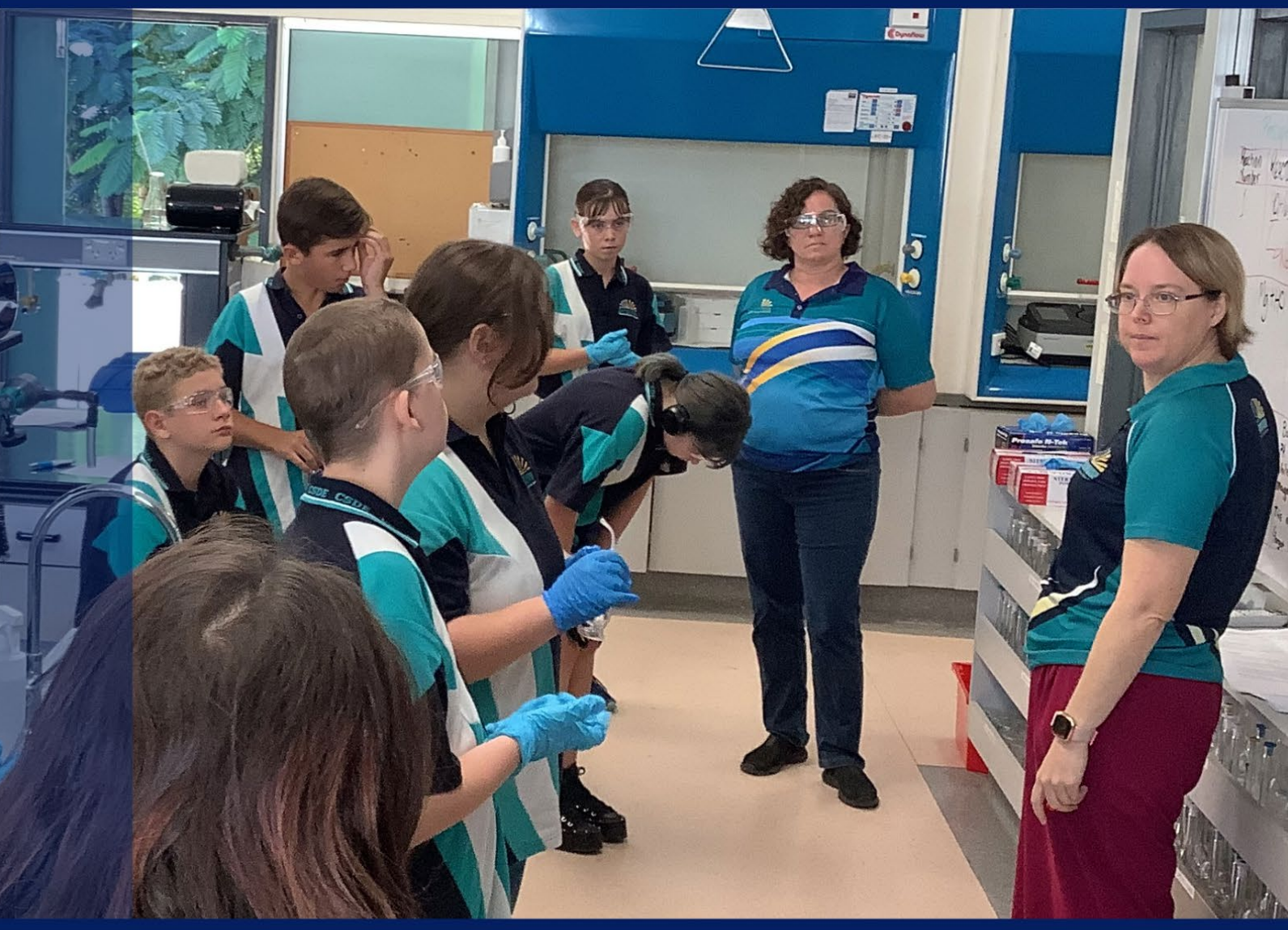
CAPRICORNIA
School of Distance Education



JUNIOR SECONDARY HANDBOOK

Contents

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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 *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@caprrocksde.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 Self-Awareness and Development that is a 6 month course.

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.

	Department	Email address
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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

Year 9 Course of Study

Year Long Core Subjects	English Mathematics Science
Semester Long Core Subjects	History Health and Physical Education
Elective Subjects (Semester Long)	Visual Arts Media Arts Digital Technologies Design and Technologies Civics and Citizenship Economics and Business Geography Japanese (1 year)

Year 10 Course of Study

Core Subjects	English Short Course Literacy Mathematics Short Course Numeracy Science Science Foundations
Semester Long Core Subjects	History (Sem 1) Short Course Career Education (1 year) Health and Physical Education (Sem 2)
Elective Subjects	Aerospace and Engineering (semester 2 only) Japanese (1 year) Visual Arts (1 semester) Media Arts (1 semester) Digital Technologies (1 semester) Design & Technologies (1 semester) Civics & Citizenship (1 semester) Economics & Business (1 semester) Geography (1 semester) History (semester 2 elective) Psychology (1 year)
VET Electives	Certificate I Workplace Skills (1 Year) Certificate I Agriculture (1 year) Certificate I Basic Financial Literacy (1 year) Certificate II Self Awareness & Development (1 semester) Certificate III in Aviation (Remote Pilot) (2 years)

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	Exploring ethical dilemmas in a drama text	Imaginative interview script (Spoken)
2	Exploring informative texts and speculative fiction	Analysing a speculative fiction text (Multimodal)
3	Exploring representations of Australian identities	Creating an imaginative memoir (Written)
4	Exploring perspectives on social issues	Evaluate the representations of a contentious issue in news media texts (Written)

Term	Year 10 Unit focus	Assessment overview
1	Evaluating representations of concepts in poetry	Analyse representations of a concept in poetry (Short Story Exam)
2	Evaluating representations in news media texts	Analysing and evaluating representations in two news media texts in different modes (Multimodal)
3	Examining a novel and related texts	Analysing and evaluating social, moral and ethical issues and the representations that can portrayed in narrative texts (Written)
4	Examining a film interpretation of a drama text	Analysing and evaluating the representation of a concept in a drama text (Spoken)

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
• Exams • Problem Solving and Modelling Task (PSMT)	• 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
• Exams • Problem Solving and Modelling Task (PSMT)	• 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			
• Exponents & Surds • Data distributions	• Advanced Algebra	• Trigonometry • Advanced Probability	• Functions • Circle Geometry

ASSESSMENT

Knowledge and Procedures	Modelling and Problem Solving
Assessment Items (typically one per semester)	Duration
• Exams • Problem Solving and Modelling Task (PSMT)	• 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
• Exams • Scientific Report • Research Investigation	• 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
• Exams • Scientific Report • Research Investigation	• 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 with the focus on the C level criteria to support a passing grade in Year 10 Science. 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)

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
• Exams • Scientific Report • Research Investigation	• Up to 90 minutes • 600-800 words • 600-800 words

Year 10 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 — Omiyage (おみやげ)	Unit 2 — Picture books (えほん)	Unit 3 — Manga（まんが)	Unit 4 — My Town (私の町)
The Japanese *Omiyage* (souvenirs) custom, thoughtfully curated by their teacher, provides students with the opportunity to gain insight into Japanese culture. They share and justify their opinions about *Omiyage* practice. Students discuss about the *Omiyage* that they research, extending their conversations by using appropriated filler words and questions, such as そうですか、じゃあ、ほんとう. Students reflect on cultural concepts learnt in the research and consider what they can learn about common practice in Japan. They explore the concept of register and formality in Japanese, modifying their own language use to suit different contexts and comparing language used in common situations. Students create SNS (social network service) texts in Japanese to buy and bring Omiyage to your family/friend.	Students read a variety of picture books, selected by the teacher, building vocabulary and script knowledge for the remainder of the band. They practise Japanese pronunciation and build confidence in reading these books aloud, reinforcing their script knowledge from previous bands. Students explore grammatical concepts introduced in the books. They use this knowledge to interpret information, ideas and perspectives in picture books and to generate alternative endings for texts. They collaborate with their peers to create their own picture books appropriate for young readers. Students analyse script usage, text structures and sentence structures in picture books using metalanguage and apply this knowledge during the assessment tasks.	Popular with children, adults and teenagers alike, millions of copies of manga sell every year making this uniquely Japanese text type popular and engaging. Students read a variety of 4-koma manga (4 blocks manga) selected by their teacher. They participate in character studies, describing and reflecting on characters with their peers. Students use metalanguage to discuss textual features of Japanese manga, such as the use of onomatopoeia and katakana. Students create their own manga, using language and textual features.	Students expand on their knowledge of community in their own town through the topic of a reciprocal student exchange program. Students pretend or plan to connect with Japanese students online and develop and consolidate language they would use. They would use Japanese to describe their routines, locations, local attractions and popular sites to promote their own town. They would also research and present one nation's local history. Students prepare a video and/or PowerPoint about their town for Japanese students, promoting their community.

Year 10

Unit 5 — Hot springs (温泉)	Unit 6 — Japanese Youth (日本の若者たち)	Unit 7 — Marine animal protection (海洋動物保護)	Unit 8 — Homestay in Japan (日本でのホームステイ)
Students immerse themselves in a world of Japanese bathing practice, gaining insight into Japanese culture. Public bathing is very common, and people love to make special trips to *Onsen* (hot spring). Students learn about both *Sentou* (public bath) and *Onsen*, including tourist attractions where Monkey and Capybara enjoy hot springs. Students share and justify their opinions about public bathing culture. Students extend their conversations by using filler words (e.g. そうなんですか、なるほど、たしかに) and exchange their opinions with questions. Students reflect on cultural concepts learned in the research and consider what they can learn about common practice in Japan. They explore the concept of register and formality in Japanese, modifying their own language use to suit different contexts, comparing language used in common situations. Students creates a dialogue for a radio/ podcast show, discussing about Japanese bathing culture.	Students access a variety of materials selected by the teacher and learn about young people in Japan. They focus on what Japanese youth would be interested in currently and make comparisons with their own interests. Students build vocabulary and *Kanji* knowledge by interpreting information in the materials and reinforcing grammatical structures using metalanguage. They collaborate with their peers to analyse data, ideas and perspectives from visual stimuli. They generate a web news article ('Japanese youth seen from the perspective of Australian youth') in Japanese using plain forms.	In this unit, students explore a range of different perspectives on marine animal protection in Japan and Australia. They explore a range of texts covering topics such as marine animal shows, the historical context of whaling in Japan, and the practice of shark culling in Australia, with a focus on understanding the perspectives of indigenous communities. Through their exploration, students will create informative texts aimed at raising awareness about the importance of animal conservation. Students engage in discussions and analyse the differing viewpoints regarding marine animal protection, considering how cultural values shape these perspectives. In Part A, students will present their own viewpoints supported by evidence from sources such as articles and graphs. Part B will involve spontaneous conversations with peers on related topics.	In this unit, students use Japanese language to plan a trip to Japan and engage in basic modelled exchanges relating to travel such as directions and living with a homestay family. They learn about Japanese geography and consider places of interest and importance through texts such as maps, itineraries and travel guides. Students consolidate language they would use with their host families and at their sister school. They explore the culture and history, examining how they would spend time in Japan. Students create a video for their host families and schools, introducing themselves and sharing ideas about what they like to do in Japan.

Technologies

At CAPSDE, Technologies shape the world and help students create innovative, sustainable solutions. They develop skills in problem-solving, design, and collaboration, while considering ethics, equity, and social impact. Learning Technologies builds STEM competencies, helping students' model, analyse, and improve real-world solutions. Which are skills that prepare our students for further study and future careers.

Design Technologies

In **Year 9**, students research and design a *Tiny Home* based on specific criteria, creating a prototype to showcase their ideas. They explore real-world examples, plan layouts and features, and apply creative, practical, problem-solving skills that produce an innovative and functional prototype. They also take on an *Upcycling* C*hallenge*, transforming a waste product into a functional, repurposed item. Throughout these projects students research problems, develop ideas, and model designs using industry-relevant tools such as the 3D rendering program TinkerCad.

At CapSDE, in **Year 10**, students will use the design thinking process to design an app that persuade young people make healthier food choices. They will identify the nutritional value of meals and the purpose and impact of their app. Students will also design an app that is accessible to all users and bring their ideas to life using the features of PowerPoint. Students will also work with kites, creating a folio that demonstrates how kites can build community and inspire positive change, while developing safety plans and evaluating their sustainability across economic, environmental, and social considerations. Students will investigate the engineering principles behind kite design, applying creativity, problem-solving, and practical skills to plan, test, and refine a functional and innovative kite.

Engineering and Aerospace Systems.

In **Semester 1 or Semester 2, Year 10**, students can choose the senior pathway subject *Engineering and Aerospace Systems*. They will explore how forces, motion, and materials combine to create the machines, structures, and systems we use every day – from aircraft to everyday inventions. Students will investigate real engineering systems, then design, adapt, and refine their own ideas to solve real-world problems in sustainable ways. Hands-on activities include sketching, modelling, and testing designs, experimenting with materials to see how they perform under different forces. Throughout the project, students will research problems, develop solutions, and create 3D models using industry-relevant tools such as the OnShape program.

NOTE: Engineering and Aerospace Systems is only available for Semester 2 elective choices and is a pathway into our Senior subjects for General 1) Engineering 2) Aerospace systems.

Digital Technologies

In **Year 9**, students will explore game design and programming by participating in the fictional *CapSDE Game Jam*. They will learn Python using both Grok and IDE, applying computational thinking to plan, design, and develop simple games, such as a text-based adventure. Students will work with systems, test their solutions, and refine their games, developing skills in problem-solving, logic, and coding while creating interactive digital experiences.

In **Year 10**, students step into the role of a data master. They will choose a real-world theme – like a movie library, game collection, or government statistics – and gather reliable information to build their own database. Once the database is set up, students learn to speak the language of data: SQL (Structured Query Language). Using Microsoft Access, creating forms that let you pull out exactly the information you want – whether that's the top-rated movies, the most borrowed books, or the latest trends hidden in the numbers. By the end, students will have the skills to turn raw information into clear answers, just like the professionals who manage apps, websites, and streaming platforms every day.

The Arts: Media Arts

Media Arts at CAPSDE is all about telling stories and representing the world through the power of communication technologies – from film, TV, and radio to video games, online media, and beyond. Students will explore how media shapes the way we see the world, and they'll get hands-on experience, bringing their own ideas to life.

In **Year 9**, students focus on the foundations of filmmaking, learning how to create short films with sound that grab an audience's attention. In **Year 10**, students use their skills to make a 1-minute V*ideos for Change.* They research a social issue to educate others while contributing to a sustainable, inclusive and safer world. They then dive into the history of monsters in film by creating their own original creature. Bringing it to life with AI or digital visuals, a backstory, and suspenseful music to produce a multimedia presentation that entertains and captivates your audience.

The Arts: Visual Arts

At CapSDE, Visual Arts encourages students to imagine, design, create, and communicate their ideas through a variety of art forms. Students learn to use the elements and principles of design, while also exploring artworks from different cultures, times, and contexts — including perspectives of Australian identity. They study artists such as M.C. Escher, Jet James, Salvador Dalí, and Aboriginal and Torres Strait Islander artists, using these influences to inspire their own creative work. Students experiment with techniques such as drawing, tessellations, mixed media, digital art, printmaking, photography, and painting. In **Year 9**, they create Terrific Tessellations and explore Printmaking & Insects in Art. In **Year 10**, they design Surrealist Dreamscapes and develop Expressive Portraits. Across both years, students document their process, reflect on their learning, and present their artworks through online exhibitions.

Health & Physical Education

By the end of Year 10, students will analyse how identities, relationships, and beliefs influence decisions, behaviours, and community connections. They will explore how attitudes toward diversity affect wellbeing and evaluate the impact of emotions in different situations. Using credible health information, they propose and justify responses to health challenges and design ways to improve fitness and physical activity in your community. They will develop leadership and teamwork skills, applying decision-making and problem-solving skills to enhance their own and others' health and safety, work collaboratively to create solutions to movement-based problems.

In Year 9, students will explore *My Social Responsibilities* and how social norms, behaviours, and relationships shape decisions, actions, and wellbeing. They will investigate how adolescents think about risk-taking, alcohol, and drugs, and examine how media messages and peer expectations influence

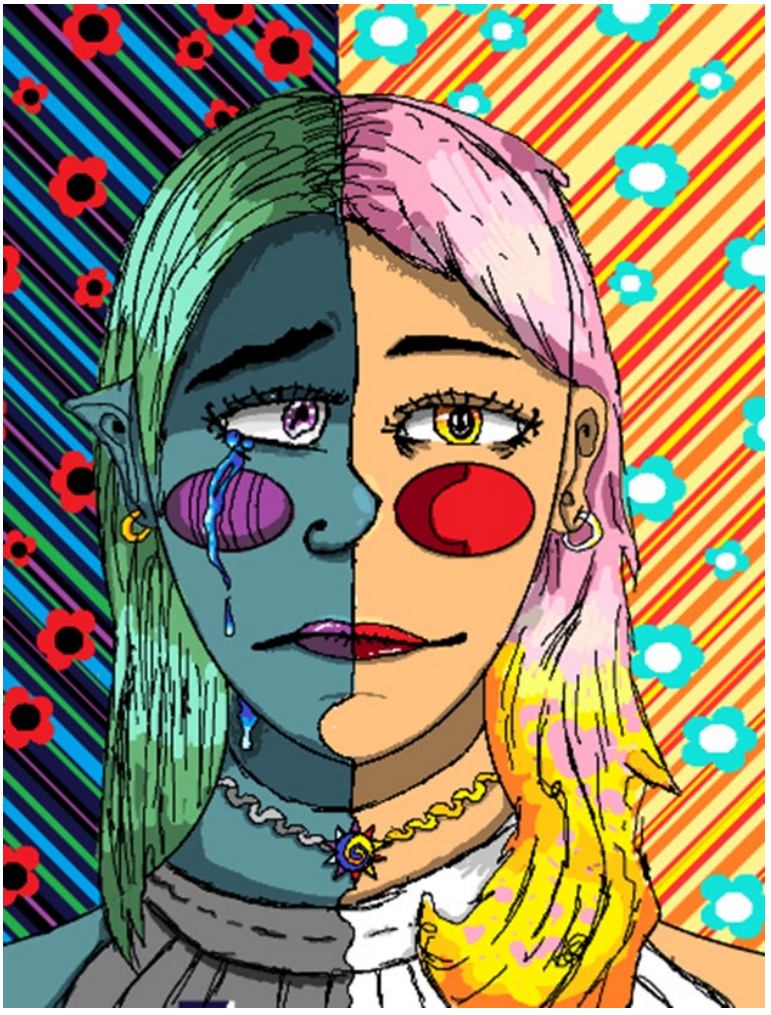
choices. Students will learn strategies to make safe decisions and handle challenging social situations while respecting their own and others' perspectives.

Students will also focus on *Respectful Relationships*, understanding how empathy, ethical decision-making, and changes in identity or sexuality affect connections with others. Through reflection and discussion, students will develop the skills to respond appropriately in different situations, consider potential outcomes, and make informed decisions that promote their own and others' health and wellbeing.

In **Year 10**, students will explore how to *Look after Myself and Others*, with a focus on emotions, decisions, and social behaviours affect themselves and others. They will evaluate the outcomes of emotional responses in different situations and analyse responsibilities in social contexts, such as party planning, to prevent antisocial behaviour. Students will examine case studies, synthesise information, and justify appropriate responses to real-world scenarios.

Students will also investigate diversity and wellbeing with *Excellence in Health*, considering how physical and mental health issues are supported through community connections. They will apply problem-solving skills to take action that enhances their own and others' health, safety, and wellbeing. This includes designing and implementing a campaign within the school community to raise awareness and promote positive change around a selected health issue.

In the physical component of HPE, students will develop skills, strategies, and teamwork through a variety of movement activities. In soccer, students will focus on refining techniques such as passing, dribbling, and shooting, while applying tactical understanding and decision-making in game situations. In circus skills, students will explore balance, coordination, and creativity through activities such as juggling, acrobatics, and partner-based routines.



Abstract digital art – Year 8 student

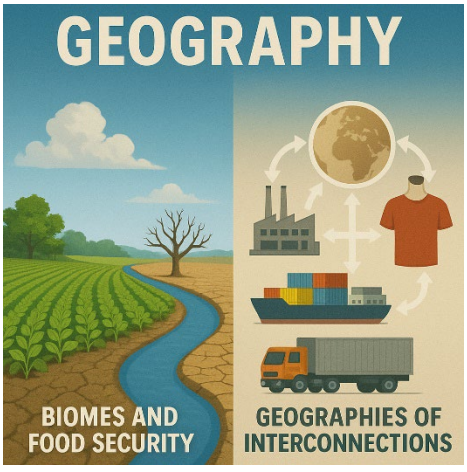
Humanities

In Year 9, students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.

In Year 10, students examine how Australia's democracy works and how the government and legal systems work to protect it. They will investigate other systems of government including at least one from the Asian region and compare them to the features of a resilient democracy. They will explore how this is defined and shaped by the global context and Australia's international legal obligations.

Money makes the world go round — but how can students make it work for them? In Year 9, students uncover how Australia's financial system shapes the economy, influences daily choices, and helps respond to challenges. They explore the risks and rewards of financial decisions and develop the skills to make smart money moves in a connected world.

Australia plays a key role as a trading partner in the global economy. In Year 10, students explore Australia's economic and business connections with other countries and gain an understanding of how to take part in economic decision-making. They investigate what it means for Australia to be part of the global economy, with a focus on trade with Asian countries and how this affects the way resources are used. Students also examine how the interdependence between countries influences the choices made by businesses, governments, and individuals.



Year 9 Geographers will identify characteristics, locations and distributions of biomes; identify consequences of human impacts and draw conclusions about future outcomes. Students synthesise data and information to evaluate alternative strategies for ensuring the long-term sustainability of Australia's major 'food bowl' the Murray–Darling Basin, draw reasoned conclusions and explain the predicted outcomes and consequences.

Year 10 Geographers will complete a geographical inquiry into the interconnections between the people, places and environments involved in the production, consumption and trade of a multinational consumer product. Students assess the changes to places as a result of these interconnections, using social, economic and environmental criteria, and determine how such changes can be managed.

In Year 10 Senior History Pathways, students begin with Unit 1: Ancient History Part A, where they explore the differences between the disciplines of archaeologists and historians, along with the ethical considerations involved in handling ancient artefacts. The focus is on Ancient Australia, featuring the significant discoveries of Mungo Man and Mungo Lady. Unit 1: Ancient History Part B shifts the focus to New Kingdom Egypt, examining the reigns of pharaohs Akhenaten and Tutankhamun. Students investigate the new archaeological methods that emerged following the discovery of Tutankhamun's tomb. Moving into Unit 2: Modern History, students study the 20th-century development of nuclear technologies, with particular emphasis on the Manhattan Project and nuclear testing in Australia at Maralinga. As part of their learning, students conduct a source investigation into the impact of the Maralinga tests on Indigenous Australians in the area. Throughout the program, students develop essential history skills that prepare them for undertaking either Senior Ancient or Modern History in Years 11 and 12.

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 Coordinator and RTO Manager, Tiffany Wheatley E: twhea26@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@caprrocksde.eq.edu.au.

Benefits of VET for our students

Vocational Education and Training (VET) helps students connect their school learning with the world of work. It supports a smooth transition into employment or further study by developing practical skills and knowledge that are in demand. VET programs offer nationally recognised qualifications and flexible pathways that keep students engaged and motivated. These programs encourage lifelong learning, build confidence, and prepare students for success in a changing and skill-focused workforce.

Unique Student Identifier (USI)

All VET students must have a Unique Student Identifier (USI) before they can receive a Statement of Attainment or Qualification. Students should apply for their USI at usi.gov.au and provide their USI number to the Careers Office before starting their 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) **AVI30419** - Certificate III in Aviation (Remote Pilot) (up to 6 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
Accessing VET Courses Through Other Providers
In some cases, students may be able to enrol in VET courses offered by other Registered Training Organisations (RTOs). These courses may come at a cost to the student and must be approved by Capricornia School of Distance Education before enrolment. If you are interested in exploring external VET options, please contact the Senior Schooling Head of Department for further information and guidance.

QUALIFICATION: Certificate I in Agriculture – AHC10222

REGISTERED TRAINING ORGANISATION	Capricornia School of Distance Education RTO Code: 30951

The Certificate I in Agriculture gives students an introduction to the agricultural industry, helping them build basic practical skills and knowledge to work safely and effectively on a farm or in related environments. It's a great starting point for students who are curious about careers in agriculture, conservation, or land management, even if they have no prior experience.

This nationally recognised qualification focuses on safe work practices, simple machinery operation and maintenance, and effective communication in a team setting. It's designed for students working under supervision and is perfect for those beginning their journey in agriculture.

Due to the core units covering safety, chemical handling, and machinery use, the skills and knowledge developed through this course are very transferable and are also relevant across a wide range of industries.

QCE Credits

Successful completion of Certificate I in Agriculture contributes two (2) credits towards a student's Queensland Certificate of Education (QCE). To attain the full certificate, students must achieve competency in all six (6) units:

- two (2) core units
- four (4) elective units

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 of machinery and equipment
AHCMOM203	Operate basic machinery and equipment
AHCWRK212	Work effectively in industry

Course Overview

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

- Follow workplace health and chemical safety procedures
- Assist with routine maintenance of machinery and equipment
- Operate basic agricultural machinery and equipment
- Maintain a clean, safe, and effective workplace
- Communicate and work effectively within an agricultural team and industry environment
- Apply basic agricultural and industry-relevant skills in practical settings

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 may include a combination of:

- Online learning for theory components and required knowledge evidence (students will use a microphone and camera for interactive elements)
- Face-to-face sessions in a simulated workplace environment for practical performance and knowledge evidence
- Where possible, on-farm experiences or site visits may complement simulated activities to enhance real-world learning.

Contact Information	
For more Information, please contact the Vocational Education and Training Coordinator.	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

Certificate I in Basic Financial Literacy is a qualification designed to equip students with essential financial knowledge and skills to make informed personal financial decisions. This course provides a practical introduction to managing money, understanding financial products and services, and navigating the Australian financial system.

Students will develop confidence in creating personal budgets and savings plans, understanding debt and credit, and learning about superannuation and taxation. The qualification promotes sound financial decision-making and supports students in building financial resilience for their future.
Students complete this course within a simulated personal finance context where they develop practical experience in:

- developing and using personal budgets
- developing and using savings plans
- building knowledge of debt and consumer credit
- understanding the principles of superannuation
- exploring the Australian financial system and markets
- developing basic knowledge of taxation

QCE Credits

Successful completion of the Certificate I in Basic Financial Literacy contributes two (2) credits towards a student's QCE. To attain the full certificate, students must achieve competency in all six (6) units.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 meets the needs of students in the post-compulsory years of schooling. In particular, it is designed to assist students to develop:

- Develop and use personal budgets to manage income and expenses
- Create and implement effective savings plans
- Build knowledge of debt and consumer credit, including risks and responsibilities
- Understand the role and importance of superannuation in financial planning
- Explore the Australian financial system and markets to make informed decisions
- Develop a basic understanding of taxation and its impact on personal finances

Mode of Delivery

The mode of delivery includes any combination of the following:

- Online for theory components of training and required knowledge evidence (students will use a microphone and camera for interactive elements)
- Face-to-face sessions in a simulated learning environment for practical performance and knowledge evidence

Contact Information	
For more information, please contact the Vocational Education and Training Coordinator	Email: VET@caprrocksde.eq.edu.au

QUALIFICATION: Certificate I in Workplace Skills – BSB10120

REGISTERED TRAINING ORGANISATION	Capricornia School of Distance Education RTO Code: 30951

Certificate I in Workplace Skills is a qualification designed for individuals who have not yet entered the workforce and are developing essential skills to prepare for work in a business or industry environment. This qualification provides students with a range of introductory skills and knowledge to help them understand workplace expectations and practices. Students undertake a variety of simple tasks under the close supervision of their trainer, building confidence and competence in key business and employability skills.

Students complete this course within the simulated workplace environment of 'Cleanworx Property Services', where they gain practical experience in:

- using business resources
- communicating and engaging with customers
- developing digital technology skills
- completing basic workplace documents and forms
- planning and preparing for work readiness

QCE Credits

Successful completion of the Certificate I in Workplace Skills contributes two (2) credits towards a student's QCE. To attain the full certificate, students must achieve competency in all six (6) units, consisting of:

- two (2) core units
- four (4) elective units

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. Apply effective communication skills in a business and customer service environment
2. Plan and prepare for work readiness, including managing time and workplace tasks
3. Understand and follow workplace procedures and policies
4. Operate digital devices and use business software applications
5. Create simple documents and complete basic workplace forms
6. Use business resources effectively in routine 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 and required knowledge evidence (students will use a microphone and camera for interactive elements)
- Face-to-face sessions in a simulated workplace environment for practical performance and knowledge evidence

Contact Information	
For more Information, please contact the Vocational Education and Training Coordinator.	Email: VET@caprrocksde.eq.edu.au

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

REGISTERED TRAINING ORGANISATION	**Capricornia School of Distance Education RTO Code: 30951**	CAPRICORNIA School of Distance Education	Nationally Recognised Training

This course requires attendance at the flight session once per term.

Certificate III in Aviation (Remote Pilot) prepares students to operate Remotely Piloted Aircraft Systems (RPAS) in a range of industries and operational contexts. Remote pilots operating at this level will apply both technical and non-technical knowledge and skills, demonstrating autonomy, sound judgement, and responsibility in known and stable operational environments within established regulatory parameters.

This qualification provides students with the training required to legally operate a remotely piloted aircraft commercially and aligns to the licensing requirements described in the Civil Aviation Safety Regulation (CASR) Part 101 – Unmanned aircraft and rockets and Part 101 Manual of Standards. Students who complete this qualification will be able to fly without many of the weight or operating restrictions applied to recreational users.

Attendance Requirement

Students are required to attend a dedicated flight session ***once per term*** to contribute to their practical flight hour requirements.

Students complete this course within the simulated workplace context of an aviation business, supported by both face-to-face flight training and online theory components. They will develop practical experience in:

- performing remote pilot operations
- conducting pre- and post-flight actions to ensure safety and compliance
- utilising navigational techniques to operate RPAS effectively
- understanding and applying air navigation principles
- managing human factors affecting RPAS operations
- implementing safety procedures and managing security risks associated with RPAS
- complying with air law and regulations pertaining to RPAS operations
- operating aeronautical radios and managing communication procedures
- meeting the requirements for the CASA Remote Pilot Licence (RePL)
- achieving the CASA Aeronautical Radio Operator Certificate (AROC)

QCE Credits

Successful completion of the Certificate III in Aviation (Remote Pilot) contributes six (6) credits towards a student's QCE. To attain the full certificate, students must achieve competency in fourteen (14) units, consisting of:

- nine (9) core units
- five (5) elective units

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) meets the needs of students in the post-compulsory years of schooling. In particular, it is designed to assist students to develop:

- Perform remote pilot operations in a variety of operational contexts
- Conduct pre- and post-flight actions to ensure safety and compliance
- Utilise navigational techniques to operate RPAS effectively
- Understand and apply air navigation principles
- Manage human factors affecting RPAS operations
- Implement safety procedures and manage security risks associated with RPAS
- Comply with air law and regulations pertaining to RPAS operations
- Achieve the CASA Remote Pilot Licence (RePL)
- Operate aeronautical radios and manage communication procedures (CASA Aeronautical Radio Operators Certificate – AROC)

Certificate III in Aviation (Remote Pilot) pathways:

Photography, Film and TV	Delivery / Fulfilment	GIS Mapping and Analytics
Drones Mapping	Agriculture	Data Analysis
Drone Transportation	Wildlife Tracking	Logistics
Healthcare	Forestry	Aerial Weed Spraying
Drones Surveying	Researcher	Swarm Artist
Search and Rescue	Drone Journalism	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 requires a mix of practical and theoretical skills to meet course and licensing requirements.

Students must:

- demonstrate self-discipline and the ability to follow instructions
- have achieved a minimum of a C result in both Year 10 English and Mathematics to enrol.

Pathways

Upon successful completion of AVI30419 Certificate III in Aviation (Remote Pilot), career pathways may include roles in:

- photography / cinematography
- public safety and emergency services
- aerial surveying
- mining and resource sectors
- Federal, State and Local Government agencies
- specialist civil and military roles.

Mode of Delivery

This course is delivered in partnership with Remote Aviation Australia.

Training is delivered face-to-face, where students will attend classes with qualified trainers and assessors, including hands-on practice and assessment of physical remote pilot skills. It is imperative that students attend the flight training session each term to contribute to the required flight hours.

An online learning management system also supports students throughout their 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 (VETiS). Please see the VET Coordinator for more information regarding individual circumstances.

Contact Information	
For more Information, please contact the Vocational Education and Training Coordinator.	Email: VET@caprrocksde.eq.edu.au

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

REGISTERED TRAINING ORGANISATION	Blueprint Career Development RTO Code: 30978

Certificate II in Self Awareness and Development is a qualification designed to help students build personal commitment, confidence, and resilience skills. This course focuses on transforming thinking habits, cultivating creativity, and enhancing interpersonal communication while empowering students to deal with fears, challenges, and setbacks.

Students will develop their ability to make informed decisions, manage time and energy effectively, and create a clear sense of personal purpose and direction. The qualification is centred on building a strong foundation of self-awareness and personal development — often described as developing the *"mindset before the skillset"*. This makes it an ideal complement to industry-specific vocational qualifications and a wide range of career opportunities.

Students complete this course within a supportive learning environment where they gain practical experience in:

- building positive relationships
- cultivating creative thinking
- dealing with fears and challenges
- identifying learning styles and personality profiles to communicate effectively
- presenting with positive praise and critique
- clarifying purpose and overcoming obstacles
- creating a personal vision and identifying new opportunities
- making choices that develop self-esteem
- developing empowering beliefs and habits
- managing time with balance and self-discipline
- defining, monitoring, and rewarding personal goals
- transforming thinking habits

QCE Credits

Successful completion of the Certificate II in Self Awareness and Development contributes four (4) credits towards a student's QCE. To attain the full certificate, students must achieve competency in all twelve (12) units.

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

- Understand personal strengths, values, and beliefs
- Recognise and manage emotions effectively
- Apply strategies for personal growth and development
- Build positive personal and interpersonal relationships
- Communicate effectively in a variety of settings
- Implement techniques to manage stress and anxiety
- Develop resilience to overcome challenges and setbacks
- Clarify purpose and overcome obstacles
- Define personal goals and create actionable plans to achieve them
- Manage time with balance and self-discipline
- Monitor progress and adjust strategies as needed
- Transform thinking habits and cultivate a growth mindset

Certificate II in Self Awareness and Development may lead to:

- Improved interpersonal and communication skills
- Better stress management and resilience in challenging situations
- Enhanced self-awareness for more effective personal and professional decision-making
- Stronger leadership and teamwork abilities
- Complementary personal development to support success in vocational and career pathways

Mode of Delivery

The mode of delivery includes any combination of the following:

- Online for theory components of training and required knowledge evidence (students will use a microphone and camera for interactive elements)
- Face-to-face sessions in a simulated workplace environment for practical performance and knowledge evidence

Contact Information	
For more Information, please contact the Vocational Education and Training Coordinator.	Email: VET@caprrocksde.eq.edu.au

School Based Apprenticeships and Traineeships

School-based apprenticeships and traineeships (SATs) in Queensland are designed primarily for students in Years 10, 11, and 12, with younger students only admitted under special circumstances. While some traineeships may be completed by the end of Year 12, apprenticeships must continue often in part-time or full-time mode after school. Students remain enrolled as full-time learners toward the Queensland Certificate of Education (QCE) and are paid by their employer for actual hours worked, with training time paid depending on relevant industrial agreements.

Prerequisites

There are no strict educational pre-requisites for School-Based Apprenticeships and Traineeships (SATs) in Queensland. However, students are expected to have sound literacy and numeracy skills and a genuine interest in both vocational pathways and continued education. The minimum age is generally 15 years -16 years for electrotechnology apprenticeships. School support, a signed training contract, and a coordinated school–work–training schedule are required. Although not mandatory, it is strongly advisable that students undertake work experience in the field of interest to ensure they are making an informed choice.

Time commitment

Students must work a minimum of 7.5 hours per week (averaged over 3 months), which is 375 hours per year (600 for electrotechnology). Typically, this looks like 1 day at work, 4 days at school, but the exact mix is flexible and agreed on by the school, employer, and training provider.

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/III 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 will have completed units that contribute towards their first year of an Apprenticeship. They should then be able to complete their apprenticeship with their employer and Supervising Registered Training Organisation (SRTO) continuing after school until all requirements are met.

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 ATAR. 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.

DISCLAIMER:

While every effort has been made to ensure the accuracy of the information contained in this handbook at the time of publication, changes in circumstances may occur that impact the currency or accuracy of the content. Information may be updated without notice. The RTO accepts no liability for any loss or damage resulting from reliance on information contained within this document or from any information printed or stored by a user.