS111	Prepare for work in the Aboriginal and/or Torres Strait Islander cultural arts industry	CORE
CUAATS212	Investigate and present features of Aboriginal and/or Torres Strait Islander culture	CORE
CUAPAI211	Develop painting skills	ELECTIVE
CUAATS311	Work effectively in the Aboriginal and/or Torres Strait Islander cultural arts industry	ELECTIVE
AHCILM305*	Work with an Aboriginal Community or organisation	ELECTIVE
AHCILM306	Follow Aboriginal cultural protocols	ELECTIVE

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

For further information on the courses, please consult  
<https://training.gov.au/Training/Details/?id=CUA20320>