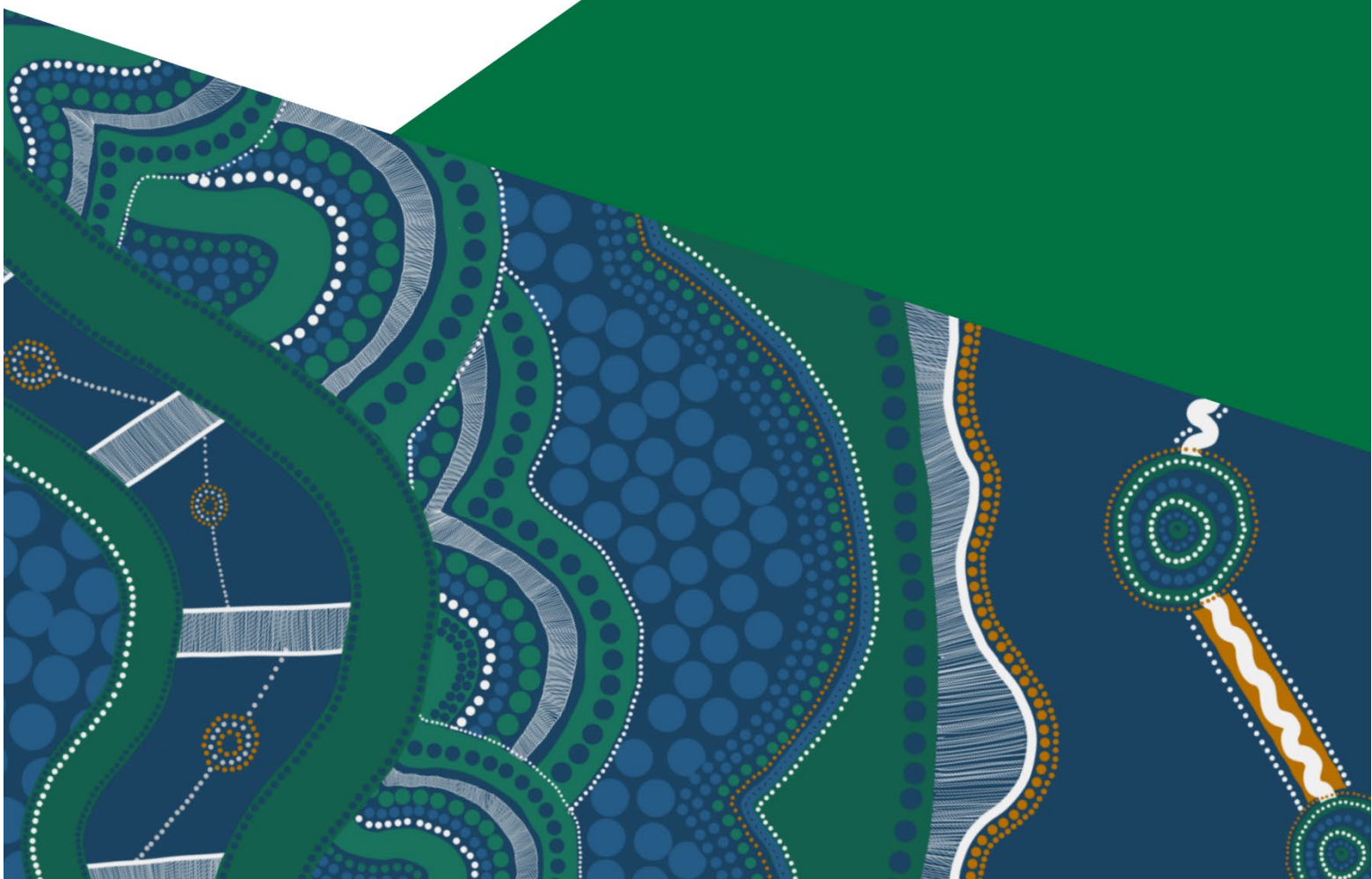




Forest Lake
STATE HIGH SCHOOL

YEAR 10 2027

Curriculum Handbook



Forest Lake State High School – a first-class education for every student in our community.

Forest Lake SHS is a school with a contemporary approach to education. We have a range of study options, coupled with high expectations, high support and therefore we see impressive results from our cohorts, each year.

Through a new phase of digital learning our school continues to educate and empower students to become successful global citizens. We are committed to providing every senior student with an educational program that meets their personal learning needs and develops the 21st century skills they need to prepare them for the many opportunities beyond school.

The Junior Secondary School (years 7, 8 and 9) delivers the approved Australian Curriculum (ACARA V9), and ensures our students are on track for success whether in their classroom or their engagement in the wider community. In the Senior Secondary School (years 10, 11 and 12) our senior students study for a QLD certificate of education (QCE) and a meaningful, aspirational pathway for the future. Students can study a diverse range of academic and vocational subjects specifically designed to meet their individual preferences and their post school aspirations. Forest Lake students have a wide choice to support their next steps in education or work in their post schooling life. Every student can aim high and step into their future.

We have a dedicated and highly skilled staff that ensure that your child is receiving the very best education in a safe supportive environment, grounded in positive interactions and relationships. We work in partnership with parents to support their young person's learning and wellbeing - two critical components of success – and we warmly welcome your involvement in our school.

As a whole school team, we commit to educating and empowering the future citizens of tomorrow.

I look forward to working in partnership with you and your young person on their educational journey, where they are supported to achieve their very best.



Sally Hawkes
Principal

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YEAR 10 PATHWAYS

SUBJECT CHOICES FOR YEAR 10 IN 2027

Forest Lake State High School is committed to providing a first-class education that empowers your child to be a successful global citizen.

Students in year 10 will study four electives in addition to English and Mathematics. Students will not be required to study Humanities or Science. Instead, they may choose from a variety of subjects within these fields or decide to do several subjects within Science but not Humanities or vice versa. All subjects will be undertaken for the entire year.

There are several reasons for the increase of elective subjects from 2 in Year 9 to 4 in Year 10.

1. To improve the engagement of students in their learning - they may choose more of the subjects that they are keen to study
2. To enable students, once in year 10, to consider more deeply their intended pathway of learning for year 11 and 12 and to prepare for it
3. To align with year 11 and 12, where students also undertake four electives along with an appropriate level of English and Mathematics

Your child as a "Generation ALPHA" will be called up on to use dexterity in English and Mathematics in the world in which they will work. More than ever before, your child must develop the skills of learning and a love of learning.

The world of work is evolving exponentially, with many jobs and industries not yet in place. To be successful, your child needs to be able to learn, pivot and upskill quickly. Students need to move effectively within global, digital, social, mobile and visual spheres.

Employers are recruiting for mindset and then training for skills. Employers continue to value these skills and capabilities over knowledge:

- Digital capability
- Innovation and creativity
- Collaboration and community
- Critical thinking
- Emotional intelligence
- Cultural competence
- Communication and presentation skills.

Students need to work on mastery of themselves, their emotions and their learning to be successful in the modern work environment. Year 10 students, with an increased choice of subjects, will be better informed when choosing their intended pathway of learning for year 11 and 12.

HOW WILL SUBJECT SELECTION FOR YEAR 10 2027 PROCEED:

1. Prepare – students and parents

It is important that students and their parents are well-informed as to the specifics of each subject (learning and assessment) as well as the pathway that the subject informs. There will be requirements for success that students must meet for year 10 and then again for year 11/12 to be able to enrol in the subject. Please read this curriculum handbook carefully with your child. Attendance at Pathways night on **06/08/2026** is also highly recommended.

2. J2S Meeting 01/09/2026- required

It is also important that your child chooses a well-rounded set of subjects for year 10 that will provide the best opportunities for success and further subject choice in year 11/12. Consequently, students and their parents must attend a Junior2Senior Plan (J2S) meeting on **01/09/2026** to finalise subject selections for 2026. Year 9 students will not attend school on this day. Instead, they will have a J2S meeting with one of our Heads of Department. Information on how to book this meeting will be sent to parents. **Subject selection cannot occur** without a meeting with the student, parent and HOD or Deputy Principal.

3. English and Mathematics

Students will be assigned to the appropriate levels of English and Mathematics, based on their results in year 9.

4. Choice of four electives

Students will choose their four electives, and this will be recorded in the J2S meeting. Some subjects will have "requirements for success" that must have been met. The 2027 timetable will be devised according to student elective choices, also considering staffing and resources. It is important to choose carefully as there will be very limited options for subject changes in 2027 and these will need to occur at the very start of term 1. All subjects will be undertaken for the whole year.

Every effort will be made (within staffing and timetable constraints) to give students their highest preferences. However, students will need to add additional choices as a "back up" and must be prepared to undertake them if required.

YEAR 10 SUBJECTS 2027

Every effort will be made (within staffing and timetable constraints) to give students their highest preferences. However, students will need to add additional choices as a “back up” and must be prepared to undertake them if required

C O R E	ENGLISH	MATHEMATICS	SCHOOL SUBJECTS
	- English or - English Essentials or - Literature	- Mathematics or - Essential Mathematics or - Introduction to Mathematical Methods	- CARE - Twenty First Century Skills
	HUMANITIES & BUSINESS	SCIENCE	ARTS
	- History Specialisation - Geography Specialisation - Tourism and Community Specialisation - Business and Accounting	- Introduction to Chemistry and Physics - Introduction to Biology and Psychology - Introduction to Science in Practice - Certificate II in Sampling and Measurement and - Certificate III in Laboratory Studies - Science in Action	- Music - Visual Arts - Media Arts - Drama - Dance - Dance Excellence (POE) (Students may only choose either Dance or Dance Excellence, not both)
E L E C T I V E S	HEALTH AND PHYSICAL EDUCATION	DIGITAL TECHNOLOGIES	DESIGN TECHNOLOGIES
	- Introduction to Physical Education - Introduction to Health Education - Introduction to Sport and Recreation - Rugby League Excellence - Netball	- Digital Technologies - Esports Excellence	- Introduction to Trades - Introduction to Early Childhood Studies - Introduction to Hospitality - Introduction to Design - Introduction to Fashion - Introduction to Food and Nutrition
		VET	
		Certificate II in Skills for Work and Vocational Pathways	
		LANGUAGE	
		Japanese	

When choosing subjects students should consider:

- What do I enjoy?
- What subjects will I work hard in to succeed, regardless of the other students, my friends or the teacher?
- What sorts of future jobs or courses am I interested in now?
- What would assist me to head towards my future career choice?
- What subjects do I need to do in year 10 to access the year 11/12 pathway I am considering?
- Check the pathways page at the start of each KLA section in this handbook to see what subjects are needed as I progress in these through year 11/12.

Year 10 is the **first** year of the Senior Phase of Learning and sets the foundation for a formal learning pathway in Years 11 and 12. Student learning performance in Year 10 drives the options available to students when they develop their senior course of study.

Considering a university pathway straight from year 12?

If students intend a university pathway, a requirement for successful entry into almost every General subject in year 11 or 12 is the achievement of a **B in English in year 10** (not Essential English).

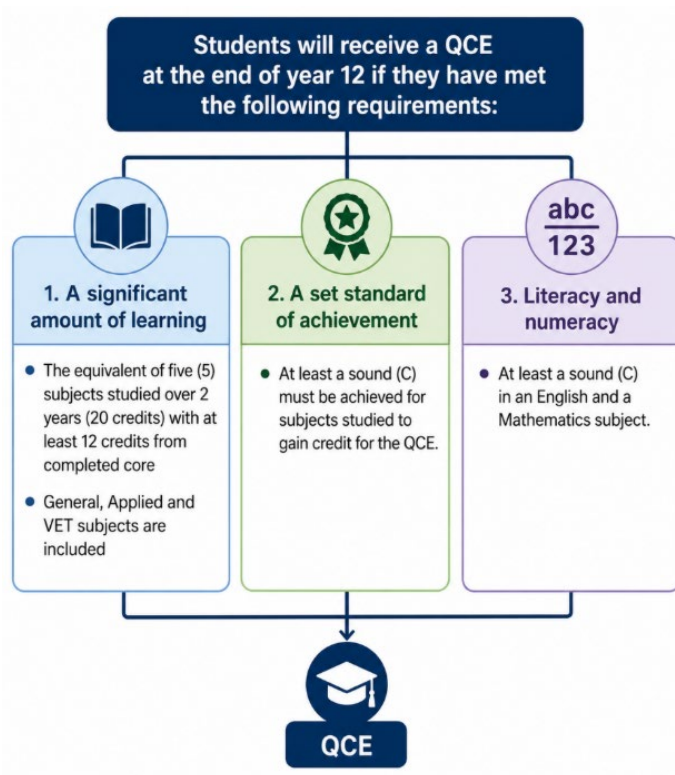
General subjects are those required for the calculation of an Australian Tertiary Admission rank (ATAR). In addition, students are often required to have achieved a B standard in the **specific** subject required for success.

Check carefully the “requirements for success” for year 11/12 subjects on p 8 & 9.

The next pages contain information about year 11/12 Pathways at FLSHS. It is useful to read this now to help inform student subject selection in year 10, 2027

YEAR 11 AND 12 PATHWAYS

At the completion of a successful learning pathway in year 11 and 12, students will receive either a Queensland Certificate of Education (QCE) or the Queensland Certificate of Individual Attainment (QCIA). Most students work toward the QCE. This certification is issued not by the school, but by the Queensland Curriculum and Assessment Authority.



Credits are awarded when courses are completed, with one credit awarded for each of unit. In addition, Vocational Education and Training (VET) qualifications contribute to the QCE and to the ATAR. Students who wish to enter university from year 12, must also gain an Australian Tertiary Admission Rank (see table below).

In year 10, students and parents will work with a member of the school team to determine each student's pathway for learning for year 11 and 12. Students will then choose six subjects (and these may include a vocational education course) to study over the two years.



Please check through the following information and then the “blue and green” pages (7 & 8) which outline each subject on offer (at this stage) in year 11 and the requirements for success to enter those subjects. General subjects (for university entrance) are found on the blue page.

COMMON TERMS

QCE (Qld Certificate of Education)	All students are expected to successfully complete their QCE by the end of year 12.
How many subjects?	Students choose 6 subjects.
Blue pathway	General subjects and Cert III or higher qualifications that contribute towards ATAR and QCE
Green pathway	Applied subjects and Cert II, III and IV qualifications that contribute towards QCE (TAFE/work/apprenticeship/traineeship)

ATAR	A number between 0 - 99.95, moving in increments of .05. Any number under 30 will be recorded as '30 or below'. This score, based on student achievement, determines university entrance and offers.
Assessment	Assessments in year 12 for each subject
General Subjects	One of the assessments will be an external assessment developed and marked by the QCAA • Completed in term 4 year 12 • Worth 50% of total mark for Science and Mathematics subjects • Worth 25% of total result for all other subjects • Result of external will be added to the result of the school-based assessments
QTAC (Queensland Tertiary Admission Centre)	QTAC will calculate the tertiary entrance by comparing students' results and scaling different subjects according to their relative difficulty

Requirements for Success for Year 10 subjects 2027		
KLA	SUBJECT	REQUIREMENTS FOR SUCCESS: ACHIEVEMENT IN YEAR 9
ENGLISH	English	C or above in English
	Literature	A or B in English
MATHEMATICS	Introduction to Mathematics Methods	A or B in Maths
	Mathematics	C or above in Maths
SCIENCE	Introduction to Chemistry/Physics	A or B in Science
	Introduction to Biology/Psychology	A or B in Science
	Cert II and III in sampling and measurement and lab skills	C or above in Science
HUMANITIES & BUSINESS	History Specialisation	C or above in Geography and/or History at least a C in English
	Geography Specialisation	C or above in Geography and/or History at least a C in English
	Introduction to Tourism and Social and Community Studies	C or above in Geography and/or History
	Business Education and Accounting	At least a C in English and Mathematics
LANGUAGE	Japanese	At least a C in Japanese
HEALTH & PHYSICAL EDUCATION	Introduction to Physical Education	At least a C in English
	Introduction to Health	At least a C in English
DESIGN TECHNOLOGIES	Design	Studied Design or ITE in Yr 9 would be an advantage; C or above in English and Mathematics would be an advantage
	Introduction to Early Childhood Studies	At least a C in English an advantage
	Introduction to Fashion	Studied FND in 8 or 9 an advantage; C or higher for Effort and Behaviour
	Introduction to Food and Nutrition	At least a C in English and Science
	Introduction to Hospitality	Studied FND in 8 or 9 an advantage; C or higher for Effort and Behaviour
	Introduction to Trades	Studied DAT (Yr 8) or ITE (Yr 9) an advantage; C or higher for Effort and Behaviour
DIGITAL TECHNOLOGIES	Esports Program of Excellence	At least satisfactory in effort and behaviour
	Digital Technologies	
THE ARTS	Dance POE	By application and audition only
	Dance	At least a C in Dance in either Year 8 or Year 9
	Drama	At least a C in Drama in either Year 8 or Year 9
	Media Arts	At least a C in Media Arts in either Year 8 or Year 9
	Music	At least a C in Music in either Year 8 or Year 9
	Visual Art	At least a C in Visual Art in either Year 8 or Year 9
VET	Certificate II in Skills for Work and Vocational Pathways	Open to all Students Students who intend on applying for WesTEC or TAFE are encouraged to undertake this course.

General subjects and VET that contribute to an ATAR	
Year 11/12 Subject:	Requirements for success: Achievement in Year 10
General English (ENG)	B or higher in English Year 10 Essential English does NOT lead to this subject
Literature (LIT)	B or higher in English Year 10 Essential English does NOT lead to this subject
English as an Additional Language (EALD)	C+ or higher in English - plus non-English speaking Background or Indigenous background Year 10 Essential English does NOT lead to this subject
General Mathematics (MAG)	C or higher in Mathematics or D or higher in Introduction to Mathematical Methods
Mathematical Methods (MAM)	B or higher in Introduction to Mathematical Methods
Specialist Mathematics (MAS)	B or higher in Introduction to Mathematical Methods + must also enrol in Mathematical Methods
Ancient History (AHS)	C or higher in History and/or Geography C or higher in English
Modern History (MHS)	C or higher in History and/or Geography C or higher in English
Geography (GEG)	C or higher in Geography and/or History C or higher in English
Accounting (ACC)	C or higher in English and Mathematics and preferable to have completed Business in Year 10 but not mandatory
Business (BUS)	C or higher in English and Mathematics and preferable to have completed Business in Year 10 but not mandatory
Japanese (JAP)	C or higher in Japanese
Psychology (PSY)	C or higher in Mathematics (MAT or MMI) C or higher in English C or higher in Science General (Introduction to Biology and Psychology or Introduction to Chemistry and Physics)
Biology (BIO)	B or higher in English C or higher in Mathematics (MAT or MMI) C or higher in Science General (Introduction to Biology and Psychology or Introduction to Chemistry and Physics)
Chemistry (CHM)	C or higher in English C or higher in Mathematics (MAT or MMI) C or higher in Science General (Introduction to Biology and Psychology or Introduction to Chemistry and Physics)
Physics (PHY)	C or higher in Science General (Introduction to Biology and Psychology or Introduction to Chemistry and Physics) + must also enrol in Mathematical Methods C or higher in English
Physical Education (PED)	C or higher in English (not Essential English)
Health (HED)	B or higher in English (not Essential English)
Dance (DAN)	B or higher in Dance
Drama (DRA)	C or higher in Drama and English
Film, Television & New Media (FTM)	B or higher Media Arts and English
Music (MUS)	B or higher in English and C or higher in Music
Music Extension (MEX) (Year 12 subject only)	A in Year 11 Music
Visual Art (ART)	B or higher in Art and English
Food & Nutrition (FNU)	C or higher in Science and English leading toward a future in nutritional food science, nutrition etc.
Design (DES)	C or higher in Mathematics or English, interested in a future in the design industry such as architect, interior design, graphic design, multimedia
Diploma of Business (BSV)	C or higher in English & Mathematics \$2750
Diploma of social media (DSM)	C or higher in English & Mathematics \$2750
Cert IV Real Estate (REL)	C or Higher in English \$1000

Applied subjects and VET subjects

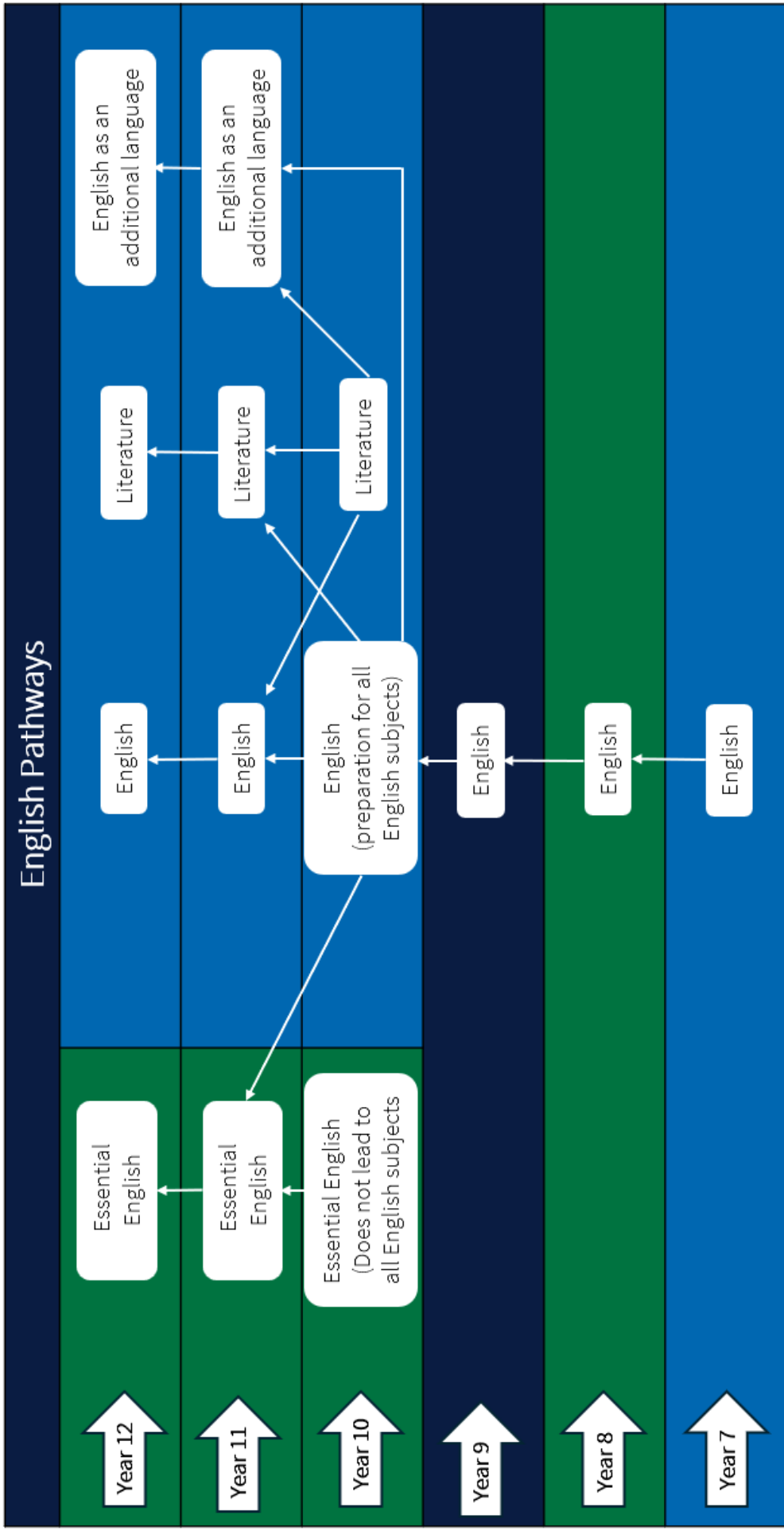
Year 11/12 subject	Requirements for success: Achievement in Year 10
Essential English (ENE)	English Essential English
Essential Mathematics (MAE)	Mathematics Essential Mathematics
Tourism (TOU)	History, Geography and/or Tourism and Community Specialization
Social & Community Studies (SCS)	History, Geography and/or Tourism and Community Specialization
Science in Practice (SCP)	Completion of any Science subject in year 9 or 10
Sport & Recreation (REC)	Interest in Physical Activity
Sport & Recreation (Netball)	Entry process, Year 10 netball desirable
Sport & Recreation (Rugby League)	Enrolment in Year 10 Rugby League program
Dance in Practice (DIP)	Prior experience in any DANCE subjects in years 8, 9 or 10, an understanding of Making and Responding
Dance Program of Excellence	Entry Process—Audition. A minimum B rating in Year 10 Dance desirable
Media Arts in Practice (MAP)	C in English Prior experience in any ARTS subjects in years 9 or 10, an understanding of Making and Responding
Visual Arts in Practice (VAP)	Prior experience in any ARTS subjects in years 9 or 10, an understanding of Making and Responding
Music in Practice (MIP)	Being able to read and play music is mandatory
Furnishing Skills (FUR)	Interest in working with timber leading toward a future in building, construction, furnishing, cabinet making etc. C or higher in Effort and Behaviour
Engineering Skills (ESK)	Interest in working with metal leading toward a future in the metal industry, boiler maker, mechanic, welder etc. C or higher in Effort and Behaviour
Early Childhood Studies (ECS)	Interest in working with children and planning age-appropriate activities with a future direction in early Childhood education C or higher in Effort and Behaviour
Certificate II in Hospitality (VHS)	Interest in working within the Hospitality Industry leading toward a future as a chef/cook, barista, food attendant etc. C or higher in Effort and Behaviour
Certificate II in Applied Digital Technologies (ADT)	Open to all – Laptop required
Information and Communication Technologies (Esports) (ICJ)	Open to all
Certificate II Workplace Skills (BSB)	Open to all – Laptop required
Certificate II Skills for Work and Vocational Pathways (FSW)	Open to all – Laptop required
Certificate II in Active Volunteering (VAL)	Interested in community volunteering—must engage 20 hours volunteering
Certificate II in Financial Services (FNS)	Open to all – Laptop required



INCLUSIVE EDUCATION

Forest Lake SHS provides support options for students experiencing difficulty with their studies through our curriculum structure. Appropriate support for individual students is based on student data and progress, and available school resources.

CARE PROGRAM	
Description	Year 10 focus: • developing social and emotional resilience • developing skills in first aid and resuscitation • career investigation and planning • workplace skills and job readiness enhancing literacy and numeracy improvement.
STUDENT SUPPORT SERVICES	
Description	Forest Lake State High School provides a range of support services and accesses community support services, for students with personal or academic needs which impact on their schooling or inhibits their capacity to reach their individual and educational goals.
EAL/D SUPPORT CLASSES	
Description	Students that are recent arrivals or from a non-English speaking background are supported through specialist EAL/D teachers.
Learning Experiences	Identified students can access support from EAL/D teachers on request and may receive support in class through teacher aide assistance.
PERSONAL AND SOCIAL CAPABILITY PROGRAMS	
Description	Personal and Social Capability Classes may be suggested as an option for students with a disability. Personal and Social Capability Classes are available for all year levels.
Learning Experiences	Within this subject students experience pre-teaching, consolidation and extra support in their other subjects or disability based interventions that may include zones of regulation (self-regulation and de-escalation program), intensive literacy intervention, whole person planning and post school options.
Assessment	Formative assessment is used to monitor student progress. There is no academic reporting for this subject.
INTENSIVE CURRICULUM CLASSES	
Description	For students working well below their same age peers (with an endorsed Individual Curriculum Plan) and with a significant need for support to access this curriculum .
Learning experiences	Students experience the same curriculum as their peers with adjustments to the year level at which they are accessing the curriculum. For example: a year 7 student in term 1 will be working on the same unit as other year 7 classes but being taught and assessed at year 4.
Assessment	Students are assessed against the achievement standards within their parent endorsed Individual Curriculum Plan.





ENGLISH

Links to ENGLISH, LITERATURE, ENGLISH as an ADDITIONAL LANGUAGE and ESSENTIAL ENGLISH in year 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- C or higher in Year 9 English.
- Students who achieve mid C or higher in year 9 will be placed in English.

COURSE OVERVIEW

In English, students further their language development by actively engaging in using language for a wide variety of realistic purposes and thinking deeply on how it is used. Students will continue to practise the skills and processes of reading, writing, speaking, listening and viewing encountered in junior secondary.

Students who wish to study the General English subjects in senior—English, Literature or English as an Additional Language—must study English. If they are not studying English, they will be required to complete bridging assessment to be considered for entry.

COURSE OUTLINE

Students study units where they participate in a range of activities based on literature (novels, poetry, drama, film) and media (social media, TV and film). They will all read a novel, study a Shakespearean play and view a range of media.

STUDY REQUIREMENTS

Students will need to work in class and at home to prepare assessment.

At the start of year 10, students should have chosen their English pathway—ATAR or other pathway (studying General English subjects) or Essential English pathway (meaning no ACCESS to ATAR).

ASSESSMENT

Students write and speak using many different genre including:

- narrative
- essay
- literary article
- expository or imaginative speaking.

RESOURCES/COSTS

- students need access to the class novel and play through the resource hire scheme
- access to a computer is required
- students will be expected to participate in excursions/activities as they arise e.g. live theatre performances and excursions.



LITERATURE

Links ENGLISH or LITERATURE in year 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- A or B in Year 9 English

COURSE OVERVIEW

In Literature, students further their language development by actively engaging in using language for a wide variety of creative and analytical purposes and thinking deeply on how it is used. Students will continue to practice the skills and processes of reading, writing, speaking, listening and viewing encountered in junior secondary.

Students in Literature will be specifically prepared for the Literature course in senior. They will be developing the necessary skills to achieve success in this course.

COURSE OUTLINE

Students study units where they participate in a range of activities based on literature (novels, poetry, drama, short stories) and media (TV and film). They will all read a novel, study a Shakespearean play and view a range of media.

STUDY REQUIREMENTS

- Students will need to work in class and at home to prepare assessment.
- At the start of year 10, students should have chosen their English pathway—ATAR or other pathway (studying General Englishes) or Essential English pathway (meaning no ACCESS to ATAR).

ASSESSMENT

Students write and speak using many different genres including:

- Narrative
- Essay
- Literary essay
- Imaginative speaking.

RESOURCES/COSTS

- Students will have access to the class novel and play through the resource hire scheme
- Access to a computer is required
- Students will be expected to participate in excursions/activities as they arise e.g. live theatre performances and excursions.



ESSENTIAL ENGLISH

Links to ESSENTIAL ENGLISH in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- This course is designed for students who are choosing an applied pathway (not a university pathway) in senior.
- C– or lower in year 7 to 9 English.
- Students who achieve C– or lower in year 9 will be placed in Essential English.

COURSE OVERVIEW

In Essential English, students further their language development by actively engaging in using language for a range of realistic purposes and becoming more confident and skillful in using it. Students will continue to practice the skills and processes of reading, writing, speaking, listening and viewing encountered in junior secondary. Students in Essential English will be specifically prepared for the Essential English course in senior. They will be developing the necessary skills to achieve success on this course.

COURSE OUTLINE

Students study units where they participate in a range of activities based on contemporary literature and media. They will become prepared to manage the demands of the senior Essential English course, particularly the Capacity to be critical and to express themselves clearly.

STUDY REQUIREMENTS

- Students will need to work in class and at home to prepare assessments. They will be encouraged to develop their skills to ensure they are prepared for Essential English (ENE) in senior.
- This course is designed for students who are choosing an Applied pathway (not a university pathway) for seniors.

If an Essential English student wants to be considered for general subjects in senior, they need to move to English and demonstrate success there, to be considered.

ASSESSMENT

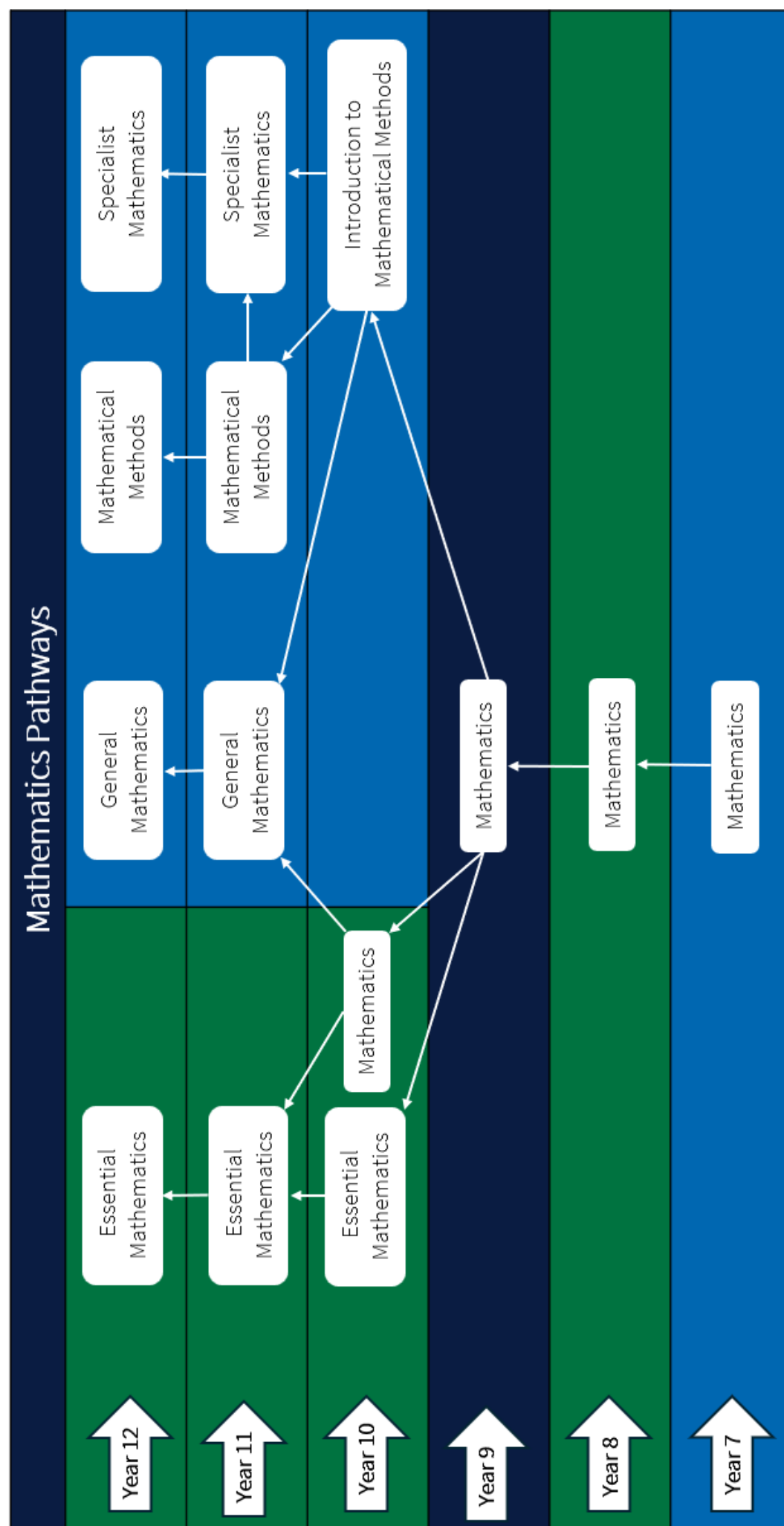
Students write and speak using many different genre including:

- narrative
- Expository Speaking
- analytical writing, mostly in short response form

They will prepare for the types of exams completed in senior Essential English.

RESOURCES/COSTS

- Students need access to the class novel and play through the resource hire scheme
- access to a computer is necessary
- Students will be expected to participate in excursions/activities as they arise e.g. live theatre performances and excursions.





ESSENTIAL MATHEMATICS

Links to ESSENTIAL MATHEMATICS in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- Students will be invited to join this subject based on their achievement in Year 8 and 9 Mathematics
- This subject gives students the best chance to experience success and prepares them to study Essential Mathematics in Years 11 and 12.
- This subject does not lead into General Mathematics or Mathematical Methods.

COURSE OVERVIEW

Essential Mathematics develops the practical numeracy skills needed for everyday life, and future employment pathways. The course focuses on applying mathematics in real-world contexts including finance, measurement, travel, data interpretation and problem-solving.

COURSE OUTLINE

This subject prepares students for pathways into Essential Mathematics, VET, apprenticeships, and employment. Completion of Units 2 and 3 can contribute to the QCE numeracy requirements in Years 11 and 12.

Topics included are:

- Personal and workplace finance, including earning income, interpreting payslips, budgeting, financial planning, and understanding percentages, rates, and discounts
- Measurement and practical maths, such as scale, geometry, time, travel, timetables, maps, navigation, and location skills
- Data and analysis, covering data collection, representation, interpretation, and probability and chance
- Mathematical tools and problem-solving, including everyday algebra and formulas, spreadsheets and digital tools, and practical reasoning skills

Students apply mathematics to authentic situations such as:

- Everyday applications such as planning travel routes and schedules, comparing shopping and mobile phone plans, analysing sporting and gaming statistics, and creating budgets and financial plans
- Data and digital skills, including interpreting real-world data and using spreadsheets to organise and analyse information

STUDY REQUIREMENTS

Students are expected to:

- participate actively in classroom learning activities
- complete homework, revision and assessment tasks by due dates
- work independently and collaboratively when required
- use digital technologies and spreadsheets appropriately
- develop confidence in communicating mathematical thinking
- apply mathematical skills to practical situations.

Regular attendance and consistent effort are important for success in this subject.

ASSESSMENT

Examinations assessing your ability to use mathematical knowledge, procedures, and develop and apply mathematical models

Assignments including problem-solving tasks in real-life contexts and mathematical investigations

RESOURCES/COSTS

- a scientific calculator
- writing materials and exercise books
- access to a laptop device in accordance with the school BYOx program.



MATHEMATICS

Links to ESSENTIAL MATHEMATICS & GENERAL MATHEMATICS in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- NIL

COURSE OVERVIEW

Mathematics is an essential part of your education because it gives you a foundation for developing an understanding of many aspects of your world. It also gives you the knowledge and skills to participate in and make wise decisions about issues in the world and the things that affect your life.

Year 10 Mathematics offers opportunities to develop knowledge, processes, skills and attitudes relating to things such as:

- effective functioning as a member of society
- being numerated - in a wide range of contexts both in school and out of school
- engaging in further study in mathematics
- enhanced use of technology as one of many tools for learning.

COURSE OUTLINE

This year 10 Mathematics course continues the basic topics covered up to the end of year 9. The course is designed to prepare students for the study of Essential Mathematics and General Mathematical in years 11 and 12. The course will focus on the continued development of mathematical concepts and skills in predominantly life-related situations.

Topics included are:

- number: number concepts; addition and subtraction; multiplication and division
- algebra: patterns and functions, equivalence and equations
- measurement: length, mass, area and volume; time
- chance and data: chance; data
- space: shape and line; location, direction and movement.

STUDY REQUIREMENTS

- it is expected that you will need to study at home and revise the work covered in lessons
Home study will involve:
- the revision and reorganization of class work so that the concepts introduced and developed are retained
- homework tasks using the skills and concepts learned in class
- assignment tasks used to assess progress in the course.

ASSESSMENT

Examinations that test your ability to:

- use mathematical knowledge and procedures
- develop and use mathematical models

Assignments such as:

- problem solving tasks that may be set in life-related contexts
- mathematical investigations.

RESOURCES/COSTS

- scientific calculator
- ruler
- protractor
- set squares



MATHEMATICAL METHODS

Links to MATHEMATICAL METHODS & SPECIALIST MATHEMATICS C in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- Students will be recommended for this course based on their NAPLAN results and achievement in year 9 Mathematics
- students who wish to be eligible for university pathway subjects (Mathematical Methods & Specialist Mathematics) in Mathematics in year 11 would need to demonstrate success (at least a B) in year 10.

COURSE OVERVIEW

Mathematics is an essential part of your education because it gives you a foundation for developing an understanding of many aspects of your world. It also gives you the knowledge and skills to participate in and make wise decisions about issues in the world and the things that affect your life.

COURSE OUTLINE

The Introduction to Mathematical Methods course extends the basic mathematics topics covered up to the end of year 9. As such, the course is designed to prepare students for the study of Mathematical Methods in years 11 and 12.

The course will focus on the more difficult, and theoretical content required as a basis for Mathematical Methods.

Topics are covered within the following strands:

- the understanding and use of index notation
- the algebra of rational numbers
- representing and working with functions
- application of trigonometric functions
- additional statistical analysis techniques (box and whisker plots)
- Euclidean geometry (circle theorems)

STUDY REQUIREMENTS

- it is expected that you will need to study at home and revise the work covered in lessons

Home study will involve:

- the revision and reorganization of class work so that the concepts introduced and developed are retained
- homework tasks using the skills and concepts learned in class
- assignment tasks used to assess the student's progress in the course.

ASSESSMENT

Examinations that test your ability to:

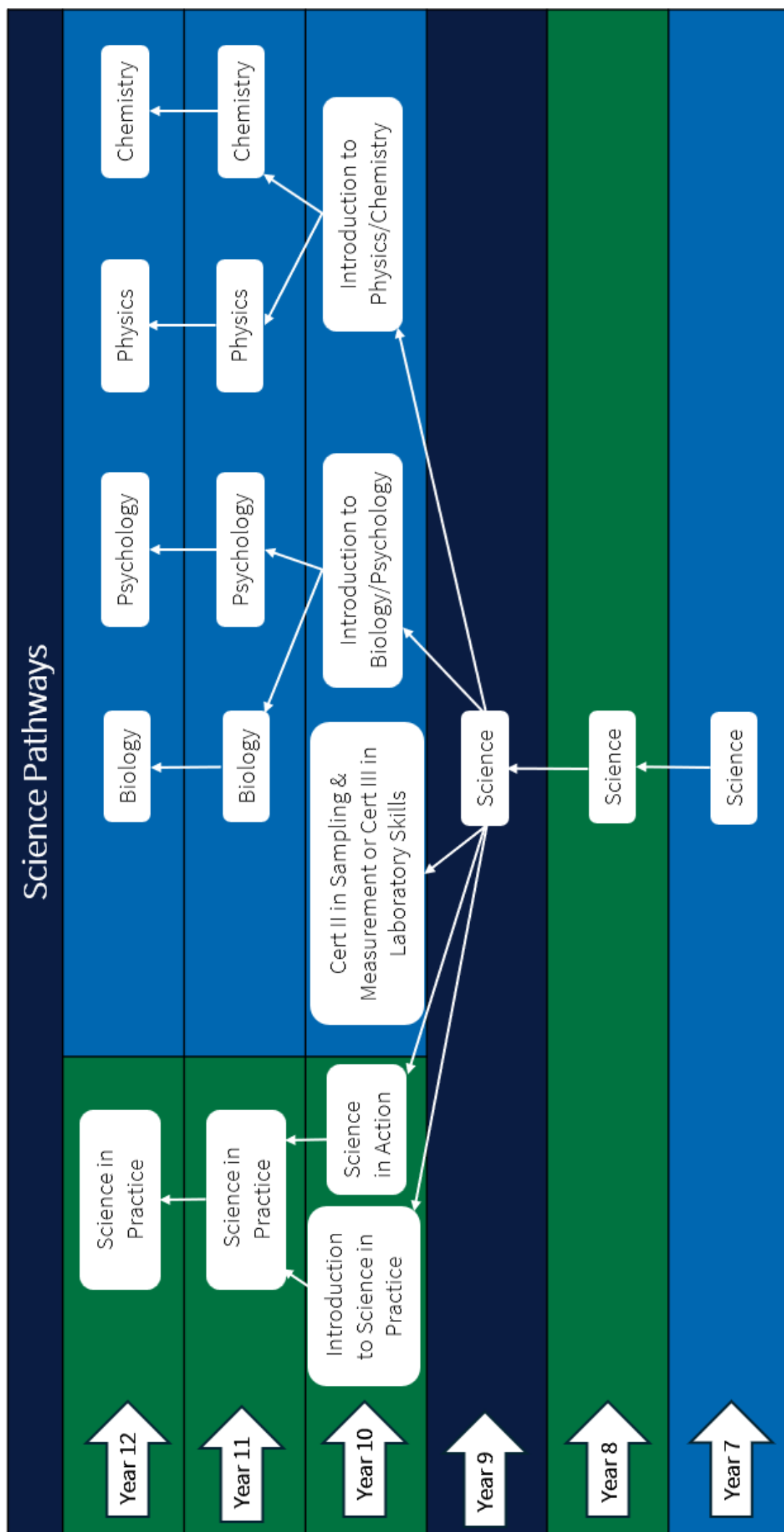
- use mathematical knowledge and procedures
- develop and use mathematical models.

Assignments such as:

- problem solving tasks that may be set in life-related contexts
- mathematical and practical investigations.

RESOURCES/COSTS

- scientific calculator
- ruler
- protractor
- set squares





INTRODUCTION TO SCIENCE IN PRACTICE

Links to MATHEMATICAL METHODS & SPECIALIST MATHEMATICS C in years 11/12

COURSE OVERVIEW

In the year 10 curriculum students develop questions and hypotheses and independently design and carry out appropriate methods of investigation. When designing and undertaking investigations they consider the need for accuracy, safety, fairness, ethical actions and collaboration. They identify where digital technologies can be used to enhance the quality of investigations and they communicate using scientific language and representations appropriate to the content.

COURSE OUTLINE

The course covers four key topics:

- **Biological science**

The transmission of heritable characteristics from one generation to the next involves DNA and genes. The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

- **Chemical science**

The atomic structure and properties of elements are used to organize them in the Periodic Table. Different types of chemical reactions are used to produce a range of products and can occur at different rates.

- **Earth and space science**

The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe.

Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

- **Physical science**

Energy conservation in a system can be explained by describing energy transfers and transformations. The motion of objects can be described and predicted using the laws of physics.

STUDY REQUIREMENTS

It is expected that students will devote time outside of classes to the study of science in year 10

This will involve:

- revising and reorganizing class work so that the concepts are understood and retained
- set homework tasks using the skills and concepts learned in class
- planning and preparation of experimental practical work
- completion of assignments.

ASSESSMENT

- assessment techniques may include:
- extended investigation reports
- written tests
- research projects & reports
- oral presentations
- models
- collections of work.

RESOURCES/COSTS

- students have access to scientific equipment and resources to explore the concepts taught
- excursions that complement the in-class learning experiences may be offered.



SCIENCE IN ACTION

Links to SCIENCE in PRACTICE in years 11/12

COURSE OVERVIEW

This Year 10 applied science subject offers a hands-on learning experience in medicine, health, race car technology, horticulture, and food science. Integrating practical components and real-world examples, students gain relevant skills and knowledge applicable to diverse fields. This subject is tailored for students interested in hands-on science, aligning assessments with the Australian Curriculum skills dimension, and preparing students to continue with Science in Practice in Years 11/12.

COURSE OUTLINE

1. Medicine, Health, and Wellbeing
 - Human Biology, Health & Wellbeing, Common Health Issues, Nutrition, Digestive System, Vital Signs & First Aid, Disease, Medicines, Health Promotion, and First Aid Training
2. The Science of Race Cars
 - Race Car Types, Basics of Aerodynamics, Aerodynamic Design Challenges, Engine Mechanics, Engine Performance, Suspension Systems, Materials, Safety in Racing, Data Analysis & Technology
3. Exploring Food Science - Chemistry and Preservation
 - Food Components, Taste Profiles, Ingredient Interactions, Basic Cooking Techniques, Heat Transfer in Cooking, Food Coloring Agents, Food Preservation Methods, Drying and Canning, Fermentation.
4. Exploring Horticulture and Plant Health
 - Introduction to Horticulture, Plant Anatomy, Soil Management, Plant Propagation, Plant Care, Plant Health
 - Monitoring, Garden Design Principles, Selecting and Planning Plants, Garden Implementation

STUDY REQUIREMENTS

- Students are expected to actively participate in hands-on activities, practical experiments, and group projects. Engagement with guest speakers and field trips is encouraged to enhance learning experiences.

ASSESSMENT

- Assessment techniques may include:
- Practical assessments
- Group projects
- Reflective journals documenting learning experiences

RESOURCES/COSTS

- Field trips and guest speakers (potential additional costs)
- Costs will vary based on specific activities, but efforts will be made to minimize expenses.



CERTIFICATE II in SAMPLING AND MEASUREMENT AND CERTIFICATE III IN LABORATORY SKILLS

Links to any science subject in years 11/12

COURSE OVERVIEW

This course covers Certificate II in Sampling and Measurement and Certificate III in Laboratory Skills. These courses will teach the skills and knowledge required to perform a range of sampling and measurements activities as part of laboratory, production or field operations in the construction, manufacturing, food processing, resources and environmental industry sectors. Successful completion of this course will provide students with a nationally recognized qualification and provide credits toward the Queensland Certificate of Education (QCE).

Students will concurrently study Earth and Environmental Sciences to supplement their learning in the certificate courses. This course is highly regarded as a skills development opportunity for students considering General Science courses in years 11 and 12.

COURSE OUTLINE

Combination of online, class-based tasks and practical components in a laboratory environment at school. In the study of Earth and Environmental Science, students may cover topics such as Earth systems and processes, managing Earth's resources and Earth's hazards.

STUDY REQUIREMENTS

- This will involve:
- revising and reorganizing class work so that the concepts are understood and retained
- set homework tasks using the skills and concepts learned in class
- planning and preparation of experimental practical work
- completion of assignments.

ASSESSMENT

Assessment techniques may include:

- student experiments
- written tests
- research investigations
- data tests.

RESOURCES/COSTS

- This program is fully funded by the Queensland Government VET Investment Budget for eligible students.
- If a student is not eligible for VETiS funding a Fee for Service (FFS) arrangement of \$1,900. This heavily reduced price includes the enrolment fee. An additional \$500 to complete remaining 5 units of competency for the Certificate III.

QCE POINTS

The Cert II in Sampling and Measurement completion gains 4 QCE points.
The Cert III in Laboratory Skills completion gains 2 additional QCE points.



INTRODUCTION TO BIOLOGY & PSYCHOLOGY

Links to BIOLOGY or PSYCHOLOGY in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- B or above in science

COURSE OVERVIEW

Biology is the study of living things. It aims to provide a greater understanding of how organisms and systems work together to bring meaning to observations. Throughout the course of study, students will use an inquiry-based approach to develop an understanding of ecology, anatomy, physiology and genetics. These concepts will then be applied in a variety of contexts including plants and animals. The Year 10 Biology course prepares students for the Senior Biology QCAA course of study.

COURSE OUTLINE - BIOLOGY

Students may cover content such as genetics and evolution, ecology, anatomy and physiology.

COURSE OVERVIEW

Psychology provides opportunities for students to engage with concepts that explain behaviors and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behavior. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. The Year 10 Psychology course prepares students for the Senior Psychology QCAA course of study.

COURSE OUTLINE - PSYCHOLOGY

Students may cover content such as psychology and statistics, the brain and the nervous system.

STUDY REQUIREMENTS

- It is expected that students will devote time outside of classes to the study of science in year 10

This will involve:

- revising and reorganizing class work so that the concepts are understood and retained
- set homework tasks using the skills and concepts learned in class
- planning and preparation of experimental practical work
- completion of assignments.

ASSESSMENT

Assessment techniques may include:

- student experiments
- written tests
- research investigations
- data tests

RESOURCES/COSTS

- students have access to scientific equipment and resources to explore the concepts taught
- excursions that complement the in-class learning experiences may be offered



INTRODUCTION TO CHEMISTRY AND PHYSICS

Links to CHEMISTRY or PHYSICS in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- B or above in science
- C or above in mathematics

COURSE OVERVIEW

Chemistry is the branch of science that gives meaning to the properties of matter and its composition. It uses these properties to examine how matter reacts to form new products in chemical reactions. Throughout the course of study, students will use an inquiry-based approach to develop an understanding of atoms and their properties, chemical bonding, chemical reactions and quantitative analysis. Students will link these concepts together throughout the course of study to develop a holistic understanding of Chemistry. The Year 10 Chemistry course prepares students for the Senior Chemistry QCAA course of study.

COURSE OUTLINE

Students may cover content such as atoms, chemical bonding and chemical reactions.

COURSE OVERVIEW

Physics is the area of science that explains energy, its conversions, as well as the physical aspects of nature. It focuses on mechanics and various types of energy including heat, light and sound. Throughout the course of study, students will use an inquiry-based approach to develop an understanding of heat energy, electrical energy, motion and forces. Students will link these concepts together throughout the course of study to predict outcomes. The Year 10 Physics course prepares students for the Senior Physics QCAA course of study.

COURSE OUTLINE

Students may cover content such as heat and electrical energy, motion and forces.

STUDY REQUIREMENTS

- It is expected that students will devote time outside of classes to the study of Science in year 10.
- This will involve:
- revising and reorganizing class work so that the concepts are understood and retained
- set homework tasks using the skills and concepts learned in class
- planning and preparation of experimental practical work
- completion of assignments

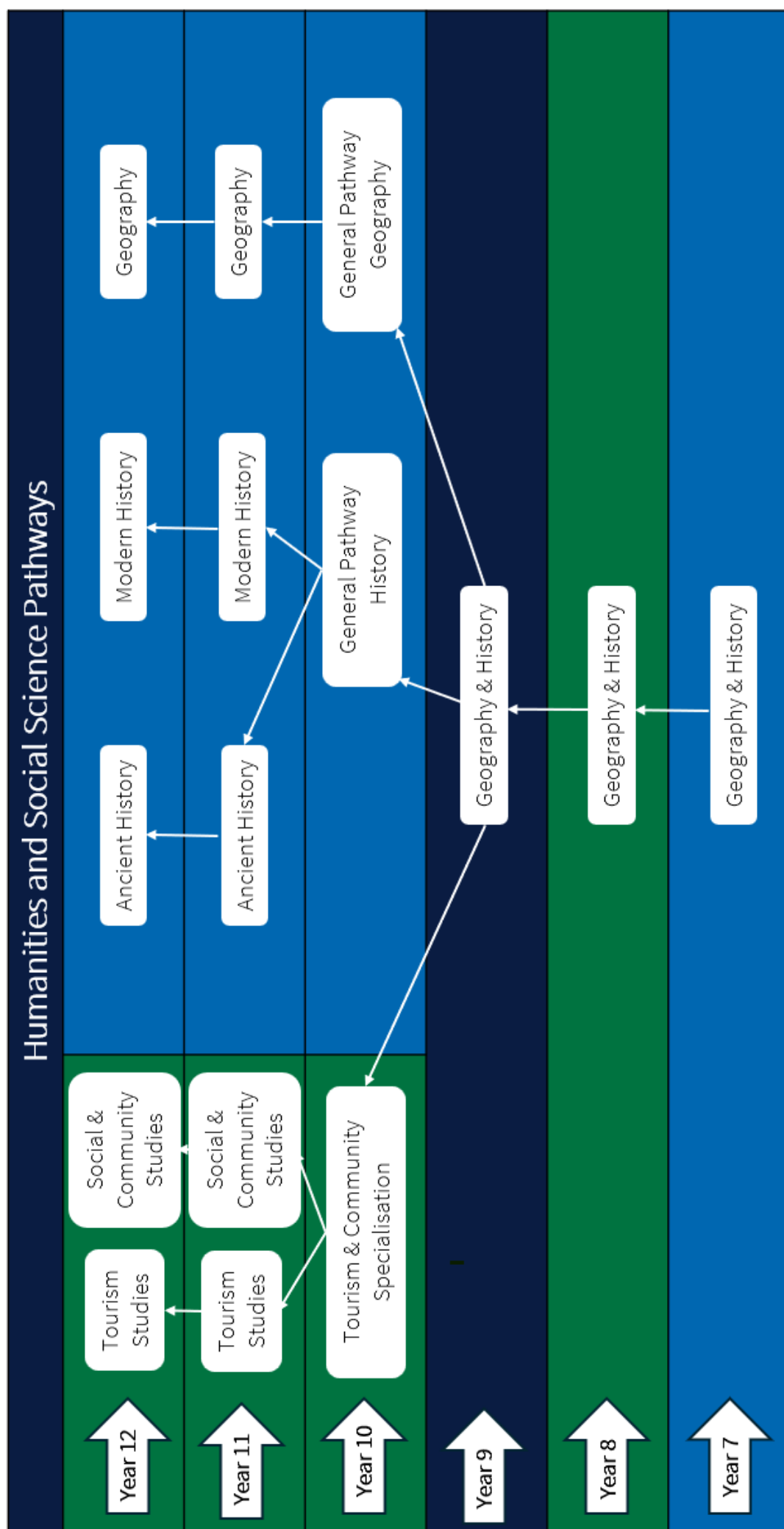
ASSESSMENT

Assessment techniques may include:

- student experiments
- written tests
- research investigations
- data tests

RESOURCES/COSTS

- students have access to scientific equipment and resources to explore the concepts taught
- excursions that complement the in-class learning experiences may be offered





GEOGRAPHY SPECIALISATION

Links to ANCIENT HISTORY, ECONOMICS, MODERN HISTORY, TOURISM and SOCIAL & COMMUNITY

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- Students need to be achieving an C or above in year 9 Geography and/or History
- Students should also be achieving at least a C in English

COURSE OVERVIEW

In the Humanities and Social Science (HaSS) students explore social, environmental, cultural, economic and political systems in a variety of contexts. The major content focus of the Humanities and Social Science is the study of people and their surroundings in time and place. Students develop skills that help them investigate controversial and challenging issues, develop the ability to think critically about data and evidence, collect and manipulate data into other formats, develop hypotheses and communicate using academic prose. Studying this course will allow students to understand the changing world and provide skills in investigation and devising solutions. The year 10 Geography course prepares students for the study of the Senior Geography QCAA course.

COURSE OUTLINE

Environmental Change and Management focuses on investigating environmental geography through in-depth studies of human and natural environments. These units will investigate the environmental functions that support all life, it will explore challenges to human and natural environments, and how environmental world views determine how humans respond to these challenges. Most importantly, the study of Geography is about examining human and natural environments, identifying issues and evaluating and selecting strategies that manage change.

- Unit 1 Geography of Wellbeing
- Unit 2 Coastal Management
- Unit 3 Urban Transformations
- Unit 4 Fire Storm

STUDY REQUIREMENTS

- Students need to achieve a C or above in year 9 Geography and/or History
- Students should also be achieving at least a C in English
- Students will need a dedicated Geography exercise book
- Students will need a BYODx device to complete research-based assessment tasks (field reports), access QLearn and other technology specific to the study of geography

ASSESSMENT

- Short Response/Data Test
- Field Reports
- Essay Test in Response to Stimulus

RESOURCES/COSTS

- Students will have access to geography specific resources that will allow them to explore the concepts taught.
- Field trips and excursions are compulsory components of Geography as the data collected is used to complete Field Report assessment tasks
- Costs may range from \$50 to \$60 depending on the destination



HISTORY

Links to ANCIENT HISTORY, ECONOMICS, MODERN HISTORY, TOURISM and SOCIAL & COMMUNITY STUDIES

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- Students need to achieve a C or above in year 9 Geography and/or History
- Students should also be achieving at least a C in English

COURSE OVERVIEW

In the Humanities and Social Sciences (HaSS) students explore social, environmental, cultural, economic and political systems in a variety of contexts. The major content focus of the Humanities and Social Sciences is the study of people and their surroundings in time and place. Students develop skills that help them investigate controversial and challenging issues, develop the ability to think critically about sources of information and evidence, and develop hypotheses and communicate using academic prose. Studying this course will allow students to understand how modern society has developed and transformed via past events and provide skills in investigation, and the analysis of perspectives. The year 10 History Course prepares students for the Senior Ancient History and Modern History QCAA courses.

COURSE OUTLINE

The Modern and Ancient Worlds units will provide an overview of these periods with modern history depth studies in World War Two and Popular Culture. The twentieth century was an important period in Australia's social, economic, political and cultural development. The transformation of the modern world through conflict and cooperation provides a necessary context for understanding Australia's development and place within the Asia-Pacific region. The ancient history depth studies into The Persian Wars and Greek Mythology will give insight into the interactions of societies and the impacts of individuals and groups while highlighting how events and beliefs in the past provided significant legacies that continue to influence society into the present.

- Unit 1 World War Two
- Unit 2 The Persian Wars
- Unit 3 Popular Culture
- Unit 4 Greek Mythology

STUDENT REQUIREMENTS

- Students need to be achieving an C or above in year 9 Geography and/or History
- Students should also be achieving at least a C in English
- Students will need a dedicated History exercise book
- Students will need a BYODx device to complete research-based assessment tasks (written research), access QLearn and other technology specific to the study of history.

ASSESSMENT

- Short Response Test
- Essay Test in Response to Historical Evidence
- Written Research
- Independent Source Investigation

RESOURCES/COSTS

Students will have access to history specific resources what will allow them to explore the concepts taught.



TOURISM AND COMMUNITY STUDIES

Links to ANCIENT HISTORY, ECONOMICS, MODERN HISTORY, TOURISM and SOCIAL & COMMUNITY

COURSE OVERVIEW

In the Humanities and Social Sciences (HaSS) students explore social, environmental, cultural, economic and political systems in a variety of contexts. The major content focus of the Humanities and Social Sciences is the study of people and their surroundings in time and place. Students develop skills that help them investigate challenging issues, develop the ability to think critically about sources of information and evidence, and develop ideas and communicate effectively. The year 10 Tourism and Community Course prepares students for the Senior Tourism Studies and Social and Community Studies QCAA courses.

COURSE OUTLINE

These units will provide depth studies in the way people interact in a variety of social, cultural, economic and environmental contexts. Depth studies will examine the skills students need to function efficiently, effectively and positively in current and future life roles. It encourages them to recognize that emotional and social wellbeing are significant to individuals, families, the community and society. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviors required for effective participation in the community and for thinking critically, creatively and constructively about their future role in it. Additionally, units will give students a variety of intellectual, technical, operational and workplace skills. It enables students to gain an appreciation of society and community and the role of the tourism industry and the structure, scope and operation of the related tourism section of travel, hospitality and visitor services.

STUDY REQUIREMENTS

- Students will need a dedicated Tourism and Community exercise book
- Students will need a BYODx device to complete research-based assessment tasks (written research), access QLearn and other technology specific to the study of Tourism and Community

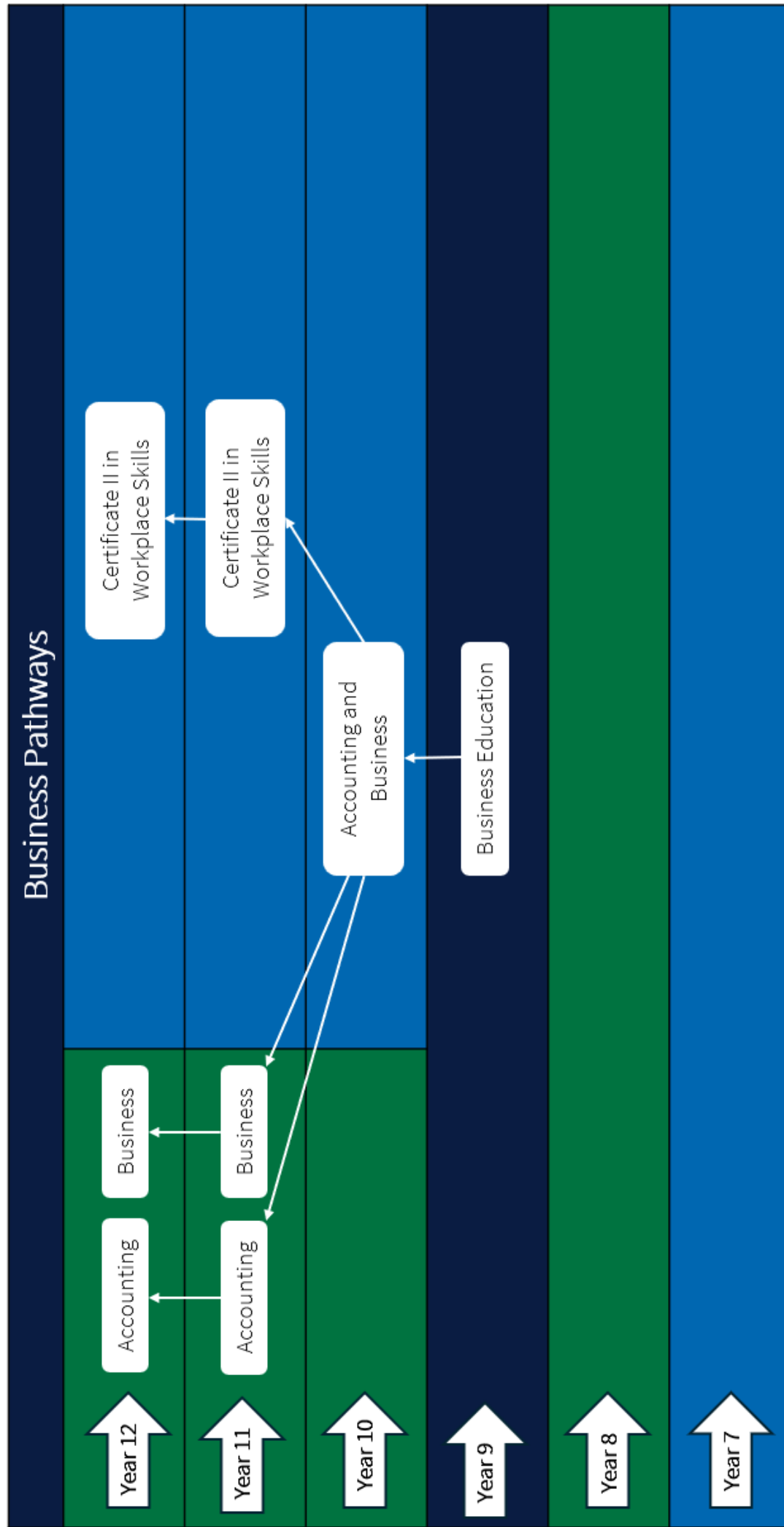
ASSESSMENT

Assessment techniques include:

- Projects
- Investigation

RESOURCES/COSTS

Students will have access to Tourism and Community specific resources that will allow them to explore the concepts taught





BUSINESS EDUCATION AND ACCOUNTING

Links to ACCOUNTING & BUSINESS

RECOMMENDED REQUIREMENTS FOR SUCCESS:

Student must be achieving at least a C in English and Mathematics

COURSE OVERVIEW

Business practice underpins studies within this subject area. Business practice involves the use of management, financial procedures, communication, economics, technology practice and technologies. It promotes students' knowing, thinking, investigating, creating, communicating, participating and reflecting. Students use one or more of the elements of business practice to respond to business challenges. The knowledge, practices and dispositions of business contexts are transferable to other life contexts.

A Windows based Laptop is required for this subject. They will use their own laptop in class every day to complete their learning.

COURSE OUTLINE

- business management
- basic bookkeeping
- business communication
- the accounting process
- economics and living standards
- management of the economy

STUDY REQUIREMENTS

- students will be required to complete approximately 90 minutes of homework/revision per week for most sections of the course.
- laptop required to complete course work

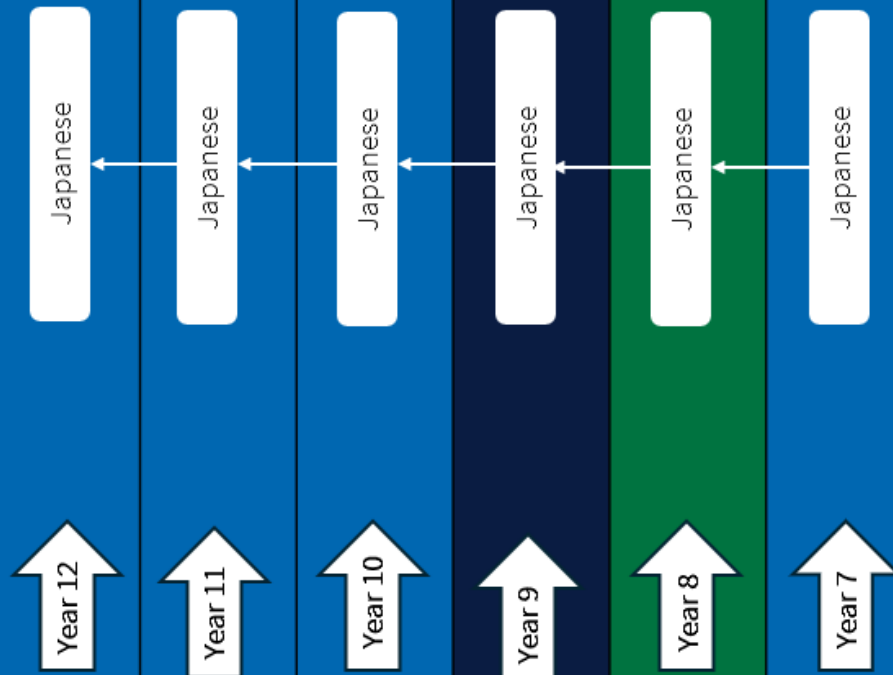
ASSESSMENT

- exams
- assignments

RESOURCES/COSTS

- Windows based Laptop Required (see BYOD on school website for specs)
- one A4 lecture pad (not 5 subjects to a book)

Languages Pathways



Why study Japanese?

- Opportunities for travel, exchanges, scholarships, and cultural experiences in Japan
- Development of strong language, communication, and study skills that support many subjects
- Pathways to university programs and future careers in Japan or with Japanese companies in Australia
- Connections with students in Japan through cultural exchange and virtual friendships
- Greater understanding of Japanese culture and a broader global perspective



JAPANESE

Links to JAPANESE, ENGLISH, GEOGRAPHY, HISTORY, ECONOMICS, BUSINESS STUDIES and HOSPITALITY in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- C or above in year 9 Japanese.
- Whilst prior study is advantageous, any student committed to learning script can be accepted

COURSE OVERVIEW

In Japanese students learn how to communicate with and understand a culture other than their own. We are a growing global community, and having another language will give an edge over others in a competitive global market; having year 12 Japanese on your resume is advantageous.

It is important that students in year 9 consider continuing with Japanese into year 10 if they wish to study senior Japanese. Do you know that some universities offer special entrance bonuses for students that study a language in Senior through to graduation in year 12? (Consult the university websites for this information on bonuses).

SEMESTER 1	SEMESTER 2
• My World	• Our Society
• Exploring Our World	• Youth Culture in Australia and Japan

STUDY REQUIREMENTS

- Study of the language and culture of Japan is achieved through an online Japanese program, 'Education Perfect' and an online text 'ii Tomo' and a wide range of texts, print and multimedia, including magazines, cartoons, film, print-based text and web-based communication.

ASSESSMENT

Assessment is based on the four skills of listening, speaking, reading and writing.

This is done by a variety of assessment instruments such as:

- production of short-spoken activities
- short response exams
- listening tests
- students using their skills in practical applications
- reading and responding to Japanese texts.

PATHWAYS to SENIOR SUBJECTS

This subject leads directly to the university pathway subject Senior Japanese

CAREER OPPORTUNITIES

Japanese, like all foreign languages, can be beneficial across a variety of careers including work in business and industry, as well as the public sector e.g. teaching and diplomacy.

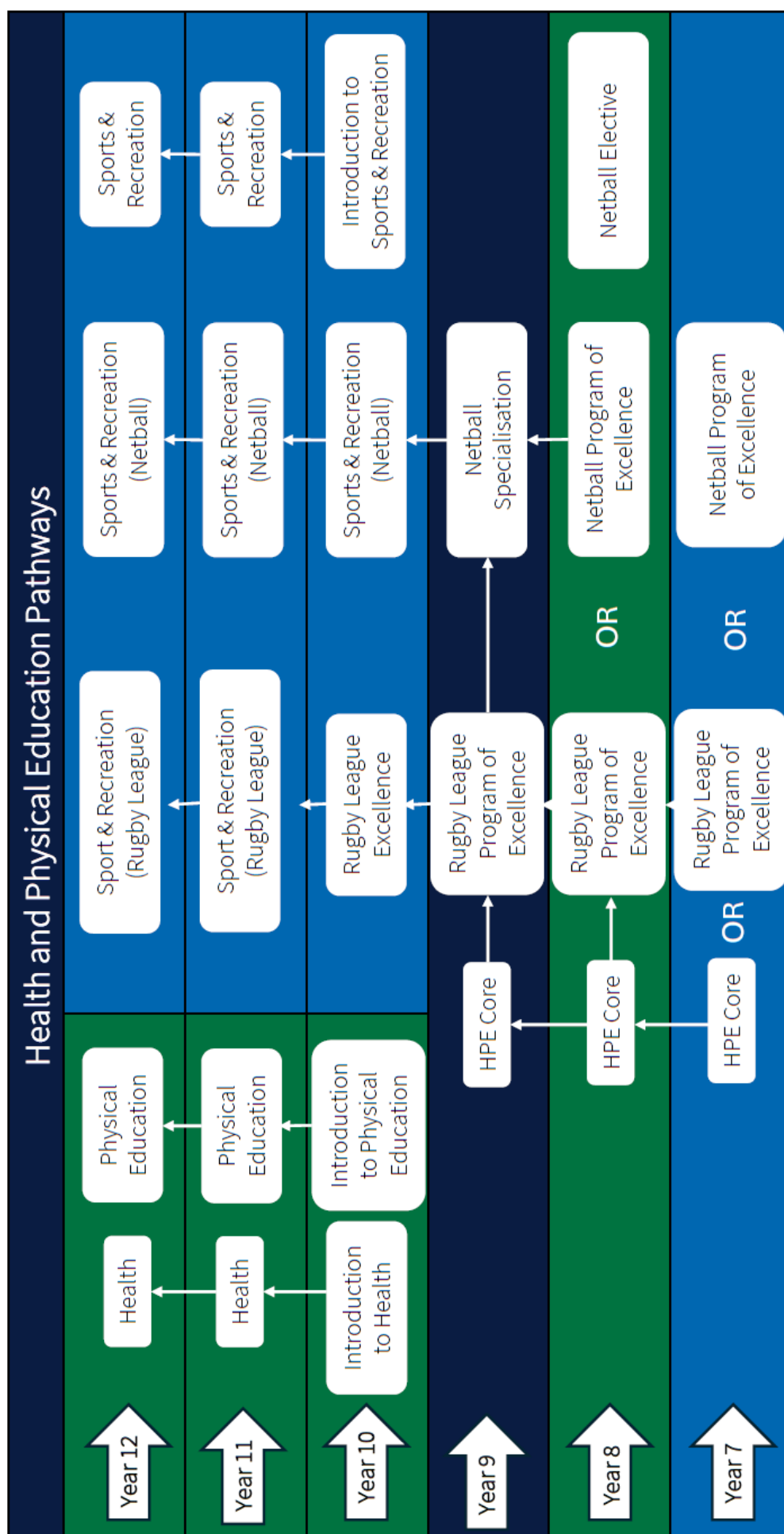
Studying Japanese can lead to

Exciting experiences – interactions with Japan online, visiting Japan e.g. school trip to Japan, working holiday in Japan, meeting Japanese visitors from Kinjo High.

Strong study skills – very similar to those for maths/science/business and many other areas. Many universities allow you to combine language study with other degrees of your choice. You could work in Japan in your chosen career OR work with Japanese companies within Australia.

Top Academic opportunities at university – Japanese students are achieving great places in a wide range of university courses. Strong understanding of how English works in comparison to Japanese – helps improve English grammar skills too! Meeting other students in Japan as 'virtual friends' – finding out how people in other countries live.

Learning all about the culture of another place broadens understanding and helps create great citizens for Australia.





INTRODUCTION TO HEALTH

Links to SENIOR HEALTH in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

C or above in English

COURSE OVERVIEW

Health provides students with the valuable opportunity to engage in 'real life' learning in preparation for the senior subject Health. Year 10 Health provides students with valuable thinking and learning strategies as they understand how to manage the varied influences on their own and others health and development.

COURSE OUTLINE

Unit 1

- Introduction to health: develop understanding of frameworks applied health context
- Personal health: body image
- Empowering personal health: the choices that affect me

Unit 2

- Peer health: risk minimization, alcohol awareness
- Influences and motivation on behavior choices

Unit 3

- Community health: organ and tissue donation

Unit 4

- Peer and family health: people and power
- Investigating respectful relationships, domestic violence and bullying

ASSESSMENT

Unit 1

- Analytical Exposition

Unit 2

- Research report

Unit 3

- Unseen exam

Unit 4

- Peer action research project

STUDY REQUIREMENTS

- BYOX device is required
- Students must revise the day's work each night and plan their time so that homework and assessment tasks are completed by the due date.



INTRODUCTION TO PHYSICAL EDUCATION

Links to PHYSICAL EDUCATION, SPORT AND RECREATION in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

C or above in English

COURSE OVERVIEW

Physical Education is an integral part of the total education of our young students. PE contributes to the intellectual development of students through the medium of physical activity. PE offers students the opportunity to develop an integrated knowledge of physical activity whilst catering for high levels of performance.

COURSE OUTLINE

Students studying this course will learn about:

- motor learning
- biomechanics in sport
- exercise physiology – training principles and energy systems
- ethics in sport

The range of practical activities covered in this course will also be reflective of those offered in the programs associated with year 11 and 12 Physical Education.

STUDY REQUIREMENTS

- Students must revise the day's work each night and plan their time so that homework and assessment tasks are completed by the due date
- BYOX device required.

	SEMESTER 1	SEMESTER 2
UNIT 1	Invasion Games Assessment 1: Physical Performance Assessment 2: Principles of Training (Exam)	Badminton Assessment 1: Physical Performance Assessment 2: Motor Learning (Project Folio)
UNIT 2	Netball Assessment 1: Physical Performance Assessment 2: Ethics in Sport (Research Project)	Softball Assessment 1: Physical Performance Assessment 2: Biomechanics (Exam)

ASSESSMENT

- students will engage in practical assessment of physical skills and a variety of theoretical assessment formats.
- the theoretical assessments contribute to 75% of their grades and the physical performance 25%.



INTRODUCTION TO SPORT AND RECREATION

Links to SPORT & RECREATION

RECOMMENDED REQUIREMENTS FOR SUCCESS:

Commitment to actively participate in a variety of sports and recreational activities

COURSE OVERVIEW

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. 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.

COURSE OUTLINE

Students will be participating in a variety of sport and recreation activities.

Students studying this course will learn about:

- participation in sport and recreation - Barriers and Enablers
- positive team culture
- inclusive participation
- self-management techniques.

STUDY REQUIREMENTS

- students must be committed to actively participating in a variety of sport and recreation activities.

ASSESSMENT

- students will engage in practical assessments and a variety of theoretical assessments
- physical performance will contribute 50% of their grade and theoretical assessments 50%.

RESOURCES

- students will need a full sports uniform, a hat and a water bottle
- BYOX device is required for this subject



RUGBY LEAGUE EXCELLENCE

Links to SPORT AND RECREATION – RUGBY LEAGUE in years 11/12

PRE-REQUISITE for ENTRY into SUBJECT

Acceptance in Rugby League Program of Excellence

COURSE OVERVIEW

The Rugby League course is designed specifically to cater for talented rugby league athletes at Forest Lake SHS. The course aims to nurture aspiring athletes who are learning how to be independently proactive in the development of their sporting careers.

COURSE OUTLINE

The emphasis of this course will be upon physical skill and fitness development. Students will be given the opportunity to improve develop specialized skills and the fitness components specific to and performance activities.

Students will gain an understanding of:

- how to design and maintain a weekly training diary
- participating and contributing to a positive team culture
- biomechanics and the body's energy systems and how they influence physical performance
- rugby league coaching and officiating.

STUDY REQUIREMENTS

- Students engaging in this course must do so because they are committed to improving their physical performance and knowledge of exercise science.
- Students who show considerable commitment to their sporting careers by choosing this course will be required to sign a contract, pledging to this extra study and physical training
- Students must be prepared to participate in high level competitions

ASSESSMENT

- Students will engage in practical assessment of physical skills
- Students will study a variety of physical activities and may be asked to maintain diaries and journals as part of these studies

RESOURCES

- Students will need a full sports uniform, a hat and a water bottle
- BYOX device is required for this course
- Students will need a mouthguard and football boots
- Students will need to purchase specialist rugby league uniform items from the online shop.

COSTS

- annual program of excellence fee is \$100



NETBALL

Links to SPORT AND RECREATION - NETBALL in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

Commitment to actively participate in both the practical and theory components of the course

COURSE OVERVIEW

The Netball course is designed specifically to cater for talented athletes at Forest Lake SHS. The course aims to produce athletes who are learning how to be proactive in the development of their sporting careers. The practical component of this course is Netball.

COURSE OUTLINE

The emphasis of this course will be upon physical skill and fitness development. Students will be given the opportunity to improve the specific fitness components which are important to netball.

Students will gain an understanding of:

- designing and maintaining a weekly training diary; how to maintain safe participation in sport over a lifetime
- coaching and officiating in netball
- basic first aid in sport
- the psychological skills relevant to sport and everyday life (e.g. motivation and goal setting).

STUDY REQUIREMENTS

- students engaging in this course must do so because they are committed to improving their physical performance and knowledge of exercise science

ASSESSMENT

- students will engage in practical assessment of netball skills
- students will engage in a variety of theory assessments

RESOURCES

- students will need a full sports uniform, a hat and a water bottle
- BYOX device is required for this course.

COSTS

- annual subject fee of \$70





MUSIC

Links to MUSIC and MUSIC in PRACTICE in years 11/12
Links to MUSIC EXTENSION in year 12 (only)

RECOMMENDED REQUIREMENTS FOR SUCCESS:

Completed Year 9 Music at C standard or higher

COURSE OVERVIEW

The year 10 Music course provides students with the opportunity to engage in the practical and theoretical world of music. This subject focuses on students developing and building musical skills and abilities from junior secondary school, whilst preparing them for further studies in music.

Music has three dimensions of study with assessment equally shared amongst the dimensions over the one-year course:

- analyzing repertoire
- composing
- performing

COURSE OUTLINE

The two semester units for year 10 Music are:

- UNIT 1—Contemporary Popular Music
- UNIT 2—Jazz Unlocked

STUDY REQUIREMENTS

- note-taking in class
- working collaboratively
- rehearsing for performances
- homework and assessment preparation at home
- attendance at out of class rehearsals and participation in excursions

ASSESSMENT

Students will be required to complete:

- essays
- compose music
- rehearse and perform music

RESOURCES/COSTS

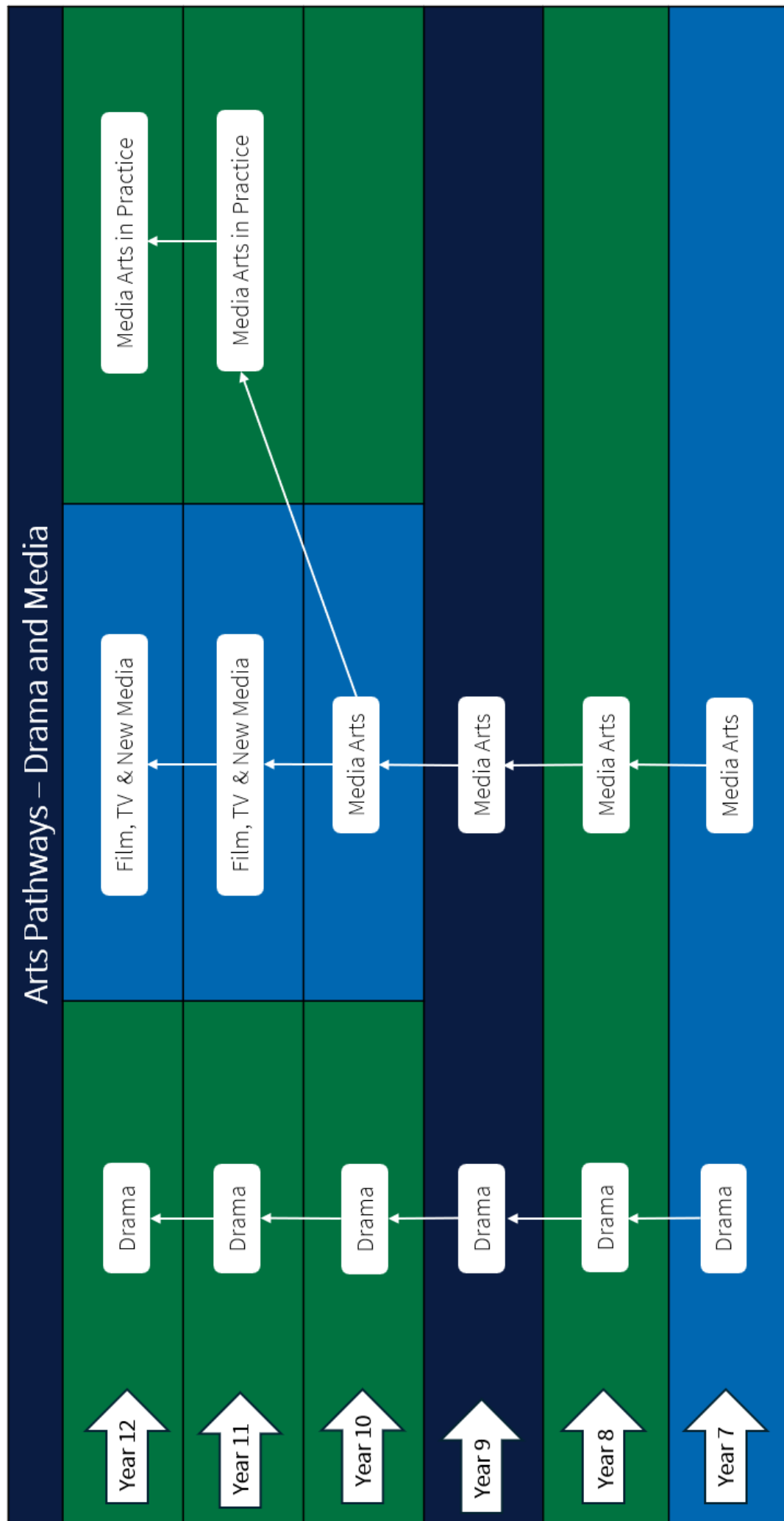
- notebook, with manuscript paper
- headphones

NB: It is strongly recommended that students selecting music in year 10 are already able to play an instrument (voice included).



INSTRUMENTAL MUSIC PROGRAM OF EXCELLENCE

Description	The Instrumental Music Program provides students with the opportunity to learn a musical instrument or voice through small-group or individual lessons with specialist instrumental music teachers.
Learning experiences	Students develop their practical performance skills, music literacy, ensemble playing, and confidence while rehearsing and performing in school bands, orchestras, choirs, jazz ensembles, and other performance groups. The program encourages teamwork, creativity, discipline, and a lifelong appreciation of music through regular rehearsals, concerts, competitions, and community performances.
Assessment	Students are assessed through a range of practical and theoretical tasks aligned with the Queensland Instrumental Music Curriculum. Assessment may include solo and ensemble performances, technical work, music literacy, aural skills, and musicianship, with students receiving regular feedback to support their musical development. Students in grades 10-12 are eligible to receive 1 QCE point per year when completing Instrumental Music levels 7 and above.
Aims	The Instrumental Music Program of Excellence aims to provide opportunities for dedicated music students to develop instrumental music skills via weekly tuition and personal practice. Through participation in our ensembles (Concert Band, Jazz Band, Drumline and String Orchestra), students are able to cultivate their performance skills by performing and competing in a variety of concerts and events. Students who participate and engage in the Instrumental Music Program of Excellence receive a first class Music curriculum.
Selection Criteria	Students gain selection to participate in the Instrumental Music Program of Excellence based upon their desire and motivation to develop their instrumental music technique and performance skills. It is highly recommended that students accepted into the program enrol in a Performing Arts curriculum subject (Music, Dance or Drama) to supplement the skills they develop in the program (excluding year 7 applicants).
Entry Requirements	To be eligible for the Instrumental Music Program, all applicants should meet the following criteria: • the completion of an expression of interest form and signed contract • selection into the ensembles will be based on student's attendance, effort, technique and skill demonstrated in their weekly lessons • the capacity to cover course costs.





DRAMA

Links to DRAMA in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

It is strongly recommended that students gained a C or higher standard in Year 7, 8 and 9 Drama and English.

COURSE OVERVIEW

The year 10 Drama course offers students the chance to participate in and learn about the exciting and diverse world of drama. Through performance and workshop activities students develop confidence and awareness of themselves and others as they work in groups and individually to prepare and present drama.

Students learn about a range of forms, styles and purposes of drama through practical and theoretical tasks. The course provides students with the opportunity to develop an understanding about human issues and experience by enacting real and imagined events.

The three strands of Drama are:

- making - forming
- making - presenting
- responding

COURSE OUTLINE

The two (2) semesters of year 10 Drama are:

- UNIT 1 - Say it How it is: Verbatim Theatre & Performance
- UNIT 2 - Physicalize and Dramatize

STUDY REQUIREMENTS

- note-taking in class
- working collaboratively
- rehearsing for performances
- homework and assessment preparation at home
- attendance at out-of-class rehearsals and participation in excursions

ASSESSMENT

- students will be required to participate in workshops
- demonstrate use of theatre technology
- participate in drama activities
- review live performances
- discuss and record the different theatre styles and techniques

RESOURCES

- notebook and pens
- some assessment requires costumes – students should be prepared to make/purchase as necessary
- Drama blacks
- Theatre excursions
- laptop



MEDIA ARTS

Links to FILM, TV and NEW MEDIA, MEDIA in PRACTICE in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

Minimum B standard in Year 9 English and a C standard or higher in Year 7, 8 or 9 Media Arts.

COURSE OVERVIEW

In media Arts, students take on the role of *The Documentarian & The Promoter*. They develop and strengthen their filmmaking skills across all stages of production with pitching, storyboarding, filming, and editing.

COURSE OUTLINE

- UNIT 1 - The Promoter - focuses on the world of media marketing through advertisements and social media platforms. A unique and creative way of reaching audiences through powerful images, resonant music and well-worded text—artists can evoke feelings in views to promote societal changes.
- UNIT 2 - The Documentarian - focuses on the exploration of the documentary style in our artists can creatively share the perspectives of real people who present themselves to audiences authentically—artists seek to address a particular social issue from their perspective for a target audience.

STUDY REQUIREMENTS

- engagement and participation in all class activities
- working independently and collaboratively with peers on production tasks
- dedication to completing all design and production tasks
- participation in excursions
- viewing of various media artworks

ASSESSMENT

In Unit 1, students will:

- Task 1—RESPONDING—Evaluation & Analysis of Advertisement
- Task 2—MAKING (DESIGN & PRODUCTION) - Creative Brief & Storyboard, Advertisement

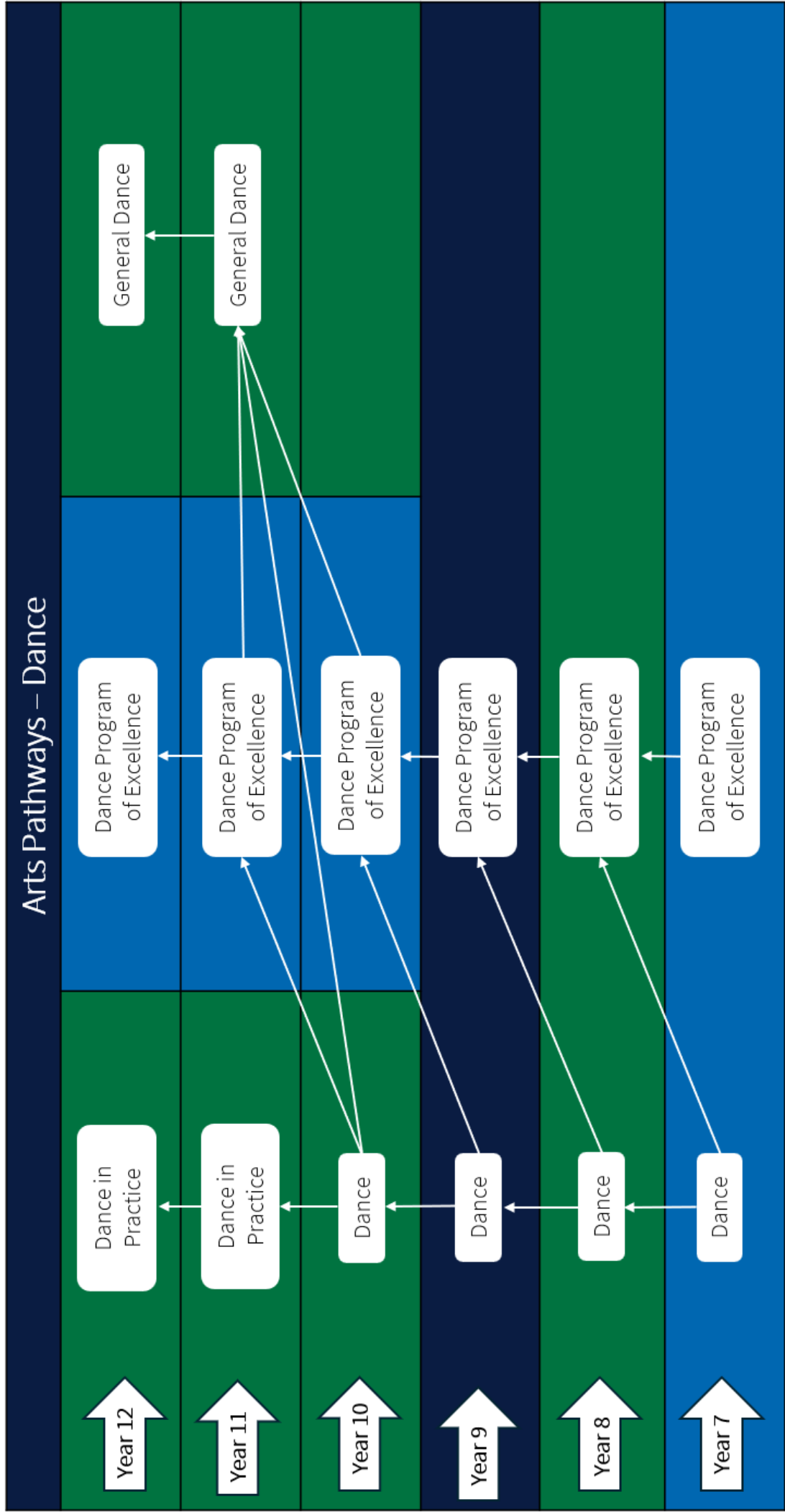
In Unit 2, students will:

- Task 3—RESPONDING—Evaluation & Analysis of Documentary
- Task 4—MAKING (DESIGN & PRODUCTION) - Treatment, A/V Script, Documentary
- Task 5—RESPONDING—Evaluation & Reflection of Documentary

RESOURCES

- Laptop
- Use of OneDrive
- Headphones
- Notebook
- Pen/Lead pencils
- USB or HARDRIVE

NB: Students must be willing to work in a team and be in front of and behind a camera. As with all Arts subjects, work will be displayed/viewed for an audience.





DANCE

Links to DANCE, DANCE in PRACTICE and DANCE PROGRAM OF EXCELLENCE in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

Previously taken Dance as a subject

COURSE OVERVIEW

This subject focuses on students learning about dance to convey ideas using the human body as a means of communication. Students choreograph dances by manipulating and combining the elements of dance, choreographic devices and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

Students analyse choreographer's use of the elements of dance, choreographic devices and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

COURSE OUTLINE

The general objectives are arranged under three organizers:

- Making choreography
- Making performance
- Responding

UNIT 1	UNIT 2
• Do the Mashed Potato (social dance)	• Poetry in Motion (contemporary dance)
UNIT 3	UNIT 4
• Around the World (cultural dance)	• Dance Has a Voice (student choice in preparation for senior)

STUDY REQUIREMENTS

- note-taking in class
- working collaboratively
- rehearsing for performances
- homework and assessment preparation at home
- attendance at workshops and participation in excursions.

ASSESSMENT

- students will be required to choreograph and create dance works
- perform a range of dance styles and genres
- analyse and evaluate dance works in written essays and exams

RESOURCES/COSTS

- notebook/writing materials
- costuming items as necessary
- music (access to music required for dances) as necessary



DANCE PROGRAM OF EXCELLENCE

Links to DANCE, DANCE in PRACTICE and DANCE PROGRAM OF EXCELLENCE in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

Successful audition during Year 9

COURSE OVERVIEW

The Year 10 Dance Program of Excellence course aims to develop technical, expressive and creative skills for elite dance performance. Through disciplined training of Hip Hop, Contemporary and Jazz dance styles, students learn skills of strength and conditioning for dance, style specific techniques and live performance psychology. Students have access to professional choreographers and industry representatives, creating strong networks for future pathways in the dance industry.

Students choreograph in dance styles of their choice, using dance concepts and skills to communicate an intent and foster their personal style. Focusing on the styles of Contemporary, Lyrical, Fusion, Hip Hop and Musical Theatre, students work collaboratively and explore their creative skills for choreography.

COURSE OUTLINE

- UNIT 1 – SHAPE (strength, conditioning and technique training)
- UNIT 2 – CREATE (choreographic exploration)
- UNIT 3 – GROOVE (technical and expressive skills)
- UNIT 4 – SHINE (performance focus)

STUDY REQUIREMENTS

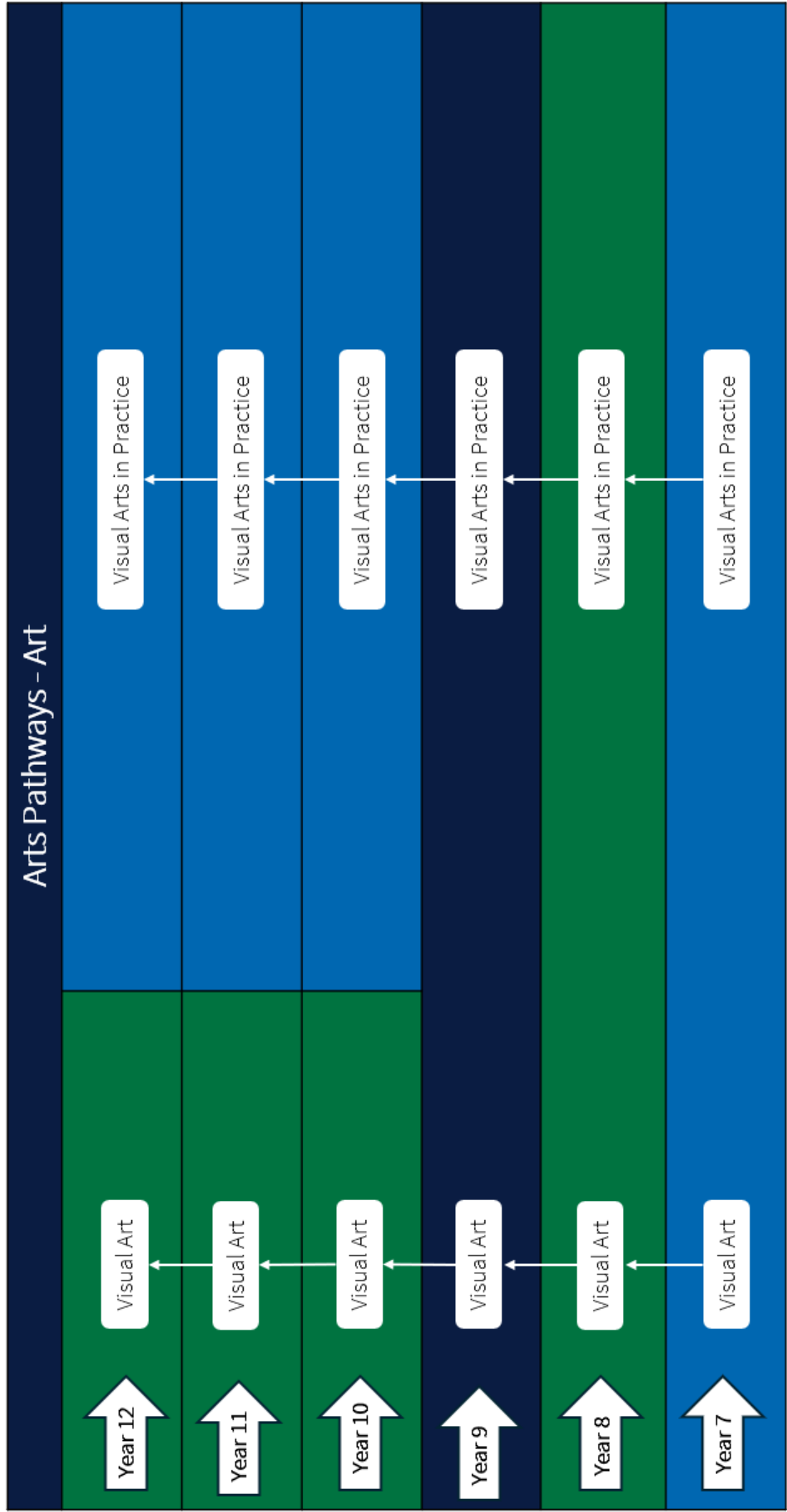
- Note-taking in class
- Working collaboratively
- Attendance at outside of class hours rehearsals, workshops, excursions and performances
- Independent practice for homework and assessment

ASSESSMENT

- Students will be required to choreograph and create dance works
- Perform a range of dance styles and genres to peer and public audiences
- Analyze interprets and evaluates dance works

RESOURCES/COSTS

- Performance hair and makeup kit
- Dance specific shoes as required per routine
- Personal costume items as required per routine
- Dance Program of Excellence fee (\$110) to cover costs of guest artists, competition entry fees and competitor passes, transport to events, excursions and costume hire along with additional costs for participation in troupes





VISUAL ART

Links to VISUAL ART in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- Pass Visual Art in Year 7, 8 and 9
- B in Year 9 English

COURSE OVERVIEW

This one-year Visual Art course focuses on making, displaying and appraising artworks. Students and teachers work together to develop skills and techniques to express individual creativity. Assessment and learning experiences focus on the making and appraising of art, culminating in the display of artworks. The aim of the program is to explore techniques and concept development within student artworks and within the works of other artists from a range of cultures and historical and contemporary contexts.

COURSE OUTLINE

- UNIT 1—My world and me
- UNIT 2—Fantasy

STUDY REQUIREMENTS

- note-taking in class
- working individually
- homework and assessment preparation at home
- visual art diary research and development notes and drawings

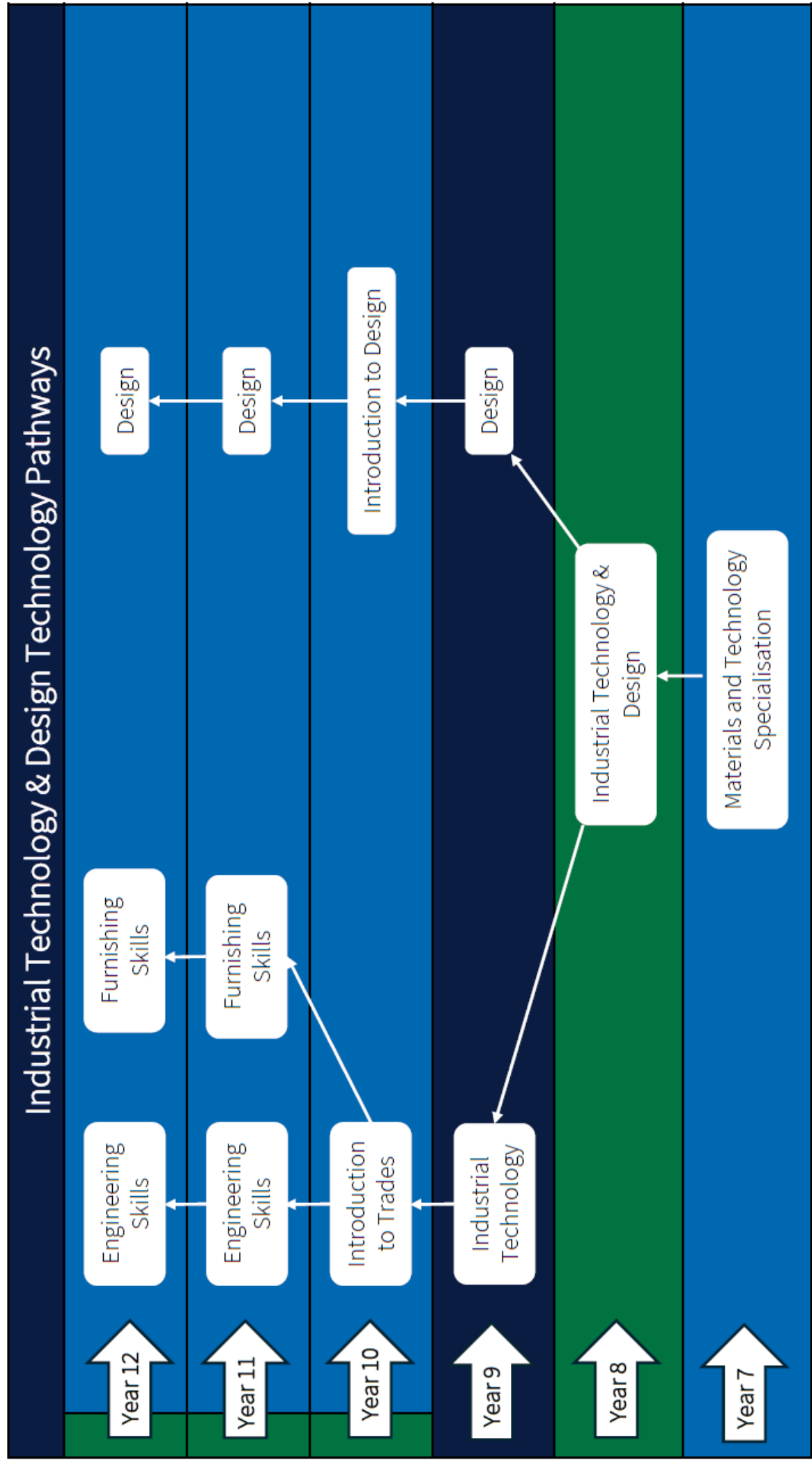
ASSESSMENT

Assessments may include:

- folios of work
- visual art diary
- analytical assignments
- exam
- appraising

RESOURCES/COSTS

- visual art diary
- HB & 2B Pencils
- ruler
- eraser
- colored pencils
- USB stick
- black fine liner pen
- plastic display folder
- other materials as requested





INTRODUCTION TO TRADES

Links to: FURNISHING SKILLS and ENGINEERING SKILLS in years 11 and 12. Solid links to future industry trade pathways.

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- C or above in mathematics in year 9
- C or above in ITD in year 9
- C or higher for Effort and Behaviour

COURSE OVERVIEW

Students work in the workshop building and manufacturing products. This subject is designed to give students an introduction to, and pathways toward, trade areas within furnishing and engineering. Students will work in the workshop manufacturing a range of products in both wood and metal. They will learn basic technical knowledge, develop reasonable proficiency in hand and machine skills, learn an awareness of manufacturing quality products and how to create a safe and productive working environment. Students are required to complete theory units related to the practical tasks undertaken in the workshop.

COURSE OUTLINE

- Safety, trade-related theory and practical work will be undertaken in two (2) contexts.
- Terms 1 & 3—Furnishing e.g. Board game and Serving Board
- Terms 2 & 4—Engineering e.g. Multiple small projects e.g. Garden trowel and Sheet metal napkin holder

STUDY REQUIREMENTS

- students will be required to complete approximately 30 mins homework/revision per week

ASSESSMENT

Students will complete:

- practical projects
- research tasks related to practical projects
- exams

RESOURCES/COSTS

- students must wear fully enclosed shoes that completely cover the entire foot, including the toes, the top of the foot and heel—with no open gaps, cutouts, or mesh (refer to the school uniform policy)
- leather shoes are recommended as per Workplace Health & Safety requirements; suitable footwear must be always worn in the workshop.



INTRODUCTION TO DESIGN

Links to DESIGN in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- students having studied Design or ITD in year 9 with an achievement of a C or higher would have an advantage
- students having a C or above in year 9 English and Mathematics would have an advantage.

COURSE OVERVIEW

In Design, students explore and develop potential solutions to a variety of design challenges. They will use a range of drawing and prototyping skills and technology to explore, develop and present their designs. This subject is suitable for students pursuing an ATAR/General Pathway.

COURSE OUTLINE

Students gain real world learning experiences in:

- visual communication and technical drawings
- product design and architecture
- virtual and physical models
- empathy and design for sustainability

STUDY REQUIREMENTS

- students will be required to complete approximately 60 minutes of homework/revision per week

ASSESSMENT

Students will be assessed on:

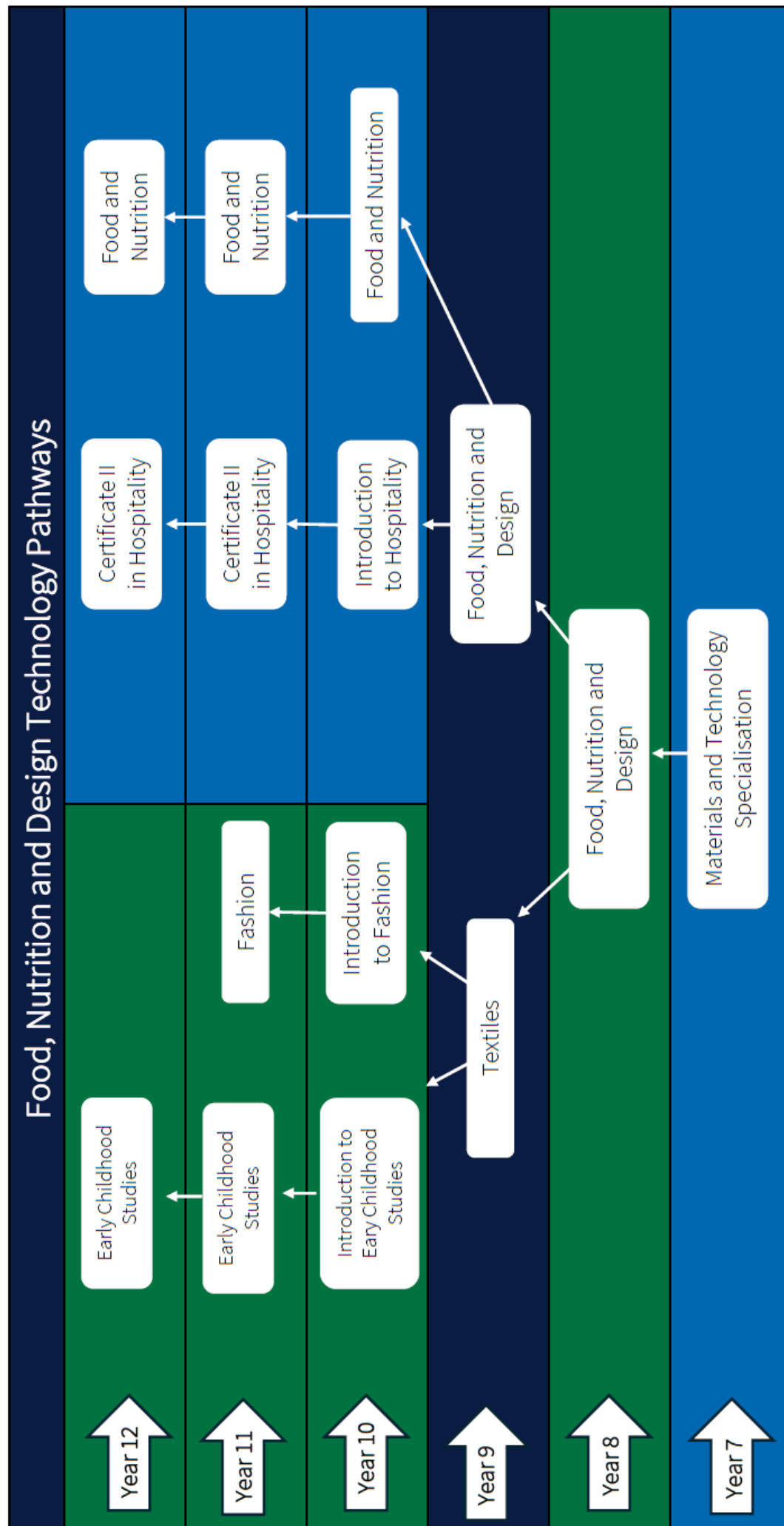
- technology and society
- investigating and defining design problems
- generating possible solutions
- production and testing of prototypes
- evaluation and refinement of solutions
- teamwork and project management

By using a variety of assessment instruments such as:

- product development
- design and skills portfolios
- multiple session exams
- virtual and physical models
- multimedia presentations

RESOURCES/COSTS

- | | |
|--------------------|---------------------|
| • Pencils | • Ruler |
| • Eraser | • Black Artline Pen |
| • Coloured pencils | • Visual Art Diary |
| • USB drive 16gb | • Laptop |





INTRODUCTION TO HOSPITALITY

Links to CERTIFICATE II in HOSPITALITY years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- Enrolment in FND in Year 8 or Year 9 is an advantage.
- C or higher in effort and behaviour

COURSE OVERVIEW

Students work in the kitchen and learn about hospitality. This will be a whole year subject where students will learn basic skills related to planning, production, nutritional value and presentation of foods. Participation in practical lessons is an integral part of this course. Semester 1 concentrates on the development of skills and knowledge. Semester 2 applies this knowledge to new products and events.

COURSE OUTLINE

- UNIT 1—Café Culture
- UNIT 2—Frugal Living
- UNIT 3—Once Upon a Dish
- UNIT 4—Getting ready for industry

Focus is on:

- basic cookery techniques
- technology, the consumer and food choice
- preparing for working in hospitality industry and learning transferable skills for all

STUDY REQUIREMENTS

- students are expected to organize and supply some ingredients for practical lessons; however, most are provided
- work in teams and individually to produce recipes and sensory profile each other's recipes
- leather shoes as per the Design Technologies policy
- Students need to allow up to 1 hour of study per week to ensure they complete their tasks and to complete homework/research and revising class work

ASSESSMENT

- practical cookery tests—both group/individual
- theory tests
- research assignment (written response)
- cumulative practical cookery and folios

RESOURCES/COSTS

- exercise book for recording activity results, notes etc. (48p)
- ingredients for cooking
- Fully enclosed leather shoes for all practical lessons



INTRODUCTION TO EARLY CHILDHOOD STUDIES

Links to EARLY CHILDHOOD STUDIES in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

NIL Requirement

COURSE OVERVIEW

Students will be introduced to the Early Childhood Sector - including regulations and approved frameworks used to ensure quality care for children under 5 years of age. Students will study the basics of child development, play and nutrition. A variety of hands-on activities will be experienced to enhance the understanding of concepts and content regarding Early Childhood.

COURSE OUTLINE

Semester 1:

- Introduction to the Early Childhood Sector and the regulations and frameworks that govern it
- Regulations, National Quality Framework
- Qualities of an effective Early Childhood Educator
- Developmental milestones from 0 – 5 years
- Healthy eating and adequate Nutrition in Early Childhood

Semester 2:

- Stages in the development of play in Early Childhood
- Selecting appropriate activities to promote all areas of development in children – physical, social, emotional, language
- Using Observations to plan activities
- Indoor, Outdoor activities
- Safety during activities
- Health, Safety and wellbeing in Early Childhood

STUDY REQUIREMENTS

- regular class attendance for completion of class work
- some home activities related to theory work
- all practical tasks completed by students at school under teacher supervision
- research topics requiring some work completed at home.

ASSESSMENT

Semester 1:

- Project—Introduction to Early Childhood and Child Development
- Project – related to healthy eating in an Early Childhood setting.

Semester 2:

- Term 3—Folio of appropriate activities for a given age group
- Term 4—Project—Health and Safety/Immunization

RESOURCES/COST

- Book for notes
- Glue
- Plastic inserts (3)
- pens – red, blue, black
- Coloured pens, pencils



INTRODUCTION TO FASHION

Links to future FASHION subjects in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- Enrolment in FND in Year 8 or 9 is an advantage.
- C or higher in effort and behaviour

COURSE OVERVIEW

Students will be introduced to the Fashion Industry, including trends, designers, fabrics and production skills. Students will study the basic skills used when designing and creating fashion items, including determining best fabric to use, considering color, shape and form and other skills associated with fashion and the fashion industry.

COURSE OUTLINE

Semester 1

- Textile basics—Sewing and textiles knowledge
- Fashion drawing—collections, designing for shape and form

Semester 2

- Pattern alterations, drafting, altering and making a garment
- Fabric manipulation—different ways to use fabric.

STUDY REQUIREMENTS

- Regular class attendance for completion of class work
- Some home activities related to theory work
- All practical tasks completed by students at school under teacher supervision
- Research topics require some completion at home.

ASSESSMENT SUMMARY

Semester 1

- Research task—related to textiles/fashion Project—practical work and journal.

Semester 2

- Project—practical work and journal
- Project—practical work and journal

RESOURCE/COST

- Laptop/book for notes and research
- Pens—red, blue, black
- Pencils—lead and color
- Students may be required to bring their own fabric for some parts of projects



INTRODUCTION TO FOOD AND NUTRITION

Links to FOOD and NUTRITION in years 11/12

RECOMMENDED REQUIREMENTS FOR SUCCESS:

C in Science and English

COURSE OVERVIEW

In these subject students work with both food and textiles. Introduction to Food and Nutrition is an academic subject, with a strong focus on the science of food. Food and Nutrition is the study of food in the context of food science, nutrition food technologies, considering overarching concepts of waste management, sustainability and food protection. Students create design solutions using a range of 21st century skills, to prepare themselves for being active global citizens.

COURSE OUTLINE

This course draws up four areas of study:

- UNIT 1—Nutritious and Sustainable
- UNIT 2—Food Systems in the Dairy Industry
- UNIT 3—Carbohydrates and Fats.
- UNIT 4—Fats

STUDY REQUIREMENTS

- Students need to allow 30 minutes per night study time, to review each lesson and complete set class exercises
- due to the scientific nature of this subject, students may be required to, at times, provide some
- ingredients for research and development
- enclosed leather shoes as per the Design Technologies policy

ASSESSMENT SUMMARY

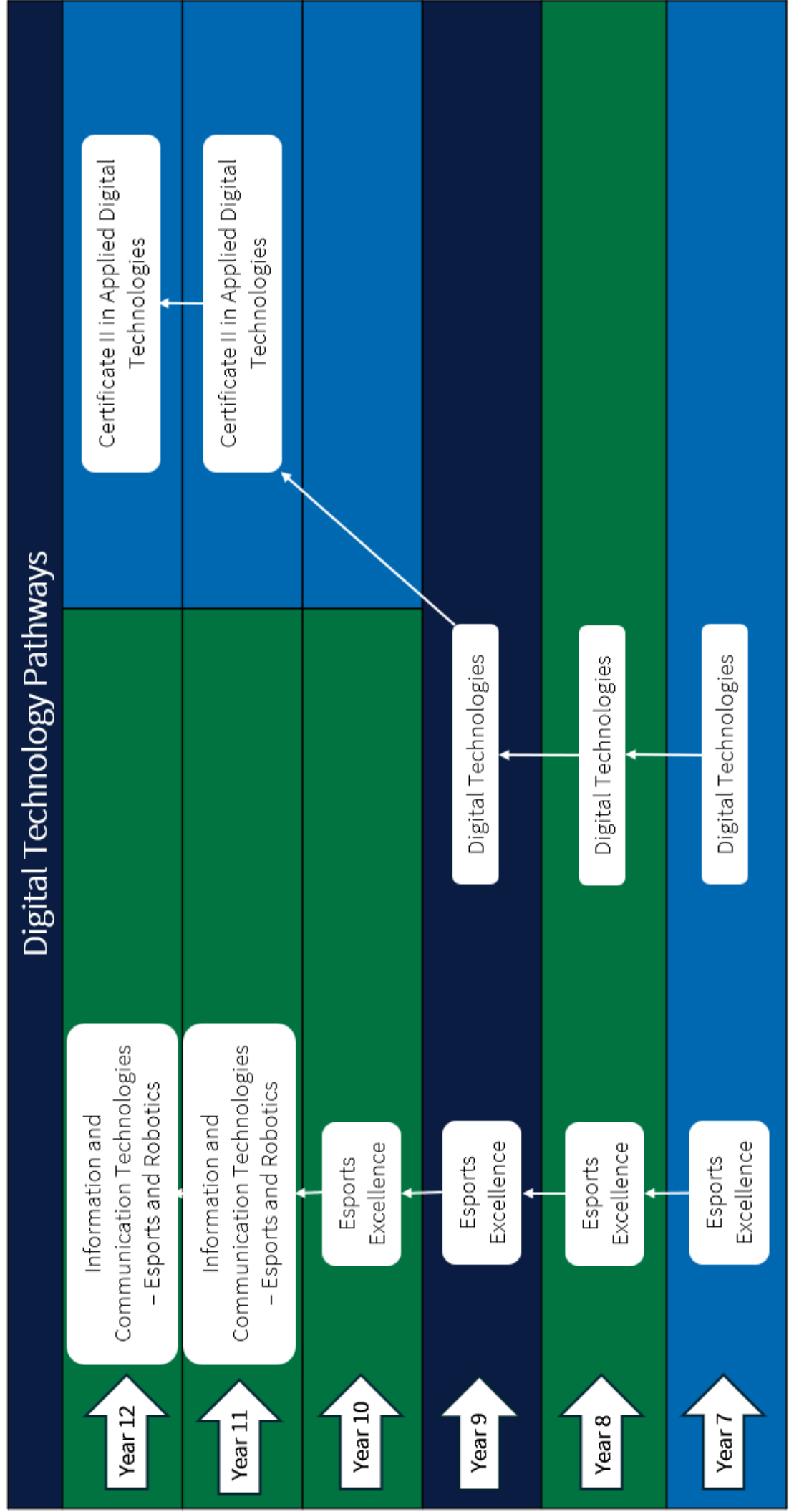
Assessment in each unit will include a selection of the following:

- written exams (multiple choice, short response, extended written response)
- extended writing task (folio)
- practical performance

RESOURCES

- ingredients for demonstration cookery are provided by the school
- school provides basic pantry items for most practical
- students will cook less than five times per term

NB. This subject does not focus on the skills and knowledge required in the hospitality setting. The focus is on the science of food.





DIGITAL TECHNOLOGIES

[Links to DIGITAL SOLUTIONS \(DIS\) in years 11/12](#)

[Links to APPLIED DIGITAL TECHNOLOGIES in years 11/12](#)

COURSE OVERVIEW

Digital Technologies investigates how computers work using both physical 'hands-on-building' style projects and projects with programming and robotics. This subject is an engaging and interactive look at coding and how to make hardware interact with software. Students build their digital design and programming skills sequentially and organically as theoretical understanding develops. This subject provides a fun and challenging way to learn how Digital Technologies fits into our ever-changing world.

There is no requirement that students complete Digital Technologies in Grade 9. Students should understand this subject has moderate to high-level, programming and writing requirements. There is plenty of support both in class and online to help students succeed.

COURSE OUTLINE

- Coding
- Robot Mechanical Dogs
- Application development
- Minecraft and databases
- Robotics

STUDY REQUIREMENTS

- All welcome to apply

ASSESSMENT

- Project based assessment

RESOURCES/COSTS

- Plug-in earphones/headphones



ESPORTS – PROGRAM OF EXCELLENCE

Links to Information Communication Technologies (ESPORTS and ROBOTICS)

RECOMMENDED REQUIREMENTS FOR SUCCESS:

- Students are required to complete up to 5 hours of gaming per week at home
- C or higher in effort and behavior across all subjects.

COURSE OVERVIEW

The Esports Program of Excellence provide students with the opportunities and pathways required to be successful participants in the esports industry. Through participation in the esports subjects, extra-curricular club and external competitions, students are exposed to the emerging world of esports and empowered to explore multiple career pathways from elite athleticism through to casting/streaming, ICT support, team management, advertising, performance optimisation, business management and event organisation. Students will be involved with industry experts, university teams and inter-school events to enrich their understanding of, and success in, esports.

A Windows based Laptop is required for this subject. They will use their own laptop in class every day to complete their learning.

COURSE OUTLINE

- ethics of gaming
- healthy game play, diet and exercise
- gaming statistics and strategy
- game analysis and problem-solving using algorithms
- Gaming Design and Development
- game tournament design and development
- promotion and production
- mental health and wellbeing

STUDY REQUIREMENTS

- report card monitored to ensure effort and behaviour is kept in line with program expectations
- days absent must be minimal
- have their own windows-based laptop and smart phone capable of video, sound editing and streaming, and bring it every lesson
- participate in extra-curricular club activities and external competitions

ASSESSMENT

- Project based assessment.

RESOURCES/COSTS

- Plug-in earphones/headphones.

CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS | FSK20119–

- Recommended for students wanting to pursue a vocational pathway & develop employability skills.
- Basic literacy and numeracy skills are essential for successful completion.
- Students will use their own laptop in class every day to complete their learning and assessment.
- This course enables students to earn up to 4 points towards their QCE.



COURSE OVERVIEW

Certificate II in Skills for Work and Vocational Pathways is designed for individuals who are interested in becoming work ready, including students interested in accessing work opportunities while in years 11 and 12. Opportunities that will assist in preparing for workforce entry, casual employment, school-based apprenticeships, and traineeships or full-time employment. A program derived from the Foundation Skills Training Package, designed to aid developing:

- Language, literacy, numeracy, employability skills required for training and the workplace.
- Identification of learning goals, need to develop a formal learning plan to participate effectively.
- Workplace health and safety knowledge and the ability to interpret and respond to routine workplace texts in printed and digital formats, including, reports, emails, brochures, work instructions, and spreadsheets.
- Identification of routine workplace problems, applying strategies to respond to situations, and interacting effectively with others in workplace settings.
- Communication skills including gathering, receiving, conveying information, and routine written work.

COMPETENCIES

CODE	COMPETENCY NAME	CORE / ELECTIVE
FSKLRG011	Use routine strategies for work-related learning	Core
FSKLRG010	Use routine strategies for career planning	Elective
FSKNUM014	Calculate with whole numbers & familiar fractions, decimals & percentages for work	Elective
FSKNUM015	Estimate, measure & calculate with routine metric measurements for work	Elective
FSKNUM017	Use familiar and routine maps and plans for work	Elective
FSKNUM018	Collect data and construct routine tables and graphs for work	Elective
FSKOCM005	Use oral communication skills for effective workplace presentations	Elective
FSKRDG008	Read and respond to information in routine visual and graphic texts	Elective
FSKRDG010	Read and respond to routine workplace information	Elective
FSKWTG008	Complete routine workplace formatted texts	Elective
FSKWTG009	Write routine workplace texts	Elective
TLIF0025	Follow work health and safety procedures	Elective
TLIK2003	Apply keyboard Skills	Elective
TLIP2032	Maintain petty cash account	Elective

STUDY REQUIREMENTS

Students who study Certificate II in Workplace Skills will be required to:

- Use an Online Learning Management System for course content, learning and assessment
- Complete work in designated timelines, which includes homework and assessment preparation at home.
- Students MUST have a laptop and access internet and a computer to use our virtual classroom from home.
- Be willing to learn workforce skills and complete homework.

ASSESSMENT

Assessment methods appropriate to the competency outcomes will be used to assess competencies.

- Assessment will be undertaken over the two-year course using a 'hands-on' approach.
- Direct observation of student activities and practical tasks, written, online and verbal questioning.
- Portfolio - Review of products and materials developed by students, including project work, folios, online content and completed products or services.
- Students are given several opportunities to re-sit for competencies if they are not achieved at first attempt.

Disclaimer: Delivery of this VET course is dependent on staffing and resource availability. If required resources become unavailable, Forest Lake State High School will endeavour to provide alternative arrangements; however, the school reserves the right to cancel the course if requirements cannot be met.

PATHWAYS AT FOREST LAKE STATE HIGH SCHOOL

pathwayscentre@forestlakeshs.eq.edu.au

PATHWAYS CENTRE

The Pathways Centre is a centralised 'one-stop' shop to support students in exploring and accessing a wide range of senior schooling, vocational education, and post-school pathway opportunities. The Pathways Centre (located in the Campus Resource Centre) is dedicated to helping students acquire qualifications, skills and experience needed to be successful in their chosen career paths.

The Pathways Centre manages a range of opportunities to year 10 students including:

- Career Tasters are delivered by TAFE Queensland
- Work experience
- Industry visits/tours
- TAFE courses
- WesTEC Technical Training and Pathways
- School based apprenticeships/traineeships

Students wishing to represent Forest Lake State High School at external programs must adhere strictly to following our core PRIDE values "prepared, respected, included, dedicated and engaged" and ensure attendance behaviour and academic requirements are met. To qualify for a Pathways option students must have demonstrated appropriate behaviour, effort and attendance at school.

UNIQUE STUDENT IDENTIFIER (USI#)

The Australian Government requires all students enrolling in a vocational education and training (VET) to have a Unique Student Identifier (USI). A USI is a personal reference number that creates a secure online record of a student's nationally recognised training and qualifications completed in Australia. Information and support on how to apply for a USI is provided to students. Students must obtain a USI# prior to enrolling in a VET program.



www.usi.gov.au

OVERVIEW – VETiS – VET IN SCHOOLS OVERVIEW

Vocational education and training in Schools (VETiS) is funded by Queensland Government. It aligns school-based training with the needs of industry and creates career pathways for secondary students. Queensland school students can undertake nationally recognised vocational education and training (VET) qualifications while they are still at school. These courses can be taken in Years 10, 11 and 12.

Students are eligible to access **one** funded VET in Schools while enrolled at school. It is important students carefully consider their VET choices with external providers and select courses that align with their aspirational pathway, career goals and future study or employment. Thoughtful course choice helps ensure students maximise the opportunities available to them.

- The **Gateway to Industry Schools Program** delivers contextualised learning and exposure in 12 targeted industries as a feeder into Career Tasters and accredited training under Career Ready.
- **Career Tasters** support informed decisions about which VET pathway best suits a student prior to commencing accredited training.
- **Subsidised training** is intended to support students who have career aspirations aligned to priority accredited VET pathways.

Students can undertake VETiS funded courses:

- as part of their school studies – delivered & resourced by a school Registered Training Organisation (RTO).
- by enrolling with an external RTO – funded either by VETiS or through fee-for-service arrangements. This is where fees are paid by an individual such as a student or parent, or another entity like a community or industry group.
- as a [school-based apprentice or trainee](#) – funded either by the Queensland Government or fee-for-service arrangements.

Refer to <https://dtet.qld.gov.au/training/providers/funded/vetis/vetis-overview> for current information

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS (SATS)

School-Based Apprenticeships and Traineeships are a combination of school, off the job training (with a registered training organisation) and paid work (with a host employer) that gains credit towards a nationally recognised qualification. Generally, most of the traineeships offered are in the business, retail and hospitality industries which are advertised to the school. In the apprenticeship area, employers generally prefer that students have pre-vocational qualifications.

STRUCTURED WORK PLACEMENT AND WORK EXPERIENCE

Structured work placement provides students at Forest Lake State High School with unpaid, real-world workplace experience in industries or careers they may wish to pursue in the future. The program helps students explore career pathways, develop workplace skills and confidence, and build industry connections that may support future employment, apprenticeships, or traineeships. Some VET certificate courses require compulsory work placement or industry experience to meet qualification requirements. These placements provide valuable hands-on learning and are essential for achieving competency within the course.



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