

# CENTENARY STATE HIGH SCHOOL

## 2022 YEAR 10

# CURRICULUM HANDBOOK



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Queensland Department of Education and Training:  
Trading Name, Education Queensland International  
CRICOS Provider Number: 00608A

*Quality Learning, Quality Futures*

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### Disclaimer

Booklet is correct at time of printing. However, due to the implementation of the Australian Curriculum and student subject selection numbers, some subject content and offerings may change. Subject costs are also indicative and subject to change.

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## Message from the Principal

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

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

In order to best prepare our students for the Years 11 and 12 senior curriculum, Centenary SHS has introduced a new curriculum framework for Year 10. In the Year 10 Curriculum, the core subject areas of English, Mathematics, Science and History based upon the Australian Curriculum will continue to be studied by all students. However, Science and History will only be mandatory for one semester. Extension, Core and Foundation studies will be provided in Mathematics, which will align to new senior courses being offered in Mathematics. In English, students will have an opportunity during Semester 2 to experience assessment that parallels one of the four streams of Senior English that will be offered in Years 11 and 12.

The balance of subject curriculum offerings has been designed to support student skill development in preparation for the senior curriculum, and one based upon the Australian Curriculum. Students will be able to choose from a range of electives, which they will study for semester courses. This will provide students with the opportunity to experience introductory subjects and make informed decisions about their pathway planning for Years 11 and 12.

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

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

## Message from the Guidance Officers

Year 10 is a transition year into the Senior Phase of Learning. All students in Year 10 and their parents/carers will develop individual student plans for the Senior Phase of Learning – Senior Education and Training Plans (SET Plans). Prior to writing the plan students will explore various pathways, develop skills in decision making and develop more self-awareness. This is achieved across various curriculum areas in Years 7, 8, 9 and 10 and through the pastoral care program.

Students in the Junior School are given the opportunity to explore many of the key learning areas. Core subjects taken until the end of Year 10 enable students to keep their options open. We recommend students use their strengths and interests to inform themselves about which subjects to choose for electives.

We recommend:

- Attend parent/carer information evenings
- Explore the web-based program [www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au)
- Visit the careers expo/markets, visit universities and TAFE college open days
- Take the opportunity for structured work placement and complete the Senior Education and Training Plan (SET plan) in Year 10
- Aim to achieve a Queensland Certificate of Education (QCE) by the end of your senior year

Please note that the Compulsory Participation Phase of Learning as outlined in EGPA states that all students under the age of 17 years are to be either "earning" or "learning". Students may:

- Complete two further years of education or training OR
- Achieve a Queensland Certificate of Education (QCE) OR
- Complete a Certificate III OR
- Turn 17

An exemption may apply for those engaged in full time employment (25+ hours per week), at the discretion of the Principal.

Please note:

- The Queensland Curriculum and Assessment Authority (QCAA) has provided a new web-based service called the "Career Information Service" [www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au) which also has comprehensive careers information for students and their parents/carers. This site offers a direct link to the national career and job exploration program "My Future".
- At the back of this handbook, you will find information sheets detailing:
  - Occupations related to subjects in Years 9 and 10
  - Information for young people regarding SET Plans
  - QCE information summary for parents/carers

# The New Queensland Certificate of Education (QCE) System

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**

# Year 10 Core Subjects

## CORE SUBJECTS – STUDIES

### YEAR 10

English (Full Year)  
Mathematics (Full Year)  
Science (1 Semester)  
Humanities – History (1 Semester)

# Year 10 Elective Subjects

## ELECTIVE SUBJECTS – STUDIED FOR ONE SEMESTER

### YEAR 10

#### Applied Technology

Introduction to Senior Computer-Aided Drawing & Design  
Introduction to Senior Construction / Fabrication  
Introduction to Senior Food & Nutrition  
Introduction to Senior Hospitality  
Introduction to Senior Engineering

#### Health and Physical Education

Introduction to Senior Health  
Introduction to Senior Physical Education

#### The Arts

Introduction to Senior Visual Art  
Introduction to Senior Media  
Introduction to Senior Dance  
Introduction to Senior Drama  
Introduction to Senior Music (year-long subject)

#### Business Technology

Introduction to Senior Business (Business Management & Accounting)  
Introduction to Senior Legal Studies  
Introduction to Senior Digital Technology  
Introduction to Senior Information & Communication Technology

#### Languages

Chinese (year-long subject)  
Spanish (year-long subject)  
Other languages – possible study through Distance Education

#### Humanities

Introduction to Senior History (Modern & Ancient)  
Power, Poverty & Plastics (Introduction to Economics & Geography)

#### Diverse Learning Department

Pathways to Success (by invitation only)

#### Science

Introduction to Life Science (Psychology & Biology)  
Introduction to Physical Science (Chemistry & Physics)

# Year 10 Curriculum Framework

### YEAR 10

Whole Year Subjects – CORE	Semester Subjects – CORE	Semester Subjects – Electives
English Mathematics (3 x 70-minute lessons)	Science Humanities – History (3 x 70-minute lessons)	3 x Electives – Semester 1 3 x Electives – Semester 2 (3 x 70-minute lessons)

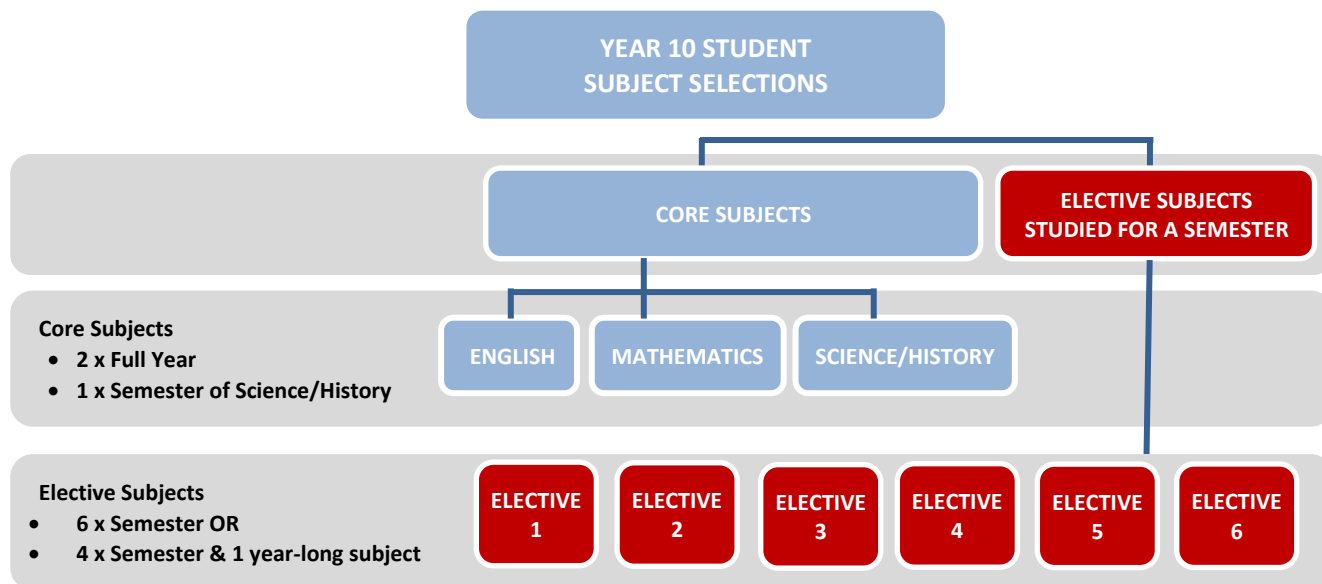
Students' timetables are constructed around three 70-minute lessons per subject per week. Year 10 students will study 6 electives across the school year. However, each elective can only be studied once.

# Developing a Course of Study Utilising Elective Subjects

## YEAR 10

In Year 10, students consolidate their choices. While all students will complete the four core subjects of English, Mathematics, Science and Humanities, students are to select 6 electives which they will study for a semester each. Students who wish to study a language will undertake a 12-month course. This means students will have a remainder of 4 other elective choices.

When selecting electives for study in Year 10, students should give careful consideration to 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 the 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 SHS, grades used in reporting academic progress will be on a 5-point scale for A to E.

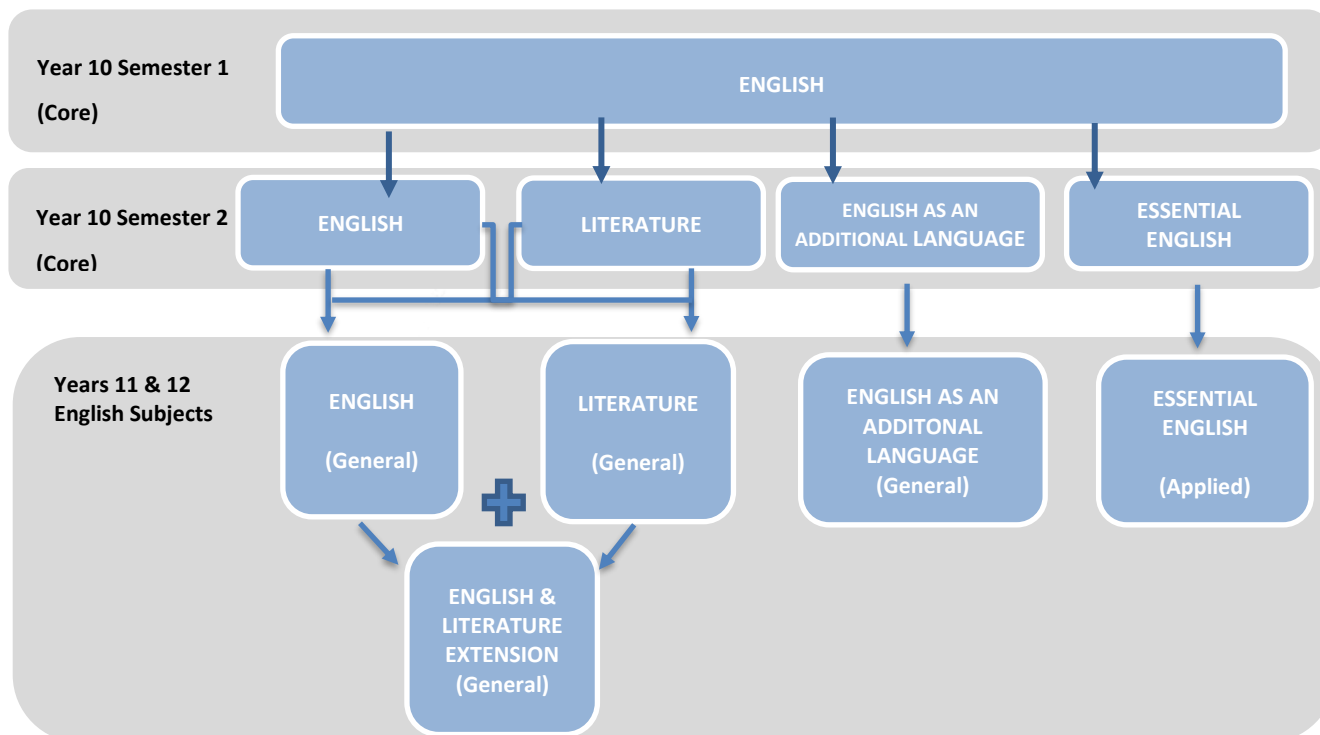


## English

MRS ANGELA MAGUIRE

SUBJECT TITLE	English
CORE/ELECTIVE	Core
SUBJECT DESCRIPTION	<p>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.</p> <p>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.</p> <p>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.</p>
ASSESSMENT OVERVIEW	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).
COST	Excursion, performance or workshop to be determined.
LINKS TO SENIOR	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.

## Suggested Learning Pathways for English



\* Please note a course of English must be studied in Years 11 and 12 to be eligible for an ATAR.



## Mathematics

MR DARREN TEALE

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.

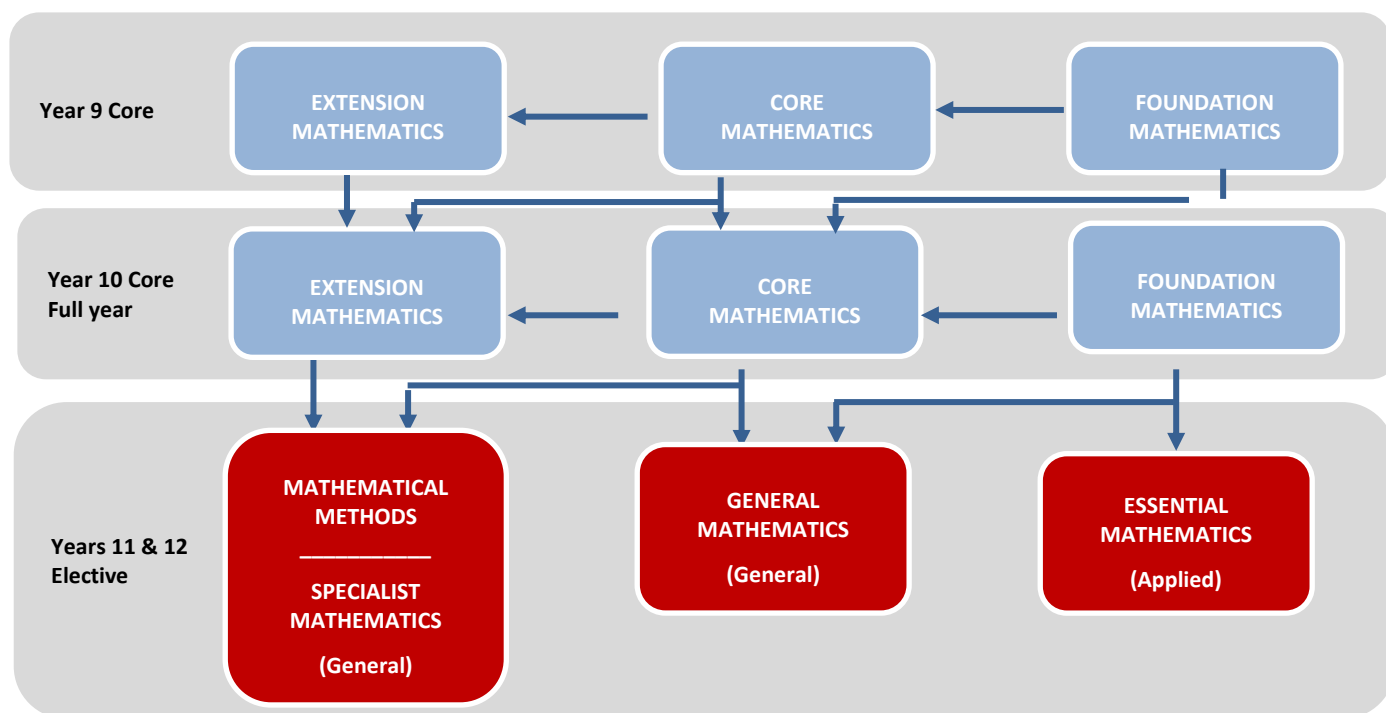
**Senior course structure:** From 2019 the Senior Mathematics subject names have been changed along with their content and their contribution to a student's ATAR calculation. One applied subject's result may be counted toward a student's ATAR calculation. In Mathematics, Essential Mathematics is an applied 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.

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 TITLE	Core Mathematics – Preparation for General Mathematics
CORE/ELECTIVE	Core
LENGTH	Year Long subject
PREREQUISITE	Satisfactory completion of Year 9 Core Mathematics Course. HOD discretion with High Achieving students in the Year 9 Core Mathematics Course.
SUBJECT DESCRIPTION	<p>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.</p> <p>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.</p>
ASSESSMENT OVERVIEW	Response To Stimulus Tests, Written Research Task.
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.

<b>SUBJECT TITLE</b>	<b>Extension Mathematics – Preparation for Mathematical Methods</b>
<b>CORE/ELECTIVE</b>	Core
<b>LENGTH</b>	Year Long subject
<b>PREREQUISITE</b>	Satisfactory completion of Year 9 Extension Mathematics course. HOD discretion with High Achieving students in the Year 9 Core Mathematics course.
<b>SUBJECT DESCRIPTION</b>	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.
<b>ASSESSMENT OVERVIEW</b>	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.
<b>COST</b>	Textbook hire + Non-CAS Graphics calculator. Calculator can be hired through school for \$25/year or purchased outright. The model used by school is the TI Nspire CX (Non-CAS) Graphics calculator.
<b>LINK TO SENIOR SUBJECTS</b>	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.

<b>SUBJECT TITLE</b>	<b>Foundation Mathematics – Preparation for Essential Mathematics</b>
<b>CORE/ELECTIVE</b>	Core
<b>LENGTH</b>	Year Long subject
<b>PREREQUISITE</b>	NIL
<b>SUBJECT DESCRIPTION</b>	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.
<b>ASSESSMENT OVERVIEW</b>	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.
<b>COST</b>	Textbook hire + Scientific Calculator
<b>LINK TO SENIOR SUBJECTS</b>	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.

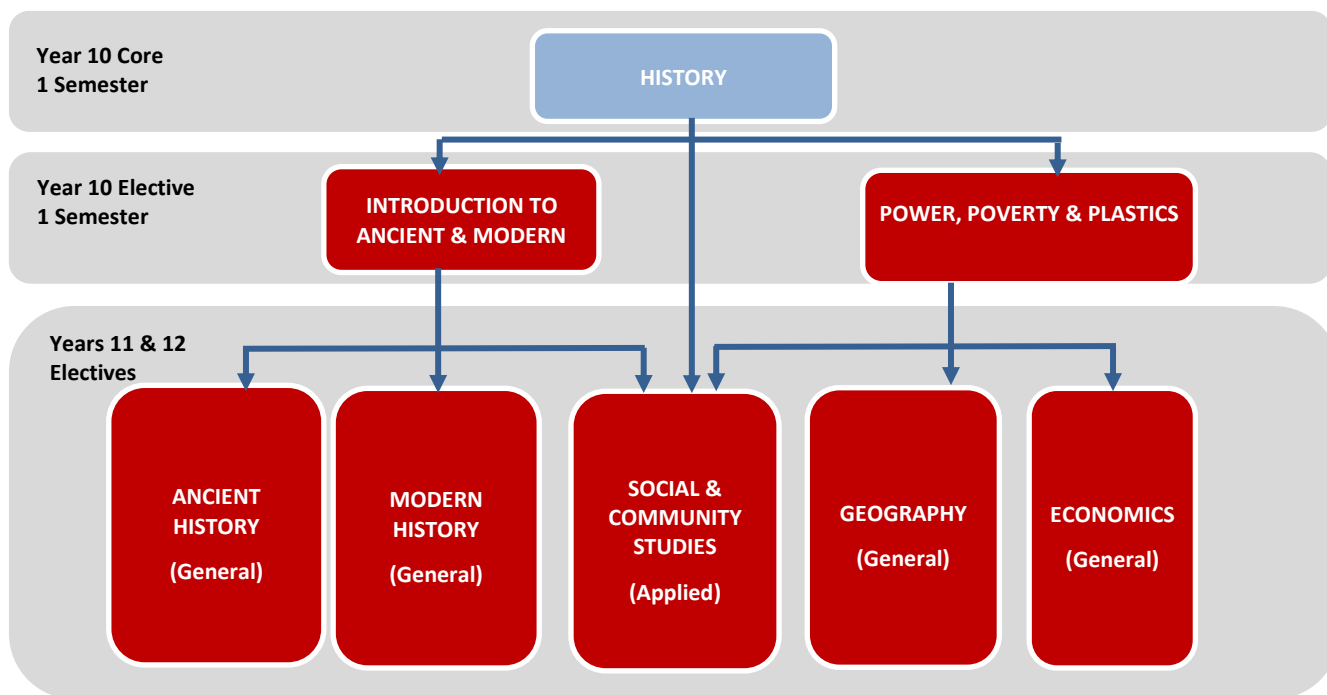
*Humanities***MS DEBRA MANSINI**

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 TITLE	Introduction to Senior History
CORE/ELECTIVE	Elective
LENGTH OF COURSE	1 x Semester
SUBJECT DESCRIPTION	<p>The Year 10 history elective combines an ancient history unit and a modern history unit. The theme common to both is slavery.</p> <p>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.</p> <p>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>.</p> <p>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.</p> <p>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.</p>
ASSESSMENT OVERVIEW	Source Investigation (Ancient History), Response to Stimulus Exam (Modern History)
COST	To be determined
LINK TO SENIOR SUBJECTS	Modern History, Ancient History

SUBJECT TITLE	<i>Power, Poverty &amp; Plastics</i> (Introduction to Senior Economics & Geography)
CORE/ELECTIVE	Elective
LENGTH OF COURSE	1 X Semester
SUBJECT DESCRIPTION	<p><b>Economics:</b> The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.</p> <p>The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.</p> <p>Students will be taught the content through contemporary issues, events and/or case studies. Teachers will design programs that cover different contexts (personal, local, national, regional, global) and meet the needs of their students.</p> <p><b>Geography:</b> In the words of Michael Palin, of Monty Python fame, <i>"Geography is the subject which holds the key to our future"</i>. Predict change and suggest solutions. Learn skills useable in almost any workplace. Express yourself and show when, how and why to construct graphs, maps, diagrams and other graphic elements. Barack Obama holds a degree in Geography and he knows that <i>"The study of geography is about more than just memorizing places on a map"</i>. Explore 'big picture' issues in the world.</p> <p><b>Environmental Change:</b> Were rabbits really necessary for a life of leisure? Who brought the first cane toads here and why? Geography involves both the physical and human geographies at various scales. Unit 1 looks at the physical challenges of our own local environment. On a field trip early in the unit, investigate the human impact on our world. Explore the causes and impacts. Be creative in imagining solutions to all kinds of problems. Geographers keep things relevant. Other topics include micro plastic pollution in the North Pacific and our very own Moreton Bay! These topics will</p>

	<p>help you realise the impact humans have on the local environment and realise the power you have as a young person to resolve issues.</p> <p><b>The Geography of Wellbeing:</b> Predict what the world of the future will look like. Why there is so much inequality in the world? What do you need to be well? What do you need to be happy? Are these needs the same for everyone, everywhere? Go global investigating human geography. Compare differences in human wellbeing and explore the basic needs of humanity. Understand how to measure human wellbeing and compare differences between countries. How have we managed to improve wellbeing in just a few decades?</p>
<b>ASSESSMENT OVERVIEW</b>	Short Response Test, Research Assignment
<b>COST</b>	To be determined
<b>LINK TO SENIOR SUBJECTS</b>	Economics & Geography

## Science

**MR ALLEN MOODLEY**

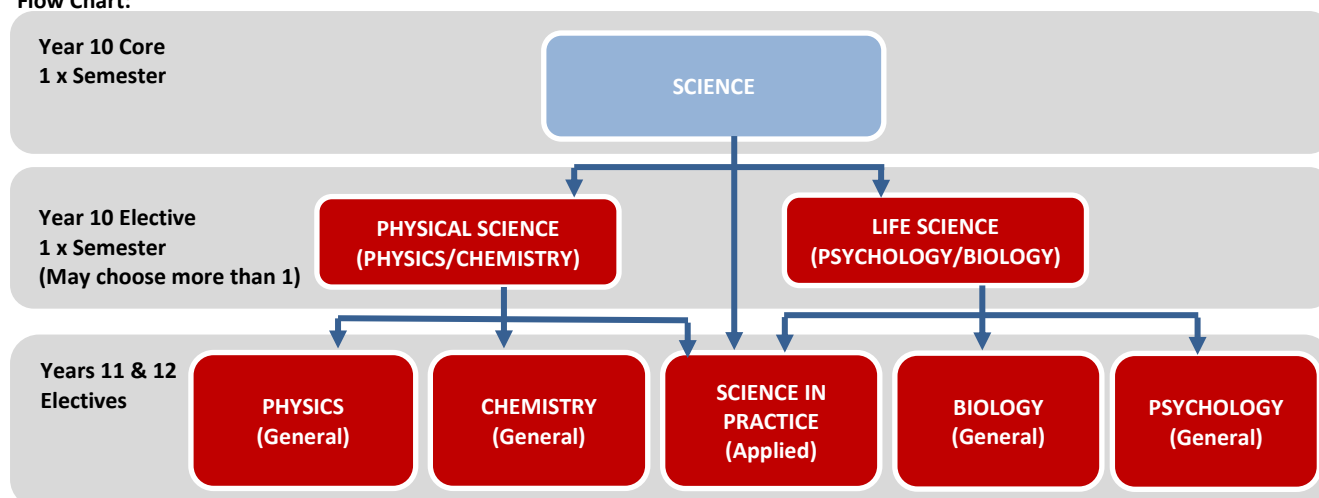
Science is used to explore and explain phenomena of the universe. Scientists work in ways which incorporate a complex assortment of activities, mental processes, routines and approaches. The study of scientific knowledge and scientific ways of working can help students reach deeper understandings of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

### Flow Chart:



SUBJECT TITLE	Science
CORE/ELECTIVE	Core
LENGTH OF SUBJECT	1 x Semester
SUBJECT 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 OVERVIEW	Data test, Student experiment, Research investigation, Examination
COST	There will be a cost associated with this subject
LINK TO SENIOR SUBJECTS	This core subject provides a foundation in science understanding and science inquiry skills for all senior science subjects.



<b>SUBJECT TITLE</b>	<b>Introduction to Senior Physical Science</b>
<b>CORE/ELECTIVE</b>	Elective
<b>LENGTH OF SUBJECT</b>	1 x Semester
<b>SUBJECT DESCRIPTION</b>	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.
<b>ASSESSMENT OVERVIEW</b>	Data test, Student experiment, Research investigation, Examination
<b>COST</b>	There will be a cost associated with this subject
<b>LINK TO SENIOR SUBJECTS</b>	Physics and Chemistry

<b>SUBJECT TITLE</b>	<b>Introduction to Senior Life Science (Psychology/Biology)</b>
<b>CORE/ELECTIVE</b>	Elective
<b>LENGTH OF SUBJECT</b>	1 x Semester
<b>SUBJECT DESCRIPTION</b>	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.
<b>ASSESSMENT OVERVIEW</b>	Data test, Student experiment, Research investigation, Examination
<b>COST</b>	There will be a cost associated with this subject
<b>LINK TO SENIOR SUBJECTS</b>	Psychology and Biology

## Health and Physical Education

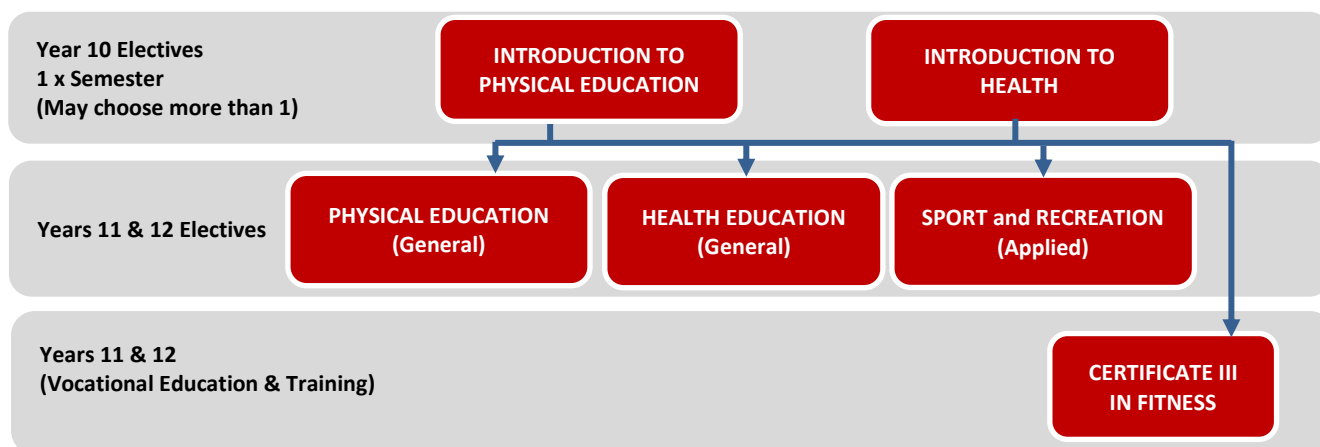
MR LACHLAN GIBBS

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.

### Flow Chart:



SUBJECT TITLE	Physical Education
CORE/ELECTIVE	Elective
LENGTH	1 x Semester
SUBJECT DESCRIPTION	<p>This subject comprises two components:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>
ASSESSMENT OVERVIEW	<p>Theory: Each unit of the theory course will be assessed with a research assignment and a project folio.</p> <p>Sports: Students will be assessed on their personal participation and demonstration of skills and strategies in each sport played.</p>
COST	Nil
LINK TO SENIOR SUBJECTS	Senior Physical Education; Senior Health; Recreation Studies; Certificate III in Fitness.

<b>SUBJECT TITLE</b>	<b>Health Education</b>
<b>CORE/ELECTIVE</b>	Elective
<b>LENGTH</b>	1 x Semester
<b>SUBJECT DESCRIPTION</b>	<p>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.</p> <p>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.</p>
<b>ASSESSMENT OVERVIEW</b>	Each unit will be assessed with a research assignment and an Action Research Project.
<b>COST</b>	Nil
<b>LINK TO SENIOR SUBJECTS</b>	Senior Health

## The Arts

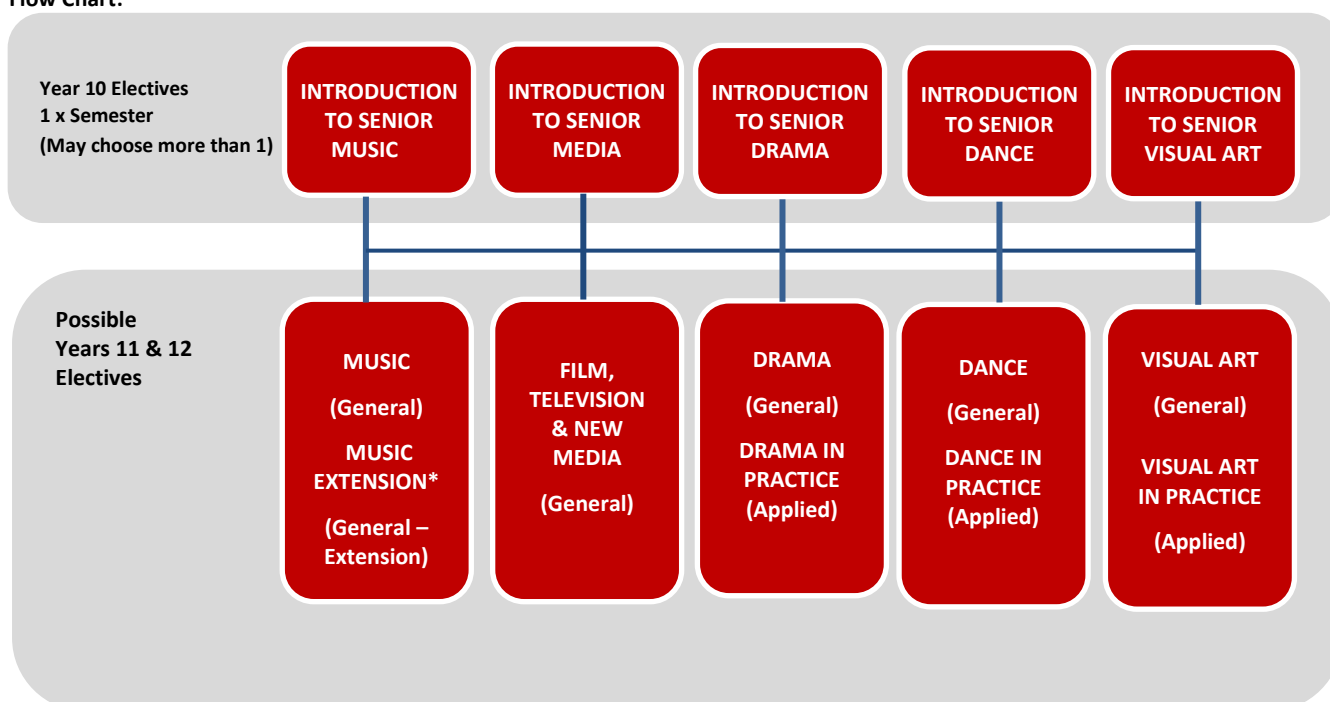
MS ANGELA SLEEMAN

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.

### Flow Chart:



\* Music extension can only be studied in conjunction with Music.

SUBJECT TITLE	Introduction to Senior Music
CORE/ELECTIVE	Elective
LENGTH	1 x Semester (Semester 1) with option to study for 1 x Year available
SUBJECT 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.

<b>ASSESSMENT OVERVIEW</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Making – involves practical assessment such as composing, performing and presenting</li> <li>• Responding – involves theoretical assessment such as students learning to analyse and evaluate musical works</li> </ul> <p>As an extension to the course, students will have the opportunity to undertake Australian Music Examinations Board music theory exams.</p>
<b>INDICATIVE COST</b>	There will be a cost associated with this subject.
<b>LINK TO SENIOR SUBJECTS</b>	Year 10 Music links to the Years 11 and 12 subject of Music, and the Year 12 subject of Music Extension.

<b>SUBJECT TITLE</b>	<b>Introduction to Senior Media Studies</b>
<b>CORE/ELECTIVE</b>	Elective
<b>LENGTH</b>	1 x Semester
<b>SUBJECT DESCRIPTION</b>	Media fosters creative and expressive communication. Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Students creatively apply media concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.
<b>ASSESSMENT OVERVIEW</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Making – involves practical assessment such as using communications technologies to design, produce and distribute media artworks</li> <li>• Responding – involves theoretical assessment such as students learning to explore, view, analyse and participate in media culture</li> </ul>
<b>INDICATIVE COST</b>	There will be a cost associated with this subject.
<b>LINK TO SENIOR SUBJECTS</b>	Year 10 Media links to the Years 11 and 12 subject of Film, Television and New Media

<b>SUBJECT TITLE</b>	<b>Introduction to Senior Dance</b>
<b>CORE/ELECTIVE</b>	Elective
<b>LENGTH</b>	1 x Semester
<b>SUBJECT DESCRIPTION</b>	Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.
<b>ASSESSMENT OVERVIEW</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Making – involves practical assessment such as choreographing and performing</li> <li>• Responding – involves theoretical assessment such as students learning to appreciate dance works by analysing and evaluating</li> </ul>
<b>INDICATIVE COST</b>	There will be a cost associated with this subject.
<b>LINK TO SENIOR SUBJECTS</b>	Year 10 Dance links to the Years 11 and 12 subjects of Dance and Dance in Practice

<b>SUBJECT TITLE</b>	<b>Introduction to Senior Drama</b>
<b>CORE/ELECTIVE</b>	Elective
<b>LENGTH</b>	1 x Semester
<b>SUBJECT DESCRIPTION</b>	Drama fosters creative and expressive communication. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts. Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.
<b>ASSESSMENT OVERVIEW</b>	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: <ul style="list-style-type: none"> <li>• Making – involves practical assessment such as devising, acting, directing and performing</li> <li>• Responding – involves theoretical assessment such as students learning to appreciate drama works by analysing and evaluating</li> </ul>
<b>INDICATIVE COST</b>	There will be a cost associated with this subject.
<b>LINK TO SENIOR SUBJECTS</b>	Year 10 Drama links to the Years 11 and 12 subjects of Drama and Drama in Practice

<b>SUBJECT TITLE</b>	<b>Introduction to Senior Visual Art</b>
<b>CORE/ELECTIVE</b>	Elective
<b>LENGTH</b>	1 x Semester
<b>SUBJECT DESCRIPTION</b>	Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.
<b>ASSESSMENT OVERVIEW</b>	There are two types of assessment in Year 10 visual art: <ul style="list-style-type: none"> <li>• Making – involves practical assessment such as creating representations of their ideas and intended meanings in two, three and four-dimensional forms</li> <li>• Responding – involves students learning to appreciate art works by analysing and evaluating</li> </ul>
<b>INDICATIVE COST</b>	There will be a cost associated with this subject.
<b>LINK TO SENIOR SUBJECTS</b>	Year 10 Art links to the Years 11 and 12 subjects of Visual Art and Visual Art in Practice

## ***Business Technology***

**MS JANELLE KERRIDGE**

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.

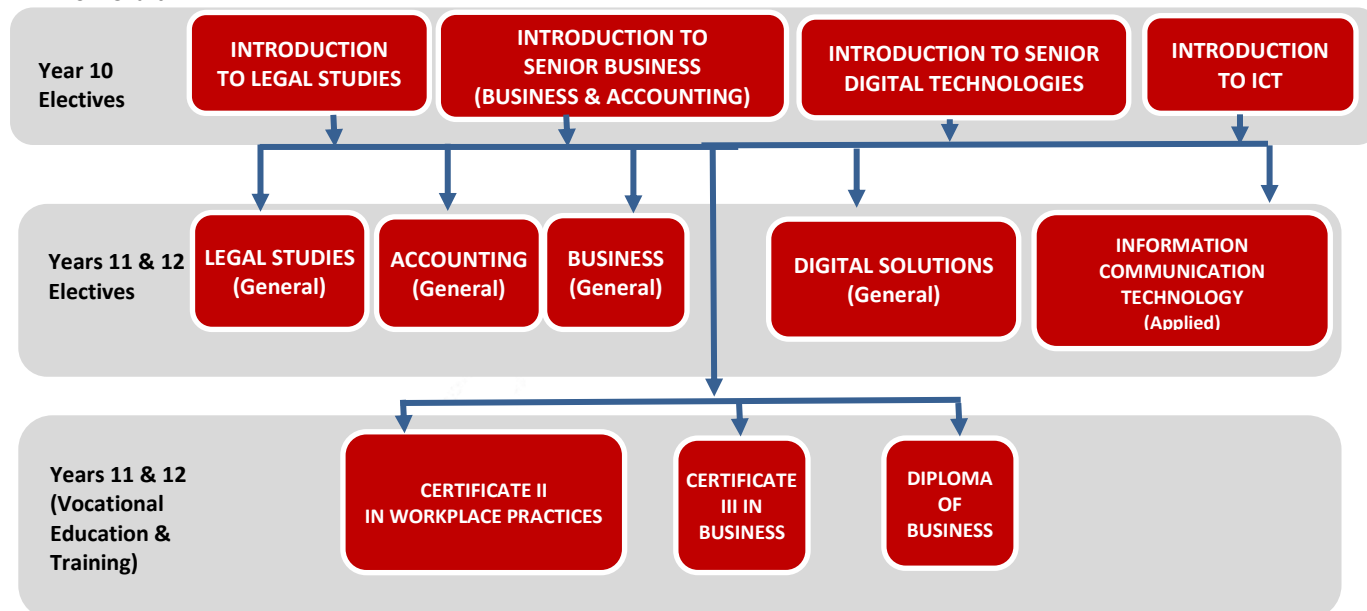
Business Technology encompasses three main areas of study: Introduction to Senior Business & Accounting, Introduction to Senior Digital Technologies and Introduction to ICTs.

The study of the Year 10 Introduction to Senior Business & Accounting provides students with an insight into the operations of small business management, accounting and computer applications. As well as providing a strong foundation toward senior studies in Accounting, Business Management, Certificate III in Business and the Diploma of Business, this subject would suit students who are interested in the following: part-time work, investing, business and personal financial record keeping, starting their own business, and continuing their studies in the business area at University - including business law, business management, accounting, marketing and human resources.

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 gain advanced skills in the use of Word, Excel and PowerPoint and a Certificate I Business (BSB10115), and provides a strong foundation for senior studies in Information Communication Technology (ICT), Certificate II Business and Certificate III Business. There is also the possibility of obtaining Microsoft Certification or the International Computer Driver's Licence.

**Flow Chart:**





SUBJECT TITLE	Introduction to Senior Legal Studies
CORE/ELECTIVE	Elective
LENGTH	1 x Semester
SUBJECT DESCRIPTION	<p><b>Why study the law?</b> 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.</p> <p><b>What will you study and be assessed on?</b> 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.</p>
ASSESSMENT OVERVIEW	This course has two assessment tasks; a knowledge and understanding test and an investigative essay task.
COST	To be determined
LINK TO SENIOR SUBJECTS	<p>Senior Legal Studies, Senior Justice Studies</p> <p><b>Where can Legal Studies take you?</b> 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.</p>

SUBJECT TITLE	Introduction to Senior Business – Business and Accounting
CORE/ELECTIVE	Elective
LENGTH	1 x Semester
SUBJECT DESCRIPTION	Students are given an insight into the skills and knowledge of global business and competitive advantage in a global market and an analysis of company accounting for personal and business investment strategies. Through the coursework, you will develop your 21st century skills.
ASSESSMENT OVERVIEW	<p>Formal Test, Individual/Research Assignment (IKEA)</p> <p>Criteria: Routine Knowledge and Skills and Application of Knowledge and Skills</p>
COST	Nil; however, there will be an excursion – with an approximate cost of \$25.00
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 Accounting and also provide a sound basis for the study of Senior Business, the Certificate III in Business and the Diploma of Business.

SUBJECT TITLE	Introduction to Senior Digital Technologies
CORE/ELECTIVE	Elective
LENGTH	1 x Semester
SUBJECT DESCRIPTION	Students gain theoretical and practical knowledge of algorithms and programming (Python, CSS, HTML); Arduino and database management systems
ASSESSMENT OVERVIEW	<p>Individual Projects</p> <p>Criteria: Routine Knowledge and Skills and Application of Knowledge and Skills</p>
COST	There will be a cost associated with this subject of approx. \$8.00, and an excursion with an approx. cost of \$20.00
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.

<b>SUBJECT TITLE</b> Introduction to Senior Information Communication and Technology	
<b>CORE/ELECTIVE</b>	Elective
<b>LENGTH</b>	1 x Semester
<b>SUBJECT DESCRIPTION</b>	Students gain practical knowledge of the Microsoft suite, online communication and Digital Technology general capabilities.
<b>ASSESSMENT OVERVIEW</b>	Individual Projects and Teacher Observation. If undertaken Microsoft Certification/ICDL Assessments. Criteria: Routine Knowledge and Skills and Application of Knowledge and Skills
<b>COST</b>	There will be a cost associated with this subject of approx. \$8.00 and if students undertake Microsoft Certification or the ICDL there will be the associated costs for taking those assessments.
<b>LINK TO SENIOR SUBJECTS</b>	Although not compulsory, study within this subject would equip students with fundamentals which will provide an advantage in the early units of Senior ICT, Certificate II and III Business.

## Applied Technology

MR MICHAEL TOBIN

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 **Construction 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.

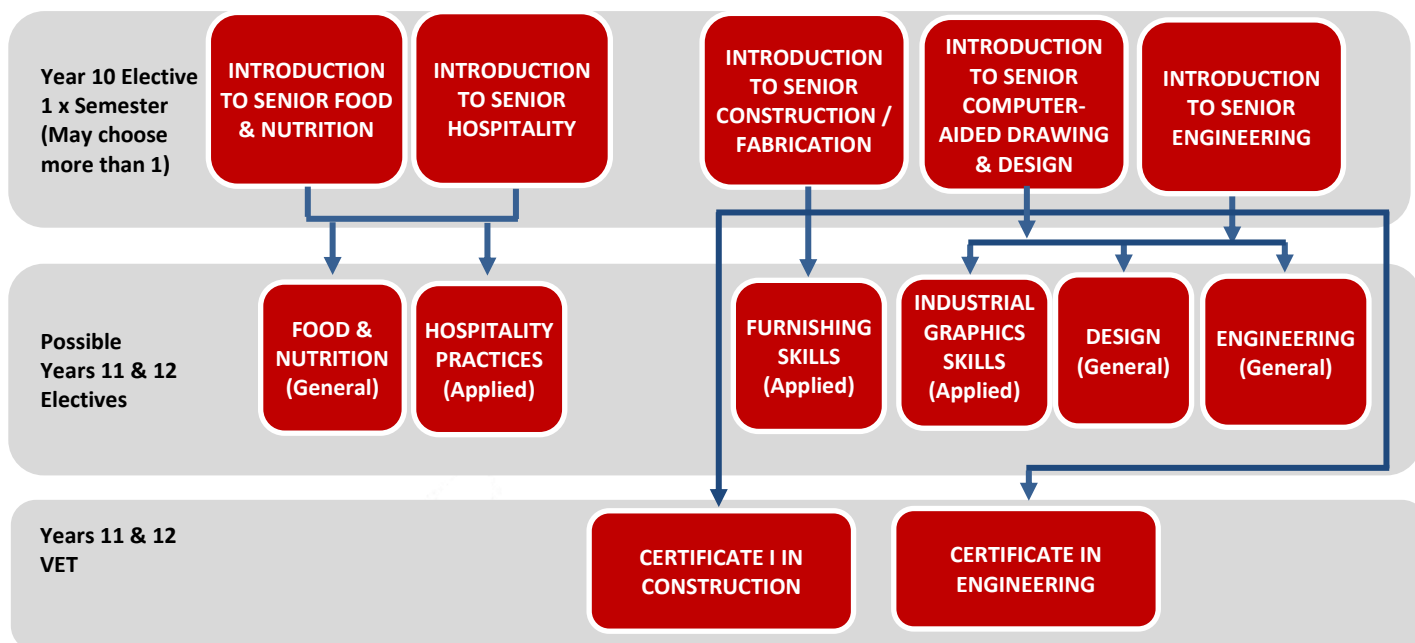
Innovation and technological developments continually expand the range of materials, tools, equipment, processes and techniques that can be used in the development of industrial technology and design products.

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 who study introduction to **Food and Nutrition** may wish to pursue vocations in the fields of science, technology, and health. Food & 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, tourism. Hospitality develops students' knowledge and understanding and skills of the hospitality industry.

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.

### Flow Chart:



\* Fashion (Applied) may be a subject offered in 2022, depending on staffing and resources.

<b>SUBJECT TITLE</b>	<b>Introduction to Senior Food and Nutrition</b>
<b>CORE/ELECTIVE</b>	Elective
<b>LENGTH</b>	1 x Semester
<b>SUBJECT DESCRIPTION</b>	<p>This is an elective subject designed for the transition into Senior Food and Nutrition. It provides students with the opportunity to build on their nutritional literacy skills and knowledge base.</p> <p>In Food &amp; Nutrition, students will develop 21st century skills that are transferrable to a variety of contexts. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, and personal, social and ICT skills.</p> <p>In the first part of this course students will gain knowledge and skills of the basic food nutrients and their functions. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high-quality, nutritious food products in the future.</p> <p>In the second part of the course, this unit gives students the opportunity to develop skills and knowledge in the chemical, functional and sensory aspects of carbohydrates, vitamins, minerals and protein as well as food safety, spoilage and preservation through experimentation.</p> <p>Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.</p>
<b>ASSESSMENT OVERVIEW</b>	Folio, Practical exam
<b>INDICATIVE COST</b>	\$60.00 (Subject to change)
<b>LINK TO SENIOR SUBJECTS</b>	Senior Food and Nutrition (General)

<b>SUBJECT TITLE</b>	<b>Introduction to Senior Hospitality</b>
<b>CORE/ELECTIVE</b>	Elective
<b>LENGTH</b>	1 x Semester
<b>SUBJECT DESCRIPTION</b>	<p>This is an elective subject designed for the transition into Senior Hospitality Practices (Applied). This subject includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.</p> <p>It enables students to develop skills in food and beverage production and service. Students work as individuals and as a part of teams to plan and implement events in a hospitality context. Students will be offered the opportunity to participate in the basic baristas course.</p> <p>Students have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise and solve problems and navigate the world of work.</p> <p>A course of study in this subject can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment.</p>
<b>ASSESSMENT OVERVIEW</b>	Simulated Event
<b>INDICATIVE COST</b>	\$60.00 (Subject to change)
<b>LINK TO SENIOR SUBJECTS</b>	Senior Hospitality Practices (Applied)

SUBJECT TITLE	Introduction to Senior Engineering	
CORE/ELECTIVE	Elective	
LENGTH	1 x Semester	
SUBJECT DESCRIPTION	<p>This is an elective subject planned for the transition into Senior Design. It provides students with the opportunity to engage in problem-based learning.</p> <p>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.</p> <p>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.</p>	
ASSESSMENT OVERVIEW	Folio and prototype production	
INDICATIVE COST	A cost is associated with this subject to supply students with materials to draft, refine and produce graphic solutions. An approximate cost of \$20.00 in anticipated.	
LINK TO SENIOR SUBJECTS	<b>General Subjects</b> <ul style="list-style-type: none"> <li>Design</li> <li>Engineering</li> </ul> <b>Applied Subjects</b> <ul style="list-style-type: none"> <li>Furnishing Skills</li> <li>Industrial Graphics Skills</li> </ul>	<b>Vocational Education and Training</b> <ul style="list-style-type: none"> <li>Certificate II Engineering Pathways</li> </ul>

SUBJECT TITLE	Introduction to Senior Computer-Aided Drawing & Design	
CORE/ELECTIVE	Elective	
LENGTH	1 x Semester	
LENGTH	Design (CAD) is offered on a semester basis	
SUBJECT DESCRIPTION	<p>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:</p> <ul style="list-style-type: none"> <li>Design thinking</li> <li>Factors that influence designed solutions. For example, social considerations, sustainability and emerging technologies</li> <li>Communicating ideas and information independently and collaboratively managing projects to create interactive solutions</li> <li>Critical and creative thinking including systems, design and computational thinking</li> <li>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</li> <li>Examples of solutions to specific problems might include: <ul style="list-style-type: none"> <li>Instructions for a robot</li> <li>An adventure game</li> <li>Products featuring interactive multimedia</li> <li>Animations and websites</li> </ul> </li> </ul>	
ASSESSMENT OVERVIEW	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	<b>General Subjects</b> <ul style="list-style-type: none"> <li>Design</li> <li>Engineering</li> </ul> <b>Applied Subjects</b> <ul style="list-style-type: none"> <li>Furnishing Skills</li> <li>Industrial Graphics Skills</li> </ul>	<b>Vocational Education and Training</b> <ul style="list-style-type: none"> <li>Certificate II Engineering Pathways</li> <li>Certificate I in Construction</li> </ul>

SUBJECT TITLE Introduction to Senior ITD – Construction	
CORE/ELECTIVE	Elective
LENGTH	Construction is offered for one semester
SUBJECT DESCRIPTION	<p>This subject is problem solving orientated and consequently requires students to develop their skills and understanding relating to:</p> <ul style="list-style-type: none"> <li>• Design thinking</li> <li>• Factors that influence designed solutions. For example, social considerations, sustainability and emerging technologies</li> <li>• The characteristics and properties of materials</li> <li>• How tools, equipment, machinery, systems and components are used to form or combine materials into designed solutions</li> <li>• Formulating a design brief (the problem to be solved) and apply a process to investigate and select materials, systems, components, tools and equipment to develop ideas and construct a designed solution</li> <li>• Evaluating the success of the designed solution using specific criteria</li> </ul> <p>It is mandatory that students exercise safe workshop practices which include the wearing of leather school shoes.</p>
ASSESSMENT OVERVIEW	Practical projects, design challenges and a technology test
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	<div> <div> <b>General Subjects</b> <ul style="list-style-type: none"> <li>• Design</li> <li>• Engineering</li> </ul> <b>Applied Subjects</b> <ul style="list-style-type: none"> <li>• Furnishing Skills</li> <li>• Industrial Graphics Skills</li> </ul> </div> <div> <b>Vocational Education and Training</b> <ul style="list-style-type: none"> <li>• Certificate II Engineering Pathways</li> <li>• Certificate I in Construction</li> </ul> </div> </div>

## DEPARTMENT Languages

### Languages

MS DEBRA MANSINI

### CHINESE

#### Subject Overview

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

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

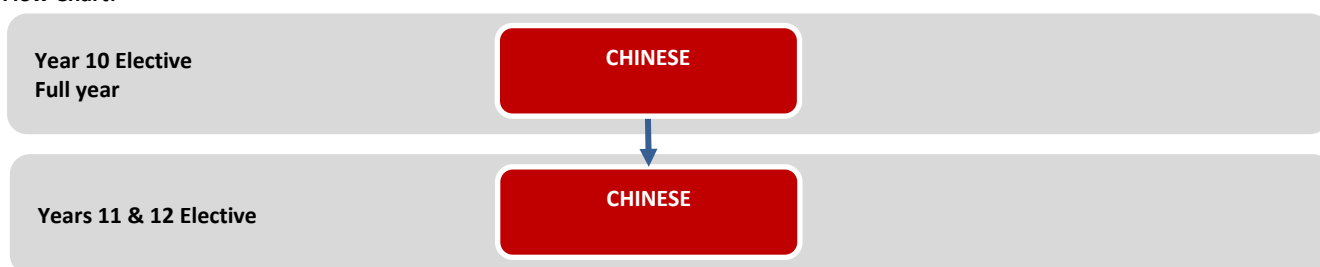
#### Course Structure

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.

#### Optional Enrichment

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.

#### Flow Chart:



SUBJECT TITLE	Chinese
CORE/ELECTIVE	Elective
LENGTH	Full year program
SUBJECT DESCRIPTION	<p>In Semester 1 of this Chinese subject, students will focus on the very different topics of relationships and disasters. They will discuss the nature of friendship, describe people, places and things, compare and contrast and express feelings and opinions. When looking at disasters, students will investigate the effects of disasters and consider management plans, express opinions, obligations and duty while at the same time learn to describe places, situations and events and undertake character recognition and writing on the topic.</p> <p>In Semester 2, students are given the opportunity to look at big cities of the world, discuss why and how cities develop, identify and recommend features of a city that would make it user-friendly for young people. As such they will learn to describe people, places and things and ask for, give and compare locations. They also, within this semester, take on the intriguing topic of legends. Students read and analyse the legend of Hercules and gather evidence and information to develop another story set in modern or science-fiction times. The topic teaches students to describe people, places, things, situations and events and in turn character recognition and writing on the topic.</p> <p><i>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.</i></p>
ASSESSMENT 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.
COST	Possible excursion, cost to be determined
LINK TO SENIOR SUBJECTS	Senior Chinese

## SPANISH

#### Subject Overview

Years 9 and 10 Spanish takes students into the world of work, personal experiences, relationships and aspirations, and broader local and global issues such as the environment, social media and tourism, including issues that pertain to Spanish-speaking countries. Learners interact with peers to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language and a range of digital and IT resources to enhance their learning. Our extra-curricular calendar provides students with the opportunity to experience the Spanish speaking world in Brisbane with our yearly trips to the Moro Spanish Film Festival, and events held within the school for Feria de Abril and Día de los Muertos.



SUBJECT TITLE Year 9 Spanish (Semester 1)	
CORE/ELECTIVE	Elective
LENGTH	Full year program (Year 9 Spanish Continuation – Semester 2) 3 lessons per week – two semesters
SUBJECT DESCRIPTION	<p>The Year 9 Spanish course focuses on encouraging students to interact with others and to provide opinions and information about the wider world of shopping, holidays, and work.</p> <p>Students study two units over each semester. Students are writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning and negotiating through units on the topics of Shopping &amp; Fashion and Past times/ Hobbies</p> <p>*topics may vary depending on composition of group</p> <p>Students expand their knowledge of grammar and begin to use more complex structures of the past tense.</p>
ASSESSMENT OVERVIEW	Assignments and in-class assessment
COST	<p>Textbooks &amp; Resources: Provided through the Student Resource Scheme.</p> <p>Stationery Requirements: Details appear on the Subject Requirements List.</p> <p>Excursions/Field trips: There may be some cost associated with this subject, depending on relevant opportunities. Payment and consent forms would be forwarded to parents/carers via email prior to the date.</p>
LINK TO SENIOR SUBJECTS	Senior Spanish

SUBJECT TITLE Year 10 Spanish (Semester 1)	
CORE/ELECTIVE	Elective
LENGTH	Full-year program (Year 10 Spanish Continuation – Semester 2) 3 lessons per week – two semesters
SUBJECT DESCRIPTION	<p>The Year 10 Spanish course focuses on encouraging students to interact with others and to provide opinions and information about the wider World of Work, technology and the media, and advertising.</p> <p>*topics may vary depending on composition of group</p> <p>They apply rules of pronunciation, stress and intonation to a range of sentence types. They locate, summarise and analyse information from a range of texts, and communicate different perspectives and information in a range of contexts using different modes of presentation. They respond to and create personal, descriptive, informative and imaginative texts for different purposes, audiences and contexts using appropriate Spanish writing conventions.</p> <p>Students have the opportunity to access extra-curricular excursions that expands their experience of the Spanish speaking community in Brisbane.</p>
ASSESSMENT OVERVIEW	Assignments and in-class assessment
COST	<p>Textbooks &amp; Resources: Provided through the Student Resource Scheme.</p> <p>Stationery Requirements: Details appear on the Subject Requirements List.</p> <p>Excursions/Field trips: There may be some cost associated with this subject, depending on relevant opportunities. Payment and consent forms would be forwarded to parents/carers via email prior to the date.</p>
LINK TO SENIOR SUBJECTS	Senior Spanish



## Getting Started!

Prepared by Guidance Officers at Centenary State High School



## KNOWING YOURSELF

Being aware of your strengths, weaknesses, your interests and your aspirations is a crucial part of career and lifestyle choice. There are a number of ways that help you identify various aspects of your personality. However, remember, you know yourself better than any computer program. Your answers on one day may be different to the next. Have some fun! Try some of these tests and see if any themes or insights emerge for you. Always do a reality check ..... is this a true reflection of me!

### A PERSONALITY TEST

Centenary SHS has a computer based careers program called CAREER MATE. Part of this program is a personality test based on a "Myer Briggs Type Inventory" quiz. This type of quiz may be able to help you learn more about yourself. To do this quiz you will need to book into Guidance.

There are many sites on the internet that also allow you to find out about the Myer Briggs Type Inventory quiz – maybe you would like to check out the following site and do the quiz:

[www.personalitypage.com/home.html](http://www.personalitypage.com/home.html)



## EXPLORING CAREERS - WEBSITES

**Student Connect – Jobs and Careers:** A section of QCAA's Student Connect website that provides valuable career information on career planning, finding a job, applying for jobs, careers expos, and links to other useful websites.

**The website is:** <https://myqce.qcaa.qld.edu.au/useful-websites.html>



**Myfuture:** Australia's career information service - an opportunity for students to personalise their search for vocational and educational options and to find out the facts about occupations, salaries, courses, where courses are available, your own region, industries, contact organisations. This is a great career decision-making tool; be sure to check out the Career Bullseyes, linking school subjects to related occupations.

**The website is:** <https://www.myfuture.edu.au>



**Job Outlook:** Explore careers that interest you to learn about their future outlook, pay, main tasks, physical and other demands. Find out about the skills, knowledge and abilities you may need. Get ideas for careers you can aim for now or in the future. Follow links to job vacancies and related courses.

**The website is:** <http://joboutlook.gov.au/>



## Step 1: Understand the basic concepts

- Career decision-making isn't magic. It is a process that you must be actively involved in.
- No one else can make the decision for you. What if they chose a job you don't like?
- The Guidance Officer's job is to work with you and guide you through the process.
- The career decision you are making now probably isn't a lifelong decision, as you are likely to have several jobs during your working lifetime.
- There is not one 'ideal' job for you. There may be several jobs that will give you what you want from work.

## Step 2: Look inward – develop a profile of yourself

What do you want from a job? Think about it. Do you want to:

- Work with other people or by yourself?
- Work outdoors or indoors?
- Sit at a desk or have some physical activity?
- Develop ideas or use ideas (hands on) or do both?
- Help people in some way?
- Make heaps of money or have a 'good' income?
- Be always learning on the job?
- Have lots of variety and activity or have a structured, predictable workday?
- Make your own decisions about the best way to do the job or have someone closely supervise your work?
- Have a balance between work and non-work time?
- Work a 9am to 5pm day, do shift work or have flexible hours?
- Feel that the job you have is a secure job?
- Have a job that people you respect think is a 'good' job?
- Work intensely on a project and see it through to the end or focus on one stage of the project?
- Feel you are contributing to the local and/or global community/environment?
- Work with things or with people as the focus of your job, e.g. engines, computers, animals, children or the elderly?

What do you do best? What are your strengths? Are they in:

- Humanities, mathematics, science, etc.?
- Working with ideas, words, things, etc.?
- Working with people?
- Working with your hands?
- Working with computers or machines?

What other things influence your decision? Perhaps:

- What your family and friends think?
- Availability of jobs?
- What you read or see in the media?
- The length of training to enter the job?
- Your age?
- Staying in the local area?
- A disability or medical condition?

What job ideas have you already thought of? Write them down. You can add to these job ideas by completing a career questionnaire from one of the following websites.

- myfuture – <http://www.myfuture.edu.au/> ('Sign up' when first entering this site)
- Job Outlook – Career quiz <http://joboutlook.gov.au/pages/careerquiz.aspx>

- Career Quest <http://www.careers.govt.nz/tools/careerquest/>

## Step 3: Look outward – gather information

Read about the jobs in your job ideas list. These resources will help you:

- myfuture – <http://www.myfuture.edu.au/> ('Log in' and go to 'Occupations')
- The Good Careers Guide e-book – <http://ebook.goodcareersguide.com.au/>
- The Good Universities Guide – Careers Guide <https://www.gooduniversitiesguide.com.au/careers-guide>
- Job Outlook – <http://joboutlook.gov.au>
- Career Bullseyes <https://myfuture.edu.au/career-bullseyes>
- QTAC (to get an idea of past cut-offs and subject prerequisites for university courses) <http://course-search.qtac.edu.au/s/search.html?collection=qtac-courses&form=course-search>

Think about the information you are reading. Does it fit with the profile you have developed of yourself in Step 2? Your eventual aim is to come up with 2 or 3 preferred jobs that will give you satisfaction and will use your strengths.

Next you need to talk to people who are already employed in the occupations on your list. Don't be afraid to do this, as most people are prepared to help you with your career research if you are polite, prepared with questions, and don't waste their time. Use your own networks (your parents' friends, your friends' parents, neighbours, coach, etc.), Yellow Pages and the Internet to contact people in jobs you are interested in. Develop questions to ask them. Some possible questions are:

- What do you do in a typical workday?
- What do you like about the job?
- What do you dislike about the job?
- What is the recommended training to prepare for the job?
- Are there alternative training pathways?
- Are there people in the same occupation as you who do different things from you?
- Where do you go from here in this job?
- Is there someone else you think I should speak to about this job?

It is helpful to discuss your findings with a friend or relative who knows you well and you feel comfortable talking with. Other people's insights can sometimes help us clarify our thinking.

## Step 4: Prioritise the jobs

By this time, you should be able to put the jobs you have selected in order of your preference.

## Step 5: Plan a training pathway

Because of your research, you will already know the various pathways to obtaining your occupational goal. Select the pathway that best suits you.

## Step 6: Act on your plan

Don't just have a plan. Do something about it!