

INGHAM STATE HIGH SCHOOL
21ST Century Opportunities



SENIOR SUBJECT SELECTION GUIDE

2026/2027



Your Pathway

to success

Year 11 2026

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INTRODUCTION

A message from our Principal

Dear Parents, Carers, and Students,

Welcome to a very important time in your children's schooling as you and your child consider their future pathway, and importantly, what your young person and our school can do to get them onto that pathway.

Most families will have, from early on asked: "What do you want to be when you grow up?" Now, your children are nearly fully grown, and it is time to lock in a pathway and make some key decisions about how they are going to achieve their goal. And just as the goal will be different for all students, the pathway will also be an individual one.

Ingham State High School has a well-established tradition of helping our students get to where they want to go. This is done best when students and their families work with the school to co-design their pathways, and then together teachers and students work to achieve ongoing success in the classroom, that clearly translates into the knowledge, skills, academic results and competencies to move into the next phase of their future.

For some, the next stage after school may mean University or TAFE, on-the-job training, or heading straight into the workforce – whatever the pathway, Ingham State High School works alongside each of our students to achieve success.

This subject guide is just part of the journey into Year 11 and 12, but please take the time to read all the information provided, and if you need further assistance the school will always be here to answer any questions.

I look forward to working alongside all our students as they strive for individual success in their senior years at school.

Thank you.

A handwritten signature in black ink, appearing to read 'Rod Flood', with a stylized flourish at the end.

Rod Flood
Principal – Ingham State High School

Useful senior secondary contacts

Principal
Deputy Principal
Deputy Principal
Guidance Officer
Pathways and Partnerships HOD
Inclusion HOD
Flexible Learning Mentor
Work Experience Coordinator

Rod Flood
Deb Robinson
Pete Bishop
Kelly Markham
Kylee Rosenberger
Deana Blackford
Susan Fay
Tiffany Chittenden

Senior Education and Training Plans

Background

All young people are required to complete Year 10 at school and go on to undertake education and/or training for two years, or until they achieve a Queensland Certificate of Education or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

After completing Year 10 you will be able to choose from a broader range of learning options leading to a Queensland Certificate of Education. In order to make the most of this opportunity, you will need a plan. The SET Plan is a key part of the Queensland Government's Education and Training Reforms for the Future initiative. It is an important step for you. It is a time when you make choices about your future education and/or training.

The plan should be designed to map your individual learning pathways through your Senior Secondary Phase. You can use your SET Plan to build on your own strengths and to work towards the Queensland Certificate of Education. This plan is to assist you to make good choices about further learning and work. However, for your plan to be effective there is work for you to do as well.

What is a SET Plan?

Your SET Plan maps out how you will work towards a Queensland Certificate of Education or Certificate III vocational qualification, and/or a viable work option.

The SET Plan is designed to:

- work as a 'road map' to help you achieve your learning goals during the Senior Phase of Learning;
- include flexible and coordinated pathway options;
- assist you to examine further options across education, training and employment sectors; and
- help you to communicate with your parents/carers or personnel from your school/learning provider.

In your personalised planning, you will be able to list a variety of different learning pathways, some of which you may access outside the current formal structure of your school. This will allow you to create more options and flexibility in your learning. The plan can be altered if you decide to change direction and explore different learning pathways.

Your SET Plan process can be started at any time. However, it should be ready before you complete the transition into the Senior Phase of Learning. For most of you, this will be in Year 10 at school.

SET planning

Implementing and reviewing the plan

Students take ownership of their plan and regularly review and revise it, as required, if their intended learning option changes.

Documenting the plan

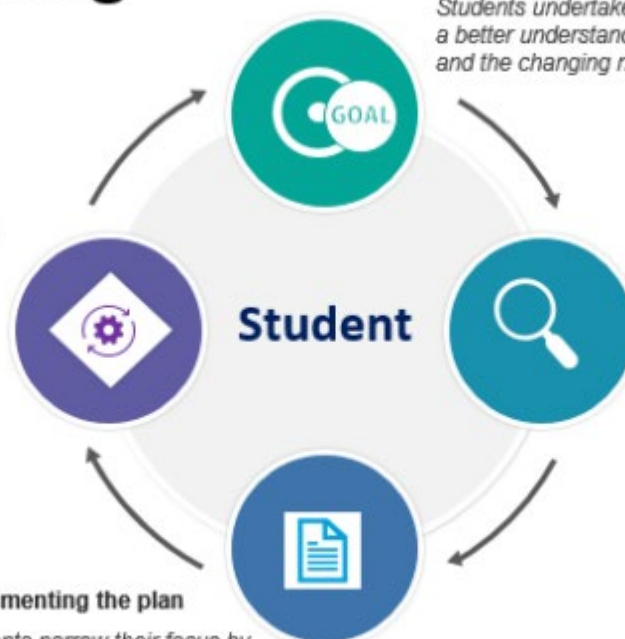
Students narrow their focus by identifying an intended learning option, selecting senior subjects and courses, and recording their action plan.

Thinking about the future

Students undertake activities to develop a better understanding of themselves and the changing nature of work.

Exploring the options

Students explore potential careers, education and training, and senior subjects to support potential school pathways.



Subject Selection Process

Students, in consultation with parents/caregivers, will be required to select a Senior Secondary Pathway prior to coming to their SET Planning Interview. At this interview, discussions will occur with the HOD Pathways and Partnerships or a Deputy Principal regarding subject choices to ensure that the student's requested program of study will assist them to successfully complete their chosen pathway. Students will need to bring along their Subject Selection Form. During this interview, students will need to ensure that their subject choice information is recorded on One School. Parents, Guardians and Caregivers are to book a SET Plan interview using the School Online Booking System (SOBS) via the school website.

The school will make every effort to accommodate the choices of students. However, students may be asked to reselect a subject where numbers are either insufficient, numbers are too large to be accommodated by our resources, or where students have not met the minimum requirements of the subject.

Subject Offerings

Subjects set out in this booklet will only be offered if there are sufficient enrolments. Where too few students select a subject for Year 11, that subject will not be offered. In some instances however – based on timetabled Year 12 subjects – it may be possible to timetable them as composite or combined classes.

Composite Class = Students from different year levels studying the same subject and the same unit.

Combined Class = Students from different year levels studying the same subject but at different stages/semesters.

External Study – ISHS Flexible Learning Centre

Students wishing to study a course not offered by Ingham SHS may be able to do so through our Flexible Learning Centre. These courses / subjects include those offered by Schools of Distance Education, CQU's SUN (Start Uni Now) Program, JCU (JCU Now), USQ (Head Start) Program, ACU (Step Up) Program or External RTOs (Registered Training Organisations). Information about these opportunities will be provided to students as part of the SET Plan process.

Ingham State High School Pathways Website

Our ISHS Pathways Website is your go-to resource for up-to-date information to help you plan your future beyond school. Use this site to explore general career information, learn about the QCE, discover post-school options, and more. To explore your pathway options before selecting your subjects, visit <https://inghamshs.careertools.com.au/>.

SENIOR EDUCATION PROFILE

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

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

For more information about the SEP see www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.



Queensland Certificate of Individual Achievement (QCIA)

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

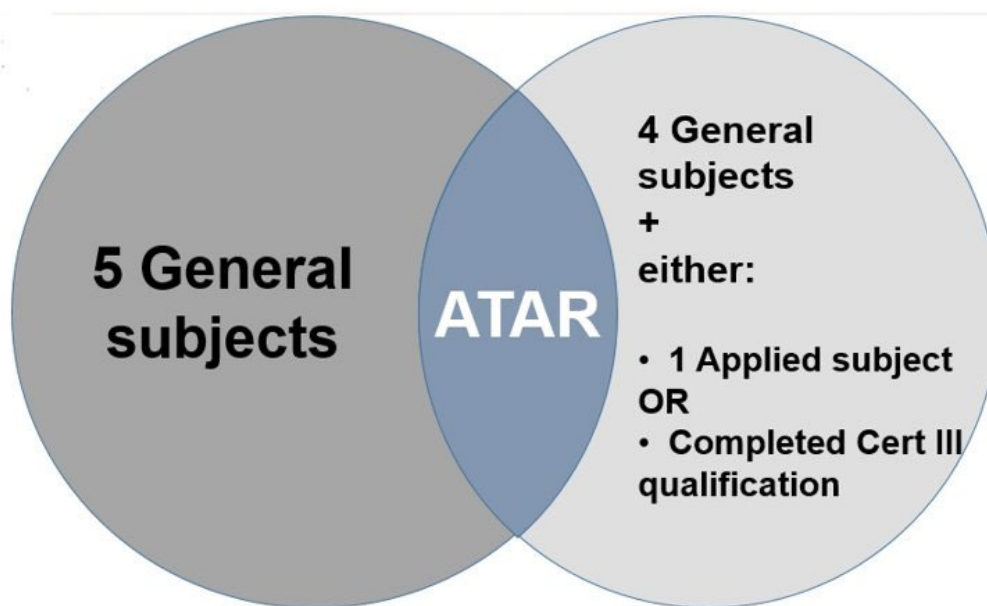
SENIOR SCHOOLING

Australian Tertiary Admission Rank (ATAR) Eligibility

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

- best five scaled 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
- And successful completion of Units 3 and 4 of an English subject.

Successful completion will require students to attain a result that is equivalent to a C Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.



PLUS Successful completion ("C" and above) in Units 3 & 4 of an English subject

****While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.**

Senior subjects

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course.

Results in Applied and General 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.

At Ingham State High School, General subjects, Applied Subjects, Short Courses as well as Vocational Education and Training courses are offered.

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.

Legislative Requirements

Education and training for 15 to 17 year old's

Education and training for young people in Queensland stipulates a 'compulsory participation' requirement, which means that all young people must participate in '**learning or earning**':

- for two years after they complete compulsory schooling (i.e. completed Year 10 or turned 16 years of age) or
- until they turn 17 years of age or
- until they complete a Queensland Certificate of Education (**QCE**) or Queensland Certificate of Individual Achievement (**QCIA**), Senior Statement of Attainment, or a Certificate III or IV vocational qualification.

These requirements are based on national and international evidence that young people who complete 12 years of education have greater opportunities for further education and sustainable employment.

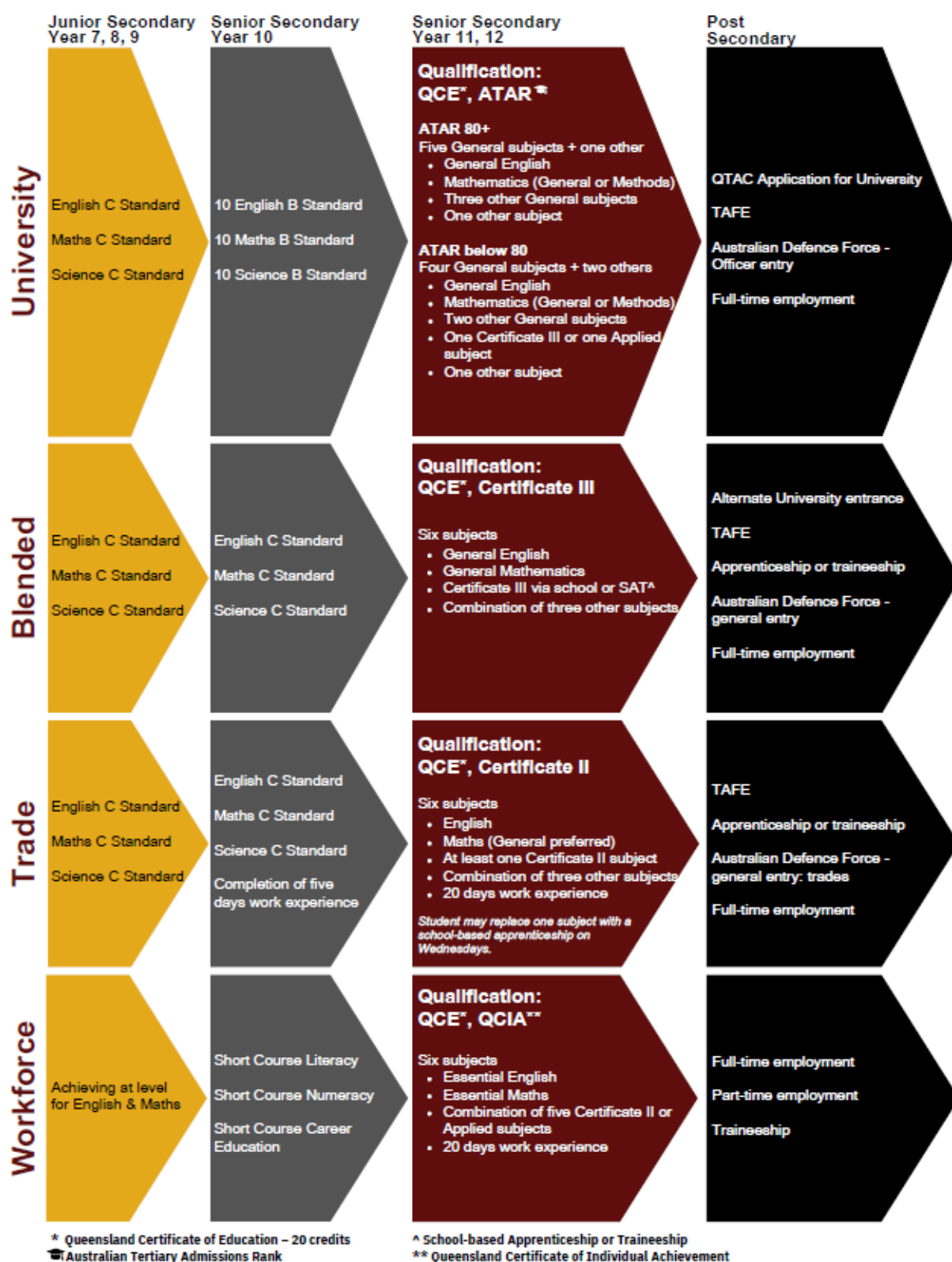
Senior Phase of Learning Agreement

All students who are enrolled at Ingham State High School in the Senior Phase of Learning are on academic probation and will be working towards a QCE or a QCIA. This means students will:

- Enrol in subjects or recommended subjects that will enable students to have a realistic ability of achieving a Sound Achievement or higher
- Participate in a SET Plan review process and set goals after each Semester reporting period in order to maintain eligibility for the QCE or the QCIA (change subjects through Deputy Principals if necessary)
- Complete set class work to a satisfactory standard
- Submit all assessment tasks by the due date. This includes drafts which must be submitted in full
- Aim to have a minimum of 95% of school attendance and demonstrate punctuality to school and classes
- Maintain 80% average attendance over Year 11 & 12 in order to attend Valedictory (except for students with previously identified valid reasons as approved by the Principal)
- Have a parent/carer provide explanations for all absences from school
- Adhere to school rules specifically dress code and mobile phone policy requirements
- Adhere to the school rules and values at all times
- Participate in all learning activities and contribute in such a way that positively affects their learning and the learning of others
- Fulfil external study requirements if enrolled as part of student's school program or another external provider

PATHWAYS TO SUCCESS AT INGHAM HIGH

At Ingham State High School, we are committed to helping every student find their individual path to success. This framework outlines the academic and vocational options available from Year 7 through to Year 12, supporting students to make informed decisions about their future. Whether aiming for university, TAFE, employment, or a trade, this guide shows how different subject combinations and qualifications can lead to a range of meaningful post-school opportunities. It's designed to ensure that all students graduate with a pathway that suits their strengths, interests, and goals.



VOCATIONAL EDUCATION AND TRAINING

(VET)

Vocational Education and Training (VET) subjects are suited to students who are interested in practical, hands-on learning and pathways that lead directly to employment or further vocational education and training. These qualifications can also contribute to tertiary entrance pathways.

Structure

VET subjects offered at school are nationally recognised qualifications under the Australian Qualifications Framework (AQF). These qualifications are developed by industry to ensure relevance to current workforce needs and provide students with real-world skills and experience.

VET Courses Overview

VET qualifications delivered at school are typically Certificate II or III level courses. These qualifications are competency-based and structured to support progressive skill development.

Each course includes a combination of **core and elective units** of competency. Students work through these units over one or two years, gaining foundational and job-specific skills relevant to a particular industry area. Completion of all required competencies results in the awarding of the full qualification and contributes points toward the Queensland Certificate of Education (QCE).

Where appropriate, VET courses may include structured workplace learning or simulated work environments to reinforce skills and knowledge. Students undertaking VET may also be eligible to participate in school-based apprenticeships or traineeships (SATs).

Assessment

Assessment in VET subjects is competency-based. This means that students are assessed as either Competent (C) or Not Yet Competent (NYC). Their report cards will indicate Working Towards Competency (WTC), until the entire course has been completed and the students have achieved Competence in all the units.

Assessment:

- is ongoing and may include practical demonstrations, written tasks, group work, and observations
- is conducted by qualified trainers and assessors
- allows students to receive feedback and additional training to achieve competency if needed

There are no external assessments or exams in VET subjects. Instead, students are assessed against nationally endorsed industry standards. VET subjects are offered as stand-alone Certificate courses.

Skills Development

VET subjects support the development of:

- transferable employability skills such as teamwork, communication, and initiative
- industry-specific skills aligned with current workforce expectations
- 21st century skills including problem-solving, digital literacy, and adaptability

Successful completion of a VET qualification provides students with a head start in their chosen industry, improves employability, and may lead to further training or tertiary study pathways.

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.

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

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.

General syllabuses and Short Course syllabuses

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

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

APPLIED SYLLABUSES

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.

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

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.

Applied and 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
- skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

QCAA SHORT COURSES

QCAA Short Courses are designed to develop essential skills that support students' success in everyday life, work, and further learning. They provide flexible learning options for students who may be pursuing vocational pathways, additional support in literacy or numeracy, or targeted preparation for life beyond school.

Structure

QCAA Short Courses are single-unit courses developed by the Queensland Curriculum and Assessment Authority (QCAA). Each course is typically completed over one semester and contributes one credit towards the Queensland Certificate of Education (QCE).

Each Short Course is designed to be practical, accessible, and relevant to students' personal goals and pathways. They focus on real-world skills and help prepare students for further training, employment, and adult life.

The following QCAA Short Courses are available **at Ingham State High School in Year 10:**

Short Course in Literacy

focuses on everyday reading, writing, and communication skills needed for life and work.

Short Course in Numeracy

develops the mathematical skills required for routine workplace tasks, financial management, and problem-solving in daily life.

Short Course in Career Education

assists students to plan their transition from school to work or further study. It supports career exploration, goal setting, and the development of a Senior Education and Training (SET) Plan.

Assessment

Assessment in Short Courses is internal, summative and consists of assessment instruments developed by the QCAA. Assessment:

- assesses a student's ability to apply practical skills in relevant contexts
- is marked by school staff using a QCAA-provided instrument-specific marking guide (ISMG)

There are no external exams or assessments for Short Courses.

Skills Development

Short Courses support the development of:

- core literacy and numeracy skills for life, learning, and work
- planning and decision-making skills for managing career pathways
- 21st century skills including communication, problem-solving, and personal management
- Completion of a Short Course may meet QCE literacy or numeracy requirements and provides students with a strong foundation for future vocational education, employment, or community participation.

AARA - ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS

AARA, or Access Arrangements and Reasonable Adjustments, are adjustments provided to students with disabilities or other circumstances that may affect their ability to participate in assessment. These adjustments aim to minimise barriers and ensure students can demonstrate their knowledge and skills effectively.

What is AARA?

AARA refers to the support provided to students with disabilities, impairments, medical conditions, or other circumstances that create barriers to assessment participation. These adjustments can include modifications to the assessment format, environment, or timing, allowing students to demonstrate their learning on an equal footing with their peers.

Eligibility for AARA:

- **Disability:** Students with diagnosed disabilities are eligible for AARA.
- **Impairment or Medical Condition:** Students with impairments or medical conditions that impact their ability to participate in assessments are also eligible.
- **Illness or misadventure:** Students experiencing illness or unforeseen events may also be eligible.
- **Other Circumstances:** Students may be eligible due to other circumstances, such as natural disasters or significant cultural obligations.

All of the above barriers to assessment participation fall into three broad categories: permanent, temporary and intermittent.

Students are not eligible for AARA on the following grounds:

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

Applying for an AARA

To apply for AARA, students are required to submit relevant application (illness or misadventure AARA application or Confidential Medical report and Confidential Student Statement to the Deputy Principal of Year Level or Guidance Officer. The aforementioned documents are used by the school to determine the appropriate adjustments and arrangements for all internal and external assessment. To get a copy of the QCAA Confidential Medical Report and Student Statement for an AARA application please contact the school.

More information about AARA is available on the QCAA website

<https://www.qcaa.qld.edu.au/senior/assessment/aara>



ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS YEARS 11-12

The QCAA recognises that some students may have disability, impairment and/or medical conditions or experience other circumstances that may affect their ability to read, respond to and participate in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

AARA APPLICATION PROCESS

New AARA Application – Illness or misadventure

Step 1:

Student or Parent/Carer complete the [ISHS AARA form](#), collect supporting evidence** and submit via email, or in person, to the **Deputy Principal (DP)**

Step 2:

Notify your teacher that you have applied for an AARA. DP will negotiate new dates with teachers pending days missed.

Step 3:

All AARA applications are actioned by the Deputy Principal. **Students, parents/carer, relevant teacher/s, HOD/s will receive an email with the decision and new assessment dates.**

New AARA Application – Long term (diagnosed) medical conditions/ disabilities

Step 1:

Student or Parent/Carer meet with **GO or HOD Inclusion** to collect or complete the ISHS AARA form, collect supporting evidence** and submit to **GO**.

Step 2:

Notify your teacher that you have applied for a long-term AARA.

Step 3:

All long-term AARA applications are actioned by the Guidance Officer or Deputy Principal. **Students, parents/carer, relevant teacher/s, HOD/s will receive an email with the decision.**

What is NOT covered by AARA?

- Unfamiliarity with the English language
- IT issues/malfunctions/loss of work
- Teacher absence or other teacher-related difficulties
- Matters that the student could have avoided e.g. misreading an examination timetable or instructions
- Timetable clashes
- Matters of the student's or parent's/carer's own choosing e.g. family holidays, sporting events
- Matters that the school could have avoided, e.g. incorrect enrolment in a subject

AARA Forms can be found at ISHS School Website, or The Wellbeing Hub [Illness and Misadventure AARA form](#) Other AARA documents/forms
More information on AARA is available from QCAA website [QCAA - AARA](#)

If the student or parent/carer wish to discuss their circumstances or get support for the AARA application, they should contact the relevant staff below

Acute short-term <i>illness or misadventure</i> (medical certificate or other evidence)	Social or Emotional Concern (no diagnosis) Mental Health (diagnosis)	Disability or Learning Impairment (diagnosis)
Deputy Principal	Guidance Officer (GO)	Head of Inclusion (HOSES) or Guidance Officer (GO)

****Supporting evidence requires:** • diagnosed illness, condition or event • date range of illness • for non-medical claims, written evidence from a relevant independent professional or other independent third party.

SENIOR SUBJECTS @ ISHS

Mathematics
HOD: Mrs Jennie Nash
General <ul style="list-style-type: none"> • General Mathematics • Mathematical Methods Applied <ul style="list-style-type: none"> • Essential Mathematics

Health & Physical Education
HOD: Mr Brandon Cotter
General <ul style="list-style-type: none"> • Physical Education

English
HOD: Mr Sean Gunston
General <ul style="list-style-type: none"> • English Applied <ul style="list-style-type: none"> • Essential English

Science
HOD: Mr Brandon Cotter
General <ul style="list-style-type: none"> • Biology • Chemistry • Physics • Psychology

Humanities
HOD: Mr Sean Gunston
General <ul style="list-style-type: none"> • Modern History • Legal Studies Applied <ul style="list-style-type: none"> • Business Studies • Early Childhood Studies • Tourism

Arts
HOD: Mrs Liz Provians
General <ul style="list-style-type: none"> • Drama Applied <ul style="list-style-type: none"> • Visual Arts in Practice

Technologies
HOD: Mr Brandon Cotter
Applied <ul style="list-style-type: none"> • Hospitality Practices • Industrial Graphics Skills • Building and Construction Skills

VET
RTO Manager: Mrs Kylee Rosenberger
ISHS RTO <ul style="list-style-type: none"> • Certificate II Rural Operations • Certificate II Automotive Vocational Preparation • Certificate II Engineering Pathways External RTO <ul style="list-style-type: none"> • Certificate II Health Support Services • Certificate III Health Services Assistance • Certificate II Electrotechnology

General Mathematics

General senior subject

General

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

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.

Students build on and develop 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.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to 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.

Students learn topics that 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.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Essential Mathematics

Applied senior subject

Applied

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

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

Objectives

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

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

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

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

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

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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Pathways

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

Objectives

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

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

Modern History

General senior subject

General

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, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Business Studies provides opportunities for students to develop practical business knowledge and skills for use, participation and work in a range of business contexts. Exciting and challenging career opportunities exist in a range of business contexts.

A course of study in Business Studies focuses on business essentials and communication skills delivered through business contexts. Students explore business concepts and develop business practices to produce solutions to business situations.

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

In a course of study, students develop their business knowledge and understanding through applying business practices in business contexts, such as retail, health services, entertainment, tourism, travel and mining. Schools may offer a range of situations and experiences to engage in authentic learning experiences through connections within the school, local community or organisations, businesses and professionals outside of the school. These situations and experiences provide students with opportunities to develop skills important in the workplace to successfully participate in future employment.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business practices, solutions and outcomes, resulting in improved literacy, numeracy and 21st century skills. They examine business information and apply their knowledge and skills related to business situations. The knowledge and skills developed in Business Studies enables students to participate effectively in the business world and as citizens dealing with issues emanating from business activities.

Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

Objectives

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

- explain business concepts, processes and practices
- examine business information
- apply business knowledge
- communicate responses
- evaluate projects.

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

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

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

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement learning activities
- evaluate learning activities.

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables 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.

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

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:

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

Building and Construction Skills

Applied senior subject

Applied

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian building and construction industries to construct structures. The building and construction industry transforms raw materials into structures wanted by society. This adds value for both enterprises and consumers. Australia has strong building and construction industries that continue to provide employment opportunities.

Building & Construction Skills includes the study of the building and construction industry's practices and production processes through students' application in, and through, trade learning contexts. Industry practices are used by building and construction enterprises to manage the construction of structures from raw materials. Production processes combine the production skills and procedures required to construct structures. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of high-quality structures at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and civil construction industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes and organise, calculate, plan, evaluate and adapt production processes and the structures they construct. The majority of learning is done through construction tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Objectives

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and structures
- adapt plans, skills and procedures.

Pathways

Hospitality Practices

Applied senior subject

Applied

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

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

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Objectives

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

- demonstrate practices, skills and processes
- use knowledge of industry practices and production processes to draw meaning from critical features of the brief, specifications and information, and procedures and skills from the hospitality industry
- use hospitality industry knowledge and skills to develop responses to briefs
- use knowledge and understanding of industry practices and production processes to decide on the combination and order of processes
- evaluate skills and procedures to determine their efficiency and effectiveness
- adapt production plans, techniques and procedures.

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills used by Australian manufacturing and construction industries to produce products. The manufacturing and construction industries transform raw materials into products required by society. This adds value for both enterprises and consumers. Australia has strong manufacturing and construction industries that continue to provide employment opportunities.

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and

computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

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

- demonstrate practices, skills and procedures
- interpret client briefs and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and products.

Physical Education

General senior subject

General

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.

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.

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 data
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

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.

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 data
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

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

Drama

General senior subject

General

Drama fosters creative and expressive communication. It interrogates the 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 the 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 through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Pathways

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.

Objectives

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

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

Visual Arts in Practice

Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

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

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

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

Pathways

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

Objectives

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

- use visual arts practices
- plan artworks
- communicate ideas
- evaluate artworks.

VET QUALIFICATIONS @ ISHS

Certificate II

- Automotive Vocational Preparation (AUR20720)
- Engineering Pathways (MEM20422)
- Rural Operations (AHC21216)
- Health Support Services (HLT23221)
- Electrotechnology (UEE22020)

Certificate III

- Health Services Assistance (HLT33115)

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Under the *Data Provision Requirements 2020*, **Ingham State High School** is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research (NCVER).

Your personal information (including the personal information contained on this form and your training activity data) may be used or disclosed by **Ingham State High School** for statistical, regulatory and research purposes. **Ingham State High School** may disclose your personal information for these purposes to third parties, including:

- school — if you are a secondary school student undertaking VET, including a school-based apprenticeship or traineeship
- employer — if you are enrolled in training paid for by your employer
- Commonwealth and State or Territory government departments and authorised agencies
- NCVER
- organisations conducting student surveys
- researchers.

Personal information disclosed to NCVER may be used or disclosed for the following purposes:

- issuing a VET statement of attainment or qualification, and populating authenticated VET transcripts
- facilitating statistics and research relating to education, including surveys
- understanding how the VET market operates, for policy, workforce planning and consumer information
- administering VET, including program administration, regulation, monitoring and evaluation.

You may receive an NCVER student survey which may be administered by an NCVER employee, agent or third-party contractor. You may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

Certificate II in Automotive Vocational Preparation

AUR20720



Certificate II in Automotive Vocational Preparation covers the skills and knowledge required to perform a limited range of tasks related to familiarisation and inspection of mechanical and electrical components and systems of cars, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body

Pathways

The Certificate II in Automotive Vocational Preparation prepares prospective employees to undertake work in the broader automotive industry. Job roles related to this qualification include a trades' assistant; a vehicle service assistant; an automotive service assistant; a trainee serviceperson and an automotive trainee.

Safety Requirements

- Sturdy footwear consisting of an impervious upper are essential to be worn in all classes.
- It is highly desirable that students wear an industrial type shirt when in the workshop.
- The senior workshops at Ingham State High School require safety glasses to be worn at all times and students are required to supply their own glasses. As an option, students may purchase safety glasses from the department at a nominal cost.

Structure and Competencies

Code	Core Units of Competency
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace
AURAF103	Communicate effectively in an automotive workplace
AURAF104	Resolve routine problems in an automotive workplace
AURASA102	Follow safe working practices in an automotive workplace
AURETR103	Identify automotive electrical systems and components
AURLTA101	Identify automotive mechanical systems and components
AURTTK102	Use and maintain tools and equipment in an automotive workplace
Code	Elective Units of Competency
AURAMA001	Work effectively with others in an automotive workplace
AURETK001	Identify, select and use low voltage electrical test equipment
AURTTA003	Use and maintain basic mechanical measuring devices
AURTTA105	Select and use bearings, seals, gaskets, sealants and adhesives
AURTTE003	Remove and tag engine system components

Certificate II in Engineering Pathways

MEM20422



Certificate II in Engineering Pathways is intended for students interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. Students undertaking this subject should have a keen interest in the engineering field and possess an appreciation of Occupational Health and Safety standards required in a workshop environment.

Pathways

This certificate will set you on the path to pursue an apprenticeship in a wide range of engineering jobs including fitting and turning, sheet metal fabrication, boilermaking, welding, casting and moulding, and diesel, mechanical or electrical fitting. You may also look for work as a trades assistant, or choose to develop your design and drafting skills through a traineeship or further study.

Safety Requirements

- Sturdy footwear consisting of an impervious upper are essential to be worn in all classes (non- steel cap safety boots e.g. T-Boot).
- A long sleeve work shirt must be worn when welding and it is highly recommended that students wear a work shirt for all practical lessons.
- The senior workshops at Ingham State High School require safety glasses to be worn at all times and students are required to supply their own glasses. As an option, students may purchase safety glasses from the department at a nominal cost.

Structure and Competencies

To achieve MEM20422 Certificate II in Engineering Pathways students must achieve competence in twelve (12) units of competency made up of:

Code	Core Units of Competency
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSAENV272	Participate in environmentally sustainable work practices
Code	Elective Units of Competency
MEM16006	Organise and communicate information
MEM18001	Use hand tools
MEM18002	Use power tools/handheld operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE003	Use oxy-acetylene and soldering equipment
MEMPE004	Use fabrication equipment
MEM11011	Undertake manual handling

Certificate II in Rural Operations

AHC21216



Certificate II in Rural Operations provides an occupational outcome for industries and agencies in rural and regional Australia. Industry expects individuals with this qualification to carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.

Pathways

Depending on the units selected individuals can be employed not only in rural industries but also other rural and regional sectors, such as local government, tourism, hospitality, transport, construction, community services, information technology and metals.

Safety Requirements

- Sturdy footwear consisting of an impervious upper are essential for the workshop and on site.
- It is highly desirable that students wear an industrial type shirt when on site and in the workshop.
- The senior workshops and on site at Ingham State High School require safety glasses to be worn when necessary and students are required to supply their own glasses. As an option, students may purchase glasses from the department at a nominal cost.

Structure and Competencies

To achieve AHC21216 Certificate II in Rural Operations students must achieve competence in fifteen (15) units of competency made up of 3 Core Units and 12 electives below:

Code	Core Units of Competency
AHCWRK204	Work effectively in the industry
AHCWRK209	Participate in environmentally sustainable work practices
AHCWHS201	Participate in work health and safety processes
Code	Elective Units of Competency
HLTAID011	Provide first aid
AHCBAC206	Assist agricultural crop maintenance
AHCCHM201	Apply chemicals under supervision
AHCINF207	Maintain properties and structures
AHCMOM202	Operate tractors
AHCMOM203	Operate basic machinery and equipment
AHCMOM204	Undertake operational maintenance of machinery
AHCPMG201	Treat weeds
AHCPMG202	Treat plant pests, diseases and disorders
AHCSOL203	Assist with soil or growing media sampling and testing
MEM18001	Use hand tools
MEM18002	Use power tools/handheld operations
AHCWRK210	Observe and report on weather
AHCWRK213	Participate in workplace communications

Certificate II in Health Support Services

HLT23221 Provided by TAFE Queensland

VET

Certificate II in Health Support Services is delivered within 12 months in a face-to-face and online environment, with weekly classroom sessions within the school from an external provider. Learning sources will be offered electronically or paper-based depending on individual student needs or preferences. To be eligible to enrol in this course, you must not have already used your Certificate II VETiS (Career Ready) funding entitlement. If your funding has been exhausted, a fee-for-service will apply.

Pathways

Gain highly regarded skills to work in the health care sector with diverse people in an assistance role. Learn how to work effectively with others in a team environment, communicate in the workplace and apply health and safety and infection control practices. Use this training as a pathway to high level qualifications in Health Services Assistance, Individual Support – Ageing and/or Disability or Nursing.

Structure and Competencies

To achieve a HLT23221– Certificate II in Health Support Services a total of 12 units must be completed including 4 core units and 8 elective units as listed below.

Code	Core Units of Competency
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety
HLTINF006	Apply basic principles and practices of infection prevention and control
Code	Elective Units of Competency
BSBMED301	Interpret and apply medical terminology appropriately
HLTWHS005	Conduct manual tasks safely
CHCCCS026	Transport individuals
CHCCCS012	Prepare and maintain beds
BSBPEF202	Plan and apply time management
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS010	Maintain a high standard of service
HLTAID011	Provide First Aid

Certificate III in Health Services Assistance

HLT33115 Provided by TAFE Queensland

VET

****Available only to Year 12 students** who have successfully completed HLT23221 Certificate II in Health Support Services with TAFE Queensland.

Students enrolled in this Certificate will receive credit for relevant units from the HLT23221 Certificate II in Health Support Services. Over the two years of study, students can earn 5 to 6 QCE credits from both Certificates within the same training package.

This course is delivered in a face-to-face and online environment with weekly classroom sessions within the school from an external provider. Learning sources will be offered electronically or paper-based depending on individual student needs or preferences.

NOTE: This course has a fee-for-service of \$400 which is payable at the start of Year 12

Pathways

Get a head start in the health care sector with this entry-level dual qualification. This pathway is perfect for people looking for the foundation skills needed to assist in a diverse range of health care settings. Health care workers are in high demand in Australia with forecasts expecting more than 50,000 job openings in the next five years. This qualification will give you the knowledge to work as an assistant in nursing (AIN).

Structure and Competencies

To achieve a HLT33115 – Certificate III in Health Services Assistance, students will receive Credit Transfer for 9 Units of Competency from **Certificate II Health Support Services** and must complete 2 more core units and 4 elective units as listed below.

Students will also be required to undertake up to 80 hours of vocational placement in an approved setting.

Code	Core Units of Competency
HLTAAP001	Recognise healthy body systems
BSBWOR301	Organise personal work priorities and development
Code	Elective Units of Competency
CHCCCS031	Provide individualised support
CHCDIV002	Facilitate the empowerment of people with disability
HLTAID009	Provide cardiopulmonary resuscitation
CHCCCS038	Facilitate the empowerment of people receiving support
Credit transfers from HLT23221	
BSBMED301	Interpret and apply medical terminology appropriately
HLTINF006	Apply basic principles and practices of infection prevention and control
CHCDIV001	Work with diverse people
HLTWHS001	Participate in workplace health and safety
CHCCOM005	Communicate and work in health or community services
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
CHCCCS010	Maintain a high standard of service
CHCCCS012	Prepare and maintain beds

**** Course list accurate at time of publishing (July 2025)**

Certificate II in Electrotechnology (Career Start)

UEE22020 Provided by TAFE Queensland

VET

Certificate II Electrotechnology is delivered at Ingham State High School biannually. This course will be delivered in 2026 on Wednesdays during school terms by TAFE Queensland. To be eligible to enrol in this course, you must not have already used your Certificate II VETiS (Career Ready) funding entitlement. If your funding has been exhausted, a fee-for-service will apply.

Pathways

Kick start your career in the electrotechnology industry and use your skills to seek an apprenticeship in a range of electrical trade areas. Learn how to safely undertake basic electrotechnology work and solve problems in extra-low voltage single-path and multiple-path DC circuits. Learn about environmentally sustainable work practices and the use of materials, tools and components for electrical work. The General Construction Induction Training (GCIT) Skill Set is delivered in this course, which is an industry requirement to work on a Queensland construction site.

Safety Requirements

- Sturdy footwear consisting of an impervious upper are essential for the workshop and on site.
- It is highly desirable that students wear an industrial type shirt when on site and in the workshop.
- The senior workshops and on site at Ingham State High School require safety glasses to be worn when necessary and students are required to supply their own glasses. As an option, students may purchase glasses from the department at a nominal cost.

Structure and Competencies

To achieve a UEE22020 – Certificate II in Electrotechnology (Career Start), students will complete a total of 410 weighting points comprising: 270 core weighting points listed below; plus 140 general elective weighting points from general elective units TBC.

Code	Core Units of Competency
CPCWHS1001	Prepare to work safely in the construction industry
UEECD0007	Apply work health and safety regulations, codes and practices in the workplace
UEECD0009	Carry out routine activities in an energy sector environment
UEECD0021	Identify and select components, accessories and materials for energy sector work activities
UEECD0038	Provide solutions and report on routine electrotechnology problems
UEECD0046	Solve problems in single path circuits
UEECD0052	Use routine equipment/plant/technologies in an energy sector environment
UEERE0021	Provide basic sustainable energy solutions for energy reduction in residential premises
Code	Elective Units of Competency
Elective units to be confirmed	

FLEXIBLE LEARNING OPTIONS @ ISHS

The following list of course and subject providers is commonly used at Ingham State High School; however, students are not limited to these options

Costs

Many courses or subjects studied during your senior years may be government funded or subsidised. However, before enrolling in any flexible learning course, please ensure you are aware of any associated fees.

University – Uni subjects while at school

To be eligible to study a university subject while in Year 11 or 12 students must have achieved a **minimum C for English and be averaging B's on most recent report card.**

CQU SUN - <https://www.cqu.edu.au/study/entry-pathways/start-uni-now/sun-units>

JCU Now - <https://www.jcu.edu.au/jcunow/subjects>

USQ Head Start - <https://www.unisq.edu.au/study/information-for/high-school-students/head-start>

USC Headstart - <https://www.usc.edu.au/study/courses-and-programs/headstart>

Distance Education - General or Applied subjects

Schools of distance Education allow students to enrol in either General or Applied subjects to study online over the two years of senior schooling. This is a great option if Ingham State High School does not offer a subject you wish to study.

Latest subject guides are found here:

Brisbane School of Distance Education



Charters Towers School of Distance Education



Cairns School of Distance Education



Certificate Qualifications via External RTOs

External Registered Training Organisations (RTOs) offer students the opportunity to complete Certificate qualifications alongside their senior studies. This is a great option if Ingham State High School does not offer a particular course or if students are seeking training in a specialised area aligned with their career goals.

TAFE QLD
(Various industries)



Fit Education
(Sport Coaching, Fitness)



Connect 'n' Grow
(Health)



Skills Generation
(IDT, Community Services, Animal
Care, Aviation)

Kath Dickson Institute
(Early Childhood Training)



Apprenticeship and Traineeship Support services

Apprenticeship and Traineeship Support Service agents provide expert advice and guidance to students, parents, and schools about starting a school-based or full-time apprenticeship or traineeship. These providers assist with career planning, employer matching, training contract sign-ups, and ongoing support throughout your training journey. Connect with them to explore real pathways to employment while completing your senior studies.

Busy at Work



