

JUNIOR SECONDARY HANDBOOK



Contents

School Contact Details	2
INTRODUCTION.....	3
COURSES OF STUDY	4
COURSES OF STUDY	5
.....	6
ENGLISH	7
UNIT OVERVIEW	8
MATHEMATICS	9
SCIENCE	12
HEALTH & PHYSICAL EDUCATION	14
LANGUAGES - Japanese	16
TECHNOLOGY.....	18
THE ARTS.....	18
HUMANITIES	19
VOCATIONAL EDUCATION AND TRAINING CERTIFICATES I & II (VET).....	21
Unique Student Identifier (USI Number)	21
VETiS Funding Eligibility	21
COMPETENCY- BASED ASSESSMENT INCLUDED WITHIN VET SUBJECTS	22
RECOCGNITION OF PRIOR LEARNING (RPL).....	23
Certificate I in Workplace Skills - BSB10120.....	24
Certificate I in Skills for Vocational Pathways - FSK10219	25
Certificate I in Basic Financial Literacy – FNS10120	26
Certificate I in AgriFood Operations – AHC10216.....	27
Certificate II in Workplace Skills – BSB20120.....	28
Certificate II in Skills for Work and Vocational Pathways – FSK20119	29
Certificate II in Applied Digital Technologies – ICT20120.....	30
Certificate II in Self Awareness and Development – 10939NAT	31
School Based Apprenticeships and Traineeships	0

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School App (Szapp)

The School app (Szapp) can be downloaded for Apple and Android users.

This app gives families access to the school calendar, contact details, current and archived newsletters, uniform orders through My School Connect. Families can also advise of a student absence through the app.

Student absences

When your child is absent, please contact the respective campus before 9.00 am on the day of absence by one of the following methods

Szapp: Families can advise of a student absence through the widget in the app.

Email: studentabsences@caprocksde.eq.edu.au

Phone: (07) 4931 4800

All staff are contactable via phone and email address. These email addresses are located in the resource section of Blackboard Classrooms. To speak to a teacher via phone, please contact the administration office and your call will be directed to the appropriate teaching staff. Teachers may be contacted between 9:00am and 3:00pm, however please note that they are unable to answer the phone during lessons. Please leave a voice message and they will endeavour to return your call as soon as possible.

Junior Secondary Handbook

INTRODUCTION

This handbook contains details of the subjects offered at Capricornia School of Distance Education in Years 7-10. The CSDE curriculum is developed following the Australian Curriculum, Curriculum Assessment and Reporting Framework (CARF) and the Queensland Curriculum and Assessment Authority (QCAA) syllabuses. The study of English, Maths, Science, History and HPE is mandatory across all year levels in 7-10.

Students entering Years 7 and 8 do not have the opportunity to choose electives. All students study a suite of subjects that provide them with a broad range of options when choosing electives in future year levels.

Students in Years 9 and 10 are able to select two electives each semester. Most electives are a semester long course of study. Japanese is a year-long course and also some VET subjects in Year 10 go for the full year. Students in Year 10 are also able to select Certificate II in Applied Digital Technologies or Certificate II in Workplace Skills which is a two-year course. Students complete these courses over Years 10 and 11.

Students complete their subject selections in Term 3 for their following year of study. Subject selections are completed through the student's One School account.

It may be helpful for students to consider the following when deciding on elective subjects:

- In which subjects do I achieve my best results?
- What subjects do I enjoy?
- What subjects would I like to study as possible courses of study in Senior School?
- What types of occupations might I like to enter after the completion of my secondary schooling?
Students and parents are encouraged to discuss their possible selections with any of our teachers or Heads of Department.

Head of Department name	Department	Email address
Daniel Rowlands	English	drowl12@eq.edu.au
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COURSES OF STUDY

Year 7 Course of Study

Year Long Subjects

English

Mathematics

Science

Health & Physical Education

Japanese

Semester Long Subjects

Drama

Music

Digital Technologies

Design and Technologies

History

Geography

Civics & Citizenship

Economics & Business

Year 8 Course of Study

Year Long Subjects

English

Mathematics

Science

Health & Physical Education

Japanese

Semester Long Subjects

Visual Arts

Media Arts

Civics & Citizenship

Economics & Business

Digital Technology

Design and Technology

History

Geography

COURSES OF STUDY

Year 9 Course of Study

Year Long Subjects

English

Mathematics

Science

Semester Long Compulsory Subjects

Health & Physical Education

History

Year Long Elective Subjects

Japanese

Semester Long Elective Subjects

Visual Arts

Media Arts

Design and Technologies

Design and Technologies

Civics and Citizenship

Economics and Business

Geography

Year 10 Course of Study

Year Long Subjects

English

Short Course Literacy

Semester Long Compulsory Subjects

History (Semester 1)

Elective Subjects

Japanese (1 Year)

Visual Arts (1 semester)

Media Arts (1 semester)

Digital Technologies
(1 semester)

Design and Technologies
(1 semester)

Civics and Citizenship
(1 semester)

Economics and Business
(1 semester)

Geography (1 semester)

History (Semester 2 elective)

Mathematics/Short Course Numeracy

Science/Science Foundations

Short Course Career Education (Sem 1)

Health & Physical Education (Sem 2)

Certificate I Workplace Skills (1 Year)

Certificate I Agrifood Operations (1 year)

Cert I Skills for Vocational Pathways (1 yr)

Certificate I Financial Services (1 year)

Certificate II Workplace Skills (2 years)

Cert II Skills for Work Voc Pathways (2 yr)

Cert II Applied Digital Technology (2 yr)

Certificate II Self Awareness & Dev (1 semester)

SUBJECT INFORMATION YEAR 9/10



ENGLISH

English is a compulsory subject for all students in Years 7--10.

Students studying English in Years 9 and 10 will analyse and appreciate texts across a range of genres, from narratives, poetry and plays to essays and media-based texts. Each unit focuses on developing students' understanding of text structures and language features and developing the skills necessary to communicate with meaning and purpose.

All units of work are aligned with the National Curriculum ensuring elements of language, literature and literacy are embedded within each unit of work. While completing Years 9 and 10 English, students will interact with their peers and teacher through an online classroom, supported by a range of services to deliver high- quality teaching and learning experiences.

ASSESSMENT CRITERIA

Students in English are assessed according to the following standards:

- Knowledge and Understanding
- Interpreting Texts
- Comprehending Texts
- Constructing / Creating Texts

Capricornia School of Distance Education utilises a system of continuous assessment to obtain up-to-date and relevant information on student progress and achievement throughout the course. All assessment tasks are completed in a manner which ensures validity and reliability of assessment instruments, by incorporating a range of assessment types, including written and multi-modal tasks completed under independent or online exam conditions.

Class time will be allocated for students to work on assessment in class, however students will need to work independently on assessments outside of class time.

SPECIAL REQUIREMENTS

Novels and texts required for course units will be available for students to access through a range of online sources, including ClickView, Sora (EQ digital library), Learning Place and via shared file delivery, along with a range of diverse texts suitable for reviewing or extending English skills and knowledge.

UNIT OVERVIEW

Term	Year 9 Unit focus	Assessment overview
1	Australian Identity	Multimodal Persuasive Presentation
2	Speculative Fiction	Creative Short Story (exam)
3	Novel Study: World Shaker	Analytical Essay
4	12 Angry Men	Radio interview (spoken presentation)

Term	Year 10 Unit focus	Assessment overview
1	Novel study: Tom Appleby	Creative short story
2	Media Bias – Representations in the media	Multimodal presentation
3	Analysing satire	Analytical essay
4	Introduction to Shakespeare's plays	Film Review based on an adaptation of a Shakespeare play

MATHEMATICS

Year 9

Mathematics provides students with essential mathematical skills and knowledge in *number and algebra*, *measurement and geometry*, and *statistics and probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

At this year level:

- understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- problem-solving includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

ASSESSMENT

• Knowledge and Procedures	• Modelling and Problem Solving
Assessment Items (typically one per semester)	Duration
• Exams • Problem Solving and Modelling Task (PSMT)	• 60 minutes • Generally, 3-4 weeks duration

Year 10

Mathematics provides students with essential mathematical skills and knowledge in *number and algebra*, *measurement and geometry*, and *statistics and probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

At this year level:

- understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments
- fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets
- problem-solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events
- reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

ASSESSMENT

<ul style="list-style-type: none"> • Knowledge and Procedures 	<ul style="list-style-type: none"> • Modelling and Problem Solving
Assessment Items (typically one per semester)	Duration
<ul style="list-style-type: none"> • Exams • Problem Solving and Modelling Task (PSMT) 	<ul style="list-style-type: none"> • 60 minutes • Generally, 3-4 weeks duration

Year 10 Extension

Mathematics provides students with essential mathematical skills and knowledge in *number and algebra*, *measurement and geometry*, and *statistics and probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Year 10 Extension is the common Year 10 curriculum with additional content to enrich and extend mathematical study. This course is advantageous for those who enjoy mathematics and/or are intending to pursue Mathematical Methods or Specialist Mathematics in the senior secondary years. Students intending to choose General Mathematics will be well prepared for their course as well.

Extension topics include:

Topics			
<ul style="list-style-type: none"> • Trigonometry • Measurement • Probability 	<ul style="list-style-type: none"> • Algebra • Surds • Index Laws 	<ul style="list-style-type: none"> • Plane Shapes • Analytical Geometry 	<ul style="list-style-type: none"> • Subject of Formulae • Ratio and Rates

ASSESSMENT

<ul style="list-style-type: none"> • Knowledge and Procedures 	<ul style="list-style-type: none"> • Modelling and Problem Solving
<p>Assessment Items (typically one per semester)</p>	<p>Duration</p>
<ul style="list-style-type: none"> • Exams • Problem Solving and Modelling Task (PSMT) 	<ul style="list-style-type: none"> • 2 x 60 minutes • Generally, 3-4 weeks duration

SCIENCE

Year 9

Students explore evidence for various scientific theories and develop viewpoints on the impact of scientific discoveries. Their investigations show increased attention to accuracy in measurement and collation of data, reliability of their data, and importance of evidence in their conclusions.

In Year 9, students

- consider the operation of systems at a range of scales.
- explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems.
- Are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay.
- learn that matter can be rearranged through chemical change and that these changes play an important role in many systems.
- are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer.
- begin to apply their understanding of energy and forces to global systems such as continental movement.
- critically analyse and evaluate claims and approaches used to solve problems, while considering ethics involved and how people's lives might be affected
- critically consider the importance of science base careers ASSESSMENT

Assessment Items (typically one per semester)	Duration
<ul style="list-style-type: none">• Exams• Scientific Report• Research Investigation	<ul style="list-style-type: none">• Up to 90 minutes• 600-800 words• 600-800 words

Year 10

In Year 10, students study the Australian Curriculum for Science. They build on the work covered in Year 9 Science and have the opportunity to experience some of the fundamental core skills that are essential in Senior Biology, Chemistry, Physics, Agricultural Science and Science in Practice. Some of these core skills include designing and performing experiments; collecting and analysing data; drawing evidence-based conclusions; evaluating the validity and reliability of claims made in secondary sources; solving problems; explaining and predicting phenomena; applying scientific knowledge to new situations and events; and, communicating ideas and information for specific purposes.

In Year 10, students

- explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena.
- explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.
- develop their understanding of atomic theory to understand relationships within the periodic table.
- understand that motion and forces are related by applying physical laws.
- learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

ASSESSMENT

Assessment Items (typically one per semester)	Duration
<ul style="list-style-type: none"> • Exams • Scientific Report • Research Investigation 	<ul style="list-style-type: none"> • Up to 90 minutes • 600-800 words • 600-800 words

Year 10 Science Foundation – Invitation only

In consultation with the HOD – Science, students may study Year 10 Science Foundations. This subject follows the Year 10 Australian Curriculum for Science, focussing on key aspects of the achievement standards. Students who successfully complete Science Foundations will have the pre-requisites for study of Applied Science subjects (i.e. Science in Practice, Agricultural Studies and Aquatic Practices)

ASSESSMENT

Assessment Items (typically one per semester)

- Folio of short response items
- Scientific Report (Scaffolded)
- Research Investigation (Response to stimulus)

HEALTH & PHYSICAL EDUCATION

Health and Physical Education (HPE) is a compulsory subject for all students in Years 7-10 and aligns with the Australian Curriculum HPE Learning Area to develop knowledge, understanding and skills within each unit.

In HPE, students investigate and use strategies and practices that enhance their own and others' health, wellbeing and safety. Students learn about a range of help-seeking strategies that support their access to, and evaluation of health resources. Students will engage in research, analysis and data evaluation. Applying their decision making and communication skills to promote safety and inclusivity while drawing conclusions, making decisions and constructing arguments. Student will synthesise information from a variety of sources and propose, justify and implement plans or actions to achieve goals throughout the course

Students will also acquire movement skills and strategies that enable them to apply and transfer movement skills confidently and competently participate in a range of physical activities. They will create and perform movement sequences and concepts reflecting on their new learning and applying new understandings to recommend future actions.

UNIT OVERVIEW

Term	Year 9 Unit Focus	Year 10 Unit Focus
1	My social responsibility	Looking after myself and others
2	Respectful relationships	Excellence in health

Assessment will include:

- Written assessment
- Multimodal presentation
- Practical performance — video evidence (required)
- Fitness reflection

Students are required to submit assessment in both Personal, Social and Community Health strand (theory) and the Movement and Physical Activity strand (practical).

LANGUAGES - Japanese

The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English. The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages. In the Languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Year 9

Unit 1 — What are life stories?	Unit 2 — What are social issues?	Unit 3 — How big is the generation gap?	Unit 4 — What are our global connections?
<p>Students use language to communicate ideas relating to immigration. They will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written informative texts relating to migrant experiences process and compare information and stories on immigration comprehend meaning from spoken and written texts participate in intercultural experiences to notice, compare and reflect on language and culture. 	<p>Students explore the ways in which people communicate about youth-related social issues in Japan and Australia. They will:</p> <ul style="list-style-type: none"> encounter authentic language in a range of spoken and written texts about youth-related social issues use a range of language to discuss their own perspectives on youth and technology use analyse different perspectives on youth-related social issues reflect on intercultural experiences and their own language and cultural values associated with youth-related social issues. 	<p>Students explore the concept of generation and generational difference in Japan and Australia. They will:</p> <ul style="list-style-type: none"> interact with others to discuss ideas relating to roles and responsibilities over generations encounter authentic language to notice and focus on linguistic and cultural concepts relating to generational change engage with a range of texts to analyse perspectives and convey information relating to generations, roles and responsibilities reflect on intercultural experiences and their own language and cultural values associated with generations and generational differences. 	<p>Students explore their connections with the wider global community including links with Japanese culture. They will:</p> <ul style="list-style-type: none"> interact with others to discuss experiences and connections with other countries and cultures explore links between Australia and Japan engage with a range of texts to analyse perspectives and convey information relating to global connections reflect on how global interactions shape the way we view ourselves and our place in the world.

Year 10

Unit 5 — What is advertising?	Unit 6 — What is the best job in the world?	Unit 7 — What is environmental conservation?	Unit 8 — How do youth subcultures represent themselves?
<p>Students use language to communicate within the context of advertising.</p> <p>They will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written texts relating to advertising and advertisements process and compare information about advertisements make meaning of persuasive texts participate in intercultural experiences to notice, compare and reflect on language and culture. 	<p>Students understand how language and culture influence their hopes, dreams and aspirations in the context of teenage life.</p> <p>They will:</p> <ul style="list-style-type: none"> encounter authentic language in a range of spoken and written texts to engage in communicative experiences and activities relating to hopes, dreams and aspirations in the context of teenage life process and compare information about young people's interests, behaviours and values apply understandings of language in use to write an informative text using formal and informal registers interact with peers to share and compare reactions to intercultural experiences use new knowledge to modify their ways of using language when applying for a job. 	<p>Students explore language and cultural values relating to animal conservation in Japan and Australia.</p> <p>They will:</p> <ul style="list-style-type: none"> interact with others to share ideas and opinions relating to perspectives on animal conservation encounter authentic language to notice and focus on linguistic and cultural concepts relating to animal conservation issues engage with a range of texts to analyse perspectives and convey information relating to perspectives on animal conservation reflect on intercultural experiences and their own language and cultural values associated with animal conservation. 	<p>Students explore the concept of representation within the context of youth cultures.</p> <p>They will:</p> <ul style="list-style-type: none"> interact with others to share ideas and experiences relating to shared interests and values within a group encounter authentic language to notice and focus on linguistic and cultural concepts relating to youth identity engage with a range of texts to obtain and convey information making connections between youth cultures in Japan and their own experience reflect on intercultural experiences and their own language use and cultural values associated with group belonging and group identity.

TECHNOLOGY

The study of Technology at CSDE cover two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions that addresses a real-world need and opportunities while considering characteristics and properties of materials and technologies
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions.

Term	Year 9 Digital Unit Focus	Year 10 Design Unit Focus
1	Computers Talk	Solving wicked problems
2		
	Year 9 Design Unit Focus	Year 10 Digital Unit Focus
3	Tiny homes and sustainability	Databases
4		

In **Design Technologies**, students in **Year 9** students will explore the increasing popularity of tiny homes as an alternative form of housing. Students will analyse factors, including ethical and sustainability considerations to design their own tiny home that addresses a functional, and sustainable living space. They will use their knowledge of design and technology to design a solution. They are given the opportunity to research a given problem, develop and model on computer using a 3D rendering program TinkerCad.

Year 10 students will investigate and make judgments on the ethical and sustainable production and marketing of food and fibre. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures. Students will apply design thinking as they develop a proposal for an innovative managed environment that enhances food or fibre production in a specific context. investigate agricultural practices focusing on ethical and sustainable production and marketing for food and fiber.

In **Digital Technologies**, students in **Year 9** will continue developing their understanding of computational thinking, concentrating on how computers *talk*. Students will investigate how digital systems are represented, specifically how websites are created, redeveloping and refining HTML and CSS code to meet the need and provide a solution for a client-based problem. They are given the opportunity to showcase understanding through GROK Academy while compiling a portfolio of evidence to demonstrate their learning.

Year 10 students will develop an understanding of databases using Microsoft Access. Students will concentrate on creating a database while also developing their techniques to acquire, store and validate data from a range of sources. They will then use Structured Query Language (SQL) to extrapolate the data via a Form created in Microsoft (MS) Access. They are also given the opportunity to showcase their understanding through GROK Academy while compiling a portfolio of evidence to demonstrate their learning.

Assessment will include:

- Progressive submission of staged tasks
- Written and spoken collections of work (portfolio demonstrating competence in all aspects of the design process)
- Multimodal presentations
- Demonstrated skills in ideation sketching and CAD skills
- Demonstrated skills in GROK Academy

THE ARTS

Visual Arts

The study of Visual Arts at CSDE offers students the opportunity to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. Elements and principles of art and design are discussed and applied to the creation of students' artworks through art forms such as painting, drawing, printmaking, photography and design.

In Year 9 students study use dry point printing to create a print using black ink as well as tessellations (prints and digital). In Year 10 students study the surreal movement and create a surreal artwork based on their dreams or fears. They also explore indigenous artworks to inspire their own expressive portrait. Through these units student will make images and objects, experiment with a variety of artistic materials and processes, and analyse the artworks of artists and designers from a variety of historical and contemporary contexts.

Media Arts

The study of Media arts at CSDE involves students developing their knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media Artists create representations of the world by telling stories through communications technologies such as television, film, video and mobile media.

In Year 9 students will focus on foundation concepts when creating short films with sound. In Year 10 students create videos for change (social issues focus) and analyse the language of suspense while creating a three-minute-thriller film. Through these units, students will learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They will also learn to interpret, analyse and develop media practices through their media arts making experiences. They will be inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks

Term	Year 9 Media Arts Unit Focus	Year 10 Media Arts Unit Focus
1	The shoelace	Videos for change
2	Narrative	Dial S for Suspense
	Year 9 Visual Arts Unit Focus	Year 10 Visual Arts Unit Focus
3	Jeepers creepers	Surrealism: dreamscapes
4	Terrific tessellations	Expressive portraits

Assessment

Student's return of work will reflect their effort and behaviour. A range of assessment techniques will focus on student's demonstration of learning outcomes. Assessment submission will across the two units of work, including a making portfolio (eJournal) and responding component for each.

HUMANITIES

Year 9		
Subject	Unit/s	Information
Civics and Citizenship	Constitutional monarch and Australia's political system. Australia's legal system, the courts, common and civil law. Diversity and inclusion, relevance in contemporary Australia	This course allows students to evaluate features of Australia's political system and identify and analyse the influences on people's political choices. They examine the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.
Economics and Business	Competition in the global economy - Shark Tank: entrepreneurs, competitive advantage and target markets.	In this course, students will complete two units which will develop knowledge of core economic and business principles. In the first unit, students will explore successful business models and entrepreneurship through competitive advantage, risk management and different types of investments in products and services. Students will take on the role of an entrepreneur to research, design and evaluate a unique product or service to present a multimodal pitch. The second unit will develop students' knowledge of evaluating risks and rewards through case studies exploring investments, financial scams and the role of banking institutions.
Geography	Identifying biomes, human impacts and evaluating strategies for the Murray-Darling Basin. Investigating the interconnections of a multinational consumer.	In this course, students will study 2 units which develop a sense of wonder, curiosity and respect about places, people and environments throughout the world. The first unit will expand students' theoretical knowledge about biomes and the importance of latitude in determining climate. Students will grow their mapping skills and learn to deconstruct climate graphs. This knowledge is then applied to an Australian Case Study: Managing the water in the Murray Darling Basin. In the second unit students undertake a research task aiming to uncover the global connections of a multinational consumer product. Students will use critical thinking to propose and evaluate strategies to fix an environmental or social issue revealed during their research journey.

Year 10		
Subject	Unit/s	Information
Civics and Citizenship	Unit 1 – Sustaining Australia’s democracy – different systems of government and resilience in a democracy Unit 2 – Introduction to the Australian Legal System	This course allows students to examine how Australia’s democracy works, how it is protected by the legal system and the government. The students will explore other systems of government including a comparison on one country from the Asian region with Australia. A focus on a current issue as case study will build on their understanding of the features of a resilient democracy. They will explore how this is defined by the global context and Australia’s international human rights and legal obligations. They will develop critical thinking skills and the ability to research, analyse, evaluate and create responses. Most importantly they will learn about the features of a cohesive, fair and just democracy and the skills and responsibilities it takes to sustain it.
Economics and Business	Unit 1 – Managing economic performance and standard of living Unit 2 – Major consumer decisions and business productivity	This course gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.
Geography	Unit 1 – Geographies of human wellbeing – predicting patterns of human wellbeing and improving wellbeing Unit 2 – Environmental change and management – geographical inquiry and research.	This course provides students with two units to deepen their knowledge about social, economic and environment variation around the world. The first being, 'Geographies of human wellbeing', which requires students to investigate global, national, and local differences in human wellbeing in places. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. Students will transform data by creating and interpreting custom cartographic products such as specialist maps, multiple-line graphs and scatterplot graphs. The second unit 'Environmental change and management', requires students to examine the environmental functions that support all life on earth. Students will research and understand the major challenges facing the sustainability of these environmental functions and explore different world views including those of Australia's First Nations People. The assessment requires students to investigate an environmental change in Australia, apply human-environment systems thinking, propose and evaluate potential solutions and finally to select a sustainable option to manage the issue for future generations.
History - Sem 2 elective	Ancient History – Archaeology Modern History – 20 th Century Technological Changes.	For the Ancient History course students study a range of archaeological techniques and issues, using various archaeological sites as case studies. Students investigate a site of significance, Amarna as a primary case study. Students investigate sources demonstrating changes and continuities during “heretic” pharaoh Akhenaten’s reign contrasting this reign with that of his successor Tutankhamen. The Modern History course will examine technological changes throughout the 20 th century with a focus on medical, satellite and nuclear technologies.



VOCATIONAL EDUCATION AND TRAINING CERTIFICATES I & II (VET)

Students have the opportunity to complete various Certificate courses both under the school's Registered Training Organisation Status (RTO 30951) and external RTO's.



Unique Student Identifier (USI Number)

From 1 January 2015, all students undertaking nationally recognised training in Australia will need to have a Unique Student Identifier (USI). VET students must For more information about a USI: <http://www.usi.gov.au/>

Delivered by qualified teachers at CSDE under our Registered Training Organisation (RTO code 30951)

BSB12120 Certificate I Workplace Skills

FSK10219 Certificate I in Skills for Vocational Pathways

FNS10120 Certificate I in Basic Financial Literacy

AHC10216 Certificate I in AgriFood Operations

BSB20120 Certificate II in Workplace Skills

FSK20119 Certificate II in Skills for Work and Vocational Pathways

ICT20120 Certificate II in Applied Digital Technologies

Delivered by teachers at CSDE under an external Register Training Organisation (RTO)

10939NAT – Certificate II in Self Awareness and Development – Blueprint Career Development Pty. Ltd.

VETiS Funding Eligibility

Vocational Education and Training in Schools Initiative, funded by the Queensland Government

Some students undertake nationally recognised vocational education and training (VET) qualifications while they are still at work. VET is learning that is directly related to work. Nationally recognised qualifications are developed to give people the knowledge and skills they need to work in a particular job.

The Queensland Government's VET Investment Budget subsidises qualifications that have been identified by industry as leading to employment. VETiS funded by the VET Investment Budget is fee-free for students. The VET Investment Budget will provide funding for students to complete ONE VETiS qualification (Certificate I and II level only) listed on the Priority Skills List while attending secondary school (in Years 10, 11 and 12). This can be found at <https://desbt.qld.gov.au/training/docs-data/strategies/vetinvest/subsidieslist>

Students who wish to access VETiS funding to undertake a Cert III qualification should do so through a school-based apprenticeship or traineeship (SAT) – funding for a SAT is available under the User Choice program.

Courses that students may be able to access VETiS funding for are indicated in the handbook by the inclusion of "Students may be able to access funding to help subsidise the cost of their training. Please see Senior Schooling team for more information regarding your situation. Please note each student's situation will be unique and access to VETiS funding is reliant on multiple factors.

COMPETENCY- BASED ASSESSMENT INCLUDED WITHIN VET SUBJECTS

Assessments for the VET components of your course are competency-based. People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace.

There are four parts to being competent. They are:

1. Undertaking a specific workplace task(s) (called 'task skills')
2. Management skills – managing a number of different tasks to complete a whole work activity (called 'task management skills')
3. Responding to problems and irregularities when undertaking a work activity (called contingency management skills'). Examples of problems/irregularities could be:
 - Breakdowns
 - Changes in routines
 - Unexpected results or outcomes
 - Difficult or dissatisfied clients.
4. Dealing with the responsibilities and expectations of the work environment when undertaking a work activity (called 'job/role environment skills'), such as:
 - Working with others
 - Interacting with clients and suppliers
 - Complying with standard operating procedures
 - Observing enterprise policy and procedures.

This means that when you demonstrate competency you will not just demonstrate you can do a task on its own, but you must be able to demonstrate that you can do it in a range of different circumstances, as outlined above.

Please note: Should you have any questions or concerns contact Senior Schooling Head of Department.

RECOGNITION OF PRIOR LEARNING (RPL)

When you commence a VET subject, you may think there are some units of competency or modules you can already do and would be competent at. You could apply for what is called 'RECOGNITION' for those specific units of competency or modules. If you do, you will need to provide evidence that you can in fact already do these particular tasks. Evidence might include:

- letters or testimonials from employers
- samples of work
- certificates, etc.

The **RECOGNITION** process is a very supportive one, i.e. your teacher will guide you through the process, the steps of which are outlined below:

STEP 1: Read the information in the Senior Schooling Student Information Handbook about RECOGNITION.

STEP 2: If you feel you are already competent in some parts or all of the VET subject you are about to do, discuss the RECOGNITION process with your teacher. Ensure that you understand the full RECOGNITION application process, including the appeals process.

STEP 3: Undertake a self-assessment, using the Self-Assessment form. If you feel you already possess some of the competencies in the course, it might be a good idea to start with a self-assessment. You need to complete a separate RECOGNITION Self-assessment form for each unit of competency/module for which you are applying for RECOGNITION. Evidence can take many forms, and will usually include such things as:

- examples of work
- photographs, videos, letters and reports
- awards, certificates and qualifications
- employer references
- letters from work colleagues, etc.

STEP 4: Discuss your self-assessment with your teacher. If there are FULL units of competency for which you and your teacher feel RECOGNITION may be able to be given, you will be encouraged to move to the next step, the completion of the RECOGNITION application form.

STEP 5: Complete and submit the Student Application for Recognition form.



STEP 6: Once given the result of your application, discuss the outcome with your teacher. Provide feedback to your teacher and provide feedback on the RECOGNITION process itself. **STEP 7:** Should you wish to appeal, complete the Student RECOGNITION Appeals Form.

STEP 8: Discuss the outcome of the appeal, when known, with your teacher and provide feedback about the APPEAL process itself. See your VET teacher for more information and for copies of the self-assessment and application forms.

NOTE: You do not need to go through the above process if you already have a Statement of Attainment from another Registered Training Organisation for any units of competency/learning outcomes which are the same as those in any of the school's VET programs. You will be awarded automatic recognition in these cases. This is referred to as mutual recognition.

DISCLAIMER: While the data is considered to be **true** and **correct** at the **date of publication**, changes to circumstances after the **time of publication** may impact on the accuracy of this information. The Data may change without notice and the RTO is not liable for the accuracy of any **information** printed or stored by a user.

Certificate I in Workplace Skills - BSB10120

REGISTERED TRAINING ORGANISATION	Capricornia School of Distance Education RTO Code: 30951		
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Certificate I in Workplace Skills will assist students with developing necessary skills in preparation for work. This qualification provides a range of introductory skills and knowledge to provide students with an understanding of the business environment. Students will undertake a variety of basic clerical, administrative and operational tasks that will prepare students for a variety of entry-level Business Services jobs such as:

- Data Entry
- Technicians and Trades
- Customer Service
- Accommodation and Food Services
- Health Care and Social Assistance
- Community and Personal Service Work
- Clerical and Administrative Work

Certificate Length



1 Year

QCE Credits

Successful completion of the Certificate I in Workplace Skills contributes and maximum of two (2) credits towards a student's QCE. Each student must gain competency across six (6) units to attain the full certificate. This consists of two (2) core units and four (4) elective units.

Core Competencies	
BSBOPS101	Use business resources
BSBPEF101	Plan and prepare for work readiness
Elective Competencies	
BSBTEC101	Operate digital devices
BSBOPS202	Engage with customers
FSKWTG001	Complete personal details on extremely simple and short workplace forms
FSKDIG001	Use digital technology for short and basic workplace tasks

Certificate I in Skills for Vocational Pathways - FSK10219

REGISTERED TRAINING ORGANISATION	Capricornia School of Distance Education RTO Code: 30951		
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Certificate I in Skills for Vocational Pathways will assist students with developing foundation skills to access a vocational pathway and in preparation for work. Students will undertake a variety of basic reading, writing and oral communication tasks and entry level digital technology and employability skills. They will also undertake development with their learning and numeracy skills primarily aligned to Australian Core Skills Framework (ACSF) Level 1.

- Retail Assistant
- Customer Service
- Accommodation and Food Services
- Clerical and Administrative Work

Certificate Length



1 Year

QCE Credits

Successful completion of the Certificate I in Workplace Skills contributes a maximum of two (2) credits towards a student's QCE. Each student must gain competency across eleven (11) units to attain the full certificate. This consists of one (1) core unit and ten (10) elective units.

Core Competency	
FSKLRG004	Use short and simple strategies for work-related learning
Elective Competencies	
FSKLRG008	Use simple strategies for work-related learning
FSKDIG002	Use digital technology for routine and simple workplace tasks
FSKNUM004	Use basic and familiar metric measurements for work
FSKNUM008	Use whole numbers and simple fractions, decimals and percentages for work
FSKNUM009	Use familiar and simple metric measurements for work
FSKOCM003	Participate in familiar spoken interactions at work
FSKRDG004	Read and respond to short and simple workplace information
FSKWTG009	Write routine workplace texts
SIRXIND003	Organise personal work requirements
SIRXWHS001	Work safely

Certificate I in Basic Financial Literacy – FNS10120

REGISTERED TRAINING ORGANISATION	Capricornia School of Distance Education RTO Code: 30951		
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Certificate I in Basic Financial Literacy is designed to facilitate an understanding of the Australian financial services marketplace and personal financial situations to address the need of increased nationwide financial literacy. Students are provided with the basic skills and knowledge to pursue further learning in a variety of sectors in the financial services industry.

- Data Entry
- Customer Service
- Finance Administrative Work
- Clerical and Administrative Work

Certificate Length



1 Year

QCE Credits

Successful completion of the Certificate I in Workplace Skills contributes a maximum of two (2) credits towards a student's QCE. Each student must gain competency across six (6) core units to attain the full certificate.

Core Competencies	
FNSFLT211	Develop and use a personal budget
FNSFLT212	Develop knowledge of debt and consumer credit
FNSFLT213	Plan skills development
FNSFLT214	Develop knowledge of superannuation
FNSFLT215	Develop knowledge of the Australian financial system and markets
FNSFLT216	Develop knowledge of taxation

Certificate I in AgriFood Operations – AHC10216

REGISTERED TRAINING ORGANISATION	Capricornia School of Distance Education RTO Code: 30951		
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Certificate I in AgriFood Operations is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision.

- Horticulture assistant
- Customer Service – rural retail
- Farm Hand

Certificate Length



1 Year

QCE Credits

Successful completion of the Certificate I in Workplace Skills contributes a maximum of two (2) credits towards a student's QCE. Each student must gain competency across six (6) units to attain the full certificate. This consists of two (2) core units and four (4) elective units.

Core Competencies	
AHCWRK101	Maintain the workplace
AHCWHS101	Work safely
Elective Competencies	
AHCMOM203	Operate basic machinery and equipment
AHCMOM101	Assist with routine maintenance of machinery and equipment
AHCCHM101	Follow basic chemical safety rules
AHCWRK204	Work effectively in the industry

Certificate II in Workplace Skills – BSB20120

REGISTERED TRAINING ORGANISATION	Capricornia School of Distance Education RTO Code: 30951		
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Certificate II in Workplace Skills will assist students with developing skills in preparation for work. Students will undertake a variety of basic procedural, clerical, administrative and operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. The Certificate II in Workplace Skills will prepare students for a variety of entry-level Business Services jobs such as:

- Administrative Assistance or Officer
- Tourism
- Legal/Medical/Admin Receptionist
- Administrative Officer (Local Government)
- Administrative roles in retail or sales and marketing
- Customer Service
- Education and Training

Certificate Length



2 Years

QCE Credits

Successful completion of the Certificate I in Workplace Skills contributes and maximum of two (2) credits towards a student's QCE. Each student must gain competency across ten (10) units to attain the full certificate. This consists of five (5) core units and five (5) elective units.

Core Competencies	
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others
Elective Competencies	
BSBPEF201	Support personal wellbeing in the workplace
BSBCRT201	Develop and apply thinking and problem solving skills
BSBTEC201	Use business software applications
BSBTEC302	Design and produce spreadsheets
BSBTEC303	Create electronic presentations

Certificate II in Skills for Work and Vocational Pathways – FSK20119

REGISTERED TRAINING ORGANISATION	Capricornia School of Distance Education RTO Code: 30951		
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Certificate II in Skills for Vocational Pathways will assist students with developing foundation skills to access a vocational pathway and in preparation for work. Students will undertake a variety of basic reading, writing and oral communication tasks and entry level digital technology and employability skills. They will also undertake development with their learning and numeracy skills primarily aligned to Australian Core Skills Framework (ACSF) Level 3.

- Retail Assistant
- Customer Service
- Accommodation and Food Services
- Clerical and Administrative Work

Certificate Length



2 Years

QCE Credits

Successful completion of the Certificate I in Workplace Skills contributes and maximum of two (2) credits towards a student's QCE. Each student must gain competency across fourteen (14) units to attain the full certificate. This consists of one (1) core unit and thirteen (13) elective units.

Core Competency	
FSKLRG011	Use routine strategies for work-related learning
Elective Competencies	
FSKDIG003	Use digital technology for non-routine workplace tasks
FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG010	Use routine strategies for career planning
FSKLRG018	Develop a plan to organise routine workplace tasks
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKOCM007	Interact effectively with others at work
FSKRDG008	Read and respond to information in routine visual and graphic texts
FSKWTG008	Complete routine workplace formatted texts
BSBOPS203	Deliver a service to customers
SIRXWHS002	Contribute to workplace health and safety
FNSFLT212	Develop and use savings plans

Certificate II in Applied Digital Technologies – ICT20120

REGISTERED TRAINING ORGANISATION	Capricornia School of Distance Education RTO Code: 30951		
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Certificate II in Applied Digital Technologies provides students with the foundation skills and knowledge to use basic applied digital technologies in varied contexts. The Certificate II is designed for those developing the necessary digital and technology skills in preparation for work. Students will be required to carry out a range of basic procedural and operational tasks that require digital and technology skills. They will perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context.

- Administrative Assistance or Officer
- IT roles in retail
- Education and Training
- Accommodation and Food Services
- Junior Office or IT Support/Maintenance Worker
- Computer Operator
- IT Assistance (Local Government)

Certificate Length



2 Years

QCE Credits

Successful completion of the Certificate II in Applied Digital Technologies contributes a maximum of two (2) credits towards a student's QCE. Each student must gain competency across twelve (12) units to attain the full certificate. This consists of six (6) core units and six (6) elective units.

Core Competencies	
BSBSUS211	Participate in sustainable work practices
BSBTEC202	Use digital technologies to communicate in a work environment
BSBWHS211	Contribute to the health and safety of self and others
ICTICT213	Use computer operating systems and hardware
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages
Elective Competencies	
ICTICT206	Install software applications
ICTICT216	Design and create basic organisational documents
ICTICT221	Identify and use specific industry standard technologies
ICTSAS203	Connect hardware peripherals
ICTSAS212	Record the requirements of client support requests
ICTSAS214	Protect devices from spam and destructive software

Certificate II in Self Awareness and Development – 10939NAT

REGISTERED TRAINING ORGANISATION	Blueprint Career Development Pty. Ltd. RTO Code: 30978		
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Certificate II in Self Awareness and Development will assist students with developing personal commitment and confidence skills. Students will undertake a variety of tasks that will transform thinking habits and cultivate creativity whilst connecting and communicating with others. The Certificate II in Self Awareness and Development will empower student beliefs and habits and to deal with fears and challenges. Students will develop their decision-making skills to make informed choices and manage their own time and energy.

Certificate II in Self Awareness and Development qualification is designed to help people develop the “mindset before the skillset” so it is the perfect partner to industry specific vocational qualifications and a range of career opportunities.

Certificate Length 1 Semester

QCE Credits Successful completion of the Certificate II in Self Awareness and Development contributes and maximum of four (4) credits towards a student’s QCE. Each student must gain competency across twelve (12) units to attain the full certificate. This consists of five (5) core units and seven (7) elective units.

Core Competencies	
NAT10939001	Transform thinking habits
NAT10939002	Identify learning styles and personality profiles to communicate effectively
NAT10939003	Make choices that develop self-esteem
NAT10939004	Develop empowering beliefs and habits
NAT10939005	Deal with fears and challenges
Elective Competencies	
NAT10939006	Cultivate creative thinking
NAT10939007	Create personal vision and opportunities
NAT10939008	Clarify purpose and overcome obstacles
NAT10939009	Define, monitor and reward goals
NAT10939010	Manage time with balance and self-discipline
NAT10939011	Build positive relationships
NAT10939012	Present with positive praise and critique

School Based Apprenticeships and Traineeships

School based apprenticeships and traineeships (SATs) are primarily designed for students in Years 11 and 12, although opportunities do exist for Year 10 students. Younger students may be permitted to participate under defined circumstances. While some school-based traineeships may be completed by the end of Year 12, many traineeships and all apprenticeships continue after this time. As a school-based apprentice or trainee, a student remains enrolled as a full-time BSDE student. As an apprentice or trainee, the student is paid by the employer for the hours worked.

Prerequisites

There are no educational pre-requisites for a SAT. It is recommended that students have a sound literacy and numeracy level and are genuinely interested in pursuing both a career and an education. It is advisable that students undertake work experience placement in the industry area of their choice before commencing a School Based Apprenticeship/Traineeship. This helps students decide on their genuine interests.

Time commitment

It is anticipated that students spend one day a week at work, one day a week on theory related to the traineeship or apprenticeship and three days a week on school work. This entirely depends on individual workloads as some students are at work more than one day a week and some students enrol in more school subjects. SAT students are expected to keep up to-date with the Work Rate Calendar for their Capricornia School of Distance Education subjects.

Course outline

Students study Capricornia SDE subjects in conjunction with their SAT. As part of their apprenticeship or traineeship, students must undertake on and off-the-job training, including theory work, assignments and exams with their Supervising Registered Training Organisation, e.g. TAFE, in order to achieve competence in the units of competency related to their apprenticeship or traineeship.

At the end of Year 12, school-based trainees should have completed their Traineeship and achieved a Certificate Level II outcome. They then have the option to undertake higher levels of study, gain further employment or seek an apprenticeship. At the end of Year 12, school-based apprentices should have completed the first year of their Apprenticeship and achieved the appropriate number of units of competency at a Certificate III/IV level. They should then be able to complete their apprenticeship with their employer and Supervising Registered Training Organisation (SRTO).

Assessment

Students complete assessment for their Capricornia SDE subjects as normal. They are also required to complete assessment for their Supervising Registered Training Organisation (SRTO) in order to achieve the necessary competencies for the traineeship or apprenticeship.

Requirements

The specific requirements related to the SAT will be advised by the employer and the SRTO. Note: students are required to find their own employer. Students who undertake a SAT with fewer than five Authority subjects are not eligible for an OP. Completion of a SAT at Certificate II level contributes 4 credit points towards the QCE. It is advisable that those interested in a SAT refer to the following Queensland Government website related to School based apprenticeship and traineeship information: <http://apprenticeshipsinfo.qld.gov.au/schoolbased/index.html>.