



# **YEAR 9**

## **CURRICULUM**

### **HANDBOOK**



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*Disclaimer – handbook is correct at time of publication. However, due to the implementation of the Australian Curriculum and student subject selection numbers, some subject content and offerings may change.*

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## Message from the Principal

Centenary State High School prides itself on having a quality curriculum framework which serves to provide a wide range of options for students, catering for their individual abilities, needs and interests.

The school's curriculum framework is underpinned by an understanding that students' learning needs are diverse and catering for individual learning need and interest is essential to healthy scholastic engagement. Consequently, choice and differentiation are featured throughout the Centenary State High School curriculum. Students may choose an extension subject in one discipline while at the same time choose a pathway in another subject which allows a longer time to meet the core outcomes. The curriculum framework has also been developed in conjunction with the senior phase of learning, thus allowing students to plan and develop seamless learning pathways throughout their six years of secondary education at Centenary SHS.

In Years 7 and 8, students are introduced to the various key learning areas through foundation subjects. In these years there is a strong focus on the explicit teaching of literacy and numeracy to provide students with the tools necessary to experience success in their learning. Year 9 students will continue to study the core subject areas of English, Mathematics, Science and History. Additionally, students will undertake a semester of HPE. The balance of the subject curriculum offerings for Year 9 are elective subjects. Year 9 students must study at least one subject from both The Arts and the Technologies curriculum for a semester. The exception is those students who are invited to participate in Performance Plus or who are studying a Language for the course of the year. These students will negotiate their timetable with their Year level Deputy Principal and will be exempt from an elective offering.

Quality school curriculum delivery alone will not maximise student learning outcomes. At Centenary State High School we recognise the critical importance of the partnership shared between the student, parents/carers and the school. Great outcomes are only realised when there is shared ownership of the learning journey of a student.

Welcome to this journey where we will realise quality futures for our students through quality learning.

## Message from the Guidance Officers

Year 9 is an important year as students engage in a range of opportunities in key learning areas. While thinking about a career may not be on their minds right now, career decisions will be shaped during a young person's time at Centenary State High School. Future career planning can seem complex but it is important to remember the priority at this stage is to find what they enjoy and what they are good at, and to discover if someone will pay them to do these things!

As students' progress through their schooling at Centenary State High School their influences and interests will expand and likewise, so will their future career choices. Change is constant. Change is inevitable. In fact, a secure job for life is an old-fashioned concept and it is likely that young people today will have several careers over their lifetime.

Some ways we can work together to support our young people to begin to think about their future career include: -

- Engage in conversations with the young person to increase their interest in careers ([11 tips to increase your child's interests in careers](#))
- Using [Character Strengths](#) to identify and talk about the young person's interests and strengths, and consider future careers that incorporate these interests and strengths (be mindful of Year 10 work experience, and start considering options for your child to attend work experience during a school week in Year 10 Term 2 to gain insight into their future career)
- Talk to family and friends about their careers, how they got into the field, the benefits and challenges of their chosen career, and the study that is required
- Research unbiased and relevant information on appropriate websites about career education, such as [myfuture](#), which provides surveys, study, course and training options, occupation and industry information, as well as a large variety of articles and resources for parents to help their child in their decision making process about their future career
- Using [myfuture bullseyes](#) to guide the identification of the young person's preferred "fields of study" (e.g. business, art, biology) and "levels of study" (e.g. university, TAFE, or employment)
- Promote good routines and work habits that will help to prepare them for future employment, as seen on [Spark Their Future](#)
- Talk with the Guidance Officer about future career options.

Our Guidance Team provides advocacy and support, and referral, for students who are experiencing mental health and/or educational concerns. Please call the school office to make an appointment to see or speak with a member of our team to discuss any barriers to your young person's wellbeing and education.

We look forward to working with you at Centenary State High School to create a quality future for your young person through quality learning and support.

## Positive Education

All Centenary State High School students engage with the Positive Education Enhanced Curriculum (PEEC) during their weekly HG lessons. Developmentally sequenced, this curriculum is based on the principles of Positive Psychology. The course focuses on providing students with a range of ways to develop their wellbeing so they are able to experience more joy, optimism, gratitude and resilience. By teaching these valuable life skills, students will have an increased capacity to learn effectively, as well as a strong foundation on which they can build a flourishing life. A key tenet of the curriculum is for students to think beyond themselves and to the wellbeing of others, so that quality relationships can be built and maintained.

Underpinning our Positive Education approach at Centenary State High school is the PERMAH wellbeing model, based on the work of leading psychologist, Martin Seligman. This model incorporates the elements of wellbeing - positive emotion, engagement, relationships, meaning and accomplishment. As a school, we have added the sixth element, health, as we believe sleep, physical activity and nutrition play an important role in our students' wellbeing. Across curriculum departments, teachers regularly look for opportunities to create links between their core learning objectives and the elements of the PERMAH model within their lessons. This implicit teaching ensures that students are exposed to wellbeing concepts on a regular basis.

In Year 9, students will learn to understand the reciprocal effect of expressing gratitude and the personal benefits of savouring the moment. To develop their ability to cooperate with others, students will devise inclusive strategies for working in a diverse team. With the goal of establishing healthy habits, students will learn about the importance of sleep by developing a personalised sleep plan.

## Daily Routine

Year 9, as with all our year levels, begin each day with their Home Group teacher, meeting as a Home Group (HG) at 8:55am. At this 10-minute meeting, HG teachers make daily contact with their students, inform students of daily notices, check uniform and mark rolls. HG teachers are a vital point of contact for students and parents/carers. Once a week, on a Monday, the HG groups meet for a 35-minute pastoral care session, devoted to relevant year level programs and embedding positive education. Fortnightly, following Monday's HG session, all Centenary State High School students and staff meet for a full school assembly, which celebrates the achievements of students across a wide range of activities and presents special school events.

Every Wednesday in Lesson 4, students participate in a range of Student Extension Programs (STEP) and year level activities. Year 9 students have 18 subject lessons per week. There are 4 x 70-minute lessons per day.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Home Group 8:55am – 9:05am	Home Group 8:55am – 9:05am	Home Group 8:55am – 9:05am	Home Group 8:55am – 9:05am	Home Group 8:55am – 9:05am
Lesson 1 9:05am – 10:15am	Lesson 1 9:05am – 10:15am	Lesson 1 9:05am – 10:15am	Lesson 1 9:05am – 10:15am	Lesson 1 9:05am – 10:15am
Lesson 2 10:15am – 11:25am	Lesson 2 10:15am – 11:25am	Lesson 2 10:15am – 11:25am	Lesson 2 10:15am – 11:25am	Lesson 2 10:15am – 11:25am
AM Break 11:25am – 12:10pm	AM Break 11:25am – 12:10pm	AM Break 11:25am – 12:10pm	AM Break 11:25am – 12:10pm	AM Break 11:25am – 12:10pm
Assembly/HG 12:10pm – 1:20pm	Lesson 3 12:10pm – 1:20pm	Lesson 3 12:10pm – 1:20pm	Lesson 3 12:10pm – 1:20pm	Lesson 3 12:10pm – 1:20pm
PM Break 1:20pm – 1:50pm	PM Break 1:20pm – 1:50pm	PM Break 1:20pm – 1:50pm	PM Break 1:20pm – 1:50pm	PM Break 1:20pm – 1:50pm
Lesson 4 1:50pm – 3:00pm	Lesson 4 1:50pm – 3:00pm	STEP 1:50pm – 3:00pm	Lesson 4 1:50pm – 3:00pm	Lesson 4 1:50pm – 3:00pm

## Years 7 – 10 Curriculum Framework

<b>YEAR 7</b>			
<b>Whole-Year Subjects</b> (4 lessons/week)	<b>Whole-Year Subjects</b> (2 lessons/week)	<b>Semester Subjects</b> (3 lessons/week)	<b>Semester Excellence Subjects</b> (3 lessons/week)
English Mathematics	Science Humanities (one semester Geography, one semester History)	Health & Physical Education Languages (Chinese/German/Spanish) Technologies (Digital & Applied) The Arts	Performance Plus Music Plus
<b>YEAR 8</b>			
<b>Whole-Year Core Subjects</b> (3 lessons/week)	<b>Semester Subjects</b> (3 lessons/week)		<b>Whole-Year Elective Subjects</b> (3 lessons/week)
Mathematics English Science Humanities	Health & Physical Education Languages (Chinese /German /Spanish) (Chinese and Spanish can be selected for a full year) Technologies (Digital & Applied) The Arts		Performance Plus Music Plus (1 semester)
<b>YEAR 9</b>			
<b>Whole-Year Subjects</b> 4 core subjects (3 lessons/week)	<b>Semester Subjects</b> HPE (core subject) & 3 elective subjects (3 lessons/week)		
English Mathematics Science Humanities	HPE Core Elective 1 – from Technologies (Business Technology & Applied Technology) Elective 2 – from The Arts Elective 3 – from The Arts, Technologies or Languages  ** Students may choose Chinese, Spanish or German for 1 year ** Students may be selected in the Performance Plus Excellence program for 1 year ** If either of these options are chosen, elective subjects will need to be adjusted by Deputy Principal		
<b>YEAR 10</b>			
<b>Whole-Year Subjects</b> 2 core subjects (3 lessons/week)	<b>Semester Subjects</b> 2 core subjects (3 lessons/week)	<b>Semester Subjects</b> 6 elective subjects (3 lessons/week)	
English Mathematics	History Science	Electives across Science, Humanities, The Arts, Business & Applied Technology, Languages, HPE. ** Languages can be studied for 1 year	

## Year 9 Curriculum Framework – Defined

LEARNING AREA (LA)	YEARS 9 SUBJECTS
ENGLISH	English
MATHEMATICS	Mathematics (Foundation, Core & Extension)
SCIENCE	Science
HUMANITIES AND SOCIAL SCIENCES	Core Humanities
LANGUAGES	Chinese, Spanish, German (dependent on numbers)
HEALTH & PHYSICAL EDUCATION	HPE (core for one semester)
TECHNOLOGY	Business, Digital Technologies, Home Economics, Industrial Technology, Graphics and Design
THE ARTS	Dance, Drama, Media, Music, Visual Art Excellence Programs: Music Plus and Performance Plus (via audition, subject to approval by Head of Department The Arts)

## Year 9 Core Subjects

CORE SUBJECTS – STUDIED FOR FULL YEAR
<b>YEAR 9</b>
English
Mathematics
Science
Humanities (History and Geography)
CORE SUBJECTS – STUDIED FOR ONE SEMESTER
<b>YEAR 9</b>
HPE (one semester)

## Year 9 Elective Subjects

ELECTIVE SUBJECTS
<b>YEAR 9</b>
<b>The Arts</b>
Media Studies
Music
Visual Arts
Dance
Drama
Performance Plus (via audition, by HOD approval) (full-year)
Music Plus (via audition, by HOD approval) (one semester)
<b>Business Technology</b>
Business
Digital Technologies
<b>Home Economics</b>
Home Economics
<b>Industrial Technology and Design</b>
Industrial Technologies & Design

Graphics and Design
<b>Languages</b> Chinese Spanish German

## Assessment and Reporting

All core and elective subject have been developed to match students’ abilities, interests and needs. If students choose their elective subjects appropriately, and comply with the course requirements such as classroom expectations, homework and assignments, there is every reason to believe that they will be successful in achieving the intended learning outcomes.

Students will be given opportunities to demonstrate the level of learning that they have achieved through a range of assessment instruments and conditions.

Reports which reflect progress and attainment are issued at four intervals during the year. It is strongly encouraged that parents contact the school to discuss any concerns about student progress. There are two opportunities during the year to meet teachers at the official Parent Teacher Nights.

At Centenary State High School, grades used in reporting academic progress will be on a 5-point scale for A to E.

## Student Resource Scheme

To enhance and maximise student learning, Centenary State High School operates a Student Resource Scheme. The purpose of the Scheme is to provide parents/carers with a cost-effective scheme for the use of curriculum textbooks, resources, consumables and other essential materials for student use. The Scheme is endorsed annually by the P&C Association and is approved by Education Queensland.

Apart from providing a cost-effective alternative, the Student Resource Scheme eliminates the need for large and ongoing purchases throughout the school year. It is also an equitable scheme, ensuring all students have the resources necessary for their education. Textbooks, class notes (handouts), and a variety of consumables will be provided as needed. Some texts will be issued on a yearly basis, while others for a term, a week or even for use for an individual lesson, avoiding the need for students to take texts home unnecessarily.

## Applied Technology

### Overview

Industrial technology and design is in the transition phase to the Australian Curriculum, specifically Technologies. Technologies comprises two subjects:

- Design and Technologies; and
- Digital Technologies.

Design and Technologies will be the responsibility of the Industrial Technology and Design department. Design and Technologies aims for students to:

- develop confidence as critical users of technologies, as well as designers and producers of designed solutions
- investigate, generate and critique innovative and ethically designed solutions for sustainable futures
- use design and systems thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a selection of materials, systems, components, tools and equipment creatively, competently and safely; as well as managing processes
- evaluate processes and designed solutions, and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

Design and Technologies curriculum content is organised through two strands:

- knowledge and understanding
- processes and production skills.

**Design and Technologies knowledge and understanding** is the use, development and impact of technologies and design ideas across a range of technologies contexts. This strand has two more aspects:

- *technologies and society* — focus upon how people use and develop technologies taking into account social, economic, environmental, ethical, legal, aesthetic and functional factors and how they might impact the system in which they belong
- *technologies contexts* — focus upon the characteristics and properties of technologies and how they can be used to create innovative designed solutions.

Within the Technologies contexts there are two opportunities for to students create designed solutions, they include:

- engineering principles and systems — an advancement of student knowledge and understanding as to how forces, such as light, sound, heat and movement, can be used to support and control systems and the properties of materials that affect the behaviour and performance of designed solutions, whilst gaining an understanding of how sustainable engineered products, services and environments can be enhanced as resources contract
- materials and technologies specialisations – the development of confidence to make ethical and sustainable choices about solutions and the steps required to produce them, as well as understanding the properties of a range of materials that are used in production processes e.g. architecture, electronics, graphics technologies or fashion.

**Design and Technologies processes and production skills** are based on the major aspects of design thinking, design processes and production processes. The process and production skills that students will use throughout a design project include and relate to a product, allowing for a focus on creating designed solutions by:

- investigating and defining — encouraging students to critique, explore and investigate the needs, opportunities and information in response to task requirements
- generating and designing — involving students in creating and communicating ideas for a range of audiences and purposes
- producing and implementing — requiring an application of skills and techniques to create products that meet the specific needs of their user
- evaluating — involving the creation of a criteria for success and the skills required when testing and judging designed solutions and the reflection processes that is essential to enhancing and improving solutions
- collaborating and managing — encouraging students to work collaboratively and manage both their time and resources effectively and progress from the planning steps in a project to more complex project management such as time, cost, risk and quality control.

The Year 9 electives will develop the students' knowledge and understanding, their application of processes and use

of production skills to generate designed solutions to specific needs or opportunities. Using a variety of graphical representation techniques, students present original ideas and production plans in both two- and three-dimensional representations.

By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, adjusting plans when necessary. They select and use appropriate technologies skillfully and safely to produce high-quality designed solutions suitable for the intended purpose.

<b>SUBJECT</b>	<b>Year 9 Industrial Technology</b>
<b>CORE/ELECTIVE</b>	Elective (1 semester)
<b>DESCRIPTION</b>	This subject expands student’s knowledge of materials, in particular metal, wood and acrylic. At the same time, they also learn both hand and power tool skills in order to accurately and safely undertake project construction. Projects include a design element that solves a problem or opportunity. Through the design process students will demonstrate graphics skills and justify their production choices.
<b>ASSESSMENT</b>	Construct two projects and one design challenge.
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).

<b>SUBJECT</b>	<b>Year 9 Graphics and Design</b>
<b>CORE/ELECTIVE</b>	Elective (1 semester)
<b>DESCRIPTION</b>	This subject introduces students to a variety of graphical representation techniques, enabling them to generate and represent ideas for a designed solution to a nominated need or opportunity. Projects with a problem-solving focus will become more prevalent, requiring students to incorporate elements of graphical techniques to present possible solutions.
<b>ASSESSMENT</b>	One graphics folio and one design folio.
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).

## Home Economics

Home Economics is a subject which addresses Essential Learnings from the Queensland Curriculum, Assessment and Reporting Framework in the areas of Technology.

Home Economics develops life skills that will be used throughout their lives. Throughout Year 9, Home Economics students will investigate and make judgements on various design solutions and their impact on the individual and society.

Within the unit of Sustainable Textiles, students will employ sustainable strategies and apply the design process to create a multipurpose bag that meets their individual needs and reflects their creativity.

Smart Food Choices allows students to consider the consequences of food selection and the long-term impact on their overall well-being. Students will use elements of the Senior Food and Nutrition curriculum by trialing and experimenting with food solutions, as well as applying design processes through assessment tasks. To develop food preparation skills, confidence, teamwork and food safety requirements, students will engage in a practical cookery lesson each week.

Elements of Home Economics, presented through practical learning experiences, allowing students to develop skills

and knowledge:

- Human development and relationships
- Food and nutrition
- Textiles and clothing
- Design
- Management
- Consumerism
- Knowledge and understanding
- Investigating and designing
- Planning and producing
- Implementing and applying
- Evaluating
- Reflecting

<b>SUBJECT</b>	<b>Year 9 Home Economics</b>
<b>CORE/ELECTIVE</b>	Elective (1 semester)
<b>DESCRIPTION</b>	<p>Units of work include:</p> <ul style="list-style-type: none"> <li>• Food safety</li> <li>• Time management</li> <li>• Food and nutrition</li> <li>• Food sustainability</li> <li>• Fibers and fabrics</li> <li>• Embellishing techniques</li> <li>• Safe practices in the textiles room</li> <li>• Sewing machine care and use</li> <li>• Textile design activities</li> <li>• Design Challenge activities</li> </ul>
<b>ASSESSMENT</b>	Assessment tasks have both practical and theoretical component, where the theory has more weighting than their practical.
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).

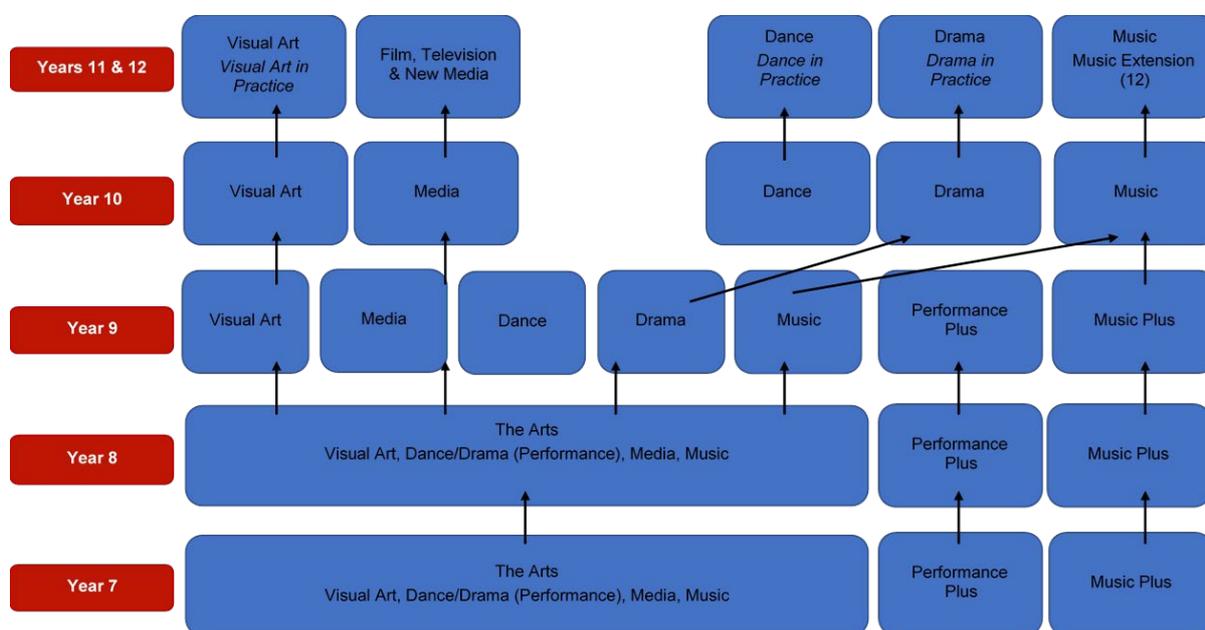
## The Arts

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five arts subjects in the Australian Curriculum are all offered at Centenary State High School – visual art, dance, drama, media and music. They provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Rich in tradition, the arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world. In The Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the arts. They acquire knowledge, skills and understanding specific to The Arts subjects and develop critical understanding that informs decision-making and aesthetic choices. Through The Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. They learn that designing, producing and resolving their work is as essential to learning in the arts as is creating a finished artwork. Students develop their arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the arts subjects. Arts learning provides students with opportunities to engage with creative industries and arts professionals.

The arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in The Arts is based on cognitive, affective and sensory/kinesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

Students with exceptional ability in music or dance/drama/music theatre may extend their learning by auditioning for one of the two excellence programs offered in The Arts at Centenary State High School.



<b>SUBJECT</b>	<b>Year 9 Performance Plus (by HOD approval)</b>
<b>CORE/ELECTIVE</b>	Elective (full-year)
<b>DESCRIPTION</b>	This is an advanced performance subject and students will need to audition/interview or be invited to participate in the course. Students will rehearse for a public performance of a musical involving aspects of dance, drama, music and theatre production. The course is a dance specialisation in Year 9.
<b>ASSESSMENT OVERVIEW</b>	There are two types of assessment in Year 9 Performance Plus: <ul style="list-style-type: none"> <li>• Making – involves practical assessment such as choreographing and performing</li> <li>• Responding – involves theoretical assessment such as students learning to appreciate dance works by analysing and evaluating</li> </ul> As an extension to this course, students will participate in professional workshops run by RAW Dance Company.
<b>INDICATIVE COST</b>	There will be a cost associated with this subject (outside the SRS scheme).

<b>SUBJECT</b>	<b>Year 9 Music Plus (by HOD approval)</b>
<b>CORE/ELECTIVE</b>	Elective (1 semester)
<b>DESCRIPTION</b>	Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres. This is an extension course that provides opportunities for students with advanced music skills. Students explore a range of musical styles and genres including Rock, Popular Classics, World Music, Jazz and Film Music. They will engage in performances, listening/analysing activities and creating musical compositions. Students cannot enrol in Music and Music Plus.
<b>ASSESSMENT OVERVIEW</b>	There are two types of assessment in Year 9 Music Plus: <ul style="list-style-type: none"> <li>• Making – involves practical assessment such as composing, performing and presenting</li> <li>• Responding – involves theoretical assessment such as students learning to analyse and evaluate musical works</li> </ul> As an extension to the course, students will have the opportunity to undertake Australian Music Examinations Board music theory exams.
<b>COST</b>	There will be a cost associated with this subject (outside the SRS scheme).

<b>SUBJECT</b>	<b>Year 9 Media Studies</b>
<b>CORE/ELECTIVE</b>	Elective (1 semester)
<b>DESCRIPTION</b>	Media fosters creative and expressive communication. Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Students creatively apply media concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students 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. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.
<b>ASSESSMENT</b>	There are two types of assessment in Year 9 Media: <ul style="list-style-type: none"> <li>• Making – involves practical assessment such as using communications technologies to design, produce and distribute media artworks (production pieces such as films and digital games)</li> <li>• Responding – involves theoretical assessment such as students learning to explore, view, analyse and participate in media culture (critique pieces such as written research responses)</li> </ul>
<b>INDICATIVE COST</b>	There will be a cost associated with this subject (outside the SRS scheme).

<b>SUBJECT</b>	<b>Year 9 Visual Art</b>
<b>CORE/ELECTIVE</b>	Elective (1 semester)
<b>DESCRIPTION</b>	Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.
<b>ASSESSMENT</b>	There are two types of assessment in Year 9 Visual Art: <ul style="list-style-type: none"> <li>• Making – involves practical assessment such as creating representations of their ideas and intended meanings in two, three and four-dimensional forms</li> <li>• Responding – involves students learning to appreciate art works by analysing and evaluating</li> </ul>
<b>INDICATIVE COST</b>	There will be a cost associated with this subject (outside the SRS scheme).

<b>SUBJECT</b>	<b>Year 9 Music</b>
<b>CORE/ELECTIVE</b>	Elective (1 semester)
<b>DESCRIPTION</b>	Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.  Students explore a range of musical styles and genres including Rock, Popular Classics, World Music, Jazz and Film Music. They will engage in performances, listening/analysing activities and creating musical compositions. Students cannot enrol in Music and Music Plus.
<b>ASSESSMENT</b>	There are two types of assessment in Year 9 Music: <ul style="list-style-type: none"> <li>• Making – involves practical assessment such as composing, performing and presenting</li> <li>• Responding – involves theoretical assessment such as students learning to analyse and evaluate musical works</li> </ul> As an extension to the course, students will have the opportunity to undertake Australian Music Examinations Board music theory exams.
<b>INDICATIVE COST</b>	There will be a cost associated with this subject (outside the SRS scheme).

<b>SUBJECT</b>	<b>Year 9 Dance</b>
<b>CORE/ELECTIVE</b>	Elective (1 semester)
<b>DESCRIPTION</b>	Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.
<b>ASSESSMENT</b>	There are two types of assessment in Year 9 Dance: <ul style="list-style-type: none"> <li>• Making – involves practical assessment such as choreographing and performing</li> <li>• Responding – involves theoretical assessment such as students learning to appreciate dance works by analysing and evaluating</li> </ul>
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).

<b>SUBJECT</b>	<b>Year 9 Drama</b>
<b>CORE/ELECTIVE</b>	Elective (1 semester)
<b>DESCRIPTION</b>	Drama fosters creative and expressive communication. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts. Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.
<b>ASSESSMENT</b>	There are two types of assessment in Year 9 Drama: <ul style="list-style-type: none"> <li>• Making – involves practical assessment such as devising, acting, directing and performing</li> <li>• Responding – involves theoretical assessment such as students learning to appreciate drama works by analysing and evaluating</li> </ul>
<b>INDICATIVE COST</b>	There will be a cost associated with this subject (outside the SRS scheme).

## Business Technology

The study of Business Technology is an essential element in all courses of study. Business Technology equips students with 21<sup>st</sup> century skills in the areas of entrepreneurship/personal finance and STEM.

In today's society both STEM and business fundamental knowledge plays a significant role in our lives in this ever-changing world. Through various pathways in Business Technology students are able to develop crucial life skills and transferable knowledge. Remember one day we will all work for or own a business, need to be enterprising in whatever field we pursue, and our interactions with digital technology and the internet of things increases daily.

Business Technology encompasses two main areas of study.

### Business Strand

**Year 9 Business** provides students with a focus on entrepreneurship, business activity within the economy and personal investing and financial management. It has been designed to provide students with a wider understanding of their dual role as consumers and citizens in this ever changing and complex world and also 21<sup>st</sup> century skills.

As well as providing a strong foundation towards senior studies in Accounting, Business, Legal Studies Certificate III in Business and Diploma of Business, these subjects would suit students who are interested in: part-time work, investing, business and personal financial strategies or continuing their studies in the business area at University - including commerce, business law, business management, accounting, marketing and human resources.

### Digital Technologies Strand

**Year 9 Digital Technologies** equips students with transportable hands-on STEM skills in systems, computational and design. The subject provides a mixture of theoretical and practical components providing a broad yet effective introduction to algorithms and robotics – with a focus on the creation of preferred futures and project management. The focus on these skills will assist students' learning in other subject areas and provide fundamentals for life skills in this ever-changing STEM focused world.

<b>SUBJECT</b>	<b>Year 9 Business</b>
<b>CORE/ELECTIVE</b>	Elective (1 semester)
<b>DESCRIPTION</b>	Students will be able to explain the importance of managing financial risks and rewards and analyse the different strategies that can be used for personal financial management and business (sole trader) growth. They will also be able to explain why businesses seek to create a competitive advantage in both the local and global market and evaluate the strategies that business can use. They will also delve into the introduction to human resource management, and use a variety of strategies to apply business knowledge and skills to analyse and solve problems by providing evidence-based conclusions and reasoned arguments/recommendations.
<b>ASSESSMENT</b>	Research Assignment, Exam Criteria: Knowledge and Understanding, Business Processes and Skills
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).

<b>SUBJECT</b>	<b>Year 9 Digital Technologies</b>
<b>CORE/ELECTIVE</b>	Elective (1 semester)
<b>DESCRIPTION</b>	Students will gain an insight into human/computer interaction (HC) with networked systems, analyse problems and design, implement and evaluate a range of digital solutions involving: algorithms, robotics and data. Interrogation of data and its access and use, and creation of interactive solutions to real world problems, taking into account future risks, sustainability and providing students with the opportunity to innovate and enterprise will also be integral in this STEM subject.
<b>ASSESSMENT</b>	Formal test, portfolio of work, individual/group project/research assignment Criteria: Knowledge and Understanding, DT Processes and Production Skills
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).

## English

The Australian Curriculum – English is built around three interrelated strands of Language, Literature and Literacy. These strands are taught and learned in a balanced and integrated way and together, focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 9, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum local community, regional and global contexts.

Students will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal (combination of spoken, written and visual) texts for enjoyment, as well as to gain information and to persuade others. These texts include newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Literary texts include the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. In Year 9 English, students will be building on skills while adding increasing complexity and depth to the study and use of language. Our timetable allows for co-taught classes to cater for the diverse needs of students.

The purpose of assessment is to ascertain what students know and can do and to evaluate the teaching/learning experience. Assessment will be ongoing; that is, it will be used formatively. Students are assessed in the areas of speaking and listening, viewing and reading, and writing and creating. A **minimum** requirement for the year will be three written tasks and one spoken task. At least one written task will be under exam conditions. Students are given the opportunity to participate in enrichment activities such as debating and public speaking competitions, and external literary competitions.

SUBJECT	Year 9 English			
CORE/ELECTIVE	Core (year-long)			
DESCRIPTION	<p><b>What Lies Beneath</b> Students explore how events, situations and people can be represented from different perspectives. They listen to, read and view literary and non-literary texts, including those from and about Asia, those with Australian Indigenous perspectives and other Australian peoples and cultures. They analyse both positive and negative representations of multicultural Australia. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events,</p>	<p><b>Telling Tales</b> Students read a novel to study closely the ways characters and themes are constructed. They read, listen to and view texts that build their understanding of the ways text structures and language features construct representations of characters and themes in novels. Students will write an analytical essay in response to a universal theme in the novels.</p>	<p><b>Guilty Until Proven Innocent</b> Students read, view and respond to a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. They will explore the visual features, structures and persuasive techniques in documentary and media texts and evaluate the impact on audiences of different choices. Students will investigate the notion of prejudice and explore a variety of ways it manifests in literary and non-literary texts. They will interpret, analyse and evaluate how different points</p>	<p><b>Visions of the Future</b> Students examine scientific information texts that include technical information from credible sources; described using abstract and scientific language and vocabulary and supported by graphic representations. They will also investigate the purpose, language and structure of science fiction stories and films. In particular, students will examine how creators of these texts use text structures, language and visual features to present information, opinions and perspectives about issues that provide insight into human</p>

	<p>situations, individuals or groups in personal memoirs. Students will write an in-role recount, exploring representations of Australian Peoples, History and Cultures.</p>		<p>of view are constructed to serve different purposes in texts. Students will create and present a persuasive speech focussing on one form of prejudice.</p>	<p>nature and give a new outlook on life. Students listen to, read and view a variety of information texts to produce close readings of these texts. Under supervised conditions students will also write a science fiction short story.</p>
<b>ASSESSMENT</b>	1.Reflective Writing: Recount (W/O)	2.Expository Writing: Analytical essay (W/O)	3.Persuasive Speaking (SP/SN/O)	4.Imaginative Writing: Narrative (W/S)
	W (Written mode) ; S (Supervised conditions) ; M (Multimodal – combination of modes) O (Open access to resources); SP (Spoken); Signed (SN).			
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).			

## HPE

The Health and Physical Education department at Centenary SHS fully implement the Australian curriculum, which is designed to educate students on the importance of a healthy and active lifestyle. It aims to provide students with knowledge and skills that they can then use throughout their life, in order to be healthy and active.

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

In Health and Physical Education practical learning experiences broaden to encourage life-long involvement in physical activity. Skills are developed for critical and creative appraisal, analysis and refinement of students' own and others' movement performance. Social, cultural and political factors that influence health, safety, wellbeing and physical activity participation are questioned and critically analysed to make informed judgements and ethical decisions. Strategies to positively manage change and respectful relationships, leadership and collaboration skills are developed and critically evaluated.

The Junior HPE course will adequately prepare students to specialise in Physical Education, Health, Sport and Recreation or Certificate III/IV in Fitness once they reach senior school.

By studying Health and Physical Education, students will gain learning experiences that will provide them with knowledge of a range of sports and physical activities as well as an understanding of the way our body works and an appreciation of healthy lifestyles. Students will develop a strong appreciation of teamwork, cooperation, commitment and dedication. These will be useful for students wishing to pursue a career in the sports, recreation and health fields.

<b>SUBJECT</b>	<b>Year 9 HPE</b>
<b>CORE/ELECTIVE</b>	Core (1 semester)
<b>DESCRIPTION</b>	<p>This subject comprises several strands:</p> <p>Personal, Social and Community Health – Students will study two units titled: Respectful Relationships - Students identify what respectful relationships are and how empathy and ethical decision making contribute. They examine changes that occur as sexuality and/or identity develops, and the impact these have on relationships.</p> <p>Active Aussies - Students examine the role that physical activity, outdoor recreation and sport has played in defining Australian cultural identity. They critique behaviours and contextual factors that influence participation in physical activity and changing cultural identity.</p> <p>Movement and Physical Activity – Students will experience a range of physical activities and sports and learn skills, strategies, fair play, teamwork, techniques and games. Sports may include Touch, Athletics, Strength and Conditioning and Badminton.</p>
<b>ASSESSMENT</b>	<p>Students will be assessed against the achievement standard of the Australian curriculum and will be required to complete summative assessment across a range of genres including: Practical performance, case studies, exams and a collection of work.</p>
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).

## Humanities/Languages

### Humanities

#### Overview

The Humanities Department at Centenary State High School offers a range of challenging subjects to suit the academic needs and interests of our students. Our purpose is to provide opportunities to not only acquire knowledge, but also wisdom and a love of lifelong learning.

By studying a range of Humanities courses, students become equipped with critical and creative thinking skills and develop the capacity to communicate in a range of mediums, analyse ideas, consider a range of perspectives and make informed decisions. Students are encouraged to investigate controversial and challenging issues in meaningful local, national and global contexts and to be active participants in their world. Technology is integral to learning and includes the development of skills to develop competence in using a number of current technologies used in the study of History, Geography and Economics.

Students will undertake a core Humanities subject in Years 7, 8 and 9. In Year 10, students study a core semester of History, aligned with the ACARA standards. Upon the commencement of second semester in Year 10, students study one term of Geography and Economics respectively. These options offer an introduction to the senior subjects available in Years 11 and 12.

In the Humanities Department, programs will be shaped to the needs of students to ensure teaching and learning experiences provide an appropriate academic challenge. Assessment will involve both formative and summative assessment items. Tasks will be outlined in the descriptors for each Humanities unit. The purpose of assessment is to give students the opportunity to demonstrate the knowledge and skills they have developed during the course of the subject.

<b>SUBJECT</b>	<b>Year 9 Humanities</b>
<b>CORE/ELECTIVE</b>	Core (year-long)
<b>DESCRIPTION</b>	<p>This is based on the new Australian History Curriculum and will involve the students completing Semester of History, 1 term of Geography and 1 term of Economics. This reflects our Year 10 Course.</p> <p>In the history component, students will investigate the Industrial Revolution and the new jobs this created. They will study the origins of frontier conflict in Australia. This will then lead into studies of the causes of WW1 and Australia's role in both World Wars. Issues on the home front will also be studied.</p> <p>In the Geography Unit, Biomes: From Paddock to Plate, students will acquire knowledge of Biomes and their role in food production. Students will also understand the geographical processes that shape agricultural production. They make connections between the climate and vegetation of biomes on a global scale, and the characteristics of biomes required for various agricultural practices. Students then focus on agricultural practices and production within Australia, including case studies of the Murray Darling Basin and South-East Queensland.</p> <p>Then Economics component in Term 4 is an introductory course that introduces students to the fundamental concepts of economics and if students chose the GEG Elective in Year 10, this builds on both Geography and Economics, preparing students for both Senior General subjects.</p>
<b>ASSESSMENT</b>	Source Analysis, Geographical Report, Examination.
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).

## Languages

### Chinese

#### Subject Overview

The official language of China, Modern Standard Chinese is the most widely spoken language in the world. Over 1.2 billion people speak it as either a first or second language, while China itself has a long and rich history in literature, art, architecture, music and philosophy. Today, China's influence has gone beyond its borders to other parts of the world and governments at national and state levels are strengthening their ties with China.

Modern Standard Chinese will provide students with a unique opportunity to study a character-based language, which is quite different from their own. It offers a different dimension of thinking and understanding of other cultures. Moreover, the practical language skills that students develop should increase their opportunity for employment in many fields and their experience during travel in other countries. Students also have access to computer programs to enhance their learning including Chinese word processing programs, the Language Market and relevant e-mail and internet use.

Year 9 Chinese builds on skills and knowledge acquired in earlier subjects. Chinese classes and their programs are shaped to the needs of students to ensure teaching and learning experiences provide an appropriate level of academic challenge. As such, native speakers or students of exceptional standard may be accelerated to a level that best match their language competency. In some circumstances native speakers may be linked to university studies.

Students are assessed in the four-macro skills (speaking, listening, reading and writing) throughout each unit of study. Assessment is scheduled throughout the subject and is varied in length and form including computer-based assessment. Assessment in the four- macro skills is weighted equally.

#### Enrichment Opportunities

Students are provided with the opportunity to apply for or participate in a range of enrichment activities including excursions to Chinatown/Temples and a Chinese Cultural Day (Chinese Lion Dance, singing, cooking, painting, paper-cutting, calligraphy, Fengshui, etc). Trips to China are also offered on a regular basis and there is the opportunity to host exchange students and teachers with incentives and rewards. There are also a range of competitions including the University of Queensland Writing Competition, Chinese Teacher's Association Speaking Competition, Shanghai Cup and Australia-China Council Scholarships.

### German

#### Subject Overview

Through the study of German at Centenary SHS, the educational objectives of each subject aim to promote individual learning styles in the classroom. Regular, computer access enhances understanding and enjoyment and overall literacy skills are a strong focus. Through student-centered tasks/activities based on specific aspects of the course, students are able to achieve a range of appropriate outcomes in accordance with the current Language syllabus. The study of a Language is concerned with the development of communication skills. While learning to communicate in another language, students develop positive attitudes towards people of other languages and cultures but also gain valuable skills which are transferable into their other areas of study.

Language learning increases students' self-esteem and assists in developing cognitive flexibility and problem-solving ability. These skills will enhance students' employment prospects. The study of a Language Other than English helps prepare students for careers in a vast array of different areas. Speaking a second language and enhanced cultural understanding not only improves career opportunities but also enriches the individual.

Year 9 German builds on skills and knowledge acquired in earlier subjects. Study is based on progressive learning, with in-class tasks using a range of student-centered activities. All students have regular access to computers in technology tutorials to enhance their individual language skills including the use of animated language programs, as well as a variety of authentic tasks using the German internet. German materials such as videos, television programs, listening & reading material, games etc. support each unit to enhance learning and broaden students' 'world view'.

German classes and their programs are shaped to the needs of students to ensure teaching and learning experiences provide an appropriate level of academic challenge. As such, native speakers or students of exceptional standard may be accelerated to a level that best match their language competency. In some circumstances, students may be linked to university studies.

All assessment in German incorporates authentic tasks, to provide students with an opportunity to demonstrate their skills in meaningful and 'real life' situations. The tasks reflect individual language requirements and focus on demonstrations of acquired knowledge and skills.

All German students are provided with access to computers to further enhance their language learning. Students also gain valuable real-life experience by emailing students in Germany. We have a number of schools in Germany who are eager to communicate with our students. The use of the German Internet is an integral part of the language program.

<b>SUBJECT</b>	<b>Year 9 German and German Continuation</b>
<b>CORE/ELECTIVE</b>	Elective (year-long)
<b>DESCRIPTION</b>	<p>In Semester 1 of this German subject, students describe and give their opinions about clothes and topics of individual interest. They learn to describe illnesses and injuries. Students role-play making and declining invitations, making suggestions, arranging where and when to meet. They learn to give and receive directions. A shopping trip for food, clothes and other items will assist in the development of skills in an authentic atmosphere.</p> <p>In Semester 2, students create their own talent show segments either on their own or in pairs. They learn language to do with magic tricks, comedy sketches, or they may write their own rap song or even interview a ‘famous’ person. The production incorporates writing and speaking assessment. After that, with student input, a variety of interesting modules are possible. Topics include “A World of Inventions’, “Music in My Life” and others.</p> <p><i>NB: Topics may vary, depending on current events. Programs may be adjusted or further shaped to meet the diverse needs of students and to ensure teaching and learning experiences provide an appropriate level of academic challenge.</i></p>
<b>ASSESSMENT</b>	In-class assessment focuses on the skills gained during the course in both Communicating and Understanding. Cultural aspects of the country are also assessed.
<b>INDICATIVE COST</b>	There will be a cost associated with this subject (outside the SRS scheme).

## Spanish

### Subject Overview

Spanish is the official language in 21 countries and is widely used across a number of others including the United States and Brazil. Over 426 million people around the world speak Spanish as their first language and, as it is one of the six official languages of the United Nations, it is predicted that the use of Spanish as an international language of communication will continue to grow.

The study of Spanish will give students the opportunity to develop their communication skills and gain an understanding of the relationship between language and culture. The language and cultural awareness skills students acquire help to foster positive attitudes towards other languages and cultures and can be transferrable to other areas of study. Moreover, the practical language skills that students develop can help open doors to future pathways and careers in a diverse array of fields.

Students have access to computer programs to enhance their learning including the use of online language tools and programs to enhance their individual learning.

Year 9 Spanish builds on knowledge and skills acquired in earlier subjects. In Year 9 students will engage in a range of topics that progressively develop their language and cultural skills. Students are given frequent access to computers and authentic tasks are used to provide meaningful learning experiences. Students will have the option to continue their study in subsequent years.

Spanish classes and their programs are shaped to the needs of students to ensure teaching and learning experiences provide an appropriate level of academic challenge. As such, native speakers or students of exceptional standard may be accelerated to a level that best match their language competency.

Students of Spanish are assessed in the four-macro skills (speaking, reading, writing and listening) throughout each topic of study. Authentic tasks are designed to provide them with an opportunity to demonstrate their knowledge in meaningful and realistic situations. Assessment is scheduled throughout the subject and is varied in length and form.

<b>SUBJECT</b>	<b>Year 9 Spanish and Spanish Continuation</b>
<b>CORE/ELECTIVE</b>	Year 9 Spanish (Semester 1), Year 9 Spanish continuation (Semester 2)
<b>DESCRIPTION</b>	<p>The Year 9 Spanish course focuses on encouraging students to interact with others and to provide opinions and information about the wider world of shopping, holidays, and work.</p> <p>Students study two units over each semester. Students are writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning and negotiating through units on the topics of Shopping &amp; Fashion and Past times/ Hobbies.</p> <p>*topics may vary depending on composition of group</p> <p>Students expand their knowledge of grammar and begin to use more complex structures of the past tense.</p>
<b>ASSESSMENT</b>	Assignments and in-class assessment
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).

## Mathematics

Mathematics makes a very important contribution to a sound general education by developing thinking and reasoning skills, and problem-solving strategies and abilities; dimensions of learning that are important for efficient and effective functioning in a contemporary and ever-changing world. Mathematics promotes students' confidence, co-operative effort, persistence, interest and enjoyment, initiative and creativity; experiences that aid in the development of a life-long learner, a learner who is able to confidently and critically evaluate the world.

**Learning Activities:** As a result of the rapid changes in technology and the consequential changes in mathematics, the face of mathematics education has changed from an emphasis on mechanical calculations out of context to one of life-related problem solving. This often involves the use of computer software, calculators and other appropriate instruments. Students will partake in a variety of hands-on activities, individual and group-based tasks, closed and open-ended investigations, designed to increase their understanding and enjoyment of mathematics.

**Junior Course Structure:** Mathematics in the junior school aims to develop understanding across the three strands of numeracy listed in the Australian Curriculum;

- Number & Algebra,
- Measurement & Geometry
- Statistics & Probability.

The course is designed to accommodate a wide range of student abilities, interests and work rates. It is a sequential course of study providing important tools which can be used at the personal, civic and vocational levels. Mathematics is a Core subject for all Years 7, 8, 9 and 10 students. Obviously, mathematics may prove more or less challenging for some students and in each year level programs will be shaped to the needs of students to ensure teaching and learning experiences provide an appropriate level of academic challenge through advanced and support classes.

The raising of levels of competence in, and confidence with, mathematics is critical and essential for widespread scientific literacy and for the development of a more technologically skilled work force. The Mathematics Department at Centenary SHS therefore, is committed to providing students with a thorough and well-rounded education in mathematical ideas, concepts, skills and processes in response to our rapidly changing society and ever-increasing career opportunities.

**Excel Program:** Students from Years 7 to 9 will have the opportunity to participate in the Excel Program for Mathematics and Science. This program has been tailored to meet the needs of the students who have demonstrated a very high level of capacity in the areas of science and mathematics and will take your students well beyond what they would experience in the mainstream classroom. Students will engage in a wide variety of learning opportunities which are both rigorously demanding and engaging. Students will be selected into this program based on their academic results and this will be coordinated at the discretion of the Head of Mathematics and Science Departments.

**Year 9 Mathematics Course Outline:** The table over aims to provide a brief overview of the topics and concepts studied by Year 9 students at Centenary SHS.

<b>SUBJECT</b>	<b>Year 9 Foundation Mathematics</b>
<b>CORE/ELECTIVE</b>	Core (Foundation) (year-long)
<b>DESCRIPTION</b>	This program of study is designed to assist those students for whom mathematics is difficult. By the end of Year 9, students express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms. They investigate similar and congruent triangles and problems involving Pythagoras' theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.
<b>ASSESSMENT</b>	2 examinations and 1 assignment per semester.
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).

<b>SUBJECT</b>	<b>Year 9 Core Mathematics</b>
<b>CORE/ELECTIVE</b>	Core (year-long)
<b>PREREQUISITE</b>	Satisfactory completion of Year 8 Mathematics course or HOD discretion with Low Achieving Students within the Year 8 course.
<b>DESCRIPTION</b>	<p>This program of study is designed to meet the outcomes listed in the current Australian Curriculum document for Year 9.</p> <p>By the end of Year 9, students express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms. They investigate similar and congruent triangles and problems involving Pythagoras' theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.</p>
<b>ASSESSMENT</b>	2 examinations and 1 assignment per semester.
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).

<b>SUBJECT</b>	<b>Year 9 Extension Mathematics</b>
<b>CORE/ELECTIVE</b>	Core (Extension) (year-long)
<b>PREREQUISITE</b>	Students have demonstrated a high understanding of Mathematical concepts covered in the Year 8 Mathematics course.
<b>DESCRIPTION</b>	<p>This program of study is designed to accelerate those students who demonstrate an aptitude for mathematics. By the end of Year 9, students express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms. They investigate similar and congruent triangles and problems involving Pythagoras' theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.</p>
<b>ASSESSMENT</b>	2 examinations and 1 assignment per semester.
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).

## Science

Science is used to explore and explain phenomena of the universe. Scientists work in ways which incorporate a complex assortment of activities, mental processes, routines and approaches. The study of scientific knowledge and scientific ways of working can help students reach deeper understandings of the world.

In undertaking a course of study in science students begin to understand and use the conceptual ideas of science in their everyday lives. They learn to initiate inquiries and propose hypotheses. They draw conclusions, answer questions or form generalisations based on the evidence collected. Students learn to identify and solve problems and make decisions about the applications of science.

Science is a core subject in Years 7, 8, 9 and 10. Science programs will be shaped to the needs of students to ensure teaching and learning experiences provide an appropriate level of academic challenge.

All topics within the Years 7, 8, 9 and 10 science course of study address the Australian Curriculum - Science Understanding (SU), Science as a Human Endeavour (SHE) Science Inquiry Skills (SIS).

**Excel Program:** Students from Years 7 to 9 will have the opportunity to participate in the Excel Program for Mathematics and Science. This program has been tailored to meet the needs of the students who have demonstrated a very high level of capacity in the areas of science and mathematics and will take your students well beyond what they would experience in the mainstream classroom. Students will engage in a wide variety of learning opportunities which are both rigorously demanding and engaging. Students will be selected into this program based on their academic results and this will be coordinated at the discretion of the Head of Mathematics and Science Departments.

In all science subjects, a variety of assessment tasks will be used. These tasks will include open ended investigations, research assignments, practical reports and tests. The format of the investigations and research assignments will vary according to the topic. Students will also be assessed on their practical skills.

<b>SUBJECT</b>	<b>Year 9 Science</b>
<b>CORE/ELECTIVE</b>	Core (year-long)
<b>DESCRIPTION</b>	<p>This subject will continue the development of Science Understanding (SU), Science as a Human Endeavour (SHE) and Science Inquiry Skills (SIS).</p> <p>In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.</p>
<b>ASSESSMENT</b>	Open ended investigation, research assignment, practical reports and tests.
<b>INDICATIVE COST</b>	There may be a cost associated with this subject (outside the SRS scheme).