Centenary
State High School

YEARS 7 & 8

CURRICULUM HANDBOOK

ADDRESS

Centenary State High School

1 Moolanda Street

Jindalee Qld 4074

POSTAL ADDRESS

Centenary State High School

PO Box 321

Mount Ommaney QLD 4074

CONTACT DETAILS

Phone: (07) 3373 4555

Fax: (07) 3373 4500

Email: admin@centenaryshs.eq.edu.au

Web: www.centenaryshs.eq.edu.au

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.*

Table of Contents

Message from the Principal

The Junior School curriculum model at Centenary State High School is structured accordingly to the Australian Curriculum and provides all students with exposure to every learning area; a strong interface with essential foundation learning skills, literacy and numeracy; increasing specialisation from Years 7 to 9 in subject selection, and differentiated learning that allows for each individual to be both supported and challenged. This model allows all students to engage in learning, experience success and be well prepared for their chosen pathway in the Senior School.

Whilst the Australian Curriculum provides a degree of curriculum consistency across the country, individual schools tailor their curriculum offerings to meet the needs of their students. At Centenary SHS we recognise the value of challenge and excellence and so offer specialised programs in Maths/Science, Mandarin, Performance and Music across the Junior School. Additionally, students' individual needs are met through support classes in the key areas of English and Mathematics.

All students in the Junior School study English, Mathematics, Humanities and Science for both semesters each year. Some Excellence classes also run for both semesters in Years 8 and 9. This model allows students to spend more time in their areas of interest in Years 9 and 10.

Ultimately quality learning achievement is underpinned by the partnership shared between the student, parents/carers and the school. Students will meet their potential and enjoy their schooling when there is strong communication and a shared ownership of the child's learning journey.

Welcome to Centenary State High School, as we create a quality future for your student through quality learning.

Message from the Guidance Officers

While thinking about a career may not be on your young person's mind right now, their career decisions will be shaped during their time at Centenary State High School. The curriculum in Years 7 and 8 allows young people to sample and explore a range of core and elective subject areas. This will help them to better determine their interests and strengths, and ultimately help with decision making about senior schooling curriculum options.

The Years 7 and 8 curriculum at Centenary State High School also focuses on teaching students to gain the skills, understandings and experiences that form the foundations of their future successful career. It is not directed towards making decisions or choices about future careers. We encourage our young people to make connections between their own strengths and interests, and the jobs that they incidentally see and learn about in the education setting and wider community. Our young people are also developing the self-belief that future jobs are possible for them, and a sense of competence in their ability to accomplish new tasks successfully, while fostering motivation and confidence towards achieving new and future goals. This is an important stage in becoming aspirational.

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 student 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/carers to help their student 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 do not hesitate to get in contact 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 7, students begin to learn about character strengths and how to use their signature strengths to obtain positive outcomes in their lives. During this important transition to secondary school, students will explore ways to build positive relationships. By learning about kindness, empathy and effective communication skills, our Year 7 students will feel better equipped to be a good friend.

In Year 8, students will build on their understanding of positive relationships with a focus on prosocial cyber strategies. To develop their resilience skills, students will explore flexible ways to respond when faced with adversity – ensuring they bounce forward, rather than just bouncing back. Finding out their VARK learning preferences will allow our Year 8 students to set personalised, realistic goals for their academic and personal pursuits.

Daily Routine

Years 7 and 8 students, 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.

Years 7 and 8 students have 18 subject lessons per week. There are 4 x 70-minute lessons per day.

Centenary State High School also offers three Extension programs for Year 7 students to consider. Applications must be made to the school office. *Please note that students can only apply for one of the Arts Extension programs – either Music Plus or Performance Plus.*

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

<table>
<tr><th colspan="4">YEAR 7</th></tr>
<tr><td>Whole-Year Subjects
(4 lessons/week)</td><td>Whole-Year Subjects
(2 lessons/week)</td><td>Semester Subjects
(3 lessons/week)</td><td>Semester Excellence Subjects
(3 lessons/week)</td></tr>
<tr><td>English
Mathematics</td><td>Science
Humanities</td><td>Health & Physical Education
Languages (Chinese/German/Spanish)
Technologies (Digital & Applied)
The Arts</td><td>Performance Plus
Music Plus</td></tr>
<tr><th colspan="4">YEAR 8</th></tr>
<tr><td colspan="2">Whole-Year Core Subjects
(3 lessons/week)</td><td>Semester Subjects
(3 lessons/week)</td><td>Whole-Year Elective Subjects
(3 lessons/week)</td></tr>
<tr><td colspan="2">Mathematics
English
Science
Humanities</td><td>Health & Physical Education
Languages (Chinese /German /Spanish)
(Chinese and Spanish can be selected for a full year)
Technologies (Digital & Applied)
The Arts</td><td>Performance Plus
Music Plus (1 semester)</td></tr>
<tr><th colspan="4">YEAR 9</th></tr>
<tr><td colspan="2">Whole-Year Subjects
4 core subjects
(3 lessons/week)</td><td colspan="2">Semester Subjects
HPE (core subject) & 3 elective subjects
(3 lessons/week)</td></tr>
<tr><td colspan="2">English
Mathematics
Science
Humanities</td><td colspan="2">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</td></tr>
<tr><th colspan="4">YEAR 10</th></tr>
<tr><td colspan="2">Whole-Year Subjects
2 core subjects
(3 lessons/week)</td><td>Semester Subjects
2 core subjects
(3 lessons/week)</td><td>Semester Subjects
6 elective subjects
(3 lessons/week)</td></tr>
<tr><td colspan="2">English
Mathematics</td><td>History
Science</td><td>Electives across Science, Humanities, The Arts, Business & Applied Technology, Languages, HPE.
** Languages can be studied for 1 year</td></tr>
</table>

Years 7 & 8 Curriculum Framework – Defined

Year 7 Subjects		
Whole-Year Subjects	Semester Subjects (3 lessons each per week/1 semester)	Excellence Programs (via an application process)
English (4 lessons/week) **Mathematics** (4 lessons/week) **Science** (2 lessons/week) **History Sem. 1** (2 lessons per week) **Geography Sem. 2** (2 lessons/week)	**Two of the following per semester:** **Language** - Chinese - German - Spanish **Health and Physical Education** **The Arts** **Technology** - 1 term Business Technology - 1 term Applied Technology (Home Economics and Industrial Technology & Design)	**Maths & Science eXcel** (Full year within allocated Maths/Science curriculum time) **Music Plus** (1 semester within allocated Arts curriculum time) **Performance Plus** (1 semester within allocated Arts curriculum time)

Year 8 Subjects		
Whole-Year Subjects	Semester Subjects (3 lessons each per week/1 semester)	Excellence Programs*
• English • Mathematics • Science • History & Geography	**Two of the following per semester:** • Language (Chinese, German or Spanish) • Health and Physical Education • The Arts (Dance, Drama, Media, Music or Visual Art) • Technology - Applied Technology - Business Technology	• **eXcel Mathematics & Science** (Full year within allocated Mathematics/Science curriculum time, continuing class from Year 7, subject to review) • **Music Plus** (1 semester within allocated Arts curriculum time) • **Performance Plus** (Full-year program) ***Note:** Performance Plus may require a student to experience another learning area through our STEP program.

Excellence Programs from Year 7

Centenary State High School is renowned for its philosophy and practice of providing individual pathways to meet the needs of individual students.

At the junior high school level, we recognise that select students enter secondary school with high levels of experience and expertise in particular areas of study. We are proud to offer our **Excellence Programs** to beginning Year 7 students, programs which continue through our junior years.

Our **Excellence Programs** all offer extended learning experiences and opportunities tailored for highly achieving students, who will be required to provide evidence of their prior related achievements. Please check the information below and the relevant application form carefully for each program.

Assessment and Reporting

All core and elective subjects have been developed to match students' abilities, interests and needs. If students 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.

Interim Reports are issued mid-semester, at the end of Term 1 and Term 3, with end of semester reports issued at the end of Semester 1 and Semester 2.

At Centenary State High School, grades used in reporting academic progress to parents/carers, will be on a five-point scale of 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

Home Economics

Subject Overview

The Home Economics subject has its focus on two broad areas – Food & Nutrition and Textiles & Design. This subject encourages personal independence, working effectively within the classroom setting as well as promoting preferred futures for self and others in contexts related to food, nutrition and textiles. It offers students opportunities to take part in various design challenges that encourages them to think critically and practice socially and ethically responsible actions that enhance individual and family well-being.

Over the course of Years 7 and 8, students will engage in two 5-week programs. One 5-week course will be based around nutrition and the other 5-week course will focus on textiles. Students will be introduced to a broad range of experiences and begin to develop lifelong skills when selecting, planning and/or serving meals and snacks OR developing hand-eye co-ordination, creativity and problem-solving skills. Skills that will be developed include creativity and innovation and it is expected that these will increase as the students become more independent and work collaboratively with their peers and teachers. They will develop plans to manage practical tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete set tasks. Students will establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when making designed solutions.

Content within the unit 'What's in our food?':

- Safety and Hygiene
- Kitchen practices and equipment
- Reading a recipe
- Making healthy food choices using the AGHE
- Understanding nutrients
- Design challenge

Creative Textiles:

- Introduction to the sewing machine
- Safety in the sewing room
- Tools of the trade
- Basic construction techniques
- Hand sewing skills
- Design challenge

SUBJECT	**What's in our food? OR Creative Textiles**
LESSONS STUDIED	3 lessons per week – five weeks
SUBJECT DESCRIPTION	This subject draws on Essential Learnings from Health & Physical Education and Applied Technology Key Learning Areas. In the food component of the unit, students learn skills to prepare snacks and meals according to the Australian Guide to Healthy Eating as well as making links to indigenous foods. Within Creative Textiles, students will develop their fine motor skills and knowledge on fibres and fabrics as well as using the elements and principles of design to create a product. Both "What's in our food?" and "Creative Textiles" have practical and theoretical components. This subject is designed to provide students with foundation knowledge and skills in readiness for further studies in Food and Nutrition/Hospitality/Fashion.

ASSESSMENT	Students will be assessed through design challenges applying their knowledge and understanding, investigating and designing, producing, evaluating and reflecting.
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR	Senior Food and Nutrition, Early Childhood Practices, Fashion and Hospitality Practices

Industry Technology Design

Subject Overview – Year 7

Design and Technologies introduces students to the notion of incorporating design into problem solving.

Students will be presented with problems that require them to investigate and analyse ideas, determine their suitability, communicate the details of the solution through sketches/drawings, manipulate materials to make the product and reflect on the success of the solution.

Additionally, students will use a basic set of tools and rudimentary equipment to become familiar and skilled in their use.

SUBJECT	**Year 7 Design and Technologies – Industrial Technology and Design**
LESSONS STUDIED	3 lessons per week – five weeks
DESCRIPTION	This subject incorporates design into a number of constructed projects. Students will exercise varying degrees of influence over the design of the completed project. Students will construct projects using a variety of tools, equipment and materials. Safe work practices are a priority in the workshop.
ASSESSMENT	Practical construction projects
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Industrial Graphics Skills, Design, Engineering, Furnishing Skills and Certificate II in Engineering pathways.

Subject Overview – Year 8

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies and contexts. Within the context of Industrial Technology and Design students will construct projects to develop their knowledge and understanding of materials, tools and processes. Additionally, students will apply a specific design process to investigate ideas, generate and refine ideas, plan, produce and evaluate their solution to a nominated "Design Challenge".

Students who study Design and Technologies within the Industrial Technology and Design context may wish to pursue vocations in the allied fields broadly classified as manufacturing, construction and graphics. Each industry uses specific materials, resources and facilities, and specialised industrial practices. Industrial practice includes design and industry standards, workplace health and safety, resource management, and social, ethical and environmental responsibility.

Innovation and technological developments continually expand the range of materials, tools, equipment, processes and production skills that can be used in the development and construction of industrial technology and design products.

The communication of design through sketches, annotations, documentation and graphical representations is an integral aspect of the design process.

By the end of Year 8, students:

- Explain design factors and their influence on a solution
- Explain the impact of design on society

- Create and make designed solutions based on needs and/or opportunities
- Develop criteria used to assess the success of a designed solution
- Adapt design ideas, make considered decisions and use appropriate terminology to present concepts with annotated sketches
- Apply time/project management skills to complete the design and construction phases of the task by the due date

SUBJECT	**Year 8 Design and Technologies – Industrial Technology and Design**
LESSONS STUDIED	3 lessons per week – five weeks
DESCRIPTION	This subject introduces students to a range of basic workshop practices and fabrication skills, enabling them to construct projects utilising a variety of common materials. Additionally, students will develop basic graphics skills (including CAD) to help them interpret and produce simple yet valid workshop drawings.
ASSESSMENT	• Practical construction projects • Graphics exercises
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Industrial Graphics Skills, Design, Engineering, Furnishing Skills and Certificate II in Engineering Pathways.

The Arts

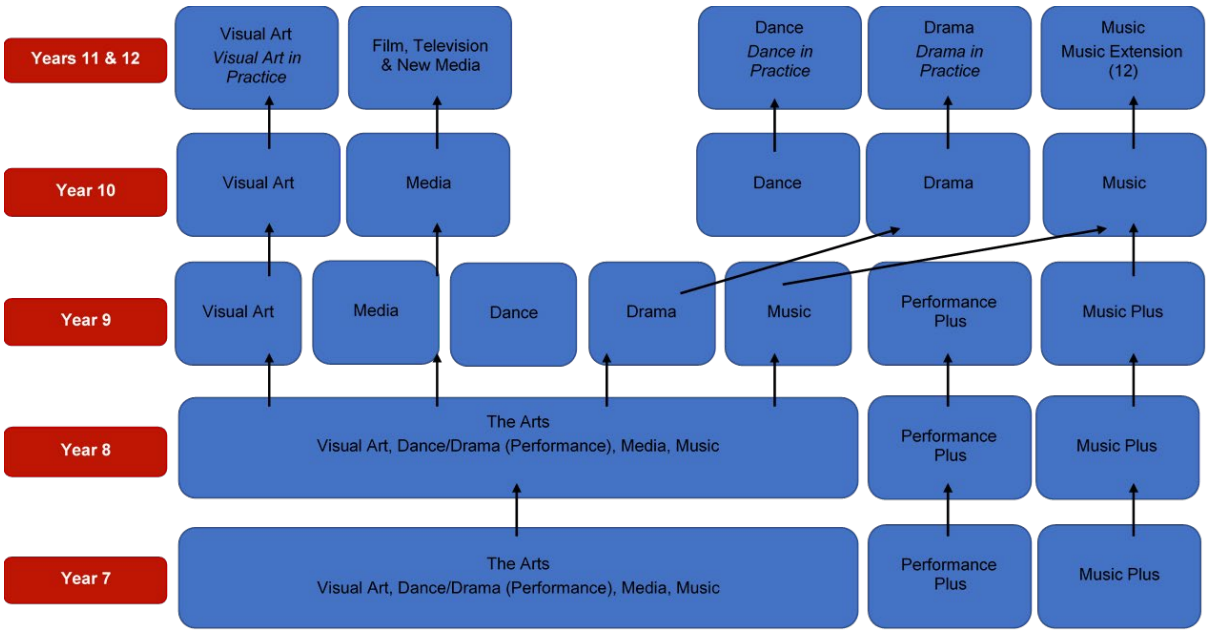
Overview

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 SHS - 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/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

At Centenary State High School, students will have the opportunity to study across all five strands of the arts across a 2-year course. Students will complete a term each of visual art, performance (dance/drama), media and music. There are two extension courses offered in Years 7 and 8 for students with advanced skill in music: Music Plus and performing arts (dance, drama, theatre): Performance Plus. There is an application form for these extension courses in the enrolment pack and on the school website. Auditions are held in Semester 2 each year.



SUBJECT TITLE	**Years 7 and 8 The Arts: Performance (Dance/Drama), Music, Media, Visual Art**
LESSONS STUDIED	3 lessons per week – one semester
DESCRIPTION	Students will engage in a range of learning experiences to allow for communication and expression of creative thinking. Students will apply their knowledge and understanding to convey meaning to an audience. They will use essential literacy skills to engage in a multimodal world, as well as learn to analyse and evaluate across a variety of contexts.
ASSESSMENT	Every subject will have at least one of each type of assessment: • Making – involves practical assessment such as performing and presenting • Responding – involves theoretical assessment such as students analysing and evaluating
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Dance, Drama, Music, Music Extension (Year 12), Film Television & New Media, Visual Art

Extension Subjects

Music Plus

Subject Overview

Music Plus is an exciting program that is offered to students with outstanding ability in music. The course is designed to allow instrumentalists and vocalists to explore and extend their musical capabilities in the early years of high school. Students will engage in and be challenged by a range of learning experiences which include solo performances, ensemble performance, composition and arranging, aural skills, musical analysis and music technology.

Entrance to this course is via an audition.

SUBJECT TITLE	**Music Plus (Years 7, 8, 9)**
LESSONS STUDIED	3 lessons per week – one semester
DESCRIPTION	The program challenges the students to be better musicians through performances, aural skills, singing and composing and teaches high order cognitions including analysing, evaluating and synthesising across a range of contexts, styles and genres. Entry into the Music Plus program is by audition.
ASSESSMENT	There are two types of assessment in music: • Making – involves practical assessment such as composing, performing and presenting • Responding – involves theoretical assessment such as students analysing and evaluating musical works As an extension to the course, students will have the opportunity to undertake Australian Music Examinations Board music theory exams.
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Music, Music Extension (Year 12)

Performance Plus

Subject Overview

Performance Plus is an exciting initiative of the Centenary State High School Arts Faculty which caters for students with demonstrated skill or talent in performing arts. The course caters for students to specialise in the areas of dance, drama and musical theatre. Students will undergo extensive training in the areas of performing arts, culminating in a public performance at the end of the course.

Entrance to this course is via an audition.

SUBJECT TITLE	**Performance Plus (Years 7, 8, 9)**
LESSONS STUDIED	3 lessons per week – one semester for Year 7; 3 lessons per week – one year for Years 8 and 9
DESCRIPTION	Students will develop skills in performance (dance, drama and theatre) with an emphasis on production techniques. The program challenges the students to be better performers through live performances and teaches high order cognitions including analysing, evaluating and synthesising across a range of contexts, styles and genres.
ASSESSMENT	There are two types of assessment in performance: • Making – involves practical assessment such as creating, performing and presenting • Responding – involves theoretical assessment such as students analysing and evaluating works As an extension to the course, students will have the opportunity to undertake professional workshops with RAW Dance Company and the Queensland Theatre Company or La Boite Theatre Company, for example.
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Dance, Drama.

Business Technology

Subject Overview – Year 7

We live in a highly digital and changing world. The Australian Curriculum is based on Digital Technologies not Digital Literacy – we will be focusing on problem solving utilizing ICTs. Students will be using their team communication and problem-solving skills with a design focus to "see" how the world works around them through the use of Microbits and coding with Python.

Students will be pre-tested, and post-tested (after learning has been completed) to be able to "see" their learning journey.

SUBJECT TITLE	**Year 7 BCE (ICT)**
LESSONS STUDIED	3 lessons per week – one term
DESCRIPTION	BCE covers two main areas of study incorporating ICT's to design, test, modify, implement and evaluate their digital solutions.
ASSESSMENT	Assignment and Learning Log
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Years 8 & 9 ICT, Year 10 Introduction to Digital Solutions, Year 10 Introduction to ICT, Senior Digital Solutions and Applied ICT, and Certificate II Workplace Skills.

Subject Overview – Year 8

ICT STRAND – Everyone uses expert systems and ICTs every day; ICT problem solving skills are essential life skills. ICT follows the current Australian Curriculum documentation and has a focus on digital systems, data representation, management and analysis. Year 8 focuses on human computer interfaces, programming, algorithms, modifying a design to achieve a design outcome, evaluating and modifying to ensure a solution. Students will be pre-tested, and post-tested (after learning has been completed) to be able to "see" their learning journey.

As technology advances it is essential to be able to not simply use, but to understand the design principles and apply current knowledge in a rapidly changing environment, hence our focus and alignment with the Australian Curriculum.

BST STRAND – Business is an integral part of our whole economy and entrepreneurial skills are essential 21st century skills for all students. Students will start with an insight into the rights and responsibilities of consumers and businesses. Following on from this, students will learn about entrepreneurship and the characteristics of a successful entrepreneur. They will further explore how small businesses respond to opportunities in the market in order to expand and grow. This will include the use of the analytical tools: cost/benefit analysis, decision-making matrix and SWOTs.

SUBJECT TITLE	**Year 8 BCE (ICT OR BST)**
LESSONS STUDIED	3 lessons per week – one term
DESCRIPTION	ICT strand covers three main areas of study – Programming, Human computer interfacing & algorithms, and the design process (design, develop and evaluate to criteria, and recreate). BST strand covers three main areas of study – Rights and Responsibilities of Consumers, Entrepreneurship, and responding to business opportunities.
ASSESSMENT	ICT - Learning Log of experiences and reflection and a Design Challenge to meet engineering design challenge. BST – Portfolio.
COST	There will be a cost associated with this subject (outside the SRS scheme).

LINK TO SENIOR SUBJECTS	ICT - Year 9 ICT, Year 10 Introduction to Digital Solutions, Senior Digital Solutions and Applied ICT, and Certificate I in IDMT and Certificate II Business. BST – Year 9 BST, Year 10 Introduction to Accounting and Business, Year 10 Introduction to Legal Studies, Senior Accounting, Senior Business, Senior Legal Studies, and Certificate II Workplace Skills, Certificate III Business and Diploma of Business

English

Overview

The Australian Curriculum (English) is built around three interrelated strands of Language, Literature and Literacy. These strands are taught and learned in an integrated way rather than separately. The focus is 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 Years 7 and 8 English, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online or virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the main purpose is appreciation and enjoyment, as well as texts designed to inform and persuade. These include various types of media texts including 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 used in Years 7 and 8 English include Australian literature, the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Informative texts present technical and content information from various sources about specialised topics.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

SUBJECT	**Year 7 Core English**
LESSONS STUDIED	4 lessons per week – full-year
DESCRIPTION	**Term 1: Friendships** Students investigate the genre of Life Writing and analyse how personal perspectives and identity are expressed through the repetition of personal experiences and events. Students will read biographies to identify text structures and language features. Students will develop writing skills using the *Write That Essay* framework. Students create an imaginative piece of writing. **Term 2: Can you persuade me?** Students investigate how persuasive text structures, language features and appropriate vocabulary shape meaning and influence others to understand a particular point of view. Students compare a range of persuasive texts and explain how they are effective in influencing audiences. Students create a persuasive piece. **Term 3: Looking at life stories** Students investigate the perspectives in a literary text, focussing on oral narrative traditions and contemporary literature exploring the notion of identity. Students make inferences, synthesise ideas and transfer ideas to analyse texts that reflect a cultural identity. Students create a series of analytical responses. **Term 4: Exploring and analysing creative texts** Students explore the aesthetics of language by learning how to identify and use poetic devices. Students develop an understanding of how poetry and songs represent historical, cultural and social perspectives over time. Students analyse and evaluate a text.
ASSESSMENT	Term 1: Imaginative Writing: Narrative Term 2: Persuasive Speaking: Motivational Speech Term 3: Analytical Writing: Paragraph responses Term 4: Expository Speaking: Seminar presentation
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	SATE: English Literature English as an Additional Language Essential English

SUBJECT TITLE	**Year 8 Core English**
LESSONS STUDIED	3 lessons per week – full-year
DESCRIPTION	**Term 1: Being a teenager** Students examine and analyse how teenagers are represented in a range of texts, including newspapers, magazines, entertainment, digital and literary texts. They examine and analyse text structures, language features, and visual forms. Students will develop writing skills using the *Write That Essay* framework. Students show understanding and empathy in a piece of creative writing. **Term 2: Indigenous wonder** Students investigate and interpret a range of texts, including poems, short stories and video clips, from the perspective of Aboriginal peoples and Torres Strait Islander peoples, which reflect on and challenge the values of an individual or group and influence emotions and opinions. Students will create a number of reflective responses to the texts studied in class reflecting their underpinning cultural values. **Term 3: Asian perspectives in texts** Students explore themes and ethical dilemmas represented in a novel, with an emphasis on Asian cultural and historical context. They analyse the author's purpose and justify their point of view about how the author positions the reader to recognise resilience and tenacity within this cultural context. Student will write an analytical essay exploring the idea of personal strength and how it is represented in the novel. **Term 4: The value of giving** In this unit, students listen to, read and view literary and non-literary texts, featuring cultural icons and stereotypes across the world and in Australia, to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an identity. Students will design a new Australian flag and use persuasive speaking skills to explain and justify their design.
ASSESSMENT	Term 1: Imaginative Writing: Literary transformation Term 2: Reflective Writing: Paragraph responses Term 3: Expository writing: Analytical essay (supervised) Term 4: Persuasive Speaking: Multi–modal
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	SATE: English Literature English as an Additional Language Essential English

HPE

Overview

The Health and Physical Education (HPE) Curriculum at Centenary SHS is designed to educate students on the importance of a healthy and active lifestyles. It aims to develop the knowledge, understanding and skills to enable students to access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan.

In HPE, students will still study a range of selected physical activities where they will be encouraged to participate, work together, communicate and cooperate as they learn the skills, strategies and tactics of different sports. These experiences will encourage students to continue to participate in physical activities throughout their life, as they recognise the many benefits of being physically active.

Students will also learn about the ways and benefits of maintaining a healthy lifestyle. These integrated lessons will cover health issues that relate to personal social and community health and will aim to encourage students to make educated and informed decisions related to diet and exercise, nutrition, relationships and issues specific to adolescence.

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 and appreciation of healthy and active lifestyles. Students will develop a strong appreciation of teamwork, cooperation, commitment and dedication.

The Years 7 and 8 HPE course is structured as follows:

SUBJECT	**Year 7 Core HPE**
LESSONS STUDIED	3 lessons per week – one semester
DESCRIPTION	This subject comprises two components: • Personal, Social and Community Health - Students will study a range of health units titled Approaching Adolescence, Super Snacks • Movement and Physical Activity – Students will experience a range of sports and learn skills, tactics and strategies of them. Sports may include Basketball/Netball, Soccer/AFL, Athletics and Cross Country, Touch, Fitness, Orienteering, Minor Games
ASSESSMENT	• Personal, Social and Community Health - Each unit will assess relevant features of the achievement standard through an exam or assignment. • Movement and Physical Activity: Students will be assessed on specific features of the achievement standard through their participation in a range of selected physical activities
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Year 10 QPE, QHE. Senior - Physical Education, Health, Sport and Recreation, Certificate III/IV in Fitness.

SUBJECT	**Year 8 Core HPE**
LESSONS STUDIED	3 lessons per week – one semester.
DESCRIPTION	This subject comprises two components: • Personal, Social and Community Health - Students will study two health units titled Mental Health and Wellbeing and Drugs and Alcohol. • Movement and Physical Activity – Students will experience a range of sports and learn skills, tactics and strategies of them. Sports may include Basketball/Netball, Soccer/AFL, Athletics and Cross Country, Volleyball, Touch, Fitness, Orienteering, Minor Games
ASSESSMENT	• Personal, Social and Community Health - Each unit will assess relevant features of the achievement standard through an exam or assignment. • Movement and Physical Activity: Students will be assessed on specific features of the achievement standard through their participation in a range of selected physical activities
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Year 10 QPE, QHE.

	Senior – Physical Education, Health, Sport and Recreation, Certificate III/IV in Fitness.

Humanities/Languages

Humanities

Overview

The Humanities Department at Centenary SHS offers a range of subjects to suit the needs of students, based on the Australian Curriculum (ACARA). Our aim is to provide students with opportunities to acquire the knowledge and transferrable skills needed to contribute effectively, to success in their chosen field of work and in the wider community.

The study of Humanities assists students to achieve academic success in addition to gaining a wised range of valuable life skills. They are encouraged to use critical thinking skills and creativity to analyse and propose solutions to a range of real-life issues. They look to the past, in order to make sense of the present and form opinions about the future. They learn how to examine issues by evaluating and considering a range of perspectives. Students are encouraged to investigate challenging and at times controversial issues in local, national and global contexts, thus becoming active participants in the world. Technology is integral to learning and includes the development of skills ranging from web-based research, to developing competence with the Geographical Information Systems (GIS) software. All Humanities students are encouraged to enter a range of high-quality competitions to extend their knowledge and self-confidence.

Humanities is a core subject in Years 7, 8, 9 and one semester of Year 10. In Year 10, at the completion of the junior course, students may choose between two Year 10 extension subjects. Both subjects introduce students to the Senior Humanities Curriculum. These two introductory subjects, written by specialist teachers from each field, include a combined Ancient & Modern History subject (QAM101) and a combined Economics & Geography subject (QGE101)

In the Humanities Department, programs are shaped by the needs of students. Learning experiences provide an appropriate level of academic challenge. Assessment involves both formative and summative assessment items, outlined in the Subject Descriptors below.

SUBJECT TITLE	**Year 7 Humanities – History and Geography (1 x semester of each)**
LESSONS STUDIED	2 lessons per week – full-year
DESCRIPTION	Students will also study two units based on the Australian History Curriculum. In particular they will study: • Ancient Egypt • Ancient China Historical skills and processes, taught through the Aspects of Inquiry model, will explicitly scaffold student engagement with these exciting topics. These skills range from hypothesising to collecting and evaluating sources of information. There is a substantial focus on higher order thinking skills is in this subject with students challenged to analyse, evaluate, justify and create. Students will study two units, based upon the Australian Geography Curriculum. In particular they will study: • The Creation of Liveable Built Environments • The Physical and Human Dimensions of Water Management Students will learn how to analyse and interpret real time data and to represent their findings in mediums as graphs, tables and field sketches. Students will learn how to evaluate the reliability of data. They will also learn how to synthesise information and present arguments based upon clear logic. A field trip to Kelvin Grove Urban Precinct usually takes place in Term 3.
ASSESSMENT	Research Assignment, Field Report and Examination
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Modern History, Geography, Economics, Legal Studies, Ancient History, Social and Community Studies.

SUBJECT TITLE	**Year 8 Humanities – History and Geography (1 x semester of each)**
LESSONS STUDIED	3 lessons per week – full-year

DESCRIPTION	Students will study two units based on the Australian History Curriculum. In particular they will study: • Feudalism in Europe and Japan • The Spanish Conquest of the Americas Historical skills and processes, taught through the Aspects of Inquiry model, will explicitly scaffold student engagement with these exciting topics. These skills range from hypothesising to collecting and evaluating sources of information. A continuing focus on higher order thinking skills is crucial to this subject as students refine their skills of analysis, evaluation, and justification. Students will study two units based upon the Australian Geography Curriculum. Students will engage with topics including: • The economic, social and environmental impact of human activity in coastal environments. • The distinctive features of Australia's human geography. The focus here is coastal environments and involves the study of fundamental geomorphic processes such as erosion and deposition and issues relating to human impact on the coastal landscape. Students undertake a field study of a local coastal landscape and will represent their findings using such mediums as graphs, tables and field sketches. They also learn to analyse interpret data relating to demographics and the management and future of Australia's urban areas. Students will evaluate the reliability of the data and present arguments based upon clear logic. They predict the impact of decisions and propose alternatives.
ASSESSMENT	Research Essay, Field Report (Dependent on area of study) and Examination.
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Modern History, Geography, Economics, Legal Studies, Ancient History, Social and Community Studies.

Languages

Chinese

Subject Overview

The official language of China, Modern Standard Chinese-Mandarin is the most widely spoken language in the world. Over 1.2 billion people speak it as either a first or a second language. 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 all levels of government are strengthening their ties with China.

Modern Standard Chinese-Mandarin 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 listening to podcast lessons, using the writing software, creating websites, using on-line software to make their own movies, and using language online tools to make their own language games and quizzes.

All students in their first year at Centenary SHS, study a language for one semester and all topics within this course of study align with the Australian Curriculum. (ACARA) Students in Chinese-Mandarin will study Core Chinese-Mandarin Year 7 and Year 8 where they engage with a range of topics for social and cultural purposes.

Chinese-Mandarin classes and their programs are shaped by the needs of students and learning experiences reflect an appropriate level of academic challenge. As such, native speakers or students displaying exceptional ability may be accelerated to a level that best matches their language competency. In some circumstances, native speakers may be linked to university studies.

Enrichment Opportunities

Students may 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.). There is sometimes and opportunity to host exchange students and teachers. There are also a range of competitions including the University of Queensland Writing Competition, Chinese Teachers' Association Speaking Competition, Shanghai Cup and Australia-China Council Scholarships.

SUBJECT TITLE	**Year 7 Core Chinese-Mandarin**
LESSONS STUDIED	2 or 3 lessons per week – one semester
DESCRIPTION	This core Chinese-Mandarin subject provides an interesting, practical and broad introduction to China and the study of Chinese-Mandarin. Students will learn how to communicate in Chinese-Mandarin about names, ages, numbers, nationality, family, pets, food, sports and hobbies, festivals and personal descriptions. Programs are adjusted to meet the diverse needs of students and to ensure learning experiences provide an appropriate level of academic challenge and rigour
ASSESSMENT	In-class assessment in reading, writing, speaking and listening.
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Senior Chinese-Mandarin

SUBJECT TITLE	**Year 8 Core Chinese-Mandarin**
LESSONS STUDIED	3 lessons per week – one semester
DESCRIPTION	This core Chinese-Mandarin subject provides an interesting, practical and broad introduction to China and the study of Chinese-Mandarin. Students will learn how to communicate in Chinese-Mandarin about names, ages, numbers, nationality, family, pets, food, shopping, sports and hobbies, festivals travel and personal descriptions. Programs sometimes need adjustment to meet the diverse needs of students and to offer learning experiences at an appropriate level of academic challenge and rigour.
ASSESSMENT OVERVIEW	In-class assessment in reading, writing, speaking and listening.
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Senior Chinese-Mandarin

German

Subject Overview

German, the first language of 120 million Europeans, is an official language in Germany, Austria, Switzerland, Liechtenstein, Belgium, Luxembourg and in South Tyrol in Italy. It is an auxiliary language in a number of other countries in Europe and is one of three procedural languages for the European Union. Knowledge of German is a fundamental to many professions including architecture, the arts, engineering, philosophy and scientific innovations, particularly those relating to environmental sustainability. The German course at Centenary reflects the objectives of the Australian Curriculum Languages syllabus. (ACARA) Language learning assists in developing cognitive flexibility and problem-solving ability. The educational objectives of each unit aim to promote individual learning styles in the classroom. The use of laptops enhance understanding and enjoyment. Overall literacy skills are a strong focus and through student-centred tasks, students are able to achieve a wide range of academic outcomes. Learning to communicate is only one of many aims. Students who study German also develop crucial literacy skills, which are transferable into their other areas of study such as English, Science and the Humanities. Positive attitudes toward people of other languages and cultures are by-products of all language courses. Skills learnt in the language classroom enrich the individual by means of deeper intercultural understanding, which in turn improves career opportunities.

Year 7 and 8 German Core units offer progressive learning with in-class activities that use a range of fun, student-centred approach. All students use computers 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 YouTube, listening and reading materials and games, support and enhance learning and broaden students' '*world view*'. Students may undertake further studies via German Year 9 and Extension German Year 10 courses, building on skills and knowledge acquired in earlier subjects.

German units are adjusted to meet the diverse needs of students and to ensure learning experiences provide an appropriate level of academic challenge and rigour. All German students are provided with an opportunity to access computers to further enhance their language learning. The aim of learning experiences is to inspire students to communicate using language they have acquired.

SUBJECT TITLE	**Year 7 German**
LESSONS STUDIED	3 lessons per week – one semester
DESCRIPTION	This core German subject is an introduction to German. Students acquire rudimentary vocabulary, best suited to beginners such as greetings and introductions, building up vocabulary like dates, days of the week, leading to language that is more complex, as communication skills and skills develop. Students learn fundamental language to describe extended family members and pets, as well as investigate German culinary habits. They learn to express their likes, dislikes of certain food, and respond to questions about healthy eating habits. Other topics may include cultural celebrations both here and in Germany. Programs, shaped to meet the diverse needs of students, facilitate teaching and learning experiences that provide an appropriate level of academic challenge and rigour.
COST	There may be a cost associated with this subject (outside the SRS scheme).
ASSESSMENT	In-class assessment includes examinations, as well as assignment work, with subsequent reflections that assess intercultural understanding.
LINK TO SENIOR SUBJECTS	Students will complete a second semester of German in Year 8

SUBJECT TITLE	**Year 8 German**
LESSONS STUDIED	3 lessons per week – one semester
DESCRIPTION	This unit provides further examination of German language and culture. Building on Year 7, Students learn how to communicate in written and spoken German in the context of various aspects of daily life, including housing, schooling and shopping. Students design their German 'dream house' using 3D computer software. They describe it in writing in German, as part of a complex letter-writing task. Students write an individual and sophisticated script for a role-play using the formal address in a scenario based on going shopping. Additional topics include cultural celebrations both here and in Germany. Programs, shaped to meet the diverse needs of students, facilitate teaching and learning experiences that provide an appropriate level of academic challenge and rigour.
ASSESSMENT	In-class assessment includes examinations, as well as assignment work, with subsequent reflections that assess intercultural understanding.
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Further study can lead to Years 9 & 10 German and onto SATE German

Spanish

Subject Overview

Spanish is the official language in 21 countries and is widely used across the United States. 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. It is the rich diversity and culture found within this huge population that makes Spanish an exciting language to learn with a vast array of music, cuisine, tradition and history. Additionally, our yearly calendar of extra-curricular opportunities means that our subject provides all students with the opportunity to engage in the culture of the Spanish world.

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 toward 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 use a variety of computer programs to enhance their learning including the use of online language tools and programs to enhance their individual learning.

Years 7 and 8 students study Spanish for one semester and will engage in a range of topics that progressively develop their language and cultural skills. Students engage in authentic tasks and have the opportunity to develop social interaction in the target language through meaningful learning experiences. Students will have the option to continue their study in subsequent years.

Spanish Programs are adjusted to meet the diverse needs of students and to ensure learning experiences provide an appropriate level of academic challenge and rigour.

SUBJECT TITLE	**Year 7 Spanish**
LESSONS STUDIED	3 lessons per week – one semester
DESCRIPTION	This core Spanish subject provides an engaging introduction to Spanish speaking countries and their cultures. Students will learn how to communicate in Spanish about various aspects of themselves and their lives. In unit one, *¡Hola!*, students learn language to speak about themselves, including names, ages, number, nationalities, personal descriptions, family, pets and hobbies. In unit two *La Vida de un Alumno*, students learn to discuss and reflect on their school life and make comparisons to schools in other cultures. NB: 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.
ASSESSMENT	In-class assessment and assignment tasks to assess comprehension (reading and listening), composing (writing and speaking), and intercultural understanding.
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Students will complete a second semester of Spanish in Year 8.

SUBJECT TITLE	**Year 8 Spanish**
LESSONS STUDIED	3 lessons per week – one semester
DESCRIPTION	The Year 8 Spanish course focuses on encouraging students to interact with others and to provide opinions and information about their personal worlds. Students study two units over the semester. In the first unit, *Bienvenida a mi ciudad*, students learn how to describe their city including its location, the activities available and its positives and negatives. They also make comparisons between their place of residence and cities of the Spanish-speaking world. In the second unit, *¡A comer!* students learn about meals and typical foods eaten throughout the day. They learn to discuss their own habits regarding food and gain an understanding of the importance of food in Spanish-speaking cultures. Throughout the topic students, recognise the interconnected nature of language and culture. Throughout the semester, students use informal and formal registers and identify how language is adjusted to suit different situations relationships.
COST	There may be a cost associated with this subject (outside the SRS scheme).
ASSESSMENT	Assignments and In-class assessment
LINK TO SENIOR SUBJECTS	Further study can lead to Years 9 & 10 Spanish and onto SATE Spanish

Mathematics

Overview

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 function 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 that 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.

Students will use the essential processes of identified mathematical ways of working to develop and demonstrate their knowledge and understanding of the subject.

Some of the ways of working that will be used are analysing, posing and refining questions, planning and conducting activities, evaluating, communicating and reflecting.

Mathematics in the Junior School aims to develop understanding across the three strands of numeracy:

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

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.

- All Years 7 and 8 students will complete a common unit of work in their first semester at Centenary SHS. On completion of this unit students will be assigned to classes whose programs will be shaped to the needs of students to ensure teaching and learning experiences provide an appropriate level of academic challenge.
- Mathematics is a Core subject for all Years 7, 8, 9 and 10 students. Student progress will be regularly reviewed, and students will be enrolled in classes that best meet their cognitive and developmental needs.
- 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. Therefore, the Mathematics Department at Centenary SHS 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.
- Years 7 and 8 Mathematics Course Outline: The next tables aim to provide a brief overview of the topics and concepts studied by Years 7 and 8 students at Centenary SHS.

SUBJECT TITLE	**Year 7 Core Mathematics**
LESSONS STUDIED	4 lessons per week – full-year
DESCRIPTION	This program of study is designed to reinforce concepts studied at primary school and introduce new and unfamiliar mathematical applications and tools. By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two

	parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel lines. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.
ASSESSMENT	Students will complete three examinations and an assignment per semester.
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Senior enrolment in Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics is dependent on student ability and interest.

SUBJECT TITLE	**Year 8 Core Mathematics**
LESSONS STUDIED	3 lessons per week – full-year
DESCRIPTION	This program of study is designed to meet the outcomes listed in the current Australian Curriculum document for Year 8. It introduces new and unfamiliar mathematical applications and tools. By the end of Year 8 students use efficient mental and written strategies to carry out the four operations with integers. They round decimals and solve problems involving percentages. Students recognise the index laws and apply them to whole numbers and variables. They simplify a variety of algebraic expressions and solve linear equations. They graph linear relationships on the Cartesian plane. They solve a range of everyday problems involving rates and ratios. Students determine complementary events and use the sum of probabilities to solve problems. They understand the challenges of collecting representative data and the effect on medians and means of outliers. Students choose appropriate units of measurement for area and volume and solve problems. They recognise the features of circles and solve problems involving circumference and area. Students identify conditions for congruence of plane shapes and establish properties of quadrilaterals and solve related numerical problems. They solve problems involving time duration.
ASSESSMENT	Students will complete three examinations and an assignment per semester.
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Senior enrolment in Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics is dependent on student ability and interest.

Science

Overview

Science is used to explore and explain phenomena of the universe. It is part of the human quest for understanding the world. 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. When investigating, students engage in the processes scientists use to collect evidence to develop, verify and test scientific ideas. 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.

All topics within this course of study address the Australian Curriculum. The three strands of the Science curriculum are *Science Understanding*, *Science Inquiry Skills* and *Science as a Human Endeavour.*

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

SUBJECT TITLE	**Year 7 Science**
LESSONS STUDIED	2 lessons per week – full-year
DESCRIPTION	This unit is designed to develop fundamental scientific processes and skills in practical work throughout the unit. Topics include: • Chemistry – separation of mixtures, water - waste not want not • Physics – unbalanced forces and motion, gravity • Earth and Space – season and eclipses, renewable and non-renewable resources • Biology – classification of organisms, interaction between organisms – food chains and food webs
ASSESSMENT	Open ended investigation, research assignment, practical reports and tests.
COST	*Textbooks & Resources*: These are provided through the Student Resource Scheme. *Stationery Requirements*: Costs associated with this subject appear on the Subject Requirements List. *Excursions/Field Trips*: There may be some costs associated with excursions/field trips. Payment will need to be met as required. Notification will be sent home to parents/carers prior to the excursion with details of costs.
LINK TO SENIOR SUBJECTS	This core unit provides growth and learning support in the Senior Science disciplines Biology, Chemistry, Physics and Psychology.

SUBJECT TITLE	**Year 8 Science**
LESSONS STUDIED	3 lessons per week – full-year
DESCRIPTION	This unit is designed to develop fundamental scientific processes and skills in practical work throughout the unit. Topics include: how Scientist work, classification of matter and reaction of matter, study of rocks, energy types and changes, and understanding cells and living things.
ASSESSMENT	Open ended investigation, research assignment, practical reports and tests.
COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	This core unit provides growth and learning support in the Senior Science disciplines Biology, Chemistry, Physics and Psychology.