Miles State
HIGH SCHOOL

2026 Senior School Year 11 & 12 Subject Selection Guide

NATIONALLY RECOGNISED TRAINING

RTO NUMBER: 30337

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Contents

How Senior Studies work

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification. It is internationally recognised and a sign of academic and personal success. The QCE is flexible and allows students to design a pathway that is right for them, whether they plan to:

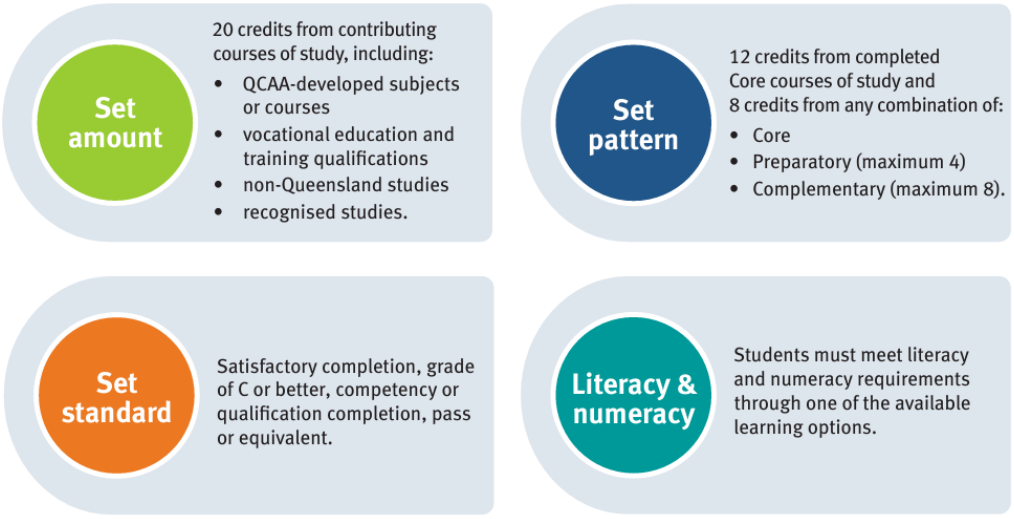
- Study at university;
- Look for skilled work; or
- Complete further vocational education and training (VET) or other recognised studies.

There are specific requirements relating to a course of study for students to achieve their QCE which are further outlined in this handbook. Some students however, require a more individualised approach which is available through the Queensland Certificate of Individual Achievement (QCIA). This pathway is best suited to students who have not been able to achieve passing grades in learning at their year level and have required adjustments in their studies up to Year 10.

Queensland Certificate of Education (QCE)

To attain their QCE, students must achieve 20 credits of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Typically, students will study six subjects/courses across Years 11 and 12. Many students choose to include VET courses in their QCE pathway, and as Miles State High School is an RTO (Registered Training Organisation), we are proud to be able to offer a wide variety of these options to our students at minimal cost. Some students may also wish to extend their learning by studying some university courses or other recognised study while still at school. At Miles State High School, we have already provided students with the opportunity to have gained a range of VET qualifications in Year 10 which can also contribute towards the 20 credits for their QCE in most cases.



Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievement and progress of students in attaining set individualised and personal goals for students not able to pursue a QCE pathway. This Certificate recognises the student's completion of senior studies and the individual skills they have been able to gain and demonstrate over their senior studies.

What can I study?

There are a wide range of ways a student can structure their learning pathway and subject choices depending on the career pathway they have chosen. A summary of these pathways can be found below, and also highlights how the chosen pathway impacts their eligibility for an ATAR. An ATAR is the predominant ranking system used by school leavers to gain direct entry to university by providing students with a score between 1 and 99.95. A particular pattern of study is required for students to be eligible for an ATAR.

Course type	QCE category	QCE credit	ATAR
General subjects General subjects primarily prepare you for tertiary study, further education and training and work.	**Core**	Up to 4 per course	**All subjects may contribute**
Applied subjects Applied subjects focus on practical skills and prepare you for work.	**Core**	Up to 4 per course	**Only 1 may contribute** when combined with 4 General subjects
Short courses Short courses provide a foundation for further learning in a range of areas.	**Preparatory or Complementary** depending on course	1 per course	**Short courses do not contribute**
Vocational education and training VET qualifications develop your skills and get you ready for work through practical learning. VET can lead to further education and training.	**Core, Preparatory or Complementary** depending on course	Up to 8 per course	**Only 1 may contribute** at Certificate III or higher, when combined with 4 General subjects
Other courses Other courses allow you to study a specific area of interest. These include recognised certificates and awards, and university subjects studied while at school.	**Core, Preparatory or Complementary** depending on course	As recognised by the QCAA	**Check with QTAC** depends on course

ATAR (Tertiary entrance ranking) Eligibility

For students who are wishing to pursue a tertiary pathway following school, an ATAR ranking is generally required to gain entry to university in the year following completion of Year 12. In order to attain an ATAR, a particular program of study is required in order to be eligible. The possible programs of study are:

- Completion of five (5) General subjects (Units 3 & 4); or
- Completion of four (4) General subjects (Units 3 & 4), AND one Applied subject (Units 3 & 4); or
- Completion of four (4) General subjects (Units 3 & 4), AND one completed VET qualification at Certificate III level or above.

A student MUST satisfactorily complete (at a C level or above) an English subject in order to be eligible for an ATAR, though it may not be used in the calculation of it if it is not one of the student's best five scaled results.

General subjects

General subjects are required for students who are wishing to pursue a tertiary pathway. General subjects have three internal assessments (written by schools and approved by QCAA) and one external assessment (written by QCAA and marked by QCAA). In most subjects, the external assessment contributes 25% towards the student's final overall mark. In Mathematics and Science subjects, the external assessment contributes 50% of a student's final overall mark. External assessments are completed in Term 4 of Year 12 and the exams for each subject are sat at the same time by all students enrolled in the subject across the state.

Applied syllabuses

Applied subjects are best suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Applied subjects generally have four internal assessments (written by schools). In Essential English and Essential Mathematics, one of the internal assessments is a common internal assessment (set by the QCAA for all schools, but marked by schools and confirmed through a QCAA moderation process).

VET (Vocational Education and Training)

VET courses are best suited to students who are interested in a pathway beyond school that leads to further vocational education and training or work. Assessment for VET subjects requires students to demonstrate competency in both practical skills and theoretical knowledge. This means that depending on the course, students may complete booklets and be assessed through observations or other practical tasks. Students must demonstrate the accepted level of skill and knowledge to achieve competency, and may be required to reattempt or resubmit work to achieve this standard.

Short Courses

It is a requirement for students to attain their QCE to demonstrate an accepted level of literacy and numeracy skills and knowledge. Typically, students meet the literacy and numeracy requirement by passing a Unit of an English or Mathematics subject. However, if students are unable to achieve

this, completion of a short course in Literacy and/or Numeracy is able to meet this requirement. Students who are at risk of not receiving their QCE due to Literacy and/or Numeracy requirements may be asked to undertake a short course in Literacy and/or Numeracy at school prior to the end of Year 12.

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied syllabuses

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

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

General syllabuses

Prerequisites

All General syllabus subjects require the minimum of a passing level of achievement in Year 10 English, ideally at an A or B level.

Structure

The syllabus structure consists of a course overview and assessment.

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. Each unit generally equates to one semester of study. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes one point each for satisfactory completion (C level or above) to the 20 points required to attain their QCE.

Students should generally complete Units 1 and 2 before starting Units 3 and 4. This is because generally Units 1 and 2 develop the foundational skills and knowledge for the subject in order to be successful in Units 3 and 4.

Units 3 and 4 consolidate student learning. Units 3 and 4 **must** be studied together and contribute two points (2) to their QCE upon successful completion (C level or above) at the end of Unit 4. Students **cannot** change out of any subject during Units 3 and 4. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Each unit of study generally equates to one semester of study.

Assessment for Units 1 and 2 are developed by the school and are formative in nature. This means they are designed to provide students with feedback and to develop the skills and knowledge they require to be successful in Units 3 and 4. For each unit of study, students complete at least one and at most two items of assessment for each of Unit 1 and 2.

Student progress is monitored, and where students are not successful after Unit 1, discussions occur with a student and their family to review their program of study and changes can be made to their program of study if needed at this point.

Assessment results for Units 1 and 2 contribute one (1) point each for successful completion at C level or above to the points required to attain their QCE. However, results for Units 1 and 2 are not used in the calculation of a student's ATAR.

Units 3 and 4 assessments

Units 3 and 4 must be studied together. Students are unable to make any changes to their program of study in the year these units are studied.

For General subjects, students complete three (3) internal assessments across these two units of study. This means that assessment is developed by the school, but is approved through an endorsement process by QCAA to ensure that the assessment tasks meet syllabus requirements. The results from these assessments are used in two ways. Firstly, a passing grade at the end of Unit 4 contributes two (2) points towards a student's QCE. Secondly, if a student is eligible for an ATAR, and a particular subject is one of their top five results, the numerical result (for example 9 out of 10) contributes towards the calculation of their ATAR.

For General subjects, students also complete one (1) external piece of assessment for each subject. During a block at the end of a student's final year, an external examination block takes place across the state. Students sit one external exam for each General subject they are studying. The weighting of assessment items depends upon which subject students are studying. Generally, internal assessments are worth 75% of a student's overall result, with the external exam worth 25%. However, for Mathematics and Science subjects, internal assessments are worth 50% of a student's overall result and the external exam is worth 50% of their mark.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments to ensure consistency in the way student results are reached, regardless of where a student is undertaking their studies.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument. ISMGs are attached to student assessment items, and are also freely accessible to student's and the general public in the syllabus for each subject available on the QCAA website.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

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.

For Essential English and Essential Mathematics, students complete four internal assessments across Units 3 and 4. Three (3) of these assessments are developed by the school but are approved through an endorsement process by QCAA to ensure that the assessment tasks meet syllabus requirements. The fourth (4^{th}) assessment item is a Common Internal Assessment (CIA) which is written by QCAA, but marked according to the QCAA marking guide. All students across the state complete one CIA. Successful completion of these subjects at a passing level or above contributes two (2) points towards a student's QCE.

For all other Applied Subjects, students complete four internal assessments developed by the school across Units 3 and 4. Successful completion of these subjects contributes two (2) QCE points towards a student's QCE.

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.

Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Short Courses

Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. It is a requirement of the QCE that students meet literacy and numeracy requirements. Generally, this is achieved by attaining a passing grade in one unit of an English or Maths subject (General or Applied). However, some students struggle to achieve this. Successful completion of a Literacy and/or Numeracy Short Course meets the relevant literacy and/or numeracy requirement for QCE purposes. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Literacy (offered at MSHS)
- Numeracy (offered at MSHS)
- Aboriginal and Torres Strait Islander Languages (not currently offered)
- Career Education (not currently offered)

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

Mode of study for Senior Subjects

While Miles State High School endeavours to provide as wide a range of subjects for students to choose from in their senior study pathway, it is not always possible to offer particular subjects where student interest is very low because of staffing allocations, qualifications and availability.

Generally, most senior subjects are available to study through distance education. These subjects are delivered remotely by School of Distance Education via virtual (computer based) interactive lessons. They run as traditional subjects except that the teacher is not physically present. As these courses do not originate from this school, they do not always fit neatly into our timetable. Students may have to attend these classes through breaks, before school or when other classes are scheduled.

Every effort will be made to minimise any disadvantage that results; however, students must be aware that it is THEIR RESPONSIBILITY to catch up on any work missed due to a timetable clash.

Students who choose a BSDE subject MUST have a proven ability to work well without direct supervision and MUST have a pre-requisite GPA of not less than 4.

Students choosing a SDE or other off-campus subject will require an interview with, and the approval of HOD Curriculum prior to indicating their selection.

Subjects that have been studied virtually by our students include: Specialist Mathematics, Physics, IPT, Economics, Legal Studies, Science in Practice, Accounting, Social & Community Studies, Information and Communication Technology, Psychology, Modern History, Agricultural Studies and Tourism.

Students wishing to undertake a SDE subject should access one of the following SDE websites for information and subjects –www.brisbanesde.eq.edu.au/ or https://cairnssde.eq.edu.au/ or https://capricorniasde.eq.edu.au/

QCAA policies and procedures

Access arrangements and reasonable adjustments (AARA), including illness and misadventure

The QCAA recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

The Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE) seek to eliminate discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training on the same basis as peers.

The use of AARA for student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments on the same basis as other students. To this end, this section does not include examples of every possible circumstance for AARA; it provides information for schools to make decisions to support their students' needs.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Schools use the information in this handbook to inform their decisions about appropriate adjustments and arrangements for Applied, Applied (Essential), General, General (Extension), General (Senior External Examination) and Short Course assessments. Candidates for the Senior External Examination are referred to as students in this handbook.

Access arrangements and reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed on the same basis as other students.

The QCAA encourages schools to develop a school-based AARA process that supports early consultation with students with existing long-term and chronic conditions, so that schools and students can confidently negotiate and implement AARA according to the guidelines.

Most AARA applications for long-term conditions should reflect existing arrangements that have been in place to support students with disability to access assessment. The adjustments should enable students to participate as independently as possible and enable the work produced to be authenticated as the student's own. Note that adjustments that are appropriate in a learning environment may not be appropriate in an assessment environment.

Adjustments required due to temporary medical conditions or injuries should be identified and managed as soon as possible to enable access within assessment timelines.

Illness and unforeseen events may also impact on a student's ability to complete assessment, and may require access arrangements or a reasonable adjustment. For more information, see Section 6.5: Illness and misadventure (QCE and QCIA policy and procedures handbook).

Further information and resources about AARA are available on the QCAA website.

Eligibility for AARA

AARA are provided to minimise barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

These barriers fall into three categories:

- long-term and chronic conditions
- short-term conditions and temporary injuries
- illness and misadventure.

For AARA, disability has the same meaning as defined under section 4 of the DDA. The definition of 'disability' used in the DDA is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, the presence in the body of disease-causing organisms and disability that is imputed to the person.

For AARA applications the QCAA uses the same broad disability categories that are used for the Nationally Consistent Collection of Data on school students with disability (the NCCD):

- cognitive
- physical
- sensory
- social/emotional.

Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment. The QCAA will also consider applications for certain cultural obligations or personal circumstances (see Section 6.5: Illness and misadventure).

For more information about supporting documentation required for different eligibility categories and possible adjustments see Section 6.5.4: Supporting documentation (QCE and QCIA policy and procedures handbook).

AARA Ineligibility

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g., misreading an examination timetable, misreading instructions in examinations)
- timetable clashes
- matters of the student's or parent's/carer's own choosing (e.g., family holidays or sporting events)
- matters that the school could have avoided (e.g., incorrect enrolment in a subject).

AARA cannot be used to compensate for learning that has not occurred, or to exempt a student from the learning or knowledge and skill requirements of a subject or course.

Schools manage other situations where students are not eligible for AARA, such as school approved absences for assessment or student transfers. For information about:

- school-approved absences, see Section 8.2.7: Gathering evidence of student achievement
- transfer students, see Section 8.2.1: Engaging in learning and assessment
- flexible delivery options, including variable progression, see Section 4.2: Delivery approaches to curriculum.

Supporting documentation for AARAs

School statement

A school statement must be submitted with all applications for QCAA-approved AARA. It provides, for each student requiring AARA:

- a detailed overview of the observed impact of the student's disability and/or medical condition on the student's functioning during timed assessment
- a description of how the disability, impairment and/or medical condition is a barrier to the student's access to the assessment and/or to the student's ability to communicate a response to assessment on the same basis as other students
- confirmation of the student's previous use of AARA in the school environment and the effectiveness of each AARA in removing barriers for the student in accessing assessment and demonstrating what they know and can do. Note: The AARA that are in place for teaching and learning may not be appropriate for assessment.

The school statement should be prepared by the staff member/s most familiar with the needs of the student in relation to their disability, impairment and/or medical condition.

Applications for QCAA-approved AARA that are submitted by the MLP without an appropriate school statement will be declined until the appropriate evidence is provided. Applications are submitted through the AARA application in the QCAA Portal. For more information about submitting the school statement, see the QCAA website at www.qcaa.qld.edu.au/senior/assessment/aara.

For information about supporting documentation requirements for AARA applications in the case of imputed disability, for students completing senior school studies, see the QCAA website at www.qcaa.qld.edu.au/downloads/senior/aara_imputed-disability_factsheet.pdf. Schools may submit a school statement on imputed disability.

Student statement (optional)

The student may choose to submit their own statement with the application for QCAA-approved AARA about how their disability, impairment and/or medical condition affects them in assessment. However, this is not required and the absence of a student statement does not disadvantage an AARA application.

Medical report

Applications for QCAA-approved AARA require the submission of a medical report that provides:

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition

- treatment or course of action related to the disability and/or medical condition
- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding AARA.

The medical report may be completed by a registered general practitioner (GP), medical specialist, psychologist, occupational therapist, physiotherapist or optometrist, a certified practising speech pathologist or a speech pathologist who is eligible for membership of Speech Pathology Australia (SPA) as a certified practising member. This practitioner must not be related to the student or employed by the school. Details of the diagnosis should be written by the practitioner who is best placed professionally to make the diagnosis.

The QCAA provides a medical report template, in the QCAA Portal, which may be used to complete the report but is not compulsory to use. Medical reports may use a different format, as long as they provide the required details and are signed by the medical or allied health professional. Furthermore, applications may not be medical in nature, in which case no medical report is needed.

Schools contact the QCAA for advice if a student is unable to provide a medical report. (See the AARA section of the QCAA website (www.qcaa.qld.edu.au/senior/assessment/aara) for more information.)

Evidence of verified disability

For students who were verified as part of the Education Adjustment Program (EAP), the formal notification of EAP provided by the relevant education authority may substitute for a medical report if it specifies that EAP verification was approved and a review of EAP criterion 1 was not required. This applies to all EAP categories except social/emotional.

Except with the prior written agreement of the QCAA, in cases when a review of EAP criterion 1 was requested, an updated medical report is required. This may be provided by a GP or other relevant medical practitioner or allied health professional.

Other evidence

For eligible students, supporting documentation may also include:

- teacher observations
- results from standardised academic testing
- individual learning plans
- consultation/meeting records. Where the condition is not medical, students may supply other relevant evidence including:
- police reports
- other government departments' reports
- official notices.

Schools are to contact the QCAA for further advice where the evidence requirements cannot be met due to extenuating circumstances.

For principal-reported AARA, schools should keep supporting documentation at the school and may be required to supply the documentation as part of the quality assurance processes for AARA or as part of a review.

Illness and misadventure

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments. Illness and misadventure can affect a single student or a group of students.

The following principles apply to illness and misadventure applications:

- The illness or event is unforeseen and beyond the student's control, such as personal circumstance or emergent cultural obligation, e.g. summons/subpoena to appear in court or close family member's death/funeral.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday, or something that the student could have avoided, such as misreading the examination timetable or instructions in examinations
- For internal assessment, schools implement principal-reported AARA, such as extensions and/or comparable assessments, if possible, before considering an application for illness and misadventure.
- For external assessment, an illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment
- AARA are designed to assist students where there are barriers to their ability to demonstrate what they know and can do in assessment — not to compensate for learning that has not occurred.
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA are exhausted, schools should contact the QCAA.

Illness and misadventure – Internal assessment

A student who is ill, becomes ill during the assessment, or is unable to attend or complete an internal assessment should inform the principal's delegate or assessment supervisor as soon as practicable. This may be before, during or immediately after the assessment session.

Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and an extension (or new due date) may be considered if illness or misadventure is established.

- If the school has implemented principal-reported AARA, such as extension of time, the student may not be able to respond within the timelines for quality assurance processes, as published in the SEP calendar.
- If the assessment was not able to be implemented due to the illness or event, or the student is unable to provide a final response to the assessment instrument by the new due date, the school may use evidence of work gathered in response to the instrument, such as the draft, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted.

See Section 8.2.7: Gathering evidence of student achievement and Section 9.6.7: Confirmation requirements for illness and misadventure, or contact the QCAA.

An illness and misadventure application should only be made once all principal-reported AARA have been exhausted. If the school is unable to collect any evidence in response to the assessment instrument by the new due date, but the student has completed the required learning as outlined in the relevant syllabus or course, the school should complete an application for illness and misadventure and provide supporting documentation via the QCAA Portal (see Section 6.5.4: Supporting documentation). Note: applications for QCAA approval are not required for Applied subjects.

Illness and misadventure – External assessment and senior external examination

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the external assessment (EA) coordinator (see Section 10.1: External assessment roles and responsibilities). An illness and misadventure application should be submitted for students who are unable to attend or attempt an external assessment due to illness or misadventure.

A student who is able to attend the external assessment but becomes ill during the assessment should inform the external assessment supervisor of their illness as soon as practicable. This may be before, during or immediately after the external assessment session. If illness, or other circumstances beyond a student's control, occur in the lead-up to, or during, the external assessment schedule and affect a student's performance in an external assessment, it may be appropriate to submit an application for illness and misadventure.

Applying for illness and misadventure

An application for illness and misadventure may be made by the school or MLP on behalf of a student or group/s of students. Applications are submitted in the AARA application in the QCAA Portal.

An illness and misadventure application cannot be made for:

- the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student's performance in external assessment
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- circumstances of the student's or parent's/carer's own choosing (e.g. family holidays or sporting events)
- variations in the administration of the assessment.

The QCAA will seek background information and a recommendation from the principal or the principal's delegate, observers and invigilators where relevant, to verify a student's application for illness and misadventure.

Senior External Examination

As there is no internal assessment and the final result is based on the external assessment alone, students must complete a Senior External Examination to receive a result in a General (Senior External Examination) subject. If a student cannot attend the oral component of a language examination, they must notify the QCAA's AARA Unit as soon as practicable by emailing aara@qcaa.qld.edu.au or phoning 1300 381 575. If the reason for non-attendance was illness or misadventure, it may be possible to arrange a telephone examination for the oral component only.

Supporting documentation

To make an informed decision about an illness and misadventure application for medical reasons, the QCAA requires a report from an independent health professional that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- treatment or course of action related to the condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment.

Illness and misadventure applications for non-medical reasons require written evidence from a relevant independent professional or other independent third party, such as a social worker, member of the clergy, police officer, solicitor or funeral director.

In all circumstances, the person providing the supporting documentation must have specific knowledge of the illness, injury, personal trauma or serious intervening event, and must not have a close personal relationship with, or be related to, the student.

Academic integrity

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning — including the QCAA — are responsible for promoting and maintaining academic integrity. The QCAA recognises that schools and their staff act with integrity and uphold high standards of professional conduct in adhering to the procedures and guidelines in this handbook.

Schools promote academic integrity when they:

- emphasise the importance of ethical academic conduct and scholarship
- develop school processes to support sound academic practice
- ensure teachers, students and parents/carers have a clear shared understanding of expectations and responsibilities for maintaining academic integrity
- implement programs to improve students' academic skills
- explicitly teach the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images and critical and responsible use of artificial intelligence (AI)
- communicate the consequences and implications of academic misconduct clearly throughout the school community, with explicit reference to the use of AI.

When students genuinely demonstrate their learning, they achieve results based on their own work and effort. These results may lead to benefits such as lifelong learning, certification, employment, university entry or awards.

Understanding academic misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. Schools are responsible for managing school-based processes and consequences through a school-developed assessment policy when there is evidence of academic misconduct in internal assessment (see Section 8.4: Developing a school assessment policy). Schools should use proactive strategies to minimise opportunities for academic misconduct.

The types of misconduct and examples listed in the table below are not exhaustive.

Types of misconduct	Examples
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment, materials, or AI • has any notation written on their body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, coded messages, making gestures or sharing equipment with another student.
Collusion	When: • • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct • a student gives or receives a response to an assessment.
Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during a supervised assessment

	• copies another student's work during a supervised assessment.
Disclosing or receiving information about an assessment	A student or other person: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed • makes any attempt to give or receive access to secure assessment materials.
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references including false or misleading information generated from the use of AI.
Impersonation	A student arranges for another person or technology to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. A student completes a response to an assessment in place of another student.
Misconduct during a supervised assessment	A student distracts and/or disrupts others in an assessment room.
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work or creates work using AI without attribution (this may include text, audio or audiovisual material, figures, tables, design, images, information or ideas). Plagiarism also includes the use of a translator, including an online translator, as the work produced is not the work of the student.
Self-plagiarism	A student duplicates work, or part of work, already submitted as a response to an assessment instrument in the same or any other subject.
Significant contribution of help	A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.

Changing Subjects

When considering subject changes after a course of study has begun, schools, students and parents/carers should consider how teaching, learning and assessment requirements for the subject will be achieved within required timelines.

Schools make a judgment for reporting to the QCAA based on the completion of Unit 1 and/or 2 or Units 3 and 4 as a pair, including when there is a subject change.

To receive QCE credit for a unit or unit pair, a student needs to complete all of the learning and assessment as outlined in the syllabus. For example, if a student considers changing from General Mathematics to Essential Mathematics after the beginning of Unit 3, the student needs to complete all learning and assessment required for Essential Mathematics Units 3 and 4, as they are different subjects, with a different syllabus, subject matter and endorsed assessment. If part of the learning and some internal assessment for a unit is completed in one subject, it does not contribute to the completion of the learning and assessment in another subject.

If a unit or pair of units is incomplete, due to non-completion of assessment, a unit or subject result cannot be awarded and no credit towards the QCE will accrue for the unit/s.

Repeating

Students may repeat a Short Course or Unit 1 or Unit 2 individually, or Units 3 and 4 as a pair in all other subjects. A student cannot repeat one summative unit or a single assessment instrument only. A unit or pair of units cannot be repeated until they have been completed. If a student is unable to complete a unit or pair of units and is considering beginning the unit or pair of units again, the school should contact the Quality Assurance Unit.

Repeating students must repeat all learning and assessment requirements. In these cases, the school must ensure the integrity of assessment. For example, a student should not sit for an unseen examination they had already completed or submit a response to an assessment they have previously submitted. For more information, see Section 8.1: Understanding academic integrity.

Scaffolding

Scaffolding is an intentional instructional strategy through which teachers support students to develop greater independence in completing a task or responding to an assessment instrument. Scaffolding may be provided to individuals or to a class of students.

To develop students' knowledge and skills, teachers gradually release support and responsibility to students over a course of study.

Scaffolding may include:

- breaking a complex task, learning experience, concept or skill into discrete parts
- modelling thought processes required to complete parts of an assessment instrument
- pre-teaching vocabulary specific to the subject and assessment instrument
- questioning to develop students' conceptions, describe interpretations or challenge opinions that inform a response
- showing examples of responses and demonstrating the match to performance descriptors and the mode of response required
- using visual frameworks or graphic organisers to plan responses.

Scaffolding for assessment

When scaffolding in an assessment context, it is important to maintain the integrity of the assessment instrument so that a student's response is their own. Scaffolding or task instructions should not lead to a predetermined response (e.g. identifying what information should be included

in each paragraph or section of a response) or interfere with students' ability to independently demonstrate their knowledge and understanding of the relevant criteria.

Scaffolding for assessment instruments in Units 3 and 4 should focus on processes or presentation of the response and should feature consistent messaging when used by multiple teachers for the same subject. It should avoid repeating cognitions or the task description.

Scaffolding may include:

- providing a timeline or checkpoints that students can use to manage their completion of components of the assessment instrument
- guiding students to make predictions and/or reflect on their learning to complete the assessment instrument
- providing prompts and cues in the task so that students understand the requirements for the response, such as problem-solving or citation method they are required to use.

Feedback

Two different types of feedback are equally valuable in the classroom: feedback for teaching and learning, and feedback for assessment, including on a draft response. Both are led by the classroom teacher.

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. It helps the student understand where and how they are going, and where they need to go next.

Feedback opportunities

Teachers provide feedback that varies throughout the teaching, learning and assessment process. Opportunities for feedback in the classroom may include:

- ensuring a positive learning environment where students are aware of the protocols and practices for giving and receiving feedback in a constructive way
- reviewing how students are working towards their learning goals
- working with students on classroom tasks in preparation for the assessment task
- encouraging a classroom culture that supports students to appropriately give and receive feedback when peer editing
- enabling students to practise self-assessment, such as using checkpoints — key stages in the assessment process at which students engage with peers and/or the teacher to check they are on track for both content and assessment conditions, e.g. mode, response length.

For more information, see Section 8.1: Understanding academic integrity.

Drafting

A draft is a preliminary version of a student's response to a task. A draft can be used both to provide focused feedback on a response and to authenticate student work.

Schools should have a school-based drafting policy with school-specific information about drafts.

Drafts may be created in a variety of formats and modes:

- a student may prepare several written drafts when developing and refining a response to the topic and then submit their best, complete or near complete draft for teacher feedback, e.g. in Ancient History
- a student practises the presentation of a spoken task in class and receives feedback on the draft in the mode of the response, e.g. in English a spoken/signed task
- students practise a performance in class and are given teacher feedback on a dress rehearsal, e.g. in Drama or Dance.

Drafting allows teachers to monitor student work. Before submitting the complete or near complete draft in the mode required by the syllabus for feedback, students may be required to pass through other checkpoints, such as developing an outline or discussing their approach with the class teacher.

Providing feedback on the draft response

Teachers provide feedback on one complete or near-complete draft, which must be in the mode required by the syllabus. They may provide feedback on the draft response in a variety of ways: in writing or orally; to an individual or to the whole class; and/or through questioning.

Providing feedback is a consultative process, not a marking process. Feedback on a draft must not compromise the authenticity of student work.

The feedback may vary depending on the nature of the task and may include suggestions such as:

- considering other aspects of the text, report, performance or activity
- developing the response to show more awareness of the intended audience or purpose
- rearranging the sequence and structure of the response to prioritise the most important points
- further investigating a concept to expand the response
- synthesising the response by editing or removing excess information
- adhering to the required response length by editing and refining the response, checking for relevance or repetition, etc.
- adhering to the referencing style required by the task.

For more information about feedback in the broader context of a teaching, learning and assessment program, and the characteristics of effective feedback, see Section 8.2.4: Feedback.

Miles State High School Policies and Procedures

Student Portal

The Miles State High School Student Portal is a centralised information centre for students to access up to date information regarding curricular and extracurricular activities. This portal includes quick links to various platforms and software that students utilise in the course of their learning. The Student Portal also includes a platform for parents/carers that provides valuable information in the areas of wellbeing, careers, curriculum and strategies and policies.

Attendance Matters

School absenteeism and truancy can impact significantly on students' learning and wellbeing. Research shows that in Queensland, higher student attendance is associated, on average, with higher student achievement. Additionally, attending school every day helps children to build social and emotional skills such as communication, teamwork and resilience. Under the law, students enrolled must attend school on all school days unless there is a reasonable excuse. Schools must monitor attendance of students and follow up with parents and caregivers any unexplained absences. All absences or late arrivals must be reported to the main office through the student absence line via phone (4628 5111) or email absentee@milesshs.eq.edu.au.

Subject Change

Subjects in Senior School are designed to run for two years to allow for a set order of work. Students are encouraged to really consider the best subject for them when they make their initial section. We then encourage students to see their decisions through to completion as topics of study with in the one area can differ greatly and be built upon. We do not recommend subject changes in Senior School.

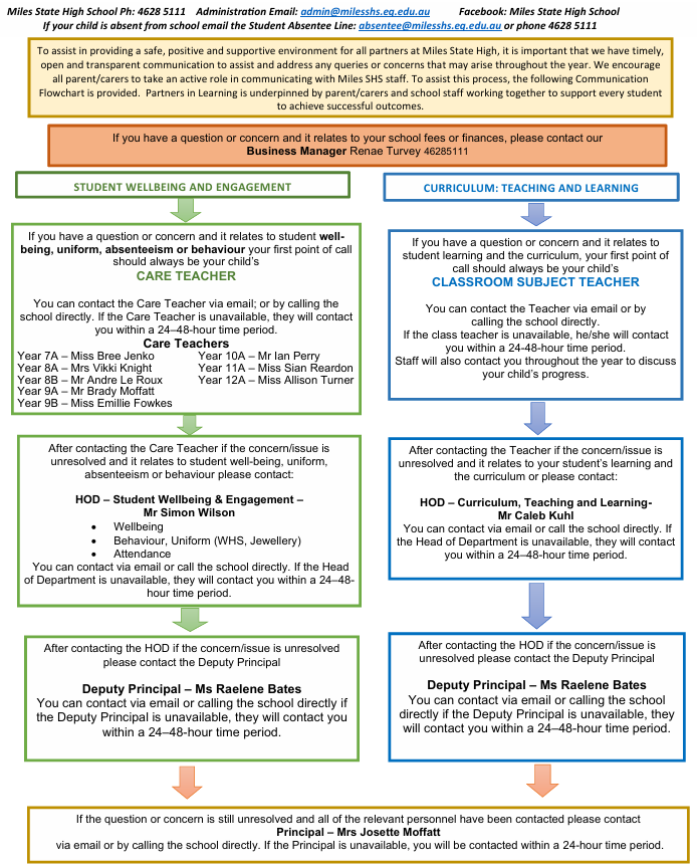
If for some reason a student with their parent/carer decides that a they need to make a subject change then the following process must be followed;

1. Request a “Change of Subject for Senior School” Form from Student Services.
2. Complete the “Change of Subject” Form. This includes a signature from the teachers, Guidance Office, parent/carer and the student themselves.
3. Make an appointment with the Head of Department – Curriculum, Teaching and Learning. At this point a decision will be made if it is possible for the students to swap subjects. Some of the issues that will be considered when making this decision are: numbers in subjects, SET plan, QCE profile, safety considerations, progression of learning, results, etc.
4. Once approved, a new timetable will be issued. Do not change classes before this occurs.

Subject changes will only be approved at the end of a semester or in the first two weeks of a semester. Please note that just because a student engages with the subject change process does not mean that the application will be approved.

Contacting the School

If a student or parent/carer would like to contact the school relating to a curriculum or behaviour matter, all contact needs to follow the Miles SHS communication Flow Chart (see below). This flow chart will direct you who to contact. A full list of contacts (Staff contact list term _) and the communication flowchart can be found on the school website: https://milesshs.eq.edu.au/support-and-resources/forms-and-documents/documents.



Wellbeing

At Miles State High School, we are committed to developing the well-being and emotional intelligence of our students. Research tells us that emotional intelligence is more important than IQ in academic performance (Bar-On, 1997), and more predictive of long-term physical health than exercise. To help and support our students there are a number of people within the school who students can access for support.

School Based Support Personnel:

Care Teacher

- Daily student chick in
- Monitoring student attendance and wellbeing
- First contact for parents/carers with regards to wellbeing

Year Level Case Manager (Attendance, Achievement, Positive Engagement and Wellbeing)

- To track and support students
- Supports Teachers and Students to feel safe at school
- Head of Department: Curriculum Teaching and Learning, **Junior Secondary**
- Head of Department: Engagement Teaching and Learning, **Middle Secondary**
- Guidance Officer and Deputy Principal, **Senior Secondary**

Guidance Officer

- Leads the Wellbeing Team
- Provides psychoeducational assessment
- Provides counselling with students in a one on one or group setting
- Liaise with parents/carers, teachers or other external health providers as required
- Supports students in career and pathway planning for the future

Youth Support Co-Ordinator

- Supports students at risk of disengaging from education
- Refers students to appropriate agencies and support services that will assist them with the education and training
- Provides individual and group support to students to maximise their engagement with the school

Training and Community Pathways Co-Ordinator

- Supports students in years 10, 11 and 12 to plan and enact their future career pathway
- Refers and supports students to employees and employment agencies and services to assist them to engage in career education and training
- Co-Ordinates and monitors Work Experience, School Based Apprenticeships and Traineeships
- Supports students in career and pathway planning for the future

Chaplain

- Assist with general social emotional support
- Mentoring to assist in developing supportive relationships
- Community development. Enhancing links between the school and community-based youth organisations and networks to support students.

To make an appointment to see any of our wellbeing team please book an appointment through student services.

Curriculum/Learning Assessment Policy

1. AN ASSESSMENT ITEM

- "Assessment Items" are clearly identified and defined in the subject specific work programs and are a mandatory part of each subject. Students must complete all assessment items in full to the best of their ability on or before the due date.
- Assessment planners and placemats are created each term and identify the unit content, assessment details and due dates. These are distributed by email to families at the beginning of each term and are also displayed on student notice boards.
- Assignments are to be submitted, in full, either to the classroom teacher in the nominated format (printed out unless otherwise advised) or alternatively in hardy copy through the Flexi Centre by 4.00pm on the due date.

2. CHECKPOINT & DRAFT DATES

- Assessment drafts are compulsory and are to be submitted through the subject teacher on or before the draft date. Drafts should be completed in full or students will be required to attend detentions until such time as a full draft is completed.
- Drafts are to be submitted to their teacher in printed form, however classroom teachers may allow drafts to be emailed to them. This is permitted providing all emails are sent and received through the EQ MIS email facility.
- Students will receive timely and quality written feedback on their drafts within one week of their submission.
- Parents/caregivers will be notified where a student has not met the requirements of submitting a draft as outlined in this section.

3. SPECIAL CONSIDERATION

- Special consideration for assessment variations, including due dates, may be given upon written application to the Head of Department Curriculum Teaching and Learning. Special consideration may include a change of assessment venue, additional time, rest breaks and changes to the format of the assessment item (for example coloured paper or larger font. Special consideration for Year 11 & 12 students requires supporting documentation and application in the QCAA format. QCAA approval is required for any special provisions to be provided in Year 12.

4. EXTENSION

- Students wishing to apply for a change of due date with respect to exams and assignments need to do the following on or before the due date unless extenuating circumstances apply:
  - access the extension request form from the school website or from HOD Curriculum, Teaching & Learning.

- follow the directions on the form and supply the required evidence in support of the request.
- have the support of their classroom teacher before HOD approval - which is only granted in accordance with QCAA policy.

- Extensions are provided for unexpected medical or family circumstances. Students must work around extracurricular commitments such as sport, camps, excursions etc to ensure their assessment is submitted on or before the due date.

5. NON-SUBMISSION OF ASSIGNMENTS

- Non-submission of assessment will be actioned in accordance with published QCAA policy for all year levels (refer www.qcaa.qld.edu.au).
- Where a final copy of an assignment is not submitted on or before the due date, the associated level of achievement will be based on the draft assessment copy. In some cases, students may still be required to submit late for the purpose of establishing course coverage.
- Non-submission of assessment in the senior phase of schooling may impact student's eligibility for their QCE.
- Parents/caregivers will be advised where students have failed to submit assessment and may be required to attend a meeting with the HOD Curriculum Teaching and Learning and/or the Deputy Principal to discuss engagement requirements, particularly in the senior phases of schooling.

6. EXAMS

- In the event of a student being absent for an examination, oral or practical presentation, they will receive no consideration for assessment items missed unless the absence falls within the special consideration provisions of the QCAA and has been applied for through the relevant HOD Curriculum, Teaching & Learning.
- Students who are absent may be required to sit alternate assessment at a date negotiated through the relevant HOD Curriculum Teaching & Learning where special consideration is approved.

Minimum Student Expectations

Every class at Miles State High School has high expectations for each student. To help students understand what is expected of them the below image displays the minimum expectation for every student every day.

STUDENT CLASSROOM EXPECTATIONS FOR POSITVE ENGAGEMENT *Allow others to teach and learn* Respect, Integrity, Safety Engage	
Start moving at the first bell	Put away any food, finish conversations, pack up activities, get your bag, and make your way to class. • Make sure you have all of your equipment ready and are lined up by the time the second bell rings.
At the classroom	You should have a: • Diary (If you don't have one, collect a blank diary page from Student Services before the school day starts. • Subject specific notebook/s to write in • Pencil case with pens, pencil eraser etc. as per stationary list. • Water bottle • Hat for outdoor subjects and activities • Your bag on the bag racks (not on the ground) You should be: • In correct school uniform or have a uniform pass in diary • On time • Ready to learn • Positive • Listening and following teacher directions • Lined up waiting to go inside (in two lines, off the wall, facing the front, with all the materials needed for the lesson).
During the lesson	Enter the classroom: • Walk quietly and sensibly into the classroom • Stand behind your chair, do not move furniture, follow seating plan on entry if one in place. • Do not touch air-conditioned or fan controls • Greet your teacher • Follow teacher directions promptly and quietly • Be ready to learn and complete set work. Engage in the lesson: • Actively listening • Know the Behaviours for Learning set for the lesson. • Follow our RISE Values e.g., one person talking at a time, raising your hand, showing respect to others, laptop screens half closed when being given an instruction, eyes on the person talking, sitting up straight no rocking chairs. • If you need to leave the classroom have your diary signed/or possess the red teacher out of class card.
End of the lesson	Pack and tidy up: • Wait for teachers' instruction to pack your equipment. • Check the floor around your chair for rubbish • Under teacher instruction return classroom furniture to original positions if moved. • Windows shut and locked • Waiting to be dismissed by the teacher

Effort and Behaviour

At the end of each term students will receive a report on their academic process, effort and behaviour. Teachers make judgments for student's academic progress on the achievement standards located in the Australian Curriculum. For effort and behaviour, the following matrix is used to ensure the consistent application of results.

Miles State High School EFFORT and BEHAVIOUR MATRIX – For REPORTING, ALLOCATION of AWARDS AND RISE REWARDS

AT Miles State High School, all students are expected to show Respect and Integrity, behave in a Safe manner and Engage in their school life - both in the classroom and the playground.

EFFORT **Be Respectful, have Integrity, Safety First, Engage in Learning**	**Report Card Grade Equivalent**	**A**	**B**	**C**	**D**	**E**
	Report Card Comment	**Excellent**	**Very Good**	**Satisfactory**	**Needs Attention**	**Unacceptable**
	Frequency and Tier (suggested only) support	**Consistently and Independently Tier 1 Staff support not required**	**Often Tier 1 Minimal staff support**	**Generally/Usually Tier 1 - 2 Occasional staff support required**	**Infrequently Tier 1 - 2 Generalised Staff support required**	**Rarely Tier 2 - 3 Targeted, differentiated support required**
	Behaviour Category	**ACCEPTABLE**			**AT RISK**	**UNACCEPTABLE**
	GENERAL DESCRIPTOR • Completing class and homework tasks • Seeking assistance • Producing quality standards of work • Punctuality • Bringing the correct equipment for the lesson (notebook, pen, homework, diary) • Participating in learning and school activities • Attendance	*The student:* • completes all class and homework tasks • seeks teacher assistance when required • aims for high quality standards in their work • arrives to class on time and is organised for lessons • participates actively in all class activities	*The student often:* • completes class and homework tasks thoroughly • seeks teacher assistance when required • aims to produce work that is of a quality standard • Arrives to class on time and organised for lessons • participates actively in class activities	*The student usually:* • completes most class and homework tasks • seeks teacher assistance when required • aims to produce work that is of an acceptable standard • arrives to class on time and organised for lessons • participates in class activities	*The student infrequently* • completes some class and homework tasks • seeks teacher assistance when required • produces some work that is of an acceptable standard • arrives to class on time and organised for lessons • participates in class activities	*The student rarely* • completes class and homework tasks • seeks teacher assistance • produces work that is of an acceptable standard • arrives to class on time and organised for lessons • Rarely participates in class activities
BEHAVIOUR **Be Respectful, have Integrity, Safety First, Engage in Learning**	**GENERAL DESCRIPTOR** This incorporates students • Following expectations in the RISE BEHAVIOUR MATRIX so that students and teachers o Feel safe o Feel included o Feel valued o Can teach and learn without disruption. Details of our RISE Values are found in the RISE BEHAVIOUR MATRIX located in this planner.	The student independently • upholds the expectations in the RISE BEHAVIOUR MATRIX • is responsible and is a positive role model for other students. • consistently demonstrates a very high standard of respectful and safe behaviour • follows instructions and directions and consistently makes safe choices. • fosters positive relationships with others when interacting and communicating • behaves responsibly and appropriately at all time and accepts responsibility for their own behaviour. • allows teachers to teach and other students to learn in class and participate in school activities	The student enacts these expectations independently on most occasions (often): • upholds the expectations in the RISE BEHAVIOUR MATRIX • is responsible and is a positive role model for other students. • demonstrates a very high standard of respectful and safe behaviour • follows instructions and directions and makes safe choices. • fosters positive relationships with others when interacting and communicating • behaves responsibly and appropriately and accepts responsibility for their own behaviour. • allows teachers to teach and other students to learn in class and participate in school activities	The student usually enacts these expectations independently: • upholds the expectations in the RISE BEHAVIOUR MATRIX • is responsible and is a positive role model for other students. • demonstrates a high standard of respectful and safe behaviour • follows instructions and directions and makes safe choices. • fosters positive relationships with others when interacting and communicating • behaves responsibly and appropriately and accepts responsibility for their own behaviour. • allows teachers to teach and other students to learn in class and participate in school activities	With teacher supervision and some support, the student enacts these rules satisfactorily. They may need support to behave in a way that reflects our school's RISE expectations. The student sometimes • upholds the expectations in the RISE BEHAVIOUR MATRIX • is responsible and is a positive role model for other students. • demonstrates a high standard of respectful and safe behaviour • follows instructions and directions and makes safe choices. • fosters positive relationships with others when interacting and communicating • behaves responsibly and appropriately and accepts responsibility for their own behaviour. • allows teachers to teach and other students to learn in class and participate in school activities	The student is not yet demonstrating that they can engage in the school RISE expectations independently. The student may require additional, targeted behaviour support. The student rarely, or with targeted support can • uphold the expectations in the RISE BEHAVIOUR MATRIX • be responsible and a positive role model for other students. • demonstrates respectful and safe behaviour • follows instructions and directions and makes safe choices. • fosters positive relationships with others when interacting and communicating • behave responsibly and appropriately and accept responsibility for their own behaviour. • Allow teachers to teach and other students to learn in class and participate in school activities

Recognition of each Stage of Achievement

At Miles State High School, we recognise student progress towards the JCE, MCE and QCE by awarding Gold, Silver and Bronze awards at the end of each semester. Each of the JCE, MCE and QCE relates to the completion of two years of academic study. In Semesters 1, 2 & 3 of each of the two years, students who are on track or better to attain their JCE, MCE or QCE are recognised through certificates awarded on special assemblies. In the final semester, students who have achieved their JCE, MCE or QCE will be awarded with a medallion representing their level of achievement.

	BRONZE 	**SILVER** 	**GOLD** 
	Bronze certificates are awarded to students who are on track to obtain their JCE, MCE or QCE in Semesters 1, 2 & 3 of the two-year period. Bronze medallions are awarded to students who have achieved their JCE, MCE or QCE at the end of Semester 4 of the two-year period.	Silver certificates are awarded to students who are achieving high results in pursuit of their JCE, MCE or QCE in Semesters 1, 2 & 3 of the two-year period. Silver medallions are awarded to students who have performed at a high level in achieving their JCE, MCE or QCE at the end of Semester 4 of the two-year period.	Gold certificates are awarded to students who are achieving outstanding results in pursuit of their JCE, MCE or QCE in Semesters 1, 2 & 3 of the two-year period. Gold medallions are awarded to students who have performed at an outstanding level in achieving their JCE, MCE or QCE at the end of Semester 4 of the two-year period.
JCE Eligibility Years 7&8	Students must achieve: - C minimum for English *and* Maths - C's at a minimum for an additional 3 subjects	Students must achieve: - B minimum for English *and* Maths - B's at a minimum for an additional 3 subjects	Students must achieve: - A's for English *and* Maths - A's at a minimum for an additional 3 subjects
MCE Eligibility Years 9&10	Students must achieve: - C minimum for English *and* Maths - C's at a minimum for an additional 3 subjects	Students must achieve: - B minimum for English *and* Maths - B's at a minimum for an additional 3 subjects	Students must achieve: - A's for English *and* Maths - A's at a minimum for an additional 3 subjects
QCE Eligibility Years 11&12	Students must have: - Met the literacy requirements (a pass in a semester of English & Maths) - Received a C grade minimum for 5 subjects *Completion of a VET qualification is counted based on effort grades. For medallions, the qualification must be attained.	Students must have: - Met the literacy requirements (a pass in a semester of English & Maths) - Received a B grade minimum for 5 subjects *Completion of a VET qualification is counted based on effort grades. For medallions, the qualification must be attained.	Students must have: - Met the literacy requirements (a pass in a semester of English & Maths) - Received a grade of A for 5 subjects *Completion of a VET qualification is counted based on effort grades. For medallions, the qualification must be attained.

Learnings at each Stage of Secondary Schooling

<table>
<tr><th colspan="2">JUNIOR SECONDARY</th><th colspan="2">MIDDLE SECONDARY</th><th>SENIOR SECONDARY</th></tr>
<tr><td colspan="2">STAYING STRONG
Foundation Skills
Continuing to develop existing skills and learn new skills for secondary education .</td><td colspan="2">ON-TRACK
FOR SUCCESS
Consolidation
Preparing for Senior studies and developing skills for future</td><td>READY FOR
YOUR FUTURE
Putting Learning into Practice
Evidence and recognition of national and international attainment.</td></tr>
<tr><td colspan="2">TRACKING TOWARDS
JCE</td><td colspan="2">TRACKING TOWARDS
MCE</td><td>TRACKING TOWARDS
QCE OR QCIA</td></tr>
<tr><td>Year 7</td><td>Year 8</td><td>Year 9</td><td>Year 10</td><td>Year 11 /year 12</td></tr>
<tr><td colspan="4">The Australian Curriculum for Years 7-10 is designed to develop: *successful learners *confident and creative individuals *active and informed young people who are ready to take their place in society</td><td>The implementation of both the Queensland Curriculum Assessment Authority (QCAA) and Nationally Accredited Vocational Courses (VET) student commence their future pathways for a future of their choice.</td></tr>
<tr><td colspan="2">In Year 7 and 8 students start high school, which presents new organisational and personal challenges. The Australian Curriculum is taught mostly by subject-specialist teachers. At this age, there is a focus on developing students' abilities to maintain personal health and wellbeing, and manage personal relationships. (Australian Curriculum)
At Miles SHS students will through project based learning focus on:-
• Year 7 / Year 8 subject areas in the Australian Curriculum :-English, Maths, Science, Humanities, HPE, Languages, Technologies and the Arts
Specific focus on the general capabilities and cross curricular. Which include a strong focus on building foundation skills in:
• Intensive focus on Literacy and Numeracy
• 21 Century Skills
• Assessment Literacy
• Cognitive Verbs
• Social/emotional Intelligence.</td><td colspan="2">In Years 9 and 10, learning across the curriculum prepares students for civic, social and economic participation outside of school. Students are provided with opportunities to make choices about learning and specialise in areas that interest them. At this point, students bring together their knowledge and experience to consider possible pathways for study in senior secondary school and vocational Education.(Australian Curriculum).
• Year 9/ Year 10 subject areas in the Australian Curriculum .English, Maths, Science, Humanities, HPE, Languages, Technologies. and the Arts
• Focus on selected subject areas of choice.
• Introduction and commencement of VET Courses (through school or work as trainee or Apprenticeship *Year 10)
• Year 10: Literacy and Numeracy Short Courses (QCE banked)
• Studies and skill preparation for Senior.
• Career planning through Senior Education and training plan.</td><td>Students can select a combination of subjects from both the QCAA suite of Applied (non ATAR) or General (ATAR) and Vocational Certificates. To receive a QCE students choices need to total to 20 points, made up from successful completion of subject selections. Students are required to work with their families and school personnel to select subjects that meet their future directions . E.g. Further education bound, entry into the workforce or both. Students can select a combination of both QCAA and VET subjects to both collate to 20points and prepare for future pathways.

QCAA Subjects
Students in collaboration with parents/carers and school personnel can select:-
• Maths and English (Applied, General and/or Extension)
• A selection of Science and Humanities programs provided by Miles SHS (Identified through student surveys in Year 10)
• Students can access distance education courses to meet any personal choice not available.
VET
Students in collaboration with parents/carers and school personnel can select:-
Certificate III in :
• Business
Certificate II in:
• Construction
• Engineering
• Digital and Media
• Workplace Skills
Certificate I in:
• Furnishing
School Based Traineeship/Apprenticeships
Students in collaboration with parents/carers and school personnel can choose to apply for the opportunity to obtain a certificate program while undertaking work.
Tertiary Entry Subjects
Students in collaboration with parents/carers and school personnel can choose to apply to undertake the opportunity to obtain an early entry university subject.</td></tr>
</table>

Acceptable Computer and Internet Use

Upon enrolment in a Queensland Government school, parental or caregiver permission is sought to give the student(s) access to the internet, based upon the policy contained within ICT-PR-004 Using the Department's Corporate ICT Network.

This policy also forms part of this Student ICT Device Charter. The acceptable-use conditions apply to the use of the device and internet.

Communication through internet and online communication services must comply with the school's policies and procedures with the Student Code of Conduct available on the school website.

There are a few conditions that students should adhere to. Students should not:

- create, participate in or circulate content that attempts to undermine, hack into and/or bypass the hardware and/or software security mechanisms that are in place
- disable settings for virus protection, spam and/or internet filtering that have been applied as part of the school standard
- use unauthorised programs and intentionally download unauthorised software, graphics or music
- intentionally damage or disable computers, computer systems or Queensland DoE networks
- use the device for unauthorised commercial activities, political lobbying, online gambling or any unlawful purpose.
- All email communication between students and staff are through departmental email account only.

Note: Students' use of internet and online communication services may be audited at the request of appropriate authorities for investigative purposes surrounding inappropriate use.

PASSWORDS

Passwords must not be obvious or easily guessed; they must be kept confidential, and changed when prompted or when known by another user. Personal accounts cannot be shared. Students should not allow others to use their personal account for any reason. Students should log off at the end of each session to ensure no one else can use their account.

CYBERSAFETY

At any time, if a student believes they have received a computer virus or spam (unsolicited email), or they have received a message that is inappropriate or makes them feel uncomfortable, they must inform their teacher as soon as is possible. Students are encouraged to explore and use the 'Cybersafety Help' button to talk, report and learn about a range of cybersafety issues.

Students must seek advice if another user seeks personal information, asks to be telephoned, offers gifts by email or asks to meet a student. Students must never initiate or knowingly forward emails, or other messages, containing:

- A message sent to them in confidence
- A computer virus or attachment that is capable of damaging the recipients' computer
- Chain letters or hoax emails
- Spam (such as unsolicited advertising).

Students must never send or publish:

- Unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments
- Threats, bullying or harassment of another person

- Sexually explicit or sexually suggestive material or correspondence
- False or defamatory information about a person or organisation.

WEB FILTERING

An internet filtering solution provides DoE with the ability to restrict access to inappropriate material on DoE's ICT network. Content filtering is active 100% of the time on the Computer for Student (CFS) devices. The filtering system is installed on each device.

PRIVACY AND CONFIDENTIALITY

It is important that students do not publish or disclose the email address of a staff member or student without that person's explicit permission. The student should not reveal personal information including names, addresses, photographs, credit card details or telephone numbers of themselves or others. It should also be ensured that privacy and confidentiality is maintained by not disclosing or using any information in a way that is contrary to any individual's interest.

INTELLECTUAL PROPERTY AND COPYRIGHT

Students should never plagiarise information and shall observe appropriate copyright clearance, including acknowledging the original author or source of any information used. It is also important that the student obtain all appropriate permissions before electronically publishing other people's works or drawings. The creator or author of any material published should always be acknowledged. Material being published on the internet or intranet must have the approval of the principal or their delegate and have appropriate copyright clearance.

MISUSE AND BREACHES OF ACCEPTABLE USAGE

Students should be aware that they are held responsible for their actions while using the internet and online communication services. Students will be held responsible for any breaches caused by other person(s) knowingly using their account to access internet and online communication services. The misuse of internet and online communication services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.

DAMAGE OR LOSS OF EQUIPMENT

All devices and batteries are covered by a manufacturer's warranty which covers manufacturing defects through normal usage. In addition, devices are covered by an insurance policy which protects against accidental damage. There is no cover for negligence, abuse or malicious damage. Costs incurred by the school for the repair or replacement of devices may be charged by the school as an excess to parents. In the event of non-compliance of agreed responsibilities, schools may review the student's continued participation. Any software or hardware issues, vandalism or damage to the device must be reported immediately to the teacher/school.

WILFUL AND MALICIOUS DAMAGE

Where a device is intentionally damaged, parents will be notified of the event, followed by an investigation. Where the school determines that damage has been intentionally caused to a device or a student has disrespected school property, parents will be invoiced according to the following;

- Lost case $10
- Missing keys on keyboard $30
- Broken screen $100

- Broken device and not working $100

SOFTWARE

The software loaded on the device is licensed to the DoE or the school.
Devices may be audited by a school. Devices may be rebuilt at any time for numerous reasons without consultation with students or parents and all local data may be lost in this process.
To stop any malicious software or virus's entering the DoE network, Miles State High School prohibits the installation of any software or program onto any school device that is licensed to the school of DoE. Parent/Carers will receive, sign and return to school the annual online services consent form which will outline the software that students access at school during engagement in curricular and extracurricular activities.

STORING, MONITORING AND REPORTING ON SCHOOL NETWORKS

Students should be aware that all use of internet and online communication services can be audited and traced to the account of the user.

1. Students will be provided with a school USB to store files.
2. All material on the device is subject to audit by authorised school staff. If at any stage there is a police request, DoE may be required to provide the authorities with access to the device and personal holdings associated with its use.
3. Students are not to store school files or use USBs on school devices that are not the property of Miles SHS.

STUDENTS' REPORTING REQUIREMENTS

Students are required to report any internet site accessed that is considered inappropriate. Any suspected security breach involving students, users from other schools, or from outside Queensland DoE must also be reported to the school.

APPROPRIATE USE OF SOCIAL MEDIA

Miles State High School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and apps can provide positive social development experiences through an opportunity to develop friendships and shape identities.
When used safety, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided use can lead to negative outcomes for the user and others.
Miles State High School is committed to promoting the responsible and positive use of social media sites and apps.
No student at Miles State High School will face disciplinary action for simply having an account on Facebook or other social media site.
Any form of Bullying (including Cyberbullying), Racism, Harassment or Victimisation, is unacceptable on the Miles State High School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Miles State High School – whether those behaviours occur during or outside of school hours. It is important for students at Miles State High School to engage in appropriate online behaviour.

ROLE OF SOCIAL MEDIA

The majority of young people use social media and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media, by its nature, will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media site and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that the comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

APPROPRIATE USE OF SOCIAL MEDIA

Students at Miles State High School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that all **personal information**, such as full name, address, phone number, school name and location and anyone else's personal information, is not shared.
- Thinking about what they say or post, and how it could be interpreted by others, before putting it online. Remember, **once content is posted online you lose control over it**. Students should not post content online that they would be uncomfortable saying or showing to their parent/carers faces or shouting in a crowded room.
- Remember that it can be difficult to work out whether a message typed on social media sites and apps are meant to be **funny or sarcastic**. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. **Students should report cyberbullying** concerns to a teacher and allow the teacher to record and deal with online concern.

If inappropriate online behaviour impacts on the good order and management of Miles State High School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences may include loss of internet privileges, suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Miles State High School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this

school and a student of another school outside school hours. Such an incident will be a matter for parents/carers and/or police to resolve.

LAW AND CONSEQUENCE OF INAPPROPRIATE ONLINE BEHAVIOUR AND CYBERBULLYING

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995 (Cth)* and the *Criminal Code Act 1899 (Qld)* contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "*using a carriage service to menace, harass or cause offence to another person*".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Miles State High School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Miles State High School expects its students to engage in positive online behaviours.

MSHS Senior Subjects

It is our intention to run all subjects in the face-to-face mode at Miles State High School. In the event that selection numbers indicate that there will not be enough students in a class to make it viable to run it at MSHS, the subject may be studied through a School of Distance Education to allow students the opportunity to still study subjects they prefer.

Mathematics

General

- General Mathematics
- Mathematical Methods

Applied

- Essential Mathematics

English

General

- English

Applied

- Essential English

Science

General

- Biology
- Chemistry
- Physics
- Psychology

Applied

- Science in Practice

The Arts & Technologies

Applied

- Visual Arts in Practice
- Hospitality Practices

Humanities and Social Sciences

General

- Modern History
- Ancient History
- Geography
- Business
- Legal Studies
- Social and Community Studies

Health and Physical Education

General

- Physical Education
- Health General

Applied

- Sport and Recreation

Vocational Education (VET)

- Certificate II in Engineering Pathways
- Certificate II in Rural Operations
- Certificate III in Business
- Certificate II in Construction Pathways
- Certificate II in Workplace Skills (Business)

General Mathematics

General senior subject

General

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, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

Pathways

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

Objectives

By the conclusion of the course of study, students will have the opportunity to learn to:

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement, algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs.	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones.	**Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination – short response</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination – short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination – combination response</td></tr>
</table>

Mathematical Methods

General senior subject

General

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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

Prerequisites

Students selecting Mathematical Methods must have achieved an A or B level of achievement in Year 10 Mathematics.

Pathways

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

Objectives

By the conclusion of the course of study, students will have the opportunity to learn to:

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability.	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables.	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination – short response	15%
Summative internal assessment 2 (IA2): • Examination – short response	15%		
Summative external assessment (EA): 50% • Examination – combination response			

Subject Materials Required

Text:

- Provided under Resource Scheme

Levy:

- Nil

Essential:

- 2 x A4 notebooks
- Scientific calculator (not CAS)
- Writing utensils minimum black/blue pen; red pen; pencil; pencil sharpener
- Eraser and ruler
- Mathematics Set

Specialist Mathematics
General senior subject (SDE)

General

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.

Students who undertake Specialist Mathematics will develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Prerequisites

Must be studied together with Mathematical Methods.

Students should have achieved a high B or above in Year 10 Mathematics.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

By the conclusion of the course of study, students will:

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof, vectors and matrices	Complex numbers, further proof, trigonometry, functions and transformations	Further complex numbers, proof, vectors and matrices	Further calculus and statistical inference
• Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices.	• Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs. • Trigonometry and functions • Matrices and transformations.	• Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions Vector calculus • Further matrices.	• Integration techniques • Applications of integral calculus • Rates of change and differential • Modelling motion • Statistical inference.

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination – short response	15%
Summative internal assessment 2 (IA2): • Examination – short response	15%		
Units 3 and 4			
Summative external assessment (EA): • Examination – combination response			50%

Subject Materials Required

Text: Provided under resource scheme

Levy:

- Nil

Essential:

- 2 x A4 notebooks
- Scientific calculator (not CAS)
- Writing utensils minimum black/blue pen; red pen; pencil; pencil sharpener
- Eraser
- Ruler
- Mathematics Set

Essential Mathematics
Applied senior subject

Applied

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.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Pathways

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

Objectives

By the conclusion of the course of study, students will have the opportunity to learn to:

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and money • Fundamental topic: Calculations • Number • Representing data • Managing money	**Data and travel** • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	**Measurement, scales and chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequency	**Graphs, data and loans** • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination – short response

English

General senior subject

General

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.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster: • skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts

• skills to make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences

• enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style

• creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others

• critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences

• empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Prerequisites

Students selecting English must have achieved a passing level of achievement in Year 10 English..

Pathways

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

Objectives

By the conclusion of the course of study, students will:

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

- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in context • Language and textural analysis • Responding to and creating texts	**Texts and culture** • Texts in context • Language and textural analysis • Responding to and creating texts	**Textual connections** • Conversations about issues in texts • Conversations about concepts in texts • Texts in context • Language and textural analysis • Responding to and creating texts	**Close study of literary texts** • Create responses to literary texts • Critical responses to literary texts • Texts in context • Language and textural analysis • Responding to and creating texts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination – extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

Subject Materials Required

- 1 x display folder
- USB
- selection of lead pencils, blue, black and red pens
- pocket size dictionary
- ruler, eraser, glue stick, whiteout tape and pencil sharpener, highlighter

Essential English

Applied senior subject

Applied

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.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster: • skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
• skills to choose generic structures, language, language features and technologies to best convey meaning
• skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
• effective use of language to produce texts for a variety of purposes and audiences
• creative and imaginative thinking to explore their own world and the worlds of others
• active and critical interaction with a range of texts, and an awareness of how language positions both them and others
• empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
• enjoyment of contemporary literary and non-literary texts, including digital texts.

Pathways

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

Objectives

By the conclusion of the course of study, students will:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	**Texts and human experiences** • Responding to texts • Creating texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identities, places, events and/orconcepts

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response

Subject Materials Required

Text:

- Provided under the Resource Scheme

Levy:

- Nil

Essential:

- 1 x A4 notebook
- 1 x display folder
- Writing utensils Minimum Black/blue pen; Red pen; Pencils; Pencil sharpener; Scissors, Glue Stick

Recommended

- Highlighters
- USB

Geography

General senior subject (SDE)

General

Overview

In Geography, students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, responding to land cover transformations, and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Pathways

Geography is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science. These pathways draw on the skills acquired through understanding and using spatial technologies.

Objectives

By the conclusion of the course of study, students will:

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- propose action
- communicate geographical understanding using appropriate forms of geographical communication

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones	Planning sustainable places	Responding to land cover transformations	Managing population change
• Natural hazard zones • Ecological hazard zones	• Responding to challenges facing a place in Australia • Managing challenges facing a megacity	• Land cover transformations and climate change • Responding to local land cover transformations	• Population challenges in Australia • Global population change

Assessment

Assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Modern History

General senior subject (SDE)

General

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Pathways

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

Objectives

By the conclusion of the course of study, students will:

- Devise historical questions and conduct research
- Comprehend terms, concepts and issues
- Analyse evidence from historical sources
- evaluate evidence from historical sources
- Synthesise evidence from historical sources
- Communicate to suit purpose

Structure

Modern History is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1 - Ideas in the Modern World • Two topics are selected to be studied in this unit. It may vary from school to school • Conceptual study • Depth study • Concluding study	**Unit 2 - Movements in the Modern World** • Two topics are selected to be studied in this unit. It may vary from school to school • Conceptual study • Depth study • Concluding study	**Unit 3 - National experiences in the Modern World** • Two topics are selected to be studied in this unit. It may vary from school to school • Conceptual study • Depth study • Concluding study.	**Unit 4 - International experiences in the Modern World** • Two topics are selected to be studied in this unit. It may vary from school to school • Conceptual study • Depth study • Concluding study

Assessment

Formative assessments in Year 11 provide feedback to both students and teachers about each student's progress in the course of study.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Modern History will contribute 25% towards a student's result.

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

Subject Materials Required

Text:

- Provided under Resource Scheme
- 1 x A4 notebook, USB, Selection of lead pencils, blue, black and red pens

Levy:

- NIL

Essential:

- Internet access (outside of school hours)
- Ruler, eraser, glue stick, whiteout tape and pencil sharpener, highlighters.

Legal Studies

General senior subject

General

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to make recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different associated views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students' question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

Pathways

A course of study in Legal Studies can provide the springboard for students to pursue a career in law enforcement, or to pursue a career as a legal practitioner or paralegal. It also provides an all round understanding of how the legal system operates, which is beneficial for every citizen to have a fundamental understanding of in their everyday lives.

Objectives

By the conclusion of the course of study, students will:

- Comprehend legal concepts, principles and processes
- Select legal information from sources
- Analyse legal issues
- Evaluate legal situations
- Create responses that communicate meaning to suit the intended purpose

Structure

Legal Studies is a subject in which students' study four units. As an alternative sequence subject, over the course of two years, students will study all four units. The order in which the students study the units may vary, depending on the year students commence studying the subject. Regardless of this, the first two units studied in Year 11 are formative, and only the results from Units 3 and 4 will contribute to ATAR calculations.

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1 – Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Unit 2 – Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Unit 3 – Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Unit 4 – Human rights in legal contexts** • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Assessment

Formative assessments in Year 11 provide feedback to both students and teachers about each student's progress in the course of study.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Legal Studies will contribute 25% towards a student's result.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation – analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation – inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

Ancient History

General senior subject (SDE)

General

Ancient History is concerned with studying people, societies and civilisations of the Ancient World, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that continue into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. Ancient History aims to have students think historically and form a historical consciousness. A study of the past is invaluable in providing students with opportunities to explore their fascination with, and curiosity about, stories of the past and the mysteries of human behaviour.

Throughout the course of study, students develop an understanding of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals, events and significant historical periods. Students investigate the problematic nature of evidence, pose increasingly complex questions about the past and develop an understanding of different and sometimes conflicting perspectives on the past. A historical inquiry process is integral to the study of Ancient History. Students use the skills of historical inquiry to investigate the past. They devise historical questions and conduct research, analyse historical sources and evaluate and synthesise evidence from sources to formulate justified historical arguments. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority.

Objectives

By the conclusion of the course of study, students will:

- Devise historical questions and conduct research
- Comprehend terms, concepts and issues
- Analyse evidence from historical sources
- Evaluate evidence from historical sources
- Synthesise evidence from historical sources
- Communicate to suit purpose

Course structure

Ancient History is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world	Personalities in their time	Reconstructing the ancient world	People, power and authority
• Digging up the past • Features of ancient societies	• Schools select two personalities from the Ancient World to study	• Schools select two historical periods to study in this unit	• Schools select a historical period from a set list to study • Schools select a personality from the ancient world from a set list to study

Assessment

Formative assessments in Year 11 provide feedback to both students and teachers about each student's progress in the course of study.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Ancient History will contribute 25% towards a student's result.

Summative assessments

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

Subject Materials Required

Text:

- Provided under Resource Scheme

Levy:

- NIL

Essential:

- Internet access (outside of school hours)
- 1 x A4 notebook, USB, Selection of lead pencils, blue, black and red pens
- Ruler, eraser, glue stick, whiteout tape and pencil sharpener, highlighters.

Social and Community Studies

Applied senior subject

General

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

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social and Community Studies provides students with the personal and social knowledge that allows them to be responsible and engaged citizens. It provides students with real life skills relating to work, relationships and money, which is beneficial to them as they begin their transition to an independent post schooling life.

Objectives

By the conclusion of the course of study, students will:

- Explain personal and social concepts and skills
- Examine personal and social information
- Apply personal and social knowledge
- Communicate responses
- Evaluate projects

Structure

Social and Community Studies is a subject in which students' study four units. Schools select four subjects from a range of options available in the QCAA syllabus for the subject.

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1 – Lifestyle and financial choices	**Unit 2 – Relationships and work environments**	**Unit 3 – Legal and digital citizenship**	**Unit 4 – Australia and its place in the world**

Assessment

Formative assessments in Year 11 provide feedback to both students and teachers about each student's progress in the course of study.

Four summative assessments are written by the school in Year 12 for Units 3 and 4 and these will contribute towards the QCE, and in some cases, to a student's ATAR calculation.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response – law matters	25%	Summative internal assessment 3 (IA3): • Extended response – Contemporary society	25%
Summative internal assessment 2 (IA2): • Project – Digital technology and wellbeing	25%	Summative internal assessment 4 (IA4): • Project – Australia as a Global Citizen	25%

Business

General senior subject (SDE)

General

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic 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 from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business situations and environments is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional 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 and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

By the conclusion of the course of study, students will:

- Learn about the business life cycle
- Use analytical tools
- Evaluate using business criteria

Course structure

Business is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Unit 1	Unit 2	Unit 3	Unit 4
Business Creation	Business Growth	Business Diversification	Business Evolution
• Fundamentals of business • Creation of business ideas	• Establishment of a business • Entering markets	• Competitive Markets • Strategic Development	• Repositioning a business • Transformation of a business

Assessment

Formative assessments in Year 11 provide feedback to both students and teachers about each student's progress in the course of study.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Ancient History will contribute 25% towards a student's result.

Summative assessments

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): ▪ Examination - combination response	25%	Summative internal assessment 3 (IA3): ▪ Feasibility report	25 %
Summative internal assessment 2 (IA2): ▪ Business report	25%	Summative external assessment (EA): ▪ Examination - combination response	25 %

Subject Materials Required

Text:

- Provided under Resource Scheme

Levy:

- NIL

Essential:

- Internet access (outside of school hours)
- 1 x A4 notebook, USB, Selection of lead pencils, blue, black and red pens
- Ruler, eraser, glue stick, whiteout tape and pencil sharpener, highlighters.

Physical Education

General senior subject (not available via SDE)

General

In Physical Education, Arnold's seminal work (1979, 1985, 1988) provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in movement contexts (Brown & Penney 2012; Stolz & Thorburn 2017). Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Pathways

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

Objectives

By the conclusion of the course of study, students will:

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

Course structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy and biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity — barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Investigation — report	25%	Summative external assessment (EA): • Examination — combination response	25%

Sport & Recreation

Applied senior subject

Applied

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Pathways

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Objectives

By the end of a course of study, students will:

- Investigate activities and strategies to enhance activities
- Plan activities and strategies to enhance outcomes
- Perform activities and strategies to enhance outcomes
- Evaluate activities and strategies to enhance outcomes

Topics of study

The Sport and Recreation syllabus allows schools to select four topics to study over the two years of this course. At Miles State High School, the following topics will be studied:

- Coaching and Officiating
- Event Management
- Fitness for Sport and Recreation
- Optimising performance

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	25%	Summative internal assessment 3 (IA3): • Performance	25%
Summative internal assessment 2 (IA2): • Project	25%	Summative external assessment (EA): • Project	25%

Health Practices

General senior subject (SDE from 2025)

Applied

The Health syllabus provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. Embedded in Health is the Health inquiry model that provides the conceptual framework for this syllabus.

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.
Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

Pathways

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Objectives

By the end of a course of study, students will:

- Recognise and describe information about health-related topics and issues
- Comprehend and use the Health inquiry model
- Analyse and interpret information to draw conclusions about health-related topics and issues
- Critique information to distinguish determinants that influence health status
- Investigate and synthesise information to develop action strategies
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- Organise information for particular purposes
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Topics of study

The units studied in Health Practices are:

- Resilience as a personal health resource
- Peers and family as resources for healthy living
- Community as a resource for healthy living
- Respectful relationships in the post-schooling transition

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

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

Biology

General senior subject

General

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

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment • understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Prerequisites

The Biology syllabus subject requires a minimum grade of B in Year 10 Science and a passing Level of Achievement in Year 10 Mathematics.

Pathways

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

Objectives

By the conclusion of the course of study, students will:

- describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plan physiology	**Maintaining the internal environment** • Homeostasis – thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystem and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination – Combination response			

Subject Materials Required

Text:

- Provided under Resource Scheme
- Textbook and Student Workbook
- Display folder/binder with plastic sleeves
- 196 page Notebook (single not part of 5 subject book)
- Blue, black and red pens
- Highlighters

Levy:

- No levy

Essential:

- HB pencils (for sketching of scientific diagrams)
- Eraser
- Ruler
- Scissors
- Glue
- Scientific Calculator

Chemistry

General senior subject

General

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

• interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world

• understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties

• understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products

• appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

• expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence

• ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions

• ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

Prerequisites

The Chemistry syllabus subject requires a minimum of a B in Year 10 Science and a passing Level of Achievement in Year 10 Mathematics.

Pathways

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

Objectives

By the conclusion of the course of study, students will:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions —reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination – combination response			

Subject Materials Required

Text:
- Provided under the Resource Scheme

Levy:
- Nil

Essential:
- 2 x A4 notebooks
- Scientific calculator (not CAS)
- Writing utensils Minimum Black/blue pen; Red pen; Pencil; Pencil sharpener
- Ruler

Recommended
- Highlighter
- Stapler

Physics

General senior subject (SDE)

General

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. 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.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

• appreciation of the wonder of physics and the significant contribution physics has made to contemporary society

• understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action

• understanding of the ways in which matter and energy interact in physical systems across a range of scales

• understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues

• investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence

• ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims

• ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Pathways

Physics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Objectives

By the conclusion of the course of study, students will:

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

Prerequisites

It is strongly recommended that a student has achieved a B or above in Year 10 Science and Mathematics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
• Thermal, nuclear and electrical physics	• Linear motion and waves	• Gravity and electromagnetism	• Revolutions in modern physics
• Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	• Linear motion and force • Waves	• Gravity and motion • Electromagnetism	• Special relativity • Quantum theory • The Standard Model

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2) • Student experiment	20%		
Units 3 and 4			
Summative external assessment (EA): • Examination – Combination response			50%

Subject Materials Required

Text:

- Provided under the Resource Scheme

Levy:

- Nil

Essential:

- 2 x A4 notebooks
- Scientific calculator (not CAS)
- Writing utensils Minimum Black/blue pen; Red pen; Pencil; Pencil sharpener
- Ruler

Recommended

- Highlighter
- Stapler

Science in Practice

Applied senior subject (SDE)

Applied

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real world and/or lifelike scientific contexts.

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, for example, animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study, students will:

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

Prerequisites

It is strongly recommended that a student has achieved a C or above in Year 10 Science.

Structure

The Science in Practice course consists of 4 units selected out of a list of options.

Units (4 are selected by schools)	Assessment
• Consumer science • Ecology • Forensic Science • Disease • Sustainability • Transport	For each of the selected units, there are two assessments in the form of: • Applied investigation • Practical project

Subject Materials Required

Text:

- Provided under Resource Scheme
- Textbook and Student Workbook

Levy:

- No levy

Essential:

- Display folder/binder with plastic sleeves
- 196 page Notebook (single not part of 5 subject book)
- Blue, black and red pens
- HB pencils (for sketching of scientific diagrams)
- Eraser
- Ruler
- Scissors
- Glue
- Highlighters
- Scientific Calculator

Visual Arts in Practice

Applied senior subject

Applied

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

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

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

By the conclusion of the course of study, students should:

- Use visual arts practices
- Plan artworks
- Communicate ideas
- Evaluate artworks

The Visual Arts in Practice course is designed by schools selecting four topics from the QCAA list of topics in the syllabus.

Electives	Assessment
• A - Looking inwards (self) • B - Looking outwards (others) • C - Clients • D - Transform & extend	For each unit: • Project • Artwork

Hospitality Practices

Applied senior subject

Applied

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

Objectives

By the conclusion of the course of study, students should:

- Demonstrate practices, skills and processes
- Interpret briefs
- Select practices, skills and procedures
- Sequencer processes
- Evaluate skills, processes and products
- Adapt production plans, techniques and procedures

The Hospitality Practices course is designed by schools selecting four topics from the QCAA list of topics in the syllabus.

Electives	Assessment
• Bar and barista basics • Culinary trends • Informal dining • Formal dining	For each unit: • Practical demonstration • Project

VOCATIONAL EDUCATION AND TRAINING (VET) Subjects

In VET subjects, students' complete modules leading to qualifications that are nationally recognised. VET subjects offered at Miles State High School and provided because we maintain Registered Training Organisation (RTO) status, which allows us to offer these opportunities to students at minimal cost when compared to external RTOs.

Upon completion or exit of these courses, students' will be issued a Nationally recognised certificate and / or a Statement of Attainment for competencies achieved.

All students in Queensland are eligible to study one VETis Funded qualification (there are restrictions on fields of study that attract this funding) at an external RTO whilst completing their Senior Schooling. Non VETis Funded qualifications, or more than one qualification through an external RTO will attract full fees from the external RTO. Though such courses may not attract VETis Funding, they may be able to contribute towards the 20 QCE points required by students to attain their QCE. (please not there is currently a review to the VETis funding process and this has not been released yet but we do know that it will be changing at the end of the year).

MILES STATE HIGH SCHOOL
RTO NUMBER: 30337

BSB30120: Certificate III in Business

QUALIFICATION DESCRIPTION

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance.
Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge. They may provide technical advice and support to a team.

ENTRY REQUIREMENTS

There are no formal qualification entry requirements.

Entry requirements for this program include the student's agreement and ability to undertake the following:

- Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.
- Attend and participate in scheduled training and assessment.
- Participate in workplace tasks to employer expectations.
- Be able to work in an industry environment and handle industry standard equipment.
- Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.

DURATION AND LOCATION

This is a two-year course delivered in Years 11 and 12 on site at Miles State High School.

COURSE UNITS

UNIT ODE AND TITLE
BSBCRT311 - Apply critical thinking skills in a team environment
BSBPEF201 - Support personal wellbeing in the workplace
BSBSUS211 - Participate in sustainable work practices
BSBTWK301 - Use inclusive work practices
BSBWHS311 - Assist with maintaining workplace safety
BSBXCM301 - Engage in workplace communication
BSBTEC302 - Design and produce spreadsheets
BSBTEC301 - Design and produce business documents
BSBPEF301 - Organise personal work priorities
BSBOPS305 - Process customer complaints
SIRXMKT001 - Support marketing and promotional activities
SIRXCEG002 Assist with customer difficulties
SIRXPDK001 Advise on products and services

RTO OBLIGATION

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualifications and a record of results. Students who achieve at least one unit competency (but not the full qualification) will receive a Statement of Attainment.

In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program: Students will be issued with a statement of attainment for any successfully completed units of competency

Any fees paid toward the program will be refunded on a pro rata basis.

DELIVERY MODES

The mode of delivery includes any combination of the following:
face-to-face in a simulated workplace environment for required performance and knowledge evidence.
in a classroom (‘off the job’) for some components of training for knowledge evidence.

FEES

There are no fees associated with this course.

ASSESSMENT

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

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

WORK PLACEMENT

The RTO may require students to undertake work placement or work experience. When this is the case, a summary of the requirements will be recorded in Section 4 of the Training and Assessment Strategy.

PATHWAYS

This qualification delivers broad-based underpinning skills and knowledge in a range business tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a business-related workplace.

Achievement of competence in some units will provide credit towards a range of business qualifications or employment opportunities.

Achievement of competence in all of the other units will provide advanced progress towards reaching competence in units contained in other business qualifications or employment opportunities.

See other business qualifications at training.gov.au.

MILES STATE HIGH SCHOOL
RTO NUMBER: 30337

MEM20422: Certificate II in Engineering Pathways

QUALIFICATION DESCRIPTION

This qualification develops trade-like skills and is not intended to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade -level theory and practice of welding; it is about being introduced to welding, how it can be used to join metal with the opportunity to weld some metal together. Similarly, with machining the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs to be done in a safe manner for each learner including people near the learner.

This qualification applies to a learning and assessment environment where access to structured on-the-job learning in a workplace may not be available. This qualification is intended for simulated work environments.

This qualification is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in the area. It will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment.

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace

ENTRY REQUIREMENTS

There are no formal qualification entry requirements.

Entry requirements for this program include the student's agreement and ability to undertake the following:

- Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.
- Attend and participate in scheduled training and assessment.
- Participate in workplace tasks to employer expectations.
- Be able to work in an industry environment and handle industry standard equipment.
- Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.

DURATION AND LOCATION

This is a two-year course delivered in Years 11 and 12 on site at Miles State High School.

COURSE UNITS

UNIT CODE	TITLE
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industry
MEMPE006	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices
MEM11011	Undertake manual handling
MEM16006	Organise and communicate information
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE004	Use fabrication equipment
MSMPCI101	Adapt to work in industry
CPCWHS1001	(optional) Prepare to work safely in the construction industry

RTO OBLIGATION

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all 12 units of competency will be awarded a Qualifications and a record of results.

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

In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program:

Students will be issued with a statement of attainment for any successfully completed units of competency

Any fees paid toward the program will be refunded on a pro rata basis.

DELIVERY MODES

The mode of delivery includes any combination of the following:

Face to face in a simulated workplace environment for required performance and knowledge evidence

Online for some components of training for knowledge evidence

In a classroom ('off the job') for some components of training for knowledge evidence

FEES

There is an Engineering subject levy of $135 as part of this course.

ASSESSMENT

Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment.

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

WORK PLACEMENT

Students are not required to complete work placement for this course.

PATHWAYS

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Achievement of competence in units *MEM13014A Apply principles of occupational health and safety in a work environment*, *MSAPMSUP106AWork in a team*, *MEM16006AOrganise and communicate information*, *MEM16008AInteract with computing technology*, *MSAENV272BParticipate in environmentally sustainable work practices*, *MEM18001CUse hand tools* and *MEM18002BUse power tools/hand held operations* will provide credit towards a range of manufacturing and engineering trade and production qualifications.

Achievement of competence in all of the other units will provide advanced progress towards reaching competence in units contained in other metal and engineering qualifications.

See other engineering qualifications at training.gov.au.

Miles State HIGH SCHOOL

NATIONALLY RECOGNISED TRAINING

MILES STATE HIGH SCHOOL

RTO NUMBER: 30337

CPC20220: Certificate II in Construction Pathways

QUALIFICATION DESCRIPTION

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this qualification allows for inclusion of skills suited for entry to off-site occupations, such as joinery as well as carpentry, bricklaying and other occupations in general construction.

This qualification is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a construction industry Australian Apprenticeship.

The qualification has core unit of competency requirements that are required in most Certificate III qualifications. The elective options are structured to allow choice from areas of trade skills as an introduction to a range of occupations.

ENTRY REQUIREMENTS

There are no formal qualification entry requirements.

Entry requirements for this program include the student's agreement and ability to undertake the following:

- Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.
- Attend and participate in scheduled training and assessment.
- Participate in workplace tasks to employer expectations.
- Be able to work in an industry environment and handle industry standard equipment.
- Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.

DURATION AND LOCATION

This is a two-year course delivered in Years 11 and 12 on site at Miles State High School.

COURSE UNITS

UNIT CODE	TITLE
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM10103	Plan and organise work
CPCCOM1015	Carry out measurements and calculations
CPCCVE1011	Undertake a basic construction project
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCCM10011	Undertake basic estimation and costing
CPCCCM2004	Handle construction materials
CPCCCM2006	Apply basic levelling procedures
CPCCCA2002	Use carpentry tools and equipment
CPCCVE1002	Undertake a basic computer design project

RTO OBLIGATION

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification.

Students who are deemed competent in all units of competency will be awarded a Qualifications and a record of results.

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

In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program:

Students will be issued with a statement of attainment for any successfully completed units of competency

Any fees paid toward the program will be refunded on a pro rata basis.

DELIVERY MODES

The mode of delivery includes any combination of the following:

Face to face in a simulated workplace environment for required performance and knowledge evidence

Work experience in commercial work site — third party report

Online for some components of training for knowledge evidence

In a classroom (‘off the job’) for some components of training for knowledge evidence

FEES

There is a subject levy of $135 as part of this course.

ASSESSMENT

Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment.

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

WORK PLACEMENT

Students are not required to complete work placement for this course.

PATHWAYS

This qualification delivers broad-based underpinning skills and knowledge in a range of construction tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in a construction-related workplace.

Achievement of competence in some units will provide credit towards a range of construction trade and production qualifications.

Achievement of competence in all of the other units will provide advanced progress towards reaching competence in units contained in other construction qualifications.

See other construction qualifications at training.gov.au.

MILES STATE HIGH SCHOOL

RTO NUMBER: 30337

AHC21216: Certificate II in Rural Operations

Qualification Description

This qualification provides an occupational outcome for industries and agencies in rural and regional Australia. Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.

Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.

This qualification is suitable for an Australian Apprenticeship.

No occupational licensing, legislative or certification requirements apply to this qualification at the time of publication.

COURSE UNITS

UNIT CODE	TITLE
AHCWHS201	Participate in work health and safety processes
AHCWRK209	Participate in environmentally sustainable work practices
AHCWRK204	Work effectively in industry
AHCWRK213	Participate in workplace communications
AHCMOM203	Operate basic machinery and equipment
AHCINF206	Install, maintain and repair farm fencing
AHCLSK202	Care for health and welfare of livestock
AHCLSK205	Handle livestock using basic techniques
AHCLSK211	Provide feed for livestock
TLID0020	Shift materials safely using manual handing methods
AHCPCM204	Recognise plants
AHCCFP301	Identify the effects of climate change as a factor in land management
AHCAGB302	Keep production records for a primary production business
AHCBIO303	Apply biosecurity measures
AHCWRK314	Monitor weather conditions
AHCLSK316	Prepare livestock for competition (optional)
AHCCHM201	Apply chemicals under supervision
CPCWHS1001	(optional) Prepare to work safely in the construction industry