



CENTENARY STATE HIGH SCHOOL



Year 10 Curriculum Handbook 2027





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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

Welcome to your senior program of learning at Centenary State High School.

As you enter the senior phase at Year 10, you reach a level of learning where you encounter diversity of curriculum choices and opportunities to develop a skill set that will empower you for your future. Your progression into the senior phase of learning marks a significant point in your education. Individual success and personal growth in this exciting phase of learning will be underpinned by the support of your teachers, the senior schooling team, your family, your level of commitment, your organisation and your self-discipline.

The subject choices available for consideration in the senior phase have been designed to allow you to maximise your engagement with school, experience success and pursue your strengths and areas of interest. These choices will allow you to build a strong foundation on your journey to life beyond school – be that tertiary study, further training or employment.

It is essential that you consider, with your parents/carers, what your pathway beyond school may look like. Your pathway should be a match for your abilities, your interests and your aspirations. Your SET Plan Interview is an opportunity to plan your pathway and subject choices, based on the evidence available including achievement, behaviour, effort, attendance and commitment. The SET Plan Interview will consider your destination and ensure alignment between your senior phase subject choices and your preferred pathway, keeping your options open to new possibilities and developments throughout Years 11 and 12.

Throughout your senior phase of study, you will be working towards your Queensland Certificate of Education (QCE), a qualification awarded to young people at the completion of their schooling. The information in this handbook will allow you and your parents/carers to collaboratively plan your pathway through the Senior Phase. Please read the details in this handbook carefully and consider all options and pathways. Good decisions at this point will provide more immediate opportunities upon the completion of schooling.

We are committed to ensuring every student knows their next step beyond school. We look forward to learning with you throughout the senior phase. We want every student to experience success at Centenary State High School and leave us ready for transition to their next stage of life, be that university, training, TAFE, an apprenticeship or employment in the workforce.

Message from the Guidance Officers

Year 10 is an important year as students engage in a range of opportunities in key learning areas. A career is likely on your young person's mind now, and 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 10, students cycle through the 5 elements of PERMAH selected to support students' growth into senior learning. In Term 1, the focus is on *Meaning* through the lens of students identifying their driving factors and motivations. In Term 2, the PERMAH focus is on *Engagement* as students are exploring options for senior subjects and Work Experience. Students will engage in masterclasses around financial literacy and job interview skills, supporting all students regardless of their pathway. *Relationships* and *Accomplishment* are the dual focus for Term 3, aligning with Camp, Subject Selection and SET Planning. We round out the year with *Positive Emotion*, allowing students to grow in what sparks joy for them and exploring practical life skills to set them up for success.

Daily Routine

Year 10 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, students and staff meet for an assembly, which celebrates the achievements of students across a wide range of activities and presents special school events.

Every Wednesday in Lesson 4, Year 10 students may access Flexible Learning, providing they have Good Standing, no outstanding assessment items, have parent/carer permission and permission from their year level Deputy Principal.

Year 10 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

YEAR 7			
Whole-Year Core Subjects (3 lessons/week)	Semester Subjects (3 lessons/week)	Term Subjects (3 lessons/week)	Semester Excellence Subjects (3 lessons/week)
English Humanities Mathematics Science	Health & Physical Education Languages (Chinese/Spanish) Technologies (Digital & Applied) The Arts	Technologies (Digital & Applied) The Arts	Music Plus Performance Plus
YEAR 8			
Whole-Year Core Subjects (3 lessons/week)	Semester Subjects (3 lessons/week)	Term Subjects (3 lessons/week)	Whole-Year Elective Subjects (3 lessons/week)
English Humanities Mathematics Science	Health & Physical Education Languages (Chinese/Spanish) Technologies (Digital & Applied) The Arts	Technologies (Digital & Applied) The Arts	Music Plus (1 semester) Performance Plus
YEAR 9			
Whole-Year Core Subjects (3 lessons/week)	Semester Subjects HPE (core subject) & 3 elective subjects (3 lessons/week)		
English Humanities Mathematics Science	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 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		
YEAR 10			
Whole-Year Core Subjects (3 lessons/week)	Semester Subjects (3 lessons/week)	Semester Subjects (3 lessons/week)	
English Mathematics	History Physical Education Science	Electives across Applied Technology, The Arts, Business, HPE, Humanities and Languages. ** Languages can be studied for 1 year	

Year 10 Curriculum Framework – Defined

YEAR 10		
Whole-Year Core Subjects (3 lessons/week)	Semester Core Subjects (3 lessons/week)	Semester Elective Subjects (3 lessons/week)
English Mathematics	Science Humanities – History Health and Physical Education	2/3 x Electives – Semester 1 2/3 x Electives – Semester 2

Students' timetables are constructed around 3 x 70-minute lessons per subject per week. Year 10 students will study 6 electives across the school year. However, each elective can only be studied once. ***Students who complete the Semester Core subject of HPE in Semester 1 will be required to select 2 electives for that semester. Students who are not completing HPE for that semester are required to select 3 electives.***

Year 10 Core Subjects

CORE SUBJECTS – STUDIED
YEAR 10
English (full year) Mathematics (full year) Science (1 semester) Humanities – History (1 semester) Health and Physical Education (1 semester)

Year 10 Elective Subjects

ELECTIVE SUBJECTS – STUDIED FOR ONE SEMESTER	
YEAR 10	
Applied Technology Introduction to Senior Food and Nutrition Introduction to Senior Hospitality Introduction to Senior Fashion and Early Childhood Studies Introduction to Senior Engineering Introduction to Senior Computer-Aided Drawing and Design Introduction to Senior Furnishing Skills (Woodwork) Introduction to Senior Engineering Pathways (Metalwork)	The Arts Introduction to Senior Music Introduction to Senior Media Studies Introduction to Senior Dance Introduction to Senior Drama Introduction to Senior Visual Art
Business Technology Introduction to Senior Business and Economics Introduction to Senior Digital Technologies Introduction to Senior Information & Communication Technology	Health and Physical Education Introduction to Senior Health Introduction to Senior Physical Education
Humanities and Languages Introduction to Senior Legal Studies Introduction to Senior History Chinese Other languages – possible study through Distance Education	Science Introduction to Senior Life Science (Biology & Psychology) Introduction to Senior Physical Science (Chemistry & Physics)
Diverse Learning Department	

Developing a Course of Study Utilising Elective Subjects

In Year 10, students consolidate their choices. While all students will complete the five core subjects of English, Mathematics, Science, Humanities and HPE, students are to select 5 electives which they will study for a semester each. If students have been allocated HPE for the semester, they will be required to select 2 electives. Students not studying HPE for the semester will be required to select 3 electives for the semester. Students who wish to study a language will undertake a 12-month course. This means students will have a remainder of 3 other elective choices.

When selecting electives for study in Year 10, students should consider the prerequisite requirements of Senior School subjects. Each subject descriptor in this handbook clearly indicates the links that exist between Junior and Senior subjects. Please refer to faculty flowcharts as a ready reference for these links.

Year 10 Electives will provide students with a solid platform for study of more specific courses in the Senior School.

To ensure that students select the most appropriate electives they should:

- Carefully read the subject descriptors in this handbook
- Discuss elective selections with parents/carers
- Seek advice from teachers, HG teacher, Heads of Department, Administration and Guidance Officers, and
- Select subjects that reflect their needs, interests and aspirations

Preparing for Senior School

Throughout Year 10, students will be given assistance in the development of their Senior Education and Training Plan (SETP) for the Senior Phase of Learning. This will require students to identify a course of study for Years 11 and 12 and plan for their studies beyond school. When making subject choices at the start of Year 10, students will need to carefully consider the potential directions their studies may take them.

Assessment and Reporting

All core and elective subjects 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/carers 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.

Queensland Certificate of Education System (QCE)

In 2019, Queensland introduced a new senior curriculum and assessment system. Under the new QCE system, students can still choose from lots of subjects and courses that suit their work and study goals. The Australian Tertiary Admission Rank (ATAR) replaced the Overall Position (OP) as the system to rank students who wish to apply for university after finishing school. A brief overview of the new QCE is provided below. For more information, please refer to the QCAA website (<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce>).

Year 10 – What this means for students

When you start Year 11, school will be a little different to how it is for Years 11 and 12 students today. In Year 10, your school and family will help you plan what to study in Years 11 and 12. You'll discuss what jobs or careers you are interested in and then choose the subjects and courses that will enable you to achieve a QCE and work toward your goals.

What subjects can I choose?

In Year 10 you should choose subjects that you enjoy and have an interest in studying. These may also be aligned to subjects you think you might like to choose in Year 11. In the new QCE system, you can study a wide variety of subjects. These include:

- QCAA General subjects
- QCAA Applied subjects
- Vocational education and training (VET) courses
- School-based apprenticeships and traineeships
- University subjects completed while at school
- Workplace learning

All students will continue to be required to undertake the equivalent of six subjects to achieve the QCE.

What will assessment look like in the new system?

Assessment will be different in General and Applied subjects in the new QCE system. Four assessments will count toward your final result in each subject. The Queensland Core Skills (QCS) Test will not be part of the QCE system.

General Subjects

A combination of school-based and external assessment will be used to derive final subject results. General Subject results will be based on your achievement in three internal assessments (developed by the school) and one external assessment that is set and marked by the QCAA. In most General Subjects your internal assessment results will count for 75% of your overall subject result. In Maths and Science subjects, your internal assessment results will generally count for 50% of your overall result.

Applied Subjects

Applied Subject results will be based on your achievement in four internal assessments. Internal assessments might include in-class tests, assignments, essays or some other form. Your work will be marked by the school, and the QCAA will then review samples of student work for every subject in every school to ensure the quality and rigour of assessment and results across Queensland.

What is an ATAR?

The Australian Tertiary Admission Rank (ATAR) will replace the OP. An ATAR is a number between 99.95 and 0.00.

- ATARs increase in increments of 0.05. ATARs below 30 are not reported.
- Recognised across Australia and is needed in order to apply for entry to tertiary studies.
- Just like the QCE there is a particular pattern of study that must be followed to be eligible for an ATAR. One important rule is that all students must study a **course in English and achieve a C or better**. However, it will not be mandatory for a student's result in English to be included in the calculation of their ATAR.
- A broad range of courses can contribute to the ATAR:
 - Five General subjects OR
 - Four General subjects, and one Applied subject OR
 - Four General subjects, and one VET qualification at Certificate III or above
- Not all students who complete Year 12 at Centenary SHS will receive an ATAR **but all students will be eligible to receive a QCE.**

Applied Technology

Technologies are an integral part of our society and have the ability to transform, restore and sustain the world in which we live. In Year 10, a range of Applied Technology subjects are offered to prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

Students who study **Introduction to Furnishing Skills, Engineering Pathways or Design** and **Computer Aided Drawing (CAD)** 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.

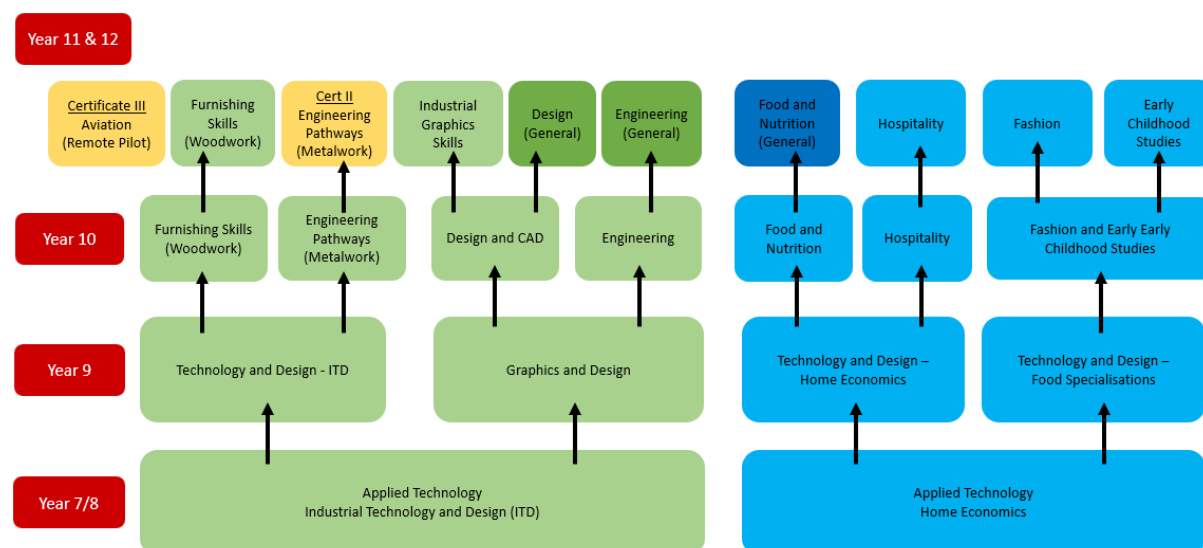
Innovation and technological developments continually expand the range of materials, tools, equipment, processes and techniques that can be used in the development of industrial technology and design products. Students undertaking the Furnishings Skills or the Engineering Pathways subjects would be those looking for a trade or vocational pathway, leading to Applied subjects in Years 11 and 12.

The communication of design through sketches, annotations, documentation and graphical representations is an integral aspect of the design process. The communication of design through sketches, annotations, documentation and graphical representations is an integral aspect of the design process. Students undertaking the Introduction to Design or CAD subjects would be those looking for a tertiary pathway, leading to General subjects in Years 11 and 12.

Students who study **Introduction to Engineering** may wish to undertake further study in becoming one of the various subdisciplines of engineer, or have an interest in a level of practical applied physics. This subject will look at engineering fundamentals, such as statics and test engineering theories with experimentation. Students undertaking the Introduction to Engineering subject would be those looking for a tertiary pathway, leading to General subjects in Years 11 and 12.

Students who study **Introduction to Food and Nutrition** may wish to pursue vocations in the fields of science, technology, and health. Food and nutrition is the study of food in the context of food science, nutrition and food technologies. Students who study **Introduction to Hospitality** may wish to pursue vocations in the fields of hospitality, business management, hotel and events and tourism. Hospitality develops students' knowledge and understanding and skills of the hospitality industry. Students who study **Introduction to Fashion and Early Childhood Studies** may wish to pursue a career in the field of textiles and fashion, working to design new outfits, as a seamstress/tailor or otherwise in the design or production fields of Fashion. Students who have interest in Early Childhood Studies may be interested in a vocation in early learning centres, as a primary teacher or even in designing new resources and toys for the next generations of young people.

Through these subjects, students are encouraged to clarify their values and attitudes, to develop self-confidence, broaden their knowledge and skills and to accept responsibility for their decisions.



SUBJECT	Year 10 Introduction to Senior Food and Nutrition
CORE/ELECTIVE	Elective
LENGTH	1 semester
DESCRIPTION	In the first part of the course, students will deepen their understanding of essential nutrients—such as carbohydrates, vitamins, minerals, and protein—and their roles in supporting a healthy lifestyle. They will also learn how this knowledge can contribute to creating safe, sustainable food systems for the future. The second part of the course takes students further into food science, exploring the chemical, functional, and sensory properties of food. Students will investigate topics like food safety, spoilage, and preservation through hands-on experimentation, helping them make informed decisions and solve real-world problems.
ASSESSMENT	Term 1 – Examination Term 2 – Food solution (project)
INDICATIVE COST	\$50.00 (subject to change).
LINK TO SENIOR SUBJECTS	Senior Food and Nutrition (General).

SUBJECT	Year 10 Introduction to Senior Hospitality
CORE/ELECTIVE	Elective
LENGTH	1 semester
DESCRIPTION	Through hands-on experience, students will develop essential skills in food preparation, presentation, and service. They'll work both individually and in teams to plan and execute hospitality events, offering a real-world taste of event coordination in a professional context. Along the way, students will build critical employability skills such as communication, teamwork, organization, problem-solving, and adaptability—attributes that are highly valued in today's workforce.
ASSESSMENT	Term 1 – Practical demonstration – practical + project Term 2 – Simulated event – practical + project
INDICATIVE COST	\$80.00 (subject to change). <i>This cost includes a hair buff for students to wear in the kitchen each week.</i>
LINK TO SENIOR SUBJECTS	Senior Hospitality Practices (Applied).

SUBJECT	Year 10 Introduction to Senior Fashion and Early Childhood Studies
CORE/ELECTIVE	Elective
LENGTH	1 semester
DESCRIPTION	Fashion – 10 weeks Students will embark on a creative journey by exploring the design process through the lens of an indigenous artist, drawing inspiration from their work to influence their own textile creations. They'll gain hands-on experience with specialised equipment, mastering essential skills such as reading and interpreting patterns, sewing with precision. Students will also have the chance to experiment with modern technologies in fashion, blending tradition with innovation. These experiences ignite creativity, foster problem-solving, and build confidence as students bring their unique garment designs to life. Early Childhood – 10 weeks The unit offers students an engaging introduction to the fundamentals of child development and behaviour, laying the groundwork for Year 11 Early Childhood Studies. Students will take

	on the role of activity designers, creating and testing play based, age-appropriate developmental activities aimed at promoting learning and growth in young children. They'll not only evaluate the effectiveness of these activities but also make thoughtful recommendations for improvement, encouraging critical thinking and creativity. This hands-on experience helps students build a deeper understanding of how to support early learning and equips them with skills valuable for future studies and potential careers in early childhood education.
ASSESSMENT	Fashion – Personalised bucket hat – practical + project Early Childhood – PPT - Case study + project
INDICATIVE COST	\$50.00 (subject to change).
LINK TO SENIOR SUBJECTS	Senior Fashion (Applied), Senior Early Childhood Studies (Applied).

SUBJECT	Year 10 Introduction to Senior Engineering	
CORE/ELECTIVE	Elective	
LENGTH	1 semester	
DESCRIPTION	This is an elective subject planned for the transition into Senior Engineering. It provides students with the opportunity to engage in problem-based learning. The problem-solving process in Engineering involves the practical application of science, technology, engineering and mathematics knowledge to develop sustainable products, processes and services. Introduction to Senior Engineering, will familiarise students with engineering fundamentals, a number of emerging technologies, the statics of structures and machines and mechanisms. The problem-based learning framework in the Introduction to Senior Engineering, will provide students with an opportunity to experience first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students will recognise and describe basic engineering problems, nominate design criteria, develop and communicate ideas with the intention to predict, generate, evaluate and refine prototype solutions.	
ASSESSMENT	Folio and prototype production.	
INDICATIVE COST	A cost is associated with this subject, in relation to their excursion to an Engineering faculty at a university and is approximately \$45.00. The excursion is not compulsory, but highly recommended.	
LINK TO SENIOR SUBJECTS	General Subjects - Design - Engineering Applied Subjects - Furnishing Skills - Industrial Graphics Skills	Vocational Education and Training Certificate II Engineering Pathways

SUBJECT	Year 10 Introduction to Senior Computer-Aided Drawing and Design
CORE/ELECTIVE	Elective
LENGTH	1 semester
DESCRIPTION	This subject requires the use of digital systems to create ideas and information, to define, design and implement digital solutions, and to evaluate these solutions and existing information systems against specified criteria: - Design thinking - Factors that influence designed solutions. For example, social considerations, sustainability and emerging technologies

	- Communicating ideas and information independently and collaboratively managing projects to create interactive solutions - Critical and creative thinking including systems, design and computational thinking - Students will develop and use increasingly sophisticated computational thinking skills, and processes, techniques and digital systems to create solutions to address specific problems, opportunities or needs. - Examples of solutions to specific problems might include: - Responding to needs or opportunities of a product or service - Documentation and graphical representation for project management - Production of physical and/or graphical products as a solution.	
ASSESSMENT	Assignments presented in a portfolio.	
INDICATIVE COST	A cost is associated with this subject to supply students with materials to draft, refine and produce graphic solutions	
LINK TO SENIOR SUBJECTS	General Subjects - Design - Engineering Applied Subjects - Furnishing Skills - Industrial Graphics Skills	Vocational Education and Training - Certificate II Engineering Pathways - Certificate I in Construction

SUBJECT	Year 10 Introduction to Senior Furnishing Skills (Woodwork)	
CORE/ELECTIVE	Elective	
LENGTH	1 semester	
DESCRIPTION	This subject is designed to introduce students to materials, skills, processes and concepts related to the woodworking industry in preparation for the year 11 subject Furnishing Skills. It is highly advantageous for student to already have a level of workshop experience from year 9. Students will build on hand skills and utilise machinery to produce two projects throughout the semester. These projects will use a variety of production processes and be documented in a folio of work to demonstrate understanding. This subject provides a practical learning space in one of the workshops which is supported by the completion of online safety units and theory behind the material and production processes. It is mandatory that students exercise safe workshop practices which include the wearing of leather school shoes.	
ASSESSMENT	Practical projects, supported by a folio of work.	
INDICATIVE COST	A cost is associated with this subject to supply students with materials to construct projects and the solutions to design challenges. An approximate cost of \$35.00 is anticipated.	
LINK TO SENIOR SUBJECTS	General Subjects - Design - Engineering Applied Subjects - Furnishing Skills - Industrial Graphics Skills	Vocational Education and Training - Certificate II Engineering Pathways - Certificate I in Construction

SUBJECT	Year 10 Introduction to Senior Engineering Pathways (Metalwork)	
CORE/ELECTIVE	Elective	
LENGTH	1 semester	

DESCRIPTION	This subject is designed to introduce students to materials, skills, processes and concepts related to the metalworking industry in preparation for the year 11 subject Certificate II in Engineering Pathways. It is highly advantageous for student to already have a level of workshop experience from year 9. Students will build on hand skills and utilise machinery to produce two projects throughout the semester. These projects will use a variety of production processes and be documented in a folio of work to demonstrate understanding. This subject provides a practical learning space in one of the workshops which is supported by the completion of online safety units and theory behind the material and production processes. It is mandatory that students exercise safe workshop practices which include the wearing of leather school shoes.	
ASSESSMENT	Practical projects, supported by a folio of work.	
INDICATIVE COST	A cost is associated with this subject to supply students with materials to construct projects and the solutions to design challenges. An approximate cost of \$35.00 is anticipated.	
LINK TO SENIOR SUBJECTS	General Subjects • Design • Engineering Applied Subjects • Furnishing Skills • Industrial Graphics Skills	Vocational Education and Training • Certificate II Engineering Pathways • Certificate I in Construction

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

SUBJECT	Year 10 Introduction to Senior Music
CORE/ELECTIVE	Elective
LENGTH	1 semester
DESCRIPTION	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.
ASSESSMENT	The assessment undertaken in Year 10 will mirror the modes of assessment in Years 11 and 12 to ensure students are prepared for the next stage of their learning. There are two types of assessment in Year 10 music: • Making – involves practical assessment such as composing, performing and presenting • Responding – involves theoretical assessment such as students learning to analyse and evaluate musical works As an extension to the course, students will have the opportunity to undertake Australian Music Examinations Board music theory exams.
INDICATIVE COST	There will be a cost associated with this subject.
LINK TO SENIOR SUBJECTS	Year 10 Music links to the Years 11 and 12 subject of Music, and the Year 12 subject of Music Extension.

SUBJECT	Year 10 Introduction to Senior Media Studies
CORE/ELECTIVE	Elective
LENGTH	1 semester
DESCRIPTION	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.
ASSESSMENT	The assessment undertaken in Year 10 will mirror the modes of assessment in Years 11 and 12 to ensure students are prepared for the next stage of their learning. There are two types of assessment in Year 10 media: • Making – involves practical assessment such as using communications technologies to design, produce and distribute media artworks • Responding – involves theoretical assessment such as students learning to explore, view, analyse and participate in media culture
INDICATIVE COST	There will be a cost associated with this subject.
LINK TO SENIOR SUBJECTS	Year 10 Media links to the Years 11 and 12 subject of Film, Television and New Media.

SUBJECT	Year 10 Introduction to Senior Dance
CORE/ELECTIVE	Elective
LENGTH	1 semester
DESCRIPTION	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.
ASSESSMENT	The assessment undertaken in Year 10 will mirror the modes of assessment in Years 11 and 12 to ensure students are prepared for the next stage of their learning. There are two types of assessment in Year 10 dance: • Making – involves practical assessment such as choreographing and performing • Responding – involves theoretical assessment such as students learning to appreciate dance works by analysing and evaluating
INDICATIVE COST	There will be a cost associated with this subject.
LINK TO SENIOR SUBJECTS	Year 10 Dance links to the Years 11 and 12 subjects of Dance and Dance in Practice.

SUBJECT	Year 10 Introduction to Senior Drama
CORE/ELECTIVE	Elective
LENGTH	1 semester
DESCRIPTION	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.

ASSESSMENT	The assessment undertaken in Year 10 will mirror the modes of assessment in Years 11 and 12 to ensure students are prepared for the next stage of their learning. There are two types of assessment in Year 10 drama: • Making – involves practical assessment such as devising, acting, directing and performing • Responding – involves theoretical assessment such as students learning to appreciate drama works by analysing and evaluating
INDICATIVE COST	There will be a cost associated with this subject.
LINK TO SENIOR SUBJECTS	Year 10 Drama links to the Years 11 and 12 subjects of Drama and Drama in Practice.

SUBJECT	Year 10 Introduction to Senior Visual Art
CORE/ELECTIVE	Elective
LENGTH	1 semester
DESCRIPTION	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.
ASSESSMENT	There are two types of assessment in Year 10 Visual Art: • Making – involves practical assessment such as creating representations of their ideas and intended meanings in two, three and four-dimensional forms • Responding – involves students learning to appreciate art works by analysing and evaluating
INDICATIVE COST	There will be a cost associated with this subject.
LINK TO SENIOR SUBJECTS	Year 10 Art links to the Years 11 and 12 subjects of Visual Art and Visual Art in Practice.

Business Technology

The study of Business Technology is an essential element in all courses of study. Business Technology aims to equip students with fundamental skills that are important in everyday life. In today's society both ICT's and business fundamentals play a significant role in our lives as consumers and informed citizens. Through various pathways in Business Technology students are able to develop crucial life skills. Remember one day we will all work for, or own, a business and we interact with ICTs with every facet of our lives.

Business Technology encompasses three main areas of study: Introduction to Senior Business & Economics, Introduction to Senior Digital Technologies and Introduction to ICTs.

The study of the Year 10 Introduction to Senior Business – Business and Economics subject provides students with an insight into the life cycle of a business and the key function of human resources management. Students will explore the employment life cycle and consider how businesses manage employees to improve productivity. Lastly, students will gain insight into the macroeconomic operations of the Australian economy by considering why and how the government intervenes using a variety of tools such as taxation, welfare and changes to the tax rate.

The study of the Year 10 Introduction to Digital Technologies subject provides students with an opportunity to gain advanced computer-based skills (coding and robotics) required in many areas of employment and personal life, and provides a strong foundation for senior studies in Digital Solutions and Information Communication Technology (ICT) and the continuation of study in the area of computing at university.

Year 10 Introduction to ICTs is a hands-on computer-based subject and provides students with an opportunity to try a range of technologies such as PC building, Minecraft, Virtual Reality and video capture. It is best suited to students who enjoy using technology but may not want to study it for a career in the future.

SUBJECT	Year 10 Introduction to Senior Business – Business and Economics
CORE/ELECTIVE	Elective
LENGTH	1 semester
DESCRIPTION	In this subject, students consider the broader life cycle of a business and focus on the financial and human resource management strategies of an authentic business, including the employment cycle, superannuation and productivity. In Introduction to Economics, students consider how and why the Australian government intervenes in the economy using monetary and fiscal policy
ASSESSMENT	Formal Test, Individual/Research Assignment Criteria: Knowledge and Understanding, Questioning and Researching, Interpreting and Analysing, Evaluating, Concluding and Decision-Making, Communicating
INDICATIVE COST	There will be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Although not compulsory, study within this subject would equip students with fundamentals which will provide an advantage in the early units of Senior Business, Accounting and/or Economics.

SUBJECT	Year 10 Introduction to Senior Digital Technologies
CORE/ELECTIVE	Elective
LENGTH	1 semester
SUBJECT DESCRIPTION	Students gain theoretical and practical knowledge of algorithms and programming (Python, CSS, HTML); Arduino and database management systems.
ASSESSMENT	Individual Projects. Criteria: Knowledge and Skills, Application of Knowledge and Skills.
INDICATIVE COST	There will be a cost associated with this subject (outside the SRS scheme).

LINK TO SENIOR SUBJECTS	Although not compulsory, study within this subject would equip students with fundamentals which will provide an advantage in the early units of Digital Solutions. This subject has a heavy programming and design focus.
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SUBJECT	Year 10 Introduction to Senior Information Communication and Technology
CORE/ELECTIVE	Elective
LENGTH	1 semester
DESCRIPTION	Students gain practical knowledge of technology with PC building, Minecraft, virtual reality and video capture.
ASSESSMENT	Individual Projects and Teacher Observation.
INDICATIVE COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Although not compulsory, study within this subject would equip students with fundamentals which will provide an advantage in the early units of Senior ICT, an applied subject.

English

SUBJECT	Year 10 English
CORE/ELECTIVE	Core
LENGTH	Full-year
DESCRIPTION	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. 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. In Year 10 English, students will be building on skills while adding increasing complexity, rigour and depth to the study and use of language. A discrete EALD English class will also be offered to support language acquisition for our diverse student body. In Semester 2, classes will be reorganised and regrouped to parallel the four English offerings in the Senior school.
ASSESSMENT	All classes will follow the same curriculum while assessment tasks will vary according to the strand of English being undertaken by the student (Semester 2 only).
INDICATIVE COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	There are 4 English courses offered in Years 11 and 12. The General subjects will be: English, Literature and English as an Additional Language. The Applied Subject will be Essential English. In Units 3 & 4, students may choose to study English & Literature Extension. This must be studied in conjunction with either English or Literature, or both.

HPE

The Health and Physical Education Curriculum at Centenary SHS is designed to educate students on the importance of a healthy and active lifestyle. It aims to provide students with knowledge and skills across two strands of the Australian curriculum; movement and physical activity and personal, social and community health. In PE, 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, through participation in a number of classroom lessons. These lessons will cover health issues that relate to personal, social and community health. The Year 10 electives will adequately prepare students to specialise in Physical Education, Health, Sport and Recreation or Certificate III in Fitness once they reach senior school. All Junior HPE units at Centenary SHS follow the Australian Curriculum.

By studying Health and Physical Education, students will gain learning experiences that will provide them with knowledge of a range of selected 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.

SUBJECT	Year 10 Health and Physical Education
CORE/ELECTIVE	Core
LENGTH	1 semester
DESCRIPTION	Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options. Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance. In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities. Students develop the understanding to challenge discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent and respect in different social contexts. In Unit 1 students explore online and offline situations where their own and others' health might be at risk. They propose and justify strategies to minimise harm to increase safety and healthy relationships. Furthermore, they learn a range of movement skills and evaluate and refine these in a volleyball context. Moreover, they will apply movement concepts in a challenging striking/fielding context. In Unit 2 students' synthesis primary and secondary data on sedentary lifestyles to draw conclusions around physical activity rates within Australia and propose and justify a strategy to improve the health and well-being of the community.
ASSESSMENT	Project, Performance, Examination.

INDICATIVE COST	NIL.
LINK TO SENIOR SUBJECTS	Physical Education, Sport and Recreation, Certificate III in Fitness and Health

SUBJECT	Year 10 Physical Education
CORE/ELECTIVE	Elective
LENGTH	1 semester
DESCRIPTION	This subject comprises two components: - Theory for 1 lesson per week – Students will study the following units from the Australian HPE Curriculum: Energy, Fitness and Training; Equity – Barriers and Enablers - Sports for 2 lessons per week – Students will experience selected physical activities that lead into senior PE and learn skills, tactics and strategies of them. Sports will include Volleyball and Touch.
ASSESSMENT	Theory: Each unit of the theory course will be assessed with a research assignment and a project folio. Sports: Students will be assessed on their personal participation and demonstration of skills and strategies in each sport played.
INDICATIVE COST	NIL.
LINK TO SENIOR SUBJECTS	Senior Physical Education; Senior Health; Recreation Studies; Certificate III in Fitness.

SUBJECT	Year 10 Health Education
CORE/ELECTIVE	Elective
LENGTH	1 x semester
DESCRIPTION	This subject is a Health subject. It is important that students realise there is no practical component. This will be a difficult but rewarding subject. Students will examine health issues and how they can make a difference with their actions. There will be 3 theory lessons per week where students will study the following units from the Australian Curriculum: Excellence in Health – Organ Donation; I can influence others – Alcohol.
ASSESSMENT	Each unit will be assessed with a research assignment and an Action Research Project.
INDICATIVE COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Senior Health.

Humanities/Languages

Humanities

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 ranging from word processing and using WebQuests to developing competence with the Geographical Information Systems (GIS) software. Students are also given the opportunity to enter a range of competitions.

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. Both written and oral 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.

In Year 10, students will study a compulsory semester of History. Students may also elect to do one or more of the Year 10 elective offerings from the Humanities.

SUBJECT	Year 10 Introduction to Senior Legal Studies
CORE/ELECTIVE	Elective
LENGTH	1 semester
DESCRIPTION	Why study the law? Individuals and groups in Australian society are faced with many significant legal and social issues. To deal with these issues, people need to understand their legal rights and responsibilities. They need to be able to access the Australian legal system and investigate how it affects their basic rights, obligations and responsibilities. Informed citizens are better able to constructively question and contribute to the improvement of laws and legal processes. In Legal Studies, you can develop an understanding of the ways in which the legal system can affect the lives of Australian citizens. The two units studied will help you develop an understanding of the foundations of the Australian legal system. What will you study and be assessed on? The first of these is the “Legal System” unit. This unit allows the students to examine the court system, the procedure followed during a court case, the roles of the various court personnel and the way civil and criminal disputes are resolved by the courts. The second unit allows the students to investigate a court case and apply the knowledge learned in the previous unit in explaining the legal reasons for the outcome reached by the law in the case. In completing these units, the students will develop knowledge and understanding of the functioning of and theory behind the legal system, an ability to investigate the impact of the law and its strengths and weaknesses along with an appreciation of the way the law needs to be constantly reviewed in order to keep it relevant to a changing society.
ASSESSMENT	This course has two assessment tasks; a knowledge and understanding test and an investigative essay task.
INDICATIVE COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Senior Legal Studies, Senior Justice Studies. Where can Legal Studies take you? A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.

SUBJECT	Year 10 Humanities – History
CORE/ELECTIVE	Core
LENGTH	1 semester
DESCRIPTION	The Year 10 curriculum provides a study of history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1918, such as significant events and ideas during the inter-war years between the First World War and the Second World War, including the Great Depression, and developments post the Second World War, including Cold War international relations. It also involves understanding related historical themes of the post-Second World War world and how they relate to Australia, such as the major rights and freedom movements globally, and the achievement of independence by former colonies, both of which contributed to Australia's migrant experience. In Unit 1 students investigate wartime experiences through an in-depth study of World War II. This includes a study of the causes, events, outcomes and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. In Unit 2 students focus on the struggles for human rights. They investigate how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, cause and effect, perspectives, empathy and significance.
ASSESSMENT	There may be a cost associated with this subject (outside the SRS scheme).
INDICATIVE COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Ancient History, Modern History

SUBJECT	Year 10 Introduction to Senior History
CORE/ELECTIVE	Elective
LENGTH OF COURSE	1 semester
DESCRIPTION	The Year 10 history elective combines an ancient history unit and a modern history unit. The theme common to both is slavery. In the ancient history unit, we look at all the drama that surrounded the life of Alexander the Great. There's a lot of killing, betrayal, lying and political intrigue. We look how Alexander was influenced by his parents and the great philosopher Aristotle. We then look at the circumstances surrounding Alexander's invasion of Persia and his creation of the largest of Empire in history at the time. Some say he was the greatest general in history, others say he was a brutal killer. We will try to work it out together. In the modern history unit, we look at the American Civil War (1861 to 1864). This was the bloodiest conflict in US history – 600 000 people died, more than all the other US wars combined. If you don't know anything about the Civil War you can't really understand US society today. There are still massive and often bitter arguments about the significance of the Civil War and how it should be remembered. The Civil War is the story of Southern states wanting to expand slavery across to the west, northern states launching a war to stop them and 4 million African American slaves struggling to be free. The themes here feature in recent Hollywood films such as <i>Glory</i>, <i>Lincoln</i>, <i>Django</i> and <i>12 Years a Slave</i>. We will be watching <i>Glory</i>. This history course builds on all the skills students were using in Year 10 history – working out who is telling the truth, researching and constructing an argument. In the room who will have a reasonable idea about what will happen next. You will think – well similar things have happened before and this is how that situation turned out. Studying history won't give powers of prophecy but it's the closest thing.
ASSESSMENT	Source investigation (Ancient History), response to stimulus exam (Modern History).
INDICATIVE COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Ancient History, Modern History

Languages

Chinese

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.

The Year 10 Chinese program builds on the skills and knowledge acquired in Year 9. Chinese classes 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 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, calligraphy, Feng shui, 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 is 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	Year 10 Chinese
CORE/ELECTIVE	Elective
LENGTH OF COURSE	1 semester
DESCRIPTION	In Year 10 Chinese curriculum, students are given the opportunity to explore the language and culture relating to youth employment and the concept of advertising Chinese-speaking regions and cultures and Australia. Students will focus on expanding their ability to interact and communicate in the language, building upon language skills acquired in Year 9. Students develop their proficiency and ability to communicate effectively in Chinese by engaging with a diverse range of real and imagined texts. They interpret and create various text types and construct short and extended responses to demonstrate their comprehension, intercultural understanding and usage of metalanguage. <i>NB: The curriculum may be adjusted or tailored to meet the specific needs of students and to ensure teaching and learning experiences provide an appropriate level of academic challenge.</i>
OVERVIEW	In-class assessment in reading, writing, speaking and listening. Assessment in the four macro skills is equally weighted. Assessment is scheduled throughout the subject and is varied in length and form including computer-based assessment.
INDICATIVE COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Senior Chinese.

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.

Course Structure: Mathematics at Centenary State High School aims to develop understanding across the numeracy listed in the Australian Curriculum.

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 and students may elect to study Mathematics in Years 11 and 12. 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.**

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.

Transition from the Junior School: One of the key components of the Queensland Certificate of Education (QCE) is the successful demonstration of Numeracy by the student. This can be demonstrated by the successful completion of at least one semester of a senior Mathematics subject or completion of a vocational education or training qualification recognised by the QCAA. It is vitally important therefore, that students studying Mathematics in the Senior school are enrolled in a course commensurate with their ability, a senior mathematics course that reflects their achievements and program of study in the Senior school.

Senior course structure: From 2019 the Senior Mathematics subject names have been changed along with their content and their contribution to a student's ATAR calculation. One applied subject's result may be counted toward a student's ATAR calculation. In Mathematics, Essential Mathematics is an applied subject. This is different from the previous course of studies where Pre-Vocational Mathematics did not contribute toward a student's OP calculation. All general subjects can be used for calculating a student's ATAR score.

The four courses of study available are described below.

Essential Mathematics: Essential Mathematics is an applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

General Mathematics: General Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Mathematical Methods: Mathematical Methods is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Specialist Mathematics: Specialist Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics. Mathematical Methods must be studied in conjunction with this subject.

Centenary State High School – Year 10 Curriculum Handbook

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.

Flow Chart:

SUBJECT	Year 10 Core Mathematics – Preparation for General Mathematics
CORE/ELECTIVE	Core
LENGTH	Full-year
PREREQUISITE	Satisfactory completion of Year 9 Core Mathematics Course. HOD discretion with High Achieving students in the Year 9 Core Mathematics Course.
DESCRIPTION	This program of study is designed to meet the outcomes listed in the current Australian Curriculum document for Year 10. By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.
ASSESSMENT	Response to stimulus tests, written research task.
INDICATIVE COST	To be determined.
LINK TO SENIOR SUBJECTS	Successful completion of this course of study will enable enrolment in the Senior subject of General Mathematics.

SUBJECT	Year 10 Extension Mathematics – Preparation for Mathematical Methods
CORE/ELECTIVE	Core
LENGTH	Full-year
PREREQUISITE	Satisfactory completion of Year 9 Extension Mathematics course. HOD discretion with High Achieving students in the Year 9 Core Mathematics course.
DESCRIPTION	This program of study is designed to accelerate those students who demonstrate an aptitude for mathematics. By the end of Year 10, students expand and factorise monic quadratic expressions and find unknown values after substitution into formulas. They represent relations on the Cartesian plane and solve linear and quadratic equations. They make connections between simple and compound interest. Students list outcomes, assign and determine probabilities for chance experiments and investigate independent events. They construct box-plots and compare data sets. Students investigate and describe statistical relationships and evaluate statistical reports. Students solve problems involving volume and surface area of a range of prisms and apply reasoning to proofs and numerical exercises. They apply trigonometry to solve right-angled triangle problems. Concepts studied include indices and surds, advanced analytical geometry, applications of area & volume in the real world, quadratics, rational expressions, advanced trigonometry, introduction to concepts such as matrices, and complex numbers.

ASSESSMENT	Short-Response Exams for Term 1, Term 3 and end of year. End of year exam will cover the content covered in Year 10. Exams will consist of two components that will be Technology Assisted and Technology Free. Problem solving project will be given for Term 2.
INDICATIVE COST	There will be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Successful completion of this course of study will enable enrolment in the Senior subjects of General Mathematics and Mathematical Methods. Enrolment in Specialist Mathematics is dependent on student ability and interest and this may require a further interview with the Head of Department – Mathematics.

SUBJECT	Year 10 Foundation Mathematics – Preparation for Essential Mathematics
CORE/ELECTIVE	Core
LENGTH	Full-year
PREREQUISITE	NIL
DESCRIPTION	This program of study is designed to meet the outcomes listed in the current Australian Curriculum document for Year 10. By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports. Students find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.
ASSESSMENT	Short-Response Exams for content covered in Term 2 and Term 4. Exams will require the use of a scientific calculator. Problem solving projects will be based on content covered in Term 1 and Term 3.
INDICATIVE COST	There will be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Successful completion of this course of study will enable enrolment in the Senior subject of Essential Mathematics. Enrolment in General Mathematics is dependent on student ability and interest and this may require a further interview with the Head of Department – Mathematics.

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.

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.

In Year 10, students will study a compulsory semester of Science. Students may also elect to do one or more of the Year 10 Science elective offerings.

SUBJECT	Year 10 Science
CORE/ELECTIVE	Core
LENGTH OF SUBJECT	1 semester
DESCRIPTION	This subject will continue the development of Science Understanding (SU), Science as a Human Endeavour (SHE) and Science Inquiry Skills (SIS). The coursework will include Chemistry, Biology, Physics, Earth and Space Science.
ASSESSMENT	Data test, student experiment, research investigation, examination.
INDICATIVE COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	This core subject provides a foundation in science understanding and science inquiry skills for all senior science subjects.

SUBJECT	Year 10 Introduction to Senior Life Science (Psychology/Biology)
CORE/ELECTIVE	Elective
LENGTH OF SUBJECT	1 semester
DESCRIPTION	This subject will provide students with a foundation of key concepts covered in the senior Psychology and senior Biology courses. Concepts include cell biology, genetics, structure and function of the human brain and cognitive development.
ASSESSMENT	Data test, student experiment, research investigation, examination.
INDICATIVE COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Psychology, Biology.

SUBJECT	Year 10 Introduction to Senior Physical Science
CORE/ELECTIVE	Elective
LENGTH OF SUBJECT	1 semester
DESCRIPTION	This subject will provide students with a foundation to concepts covered in senior Physics and senior Chemistry. Concepts include forces and motion, atomic structure & simple stoichiometry, electronic configurations, ionic, covalent bonding and rates of reaction.
ASSESSMENT	Data test, student experiment, research investigation, examination.

COST	There may be a cost associated with this subject (outside the SRS scheme).
LINK TO SENIOR SUBJECTS	Physics and Chemistry.