INGHAM STATE HIGH SCHOOL
21ST Century Opportunities

SENIOR SUBJECT SELECTION GUIDE

2024/2025

PATHWAYS TO THE FUTURE

Year 11 2024

Contents

QCAA SENIOR SUBJECTS AT INGHAM SHS _____ 9

Mathematics

English

Humanities

Technologies

Health and Physical Education

Science

The Arts

Vocational Education & Training Courses

INTRODUCTION

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.

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 the Deputy Principal (Year 10) 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 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, 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 SETPlan process.

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 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 and Applied Subjects are offered.

Applied and Applied (Essential) syllabuses

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

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.

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.

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.

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.

Vocational Education and Training (VET)

These subjects are offered on the basis of Ingham State High School being compliant with Australian Skills Quality Authority requirements. Ingham State High School RTO Code 30306 delivers all of its own VET qualifications. In order to be compliant, Ingham State High School must meet the mandated human and physical resource requirements. If Ingham State High School loses access to these resources, we will attempt to provide students with alternative opportunities to complete the courses of study. Ingham State High School retains the right to cancel the course if it is unable to meet these resource requirements.

Competency Based Assessment – A competency comprises of the specification of knowledge and skill, and the application of that knowledge and skill to the standard of performance required in employment. A student is deemed competent when all learning outcomes or units of competency have been satisfactorily met.

Unit of Competency – A unit is a specific learning segment complete in itself, which deals with one or a number of aspects of vocational education at a given level of understanding or skill performance in accordance with stated aims and objectives. A unit must be capable of being separately assessed and be capable of standing on its own or being linked to other units in the same or related study areas.

On The Job Training – Training which is undertaken in the workplace as part of the productive work of the learner. Structured work placement is a component of a number of subjects, with some subjects requiring competencies to be assessed in the workplace. The term Industry Placement is used when this is a mandatory aspect of the course and must be completed before a Certificate is awarded.

Recognition of Prior Learning (RPL) – Determination, on an individual basis, of the competencies obtained by a learner through previous training, work experience and/or life experience and the advanced standing the learner is entitled to as a result of these competencies. By applying for RPL, students could finish a module or a course earlier. Students can apply for RPL at any time during a course.

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.

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

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

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

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

GENERAL SYLLABUSES

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.

APPLIED SYLLABUSES

Structure

The syllabus structure consists of a course overview and assessment.

Applied Syllabuses Course Overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

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

Assessment

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.

AARA - ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS

Queensland has commenced the New Senior for students in Year 12 from 2020 onwards. To ensure students are able to obtain their QCE or QCIA, the Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have a disability, impairment and/or medical condition, which may cause barriers to students' performance in assessment. Access Arrangements and Reasonable Adjustments (AARA) for assessment techniques are designed to assist these students. An AARA is to minimise the barriers so that students can demonstrate, knowledge and skills on the same basis as other students. The intent and integrity of the assessment and assessment objectives cannot be changed when implementing AARA. Schools use the guidelines (Section 6) for AARA in the *QCE and QCIA Policy and Procedures Handbook* to make appropriate decisions about assessment conditions for General, Applied, Short Course and Senior External Examination syllabuses.

AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to, or participate in assessment. These barriers fall into three broad categories: permanent, temporary and intermittent. The QCAA uses broad application categories for AARA eligibility: cognitive, physical, sensory and social/emotional (QCE and QCIA policy and procedures handbook Section 6.3).

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) (Section 6.3.2)

Additionally, students whose ability to attend or participate in an assessment is adversely affected by illness or unexpected event may be eligible for provisions for illness and misadventure (Section 6.6). In this instance, the following principles apply:
- The illness or event is unforeseen and beyond the student's control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student's own choosing or that of their parents/carers, such as a family holiday.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration of complication of the condition occurred that diminished the student's performance in external assessment.
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA. (Section 6.6)

Ingham State High School is and will be implementing AARA for eligible students. A priority of this process is to liaise and consult with students, parents/carers, relevant staff and the QCAA. Ingham SHS ensures confidentiality throughout the process, application and implementation of AARA. If you believe, your young person may require AARA, please consult with the HOD Inclusive Practices. Each individual student's circumstances is considered on a 'case by case' basis, balancing the interests of the individual and other parties. If in the unfortunate event you believe your young person is eligible for illness/misadventure please ensure you contact the school as early as possible.

More information is available on the QCAA website
https://www.qcaa.qld.edu.au/senior/assessment/aara

QCAA SENIOR SUBJECTS
AT INGHAM STATE HIGH SCHOOL

Mathematics
HOD: Mrs Jennie Nash

General
- General Mathematics
- Mathematical Methods

Applied
- Essential Mathematics

English
HOD: Mr Sean Gunston

General
- English

Applied
- Essential English

Humanities
HOD: Mr Sean Gunston

General
- Modern History
- Geography
- Legal Studies

Applied
- Business Studies
- Early Childhood Studies
- Tourism

Technologies
HOD: Mr Brandon Cotter

General
- Design

Applied
- Industrial Graphics Skills

Health & Physical Education
HOD: Mr Brandon Cotter

General
- Physical Education

Science
HOD: Mr Brandon Cotter

General
- Biology
- Chemistry
- Physics

Arts
HOD: Mrs Liz Provians

General
- Drama

Applied
- Visual Arts in Practice

General Mathematics

General senior subject

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
General senior subject

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

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
General senior subject

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

Students 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

Applied senior subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. 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

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.

Geography
General senior subject

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

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

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

Objectives

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

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

Legal Studies
General senior subject

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

Applied senior subject

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.

Early Childhood Studies

Applied senior subject

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

Applied senior subject

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.

Design
General senior subject

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

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

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

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

Objectives

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

- describe design problems and design criteria

- represent ideas, design concepts and design information using drawing and low-fidelity prototyping

- analyse needs, wants and opportunities using data

- devise ideas in response to design problems

- synthesise ideas and design information to propose design concepts

- evaluate ideas and design concepts to make refinements

- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Industrial Graphics Skills

Applied senior subject

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

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
General senior subject

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

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

Pathways

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

Objectives

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

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

Chemistry

General senior subject

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

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

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Physics
General senior subject

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations

- apply understanding of scientific concepts, theories, models and systems within their limitations

- analyse evidence

- interpret evidence

- investigate phenomena

- evaluate processes, claims and conclusions

- communicate understandings, findings, arguments and conclusions.

Drama
General senior subject

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

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 at Ingham State High School

Certificate II

- Automotive Vocational Preparation (AUR20720)
- Community Services (CHC22015)
- Electrotechnology (UEE22020)
- Engineering Pathways (MEM20422)
- Hospitality (SIT20322)
- Rural Operations (AHC21216)

Certificate III

- Health Services Assistance (HLT33115)

Privacy Notice

Under the *Data Provision Requirements 2012*, **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
VET *(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
AURAFA103	Communicate effectively in an automotive workplace
AURAFA104	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 Community Services
VET *(CHC22015)*
Provided by Aurora Training Institute

Certificate II in Community 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 have not already exhausted your Certificate II VETiS funding.

Pathways

This qualification will give you core skills to work within a community framework, be a first port of call for clients, and work with people from diverse backgrounds assisting individuals in meeting their immediate needs. The community services sector in Australia is forecasting enormous job growth over the next 5 years.

Successful completion of this course will qualify you to seek employment as an assistant community services worker in a diverse range of settings.

Structure and Competencies

To achieve a CHC22015 – Certificate II in Community Services a total of 9 units must be completed including 5 core units and 4 elective units as listed below.

Code	Core Units of Competency
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
Code	**Elective Units of Competency**
FSKLRG09	Use strategies to respond to routine workplace problems
FSKRDG10	Read and respond to routine workplace information
BSBTWK201	Work effectively with others
HLTWHS006	Manage personal stressors in the work environment

Certificate III in Health Services Assistance
VET *(HLT33115)*
Provided by Aurora Training Institute

Certificate III in Health Services Assistance is delivered within 12 months after the completion of Certificate II in Community Services. 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.

Pathways

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to assist Health Professional staff in the care of clients. The role of a Health Services Assistant would involve direct client contact under supervision by a Health Professional.

This is a nationally recognised accredited course.

Successful completion of this course will qualify you to seek employment as an assistant community services worker, patient support assistant, ward clerk, hospital orderly, ward assistant.

Structure and Competencies

To achieve a HLT33155 – Certificate III in Health Services Assistance, students will receive RPL for 5 Units of Competency from **Certificate II in Community Services** and must complete 4 more core units and 7 elective units as listed below.

Code	Core Units of Competency
HLTAAP001	Recognise healthy body systems
HLTINF006	Apply basic principles and practices of infection prevention and control
BSBMED301	Interpret and apply medical terminology appropriately
BSBWOR301	Organise personal work priorities and development
Code	**Elective Units of Competency**
HLTFSE007	Oversee the day to day implementation of food safety in the workplace
CHCMHS001	Work with people with mental health issues
CHCCCS015	Provide individualised support
CHCDIS007	Facilitate the empowerment of people with disability
BSBINN301	Promote innovation in a team environment
BSBFLM312	Contribute to team effectiveness
BSBTEC201	Use business software applications

Certificate II in Electrotechnology
VET *(UEE22020)*

Certificate II in Electrotechnology is delivered within 12 months in a face-to-face and online environment, with one full day per week classroom session 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 have not already exhausted your Certificate II VETiS funding and must complete a Language, Literacy and Numeracy (LLN) examination.

Pathways

Kick start your career in the electrotechnology industry with this entry-level course. Build the skills you need to get your foot in the door for an apprenticeship or seek trade assistant work to get you started. Successful completion of this course will put you on the path to an apprenticeship with a huge choice in the industry. Opportunities exist in electrical cabling, equipment, instrumentation, switchgear, telecommunications, air conditioning and refrigeration, or renewable energy.

Structure and Competencies

To achieve a UEE22020 – Certificate II in Electrotechnology a total of 11 units must be completed including 8 core units and 3 elective units as listed below.

Code	Core Units of Competency
CPCCWHS1001	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 work 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**
UEECD0008	Carry out preparatory energy sector work activities
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0033	Produce products for carrying out energy sector work activities

Certificate II in Engineering Pathways
VET *(MEM20422)*
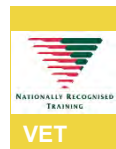
Certificate II in Engineering Pathways is intended for students interested in exposure to an engineering or related working environment with a view to entering into employment in that area. This qualification will equip graduates with knowledge and skills which will enhance their prospects of employment 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

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/hand held 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 Hospitality
VET *(SIT20322)*

VET

Certificate II in Hospitality reflects the role of students who use a defined and limited range of hospitality operational skills. They will be involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. After achieving this Certificate, students could progress to a wide range of other qualifications in the hospitality and broader service industries.

Pathways

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include: bar attendant, bottle shop attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, gaming attendant, porter and room attendant.

Safety Requirements

- Students are to provide their own apron and wear closed-in leather or impervious shoes for practical lessons.

- The school supplies students with the chef uniform which is worn for major practical performance assessments.

Structure and Competencies

Code	Core Units of Competency
BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITXCOM007	Show social and cultural sensitivity
SITXWHS005	Participate in safe work practices
Code	**Elective Units of Competency**
SITXFSA005	Use hygienic practices for food safety
SIRXSLS001	Sell to the retail customer
SITXFIN007	Process financial transactions
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHFAB025	Prepare and serve expresso coffee
SITHFAB027	Serve food and beverage
SITHFAB021	Provide responsible service of alcohol

Certificate II in Rural Operations
VET *(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

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/hand held operations
AHCWRK210	Observe and report on weather
AHCWRK213	Participate in workplace communications