CAPALABA STATE COLLEGE

Subject Information Handbook

for Students in Year 10 in 2026

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Handbook Disclaimer:

Information that is correct at the time of printing but is subject to change. Changes to legislation, training packages, QCAA syllabuses, Department of Education assessment and reporting requirements and/or Capalaba State College's policy may impact on the currency of information included.

You are advised to seek any changed information and/or updates from your teacher/trainer, by contacting Capalaba State College.

Introduction

Compulsory Schooling

Young people need to stay at school until they finish Year 10 or turn 16, whichever comes first. After that they move from Compulsory Schooling to the Compulsory Participation Phase of Learning. This means that if they are not working at least 25 hours per week, young people need to stay in education or training for another 2 years, get a Queensland Certificate of Education (QCE), or get a Certificate III vocational qualification or higher, or turn 17 – whichever comes first. Most students remain at school after Year 10 to complete Years 11 and 12 and attain the QCE.

The Beginning of the Senior Phase of Learning

Year 10 is considered to be the start of the Senior Phase of Learning. It is an important year for students in their preparation for study in Years 11 and 12.

The purpose of Year 10 at Capalaba State College is to provide opportunity for our students to:

- CONSOLIDATE the learning that has occurred in Junior Secondary
- EXPLORE a variety of subjects which link directly to senior subjects
- PREPARE for their chosen course of study, and the rigours of study, in Years 11 & 12

By the completion of Year 10, our students will be positioned to undertake their most appropriate course of senior study to maximise their chances of success in their chosen course.

Home Study

Homework is an integral part of schooling, developing study habits, skills for independent work and self-directed learning. All these aspects have applications necessary for vocational and personal development through life.

Components of Homework:

A reasonable homework program should incorporate three parts:

- Revision of work done during the day. According to research into learning, approximately 5-10 minutes per subject should be devoted to this aspect after every college day. This could include re-working of some problems and procedures undertaken during the day, reading and studying notes taken down during class, and some self-testing (e.g. vocabulary, spelling, formulae).
- Complete work set by teachers. This will be work which the student has the necessary skill to undertake, but which requires further application and practice. It

may not be set to a regular pattern, but as needs dictate. Some subjects with a large practical component may have little or no set homework. In subjects such as Drama, students may be required to attend some out-of-class rehearsals, as a public performance approaches. It is essential that any set homework be completed as it is a purposeful part of a course of study.

- Such other work or revision as the student determines. This may be nothing on some nights, depending on the amount of set work for that night. However, students are encouraged to have a planned program of long-term revision concentrating on one or two different subjects each night. Books are available from the College library in most subjects for those students who wish to do further work for themselves in an area of interest.

In years 10, 11, and 12 the amount of time spent on homework will vary according to the young person's learning needs and individual programs of learning.

Assessment

Students must comply with the College's Senior Secondary Assessment Policy, available on the College website.

Assessment in Year 10 is determined by the College.

Assessment programs for the various subjects will usually have a variety of approaches. Assessment of student achievement may include such methods as formal examinations, written class tests, oral presentations in class, assignments and projects (home and/or college), practical tests, observation reports, responses to oral questions, or group work.

Failure to attend examinations or tests at the set time, failure to submit assignments by the due date without an approved AARA, absences or limited effort in and application to studies in class and at home will affect assessment grades and may affect a student's eligibility for an overall grade for that subject.

Where illness or misadventure affects attendance at College internal examinations or presentation of required work, the AARA application process outlined in the Senior Secondary Assessment Policy must be followed.

Exams

College internal examinations are held in well-advertised time periods and it is the responsibility of students and parents to avoid using these dates for family holidays and all non-urgent appointments.

Only in the case of an approved AARA, will consideration be given to allowing students to sit for timetabled internal exams outside of the advertised dates.

Assignments

Assignments play an important part in the assessment program for many subjects. Assignments are set with sufficient time for completion and make allowance for some work to be done during class time with resources held at the college.

Assignments for assessment must:

- be the student's own work;
- be presented on or before the due date or the due date agreed to on an approved AARA.

Access Arrangements and Reasonable Adjustments (AARA)

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

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment.

Reasonable adjustments are action/s taken by the school so that a student with an eligible impairment as a result of a disability and/or medical condition and experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

For information on how to apply for AARA, refer to the Capalaba State College Senior Secondary Assessment policy.

Choosing Senior Subjects

It is important to choose senior subjects carefully. It is anticipated that the subject areas that students choose for Year 10 will reflect the subjects that they will continue to study in Years 11 and 12.

As an overall plan, you are advised to choose subjects:

- you enjoy
- in which you have demonstrated some ability or aptitude
- which help you reach your chosen course and career goals
- which will develop skills, knowledge and attitudes useful throughout your life

Useful Links

- TAFE Queensland: https://tafeqld.edu.au/
- Career Information: www.myfuture.edu.au
- Queensland Skills Gateway: https://skillsgateway.training.qld.gov.au/

The Senior Studies Curriculum

In Year 10, all students will study an English, Mathematics, History, HPE and Science subject. Students will also be required to choose other subjects. The subjects offered in Year 10 are designed to provide preparation for subjects in Years 11 and 12 in terms of the style of assessment and rigours of the subject. Changing of subjects in Years 11 and 12 is not recommended and will only occur at the Principal's discretion. Therefore, it is important that students sample subjects in Year 10 to make appropriate choices for Years 11 and 12. Students will undertake six-month electives so that they are best prepared for senior secondary.

Choosing Subjects for Year 10

Students will indicate their selected subjects and backup options during the subject selection process during Year 9. If the first choice is not available, students will be automatically enrolled into their backup option. If both are not available, students will be advised that their subject choices cannot be offered and will be asked to re-choose where necessary.

Note: Classes and subjects on offer will only go ahead if there are sufficient numbers, and staff with appropriate expertise are available and the college has the physical resources specified to offer the course. All subjects may be subject to class size limitations.

Subject Descriptions (core subjects)

Subject descriptions are correct at the time of printing.

- English
- Mathematics
- Science
- History
- Health and Physical Education (HPE)

English

Brief Description

The study of English is central to the learning and development of all students. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The English subject area aims to ensure that students: learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose. A course of study in English also promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Course Outline

Units of study will include work on the following areas:

- Creating an imaginative response from an Australian novel
- Representations of teens in the media
- Challenging constructions and beliefs about gender

Assessment

The assessment in Year 10 English is continuous and collected for formative and summative purposes. This requires consistent student effort as the skills gained throughout year 10 English will be required in order to be successful in Years 11 and 12. Assessment instruments include analytical, imaginative and persuasive written pieces as well as spoken texts.

Students will be required to complete assessment that is both productive and receptive. The dimensions that student's work will be judged on include:

- Listening, speaking and creating
- Reading and viewing
- Writing and creating

Pathways

Student achievement in English in year 10 will help determine future subject options for senior schooling. Regarding English in year 11 and 12, If students receive a C or below then Essential English is the recommendation. If students receive a B or higher then General English may be an option for Year 11 and 12.

Mathematics

Brief Description

Numeracy is a central aspect of our lives and is the principal means by which we learn. For students in the senior school, Mathematics concentrates on the continuing development of numeracy use that is fluent, appropriate and effective, and which will equip them for a variety of life-options after school.

Course Outline

The Year 10 mathematics course is designed to prepare students for the mathematics requirements of their senior school phase. The following strands from ACARA (Australian Curriculum) are covered across the year 10 programme:

Number and Algebra

Money and financial mathematics, Patterns and algebra and Linear and non-linear relationships. Expand, factorise and simplify expressions and solve equations algebraically.

Measurement and Geometry

Use Geometric reasoning, Pythagoras and trigonometry to solve problems including the surface area and volume of composite objects using appropriate units and scale. Interpret and use logarithmic scales

Statistics and Probability

Chance and Data representation and interpretation.

Assessment

The assessment of Mathematics is continuous and collected for both formative and summative purposes. This requires the student's consistent effort as skills acquired will be required to achieve success in year 10 and is essential for years 11 and 12.

The dimensions by which students will be judged on are:

a) Understanding and Fluency b) Problem-Solving and Reasoning

Assessment items (each term) will include:

a) Short response exam b) Problem Solving and Modelling Tasks (PSMT)

In Senior, Capalaba offers two General mathematics subjects, **Mathematical Methods** and **General Mathematics** and one Applied Mathematics subject, **Essential Mathematics**. For students taking Mathematical Methods in senior, it is recommended that they attain an A in year 10 Mathematics and a "C" or better for students taking General Mathematics.

Science

Brief Description

The aim of the Australian science curriculum is to provide students with a solid foundation in science knowledge, understanding, skills and values on which further learning and adult life can be built. In line with the Australian Curriculum, all Queensland students are required to study science up to and including Year 10.

The learning acquired by students in science, contributes to learning in other curriculum areas particularly in English, Mathematics, Technology and History.

Assessment

Assessment techniques in this subject are modelled closely on the types of assessment mandated in all the senior biology, chemistry, physics syllabus documents. They include:

- **Data test**: Students respond to items using qualitative data and/or quantitative data derived from the activities or case studies from the unit being studied.
- **Student Experiment**: This assessment requires students to research a question or hypothesis through collection, analysis and synthesis of primary data (an experiment).
- **Research Investigation**: This assessment requires students to evaluate a claim. They will do this by researching, analysing and interpreting secondary evidence from scientific texts to form the basis for a justified conclusion about the claim.

Pathways

Further study at university in the fields of science, medicine, health and education. Senior science (biology, chemistry or physics) subjects are currently perquisites or recommended study for entry into bachelor degrees in science, education (primary and secondary science), engineering, exercise science, pharmacy and medicine.

Course Outline

Term 1 – Biology. Assessment – Research investigation (4 weeks)

Term 2 – Chemistry. Assessment – Student experiment (4 weeks)

Term 3 – Physics. Assessment – Data test (1 lesson)

Term 4 – Earth and space science. Assessment – Folio of work.

History

Brief Description

A course of study in History empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens. History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through History, students acquire an intellectual toolkit consisting of 21st century skills. This ensures students of History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

Ancient History and Modern History are General subjects suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Assessment

Year 10 – The assessment in History is continuous and collected for formative and summative purposes. This requires consistent student effort as skills acquired will be required in order to be successful in Years 11 and 12. Assessment instruments include in-class exams, investigations, historical essays based on research and short responses to stimulus.

Health and Physical Education

Brief Description

Health and Physical Education will support students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students will learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.

Students will experience different roles that contribute to successful participation in physical activity and propose strategies that support the development of preventative health practices that build and optimise community health and wellbeing. Students will also explore strategies to evaluate and refine their own and others' movement performances.

Course Outline

Units of study will include work on the following areas:

- Biomechanics and motor learning, Sports psychology, Skill acquisition, Energy systems.

Assessment

The criteria by which a student's work will be judged are:

- Explaining, Analysing, Evaluating and justifying, Communicating.

Assessment types across the course includes:

- Supervised examination, Research report, Multimodal presentation.

Pathways

It is recommended that students who excel in this subject in Year 10 study Physical Education in Years 11 and 12.

Related fields of work include Physiotherapist, Sport Scientist, Nutritionist, Physical Education Teacher, Police Officer, Fitness Instructor, Ambulance Officer, Dancer, Dietitian, and Sport Coach.

Special Requirements

Students will be required to participate in weekly practical sport lessons and wear their full sports uniform for these lessons. It is also strongly recommended that students bring a water bottle and hat to all outdoor practical lessons.

Subject Descriptions (electives)

Students choose two (2) elective per semester. They will complete 4 different subjects over the course of year 10.

Economics and Business

Students analyse how economic indicators influence Australian Government decision-making. They explain ways that government intervenes to improve economic performance and living standards. Students explain processes that businesses use to manage the workforce and improve productivity and the importance of Australia's superannuation system and its effect on consumer and financial decision-making. Students analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. They locate, select and analyse relevant and reliable information and data from a range of sources. They interpret and analyse information and data to evaluate trends and economic cause-and-effect relationships and make predictions about consumer and financial impacts. They develop an evidence-based response to an economic and business issue.

Course Outline

Units of study will include work on the following areas:

- Business Communication, Consumerism, Business Environments, Australian Government decision-making

Assessment

Students are assessed against standards described in terms of:

- Knowing and understanding business, Investigating business issues, Evaluating business decisions.

A variety of assessment techniques are used to assess students' ability and understanding. These include a short and/or extended responses and a report-based research assignment.

Pathways

It is recommended that students who excel in this subject in Year 10 study Business (General)or Business Studies (applied) in Years 11 and 12. This pathway may lead to such careers as Business Owner, Business Manager, Human Resources Manager, Marketing Representative/Manager, Business Analyst, Workplace Health and Safety Officer.

Special Requirements

As most aspects of this course are based around computer usage, students need to have access to computers and the internet here at school and at home. They must adhere strictly to the College computer usage guidelines so as to maintain access to the school network at all times.

Certificate II in Engineering Pathways

Certificate III in Aviation (Remote Pilot)

Enrolment in this qualification will be subject to the DTET final publication of the 2026 Career Ready VETiS funded qualifications. Capalaba State College will finalise its delivery arrangements with SAS before confirming Career Ready VET enrolments for 2026.

Pathways

This is a dual certificate in MEM20422 Certificate II in Engineering and AVI30419 Certificate III in Aviation (Remote Pilot), delivered by Capalaba State College as a third party on behalf of Skills Generation (RTO code 41008). This pathway allows students to have accreditation for constructing their own remote aircraft as well as giving each student the ability to apply for Civil Aviation Safety Authority (CASA) Remote Pilot Licence (RePL).

Students can select to continue study in Year 11 and 12 for the Certificate III in Aviation (Remote Pilot).

Objectives

This Dual qualification is designed for individuals to gain licence to work in industry and be paid for the operation of remote piloted aircraft.

Once students have learnt how to build their own drone through MEM20422 Certificate II in Engineering Pathways, they learn how to professionally and commercially fly their drone by completing the nationally accredited qualification – AVI30419 Certificate III in Aviation (Remote Pilot).

Prerequisites

- Being safe in the workshop in Term 1, Year 10
- Passing in English, Maths and Science
- To be able to use your hands to manipulate the controls of a remote piloted aircraft control unit
- To have fine motor control of your hands to construct remote aircraft and use other workshop equipment such as welders and lathes

Special Requirements

As part the Certificate II in Engineering student will be provided a Quadcopter that is required to be built to complete the Certificate III in Aviation (Remote Pilot).

Students will be required to access the internet to obtain the required course work complete the Dual Certificate.

It is anticipated that students complete the course by the end of Year 12.

Year 10 – MEM20422 Certificate II in Engineering Pathways

Overview

Skills Generation MEM20422 Certificate II in Engineering Pathways is a forward-thinking VET Qualification that aims to educate students about emerging and increasingly prominent technologies. Skills Generation focuses on the future, and ensuring students are prepared for the changing landscape of work in the engineering and manufacturing fields.

Our MEM20422 qualification first lays the groundwork, introducing students to the foundations of engineering and manufacturing – including the correct use of hand and power tools, appropriate understanding of PPE and proper welding techniques. Student then apply this foundational knowledge in a variety of engaging and practical projects including the construction of drones.

Assessment

The course contains both theory and practical assessments on a unit-by-unit basis. Theory assessments are open book, comprising multiple choice and short answer questions. The program will allow students:

- to gain foundational knowledge and experience in a broad range of engineering disciplines
- to apply acquired skills in the construction of drones
- to obtain insights into the exciting and growing employment pathways in the trade and engineering industries

Cost

MEM20422 Certificate II in Engineering Pathways

*VETiS Funded Student	FREE
Fee for Service Student	$4660
Fee for Service Student (Discounted Rate)**	$1200

**VETiS Eligibility Requirements: MEM20422 Certificate II in Engineering Pathways is funded by the Queensland Department of Trade, Employment and Training (DTET). Students may be eligible to utilise their VETiS funding opportunity if they meet the following criteria:*

- *Students are either Australian or New Zealand Citizens or Permanent Residents*
- *Students are in either Year 10, 11 or 12 when they participate in the course*
- *Students have not previously utilised their VETiS funding*

Please contact the Head of Senior Schooling or Careers & Pathways teacher if you would like to check your VETiS eligibility.

***to be eligible for the discounted rate, fee-for-service students must be enrolled in a class of 15 or more VETiS funded students in this qualification*

Years 11 & 12 – AVI30419 Certificate III in Aviation (Remote Pilot)

Overview

AVI30419 Certificate III in Aviation (Remote Pilot) is a nationally accredited qualification that teaches students how to professionally fly a remote piloted aircraft. Students will acquire the knowledge and practical skills to successfully fly a Remote Piloted Aircraft System (drone) with full understanding of Civil Aviation Safety Authority (CASA) requirements and the many commercial applications for today's drones.

Skills Generation's AVI30419 qualification has been designed to align with CASA regulations and ensure students are provided with the most current information and training, teaching them to safely and responsibly fly their drone in a manner that is compliant with the CASA regulations.

On completion of this course, students will be awarded the AVI30419 Certificate III in Aviation (Remote Pilot).

Students will also have the opportunity to choose to work toward their CASA Remote Pilot Licence (RePL) and Aeronautical Radio Operator Certificate (AROC) while undertaking the Certificate III course.

CASA RePL and AROC

In conjunction with AVI30419 Certificate III in Aviation (Remote Pilot), students may undertake additional studies to gain their CASA Remote Pilot Licence (RePL), and eligible* students will also be able to achieve their Aeronautical Radio Operator Certificate (AROC). The CASA RePL and AROC form the requirements of the Civil Aviation Safety Authority as described in Civil Aviation Safety Regulation (CASR) part 101, division 101.F3 – Certification of UAV controllers.

**Individuals must be at least 17 years of age to gain the Aeronautical Radio Operator Certificate*

Assessment Types

This course contains both theory and practical assessments on a unit-by-unit basis. Theory assessments are open-book comprising multiple choice and short answer questions. The exam for the CASA RePL licence is a closed-book exam.

Prerequisites

- Passing in English, Maths, Science and a Technology subject in Year 9 and 10.

- To be able to use your hands to manipulate the controls of a remote piloted aircraft control unit
- To have fine motor control of your hands to construct remote aircraft: Fixed Winged and Rotary winged)
- Requires the ability to use a computer at home for assessment.
- For students who have completed the Certificate II Engineering with Skills Generation (RTO) this is a dual certificate which includes the Certificate III in Aviation (Remote Pilot – Visual Line of Sight).
- Birth Certificate for Civil Aviation Safety Authority (CASA) for Personal Identification

Cost

AVI30419 Certificate III in Aviation (Remote Pilot)

VETiS Funded Student*	FREE
Follow on Student (continuing from Skills Generation MEM20422)	FREE
Fee for Service Student	$3300
Fee for Service Student (Discounted Rate)**	$1200

**VETiS eligibility requirements: AVI30419 Certificate III in Aviation (Remote Pilot) is funded by the Queensland Department of Trade, Employment and Training (DTET). Students may be eligible to utilise their VETiS funding opportunity if they meet the following criteria:*

- *Students are either Australian or New Zealand Citizens or Permanent Residents*
- *Students are in either Year 10, 11 or 12 when they participate in the course*
- *Students have not previously utilised their VETiS funding*

***to be eligible for the discounted rate, fee-for-service students must be enrolled in a class of 15 or more VETiS funded students in the AVI30419 qualifications or more students previously VETiS funded for the MEM20422 qualification.*

CASA RePL and AROC

Fees for students who choose to undertake the optional CASA RePL component with or without the optional AROC component – includes training, licencing and application fees for the CASA RePL:

VETiS Funded Student (while enrolled in Skills Generation AVI30419)	FREE
Follow on Student (continuing on from MEM20422)	$600
Fee for Service Student	$600

https://skillsgeneration.com.au/courses/avi30419-certificate-iii-in-aviation-remote-pilot/

Dance

Brief Description

Dance students develop their capability and confidence across the practices of Dance: choreography, performance and responding. They use dance-specific processes in purposeful and creative ways that are informed by their engagement with the work of living choreographers and performers from across local, regional, national and global cultures, times, places and/or other contexts.

Course outline

The focus is on students:

- Exploring and responding to choreographers' and performers' use of the elements of dance, choreographic devices, genre/style techniques and/or production elements in works or contexts across cultures, times and/or places; building and extending creative practices for performance and choreography, considering prior learning, safe dance practice, experience and interests.
- Creating work to communicate ideas and intentions using the elements of dance, choreographic devices and form.
- Performing their work using technical and expressive skills and genre- or style-specific techniques to communicate their ideas and intentions to audiences

Units explore the following genres:

- Contemporary
- Popular Dance, including Hip Hop

Pathway

The Year 10 subject Dance will prepare students for two different pathway choices in Year 11:

- the General subject of Dance
- the Applied subject of Dance in Practice
- the Applied subject of Arts in Practice.

Digital Technologies

Brief Description

Students apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them, including in an object-oriented programming language. Students use techniques, including interviewing stakeholders to develop user stories, to increase the precision of their problem definitions and solution specifications. They verify their solutions solve the problem by validating their algorithms, represented as flowcharts and pseudocode, and using test cases to confirm the correctness of their solutions. Students develop their object-oriented programming skills, and apply them to develop, modify and debug programs. They explain the importance of abstraction by representing online documents in terms of content, structure and presentation, as well as exploring simple data compression techniques and comparing their effectiveness.

Course Outline

- Knowledge and understanding of how hardware and software manage, control and secure access to data in networked digital systems
- Investigating and defining decompose real-world problems with design criteria and by interviewing stakeholders to create user stories
- Producing and implementing, modify and debug modular programs, applying selected algorithms and data structures, including in an object-oriented programming language

Pathway

The Year 10 subject Digital Technologies, will prepare students for the following pathway choices in Year 11:

- the Applied subject of Information and Communication Technology.
- The General subject of Digital Solutions.
- Aspects of the General subject of Business.

Drama

Brief Description

Students develop their capability and confidence across the practices of Drama: creating, performing and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. Students work collaboratively with peers and teachers.

Course outline

- Exploring and responding to Drama works, performances, practices and contexts from a range of cultures, times and places; for example through analysis of their own drama or the work of others, including professional work
- Building and extending creative practices for creating and performing drama using the elements of drama: role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol, focus and conventions relevant to selected forms and/or styles
- Creating drama in improvised, devised and scripted forms such as process drama, puppetry, object theatre, short- or long-form improvisation, play building and devising, scripted drama/script interpretation

Units include:

- Re-interpreting Shakespeare
- Gothic Drama; and/or Dramatic Realism

Pathway

The Year 10 subject Drama will prepare students for two different pathway choices in Year 11:

- the General subject of Drama
- the Applied subject of Arts in Practice

Engineering Principles and Systems

Brief Description

Engineering Principles and Systems is a sub-strand of Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. To design and create engineered solutions involves knowledge and understanding of scientific and mathematical principles and concepts through the application of engineering design processes and practical skills.

Course Outline

Students have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities.
Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Assessment

- Knowledge and Understanding – the use, development and impact of technologies and design ideas in an engineering context
- Processes and Production Skills – the skills needed to create designed solutions

Assessment for Engineering Principles and Systems includes design folios and Laser cut or 3d printed products to given design problems.

Pathways

Engineering Principles and Systems leads to the senior Applied subject of Industrial Technology Skills, and the 'Build and Fly a Drone' Certificate II in Engineering Pathways/Certificate III in Aviation (Remote Pilot) program*.

**Certificate offerings are subject to confirmation of delivery and funding arrangements from DTET.*

Special Requirements

Engineering Principles and Systems involves extreme risk workshop activities. Parent/carer permission is required, and students must adhere to safety requirements at all times.

Food and Fibre Production

Brief Description

Food and Fibre Production is a sub-strand of Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. To design and create food production solutions to support current and future access to food products involves knowledge and understanding of the sustainable management of the environments in which they are produced.

Course Outline

The Food and Fibre Production course is designed to investigate the question, 'What is in our food?' Students have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities.
Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Assessment

The criteria by which a student's work will be assessed are:

- Knowledge and Understanding – the use, development and impact of technologies and design ideas in food production context
- Processes and Production Skills – the skills needed to create designed solutions

Assessment types across the course includes:

- Projects including a folio and prototype
- Supervised tests – questions scenarios and problems

Pathways

This subject leads to the General senior subject Food & Nutrition

Food Specialisations

Brief Description

Food Specialisations is a sub-strand of Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. To design and create solutions to maintain and enhance individual and community health involves knowledge and understanding of what constitutes healthy and sustainable food systems to make informed food selection and preparation choices.

Course Outline

In the Food Specialisations course, students will develop and produce a burger for a food truck competition and use photography to market food they have produced. Students have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities.

Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Assessment

The criteria by which a student's work will be assessed are:

- Knowledge and Understanding – the use, development and impact of technologies and design ideas in food preparation context
- Processes and Production Skills – the skills needed to create designed solutions

Assessment types across the course includes:

- Projects including a folio and prototype
- Supervised tests – questions scenarios and problems

Pathways

This subject leads to the Applied senior subject Hospitality Practices.

Materials and Technologies Specialisations

Brief Description

Materials and Technologies Specialisations is a sub-strand of Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. To design and create solutions involves knowledge and understanding of characteristics and properties of a range of materials, components and production technologies.

Course Outline

Students have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities.
Students specifically focus on preferred futures, considering ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Assessment

The dimensions by which students will be assessed are:

- Knowledge and Understanding – the use, development and impact of technologies and design ideas in an materials and technologies context
- Processes and Production Skills – the skills needed to create designed solutions

Assessment for Materials and Technologies Specialisations includes design folios and Laser cut or 3d printed products to given design problems.

Pathways

Materials and Technologies Specialisations leads to the senior Applied subject of Industrial Technology Skills.

Special Requirements

Materials and Technologies Specialisations involves extreme risk workshop activities. Parent/carer permission is required, and students must adhere to safety requirements at all times.

Media Arts

Brief Description

Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Course Outline

- Exploring and responding to ways in which media arts works from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning, and the relationships the works create between makers, audiences and/or institutions;
- Developing practices and skills building and extending creative practices for producing media arts using media languages
- Creating (producing) media arts works using production processes in forms such as print, screen/moving image, audio and/or hybrid/trans-disciplinary forms
- Presenting/screening/distributing media arts works they have produced to audiences, in informal and/or formal settings.

Units include:

- The Language of Cinema and Film Genres
- Film Theory & Production – Film Noir
- Documentary

Pathway

The Year 10 subject Media Arts, will prepare students for the following pathway choices in Year 11:

- the General subject of Film, Television & New Media
- the Applied subject of Media Arts in Practice.
- The Applied subject of Arts in Practice

Music

Brief Description

Students develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts such as countries or regions in Asia, including use of music in multi-arts, trans-disciplinary or hybrid forms. They work collaboratively with peers and teachers.

Course Outline

The focus is on students:

- Exploring and responding to music and music practices and contexts from a range of cultures, times and places.
- Developing practices and skills building and extending creative practices for listening, including aural skills, vocal and/or instrumental performance.
- Composing in genres/forms such as songwriting, solo and/or ensemble instrumental music, and/or music production.
- Presenting performances to audiences; for example, for a specific target audience.

Units include:

- From Mozart to Metallica – developing performance knowledge and skills;
- Composition – developing knowledge and skills in composing

Pathway

The Year 10 subject Music will prepare students for two different pathway choices in Year 11:

- the General subject of Music
- the Applied subject, Music in Practice
- The Applied subject of Arts in Practice

Visual Arts

Brief Description

Students develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. They work collaboratively with peers and teachers.

Course Outline

- Exploring and responding to artworks and visual arts practices from across cultures, times, places and/or other contexts.
- Developing practices and skills building and extending creative practices and skills for visual arts practice, developing ideas and intentions, creating representations
- Creating artworks to communicate ideas, perspectives and meaning in 2D, 3D and/or 4D (time-based forms)
- Presenting artworks and practices to audiences.

Units may include:

- Printing – 2D Folio (printing, drawing and painting)
- Social Commentary (students' choice of content and media)

Pathway

The Year 10 subject Visual Arts will prepare students for two different pathway choices in Year 11:

- the General subject of Visual Art
- the Applied subject, Visual Arts in Practice
- The Applied subject of Arts in Practice

Specialist Programs

Specialist programs may incur an additional fee, have special entry requirements or be outside of school time.

Certificate II in Health Support Services

Enrolment in this qualification will be subject to the DTET final publication of the 2026 Career Ready VETiS funded qualifications. Capalaba State College will finalise its delivery arrangements with SAS before confirming Career Ready VET enrolments for 2026.

HLT23221 Certificate II in Health Support Services is to be delivered at our school, one day a week for approximately one Semester. This course is being delivered by an external RTO.

Working in healthcare is a rewarding experience. Certificate II in Health Support Services offers many opportunities for careers in hospitals, medical facilities and aged care. Successful completion of Certificate II in Health Support Services provides an opportunity to continue further qualifications in Certificate III courses, Diplomas and Degrees in the Healthcare environment.

Course Units

Unit Code	Unit title
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with Diverse People
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS001	Participate in workplace health and safety
CHCCCS012	Prepare and maintain beds
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals
HLTFSE002	Provide ward or unit-based food preparation and distribution services
BSBMED301	Interpret and Apply Medical Terminology Appropriately
BSBOPS203	Deliver a service to customers
CHCLEG001	Work legally and ethically
HLTWHS005	Conduct manual tasks safely

Prerequisites

Students have a strong interest in the healthcare industry; have an empathetic and sympathetic nature and who like to help others from babies and children to the elderly. Students must be able to work as part of a team be respectful and persistent and a good problem solver. They must also be a good listener and communicator. Students are required to have satisfactory literacy levels for completing the course.

Pathways

Employment opportunities such as administration support; support worker; pathology courier; clerk; housekeeping assistant; orderly and ward assistant are but a few of the multiple pathways and exciting opportunities in Australia and abroad.

Instrumental Music

Instrumental Music is an elective program offered to students at Capalaba State College. The program provides students with skills and experiences that promote musicianship, personal development and enjoyment, but also are held in high regard by employers and the community.

The program operates through the co-operative effort and support of Education Queensland, the School, Parents/Carers and Students. Education Queensland provides the Instrumental Teacher and the instruments. The School provides the organisation, facilities and resources. The students, as musicians, are our core business.

Students have the opportunity of playing one of the following instruments: flute, clarinet, bass clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba or percussion (orchestral drums).

The Instrumental Music program consists of two parts:

- Instrumental lessons conducted during normal school hours. These are worked on a rotational basis.
- Concert and Big Bands rehearsals and performances require a time commitment by students, predominantly outside school hours.

An emphasis is placed on public performance e.g. school events, official functions, Education Week, concerts, competitions and appearances at surrounding Primary Schools.

Capalaba State College has a high quality Instrumental Music Program built on a fine tradition, and is one of which parents and students can be justly proud.

College to Work Programs

These programs are undertaken in addition to school curriculum and may require students to work one day per week. All other studies must still be completed to a satisfactory standard.

School Based Apprenticeships or Traineeships (SATs)

Students have the option of participating in a school-based apprenticeship or traineeship. A traineeship is usually completed in 18 months and covers a broader range of occupations, while an apprenticeship covers skilled trades and takes around four years to complete.

These traineeships are undertaken with an employer on a contract basis. Students are able to find their own employer or can do so through the Industry Liaison Officer, a Training Provider, or they may apply when traineeships are advertised through the college notices.

Normally, a SAT involves the student attending college for four days for their normal College subjects. On the fifth day, the student goes to a workplace to do on the job training for which they are paid at the award rate. In some industries, such as retail and hospitality, on the job training may take place outside college hours such as afternoons and weekends. However, to be school based, some hours of work and/or training must take place during College hours.

Students have theory work to complete as well as the on-the-job training. On the successful completion of both the on the job and off the job training, the student will receive a nationally recognised certificate e.g., Certificate II in Retail Operations, in addition to their Senior Statement of Results or equivalent. Some students may even have the opportunity to complete a Certificate III by the end of Year 12. Students may have the option of dropping a subject to enable them to cope with both the SAT and their College workload.

Students should understand that apprenticeships and traineeships are legally binding formal agreements, so assistance should be sought before agreements are made to ensure a full understanding of requirements.

Vocational education in the form of one nationally accredited Certificate III or above courses may contribute towards the ATAR.

Students can seek assistance for these programs from the Industry Liaison Officer.