



JUNIOR SECONDARY HANDBOOK

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School Contact Details

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Facebook

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Enrolments (fulltime)

enrolments@caprocksde.eq.edu.au

School-based enrolments

school_based@capricornia.eq.edu.au

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 *Qkr!*. 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 Qlearn. 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 CapSDE 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
Angela Brigg	English (acting)	axcol5@eq.edu.au
Julie Hood	Maths	jhood7@eq.edu.au
Karen Knowles	Science	kbgar0@eq.edu.au
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Penny Schofield	The Arts, Technology, HPE	pjsch0@eq.edu.au
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Courses of Study

Year 7 Course of Study

Year Long Subjects

English

Mathematics

Science

Humanities (Economics & Business, History, Geography, Civics & Citizenship)

Health & Physical Education

Japanese

Semester Long Subjects

Drama

Music

Digital Technologies

Design and Technologies

Year 8 Course of Study

Year Long Subjects

English

Mathematics

Science

Humanities (Economics & Business, History, Geography, Civics & Citizenship)

Health & Physical Education

Japanese

Semester Long Subjects

Visual Arts

Media Arts

Digital Technologies

Design and Technologies



Courses of Study

Year 9 Course of Study

Year Long Core Subjects

English

Mathematics

Science

Semester Long Core Subjects

History

Health & Physical Education

Elective Subjects (Semester Long)

Visual Arts

Media Arts

Digital Technologies

Design and Technologies

Civics and Citizenship

Economics and Business

Geography

Japanese (year long)

Year 10 Course of Study

Core Subjects

English

Mathematics/Short Course
Numeracy

Short Course Literacy

Science/Science Foundations

Semester Long Core Subjects

History

(Semester 1)

Short Course Career
Education (Sem 1)

Health & Physical Education
(Sem 2)

Elective Subjects

Japanese (1 Year)

Certificate I Workplace Skills
(1 Year)

Visual Arts (1 semester)

Certificate I Agrifood
Operations (1 year)

Media Arts (1 semester)

Cert I Skills for Vocational
Pathways (1 yr)

Digital Technologies
(1 semester)

Certificate I Financial Services
(1 year)

Design and Technologies
(1 semester)

Certificate II Workplace Skills
(2 years)

Civics and Citizenship
(1 semester)

Cert II Skills for Work Voc
Pathways (2 yr)

Economics and Business
(1 semester)

Cert II Applied Digital
Technology (2 yr)

Geography (1 semester)

Certificate II Self Awareness &
Dev (1 semester)

History

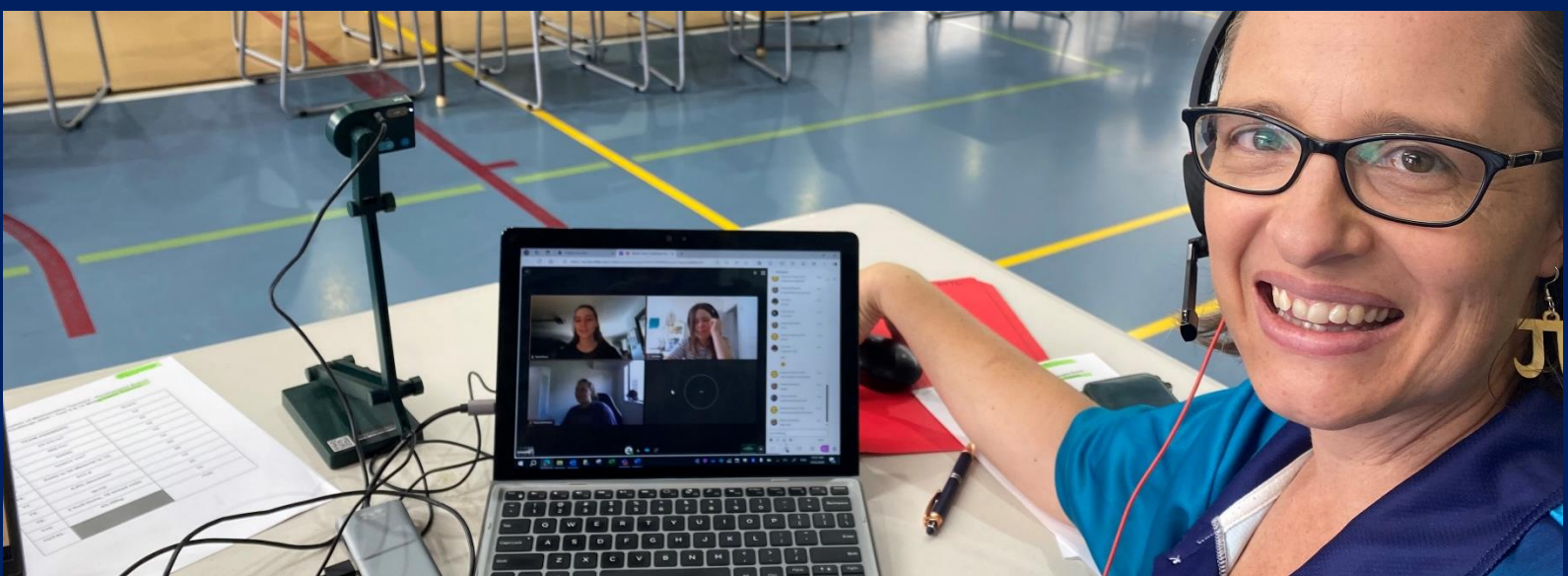
(Semester 2 elective)

Psychology (1 year)



SUBJECT

Information



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), QLearn 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	Twelve Angry Men	Imaginative interview script (Spoken)
2	Speculative Fiction	Analysing a speculative fiction text (Written)
3	Imaginative Memoir	Creating an imaginative memoir (Written)
4	Exploring perspectives on social issues	Presenting a point of view about the representation of an issue in a novel extract (Multimodal)

Term	Year 10 Unit focus	Assessment overview
1	Novel examination	Persuading an audience about the value of a novel (Multimodal)
2	Shakespeare	Analysing and evaluating a film interpretation of a drama text (Exam)
3	Poetry	Creating an imaginative transformation of poem (Multimodal)
4	Media Bias	Analysing and evaluating representations in two news media texts in different modes (Written)



Mathematics

Year 9

In Year 9 Mathematics, students build on previous knowledge through various approaches that enhance their understanding, fluency, reasoning, and problem-solving skills. They develop proficiency in mathematics, enabling them to make informed decisions and solve problems. Key learning areas include:

- Applying scientific notation and considering measurement accuracy, including absolute, relative, and percentage errors.
- Using the real number line to model and locate fractions and some irrational square roots.
- Modelling phenomena with linear and quadratic functions using tables, graphs, and algebra, including digital tools.
- Manipulating algebraic expressions and solving equations using various techniques.
- Solving measurement problems related to surface area and volume of objects.
- Applying concepts of similarity, scale, trigonometry, and Pythagoras' theorem to practical problems.
- Investigating probabilities of compound events using different representations and designing experiments for empirical data.
- Comparing and analysing multiple data subsets, choosing appropriate data representations, and critically reviewing statistical presentations.

ASSESSMENT

Knowledge and Procedures	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

In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- investigate the accuracy of decimal approximations to irrational real numbers; consider the accuracy of computation with real numbers in context and the use of logarithmic scales to deal with phenomena involving small and large quantities and change
- apply numerical, graphical and algebraic approaches to analyse the behaviour of pairs of linear equations and linear inequalities in 2 variables
- generalise and extend their repertoire of algebraic techniques involving quadratic and exponential algebraic expressions
- use mathematical modelling to solve problems in applied situations exhibiting growth or decay using linear, quadratic and exponential functions; and solve related equations, numerically, graphically and algebraically, with the use of digital tools as applicable
- solve measurement problems involving the surface area and volume of common objects, composite objects and irregular objects; use Pythagoras' theorem and trigonometry of right-angled triangles to solve spatial problems in two- and three-dimensions, and manipulate images of their representations using digital tools
- apply geometric theorems to deduce results and solve problems involving plane shapes, and interpret networks and network diagrams in authentic contexts
- investigate conditional probability and its relation to dependent and independent events, including sampling with and without replacement; devise and use simulations to test intuitions involving chance events that may or may not be independent
- compare different ways of representing the distribution of continuous data and interpret key features of the distribution; explore association between pairs of variables, decide the form of representation, interpret the data with respect to the context and discuss possible conclusions; use scatterplots to informally discuss and consider association between 2 numerical variables and informally consider lines of good fit by eye, interpolation, extrapolation and limitations.

ASSESSMENT

Knowledge and Procedures	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, algebra, measurement, space, 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:

Extension Topics			
<ul style="list-style-type: none"> Exponents & Surds Data distributions 	<ul style="list-style-type: none"> Advanced Algebra 	<ul style="list-style-type: none"> Trigonometry Advanced Probability 	<ul style="list-style-type: none"> Functions Circle Geometry

ASSESSMENT

Knowledge and Procedures	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"> 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-based 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)
<ul style="list-style-type: none"> • Folio of short response items • Scientific Report (scaffolded) • Research Investigation (response to stimulus)

Year 10 Extension Science – Invitation only

In consultation with the HOD – Science, students may study Year 10 Extension Science. This subject follows the Year 10 Australian Curriculum for Science, focussing on key aspects of the achievement standards and preparation for ATAR syllabus sciences in Year 11 and 12. Students who successfully complete Extension Science will have the pre-requisites for study of General Science subjects (i.e. Chemistry, Biology, Agricultural Science, Physics).

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

Psychology

Psychology is the study of the mind, thoughts and behaviours. This is a student's first chance at learning about Psychology.

It begins with exploring what Psychology is, and what it is not; separating out the truth and lies of psychology seen in media. Over the course of the year the subject will explore some fundamentals of the human experience; Sleep, consciousness, motivation, memory and emotion.

While exploring these topics students will also practice skills that are fundamental to health and academics. This course is unique in all the sciences because students will have experienced most of the topics being covered so instead of learning new knowledge, the Psychology course put names to things students already know and imparts a new way of looking at the world.

This course is designed to provide a good base for students who may be interested in studying senior Psychology in year 11 and 12.

Assessment Structure is still being developed. They will be designed to align with the types of assessment in Psychology in Year 11 and 12, which could include:

- data test
- student experiment
- research investigation
- examination



Health & Physical Education

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connections and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when acting to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Year 9

UNIT	ASSESSMENT
My Social Responsibility	In this unit, students investigate social norms, behaviours and stereotypes with regard to alcohol/drugs and identify the way adolescents think about risk-taking behaviours. They examine media messages about alcohol and having a good time while reviewing the expectations of others and how they can influence decision making. The students identify safe practices in social situations and compare personal decisions acknowledging the right to act differently. They investigate strategies to deal with challenging situations.
Respectful Relationships	In this unit, students identify what respectful relationships are and how empathy and ethical decision making contribute. They examine changes that occur as sexuality and/or identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/or disrespectful relationships on health and wellbeing. They evaluate situations and propose appropriate responses as they reflect on possible outcomes and make decisions in relationship contexts.

Year 10

UNIT	Information
Looking after myself and others	Students evaluate the outcomes of emotional responses in different situations. Students will read witness statements recorded during a police investigation of an out-of-control teenage party. They analyse the responsibilities involved with party planning and identify ways they can prevent antisocial behaviour when socialising. Students will identify these antisocial behaviours, and evaluate the outcomes of partygoers' emotional responses to synthesise information and justify responses.
Excellence in Health	Students will explore diversity and identify attributes of wellbeing while investigating how physical or mental health issues are supported by community connections. Using this information, they will apply problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing by designing a campaign aimed at students within their school community to promote action and support the identified health issue.



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 CAPSDE allows students to explore the design, make and appraise process through a variety of mediums. Students will apply design thinking as they make a solution that addresses a real-world need or opportunity by combining characteristics and properties of materials and technologies. They are given the opportunity to research a given problem, develop and model on computer using a 3D rendering program TinkerCad.

In Design Technologies, students in Year 9 will research and design a tiny home based on a set of criteria, creating a prototype to showcase. They then move into upcycling a waste product to reuse or repurpose. In Year 10 students will research and design a healthy app that encourages teens 12-17 to be informed when eating takeaway foods. They then move into an open ended assigned, using the design technologies process to meet a need in the service, product or environment space.

In Digital Technologies, students in Year 9 will concentrate on how computers talk, binary representations and coding in HTML and CSS. In Year 10 students will develop an understanding of expert systems and databases.

The Arts

Media Arts

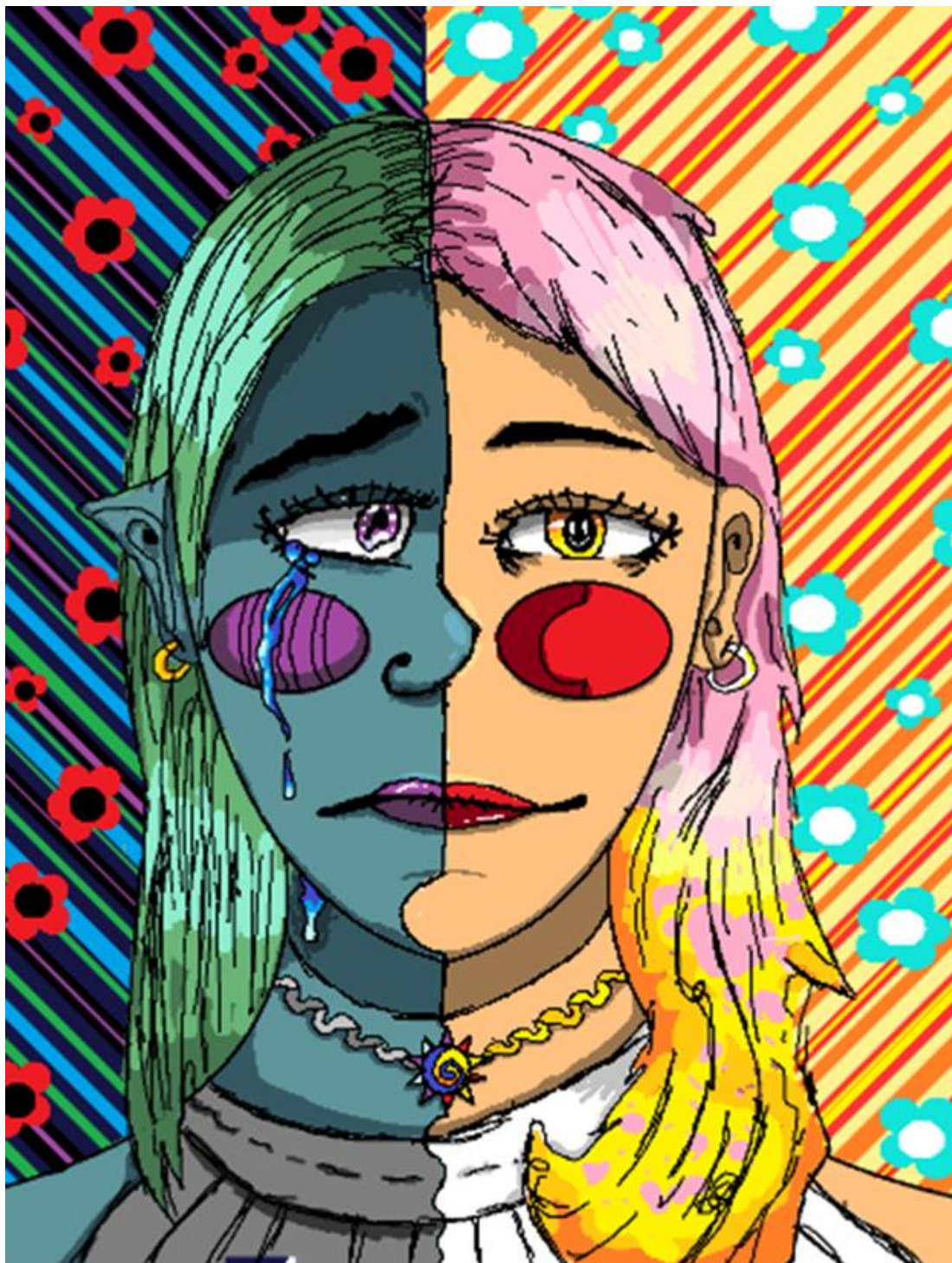
The study of Media arts at CAPSDE involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media.

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 short, thriller film.

Visual Arts

The study of Visual Arts at CAPSDE 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 using 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.



Abstract digital art – Year 8 student

Humanities

Year 9		
Subject	Unit/s	Information
Civics and Citizenship	Constitutional monarchy 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.	<p>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.</p> <p>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.</p>
Geography	Identifying biomes, human impacts and evaluating strategies for the Murray-Darling Basin. Investigating the interconnections of a multinational consumer.	<p>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.</p> <p>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.</p>

Year 10		
Subject	Unit/s	Information
Civics and Citizenship	<p>Unit 1 – Sustaining Australia's democracy – different systems of government and resilience in a democracy</p> <p>Unit 2 – Introduction to the Australian Legal System</p>	<p>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.</p>
Economics and Business	<p>Unit 1 – Managing economic performance and standard of living</p> <p>Unit 2 – Major consumer decisions and business productivity</p>	<p>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.</p> <p>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.</p>
Geography	<p>Unit 1 – Geographies of human wellbeing – predicting patterns of human wellbeing and improving wellbeing</p> <p>Unit 2 – Environmental change and management – geographical inquiry and research.</p>	<p>This course provides students with two units to deepen their knowledge about social, economic and environmental 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</p>

		<p>and explore different world views including those of Australia's First Nations People.</p> <p>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.</p>
History - Sem 2 elective	<p>Ancient History – Archaeology</p> <p>Modern History – 20th Century Technological Changes.</p>	<p>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.</p> <p>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 20th century with a focus on medical, satellite and nuclear technologies.</p>



Vocational Education and Training Qualifications

Our school under the delegation of the Queensland Curriculum and Assessment Authority and the Vocational Education, Training and Employment Act (2000), is recognised as a Registered Training Organisation (RTO 30951) in the delivery of Vocational Education and Training to the Australian Qualification Framework Certificate level. For more information on VET at CAPSDE please contact VET RTO Manager, Jodie Benfer VET@caprocksde.eq.edu.au.

Capricornia SDE offer the industry standard facilities and trainers with relevant industry knowledge, experience and currency to teach and assess VET programs. Our school provides a range of VET options for students including Vocational Placement, Work Experience and **School-based Apprenticeships and Traineeships** (SATs from Year 10). For more information regarding work experience of school-based apprenticeships and traineeships please contact Tremayne Saunders VET@caprocksde.eq.edu.au.

Benefits of VET for our students

Vocational education in schools helps students transition smoothly to various post-school options by connecting them with the world of work and equipping them with essential employment skills. Through vocational education and training (VET), students gain nationally recognised qualifications that lead directly to employment. VET programs keep students engaged by offering flexible pathways and relevant skills, fostering life-long learning, career success, and competence in today's knowledge-based society.

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.

Unique Student Identifier (USI)

VET students must have a Unique Student Identifier (USI) before a Statement of Attainment or Qualification can be awarded. Students need to apply for their USI at **usi.gov.au** and give a copy of this number to the Careers Office for recording prior to starting the course.

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.

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

AHC10222- Certificate I in Agriculture (2 QCE credits)

FNS10120- Certificate I in Basic Financial Literacy (2 QCE credits)

BSB10120- Certificate I in Workplace Skills (2 QCE credits)

FSK20119 – Certificate II in Skills for Work and Vocational Pathways (up to 4 QCE credits)

Delivered by teachers at CapSDE under an external Registered Training Organisation (RTO)

10939NAT- Certificate II in Self Awareness and Development (up to 4 QCE credits) Blueprint Career Development RTO 30978



AVI30419 - Certificate III in Aviation (Remote Pilot) (up to 6 QCE credits) Aviation Australia RTO 30770

Delivered by external RTO and not by CapSDE

UEE22020 – Certificate II in Electrotechnology (Career Start) (up to 4 QCE credits) Gold Coast Trade College RTO 31175

AHC21216 – Certificate II in Rural Operations (Horse Husbandry) (up to 4 QCE credits) International Horse College RTO 31352

QUALIFICATION: Certificate I in Agriculture – AHC10222

REGISTERED TRAINING ORGANISATION	Capricornia School of Distance Education RTO Code: 30951		
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Certificate I in Agriculture is a qualification which describes the skills and knowledge required for individuals preparing for entry level work in agriculture, and conservation and ecosystem management industries. This course provides foundational knowledge and skills for individuals seeking entry-level positions or further education in the agricultural sector.

Students undertake a range of simple tasks under close supervision with their trainer. This qualification focuses on basic agricultural practices, including farm work, animal care and crop management. The range of technical skills and knowledge is limited.

The qualification is suited to secondary students with no previous connection to the agriculture or conservation and land management industries or relevant employment history.

QCE Credits

Successful completion of the Certificate I in Agriculture contributes two (2) credits towards a student's QCE. Each student must gain competency across all six (6) units, consisting of two (2) core units plus four (4) elective units to attain the full certificate.

Program Length

1 year

Core Competencies	
AHCWHS102	Work safely
AHCWRK102	Maintain the workplace
Elective Competencies	
AHCCHM101	Follow basic chemical safety rules
AHCMOM101	Assist with routine maintenance
AHCMOM203	Operate basic machinery and equipment
AHCWRK212	Work effectively in industry

Course Overview

Certificate I in Agriculture is designed to assist students to develop:

1. Assist with basic farm work
2. Understand and perform routine tasks to maintain the workplace
3. Follow Agricultural industry procedures and safety protocols
4. Communicate effectively with colleagues and supervisors
5. Apply basic agricultural skills

Certificate I in Agriculture may lead to a role in:

- Farm hand
- Agricultural Assistant
- Livestock Assistant
- Horticulture Worker

Mode of Delivery

The mode of delivery includes any combination of the following:

- Online for theory components of training for required performance and knowledge evidence with use of microphone and camera
- Face to face in a simulated workplace environment for required performance and knowledge evidence



Contact Information

For more information, please contact the Head of Department Vocational Education and Training

Email:
VET@caprrocksde.eq.edu.au



QUALIFICATION: 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 a qualification to facilitate an understanding of the Australian financial services marketplace and personal financial situations to address the need of increased nationwide financial literacy. The qualification provides learners with the basic life skills and knowledge to pursue further learning in a variety of sectors in the financial services industry.

This qualification has a wide application and is designed to build the financial literacy of learners.

This course is suitable for anyone looking to develop a basic understanding of financial concepts and practices.

QCE Credits

Successful completion of the Certificate I in Basic Financial Literacy contributes two (2) credits towards a student's QCE. Each student must gain competency across all six (6) units, consisting of six (6) core units to attain the full certificate.

Program Length

1 year

Core Competencies	
FNSFLT211	Develop and use a personal budget
FNSFLT212	Develop and use a savings plan
FNSFLT213	Develop knowledge of debt and consumer credit
FNSFLT214	Develop knowledge of superannuation
FNSFLT215	Develop knowledge of the Australian financial systems and markets
FNSFLT216	Develop knowledge of taxation

Course Overview

Certificate I in Basic Financial Literacy is designed to assist students to develop:

1. To provide basic knowledge of financial concepts and terminology
2. To develop skills in budgeting, saving, and financial planning
3. To understand basic financial products and services
4. To promote informed financial decision - making

Certificate I in Basic Financial Literacy may lead to a role in:

- Further studies in finance, accounting, or related fields

- Entry-level positions in financial services
- Enhances personal financial management skills

Mode of Delivery

The mode of delivery includes any combination of the following:

- Online for theory components of training for required performance and knowledge evidence with use of microphone and camera
- Face to face in a simulated workplace environment for required performance and knowledge evidence



Contact Information

For more information, please contact the Head of Department Vocational Education and Training

Email:
VET@caprrocksde.eq.edu.au



QUALIFICATION: 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 is a qualification which reflects on the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work in a business environment.

This qualification provides a range of introductory skills and knowledge to provide individuals with an understanding of the business environment. Students may undertake a variety of simple tasks under close supervision of their trainer.

Students study this course within the vocational context of gaining employment and working as a facilities support officer at 'Cleanworx Property Services'.

QCE Credits

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

Program Length

1 year

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

Course Overview

Certificate I in Workplace Skills is designed to assist students to develop:

1. Applying effective communication skills in a business environment
2. Perform routine tasks and manage time effectively
3. Understand and follow workplace procedures and policies
4. Operate digital devices and business software applications
5. Create simple documents and manage basic administrative tasks

Certificate I in Workplace Skills may lead to a role in:

- Administration Assistant
- Office Support Worker
- Data Entry Operator
- Customer Service Assistant

Mode of Delivery

The mode of delivery includes any combination of the following:

- Online for theory components of training for required performance and knowledge evidence with use of microphone and camera
- Face to face in a simulated workplace environment for required performance and knowledge evidence



Contact Information

For more information, please contact the Head of Department Vocational Education and Training

Email:
VET@caprocksde.eq.edu.au



QUALIFICATION: 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 is a qualification reflecting the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work.

Students carry out a range of basic procedural, clerical, administrative or 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. Students in these roles generally work under direct supervision.

This qualification also reflects the roles of individuals in a variety of entry-level Business Services job roles. Students study this course within the vocational context of an employee for the gift-wrapping business, 'Giftwrapd'.

QCE Credits

Successful completion of the Certificate II in Workplace Skills contributes a maximum of four (4) credits towards a student's QCE. Each student must gain competency across ten (10) units, consisting of five (5) core units plus five (5) elective units to attain the full certificate.

Program Length

2 years

Core Competencies	
BSBCMM211	Apply communication skills
BSBOPS201	Work effectively in business environments
BSBPPEF202	Plan and apply time management
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others
Elective Competencies Group A – Self-Management	
BSBCRT201	Develop and apply thinking and problem solving skills
BSBPPEF201	Support personal wellbeing in the workplace
Elective Competencies Group B – Technology	
BSBTEC201	Use business software applications
Elective Competencies - Other	
BSBTEC302	Design and produce spreadsheets
BSBTEC303	Create electronic presentations

NOTE: Elective units must consist of:

- 1 elective unit selected from Group A
- 1 elective unit selected from Group B
- the remaining 3 elective units may be selected from Groups A, B and C
- if not listed, up to 2 units may be selected from a Certificate I, Certificate II or Certificate III from this or any other currently endorsed Training Package qualification or accredited course.

The elective units will be determined by the Trainer of the VET Certificate.

Course Overview

Certificate II in Workplace Skills meets the needs of students in the post compulsory years of schooling. In particular, it is designed to assist students to develop:

1. Apply effective communication skills for various business interactions
2. Use digital technologies to facilitate workplace communication
3. Plan and manage time effectively to meet workplace tasks and deadlines
4. Contribute to workplace health and safety practices
5. Operate business software applications for various administrative tasks
6. Deliver quality customer service and support
7. Apply critical thinking to solve basic workplace problems
8. Work collaboratively in a team environment

Certificate II in Workplace Skills may lead to a role in:

- Administrative Assistant or Officer
- Office Support Worker
- Data Entry Operator
- Administrative roles in Retail or Sales and marketing
- Customer Service Assistant
- Receptionist

Mode of Delivery

The mode of delivery includes any combination of the following:



- Online for theory components of training for required performance and knowledge evidence with use of microphone and camera
- Face to face in a simulated workplace environment for required performance and knowledge evidence

Contact Information

For more information, please contact the Head of Department Vocational Education and Training

Email:
VET@caprocksde.eq.edu.au

QUALIFICATION: 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 Work and Vocational Pathways is a qualification designed to help individuals improve their foundation skills to enhance their employability and vocational training options. This course focuses on developing essential skills in literacy, numeracy, communication, and learning that are crucial for success in the workplace and further education.

This course is suitable for individuals who require:

- a pathway to employment or further vocational training
- reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan

Students study this course within the vocational context of an employee for workplace of, 'Fitness Fanatics Store'.

QCE Credits

Successful completion of the Certificate II in Skills for Work and Vocational Pathways contributes a maximum of (4) credits towards a student's QCE. Each student must gain competency across fourteen (14) units, consisting of one (1) core units plus thirteen (13) elective units to attain the full certificate.

Program Length

1 year or 2 year option

Core Competencies	
FSKLRG011	Use routine strategies for work-related learning
Elective Competencies Group A – Numeracy units	
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
Elective Competencies Group B – Reading, writing, oral communication, learning and digital technology units	
FSKDIG003	Use routine strategies for work-related learning
FSKLRG009	Use strategies to respond to routine workplace problems
FSKLRG010	Use routine strategies for career planning
FSKLRG018	Develop a plan to organize routine workplace tasks
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
Elective Competencies - Other	
BSBPOPS203	Deliver a service to customers
FNSFLT212	Develop and use savings plans
SIRWHS002	Contribute to workplace health and safety

NOTE: Elective units must consist of:

- up to 5 units may be selected from Group A
- at least 5 units must be selected from Group B
- 3 units must be selected from any currently endorsed training package qualification or accredited course other than FSK
- remaining units may be selected from the FSK training package or any currently endorsed training package qualification or accredited course

The elective units will be determined by the Trainer of the VET Certificate.

Course Overview

Certificate II in Skills for Work and Vocational Pathways meets the needs of students in the post compulsory years of schooling. In particular, it is designed to assist students to develop:

1. Improve reading, writing and oral communication skills tailored to the workplace
2. Understand and respond to routine workplace texts and instructions
3. Perform basic mathematical calculations relevant to workplace tasks
4. Use numeracy skills to manage routine metric measurements, money, and time in a work context
5. Apply effective learning strategies to acquire new skills and knowledge
6. Participate in workplace learning and training activities
7. Develop the foundational skills necessary for various entry-level jobs
8. Enhance the ability to work effectively in a team and communicate with colleagues
9. This certificate also serves as a foundation for further education and vocational training

Certificate II in Skills for Work and Vocational Pathways may lead to roles in:

- Administrative Assistant
- Office Support Worker
- Customer Service Assistant
- Retail Assistant
- Hospitality Worker

Mode of Delivery

The mode of delivery includes any combination of the following:



- Online for theory components of training for required performance and knowledge evidence with use of microphone and camera
- Face to face in a simulated workplace environment for required performance and knowledge evidence

Contact Information

For more information, please contact the Head of Department Vocational Education and Training

Email:
VET@caprocksde.eq.edu.au

QUALIFICATION: Certificate III in Aviation (Remote Pilot) - AVI30419

REGISTERED TRAINING ORGANISATION	Aviation Australia RTO Code: 30770		
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This course requires attendance at the flight session once per term.

Remote pilots operating at this level will apply non-technical and technical knowledge and skills to demonstrate autonomy and judgement and will take limited responsibility in known and stable operational contexts within established regularly parameters. This qualification provides students with important training to legally operate a remotely piloted aircraft. It will also allow students to fly without many of the weight or operating restrictions applied to recreational users.

Licensing, legislative or certification requirements apply to this qualification at the time of publication. This qualification aligns to Remote Pilot Licensing requirements described in Civil Aviation Safety Regulation (CASR) Part 101 – Unmanned aircraft and rockets and Part 101 Manual of Standards.

QCE Credits

Successful completion of the Certificate III in Aviation (Remote Pilot) contributes a maximum of six (6) credits towards a student's QCE. Each student must gain competency across fourteen (14) units, consisting of nine (9) core units plus five (5) elective units to attain the full certificate.

Program Length

1.5 – 2 years

Core	
AVIF0021	Manage human factors in remote pilot aircraft systems operations
AVIH0006	Navigate remote pilot aircraft systems
AVIW0028	Operate and Manage remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
AVIY0052	Control remote pilot aircraft systems on the ground
AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIY0053	Manage remote pilot aircraft systems energy source requirements
AVIY0031	Apply the principles of air law to remote pilot aircraft systems operations
AVIZ0005	Apply situational awareness in remote pilot aircraft systems operations
Elective Competencies	
AVIG0003	Work effectively in the aviation industry
AVIY0027	Operate multi-rotor remote pilot aircraft systems
AVIW0006	Perform infrastructure inspections using remote operated systems
AVIW0007	Perform aerial mapping and modelling using remote pilot aircraft systems
AVIE0003	Operate aeronautical radio

NOTE: Elective units must consist of:

- 2 elective units selected from the Group A, plus
- At least 1 elective unit selected from the Group B: Specialist elective, plus
- At least 2 units selected from the Group C: Operation type elective units

Course Overview

Certificate III in Aviation (Remote Pilot) is designed to assist students to develop:

1. Perform Remote Pilot Operations
2. Conduct pre- and post-flight actions to ensure safety and compliance
3. Utilise navigational techniques to operate RPAS effectively
4. Understand and apply air navigation principles
5. Manage human factors affecting RPAS operations
6. Implement safety procedures and manage security risks associated with RPAS
7. Comply with air law and regulations pertaining to RPAS operations
8. CASA Remote Pilot Licence (RePL)
9. Operate aeronautical radios and manage communication procedures (CASA Aeronautical Radio Operators Certificate)

Certificate III in Aviation (Remote Pilot) pathways:

Photography Film and TV, Drones Mapping, Drone Transportation, Healthcare, Drones Surveying, Search and Rescue, Delivery/Fulfillment, Agriculture, Wildlife Tracking, Forestry, Researcher, Drone Journalism, GIS Mapping and Analytics, Data Analysis, Logistics, Aerial Weed Spraying, Swarm Artist, Theatre Choreographer, Police Drone Operator, Insurance, Real Estate, Construction, Building Inspection, Mining, Roof and Solar Inspection, Energy Inspection, Bridge Inspection, Stockpile Assessment and more.

Entry Requirements

This qualification is for candidates new to aviation and remote piloting. It will require a mix of practical and theoretical skills to be able to meet the requirements.

Students need to be self-disciplined and be able to follow instructions.

Students must have achieved a minimum of a C result in both Year 10 English and Mathematics to enroll.

Pathways

Upon successful completion of the entry level course AVI30419 Certificate III in Aviation (Remote Pilot), there are a number of career pathways from this qualification including photography / cinematography, public safety and emergency services, aerial surveying, mining and resource sectors, Federal, State and Local Government agencies, and specialist civil and military roles.

Mode of Delivery

This course is delivered in partnership with Remote Aviation Australia. Training will be delivered face to face where the student will attend classes with qualified trainers and assessors, including practice and assessment of physical remote pilot skills using a hands-on approach. It is imperative students attend the flight training session contributing to flight hour requirement. An Online learning management system also supports the students during their course of study.

Cost



Students may be able to access funding to help subsidise the cost of their training via Certificate 3 Guarantee - VET in Schools funding. Please see the Senior Schooling team for more information regarding your situation.

Contact Information

For more information, please contact the Head of Department Vocational Education and Training

Email:
VET@caprrocksde.eq.edu.au

QUALIFICATION: Certificate II in Self Awareness and Development – 10939NAT

REGISTERED TRAINING ORGANISATION	Blueprint Career Development 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.

This qualification focuses on self-awareness, personal development, and enhancing interpersonal skills. 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.

QCE Credits

Successful completion of the Certificate II in Self Awareness and Development contributes a maximum of (4) credits towards a student’s QCE. Each student must gain competency across twelve (12) units, to attain the full certificate.

Program Length

1 Semester

Competencies	
SADBPR201	Build positive relationships
SADCCT201	Cultivate creative thinking
SADCHL201	Deal with fears and challenges
SADCOM201	Identify learning styles and personality profiles to communicate effectively
SADCOM202	Present with positive praise and critique
SADCPO201	Clarify purpose and overcome obstacles
SADCVO201	Create personal vision and opportunities
SADEST201	Make choices that develop self-esteem
SADGOL201	Develop empowering beliefs and habits
SADGOL202	Manage time with balance and self-discipline
SADMRG201	Define, monitor and reward goals
SADTNK201	Transform thinking habits

Course Overview

Certificate II in Self Awareness and Development is designed to assist students to develop:

1. Understand personal strengths, weaknesses, values and beliefs
2. Recognise and manage emotions effectively
3. Apply strategies for personal growth and development
4. Develop skills to manage personal and interpersonal relationships judiciously and empathetically
5. Communicate effectively in various settings
6. Implement techniques to manage stress and anxiety
7. Develop resilience to overcome challenges and set backs
8. Define personal goals and create actionable plans to achieve them
9. Monitor progress and adjust strategies as needed

Certificate II in Self Awareness and Development Career and Personal Development Opportunities:

- Improved interpersonal and communication skills
- Better stress management and resilience in challenging situations
- Enhanced self-awareness leading to more effective personal and professional decision-making
- Stronger leadership and teamwork abilities

Mode of Delivery

The mode of delivery includes any combination of the following:



- Online for theory components of training for required performance and knowledge evidence with use of microphone and camera
- Face to face in a simulated workplace environment for required performance and knowledge evidence

Contact Information

For more information, please contact the Head of Department Vocational Education and Training

Email:
VET@caprocksde.eq.edu.au

QUALIFICATION: Certificate II in Electrotechnology (Career Start) – UEE22020

REGISTERED TRAINING ORGANISATION	Gold Coast Trade College RTO Code: 31175		
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The Certificate II in Electrotechnology (Career Start) qualification is a pre-apprenticeship course designed to provide foundational skills and knowledge for individuals seeking to enter the electrotechnology industry. This qualification is suitable for those who are interested in pursuing a career in electrical and related fields.

This course embeds basic electrical concepts and skills, safety procedures, learn to work safely and practical skills necessary for entry level roles. This qualification will prepare you for a trade apprenticeship or career of your choice. The units of competency cover work health and safety requirements, the industrial and work organization structure, work planning, single path circuits, and basic use of tools and materials. In addition to the ideal outcome of an apprenticeship in the electrotechnology industry, this program can assist graduates in gaining a wide range of entry level jobs in the electrotechnology industries.

QCE Credits

Successful completion of the Certificate II in Electrotechnology (Career Start) contributes a maximum of (4) credits towards a student's QCE. Each student must gain competency across twelve (12) units, consisting of eight (8) core units plus four (4) elective units to attain the full certificate.

Program Length

1 year

Core Competencies	
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
Elective Competencies	
UEECD0008	Carry out preparatory energy sector work activities
UEECD0019	Fabricate, assemble and dismantle utilities industry components
UEECD0020	Fix and Secure electrotechnology equipment
UEERE0001	Apply environmentally and sustainable procedures in the energy sector

Course Overview

Certificate II in Electrotechnology (Career Start) is designed to assist students to:

1. Comprehend basic electrical principles and theories
2. Identify and select appropriate components, accessories, and materials for electrical work
3. Understanding electrical concepts
4. Perform basic electrical tasks
5. Apply safety procedures
6. Carry out routine work activities in the electrotechnology environment
7. Solve basic problems in direct current (d.c.) circuits
8. Conduct basic safety testing of electrical equipment
9. Attach cords and plugs to electrical equipment
10. Develop and connect basic electrical control circuits

Certificate II in Electrotechnology (Career Start) Pathways:

- Electrical Trades Assistant
- Electrical Labourer
- Data and Communications Cabler
- Apprentice Electrician including:
 - Certificate III in Electrotechnology Electrician
 - Certificate III in Electrical Fitting
 - Certificate III in Data and Voice Communications

Mode of Delivery

The mode of delivery includes any combination of the following:



- Online training for required performance and knowledge evidence with use of microphone and camera for students specifically in a distance mode of delivery
- Face to face in a simulated workplace environment at the Gold Coast Trade College specifically for required performance and knowledge evidence

Contact Information

For more information, please contact the Head of Department Vocational Education and Training

Email:
VET@caprrocksde.eq.edu.au

QUALIFICATION: Certificate II in Rural Operations (Horse Husbandry Assistant) – AHC20122

REGISTERED TRAINING ORGANISATION	International Horse College RTO Code: 31352		
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The Certificate II in Rural Operations (Horse Husbandry Assistant) offered by International Horse College is designed to provide foundational skills and knowledge for individuals seeking to work in the equine industry, specifically in horse husbandry. This course is suitable for those who want to start a career in horse care or acquire a formal qualification in this industry.

QCE Credits

Successful completion of the Certificate II in Rural Operations (Horse Husbandry Assistant) contributes a maximum of (4) credits towards a student's QCE. Each student must gain competency across fourteen (15) units, consisting of three (3) core units plus twelve (12) elective units to attain the full certificate.

Program Length

1 year

Core Competencies	
AHCWHS201	Participate in work health and safety processes
AHCWRK204	Work effectively in the industry
AHCWRK209	Participate in environmentally sustainable work
Elective Competencies	
ACMEQU212	Handle horses safely
ACMEQU214	Prepare to work safely around horses
AHCLSK211	Provide feed for livestock
AHCWRK213	Participate in workplace communications
AHCWRK216	Provide information on products and services
AHCWRK210	Observe and report on weather
BSBINS201	Process and maintain workplace information
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to communicate in a work environment
ACMEQU216*	Check and treat horses
ACMEQU213*	Follow safe work practices in equine industries
Chosen Electives (Choose 1)	
ACMEQU212	Follow equine biosecurity and infection control
BSBOPS203	Deliver a service to customers

Course Overview

Certificate II in Rural Operations (Horse Husbandry Assistant) is designed to assist students to:

1. Basic horse care, including feeding, grooming and stable management
2. Handling and moving horses safely
3. Understanding horse behaviour and welfare principles
4. Workplace health and safety in rural environments
5. Sustainable work practices in the equine industry
6. Effective workplace communication within the industry

Certificate II in Rural Operations (Horse Husbandry Assistant) Pathways:

When you have completed the 'Horse Husbandry Assistant' course, you can enrol in our 'Equine Industry Professional' or 'Horse Husbandry Professional' courses.

The 'Horse Husbandry Assistant' qualification is recognised as a professional horse industry qualification. Some of this course can also be credited towards both 'Equine Industry Professional' and 'Horse Husbandry Professional' courses.

- Horse husbandry assistants
- Stable hands
- Other entry-level positions within the equine industry

Mode of Delivery

The mode of delivery includes any combination of the following:

- Online training for required knowledge evidence via the Student Portal
- Practical assessments assessed at the International Horse College's QLD wide workshops



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 (SRTTO).

Assessment

Students complete assessment for their Capricornia SDE subjects as normal. They are also required to complete assessment for their Supervising Registered Training Organisation (SRTTO) 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 SRTTO. 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://apprenticeshipinfo.qld.gov.au/schoolbased/index.html>.