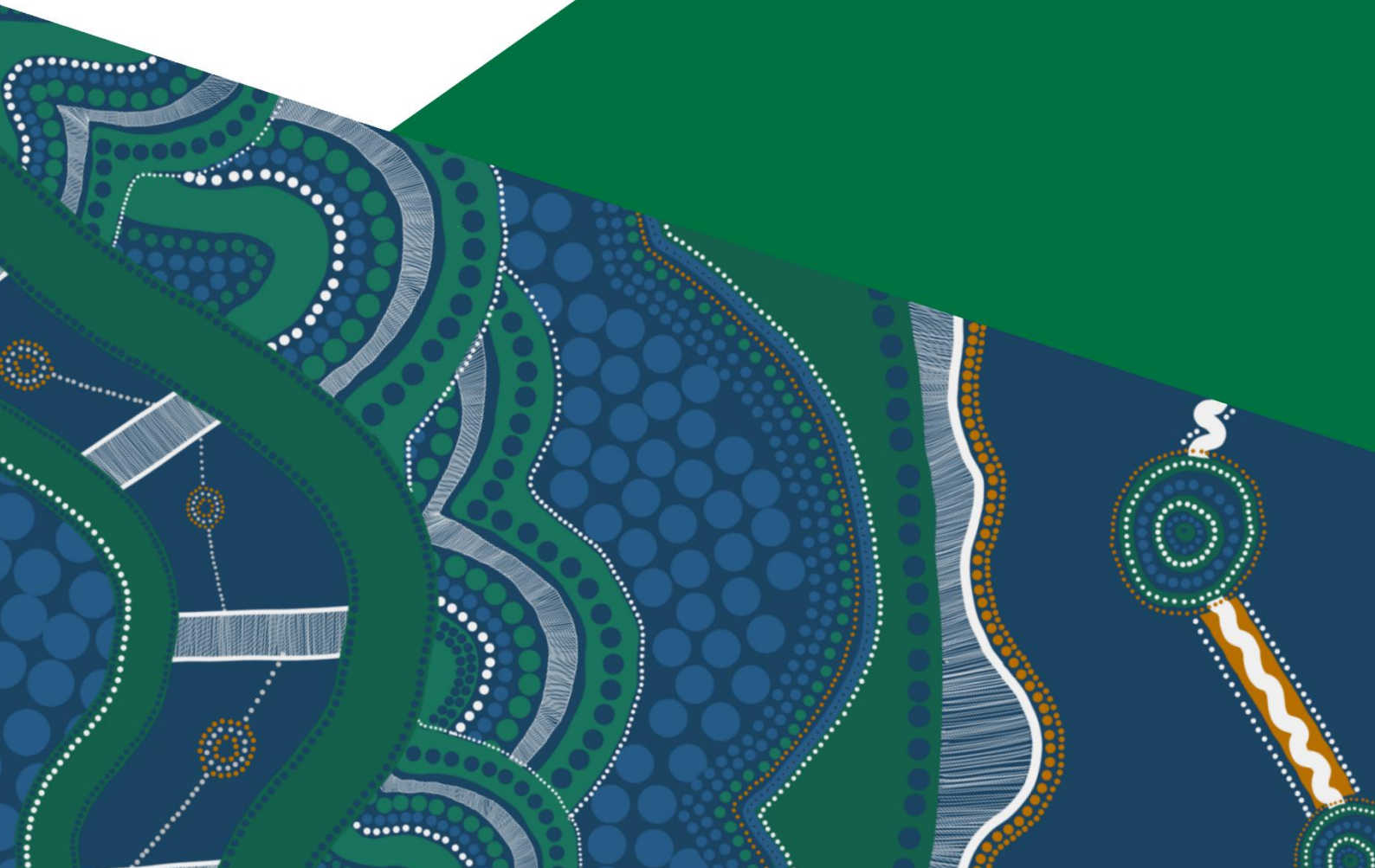




Forest Lake
STATE HIGH SCHOOL

YEAR 11 & 12 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, 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 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 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.

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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SENIOR EDUCATION PROFILE

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include:

- Statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA)

For more information about the SEP see:

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep>

STATEMENT OF RESULTS

Students are issued with a statement of results in December following the completion of a QCAA-developed course of study. A full record of study will be available to students to download, save and print, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.



QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The Queensland Certificate of Education (QCE) is Queensland's senior school qualification, which is awarded to eligible students, usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

SENIOR SUBJECTS

The QCAA includes four types of senior subject syllabuses — General, Applied/Essential, Senior External Examinations and Short Courses. Results in General and Applied/Essential subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P-10 Australian Curriculum.

1. *General Syllabuses*

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

2. *Applied/ Essential Syllabuses*

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

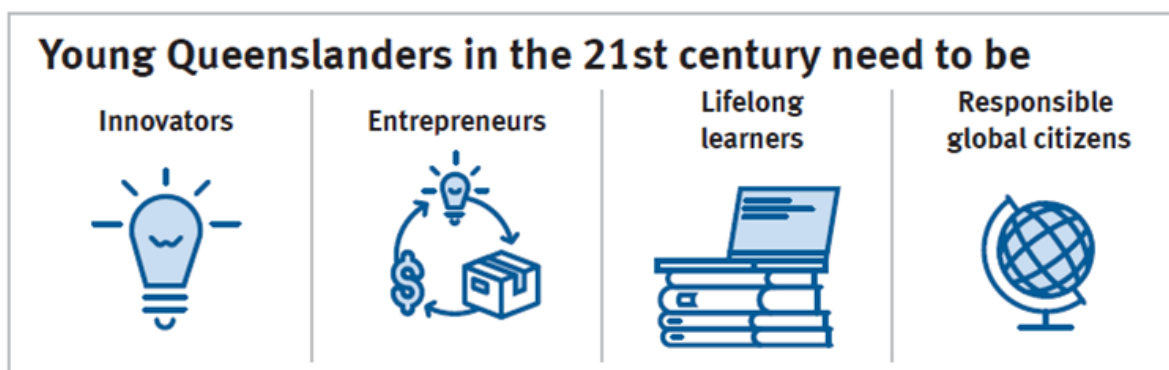
3. *Senior External Examination*

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA. These subjects are not delivered by FLSHS teachers and are available through external providers which students independently approach to complete these courses.

4. *Short Courses*

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3. For more information about the ACSF see:

<https://www.education.gov.au/australian-core-skills-framework>.



UNDERPINNING FACTORS

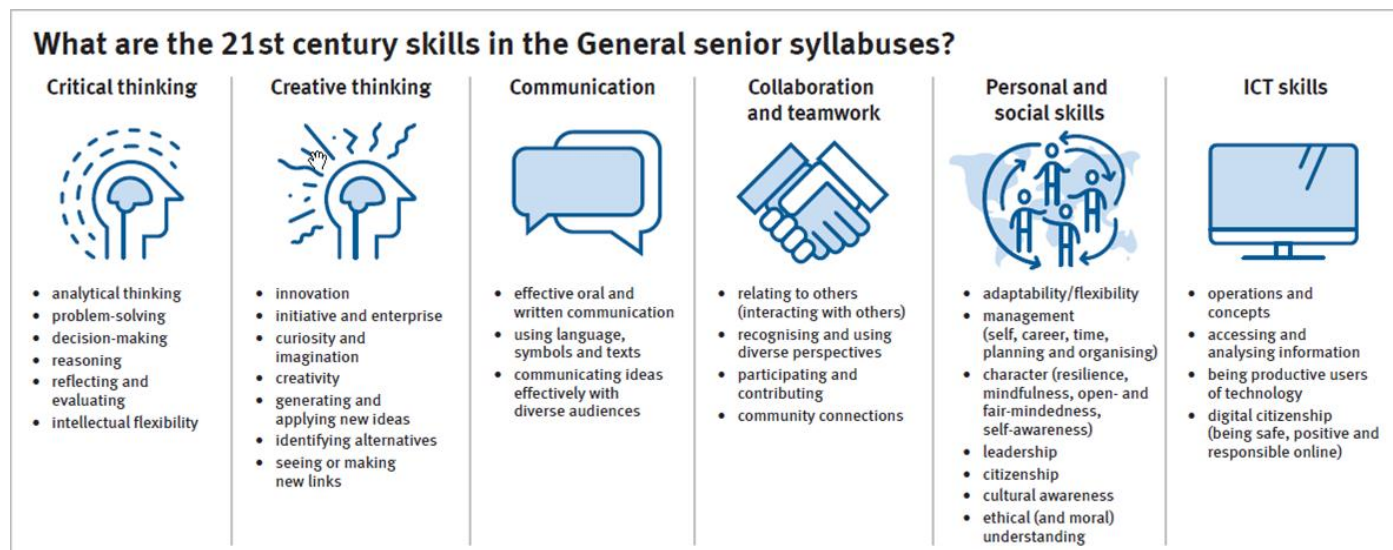
All senior syllabuses are underpinned by:

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

1. General syllabuses and Short Courses

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

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



2. Applied /Essential syllabuses

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

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

VOCATIONAL EDUCATION AND TRAINING (VET) OPTIONS

- Students can access Nationally recognised Certificates that allow students to demonstrate competency in a range of industry recognised units. Forest Lake State High School offers a range of certificate courses under its own scope of registration (RTO 30288) and partners with a range of other Registered Training Organisations to deliver a range of others. These are clearly identified in the individual course information.
- offers opportunities for students to undertake school-based apprenticeships or traineeships.
- Offers a range of VET programs delivered off site where students attend one day per week at TAFE or WesTEC Trade Training Centre.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

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

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a
- Certificate III or higher VET qualification.

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

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.



GENERAL SYLLABUSES

STRUCTURE

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

ASSESSMENT

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2. Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject. Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

In order to receive an overall subject result for Units 3 and 4, students must:

- complete Units 3 and 4 as a pair
- provide responses to each summative internal assessment and, for Applied (Essential) subjects, the CIA
- for General or General (Extension) subjects, complete all aspects of the summative external assessment, on the date published on the QCAA website (see [Section 10: External assessment](#))
- for a General (Senior External Examination) subject, complete all requirements of the Senior External Examination
- to receive the QCE credit for the units they must complete all and pass items to a minimum C standard overall.

Where there is no evidence of a response to each summative internal assessment on or before the due date set by the school, where no AARA has been approved, and where an NR is recorded, a subject result cannot be allocated.

EXTENSION SYLLABUSES COURSE OVERVIEW

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners. The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

INSTRUMENT- SPECIFIC MARKING GUIDES

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

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

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

EXTERNAL ASSESSMENT

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

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

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

External assessments are delivered annually in Term 4. The QCAA releases the timetable for these each year mid-term 2 and are available at <https://www.qcaa.qld.edu.au/senior/assessment/external-assessment/timetable>



APPLIED SYLLABUSES

STRUCTURE

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

ASSESSMENT

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

INSTRUMENT- SPECIFIC MARKING GUIDES

For each assessment instrument, schools utilise the subject specific instrument-specific marking guide (ISMG) created by the QCAA . The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

ESSENTIAL ENGLISH AND ESSENTIAL MATHEMATICS – COMMON INTERNAL ASSESSMENT

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA. The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus.

The CIA is:

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

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

At Forest Lake State High School, every student is supported to build and engage in a program of learning that allows them to demonstrate their full potential and achieve their strongest possible QCE/QCIA outcome. Years 11 and 12 are an important stage of senior schooling, providing students with opportunities to specialise, develop independence, and prepare for future study, training, apprenticeships, traineeships, or employment pathways.

Students are encouraged to choose an aspirational pathway - a pathway that challenges them to work towards their future goals while remaining realistic, achievable, and aligned to their strengths, interests, and learning needs.

When selecting subjects, students should consider courses that:

- they genuinely enjoy and are interested in
- they have previously achieved success in
- align with their strengths and learning style
- provide a balanced and manageable study program
- support future career, university, TAFE, apprenticeship/traineeship, or employment goals
- keep pathway options open where possible

CHOOSING THE RIGHT PATHWAY

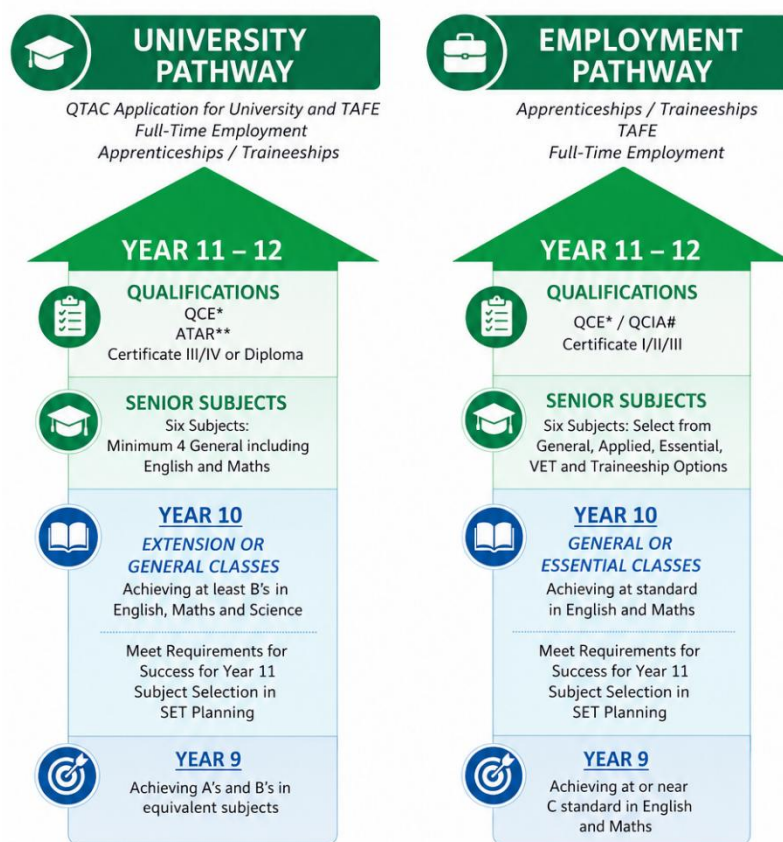
Students should aim to select a pathway that is both aspirational and achievable. Senior pathways should encourage students to extend themselves while also ensuring they can successfully meet course requirements and maintain progress towards their QCE/QCIA. A strong senior pathway is built on informed decisions, consistent effort, and a willingness to seek support when needed.

To achieve the best outcomes, students should:

- choose subjects they have a genuine interest
- understand which pathway is realistic and suitable for them
- check prerequisite requirements in course guides and ensure they can meet them
- speak with teachers and parents/carers about their suitability for subjects
- confirm they can manage the workload and assessment expectations
- be prepared to work consistently and independently throughout Years 11 and 12
- consider how subject choices connect to future pathways and goals

Important Reminder

Changing subjects throughout Years 11 and 12 can significantly impact a student's progress towards achieving their QCE/QCIA and may affect ATAR eligibility, certificate completion, or pathway outcomes. Careful subject selection at the beginning of senior schooling gives students the best opportunity to succeed, remain on track, and achieve their strongest possible outcome.



* Queensland Certificate of Education – 20 credits
 ** Australian Tertiary Admissions Rank
 # Queensland Certificate of Individual Achievement



In years 11 & 12, students MUST study six (6) subjects: one (1) English; one (1) Mathematics and four (4) other subjects. Please note that some subjects have a subject fee (between \$50 to \$100) to cover materials.

KLA	APPLIED or VET	GENERAL
ENGLISH	Essential English	English Literature English as an Additional Language
MATHEMATICS	Essential Mathematics	General Mathematics Mathematical Methods Specialist Mathematics
SCIENCE	Science in Practice Certificate II in Sampling & Measurement*	Biology* Chemistry* Physics* Psychology*
HUMANITIES, SOCIAL SCIENCES, LANGUAGES and BUSINESS (HaSSLaB)	Tourism Social & Community Studies Certificate II in Workplace Skills (BSB)	Ancient History Modern History Geography Accounting Business Japanese
ARTS	Dance in Practice (Dance POE) Media Arts in Practice Visual Arts in Practice Music in Practice	Dance Drama Film, Television & New Media Music Music Extension (year 12 only) Visual Art
DIGITAL TECHNOLOGIES	Certificate II in Applied Digital Technologies (ADT) Information & Communication Technologies – Esports (ICJ)*	
DESIGN TECHNOLOGIES	Early Childhood Studies Engineering Skills* Furnishing Skills* Fashion Certificate II in Hospitality*	Design Food & Nutrition*
HEALTH & PHYSICAL EDUCATION	Sport & Recreation Sport & Recreation – Netball* Sport & Recreation – Rugby League*	Health Physical Education
VET	Certificate II in Active Volunteering* Certificate II in Financial Services* Certificate II in Skills for Work & Vocational Pathways (FSW)* Diploma of Business* Certificate IV Real Estate*	
* Additional subject fees apply		

GENERAL SUBJECTS AND VET THAT CONTRIBUTE TO AN ATAR	
YEAR 11/12 SUBJECT	requirements for success: Achievement in year 10
English (ENG)	B or higher in English (not including Essential English)
Literature (LIT)	B or higher in English (not including Essential English)
English as an Additional Language (EAL)	C+ or higher in English - plus non-English speaking background or Indigenous background
General Mathematics (MAG)	B or higher in Mathematics
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
Accounting (ACC)	C or higher in English and Mathematics and preferable to have completed Business in Year 10 but not mandatory
Ancient History (AHS)	C or higher in History and/or Geography C or higher in English
Business (BUS)	C or higher in English and preferable to have completed Business in Year 10 but not mandatory
Geography (GEG)	C or higher in Geography and/or History C or higher in English
Japanese (JPS)	C or higher in Japanese
Modern History (MHS)	C or higher in History and/or Geography C or higher in English
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) B or higher in Introduction to Science in Practice/Action or C or higher in Science General (Biology/Psychology or Chemistry/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 including Essential English)
Health (HEA)	B or higher in English (not including Essential English)
Dance (DAN)	C or higher in Year 8, 9 or 10 Dance
Dance POE	Audition and C or higher in DAX 10 - Must be successful in audition
Drama (DRA)	Preferable to have completed Drama in Year 9 or 10 at a C level or higher and achieved a C in English in Year 10
Film, Television & New Media (FTM)	Preferable to have completed Media Arts in Year 9 or 10 at a C level or higher
Music (MUS)	Preferable to have completed Music in Year 9 or 10 at a C level or higher
Music Extension (MEX)	A in Year 11 Music (Year 12 only subject)
Visual Art (ART)	Must have completed Art in Year 9 or 10 at a C level or higher and achieved a C in English in Year 10
Food & Nutrition (FNU)	C or higher in Science and English leading toward a future in nutritional food science, nutrition etc Applied Health
Design (DES)	C for Maths and English, interested in a future in the design industry such as architect, interior design, graphic design, multimedia

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 Specialisation
Social & Community Studies (SCS)	History, Geography and/or Tourism and Community Specialisation
Certificate II in Workplace Skills (BSB)	Open to all
Science in Practice (SCP)	Science or Science in Action
Sport & Recreation (REC)	Interest in Physical Activity
Sport & Recreation (Netball)	Preferable to have studied Netball in Year 10
Sport & Recreation (Rugby League)	Acceptance in Rugby League POE
Dance in Practice (DIP)	Prior experience in Dance in years 8, 9 or 10
Dance Program of Excellence	• Audition and C or higher in DAX 10 • Must be successful in audition • Entry Process—Audition. • A minimum B rating in Year 10 Dance desirable
Media Arts in Practice (MAP)	Preferable to have studied Media Arts in Years 8-10
Music in Practice (MUP)	Preferable to have studied Music in Years 8-10
Visual Arts in Practice (VAP)	Preferable to have studied Visual Art in Years 8-10
Fashion	C or higher in Effort and Behaviour
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, Years 8/9 FND or Year 10 IHS Highly recommended. C or higher in Effort and Behaviour
Certificate II in Applied Digital Technologies (ADT)	Open to all
Information and Communication Technologies—Esports and Robotics (ICJ)	Open to all
Certificate II in Active Volunteering (VAV)	Open to all Interested in community volunteering · Combined with Certificate II in Financial Services
Certificate II in Financial Services (FNS)	Open to all · Combined with Certificate II in Active Volunteering
Certificate II in Sampling & Measurement & Certificate III in Laboratory Skills	VETiS or Fee for Service Options (external provider) (see flyer) +\$500 (Certificate III) (not eligible for VETiS \$1900 +\$500)
Diploma of Business (BSV)	C or higher in English & Mathematics \$2500* (external provider)
Certificate IV in Real Estate (REL)	C or higher in English \$1000* (external provider)
*Costs may change – Fees charged by external Parties	



SENIOR SYLLABUSES ENGLISH

This General subject is designed to give the students a good preparation for future study at university (or TAFE) and for life and work in general. Most universities require a pass in one of the General English subjects for entry into their course (pre-requisite).

- English (or Literature or EAL) is a pre-requisite for most university courses.
- English and Literature are different subjects, covering different texts in different ways and can be studied together.
- English and English as an Additional Language (EAL) cannot be studied together.

STRUCTURE

Our Year 11 Course:

UNIT 1		UNIT 2	
Formative internal assessment (FIA1) – Extended response – persuasive spoken	25%	Formative internal assessment (FIA3) – Extended response – imaginative written examination	25%
Formative internal assessment (FIA2) – Extended response – written analytical assignment for a public audience	25%	Formative internal assessment (FEA) – Extended response – analytical written examination	25%

Units 1 & 2 are studied in year 11, with four assessments and are very similar to those studied in year 12.

SUMMATIVE ASSESSMENTS

Our Year 12 Course:

UNIT 3		UNIT 4	
Summative internal assessment (IA1) – Extended response – persuasive spoken	25%	Summative internal assessment (IA3) – Extended response – imaginative written examination	25%
Summative internal assessment (IA2) – Extended response – written analytical assignment for a public audience	25%	Summative external assessment (EA) – Extended response – analytical written examination	25%

In units 3 & 4, students complete four assessments. The results from each are added together to provide a subject score out of 100. The results are used to calculate a student's ATAR. Student will also receive an overall subject result (A-E).



ENGLISH as an ADDITIONAL LANGUAGE

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE) and provide them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students learn to become independent readers and writers of a range of texts. They learn to use language confidently in a range of situations. They also learn to become critical consumers of the many texts we all experience in our lifetime. They are taught the skills to allow them to manage the language requirements of any future university course (except creative writing and English literature).

The texts we study include:

- One contemporary novel (in year 11)
- Two Shakespearean plays (one in each year level)
- Two films (one in each year level)
- A range of poetry and short stories
- Media texts eg documentaries

One difference in English as an Additional Language (compared to English and Literature) is an emphasis on how to analyse the creative writing of others without producing their own creative writing. Similar to Literature, students speak creatively rather than analytically. Also, the texts studied for their internal assessment in year 12 are shorter than for English or Literature. The external assessment piece is the same as for English.

PATHWAYS

This General subject is designed to give the students a good preparation for future study at university (or TAFE) and for life and work in general. Most universities require a pass in one of the General English subjects for entry into their course (pre-requisite).

- English as an Additional Language (or English or Literature) is a pre-requisite for most university courses. This subject is the same for university entry as the other general English subjects.
- English as an Additional Language and English cannot be studied together.
- Literature and English as an Additional Language (EAL) cannot be studied together.

STRUCTURE

Our year 11 course:

UNIT 1		UNIT 2	
Formative internal assessment (FIA1) – Extended response – analytical essay written examination	33.3%	Formative internal assessment (FEA) – Extended response – analytical essay written examination	33.3%
Formative internal assessment (FIA2) – Extended response – imaginative spoken	33.3%		

ASSESSMENT

Units 1 & 2 are similar to those studied in year 12. However, there are 3 pieces for year 11.

SUMMATIVE ASSESSMENTS

Our year 12 Course:

UNIT 3		UNIT 4	
Summative internal assessment (IA1) – Extended response – analytical essay written examination	25%	Summative internal assessment (IA3) – Extended response – imaginative spoken	25%
Summative internal assessment (IA2) – Extended response – imaginative written assignment	25%	Summative external assessment (EA) – Extended response – analytical essay written examination	25%

In units 3 & 4, students complete four assessments. The results from each are added together to provide a subject score out of 100. This result helps to calculate a student's ATAR. The results are used to calculate a student's ATAR. Students will also receive an overall subject result (A-E).

LITERATURE | GENERAL senior subject

Literature focuses on the study of both literary texts (novels, plays, films and stories) and articles of literary criticism. Students learn to become independent readers and writers of a range of texts. They learn to use language confidently in a range of situations. They also learn to become critical consumers of the many texts we all experience in our lifetime. They are taught the skills to allow them to manage the language requirements of any future university course.

The texts we study include:

- Two 19th century novels (one in each year level)
- Two Shakespearean plays (one in each year level)
- Two films (one in each year level)
- A range of poetry and short stories
- Articles of Literary criticism around studied novels

One difference in Literature (compared to English) is a stronger emphasis on writing and speaking creatively. Another difference is that students learn to integrate the literary criticism of others into their own analysis.

PATHWAYS

This General subject is designed to give the students a good preparation for future study at university (or TAFE) and for life and work in general. Most universities require a pass in one of the General English subjects for entry into their course (pre-requisite).

- Literature (or English or EAL) is a pre-requisite for most university courses.
- English and Literature are different subjects, covering different texts in different ways and can be studied together.
- Literature and English as an Additional Language (EAL) cannot be studied together.

STRUCTURE

Our year 11 course:

UNIT 1		UNIT 2	
Formative internal assessment (FIA1) – • Extended response – imaginative spoken	25%	Formative internal assessment (FIA3) – • Extended response – imaginative written assignment	25%
Formative internal assessment (FIA2) – • Extended response – analytical essay written examination	25%	Formative internal assessment (FEA) – • Extended response – analytical essay written examination	25%

ASSESSMENT

Units 1 & 2 are very similar to those studied in year 12.

SUMMATIVE ASSESSMENTS

Our year 12 Course:

UNIT 3		UNIT 4	
Summative internal assessment (IA1) – Extended response — imaginative spoken	25%	Summative internal assessment 3 (IA3) – Extended response — imaginative written assignment	25%
Summative internal assessment (IA2) – Extended response — analytical essay written examination	25%	Summative external assessment (EA) – Extended response — analytical essay written examination	25%

In units 3 & 4, students complete four assessments. The results from each are added together to provide a subject score out of 100. This result is used to calculate a student's ATAR. Students will also receive an overall subject result (A-E).

ESSENTIAL ENGLISH | APPLIED senior subject

Essential English develops and refines students' understanding of language, literature and literacy. It prepares them to interact confidently with others in everyday, community and social situations. It helps them to become critical users of language in all its forms – through reading, writing, viewing and speaking. Our world has become very strongly focused on all needing strong literacy skills. This course aims to ensure our students have all the skills they need to negotiate their world, their work and their future study at TAFE.

The texts we study include:

- One contemporary novel
- Three films
- A range of documentaries
- One contemporary play
- A range of everyday texts from social media

This subject is significantly easier to manage than the General English subjects.

PATHWAYS

This Applied subject is designed to give the students a good preparation for their future life. It will prepare them for future study at TAFE but is not designed to prepare them for university study.

- Essential English is NOT recognised for university entry at most universities
- English and Essential English can be studied together but this is extremely rare.

STRUCTURE

Our year 11 course:

UNIT 1	UNIT 2
Formative internal assessment (FIA1) • Extended response – analytical spoken	Formative internal assessment (FIA3) • Extended response – multimodal analytical spoken response
Formative internal assessment (FCIA) • Practice for the Common internal assessment – written short answer examination set by the QCAA	Formative internal assessment (FIA4) • Extended response – imaginative written assignment

ASSESSMENT - Units 1 & 2 are very similar to those studied in year 12.

SUMMATIVE ASSESSMENTS

UNIT 3	UNIT 4
Summative internal assessment (IA1) • Extended response – analytical spoken	Summative internal assessment (FIA3) • Extended response – multimodal analytical spoken response
Summative internal assessment – (CIA) • Common internal assessment – written short answer examination set by the QCAA	Summative internal assessment (FIA4) • Extended response – imaginative written assignment

ASSESSMENT - In units 3 & 4, students complete four assessments. Each assessment is given a rating from A-E.



HEALTH & PHYSICAL EDUCATION

HEALTH | GENERAL senior subject

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

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

PATHWAYS

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

BYOX device required.

OBJECTIVES

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

- Recognise and describe information about health-related topics and
- comprehend and use the health inquiry model
- Analyse and interpret information to draw conclusions about health-related topics and issues
- Critique information to distinguish determinants that influence health status
- Investigate and synthesise information to develop action strategies
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- Organise information for particular purposes.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Resilience as a personal health resource	Peers and family as resources for healthy living • Alcohol (elective)	Community as a resource for healthy living • Homelessness (elective)	Respectful relationships in the post-schooling transition

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1) • Investigation — action research	25%	Summative internal assessment 3 (IA3) • Investigation	25%
Summative internal assessment 2 (IA2) • Examination — extended response	25%	Summative external assessment (EA) • Examination—extend response	25%

PHYSICAL EDUCATION | GENERAL senior subject

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

PATHWAYS

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

BYOd device required.

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

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

SPORT & RECREATION | APPLIED | SENIOR SUBJECT

SPORT & RECREATION | APPLIED | RUGBY LEAGUE

SPORT & RECREATION | APPLIED | NETBALL

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

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.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

PATHWAYS

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

OBJECTIVES

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

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

STRUCTURE

Sport & Recreation is a four-unit course of study. Units studied are:

- Unit 1 - Fitness for sport and recreation
- Unit 2 - Coaching and officiating
- Unit 3- Optimising performance
- Unit 4- Event management

**Netball will be the sole focus in the Netball stream.*

**Rugby League will be the sole focus in the Rugby League stream.*

**Rugby League POE will also enrol in Cert II Financial Services (refer page 91)*

ASSESSMENT

There are two assessments in each unit. One project and one performance task

RESPONSE REQUIREMENTS	
PROJECT TASK	PERFORMANCE TASK
Investigation and session plan One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words	Performance Performance: up to 4 minutes
Performance Performance: up to 4 minutes	Investigation, plan and evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words
Evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words	



HUMANITIES AND SOCIAL SCIENCES

ACCOUNTING | GENERAL senior subject

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation. Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

PATHWAYS

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

OBJECTIVES

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

STRUCTURE

Real world accounting In Unit 1, students explore practical applications of accounting to understand its role, purpose, and use in real-world scenarios. They analyse financial statements of companies and apply double-entry accounting principles for sole trader businesses. Students are introduced to computerized accounting processes through accounting software and spreadsheet tools to record and process transactions. The unit emphasizes comprehension, synthesis, analysis, and communication of accounting concepts, principles, and financial data to business owners and stakeholders. Topics include accounting entities, financial statements, transaction analysis, and computerized accounting.	Financial reporting In Unit 2, students learn to manage the finances of a sole trader business using accounting information. They apply accrual accounting principles to prepare balance day adjustments, determining profit or loss and net worth in financial statements. Ratio analysis helps inform potential investors and business owners. Students use computerized accounting packages and spreadsheet software for practical applications. The unit covers internal controls to secure inventories and manage credit accounts, focusing on communication of decisions and recommendations to internal users. Topics include end-of-period reporting, financial statements, and performance analysis of a sole trader business.	Managing resources In Unit 3, students learn to manage the resources of a sole trader business, including cash, accounts receivable, non-current assets, and technology. They apply double entry and accrual accounting principles to record non-current assets' purchase, depreciation, and disposal. Students produce cash budgets using spreadsheets and generate financial statements to report on the business's financial management. Emphasis is placed on using spreadsheet software for authentic accounting applications. Administrative and accounting controls are explored to protect and maintain business resources. The unit covers cash management, financial reporting, and internal controls to prevent fraud and ensure data security.	Accounting — the big picture In Unit 4, students integrate the entire process of preparing fully classified financial statements for a sole trader business, analysing and evaluating the Statement of Profit or Loss, Statement of Financial Position, and Statement of Cash Flows. They calculate ratios and evaluate financial statements to make informed business decisions. Building on Unit 1, students also examine external financial statements, calculate various ratios, and compare these with past performance and industry benchmarks to assess a public company's performance, providing recommendations for stakeholders. The unit emphasises comprehensive financial management and decision-making.
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ASSESSMENT

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

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

FORMATIVE ASSESSMENT

UNIT 1 & 2	
• Develop at least two but no more than four assessments • Complete at least one assessment for each unit • Ensure that each unit objective is assessed at least once.	

SUMMATIVE ASSESSMENT

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Project — cash management	25%
Summative internal assessment 2 (IA2): Examination — short response	25%	Summative external assessment (EA): Examination — short response	25%

External assessment is developed and marked by the QCAA. The external assessment in accounting is common to all schools and administered under the same conditions, at the same time, on the same day.

SUBJECT REQUIREMENTS:

- A Windows based Laptop (They will use their own laptop in class every day to complete their learning)
- Textbook
- Calculator

ANCIENT HISTORY | GENERAL Senior subject

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

PATHWAYS

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

OBJECTIVES

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Investigating the ancient world • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices.	Personalities in their time • Hatshepsut • Alexander the Great • Akhenaten • Xerxes • Perikles • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality	Reconstructing the ancient world • Fifth Century Athens (BCE) • The Medieval Crusades • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire	People, power and authority • Ancient Rome — Civil War and the breakdown of the Republic • Schools choose one study of power from: • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars QCAA will nominate one topic that will be the basis for an external examination from: • Caesar • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Augustus

BUSINESS | GENERAL senior subject

Through studying Business, students are challenged academically and exposed to authentic and real-life practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future. Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Furthermore, students will learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship.

PATHWAYS

Business is a General subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. The study of Business provides opportunities for students to pursue a wide range of entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. This course establishes a basis for further education and employment in the fields of business management, business development, business analytics, economics, business law, accounting and finance.

OBJECTIVES

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Business creation • Fundamentals of business • Creation of business ideas	Business growth • Establishment of a business • Entering markets	Business diversification • Competitive markets • Strategic development	Business evolution • Repositioning a business • Transformation of a business

Units 1 and 2 for Year 11 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Units 3 and 4 for Year 12 consolidate learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

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

SUMMATIVE ASSESSMENTS

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

RESOURCES

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

VOCATIONAL EDUCATION & TRAINING – VET

► Certificate II in Workplace Skills (Business) | BSB20120

- Recommended for students who want to pursue a vocational pathway.
- Recommended for students interested in developing business skills.
- Basic literacy and numeracy skills are essential for successful completion.
- Some keyboarding proficiency and computing knowledge is recommended but not essential.
- 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 Workplace Skills (Business) aims to meet the needs of students by offering a range of practical business, administrative and workplace skills relevant to entry-level employment. This qualification reflects the role of individuals in a variety of entry-level business services positions and is also suited to students who are preparing to enter the workforce for the first time. Students develop the skills required to conduct basic procedural, clerical, administrative and operational tasks within a business environment. These tasks are routine in nature and are completed using practical skills and fundamental operational knowledge under direct supervision. A program derived from the Business Services training package, designed to aid developing:

- Communication and teamwork skills within workplace environments.
- Administrative and organisational skills relevant to business settings and digital technology skills
- Customer service and professional workplace behaviours
- Employability skills required for entry-level business roles and future career pathways.

COMPETENCIES

Code	Competency Name	Core / Elective
BSBCMM211	Apply communication skills	Core
BSBOPS201	Work effectively in business environments	Core
BSBPEF202	Plan and apply time management	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBWHS211	Contribute to the health and safety of self and others	Core
BSBPEF201	Support personal wellbeing in the workplace	Elective
BSBTEC201	Use business software applications	Elective
BSBOPS202	Engage with customers	Elective
BSBOPS203	Deliver a service to customers	Elective
FSKDIG001	Use digital technology for short and basic workplace tasks	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
- Working collaboratively (e.g. practical group work)
- 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 about the business industry 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.

GEOGRAPHY | GENERAL senior subject

Geography focuses on the significance of ‘place’ and ‘space’ in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices. Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

PATHWAYS

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology and science.

OBJECTIVES

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding

STRUCTURE

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

ASSESSMENT

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

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1) • Examination — combination response	25%	Summative internal assessment 3 (IA3) • Extended response — data report	25%
Summative internal assessment 2 (IA2) • Investigation — field report	25%	Summative external assessment (EA) • Examination — combination response	25%

MODERN HISTORY | GENERAL senior subject

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

PATHWAYS

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

OBJECTIVES

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Ideas in the modern world • Australian Frontier Wars, • 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration • 1868–1912 Boxer Rebellion, 1900–1901	Movements in the modern world • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 • Independence movement in Vietnam, 1945–1975	National experiences in the modern world • Germany, 1914–1945 • United States of America, 1917–1945 • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 • South Korea, 1948–1972	International experiences in the modern world • Cold War, 1945–1991 • Struggle for peace in • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • The Middle East since 1948

SOCIAL & COMMUNITY STUDIES | APPLIED senior subject

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

PATHWAYS

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

OBJECTIVES

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to:
 - communicate ideas and information, according to purposes
 - plan and undertake social investigations
 - communicate the outcomes of social investigations, to suit audiences
 - appraise inquiry processes and the outcomes of social investigations.

STRUCTURE

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied and be integrated throughout the course.

YEAR 11		YEAR 12	
Unit 1 Law Matters and Technology Today	Unit 2 Contemporary Society and Australia's Place in the World	Unit 3 Sustainable Practices and Money Management	Unit 4 Into Relationships and The World of Work
TOPIC: D1 Law Matters	TOPIC: E1 Contemporary Society	TOPIC: A1 Sustainable Practices	TOPIC: C1 Into Relationships
TOPIC: D2 Technology	TOPIC: E2 Australia's Place in the World	TOPIC: A2 Money Management	TOPIC: C2 The World of Work

ASSESSMENT

For Social and Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

Year 11		Year 12	
Unit 1 Assessment	Unit 2 Assessment	Unit 3 Assessment	Unit 4 Assessment
• Extended Response (Case Study) • Project (Advice – podcast or blog post)	• Investigation (Equity and inclusion) • Project	• Project (Fast fashion) • Extended Response (Case Study)	• Project (Advice – podcast or blog post) • Investigation (Issues i.e.; sexism, discrimination)

ASSESSMENT

Unit 1	Unit 2	Unit 3	Unit 4
• Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1	• Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2		• Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

SUMMATIVE ASSESSMENTS

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1) • Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3) • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2) • Independent source investigation	25%	Summative external assessment (EA) • Examination — short responses to historical sources	25%

TOURISM | APPLIED senior subject

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

PATHWAYS

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

OBJECTIVES

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

STRUCTURE

The Tourism course is designed around interrelated core topics and electives.

YEAR 11		YEAR 12	
UNIT 1	UNIT 2	UNIT 3	UNIT 4
Unit 1 option A: Tourism & Travel	Unit 2 option B: Tourism & Marketing	Unit 3 option C: Tourism trends & patterns	Unit 4 option E: Tourism industry & careers

ASSESSMENT

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project
- one examination
- no more than two assessments from each technique.

YEAR 11		YEAR 12	
UNIT 1	UNIT 2	UNIT 3	UNIT 4
A2 – Project Traveller Information package for international destination	B1 – Investigation Current marketing campaign (where the bloody hell are ya)	C1 – Investigation Environment impacts of South Bank	E1 – Investigation Type of tourism in a particular region OR FNQ
A1 – Investigation Impacts of Tourism (Excursion – possibly Dreamworld)	B2 – Project Develop tourist promotion for Australian destination (Excursion - possibly Gold Coast, the lake)	C2 – Project Sustainable Tourism (Excursion – possibly Australia Zoo)	E2 – Project Careers in Tourism PP – promoting career (cruise ships, travel agent, eco)



MATHEMATICS

GENERAL MATHEMATICS | GENERAL senior subject

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10, but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

PATHWAYS

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

OBJECTIVES

The objectives outline what students have the opportunity to learn.

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Money, measurement, algebra and linear equations - Consumer arithmetic - Shape and measurement - Similarity and scale - Algebra - Linear equations and their graphs.	Applications of linear equations and trigonometry, matrices and univariate data analysis - Applications of linear equations and their graphs - Applications of trigonometry - Matrices - Univariate data analysis 1 - Univariate data analysis 2.	Bivariate data and time series analysis, sequences and Earth geometry - Bivariate data analysis 1 - Bivariate data analysis 2 - Time series analysis - Growth and decay in sequences - Earth geometry and time - Zones.	Further calculus trigonometry and statistics - Further integration - Trigonometry - Continuous random variables and normal distribution - Sampling and proportions.

ASSESSMENT

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

SUMMATIVE ASSESSMENT

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1)	20%	Summative internal assessment 3 (IA3)	15%
Problem-solving and modelling task		Examination	
Summative internal assessment 2 (IA2)	15%		
Examination			
Summative external assessment (EA): 50%			
Examination			

MATHEMATICAL METHODS | GENERAL senior subject

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

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

PATHWAYS

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

OBJECTIVES

The objectives outline what students have the opportunity to learn.

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

STRUCTURE

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

ASSESSMENT

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

SUMMATIVE ASSESSMENT

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1) • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3) • Examination	15%
Summative internal assessment 2 (IA2) • Examination	15%		
Summative external assessment (EA) 50% • Examination			

SPECIALIST MATHEMATICS | GENERAL senior subject

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

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

PATHWAYS

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

OBJECTIVES

The objectives outline what students have the opportunity to learn.

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

STRUCTURE

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

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

ASSESSMENT

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

SUMMATIVE ASSESSMENT

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

ESSENTIAL MATHEMATICS | Applied senior subject

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

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

PATHWAYS

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

OBJECTIVES

The objectives outline what students have the opportunity to learn.

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

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Number, data and money • Calculations • Number • Representing data • Managing money	Data and travel • Calculations • Data collection • Graphs • Time and motion	Measurement, scales and chance • Calculations • Measurement • Scales, plans and Models • Probability and relative frequencies	Graphs, chance and loans • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

ASSESSMENT

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

SUMMATIVE ASSESSMENT

UNIT 3	UNIT 4
Summative internal assessment 1 (IA1) • Problem-solving and modelling task	Summative internal assessment 3 (IA3) • Problem-solving and modelling task
Summative internal assessment 2 (IA2) • Common internal assessment (CIA)	Summative internal assessment (IA4) • Examination

BIOLOGY | GENERAL senior subject

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

PATHWAYS

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

OBJECTIVES

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of Nutrients and Wastes • Cellular energy, gas exchange and plant physiology	Maintaining the internal environment • Homeostasis • Infectious diseases and epidemiology	Biodiversity and the interconnectedness of life • Biodiversity and populations • Functioning eco systems and succession	Heredity and continuity of life • Genetic & Heredity • Continuity of life on earth

ASSESSMENT

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

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

COSTS - Year 12 - Term 1 (Mandatory Excursion) = \$50

CHEMISTRY | GENERAL senior subject

Chemistry is the study of materials and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

PATHWAYS

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

OBJECTIVES

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

STRUCTURE

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

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

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

PHYSICS | GENERAL senior subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

PATHWAYS

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

OBJECTIVES

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

STRUCTURE

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

ASSESSMENT

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

SUMMATIVE ASSESSMENT

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

PSYCHOLOGY | GENERAL senior subject

Psychology provides opportunities for students to engage with concepts that explain behaviours 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 behaviour. 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.

PATHWAYS

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

OBJECTIVES

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicates understandings, findings, arguments and conclusions.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention & Sleep	Individual behaviour • Individual Behaviour • Intelligence • Diagnosis • Psychological disorders & treatments • Emotional & motivation	Individual thinking • Brain function • Sensation & perception • Memory • Learning	The influence of others • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

ASSESSMENT

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

SCIENCE IN PRACTICE | APPLIED senior subject

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world. Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry. Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

PATHWAYS

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

OBJECTIVES

- By the conclusion of the course of study students should:
- explain concepts and procedures
 - execute procedures
 - analyse information
 - interpret information
 - plan investigations and projects
 - evaluate procedures, conclusions and outcomes
 - communicate procedures, conclusions and outcomes.

STRUCTURE

CORE TOPICS	
• Consumer science • Ecology and environment • Forensic science • Transport	• Resources, energy and sustainability • Transport

ASSESSMENT

- For Science in Practice, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, which may include:
- Investigation
 - Project (product or performance)

✓ Certificate II in Sampling and Measurement | MSL20118 | RTO# 5800

✓ Certificate III in Laboratory Skills | MSK30118

- Recommended for students wanting to pursue pathway in the Real Estate Industry.
- Good literacy and numeracy skills are essential for successful completion.
- This course enables students to earn up to 6 points towards their QCE (core category).
- The course can be commenced in year 11 (4 terms to complete) or year 12 (3 terms to complete).
- The Certificate III provides students with a rank equivalent enabling alternative entry to selected universities.

COURSE OVERVIEW

These courses will teach you 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. Students need to be independent learners to successfully undertake this course. This course is an online course, and students are required to attend a practical full day learning in the school science laboratory, demonstrating their skills, once per term. Pathways from a Sampling and Measurement qualification may include:

- Laboratory Assistant, Environmental Sampling Officer, Field Technician, Water or Soil Testing Assistant, Mining or Resources Sampling Assistant, and Quality Assurance Assistant.

Skills Acquired include

- Plan and conduct laboratory/field work, Collect site samples and take site measurements, manipulation of common lab equipment, opportunities to present and interpret data, critical thinking and knowledge recall, Scientific interpretation, learn to use and calibrate common

COMPETENCIES

Code	Competency Name	Core / Elective
Certificate II	Sampling and Measurement	
MSL912002	Work within a laboratory or field workplace	Core
MSL922002	Record and present data	Core
MSL943004	Participate in laboratory or field workplace safety	Core
MSL933008	Perform calibration checks on equipment and assist with its maintenance	Elective
MSL933009	Contribute to the achievement of quality objectives	Elective
MSL952003	Collect routine site samples	Elective
MSL972002	Take routine site measurements	Elective
MSMENV272	Participate in environmentally sustainable work practices	Elective
Certificate III	Laboratory Skills (Upgrade)	
MSL933005	Maintain the laboratory/field workplace fit for purpose	Core
MSL913004	Plan and conduct laboratory/field work	Core
MSL973025	Perform basic tests	Elective
MSL973026	Prepare working solutions	Elective
BSBMM211	Apply communication skills	Elective

**Units listed are correct at time of publication and subject to change by the RTO.*

STUDY REQUIREMENTS

Students who study Certificate II Sampling & Measurement and Certificate III Laboratory Skills will be required to:

- A pass in Science and Mathematics in year 10 is required for this course
- Use an Online Learning Management System for course content, learning and assessment
- Students MUST have a laptop and access internet and a computer to use our virtual classroom from home.
- Be willing to work independently and complete coursework in pathways lessons.
- Complete work in designated timelines, which includes homework and assessment at home.

ASSESSMENT

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

- 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.

FULL INFORMATION AND FEES - ABC TRAINING

If a student is not eligible for VETiS funding a Fee for Service (FFS) arrangement of \$1900 is payable. This heavily reduced price includes the enrolment fee. An additional \$500 to complete the 5 units of Certificate III is payable by all students.

Please see the following pages for information on the program from the providing RTO – ABC Training.



SCHOOLS PROGRAM

MSL20122 Certificate II in Sampling and Measurement
MSL30122 Certificate III in Laboratory Skills

ABOUT

- ✓ Face-to-face and online delivery
- ✓ Undertaken in Year 10, 11 or 12
- ✓ Approximately 1-2 terms
- ✓ Potential ATAR equivalent of 68*
*Refer to specific tertiary institution for entry requirements.
- ✓ Up to 6 QCE Points
- ✓ Optional 5 unit upgrade to MSL30122
- ✓ MSL20122 fully funded**
**Eligibility criteria applies. See reverse for more details.

SKILLS ACQUIRED

- ✓ Plan and conduct laboratory/field work
- ✓ Collect site samples and take site measurements
- ✓ Manipulation of common lab equipment
- ✓ Opportunities to present and interpret data
- ✓ Critical thinking and knowledge recall
- ✓ Scientific interpretation
- ✓ Learn to use and calibrate common measurement instruments

To find out more, contact Jasmine at:

✉ jparkinson@abctraining.edu.au

☎ 0453 179 071

INDUSTRY AND TERTIARY PATHWAYS



Pathology



Science Technician



Healthcare



Pharmaceuticals



Construction



Veterinary



Environmental



Agriculture



Food & Beverage



Engineering

COURSE UNITS

MSL20122 Certificate II in Sampling and Measurement

- MSLG12002 Work within a laboratory or field workplace
- MSLG22002 Record and present data
- MSLG33008 Perform calibration checks on equipment and assist with its maintenance
- MSLG33009 Contribute to the achievement of quality objectives
- MSLG43004 Participate in laboratory or field workplace safety
- MSLG52003 Collect routine site samples
- MSLG72002 Take routine site measurements
- MSMENV272 Participate in environmentally sustainable work practices

MSL30122 Certificate III in Laboratory Skills (Upgrade)

- MSLG33005 Maintain the laboratory/field workplace fit for purpose
- MSLG13004 Plan and conduct laboratory/field work
- MSLG73025 Perform basic tests
- MSLG73026 Prepare working solutions
- BSBCMM211 Apply communication skills

COURSE FEES

MSL20122

This program is fully funded* by the QLD VET Investment Budget for eligible students.

*Pending eligibility checks. If a student is not eligible for VETiS funding, a Fee For Service charge of \$1900 is Available including enrolment fee.

MSL30122

This program is under a Fee For Service agreement and charged at a minimum of \$100 per course unit, which includes the enrolment fee.

VETiS FUNDING ELIGIBILITY

- ✓ Currently enrolled in Year 10, 11 and 12 and attending school
- ✓ Permanently reside in QLD
- ✓ Australian citizen, Permanent Resident, New Zealand or on a pathway to permanent residency
- ✓ No previous completion of a qualification under VETiS funding

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Alan Bartlett Consulting T/A ABC Training RTO #5800



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NATIONALLY RECOGNISED
TRAINING

DESIGN | GENERAL senior subject

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Students have opportunities to engage with real world problems, after exploring the context through excursions to gather primary data and experiences.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts.

PATHWAYS

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

OBJECTIVES

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity physical prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Stakeholder • Centred design • Designing for others	Commercial design influences • Responding to needs and wants	Human-centred design • Designing with empathy	Sustainable design • Responding to opportunities

FORMATIVE ASSESSMENT

In Units 1 and 2 students complete four formative assessments. The results from each of the assessments are used to determine a result A-E.

UNIT 1		UNIT 2	
Formative internal assessment 1 (FIA1): • Examination—design challenge	20%	Formative internal assessment 1 (FIA3): • Project	30%
Formative internal assessment 2 (FIA2): • Project	30%	Formative internal assessment 2 (FIA4): • Examination—design challenge	20%

SUMMATIVE ASSESSMENTS

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

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1) • Examination — design challenge	20%	Summative internal assessment 3 IA3) • Project	25%
Summative internal assessment 2 (IA2) • Project	30%	Summative external assessment (EA) • Examination — design challenge	25%

REQUIRED RESOURCES

- A small range of thick and thin pens which can write on paper and tracing paper, eg. Artline 210 and Artline 200 in black, blue and red
- Set of colouring pens and pencils
- A4 visual diary
- Folder/document wallet to store and protect work between home and school
- A3 copy paper at home for practice, homework, projects etc.

FOOD & NUTRITION | GENERAL senior subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection. Students will use applied chemistry to explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values.

This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Students studies of the food system include the sectors of production, processing, distribution, consumption, research and development. They actively engage in a food and nutrition problem-solving process to create food solutions, practical experiments that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

(This is **NOT** a hospitality skills subject, therefore minimal cooking. Rather, it is a food science and production subject).

PATHWAYS

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, food technology, nutrition and health, food blogger, health care, educator and chef.

OBJECTIVES

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

- recognise and describe food and nutrition facts and principles
- explain food science and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions	Food drivers and emerging trends • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets	• Food science of carbohydrate and fat • The food system • Carbohydrate • Fat • Developing food solutions	Food solution development for nutrition consumer markets • Formulation and reformulation for nutrition consumer markets • Food development process

ASSESSMENT

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

UNIT 1	UNIT 2	UNIT 3	UNIT 4
• (1A1) Examination (25%) • (1A2) Project (25%)	• (1A3) Project (25%) • (1A4) Examination (25%)	• (1A1) Examination (25%) • (1A2) Project (25%)	• (1A3) Project (25%) • (EA) Examination (25%)

SUMMATIVE ASSESSMENTS

N.B. Given the high consumable nature of this subject a fee of \$50 will be charged separately to the school's Student Resource Scheme. This fee covers the additional cost of materials and consumables for this subject.

ENGINEERING SKILLS | APPLIED senior subject

Engineering skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

Students study manufacturing and engineering industry practices and processes. They engage in learning to create solutions that meet local needs. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate in a

variety of ways, including oral, written and graphical modes. Students organise, calculate, plan, evaluate and adapt production processes and the products they produce.

Students develop transferable skills relevant to future employment opportunities in the engineering and manufacturing sectors and beyond. These skills promote adaptable, competent, self-motivated and safe individuals who can work individually or as a member of a team.

PATHWAYS

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

OBJECTIVES

By the conclusion of the course of study students should be able to

- Demonstrate practices, skills and procedures
- Interpret drawings and technical information
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills and procedures, and products
- Adapt plans, skills and procedures.

STRUCTURE

The Engineering Skills course is designed around four themed units.

Unit 1: Fitting and machining

Unit 2: Production in the transport engineering industry

Unit 3: Welding and fabrication

Unit 4: Production in the manufacturing engineering industry

Students are required to wear steel cap safety boots at all times during practical lessons. School will have a minimal number to borrow, should shoes be forgotten for one lesson.

ASSESSMENT

For Engineering Skills, assessment usually consists of two assessment items

- One project – assignment and practical product
- One practical demonstration – practical product and documented production process

FITTING AND MACINING	PRODUCTION IN THE TRANSPORT ENGINEERING INDUSTRY	WELDING AND FABRICATIOM	PRODUCTION IN THE MANUFACTURING ENGINEERING INDUSTRY
Item 1 – Plane Paperweight Item 2 – Sliding T-square	Item 1 – Folding Shovel Item 2 – Model Piston	Item 1 – Camping BBQ Item 2 – Brazier	Item 1 – Household hammer Item 2 – Door Hangers

Please note—order of items is correct at time of publication but may change before the start of the unit.

N.B. Given the high consumable nature of this subject a fee of \$85 will be charged separate to the school's Student Resource Scheme. This fee covers the additional cost of materials and consumables for this subject.

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students study the manufacturing and furnishing industry's practices and processes. They engage in learning to create solutions that meet local needs. Students learn to recognise and apply industry practices, interpret drawings and technical information, demonstrate safe practical processes using hand/power tools and machinery. They communicate in a variety of ways, including oral, written and graphical modes. Students organise, calculate, plan, evaluate and adapt production process and the products they produce.

Students develop transferable skills relevant to future employment in the domestic, commercial and bespoke furnishing industries. These skills promote adaptable, competent, self-motivated and safe individuals who can work individually or as a member of a team.

PATHWAYS

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier as well as teaching skills relevant to carpentry and building trades.

OBJECTIVES

By the conclusion of the course of study students should be able to

- Demonstrate practices, skills and procedures
- Interpret drawings and technical information
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills and procedures, and products
- Adapt plans, skills and procedures

STRUCTURE

The Furnishing Skills course is designed around four themed units.

Unit 1 – Furniture Making - Recognise industry career pathways for furniture-making workers in domestic, commercial and bespoke enterprises including Furniture Maker, Furniture Machinist, Wood Machinist

Unit 2 – Cabinet Making - Recognise industry career pathways for cabinet making working in domestic, commercial and bespoke enterprises, including Cabinet Maker, Cabinet Machinist, Joiner

Unit 3 – Production in the Commercial Furniture Industry - Recognise domestic furniture enterprises career pathways including: Furniture Maker, Cabinet Maker, Upholsterer, Shop Fitter and machinist

Unit 4 – Production in the Bespoke Furniture Industry - Recognise key features of and roles in bespoke furniture enterprises, including: stages of the manufacturing process, business types in the industry, roles in business and types of trends and their influence on businesses.

*Students are required to wear safety boots at all times during practical lessons.

N.B. Given the high consumable nature of this subject a fee of \$85 will be charged separate to the school's Student Resource

Scheme. This fee covers the additional cost of materials and consumables for this subject

ASSESSMENT

For Furnishing Skills, assessment in all units consist of two assessment items

- One practical demonstration - assignment and practical product
- One Project – practical product and documented production process

FURNITURE MAKING	CABINET MAKING	PRODUCTION IN A	PRODUCTION IN BESPOKE FURNITURE MAKING
Item 1 – Shelf	Item 1 – Small storage cabinet Item 2 – Bedside cabinet	Item 1 – Wooden Toolbox Item 2 – Stool	Item 1 – Custom Cabinet Item 2 – Small scrap market product

Please note – order of units is correct at time of publication however, may change before the start of the school year.

FASHION | APPLIED Senior Subject

Fashion focuses on the social, economic and design elements that impact the fashion and fashion design industry. In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

PATHWAYS

A course of study in Fashion can establish a basis for further education and employment in the fashion industry. This may include additional training and employment opportunities in interior design, fashion design, textile design and more

OBJECTIVES

By the conclusion of the course of study students should be able to

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

STRUCTURE

The Fashion course is design around four themed units:

UNIT 1	UNIT 2	UNIT 3	UNIT 4
• Fashion Designers	• Collections	• Industry Trends	• Adornment

ASSESSMENT – assessment for each unit will consist of two assessment items from the unit being studied.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
• Project – Fashion Garment • Practical Demonstration – Outfit Design	• Practical Demonstration – Fashion collection • Project – Fashion Garment	• Project – Fashion garment • Practical Demonstration – Marketing Campaign	• Project – Adornment Item • Practical demonstration - Adornment extension line.

*Students will be required to bring their own material for some assessment and skills items. Teachers will inform students of requirements with plenty of notice.

EARLY CHILDHOOD STUDIES | APPLIED senior subject

Early Childhood Studies focuses on learning about children aged from birth to five years. Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of

children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

PATHWAYS

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

OBJECTIVES

- Investigate the fundamentals and practices of early childhood learning.
- Plan learning activities
- Implement learning activities
- Evaluate learning activities

STRUCTURE

The Early Childhood Studies course is designed around four topic units.

Unit 1 – Children's Wellbeing

Unit 2 - Play and Creativity

Unit 3 – Indoor and Outdoor Environments

Unit 4 – Literacy and Numeracy

ASSESSMENT

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- Two investigations
- Two Projects

Unit 1 - Investigation – Play-based activity related to Children's Wellbeing Project – Play- based activity implementation and evaluation (must be different to investigation)

Unit 2 - Investigation – Play based activity related to Play/Creativity Project – play-based activity implementation and evaluation (must be different to investigation)

Unit 3 - Investigation – Play-based activity related to Indoor/outdoor environments Project – Play- based activity implementation and evaluation (must be different to investigation)

Unit 4 - Investigation – Play-based activity related to Literacy/Numeracy Project – Play- based activity implementation and evaluation (must be different to investigation)

Please note – order and selection of units is correct at time of publication, however may change before the start of the school year.

► Certificate II in Hospitality | SIT20322

- Recommended for students who want to pursue a vocational pathway.
- Basic literacy and numeracy skills are essential for successful completion.
- Prior experience in FND Year 8/9 or IHS Year 10 an advantage.
- Students must wear enclosed leather shoes for all practical lessons.
- This course enables students to earn up to 4 points towards their QCE.

COURSE OVERVIEW

Certificate II Hospitality aims to meet the needs of students by offering a range of hospitality competencies and practical industry skills. A program derived from the hospitality training package, designed to aid developing:

- A knowledge and understanding of the hospitality industry, along with the skills and vocational competencies needed for effective participation in the workforce in general, and the hospitality industry in particular.
- An awareness and appreciation of the importance of communication within the hospitality sector, including the ability to communicate effectively in workplace environments using appropriate hospitality terminology.
- The ability to effectively use a range of hospitality skills and technologies to take part successfully in a rapidly changing technological society.
- Personal growth, self-reliance, awareness of ethical and social responsibilities within the hospitality industry.
- Knowledge, skills, and attitudes necessary to participate as valued members of society while enhancing employability, enjoyment of life, preparedness for further study and lifelong.

COMPETENCIES

Code	Competency Name	Core / Elective
BSBTWK201	Work effectively with others	Core
SITHIND006	Source and use information on the Hospitality Industry	Core
SITHIND007	Use hospitality skills effectively	Core
SITXCCS011	Interact with customers	Core
SITXCOM007	Show social and cultural sensitivity	Core
SITXWHS005	Participate In safe work practices	Core
SITXFSA005	Use hygienic practices for food safety	Elective
SITHFAB025	Prepare and serve espresso coffee	Elective
SITXFSA006	Participate in safe food handling practices	Elective
TLIE0009	Carry out basic workplace calculators	Elective
SITHFAB021*	Provide responsible service of alcohol (RSA)	Elective
SITHGAM022*	Provide responsible gambling services (RSG)	Elective
*RSA & RSG may incur an additional cost and are delivered by an external provider.		

STRUCTURED WORK PLACEMENT

Students undertake a series of 12 functions to experience the nuances of working in hospitality - especially around customer service. Students use simulated workplaces to develop and improve understanding and skills in hospitality.

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.

FEES

Given the high consumable nature of this subject, a fee of \$85 will be charged separate to the school's Student Resource Scheme. This fee covers the added cost of materials and consumables for this subject.

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.

INFORMATION AND COMMUNICATION TECHNOLOGY | ICJ ESPORTS & ROBOTICS | APPLIED senior subject

In this subject we work through a lens of esports, robotics and drone technologies. Digital literacies are crucial to the evolving digital landscape, impacting society by revolutionising entertainment and other industries. The growing demand for digital literacy and specific skills necessitates proficiency in these areas. Industry shifts open up global opportunities in gaming, drone operations and robotics tech sectors.

The study of ICT involves understanding industry practices and processes. Students apply this knowledge in practical contexts, aligning with local needs and resources. This hands-on learning fosters transferable 21st-century skills relevant for the esports and drone sectors and future careers.

Students interpret game strategies, operate drone software, and apply their skills primarily through simulations and practical drone operations, becoming adaptable, self-motivated individuals who collaboratively solve problems in high-stakes virtual and real-world scenarios.

A Windows based laptop is required for this subject.

PATHWAYS

Students who undertake this subject will be interested in a career in engineering, computer science, the drone and robotics industry or have a keen interest in esports as a career.

OBJECTIVES

The subject objectives outline what students have the opportunity to learn.

- Demonstrate practices, skills and processes
- Interpret client briefs and technical information
- Select practices and processes
- Sequence processes
- Evaluate processes and products
- Adapt processes and products

Unit 1	Unit 2	Unit 3	Unit 4
Layout and publishing	Web Development	Robotics	Audio and video production
In this unit, students explore layout and publishing industry practices, standards and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing layout and publishing products.	In this unit, students explore web development using industry standards and processes. It aims to equip students with the skills required to design and build engaging, and user-friendly web applications tailored to the esports industry.	In this unit, students explore robotics industry practices, standards and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing robot or drone products.	In this unit, students explore audio and video production industry practices, standards and processes. They use knowledge of industry practices and processes to demonstrate fundamental skills for producing audiovisual products.

RESOURCES

- Headphones

► Certificate II in Applied Digital Technologies | ICT20120

- Recommended for students with an interest in computers and software.
- 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.
- Computer skills would be advantageous. A Windows based Laptop is required for this subject.
- This course enables students to earn up to 4 points towards their QCE.



NOTE: This course duplicates with the applied subject – Information Communication & Technologies and students

COURSE OVERVIEW

Certificate II in Applied Digital Technologies aims to meet the needs of students by offering a range of practical digital technology skills and industry-relevant competencies. Students work with computers and software in practical environments while developing skills relevant to modern workplaces. Throughout the course, students undertake tasks that reflect real workplace situations and develop skills and techniques that prepare them for a variety of 21st century work environments. A program derived from the Information and Communications Technology Training Package, designed to aid developing:

- Sustainability practices, workplace health and safety (WHS), file, and data management, Safe and effective use of digital technologies, Digital communication and collaboration, and business technology skills.
- Microsoft Office 365 applications will be used for this course.

COMPETENCIES

Code	Competency Name	Core / Elective
BSBWHS211	Contribute to the health and safety of self and others	Core
BSBSUS211	Participate in sustainable work practices	Core
ICTICT213	Use computer operating systems and hardware	Core
BSBTEC202	Use digital technologies to communicate in a work environment	Core
ICTICT214	Operate application software packages	Core
ICTICT215	Operate digital media technology packages	Core
BSBPEF201	Support personal wellbeing in the workplace	Elective
ICTSAS214	Protect devices from spam and destructive software	Elective
ICTSAS308	Run standard diagnostic tests	Elective
BSBTEC303	Create electronic presentations	Elective
ICTICT224	Integrate commercial computing packages	Elective
BSTEC201	Use business software applications	Elective

STUDY REQUIREMENTS

Students who study Certificate II in Applied Digital Technologies will be required to:

- Use an Online Learning Management System for course content, learning and assessment
- Complete work in designated timelines and show a keen interest in computers and technology
- Be willing to learn about multimedia and design and complete homework.
- Access internet and a computer to use our virtual classroom from home.

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.

JAPANESE | GENERAL senior subject

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

PATHWAYS

A course of study in Japanese can establish a basis for further education and employment in many professions and industries. Studying Japanese can be advantageous for a future resume and give the students a competitive edge particularly where the knowledge of an additional language and the intercultural understanding it encompasses could be of value. This includes business, hospitality, law, science, technology, sociology and education.

OBJECTIVES

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
私の暮らし My world • Family/carers and friends • Lifestyle and lei-sure • Education	私達のまわり Exploring our world • Travel • Technology and media • The contribution of Japanese culture to the world	私達の社会 Our society • Roles and relationships • Socialising and connecting with my peers • Groups in society	私の将来 My future • Finishing secondary school, plans and reflections • Responsibilities and moving on

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1)	20%	Summative internal assessment 3 (IA3)	30%
• Examination — short response		• Multimodal presentation and interview	
Summative internal assessment 2 (IA2)	25%	Summative external assessment (EA)	25%
• Examination — extended response		• Examination – combination response	

DANCE | GENERAL senior subject

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

PATHWAYS

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

OBJECTIVES

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? • Genres: – Contemporary – At least one other genre • Subject matter: – meaning, purpose and context – historical and cultural origins of focus genres	Moving through environments How does the integration of the environment shape dance to communicate meaning? • Genres: – Contemporary – at least one other genre • Subject matter: – physical dance environments including site-specific dance – virtual dance environments	Moving statements How is dance used to communicate view-points? • Genres: – Contemporary – at least one other genre • Subject matter: – social, political and cultural influences on dance	Moving my way How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – developing a personal movement style – personal viewpoints and influences on genre

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1) • Performance	20%	Summative internal assessment 3 (IA3) • Project — dance work	35%
Summative internal assessment 2 (IA2) • Choreography	20%		
Summative external assessment (EA): 25% • Examination — extended response			

DRAMA | GENERAL senior subject

Drama fosters creative and expressive communication. It interrogates human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience using critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realize their creative and expressive potential as individuals. Students learn to pose and solve problems and work independently and collaboratively.

PATHWAY

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology. Drama assists students into a pathway of any career involving communication, critical thinking, collaboration, creativity and empathy.

OBJECTIVES

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

- demonstrate skills of drama
- apply literacy skills to communicate dramatic meaning
- interpret purpose and context in selected published texts to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- analyze how dramatic languages are used to create dramatic action and meaning
- evaluate the use of dramatic languages to create dramatic action and meaning.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Share How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms • Verbatim Theatre	Reflect How is drama shaped to reflect lived experience? • Realism and Magical Realism • associated conventions of styles and texts	Challenge How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Epic Theatre • associated conventions of styles and texts	Transform How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus • Greek Tragedy

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1) • Performance	20%	Summative internal assessment 3 (IA3) • Project — practice-led project	35%
Summative internal assessment 2 (IA2) • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

FILM, TELEVISION & NEW MEDIA | GENERAL senior subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

PATHWAYS

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

OBJECTIVES

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

- design a range of different moving-image media (video) products
- create a range of different moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Foundation Through inquiry learning, the following is explored: • How are tools and associated processes used to create meaning? • How are institutional practices influenced by social, political and economic factors? • How do signs and symbols, codes and conventions create meaning? <i>Technologies, Institutions & Languages</i>	Stories Through inquiry learning, the following is explored: • How do representations function in stories? • How does the relationship between narrative and meaning change in different contexts? • How are media languages used to construct stories? <i>Representations, Audiences & Languages</i>	Participation Through inquiry learning, the following is explored: • How do technologies enable or constrain participation? • How do different contexts and purposes impact the participation of individuals and cultural groups? • How is participation in institutional practices influenced by social, political and economic factors? <i>Technologies, Audiences & Institutions</i>	Artistry Through inquiry learning, the following is explored: • How do media artists use technologies to challenge conventional practices? • How do media artists portray people, places, events, ideas and emotions? • How do media artists use signs, symbols, codes and conventions to create meaning? <i>Technologies, Representations & Languages</i>
• Concept: languages How do signs and symbols, codes and conventions create meaning?	• Concept: languages How are media languages used to construct stories?	• Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	• Concept: languages: How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

ASSESSMENT

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

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1) • Case study investigation	15%	Summative internal assessment 3 (IA3) • Stylistic project	35%
Summative internal assessment 2 (IA2) • Multi-platform project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

MUSIC | GENERAL senior subject

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills and analyse and evaluate music in a variety of contexts, styles and genres.

PATHWAYS

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

OBJECTIVES

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas
- resolve music ideas.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Designs Through inquiry learning, the following is explored: • How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	Identities Through inquiry learning, the following is explored: • How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	Innovations Through inquiry learning, the following is explored: • How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	Narratives Through inquiry learning, the following is explored: • How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

ASSESSMENT

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

SUMMATIVE ASSESSMENT

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1) • Performance	20%	Summative internal assessment 3 (IA3) • Integrated project	35%
Summative internal assessment 2 (IA2) • Composition	20%		
Summative external assessment (EA): 25% • Examination			

VISUAL ART | GENERAL senior subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

PATHWAYS

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

OBJECTIVES

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

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual
- language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Art as lens	Art as code	Art as knowledge	Art as alternate
Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:	Through inquiry learning, the following are explored:
• Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	• Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	• Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	• Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

ASSESSMENT

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

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1) Investigation — inquiry phase 1	20%	Summative internal assessment 3 (IA3) Project — inquiry phase 3	30%
Summative internal assessment 2 (IA2) Project — inquiry phase 2	25%		
Summative external assessment (EA): 25%			
Examination			

DANCE IN PRACTICE | APPLIED senior subject

The Dance Program of Excellence strand is designed for students who seek to develop their potential along the elite pathway of dance performance. Additionally, it will prepare students for employment in the performing arts industry providing them with necessary tools for auditions, work as a freelance artist/choreographer and developing teaching skills. Students will be exposed to a variety of industry standard dance experiences and venues; working with professional guest artists to develop discipline and networks in all styles of dance. Students in Dance Program of Excellence will form the FLSHS Dance Program of Excellence performance troupes who will perform publicly at community events and represent the school at dance competitions. Therefore, a fee is attached to being enrolled in this program.

ENTRY REQUIREMENTS

Applicants for this program need to demonstrate a high standard of dance performance skills and the capacity to work productively in a positive team environment. A student's official enrolment is unable to be finalised until they have attended a formal audition to determine their skill level suitability.

Students must have a passion for dance and be willing to demonstrate commitment to after-hours rehearsals, perform in all competitions and concerts across the school year.

PATHWAYS

A course of study in Dance Program of Excellence can establish a basis for further education and employment in dance education, dance teaching, freelance artist/choreographer, performer and event production.

OBJECTIVES

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.

STRUCTURE

CORE	ELECTIVES
• Health • Technology • Industry • Celebration	• Hip Hop • Jazz • Musical Theatre • Contemporary • Fusion Styles • World Dance

ASSESSMENT

For Dance in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least one project, arising from community connections
- at least one performance, separate to an assessable component of a project

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
HEALTH	TECHNOLOGY	INDUSTRY	CELEBRATION
Students develop their knowledge and understanding about the health benefits of dance through physical, mental, emotional, social and/or creative experiences. They investigate and develop an understanding of using dance with diverse groups. Dance for health may focus on various contexts, including the use of dance for fitness, physical health, mental health and socialising. Movement can have long-term health benefits for all, regardless of age, gender, disease or disability.	Technology is infiltrating every aspect of our lives, enhancing our abilities to create, document, communicate and learn. During this unit, you have explored how technology can benefit the world of dance. This task requires to you to put these new discoveries to the test, utilising technology to create a dance film of your own. Your challenge is to approach the task with nuance and an open mind, to explore the possibilities of what you can create with technology in dance.	In this unit, students will engage in technical and performative dance training to prepare for a simulated audition experience. They will develop key skills needed to succeed in an industry-style audition, including technique, performance quality, adaptability, and audition etiquette. Throughout the unit, students will build confidence in learning and performing choreography under time pressure. The unit will conclude with an audition simulation, offering students a practical opportunity to apply their skills in a professional-style setting.	In this unit, students will explore the theme of celebration through dance. They will investigate how different cultures and communities use dance to mark important events, express joy, and bring people together. Through practical workshops and creative tasks, students will learn and create choreography inspired by various celebration styles, such as festivals, weddings, and cultural ceremonies. The unit will encourage students to reflect on the significance of dance in human connection and expression, culminating in a performance that show cases their own interpretation of a celebration dance.
ASSESSMENT: Performance of dance Performance (live or recorded): up to 4 minutes. Planning of choreography and evaluation of performance One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent. Choreography of dance Choreography (live or recorded): up to 4 minutes.	ASSESSMENT: Planning of choreography One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent. Choreographic Project Choreography (recorded): up to 4 minutes	ASSESSMENT: Choreography Project Choreography (live or recorded): up to 4 minutes. Performance of dance Performance (live or recorded): up to 4 minutes.	ASSESSMENT: Planning of choreography and evaluation of performance One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent. Performance of dance Performance (live or recorded): up to 4 minutes.

MEDIA ARTS in PRACTICE | APPLIED senior subject

Media arts, encompassing film, television, radio, print, gaming, and web-based media, play a crucial role in reflecting and shaping societal values, attitudes, and beliefs. Students learn to be ethical and responsible digital users and creators, understanding the social, environmental, and legal impacts of their actions.

Through media arts, students gain knowledge and skills for emerging careers in a dynamic field constantly evolving with new technologies. They engage with relevant industry practices, promoting future employment and preparing them as innovative and safe arts workers capable of collaborative problem-solving and project-based work.

In responding to media artworks, students use analytical processes to address individual, community, or global issues, developing and justifying their plans and designs. They reflect on and evaluate the success of their own and others' creations. In making media artworks, students apply their understanding of media arts practices to communicate artistic intentions, appreciating how these artworks connect ideas with audiences. They develop competency in selecting and using media technologies and techniques, synthesising ideas through the creative process.

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Objectives

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

- use media arts practices - learn to create media artworks using different tools and techniques, and improve your skills based on your interests.
- plan media artworks - analyse what makes media artworks effective and choose the best strategies to achieve your creative goals.
- communicate ideas - create media artworks that express your thoughts and experiences, and work on both planning and producing them.
- evaluate media artworks - judge and reflect on the strengths and weaknesses of media artworks using proper media arts terminology.

STRUCTURE

The Media Arts in Practice course is designed around four units.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Representation Explore how media artworks represent reality on social media. Analyse artists' techniques and learn new media technologies. Experiment, plan, and create media artworks for different audiences.	Persuasion Examine how media artists use marketing trends to persuade audiences, focusing on documentaries. Discover techniques and technologies by studying other media artists. Plan and create persuasive documentaries, gather feedback, and refine your work.	Community Use media arts to promote a community event. Analyse how media artists communicate information to communities about events. Plan and make artworks that celebrate, advocate for, and inform about the event, showcasing creative thinking.	Personal Viewpoints Use media arts to comment on a societal issue of your choice. Study how media artists communicate ideas about societal issues. Plan and create media artworks that express your viewpoint, showcasing creative thinking skills.

ASSESSMENT

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- Two design projects, and two media products
- at least two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.

PROJECT	PRODUCT
Unit 3 – Community Design for a Community Project • students plan media artworks as a series of promotional materials including social media campaigns, tiktok reels, documentary, posters, memes • make and evaluate the design that communicates ideas about a community club or event.	Unit 3 – Community Community Media Artwork • make a media artwork that celebrates, advocates for or informs audiences about a community by implementing your design.
Unit 4 – Personal Viewpoint Design for an Awareness Campaign • students plan media artworks such as infographic or campaign poster that highlights the chosen societal issue • make and evaluate the design that communicates a personal viewpoint about a societal issue.	Unit 4 – Personal Viewpoint Awareness Campaign Media Artwork • make a media artwork that communicates a personal viewpoint about a societal issue such as a advertisement, documentary or podcast.
Conditions: Design product • Variable requirements, dependent on selected pre-production format and the length or requirements of the media artwork (Assessment A2) • Design product must use pre-production conventions to communicate ideas. Planning and evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent.	Conditions: Media Artwork One of the following: • Audio: up to 3 minutes • Moving image: up to 3 minutes • Still image: up to 4 media artwork/s.

MUSIC in PRACTICE | GENERAL senior subject

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

The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

The syllabus objectives outline what students have the opportunity to learn.

1. **Use music practices.**
When making, students use music elements and concepts, compositional devices and technical skills to compose and perform music works.
2. **Plan music works.**
When responding, students analyse key features of context and purpose to plan music works. They make decisions, explore solutions and choose strategies to achieve goals.
3. **Communicate ideas.**
When making, students use music elements and concepts, compositional devices and technical skills to compose and perform works that communicate ideas for a purpose within a context.
When composing, they organise and synthesise music elements and concepts and compositional devices to make music works that communicate ideas.
When performing, students use technical skills to interpret music elements and concepts and communicate ideas.
4. **Evaluate music works.**
When responding, students evaluate strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for audiences, purpose and contexts. Students select and use music terminology and language conventions when producing written, spoken or signed evaluations.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Music of Today In this unit, students make and respond to contemporary music as they become aware of the musical skills that are integral to performance and composition, including various songwriting styles and techniques.	Building Your Brand In this unit, students explore facets of the music industry and develop an understanding of current and emerging music genres and styles to inform the development of their artistic brand as a musician.	The Cutting Edge In this unit, students develop their understanding of relevant and appropriate music technology.	‘Live’ On Stage In this unit, students explore commercial music for the purpose of understanding the role music plays in the entertainment and media industries of the 21st century.

ASSESSMENT

For Music in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects
- at least one performance, separate to an assessable component of a project
- at least one product (composition), separate to an assessable component of a project.

PROJECT (PERFORMANCE)	PERFORMANCE	PROJECT (COMPOSITION)	COMPOSITION
Performance (live or recorded): up to 4 minutes.	Performance (live or recorded): up to 4 minutes.	Composition: up to 3 minutes, or equivalent section of a larger work.	Composition: up to 3 minutes, or equivalent section of a larger work.
Planning and evaluation of performance One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent		Planning and evaluation of composition One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent	

VISUAL ARTS in PRACTICE | APPLIED senior subject

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices.

Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

PATHWAYS

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

OBJECTIVES

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

STRUCTURE

The Visual Arts in Practice course is designed around core and elective topics.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Looking Inwards (Self) A1- Project A2- Resolved artwork	Looking Outwards (others) B1- Project B2- Resolved artwork	Clients C1- Project C2- Resolved artwork	Transform and extend D1- Project D2- Resolved artwork
1. Use media, technologies and skills. 2. Plan figurative and/or non-figurative artworks that represent self. 3. Communicate ideas that represent self. 4. Evaluate artworks that represent self.	1. Use media, technologies and skills. 2. Plan artworks that represent local, national or global issues. 3. Communicate ideas about local, national or global issues in a social space. 4. Evaluate artworks that comment on local, national or global issues.	1. Use media, technologies and skills. 2. Plan commissioned artworks. 3. Communicate ideas that meet client needs and specifications. 4. Evaluate artwork proposals that respond to client needs and specifications.	1. Use media, technologies and skills. 2. Plan artworks that represent a developing style and/or practice and connections between the work of self and others. 3. Communicate ideas that show inspiration and developed style. 4. Evaluate artworks of a chosen practitioner and their influence on own works.

CORE	ELECTIVES
- Visual mediums, technologies, techniques - Visual literacies and contexts - Artwork realisation	2D 3D - Digital and 4D - Design - Craft

ASSESSMENT

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

PROJECT	PRODUCT	EXTENDED RESPONSE	INVESTIGATION
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
A project consists of: - a product component: variable conditions - at least one different component from the following - written: 500–900 words - spoken: 2½–3½ minutes - multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.	variable conditions	Presented in one of the following modes: - written: 600–1000 words - spoken: 3–4 minutes - multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.	Presented in one of the following modes: - written: 600–1000 words - spoken: 3–4 minutes - multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.



VOCATIONAL EDUCATION AND TRAINING

VOCATIONAL EDUCATION & TRAINING, COURSES, TAFE & WesTEC PROGRAMS

Forest Lake State High School offers a range of vocational education opportunities designed to support students in developing practical skills, industry knowledge, and pathways beyond school. Opportunities include school-based apprenticeships and traineeships, work experience and structured work placement programs, stand-alone vocational education and training (VET) programs delivered at school, and certificate and diploma courses delivered through WesTEC, TAFE and external training providers. Through these programs, students can gain nationally recognised qualifications, develop employability skills, and explore pathways into further training, university, or employment.

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 centre provides students with information, guidance and support in areas including:

- School-based Apprenticeships and Traineeships
- Certificates I, II, III, IV and Diploma level
- Short courses
- TAFE at School and WesTEC Technical Training and Pathways
- Programs offered through other Registered Training Organisations (RTOs)
- Resume and application development
- Work experience and structured work placement

The Pathways Centre also provides a supervised, supportive learning environment for students who miss timetabled classes due to external training commitments. Students complete missed schoolwork, access academic support, and receive ongoing case management from School staff to ensure they are engaged, supported and on track towards the successful attainment of their Queensland Certificate of Education (QCE).

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

Vocational Education and Training (VET) and ATAR

VET qualification at Certificate III or higher may contribute a single scaled score (rank equivalent) towards a student's Australian Tertiary Admission Rank (ATAR), in accordance with current Queensland tertiary entrance requirements.

VET Programs

VET in Schools provides practical, hands-on learning opportunities designed to meet industry needs while maximising student pathways and employment outcomes. These programs equip students with the skills, knowledge and experience needed to enter specific industries, further training, or employment pathways.

A wide range of VET programs, including Certificate I–IV and Diploma qualifications, are available to secondary students through providers such as TAFE, WesTEC and other RTOs. Through participation in VET in Schools programs, students can gain nationally recognised qualifications while completing their senior schooling.

VETiS FUNDING

Students are eligible to access **one** funded VET in Schools program 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.

TAFE in Schools

Students can study a range of vocational education and training programs through TAFE Queensland. Students attend TAFE one day per week to complete their chosen course while continuing their senior studies at Forest Lake State High School.

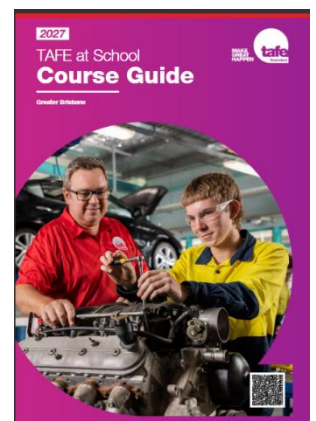


Applications for TAFE programs are completed through an Expression of Interest (EOI) process. TAFE Queensland will open applications in **2026** for students wishing to commence programs in **2027**. Expressions of Interest open in June/July and must be completed online through www.tafeapply.com. Students must have a Unique Student Identifier (USI) before completing their EOI application.

Students who are offered a placement will receive notification via email and must follow the instructions provided to accept their offer. Following acceptance, students will receive an enrolment pack from TAFE Queensland. Enrolment will be confirmed once TAFE has received all required documentation and any applicable payments. Further information about available TAFE programs can be accessed through the Pathways Centre, the school website, or via the TAFE in Schools website.

Link to 2027 TAFE in Schools Guide -

https://issuu.com/tafebrisbane/docs/tafe_at_school_course_guide_-_greater_brisbane_reg



WesTEC Technical Training and Pathways

Students can study a range of vocational education and training programs through WesTEC Technical Training and Pathways. Students attend WesTEC one day per week to undertake their chosen industry or career-focused course while continuing their studies at school. Students who demonstrate work readiness skills may also participate in structured work placement as part of their vocational training program.



Information regarding **2027** WesTEC courses is available through the Pathways Centre, WesTEC website and the 2027 TAFE Course Guide. Further information about courses offered by external training providers operating through WesTEC will be provided as information becomes available. Students are encouraged to regularly visit the Pathways Centre to collect course information, current opportunities and application requirements. Students should also ensure they check their school email accounts regularly, as important updates, application information, placement offers and course communications will be sent via email. Successful applicants must attend **Parent Information Evenings** held during term 4 as part of the enrolment process. These sessions are mandatory. Further information can be obtained by contacting WesTEC Trade Technical Training and Pathways. www.westecttp.eq.edu.au

School-Based Apprenticeships and Traineeships (SATs)

School-based apprenticeships and traineeships provide students with the opportunity to commence their chosen apprenticeship or traineeship while still completing their secondary education. These programs allow students to combine school studies, paid employment, and off-the-job training to begin developing industry skills and workplace experience prior to leaving school.

Typically, students attend school four days per week, work with an employer for one day per week and complete off-the-job training with a Registered Training Organisation (RTO). Off-the-job training is generally unpaid. These arrangements may be adjusted where needed to meet the needs of the student, employer, and training provider.

Upon successful completion of the apprenticeship or traineeship, students are eligible to receive a nationally recognised qualification. Any competencies completed prior to the end of Year 12 may also contribute towards the student's Queensland Certificate of Education (QCE).

<https://www.qld.gov.au/education/apprenticeships/school-based>

Structured Work Placement and Work Experience

Structured work placement is unpaid work experience that provides students at Forest Lake State High School with the opportunity to experience a real workplace environment in an industry or career area they may wish to pursue in the future.

The program allows students to explore potential career pathways while developing valuable workplace knowledge, skills, and attitudes relevant to employment. Through structured work placement, students can build confidence, improve employability skills, and set up industry contacts that may aid with future employment, apprenticeships, or traineeship opportunities.

Selected vocational education and training (VET) certificate courses require students to complete compulsory work placements or industry experience to meet the requirements of the qualification. These placements provide students with practical, hands-on experience in a real workplace environment and are an essential part of successfully completing the course and achieving competency within the qualification at Forest Lake State High School.

**Please note—the range of vocational education programs offered at TAFE, WesTEC, school, SATs may be affected due to government funding changes.*

VET OFFERINGS – Programs Offered at Forest Lake State High School

Forest Lake State High School offers a broad range of vocational education and training opportunities to senior students through programs delivered at school within the timetable - as a school RTO and in partnership with external Registered Training Organisations (RTOs). These partnerships include providers such as WestEC, Binnacle Training, Original Campus and ABC Training and Consulting.

These vocational education opportunities provide students with access to nationally recognised qualifications, practical industry skills, and a range of pathways into employment, apprenticeships, traineeships, and further study.

Program Offered at school

Students can access a range of vocational education and training programs delivered at school, from Certificate II qualifications through to Diploma-level programs. These courses provide students with practical skills, industry knowledge and nationally recognised qualifications that support a variety of post-school pathways. Please note that some programs may involve associated costs or fees, depending on the qualification and external training provider delivering the course.

LEVEL	CERTIFICATE	KLA	Provider - RTO	COST	LENGTH	YEAR LEVEL
II	Certificate II in Skills for Work & Vocational Pathways	VET	FLSHS RTO# 30288	Subject cost	1 year 2 years	10 11, 12
	Certificate II in Active Volunteering	VET	FLSHS RTO# 30288	Subject cost	2 years	11, 12
	Certificate II in Financial Services	VET	FLSHS RTO# 30288	Subject cost	2 years	11, 12
	Certificate II in Applied Digital Technology	Digital Technologies	FLSHS RTO# 30288	Subject cost	2 years	11, 12
	Certificate II in Workplace Skills (Business)	Humanities	FLSHS RTO# 30288	Subject cost	2 years	11, 12
	Certificate II in Hospitality	Design Technologies	FLSHS RTO# 30288	Subject cost	2 years	11, 12
Dual Level II + III	Certificate II in Sport & Recreation Certificate III in Sport, Aquatics & Recreation	Health & Physical Education	Binnacle Training RTO# 31319	FFS or VETiS* Partially Funded + \$500	2 years	11, 12
	Certificate II in Sampling & Management Certificate III in Laboratory Skills	Science	ABC Training RTO# 5800	FFS or VETiS* Funded Cert II + \$500 Cert III FFS \$1900+\$500	1 year	10, 11, 12
IV	Certificate IV in Real Estate Practice	VET	Validum RTO# 41224	\$950**	1 year	11, 12
Diploma	Diploma of Business	VET	Original Campus RTO# 45322	\$2750** [\$1000 Deposit]	18 Months	11, 12

* Students are generally eligible for only one funded VET in Schools (VETiS) program while enrolled at school. Students should carefully consider which course they choose to use their VETiS funding. It is important students select a course that aligns with their aspirational pathway, career goals and future study or employment plans. Students considering a course through TAFE Queensland or WestEC should carefully evaluate whether these programs may provide the best long-term use of their VETiS funding opportunity.

**Price correct at time of printing. There may be options for payment up front and payment plans for these courses.

► Certificate II in Active Volunteering | CHC24015

- Recommended for students who want to pursue a vocational pathway.
- 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.
- This course enables students to earn up to 8 points towards their QCE when undertaken with FNS20120.

NOTE: This course is delivered in combination with Certificate II in Financial Services – FNS20120.

COURSE OVERVIEW

Certificate II Active Volunteering aims to meet the needs of students by offering a range of community and people focused competencies and practical industry skills. This qualification covers people working in a volunteer capacity and builds on the foundation skills required by all volunteers. A program derived from the Community Services training package, designed to aid developing:

- Administrative skills involving operational knowledge, accessing, and recording information, and making informed workplace decisions, communication strategies to interact effectively with clients and apply solutions to workplace situations.
- Safe work practices and practical operational skills relevant to community services environments.
- Teamwork and workplace skills to collaborate effectively with colleagues while taking responsibility for their own work and learning and Customer service and professional workplace behaviours.

COMPETENCIES

Code	Competency Name	Core / Elective
CHCVOL001	Be an effective Volunteer	Core
BSBMM201	Communicate in the workplace	Core
CHCDIV001	Work with diverse people	Core
HLTWHS001	Participate in Workplace Health & Safety	Core
FSKWTG001	Complete personal details on extremely simple and short workplace forms	Elective
CHCCOM001	Provide first point of contact	Elective
SIRXCEG006	Provide online customer service	Elective

STRUCTURED WORK PLACEMENT

Students are required to undertake a minimum of 20 hours of work placement in a not-for-profit organisation.

STUDY REQUIREMENTS

Students who study Certificate II in Active Volunteering will be required to:

- Use an Online Learning Management System for course content, learning and assessment
- Working collaboratively (e.g. practical group work)
- Compulsory 20 hours volunteering placement.
- 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 about volunteering 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.

►► Certificate II in Financial Services | FNS20120

- Recommended for students who want to pursue a vocational pathway.
- 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.
- This course enables students to earn up to 8 points towards their QCE when undertaken with CHC24015.

NOTE: This course is delivered in combination with Certificate II in Active Volunteering – CHC24015.

COURSE OVERVIEW

Certificate II in Financial Services aims to meet the needs of students by offering a range of practical financial literacy, business, and customer service skills relevant to the finance industry and everyday financial management. This qualification equips students with foundational skills and knowledge to apply personal and business principles in the financial industry. The certificate course offers hands-on experience through real-life scenarios and simulated environments, allowing students to grasp a wide array of financial practices. Participants will gain a comprehensive understanding of the Australian financial system. Additionally, the course covers the creation of budgets and savings plans and provides insights into managing personal taxation and superannuation. A program derived from the Financial Services training package, designed to aid developing:

- Preparation for entry-level roles within the finance industry.
- Numeracy and financial literacy skills related to savings, budgeting, superannuation, and taxation,
- Enhancement of their ability to effectively manage personal finances.

COMPETENCIES

Code	Competency Name	Core / Elective
BSBCMM211	Apply communication skills	Core
BSBTEC201	Use business software applications	Core
BSBWHS211	Contribute to health and safety of self and others	Core
FNSINC311	Work together in the financial services industry	Core
FNSFLT211	Develop and use personal budgets	Elective
FNSFLT212	Develop and use savings plans	Elective
FNSFLT214	Develop knowledge of superannuation	Elective
FNSFLT216	Develop knowledge of taxation	Elective

STUDY REQUIREMENTS

Students who study Certificate II in Financial Services will be required to:

- Use an Online Learning Management System for course content, learning and assessment
- Working collaboratively (e.g. practical group work)
- 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 about the financial industry 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.

► Certificate II in Skills for Work & Vocational Pathways | FSK20119

- Recommended for students wanting to pursue a vocational pathway & develop employability skill.
- 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.

Diploma of Business | BSB50120 | RTO# 45322

- Recommended for students wanting to pursue pathway in Business.
- Good literacy and numeracy skills are essential for successful completion.
- This course enables students to earn up to 8 points towards their QCE (complimentary category).
- The Diploma provides students with a rank equivalent enabling alternative entry to selected universities.

NOTE: Students undertaking this course should not be enrolled in Certificate II Workplace Skills - BSB20120.

COURSE OVERVIEW

Students are provided the opportunity to study a Diploma of Business whilst at FLSHS as a school subject. This course is delivered in partnership with the RTO, Original Campus. Derived from the Business Services Package, the nationally accredited Diploma of Business provides students with both theoretical and practical understanding of business practices and a valuable qualification that will help gain them employment after the completion of Year 12. Students are expected to attend one lesson per week with their trainer, and the remaining two lessons students will be timetabled in the Pathways Centre to complete their coursework independently, with support from Pathways Staff. Career opportunities include business administrator, human resources officer, marketing assistant, recruiter, project assistant coordinator or start your own small business. The duration of this course is 18 months.

COMPETENCIES

Code	Competency Name	Core / Elective
BSBCRT511	Develop critical thinking in others	Core
BSBFIN501	Manage budgets and financial plans	Core
BSBOPS501	Manage business resources	Core
BSBSUS511	Develop workplace policies and procedures for sustainability	Core
BSBXC501	Lead communication in the workplace	Core
BSBPEF401	Manage personal health and wellbeing	Elective
BSBTWK503	Manage meetings	Elective
BSBMKG541	Identify and evaluate marketing opportunities	Elective
BSBOPS502	Manage business operational plans	Elective
BSBLDR522	Manage people performance	Elective
SIRXSL004	Drive sales results	Elective
BSBMKG546	Develop social media engagement plans	Elective

**Units listed are correct at time of publication and subject to change by the RTO.*

STUDY REQUIREMENTS

Students who study the Diploma of Business 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 at home.
- Students MUST have a laptop and access internet and a computer to use our virtual classroom from home.
- Be willing to work independently and in groups, complete coursework at home and in pathways lessons.

ASSESSMENT

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

- 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.

FEES

Full cost \$2750 (current at publication). A deposit of \$1000 is payable in Term 4 of 2026. The balance is payable in a lump sum or on a payment plan. **Payment arrangements are direct with Original Campus.** If payments are not kept according to your agreement, student accounts will be suspended and access to the portal will be removed until payments are up to date. Qualifications will not be issued to students until the course has been paid in full.

Certificate IV in Real Estate Practices | CPP41419 | RTO# 41224

- Recommended for students wanting to pursue pathway in the Real Estate Industry.
- Good literacy and numeracy skills are essential for successful completion.
- This course enables students to earn up to 8 points towards their QCE (core category).
- The course can be commenced in year 11 (4 terms to complete) or year 12 (3 terms to complete).
- The Certificate IV provides students with a rank equivalent enabling alternative entry to selected universities.

COURSE OVERVIEW

Students are provided the opportunity to study a Certificate IV in Real Estate Practice whilst at school as a subject. Certificate IV in Real Estate Practice is delivered in partnership with Validum Institute as a self-paced course undertaken over an 8 to 12-month period, from the time of enrolment. Students are provided three lessons per week in the Pathways Centre to complete this course. Students need to be independent learners to successfully undertake this course. Pathways from a real estate qualification may include:

- Employment as a real estate sales assistant or property manager, property sales, or leasing, business, and customer service roles within the property industry, managing or operating a real estate agency.

COMPETENCIES

Code	Competency Name	Core / Elective
CPPREP4001	Prepare for professional practice in real estate	Core
CPPREP4002	Access and interpret ethical practice in real estate	Core
CPPREP4003	Access and interpret legislation in real estate	Core
CPPREP4004	Establish marketing and communication profiles in real estate (core)	Core
CPPREP4005	Prepare to work with real estate trust accounts	Core
CPPREP4101	Appraise property for sale or lease	Elective
CPPREP4102	Market property	Elective
CPPREP4103	Establish vendor relationships	Elective
CPPREP4104	Establish buyer relationships	Elective
CPPREP4105	Sell property	Elective
CPPREP4121	Establish landlord relationships	Elective
CPPREP4122	Manage tenant relationships	Elective
CPPREP4123	Manage tenancy	Elective
CPPREP4124	End tenancy	Elective
CPPREP4125	Transact in trust accounts	Elective
CPPREP4503	Present at hearings in real estate	Elective
CPPREP4506	Manage off-site and lone worker safety in real estate	Elective
CPPREP5006	Manage operational finances in the property industry	Elective
CPPREP5010	Manage customer service activities in the property industry	Elective
<i>*Units listed are correct at time of publication and subject to change by the RTO.</i> Students will not be able to apply for their Real Estate Licence until the age of 18.		

STUDY REQUIREMENTS

Students who study Certificate IV in Real Estate Practice will be required to:

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

ASSESSMENT

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

- 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.

FEES

Full cost \$950 (current at publication). Payment is required at the time of enrolment either pay in full or payment plan.

Payment arrangements are direct with Validum. If payments are not kept according to your agreement, student accounts will be suspended and access to the portal will be removed until payments are up to date. Qualifications will not be issued to students until the course has been paid in full.

TAFE Queensland – TAFE in Schools

- Recommended for students wanting to pursue a job ready pathway.
- Good literacy and numeracy skills are essential for successful completion.
- A range of VETiS funding and Fee for Services courses available to students in years 10, 11 and 12.
- Students attend TAFE one day per week during the school term.

PROGRAM OUTLINE

Get a head start on your future with TAFE Queensland while still at school. Gain a nationally recognised qualification that counts towards your QCE, and for Certificate III courses or higher, can also contribute to your ATAR. TAFE at School courses fit alongside your senior studies, often replacing a subject, with term dates aligned to Queensland schools. Choose from a wide range of study areas including hospitality, engineering, horticulture, early childhood education and more — helping you graduate job ready and prepared for further study or employment.

STUDENT ATTENDANCE

Students are required to attend **every** class as outlined in the program dates. It is important that students commit to the program and that parents support students to attend as scheduled. Students missing more than two days of classes during a term, will be at risk of not achieving successful completion. Regular attendance will greatly enhance students' capacity to successfully complete the course.

UNIFORMS AND SAFETY REQUIREMENTS

Students are expected to work according to occupational health and safety practices and follow the instructions from their TAFE teachers. Uniforms and personal protective equipment must be worn to each class. Course information sheets detail the uniforms and personal protective equipment for each course. Students who do not provide any safety equipment as required may not be able to participate in the scheduled class.

FEES

Payment of fees forms part of the enrolment process and may vary depending on the course selected. Please refer to TAFE documentation for details in relation to associated course fees.

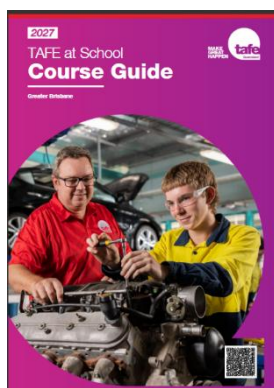
ENTRY REQUIREMENTS

- Students are required to have a Unique Student Identifier – USI# - to complete an EOI.
- Expression of Interest (EOI) indicating preferred course must be completed online at www.tafeapply.com
- Applications open on Monday 3rd August 2026.
- Program selection must reflect student's SET Plan options.

ENROLMENT PROCESS

TAFE will send offers to students via email. Offers for places will not be sent to students until late 2026 early 2027. These will be sent by TAFE. It is essential that **students and parents check their email regularly** and respond in a timely manner. Students who are waitlisted will be offered any remaining places. Further information can be obtained from the Pathways Centre and HOD Senior Pathways – Mrs Kylie van der Beek.

[2027 TAFE Course Guide](#)



[2027 TAFE Course Guide \(costs\)](#)

Vocational Education and Training - VET

WesTEC Technical Training and Pathways



Phone: (07) 3280 2427
Email: westec@woodcrestsc.eq.edu.au
110 Nev Smith Drive, Springfield QLD 4300



WesTEC is not just a training centre- WesTEC is a pathways Hub that connects

Schools → **Training** → **Industry** → **Community** → **Students**

- Recommended for students wanting to pursue a vocational job ready pathway.
- Open to students in years 10, 11 and 12.
- Good literacy and numeracy skills are essential for successful completion.
- A range of VETiS funded & Fee for Services courses available.
- Students attend one day per week during the school term and require their own laptop

WesTEC is a modern, well-equipped facility where students can undertake accredited Certificate training while still at school. The centre is located at Springfield and partners with eight local schools (Forest Lake SHS, Springfield Central SHS, Redbank Plains SHS, Woodcrest State College, Bundamba State Secondary College, Bellbird Park State Secondary College, Ripley Valley State Secondary College and Bremer SHS) to provide specialised vocational training in many trade and service fields. WesTEC aims to achieve positive educational outcomes for Year 10, 11 & 12 students. Further information can be obtained from the Pathways Centre and HOD Senior Pathways – Mrs Kylie van der Beek

ENTRY REQUIREMENTS AND EOI PROCESS

- Students are required to have a Unique Student Identifier – USI# - to complete an EOI.
- Expressions of Interest EOI are submitted through the Pathways Centre and **open August 2026 for 2027 start.**
- Program selection must reflect student's SET Plan options.
- Offers for places will not be sent to students until late 2026 early 2027. These will be sent by WesTEC. It is essential that **students and parents check their email regularly** and respond in a timely manner completing any additional requirements for the enrolment process.
- Students who are waitlisted will be offered any remaining places in January 2027.

CENTRE AND COURSE EXPECTATIONS

WesTEC Technical Training and Pathways expectations of students applying:

- strong and keen interest in the industry chosen,
- a commitment to meeting structured workplace learning requirements
- self-motivated with an ability to work independently
- Students need to be able to demonstrate maturity and a positive work ethic
- \$55 fee for all WesTEC students for shirt, locker and compass card

TEC PROGRAM OPPORTUNITIES

- A research-backed learning framework
- Hands-on training
- Up to 4 weeks of work experience

Entry into TEC is via an application and interview process at the end of Term 1 for students enrolled in Electrotechnology, Construction, Automotive and Engineering. By having close partnerships with industry, these programs give students a competitive edge and direct pathways to employment.



Vocational Education and Training - VET



WestTEC
Technical Training
and Pathways

WestTEC Technical Training and Pathways Continued

COURSES DELIVERED ***Please Note: Courses, course details & prices are subject to change

For more details about each course – please refer to course guides and www.westecttp.eq.edu.au

Course	Duration	Further Details	QCE Points
Certificate II Automotive Vocational Preparation	4 Terms - 1 day per Week	♦ VETiS Funded	Up to 4 QCE Points
Certificate II Automotive Body Repair Technology	2 Terms - 1 day per Week	♦ VETiS Funded	Up to 4 QCE Points
Certificate II Autonomous Technology	6 Terms - 1 day per Week	♦ VETiS Funded	Up to 4 QCE Points
Certificate II Engineering Pathways	4 Terms - 1 day per Week	♦ VETiS Funded	Up to 4 QCE Points
Certificate II Construction Pathways	4 Terms - 1 day per Week	♦ VETiS Funded	Up to 4 QCE Points
Certificate II Construction Pathways (Hutchies Training)	4 Terms - 1 day per Week	♦ VETiS Funded	Up to 4 QCE Points
Certificate II Construction Pathways (Steel Stream)	2 Terms - 1 day per Week	♦ VETiS Funded	Up to 4 QCE Points
Certificate II Plumbing	4 Terms - 1 day per Week	♦ VETiS Funded	Up to 4 QCE Points
Certificate II Electrotechnology	4 Terms - 1 day per Week	♦ VETiS Funded	Up to 4 QCE Points
Certificate II Aviation (Line Maintenance)	4 Terms - 1 day per Week	♦ VETiS Funded	Up to 6 QCE Points
Certificate II Salon Assistant	4 Terms - 1 day per Week	♦ VETiS Funded	Up to 4 QCE Points
Certificate II Retail Cosmetics	4 Terms - 1 day per Week	♦ VETiS Funded	Up to 4 QCE Points
Certificate III Community Services	TBC Terms - 1 day per Week Vocational Placement	♦ VETiS Funded	Up to 4 QCE Points
Certificate II Civil Construction	6 Terms – 1 day per Week Vocational Placement	♦ TBC	Up to 4 QCE Points
Certificate II Health Support Services	2 Terms - 1 day per Week	♦ VETiS Funded	Up to 4 QCE Points
Certificate III Health Services Assistant <i>Students must complete Cert II Health Support Services to enrol in this course.</i>	1 Term - 1 day per Week	▪ Fee for Service \$960* Payable to Mater Education	Up to 4 QCE Points (2 pts with Cert II)
Certificate II Supply Chain Operations Certificate II Food Processing (Dual Offering)	2 Terms - 1 day per Week	▪ VETiS Funded +\$100 Fee for Service*	Up to 6 QCE Points
Certificate IV in Justice Studies	2 Terms - 1 day per Week	▪ Fee for Service \$1990*	Up to 8 QCE Points
Certificate IV in Real Estate Practices	4 Terms - 1 day per Week	♦ Fee for Service \$2000*	Up to 8 QCE Points
Diploma of Marketing and Communication	4 Terms – 1 day per Week	♦ TBC	Up to 8 QCE Points
Diploma of Business	4 Terms – 1 day per Week	♦ \$2500	Up to 8 QCE Points

WestTEC RTO



ORIGINAL CAMPUS



High Street, FOREST LAKE QLD 4078
p: (07) 3714 2333
e: office@forestlakeshs.eq.edu.au