CAPALABA STATE COLLEGE

Subject Information Handbook

for Students in: Year 10 in 2024

Live, Love, Learn
Leave a Legacy

Ver 241023

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Handbook Disclaimer:

This Handbook contains information that is correct at the time of printing but is subject to change. Changes to legislation, training packages, syllabuses, study plans 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 or by contacting Capalaba State College.

The Beginning of the Senior Phase of Learning

INTRODUCTORY ADVICE TO STUDENTS AND PARENTS

This Handbook provides information which is currently available regarding the New Senior and Tertiary Entrance System (also known as the New Queensland Certificate of Education (QCE) and Tertiary Entrance System) for parents and for students entering Year 10 in 2024. The Handbook also gives information regarding Year 10 subjects which will provide preparation for subjects in the new QCE system.

Year 10 is now 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 and 12

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

Year 10 at Capalaba State College is also about:

IMPROVING
- Literacy, Numeracy and Thinking skills
- Subject related skills and knowledge

PROMOTING
- Independence as a learner
- Responsibility
- Resilience

DEVELOPING
- Self-awareness
- Self esteem

PROVIDING
- Guidance

PREPARING
- For senior studies
- For career
- For life and life-long learning

EXTENDING
- Horizons

It is important to choose the correct subjects in order to be successful in senior. It is expected 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. Students may change subjects in Year 10 (subject to vacancies in the requested subject) but it is expected that students remain in their chosen subjects in Years 11 and 12. Changing subjects in Years 11 and 12 may affect a student's QCE eligibility in terms of attaining sufficient credits (20 credits), meeting completed core requirements, and in terms of achieving a high ATAR.

Students need to select subjects suited to their needs, interests and abilities. There is little value in choosing subjects which are too difficult as credits are only attained if a subject is passed at exit. Your child's Year 9 results should give an indication of both their ability and interests.

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 and will be checked by teachers. Some of this set work will be part of on-going subject programs such as completion of projects and assignments commenced in class time. This aspect of homework should also include preparation for classroom learning (collecting relevant materials, items, information).

- 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.

PRESCRIBED LEVELS OF HOMEWORK FOR DIFFERENT AGE GROUPS

- Prep year: Generally students will not be set homework
- Years 1, 2, 3: Could be up to an hour each week
- Years 4 and 5: Could be up to 2 or 3 hours each week
- Years 6 and 7: Could be up to be up to 3 or 4 hours each week
- Years 8 and 9: Could be up to be up to 5 hours each week
- Years 10, 11, and 12: Will vary according to the young person's learning needs and individual programs of learning. It is recommended that the study time for each general subject in Years 11 and 12 is three hours per week for each of the six subjects undertaken, i.e. a total of approximately eighteen (18) hours per week extra on top of class time. With class time being 22 hours per week, this would make Senior Studies a commitment of forty (40) hours per week total which is comparable with time requirements of peers who leave college to enter the workforce full time.

Before Choosing Senior Subjects

Questions for Students to Ask Themselves

- Do I want to do Tertiary Studies after Year 12?
- Do I want to go to TAFE after Year 12 to do a pre-employment or a pre-apprenticeship course or a Get Set for Work Program?
- Do I want to enter the workforce as a full-time employee after Year 12?
- Do I hope to get an apprenticeship or traineeship?
- Do I want to undertake Senior Studies and do a traineeship at the same time?
- Do I want to undertake Senior Studies and do a TAFE course or VET certificate course at the same time?
- Will the job I choose require further study in the future?
- Can I prepare myself for a number of the above options?

Whatever direction students choose, they can be sure that they will be met with competition. It is important that the qualifications gained from completing Year 12 are the right ones and at the highest standard possible. It is important also that students have sound basic literacy and numeracy skills and a positive attitude. Good subject choices are important to maximize student success.

The Features of the Senior Phase of Learning

The Youth Participation in Education and Training Act 2003 introduced on 1 January 2006 means that in 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, or get a 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.

SET Plans

From 2006 students in Year 10 in state schools in Queensland are required to develop a "Senior Education and Training (SET) Plan". In the SET Plan each student identifies what they will study and learn during the Senior Phase of Learning (Years 10, 11, 12). This process is similar to "career education" but the SET Plan is agreed between each student, their parents/carers and the college. It should be finished by the end of Year 10.

Learning Accounts

From 1 January 2006, every young Queenslander must be registered with the Queensland Curriculum and Assessment Authority (QCAA) in year 10, or in the year they turn 16, whichever comes first. Registration automatically opens an individual learning account and a learner unique identifier (LUI) is allocated to each student.

The learning account records a student's progress towards the Queensland Certificate of Education (QCE). The learning account records what, where and when learning is undertaken during the Senior Phase of Learning (Years 10, 11, 12) and the results that have been achieved. The learning account can be viewed at https://myqce.qcaa.qld.edu.au/ . It is the responsibility of the student to inform the college of any external study that may satisfy the QCE requirements eg. AMEB.

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/sep/sep-for-year-12-students.

Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE – contributing studies and the results achieved.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

Queensland Certificate of Education (QCE)

Students who enrol in Years 11/12 at Capalaba State College must be QCE or QCIA eligible. It is expected that students at Capalaba State College complete the QCE/QCIA by the end of Year 12. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students in Special Education Programs who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Senior Subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General Syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling. They lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

Applied Syllabuses

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

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see: https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework.

Underpinning factors

All senior syllabuses are underpinned by:

Literacy - the set of knowledge and skills about language and texts essential for understanding and conveying content.

Numeracy - the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General Syllabuses and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:

21st century skills - the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills.

Applied syllabuses

In addition to literacy and numeracy, Applied syllabuses are underpinned by:

- applied learning - the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts.
- community connections - the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom.
- core skills for work- the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational education and training (VET)

Students can access VET programs through an external Registered Training Organisation (RTO). There are also opportunities for students to undertake school-based apprenticeships or traineeships.

The Senior Studies Curriculum

In Year 10, all students will study an English, Mathematics, History and Science subject as well as sport. 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 to guide students in their choice of subjects for Years 11 and 12 and whether applied or general subjects are best suited for them. 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. Results in most subjects in Year 10 do not contribute to the QCE or ATAR. The exceptions are VET Certificate courses (e.g., Certificate II in Health Support Services) and any Short Courses completed satisfactorily.

In Years 11 and 12, for studies towards the Senior Statement, the QCE, and ATAR, students are required to choose six (6) subjects (including an English and a Mathematics subject). They may also participate in other activities such as sport, tertiary preparation, independent study, opportunities for work placement and study skills. Students in Senior Studies at Capalaba are enrolled on a full-time attendance basis only. This means that students are required to attend for the full time each timetabled college day and partake in the full Senior Studies Curriculum. Students enrol in Senior Studies at Capalaba State College to be QCE or QCIA eligible.

The Difference between Subject Types

The subjects offered in Years 11 and 12 for the Senior Statement or Results come into three (3) categories:

(a) **General Subjects:** General subject syllabuses have been developed by the QCAA after consultation with teachers, academics and stakeholder group representatives. Where applicable the senior secondary Australian Curriculum subjects have been used as a basis for the development of these subjects. The alignment with the Australian Curriculum has led to a consistent syllabus structure of four units – two foundational units and two units where the assessment contributes to the final subject result and therefore tertiary entrance calculation. These are reasonably difficult subjects so if students cannot achieve soundly in a Year 10 subject, then they will probably find the equivalent General subject in Year 11 quite difficult to pass or to perform well in. Students need to complete class work and it is recommended they complete 30 minutes per general subject per night to achieve well in these subjects.

In General subjects, senior students' learning in Units 3 and 4 will be assessed using three assessment instruments developed by schools (internal) and one subject specific state-wide external assessment instrument (assessed via an external examination). These instruments will be mapped to unit objectives.

Internal assessment instruments will be approved by the QCAA and will be marked using an instrument specific marking guide (ISMG) provided by the QCAA. Comparability of student results will be achieved through a process called Confirmation. QCAA will check the accuracy and reliability of a school's marking by selecting samples of student responses and matching them to the ISMG for each of the assessments.

External assessment instruments will be developed by the QCAA and all Queensland students in the relevant subject will sit at the same time. Mathematics and Science General subjects will contribute 50% and in other subjects 25% to the student's final result.

(b) **Applied Subjects** Applied subjects tend to place more emphasis on practical skills and knowledge and can develop specific skills relevant to the pathways beyond school or employment or vocational education or training. Applied syllabuses do not use external assessment.

(c) **VET Certificate Courses:** Students complete competencies related to the certificate course. On completion of all required competencies a certificate is issued by the course provider (RTO).

Students are required to provide the RTO with their USI (Unique Student Identifier) in order for a VET qualification to be issued on completion.

What is needed for Tertiary Entrance

The Australian Tertiary Admission Rank (ATAR) replaced the Overall Position (OP) for tertiary admission from 2020. The ATAR is a finer grained order of students than the OP. The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.

ATARs below 30 will be reported as '30.00 or less'.

ATARs are expected to be released in mid to late December each year. Students will be able to access their ATARs online and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results (recommended course of study for an ATAR) or
- best results in a combination of four General subject results **plus** an Applied subject result **or** a Certificate III or higher VET qualification.

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

If you are aiming for an ATAR for tertiary study entry, Queensland universities have decided that the following rules will apply:

1. Only General English subjects or Applied English subjects can be included in the ATAR, but not both.
2. Only General Maths subjects or Applied Maths subjects can be included in the ATAR, but not both.
3. Only one type of language subject can be included in the ATAR – either General or Senior External Examination, but not both.

English requirement

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

Satisfactory completion will require students to attain a C result or better in Units 3 and 4 in either English, Essential English, or English and Literature Extension.

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

What about Prerequisite Subjects?

Some tertiary courses require specific subjects to be studied. It is essential to choose the subjects that are **prerequisites** for courses and careers in which students are interested, otherwise options will be closed off. Students must be realistic about their abilities, and Year 10 results are usually a good indicator of these. Merely choosing a subject is not enough, students must also achieve satisfactorily in it to satisfy prerequisites. It is more important to select subjects students that like and in which they have demonstrated ability. Refer to the QTAC website to check for prerequisite subjects.

Seek help from teachers and the Guidance Officer if in doubt.

A Guide to Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect your success and feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically.

Overall Plan

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

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines

1. **Relate subjects to current career information**
   It is very helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you. Students will consider possible career options and pathways in formulating their SETP (Senior Education and Training Plan). The Careers and Pathways teacher may be able to help you get started by giving you some suggestions on how to investigate jobs and how to approach career decision-making.

   The following resources are available in schools and give information on subjects and courses needed for careers:
   - The *Qld Skills Gateway* provides information on occupations and subjects needed for particular occupations and courses. All Year 10's should have access to the Qld Skills Gateway online during the SET process.
   - Other career information, such as brochures from industry groups show the various pathways to jobs within these industries.
   - The *Queensland Tertiary Courses* book is useful for information on university courses and higher level TAFE courses (available for download at https://www.qtac.edu.au/download-qtac-course-guide/)

- The *QTAC website (ATAR and My Path)* provides information on the subjects required for entry to university and TAFE advanced diploma and diploma courses in the year 2021.
- Queensland TAFE Handbook at http:/www.tafe.qld.gov.au/

You will find these terms used in these resources.

- **Prerequisite** subjects (subjects which **must** be taken for future courses or careers)
- **Recommended** subjects (not essential, but which are likely to make future courses easier to follow)
- **Useful** subjects (not essential, but give a general background or help develop particular skills)
- **Assumed knowledge** (students may gain entry to the course without these subjects but could find the course work difficult).

2. Find out about the full list of subjects the college offers.

Check out each subject fully. To do this, it will be necessary to:

- read subject descriptions and course outlines in this booklet and other material produced by the college
- talk to teachers and heads of departments of each subject
- look at books and materials used in the subject
- listen carefully at subject information talks

3. Make a decision about a combination of subjects that suits your requirements and abilities and that gives you eligibility for the QCE

Students seeking tertiary entry should follow the guidelines given in an earlier section. Students should consider taking some of the Applied subjects and/or Certificate courses in Year 11 and 12 if:

- your past results suggest that some General subjects may be too difficult
- you do not intend going on to tertiary study
- you are interested in the content of a particular subject because it relates to future employment or possible TAFE courses

For many students a combination of the various types of subjects may be a useful course to follow.

4. Be prepared to ask for help

Even after following these suggestions you and your parents may be a little confused or uncertain about the combination of subjects you have chosen. It is wise at this stage to check again with some of the many people around to talk to - teachers, heads of department, guidance officer, deputy principals and principal. Don't be afraid to seek their assistance - they are all prepared to help you.

Also you can talk to students who are doing or have done the subjects. However, don't assume that because one other student does or doesn't like a particular subject you will feel the same. All subjects are both liked and disliked by some students.

If you are still unsure about whether the subject is suitable for you, try to find out not only about the content (i.e. what topics are covered in the subject) but also how the subject is taught and assessed. For example: does the subject mainly involve learning from a textbook; are there any field trips, practical work, or experiments; how much assessment is based on exams compared to assignments; theory compared to practical work; written compared to oral work?

5. Choose subjects carefully

Many students choose subjects for the wrong reasons and as a result are not happy at school. There are some traps to avoid when making a selection of subjects that suits you.

- Do not select certain subjects simply because someone has told you that they "help get you good results and give you a better chance of getting into university".
- Try not to be influenced by suggestions that you will not like a particular subject, because a friend/brother/sister disliked it when they studied it.

6. An important point

Some students think that simply by studying English, Mathematical Methods, Chemistry and Physics they are keeping all their tertiary options open. Certainly, some tertiary courses do require combinations of these subjects (but remember too that many courses require no more than English for entry), but more importantly they require **good marks** in these and any other subjects studied. Thus by simply taking these subjects you are not necessarily keeping your options open; you are only doing so if you take them and **do well at them.** Choosing subjects you are best at is usually the best option.

7. College based traineeships

There is a possibility for students to complete a traineeship while studying in the Senior College.

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 Careers & Pathways teacher, a Training Provider, or they may apply when traineeships are advertised through the college notices.

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.

Students completing traineeships will receive certification. Interested students may discuss details with the Careers and Pathways teacher.

Useful Internet Sites

MyQCE: https://myqce.qcaa.qld.edu.au
Queensland Curriculum and Assessment Authority: www.qcaa.qld.edu.au
QTAC (Queensland Tertiary Admissions Centre): www.qtac.edu.au
TAFE Queensland: https://tafeqld.edu.au/
Commonwealth Department of Employment: www.employment.gov.au
Career Information: www.myfuture.edu.au
Job Outlook: www.labourmarketinsights.gov.au

Changes of Subject

For reasons discussed earlier, it is advisable to minimise subject changes mid-course in Years 11 and 12. Changes will only be approved if it is deemed educationally sound to do so. Permission to change subjects is not granted automatically. Students should use Year 10 to try subjects to ensure they are a suitable choice in Years 11 and 12. When a student is considering the possibility of a change of subject the following procedures must be adhered to:

(1) An interview should be arranged with the Guidance Officer or Deputy Principal to discuss reasons for the possible change, study and work effort, and career options. The impact on a student's ATAR must be considered. QCE eligibility needs to be checked also.
(2) Heads of Departments/Co-ordinators and teachers from the relevant subject areas will be consulted by the Administration for advice.
(3) Parental approval must be gained.
(4) Final approval is given by the Principal, after consideration of all the advice and circumstances.

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.

In all Year 11 and 12 subjects the College and students must comply with QCAA assessment policies, syllabuses and study plans.

Assessment programs for the various subjects will usually have a variety of approaches. Assessment of student achievement may include such methods as:

- formal examinations (internal and external), written class tests, oral presentations in class, assignments and projects (home and/or college), practical tests, observation reports, responses to oral questions, group work.

To receive an achievement grading and semester credit for any subject listed on the Senior Statement or Queensland Certificate of Education a student must:

(a) attend for the required minimum timetabled time
(b) be in attendance at the end of Semester
(c) cover the required work of the syllabus/study plan.

Failure to attend examinations or tests at the set time, failure to submit assignments by the due date without adequate and approved reasons, 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 a Semester Unit of Credit, or an overall result for that subject. In the Compulsory Participation Phase of Learning, a student's enrolment may also be cancelled if they are not attending satisfactorily or participating adequately in the programs of instruction. Where illness, unavoidable absences or extenuating factors affect attendance at examinations or presentation of required work, the process outlined in the Senior Secondary Assessment Policy must be followed.

EXAMINATIONS

College 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 College examinations 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 ratings must:

(a) be the student's own work
(b) be presented on or before the due date or the due date agreed to on an approved AARA.

Assignments which satisfy the above criteria will be assessed and credited towards the student's result. When a final version of an assignment is not submitted, or is submitted late, the assessment grading and the granting of credit towards completing the course requirements may be based on the in-class progress of that student, or the marked draft (submitted before the due date) on that assignment task.

Year 10 2024 Provisional Subjects and Prerequisites

The length of each lesson is 70 minutes. The timetable will consist of:

- English: 3
- Maths: 3
- Science: 3
- Sport: 1
- Electives: 3 lines @ 3 lessons each = 9

Provisional Yr10, 2024 subject: All subjects are "Preparation for… " New QCE subjects	**Year 11 and 12 SATE Syllabus/Study Plan Area** **G =General** **A =Applied** **V = VET**	**Results from Year 10 required for Year 11** **P = Prerequisite** **R = Recommended** ***C in Yr10 English recommended**
Visual Arts	Visual Art G Visual Arts in Practice A	R: A or B in Yr10 Visual Arts
Business and Technology	Business G Certificate III in Business V Business Studies A	P: A or B inYr10 Business and Technology* R: C in Yr 10 Business and Technology
Dance	Dance G Dance in Practice A	R: A or B in Yr10 Dance* R: Yr10 Dance
Digital Technologies	Information and Communication Technology A	R: C in Yr 10 Digital Technologies
Drama	Drama G Drama in Practice A	R: A or B in Yr10 Drama* R: Yr10 Drama
English	Essential English A General English G	P: A or B Yr10 English General
Media Arts	Film Television and New Media G Media Arts in Practice A	R: A or B in Yr10 Media Arts
Food Specialisations	Food and Nutrition G Hospitality Practices A Cert II in Hospitality V	R: A or B Yr 10 Food Specialisations*
Health and Physical Education	Physical Education G Certificate III in Fitness	R: B in Yr10 HPE*
History	Ancient History G Modern History G	R: C in Yr 10 History*
Design and Technology	Industrial Technology Skills G	R: Yr 10 Design and Technology
Mathematics	General Mathematics G Essential Mathematics A Short Course in Numeracy Mathematical Methods G	P: C in Yr 10 Maths
Music	Music G Music in Practice A	R: A or B in Yr10 Music*
Science	Biology G, Chemistry G Physics G	P: C in Science*

Choosing Subjects for Year 10 in 2024

Students will indicate their selected subjects and backup options on the subject selection form. 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 in 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.***

Students enrol in Senior Studies at Capalaba State College to be QCE or QCIA eligible with the expectation they complete these qualifications by the end of Year 12.

Students should choose Year 10 subjects to provide preparation for subjects in Years 11 and 12 in terms of subject matter, styles of assessment and the rigour of the subject. Year 10 subjects will help guide decisions whether a General or Applied subject is best suited to the student in years 11 and 12.

Subject Descriptions

Subject descriptions are correct at the time of printing.

Subject *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:

- Responding to literary texts
- Responding to poetry
- Responding to a Shakespearean Drama
- Interpretation of a Shakespearean Drama
- Evaluating News Media Texts

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:

- Knowledge and understanding
- Creating Texts
- Comprehending Texts

Pathways

Student achievement in English in year 10 will help determine future subject options for senior schooling. In year 11 and 12, General English and Essential English are suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

Subject *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 Outlines

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.
Measurement and Geometry
Using units of measurement, Geometric reasoning and Pythagoras and trigonometry.
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:

- Understanding and Fluency
- Problem-Solving and Reasoning

Assessment items (each term) will include:

- Short response exam
- Problem Solving and Modelling Tasks (PSMT)

In Senior, Capalaba offers two ATAR mathematics subjects, Mathematical Methods and General Mathematics. One non ATAR Mathematics subject, Essential Mathematics is also offered.

For students following an ATAR pathway, to take Mathematical Methods in senior it is recommended that they attain an A in year 10 Mathematics.

Students wishing to take General Mathematics in senior need to be maintain a C or better in Year 10 Mathematics.

Workload

Class work consisting of 210 minutes per week (3 x 70 minute lessons) plus an additional 2.5 hours per week study and homework.

Subject *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.

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science, and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions.

Year 10 Science will be offered through the topics of biology, chemistry, physics and the universe with their classroom teacher. The learning acquired by students in science, contributes to learning in other curriculum areas particularly in English, Mathematics, Technology and History. Regardless of whether students wish to pursue a career in a science related field, studies in science will allow students to complete their schooling as people who can make decisions based on scientific evidence and reasoning about the environment and their own health and wellbeing.

Assessment items

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

Generally, they are grouped under three categories. 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. The data test contains two to four datasets consists of a number of different types of items, which include:
    - short response items requiring single-word, sentence or short paragraph responses
    - calculating using algorithms
    - interpreting datasets.
- ***Student Experiment*****:** This assessment requires students to research a question or hypothesis through collection, analysis and synthesis of primary data. A student experiment uses investigative practices to assess a range of cognitions in a particular context. Investigative practices include locating and using information beyond students' own knowledge and the data they have been given.
- ***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. A research investigation uses research practices to assess a range of cognitions in a particular context. Research practices include locating and using information beyond students' own knowledge and the data they have been given.

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.

Workload

Class work consisting of 3.5 hours / week (3 x 70-minute lessons) plus an additional 1.5 – 3 hours per week of study and homework.

Course Outline (topics)

Topics include:

Term 1 - Biology

- Explain the processes that underpin heredity and genetic diversity and describe the evidence supporting the theory of evolution by natural selection.
    - DNA structure and function
    - Hereditary
    - Evolution
- Students analyse the importance of publication and peer review in the development of scientific knowledge and analyse the relationship between science, technologies and engineering. They construct logical arguments based on analysis of a variety of evidence to support conclusions and evaluate claims. They select and use content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments to diverse audiences.
    - **Assessment – Research investigation (4 weeks)**

Term 2 - Chemistry

- Students explain patterns and trends in the periodic table and predict the products of reactions and the effect of changing reactant and reaction conditions.
    - The periodic table, the atom and electron configurations.
    - Ionic bonding and covalent bonding.
    - Reaction rates student experimental investigation.
- Students plan and conduct safe, valid and reproducible investigations to test relationships or develop explanatory models. They explain how they have addressed any ethical and intercultural considerations when generating or using primary and secondary data. They select equipment and use it efficiently to generate and record appropriate sample sizes and replicable data with precision. They select and construct effective representations to organise, process and summarise data and information. They analyse and connect a variety of data and information to identify and explain patterns, trends, relationships and anomalies. They evaluate the validity and reproducibility of methods, and the validity of conclusions and claims.
    - **Assessment – Student experiment (4 weeks)**

Term 3 - Physics

- They explain how Newton's laws describe motion and apply them to predict motion of objects in a system.
    - Forces and motion (newtons laws and their application).
    - Acceleration, velocity and displacement graphs.
    - Conservation of energy.
- This assessment focuses on the application of a range of cognitions to multiple provided items. Student responses must be completed individually, under supervised conditions, and in a set timeframe.
    - **Assessment – Data test (1 lesson)**

Term 4 – Earth and space science

- They sequence key events in the origin and evolution of the universe and describe the supporting evidence for the big bang theory.
    - Stars (Brightness, lifecycle, colour and distance between).
    - Cosmology (Steady state vs. Big Bang Theory).
    - The Earth and life.
    - Telescopes.
    - **Assessment – Folio of work. (7 quizzes over the period of 8 weeks)**

Subject *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.

Subject *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.

Students will use and develop their reading and writing skills within the units and they will selectively use ICT'S to present their findings.

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. Only students who achieve an A or B result in Year 10 can go on to study Senior Physical Education, a General subject which contributes to a student's ATAR score used for tertiary entrance.

Students who don't achieve an A or B result in Year 10 can choose another pathway and can go on to study Certificate III in Fitness 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.

Workload

There is a significant theory component in this course of study. Students will be completing research work requiring good literacy skills and they will need the ability to complete problem solving questions under test conditions.

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 *BUSINESS and TECHNOLOGY*

Brief Description

Business and Technology has been developed from the QCAA Business Syllabus and the ICT Authority-Registered program, in which students utilise opportunities to engage in and understand a range of business administrative practices and to develop the ability to use information and communication technology to provide practical solutions to real-life and simulated situations.

Business and Technology is the study of the business world and the role of information technology in developing a strong and productive global economy. Students will use developed knowledge and understanding to think critically and respond creatively to current and future business needs.

Students will learn about business environments and communication, the responsibility of consumers and the technology necessary for business operations.
Students will use and develop their reading and writing skills for a specific purpose and they will selectively use ICT'S to design solutions in business and information technology.

Business and Technology fosters intellectual, social and moral development by encouraging students to think critically about the role of businesses in society and the ethical responsibilities of using technology wisely.

Course Outline

Units of study will include work on the following areas:

- Business Communication
- Business Technology
- Consumerism
- Business Environments

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 may include short and/or extended responses, research assignments, reports and multimodal presentations.

Pathways

It is recommended that students who excel in this subject in Year 10 study Business (General) and Information Communication Technology (Applied) in Years 11 and 12. Only students who achieve an A or B result in Year 10 will be able to go on and study Business (General). Student may also enrol in the Certificate III in Business or Business Studies.

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.

Workload

There is a significant theory component in this course of study. Students will be completing research work requiring good literacy skills and they will need the ability to complete problem solving questions under test conditions.

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.

Subject *DANCE*

Brief Description

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

- the General subject of Dance which includes external written assessment;
- the Applied subject of Dance in Practice.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. Dance provides opportunities for students to learn how to engage with dance works as both artists and audience through the use of critical literacies. Across the course of study, students will study dance across various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies. Students will learn about dance as it is now and explore its origins across time and cultures. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples.

Units may include:

- Musical Theatre
- Contemporary and Ballet
- Social Dance
- Popular Dance, including Hip Hop

Assessment instruments will prepare students for engaging with Year 11 and 12 applying critical and creative thinking skills, practical skill development and exploration of ideas. Students will complete individual and group practical and non-practical tasks including choreography projects and performances; independent projects (eg research and skill development into industry roles); and essay writing under exam conditions.

Special Requirements

Dance students should to participate in the College Student Resource Scheme to access a number of textbooks and resources.

Viewing in live dance is essential to learning in Dance in order to respond to quality Dance works, and to inform students own creative practice. Students will be invited to participate in excursions each semester. These may cost between $40 - $80 dollars depending on ticket price and the cost of transport.

Subject *DIGITAL TECHNOLOGIES*

Brief Description

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**.
- Certificate II or III in Information, Digital Media and Technology.
- Aspects of the General subject of **Business**.

Digital Technologies focuses on developing students' understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation vocational training and/or learning in the senior secondary years.

Students will analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and software applications. Students will consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types.

Students develop modular solutions to complex problems using an object-oriented programming language where appropriate and evaluate their solutions and existing information systems based on a broad set of criteria.

Special Requirements

Students also need to participate in the College Student Resource Scheme.

Subject *DRAMA*

Brief Description

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

- the General subject of **Drama** which includes external written assessment; and
- the Applied subject, **Drama in Practice**

Across the course of study, students will develop a range of interrelated drama skills, knowledges and processes needed to create dramatic action and meaning. They will study of a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

Units may include:

- Responding to live theatre
- Dramatic Realism
- Re-interpreting Shakespeare
- Gothic Drama; and/or
- Theatre for Young People

Learning and teaching will prepare students for engaging with Year 11 and 12 by introducing students to necessary critical and creative thinking skills, knowledges and processes. Assessment instruments will require students to apply these by undertaking individual and group practical and non-practical tasks including performances; independent projects (eg directorial treatments for productions; research and skill development into theatre production roles); and essay writing under exam conditions.

Special Requirements

Drama students need to participate in the College Student Resource Scheme as they use a range of published scripts and textbooks.

Viewing in live theatre is essential to learning in Drama in order to respond to quality drama works, and to inform students own creative practice. Students will be invited to participate in excursions each semester. These may cost between $30 - $80 dollars depending on ticket price and the cost of transport.

Subject *MEDIA ARTS*

Brief Description

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

- the General subject of **Film, Television and New Media** which includes external written assessment; and the Applied subject of Media Arts in Practice.

Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and will investigate and respond to moving-image media content and production contexts. Students will learn the concepts of technologies, representations, audiences, institutions and languages. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

Units may include:

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

Assessment instruments will prepare students with the critical and creative thinking skills required for engaging with Year 11 and 12 including individual and group practical tasks including research investigations, projects (eg multi-platform projects, pre- and post-production work), and essay writing under exam conditions.

Special Requirements

Students also need to participate in the College Student Resource Scheme.

Subject *FOOD SPECIALISATIONS*

Brief Description

Food Specialisations has been developed from The Australian Curriculum: Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.

Food Specialisation is the study of food in the context of nutrition, food science and food technology. This knowledge is fundamental for the development of a safe and sustainable food system that can produce high quality, nutritious food products. By applying their knowledge and understanding as well as their practical skills when using technologies, students will respond creatively to current and future needs.

Students will learn about food production, processing, distribution consumption and waste management.

Students will use and develop their reading and writing skills for a specific purpose and they will selectively use ICT'S to design solutions in food and nutrition.

Food Specialisations aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate materials, tools and equipment − when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

Course Outline

Units of study will include work on the following areas:

- Nutrition
- Food Consumer issues
- Selecting and preparing nutritious foods from complex and changing food markets
- Making informed, responsible and ethical consumer decisions about new products

Assessment

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

- Knowledge and understanding
- Processes and production skills - creating design solutions by Investigating, generating, producing, evaluating, collaborating and managing

Assessment types across the course includes:

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

Pathways

It is recommended that students who excel in this subject in Year 10 study Food & Nutrition in Years 11 and 12. Only students who achieve an A or B result in Year 10 can go on to study Senior Food & Nutrition, a General subject which contributes to a student's ATAR score used for tertiary entrance.

Students can also choose a VET (Vocational Education and Training) pathway and can go on to study a Certificate II in Hospitality.

Students can also study choose to study Hospitality Practices which is a school-based hospitality programme.

Related fields of work include Clinical Dietetics, Food and Nutrition Management, Food Technology, Public Health, Education and Research, Hospitality, Business, Food Styling, and Media.

Workload

There is a significant theory component in this course of study. Students will be completing research work requiring good literacy skills and they will need the ability to complete problem solving questions under test conditions.

Special Requirements

Students will be required to participate in practical cookery lessons and provide the necessary ingredients specifically for Assessment.

Subject *DESIGN and TECHNOLOGIES*

Brief Description

The Design and Technologies curriculum aligns with the Australian curriculum. Year 10 Design and Technologies uses skills in Knowledge and Understanding, Processes and Production Skills and creative design thinking to produce designed solutions to an identified need or problem. In using design ideas students work through problems of an identifiable need to produce a solution to the original problem. Students work independently and collaboratively to problem-solve the complexities of problems and make connections to related specialised occupations. As students' progress creativity, innovation and enterprise skills will be increasing used as confidence, independence and collaboration grows to design a solution to a given design problem using a range of taught skills in designing, sketching, use of CAD software, laser cutting, 3D printing and using other various workshop specialised tools.

WARNING

As part of the course, students will be required to complete a number of practical exercises. Once completed, students are permitted to take these items home. Parents need to be aware that products are a result of a teaching exercise only. They do not and were never intended to conform to Australian standards and should NOT be used for their normal practical purpose.

Technology students and teachers are likely to be using a range of tools and machines that, by their nature, present a higher risk than other areas of the curriculum. Injuries involving plant equipment can have serious consequences that include amputation, de-gloving, scalping and hearing loss resulting in permanent impairment to students and employees. The Workplace Health and Safety Regulations require teachers and students to identify and control risks associated with machinery and plant in the workplace.

Course Outline

Students will be producing design folios in PowerPoint to work through given design problems following the process of - Investigation of the problem, Generating ideas to solve the problem, Producing the product to finally Evaluate the solution. Using a range of technologies including a variety of sketched graphical techniques to communicate original ideas in a three-dimensional representation, using CAD software, to produce products with 3D printers and Laser cutter. In using these machines students produce and assemble their products and demonstrate via evaluating the product produced to the original design problem. For students to be successful in design, an open mind to creativity and safety is required.

Assessment

The dimensions by which students will be judged on are:

- Knowledge and Understanding
- Processes and Production Skills

Assessment for Design and Technologies elective include:

- 4 x PowerPoint Design Folio and Laser cut or 3d printed products to given design problems.

Resources

Student will require a USB drive for in class 3D printing and Laser cutting, as well as access to a computer device at home to complete design work as homework.

Pathways

Design and Technologies leads students to further study in Design, Engineering, Aerospace and Trade Vocational Educational Training (VET) pathways. This course of study may help prepare students for Maths, English, Science, Art, Aerospace, Design, Engineering, Industrial Technology Skills pathways and other external VET Pathways.

Subject *INDUSTRIAL TECHNOLOGY SKILLS (Aeroskills)*

Brief Description

By the end of term 1 Year 10 students will have had the opportunity to design and produce designed solutions focused on Aerospace as a topic area. Students will be working with Engineering principles and Systems, Materials and Technologies Specialisations to gain a further understanding for further study into Certificate II in Engineering and the Certificate III in Aviation (Remote Pilot – Visual Line of Sight) in Semester 2, Year 10.

This subject is part of the Cert II Engineering subject that gives students a chance to see what the Engineering and Aviation course is all about before commencement of the Cert II Engineering in Term 2, 3 and 4.

Course Outline

This course is part of the of study that works towards the Certificate II in Engineering and the Certificate III in Aviation (Remote Pilot – Visual Line of Sight). This course of study allows student to try out the study of the course before entering the VET stream.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas to produce Aerospace products to be remotely piloted. Students commence to learn how to fly remotely powered aircraft and learn the basics of flight and the components of the airframe.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as action plans to manage a range of design tasks safely. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Assessment

The dimensions by which students will be judged on are:

- Knowledge and Understanding
- Processes and Production Skills

Assessment across the Design and Technologies elective include:

- Design folio and designed product to suit a particular need.
- Product construction
- Short response exam
- Remote pilot control flight testing

Resources

Student will require a USB drive for in class as well as access to a computer device at home to complete design work as homework.

Pathways

Design Technologies leads students to further study of Certificate II in Engineering and the Certificate III in Aviation (Remote Pilot).

Subject Year 10 MEM20422

Year 11 and 12 Subject AVI30419

RTO Code: 41008

CERTIFICATE II in Engineering Pathways/

CERTIFICATE III in Aviation (Remote Pilot)

DUAL QUALIFICATION

Pathways

This is a dual certificate in Certificate II in Engineering and Certificate III in Aviation (Remote Pilot). 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).

This pathway starts in Term 2 of year 10 following on from the Industrial Technology skills (AeroSkills). Students will 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, Science and a Technology subject in Year 9.
- 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
- Requires the ability to use a computer at home for assessment.

Workload

The 'amount of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program.

The nominal volume of learning for this program is 3 terms for Cert II Engineering.
This includes:

- 3 lesson a week for 3 terms
- one-on-one instruction as required
- personal study time, either off the job or at home
- additional language, literacy and numeracy training while enrolled and undertaking full-time
- school-based studies
- online learning activities

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 - Certificate II Engineering Pathways - MEM20422

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

Course Units:

Unit Code	Unit Title
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
MEM16006	Organise and communicate information *(Pre-requisite: MEM13015)*

MEM16008	Interact with computing technology *(Pre-requisite: MEM13013 and MEM16006)*
MEM11011	Undertake manual handling *(Pre-requisite: MEM13015 and MEM16006)*
MEM18001	Use hand tools *(Pre-requisite: MEM13015, MEM11011 and MEM16006)*
MEM18002	Use power tools/hand held operations *(Pre-requisite: MEM13015, MEM11011 and MEM16006)*
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MSMSUP106	Work in a team

VETiS Eligibility Requirements

MEM20422 Certificate II in Engineering Pathways is funded by the Queensland Department of Youth Justice, Education, Small Business and Training (DYJESBT). 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.

Cost

MEM20422 Certificate II in Engineering Pathways

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

**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*

Year 11 and 12 Certificate III 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*

VETiS Eligibility Requirements

AVI30419 Certificate III in Aviation (Remote Pilot) is funded by the Queensland Department of Youth Justice, Education, Small Business and Training (DYJESBT). 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

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.

Boost your QCE Credits

Upon successful completion of Certificate III in Aviation (Remote Pilot), students may be eligible for up to 6 QCE credits and will achieve an automatic QTAC Tertiary Admission Selection Rank of 68. Please check with QCAA for eligibility for maximum QCE credits for individual students. Tertiary Admission Ranks are adjusted regularly, for more information refer to the Queensland Tertiary Admission Centre (QTAC).

Course Units

Unit Code	Unit Title
AVIF0021	Manage human factors in remote pilot aircraft systems
AVIW0004	Perform operational inspections on remote operated systems
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
AVIE0005	Complete a Notice to Airmen (NOTAM)
AVIY0052	Control remote pilot aircraft systems on the ground

AVIY0023	Launch, control and recover a remotely piloted aircraft
AVIW0028	Operate and manage remote pilot aircraft systems
AVIH0006	Navigate remote pilot aircraft systems
AVIY0027	Operate mulit-rotor remote pilot aircraft systems
AVIH0007	Operate remote pilot aircraft systems under night visual line of sight
AVIH0008	Operate remote pilot aircraft systems in extended visual line of sight (EVLOS)
AVIE0003	Operate aeronautical radio

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

**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/

Subject *MUSIC*

Brief Description

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

- the General subject of **Music** which includes external written assessment; and
- the Applied subject, **Music in Practice**

The subject Music involves making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, industry roles, composers and audience.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students explain music elements and concepts, analysing music in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

Units may include:

- From Mozart to Metallica – developing performance knowledge and skills;
- Musical Theatre – developing knowledge, performance and responding skills; and/or
- Composition – developing knowledge and skills in composing using new technologies.

Assessment instruments will prepare students for engaging with Year 11 and 12 including individual and group practical tasks including performances; independent projects (eg music compositions, musicology projects, research and skill development into music industry roles); and essay writing under exam conditions.

Special Requirements

Music students need to participate in the College Student Resource Scheme as they use a range of published works and textbooks as well as an online subscription to MusicEDU.

Viewing in live performance is essential to learning in Music in order to respond to quality music works, and to inform students own creative practice. Students will be invited to participate in excursions each year. These may cost between $50 - $100 depending on ticket price and the cost of transport.

Subject *VISUAL ARTS*

Brief Description

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

- the General subject of **Visual Art** which includes external written assessment; and
- the Applied subject, **Visual Arts in Practice**

Through making art, students 'learn about and use knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions' (Australian Curriculum 2017). Making is working in the art form as artist. Through responding, students 'explore, respond to, analyse and interpret artworks' (Australian Curriculum 2017). Responding is working *about* the art form as audience.

Across the course of study, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. An inquiry learning model is used, developing students' critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures. They will study of a range of media and styles across a variety of inherited traditions, current practice and emerging trends. Art provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

Units and assessment will prepare students for engaging in Year 11 and 12, framed by the following questions:

- How do artists generate solutions to visual problems?
- How do artists react to stimulus?
- How do artists consider ideas and information, media techniques and processes?
- How do artists communicate individual ideas as visual, written or spoken responses?

Year 10 Art Units may focus learning using 2D, 3D and time-based media and may include:

- Printing – 2D Folio (printing, drawing and painting)
- Pop Art – 2D/3D + painting and sculpture)
- Social Commentary (students' choice of content and media)
- Student- and teacher-directed Body of Work (Sem 2 for students transitioning to General Visual Art)

Assessment instruments will prepare students for engaging with Year 11 and 12 applying critical and creative thinking skills, practical skill development and exploration of ideas in response to a teacher-facilitated direct stimulus or experience; applying literacy skills, researching arts practices of selected key artists; experimenting with visual approaches; resolving art works (eg the completion of a self-directed Body of Work; and essay writing under exam conditions.

Special Requirements

Visual Arts students need to participate in the College Student Resource Scheme as they use a number of textbooks. Students must bring their charged iPad to every lesson as their assessment is submitted digitally.

Students who are proud of their work can be expected to display their work at art/s exhibitions.
Viewing visual arts works in galleries, street art and online is essential to learning in Art in order to respond to quality works, and to inform students' own creative practice. Students will be invited to participate in excursions each semester. These may cost between $15 - $50 dollars depending on ticket price and the cost of transport.

Specialist Programs

Subject
HLT23215
RTO Code:
TBA

CERTIFICATE II IN HEALTH SUPPORT SERVICES

The Certificate II in Health Support Services is to be delivered at our school. This course – offered as a senior subject – is being delivered with the assistance (and under the auspices) of an external Registered Training Organisation.

Benefits of Course

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 (1 year)

BSBWOR202	Organise and complete daily work activities
BSBWOR203	Work effectively with others
HLTFSE001	Follow basic food safety practices
HLTHSS003	Perform general cleaning tasks in a clinical setting
BSBCUS201	Deliver a service to customers
CHCCCS012	Prepare and maintain beds
CHCCCS020	Respond effectively to behaviours of concern
CHCCCS026	Transport individuals

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. Students will also be required to have their own electronic device for completing the course, for example laptop or Ipad.

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.

Subject *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 establishment kit of instruments. The college 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:

(A) Instrumental lessons conducted during normal school hours. These are worked on a rotational basis so students miss only one half lesson of a particular class.
(B) 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

School Based Apprenticeships or Traineeships (SBATS)

As part of senior studies, students have the option of participating in a school based apprenticeship or traineeship in industries that offer full time apprenticeships and traineeships. A traineeship is normally of a shorter duration than an apprenticeship. Some traineeships are offered over two years while others are only of one year duration. Both are started usually in Year 11. In special circumstances Year 10 students may apply for a traineeship to the Industry Liaison Officer. These applications are considered on an individual basis on merit.

Normally, a SBAT 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. Some students may even have the opportunity to complete a Certificate III by the end of Year 12. Students have the option of dropping one subject to enable them to cope with both the SBAT and their College work load.

Work Experience

Students may choose to do work experience at a workplace of their choice in the form of work sampling or work shadowing. They are not formally assessed by the employer as to their competency for units from a vocational certificate course which offers a qualification

Students can seek assistance for these programs from the College's HOD of Senior Schooling or Industry Liaison Officer.

Queensland Certificate of Individual Achievement (QCIA)

In Year 10, students in the Special Education Program will finalise their course of study after consultation with their parents, program manager and Head of Special Education Services.

In Years 11 and 12, the Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. To be eligible, students *must have impairments or difficulties in learning* that are not primarily due to socioeconomic, cultural or linguistic factors.

Students on individualised learning programs *do not have to* receive the QCIA. The students, parents and college (through consultation with Special Education Program Managers) determine the educational program that is best for each individual.

The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

The QCIA records the student's educational achievement in two areas:

The **Statement of Achievement** provides descriptions of the student's demonstrated knowledge and skills in areas of study and learning; communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities.

The **Statement of Participation** lists activities that a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers.

Students nominated for the QCIA can also have achievements for studies that contribute to the QCE recorded in their learning accounts if they wish to complete their QCE within seven (7) years of completing Year 12.

For more information on the QCIA, go to: *https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia*