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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 the 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.

From 2019, the State will introduce a new senior curriculum and assessment system. In order to best prepare our students for the new curriculum ahead, 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 2019. 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 the new Queensland Certificate of Education and Tertiary Entrance System.

The balance of subject curriculum offerings has been designed to support student skill development in preparation for the introduction of the new senior curriculum, which will be 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 Year 11 and Year 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
- 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 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 & 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 will introduce 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. However, in some Queensland Curriculum and Assessment Authority (QCAA) subjects, assessment will change. There will also be a new way to rank students who wish to apply for university after finishing school. The current rank is called the Overall Position (OP). From 2020, it will be the Australian Tertiary Admission Rank (ATAR). A brief overview of the new system is provided below. For more information, please refer to the QCAA website (https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te).

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— currently known as Authority subjects
- QCAA Applied subjects — currently known as Authority-registered 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. Some current QCAA subjects will be renamed, some combined and there will be some new ones.

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. This is fewer assessments than students currently complete. The Queensland Core Skills (QCS) Test will not be part of the new 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

Centenary SHS Year 10 students are enrolled in six subjects through the year. These six subjects will be made up of Core Subjects (compulsory) and Elective Subjects (student’s choice).

### 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

**The Arts**
- Introduction to Senior Visual Art
- Introduction to Senior Media
- Introduction to Senior Dance
- Introduction to Senior Drama
- Introduction to Senior Music

**Health and Physical Education**
- Introduction to Senior Health
- Introduction to Senior Physical Education

**Business Technology**
- Introduction to Senior Business (Business Management & Accounting)
- Introduction to Senior Digital Technology

**Languages**
- Chinese
- Spanish
- Other languages – possible study through BSDE

**Humanities**
- Introduction to Senior History – (Modern & Ancient)
- Power, Poverty & Plastics (Introduction to Economics & Geography)
- Introduction to Senior Legal Studies

**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

<table>
<thead>
<tr>
<th>Whole Year Subjects - CORE</th>
<th>Semester Subjects - CORE</th>
<th>Semester Subjects - Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Science</td>
<td>3 x Electives - Semester 1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Humanities – History</td>
<td>3 x Electives - Semester 2</td>
</tr>
<tr>
<td>(3 x 70 minutes lessons)</td>
<td>(3 x 70 minute lessons)</td>
<td>(3 x 70 minute lessons)</td>
</tr>
</tbody>
</table>

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. The exception being a language course which will be studied for the entire school year.
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 STUDENT SUBJECT SELECTIONS

Core Subjects
- 2 x Full Year
- 1 x Semester of Science/History

Elective Subjects
- 6 x Semester OR
- 4 x Semester & 1 x Language full year

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 &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**

<table>
<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>English</th>
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</thead>
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<tr>
<td>CORE/ELECTIVE</td>
<td>Core</td>
</tr>
<tr>
<td>SUBJECT DESCRIPTION</td>
<td>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.</td>
</tr>
<tr>
<td>ASSESSMENT OVERVIEW</td>
<td>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).</td>
</tr>
<tr>
<td>COST</td>
<td>Excursion, performance or workshop to be determined.</td>
</tr>
<tr>
<td>LINKS TO SENIOR</td>
<td>There are 4 English courses offered in Years 11 &amp; 12. The General subjects will be: English, Literature and English as an Additional Language. The Applied Subject will be Essential English.</td>
</tr>
</tbody>
</table>

**Suggested Learning Pathways for English**

**Year 10 Semester 1 (Core)**

**Year 10 Semester 2 (Core)**

**Years 11 & 12 English Subjects**

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

<table>
<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>Core Mathematics – Preparation for General Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE/ELECTIVE</td>
<td>Core</td>
</tr>
<tr>
<td>LENGTH</td>
<td>Year Long subject</td>
</tr>
<tr>
<td>PREREQUISITE</td>
<td>Satisfactory completion of Year 9 Core Mathematics Course. HOD discretion with High Achieving students in the Year 9 Core Mathematics Course.</td>
</tr>
<tr>
<td>SUBJECT DESCRIPTION</td>
<td>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.</td>
</tr>
<tr>
<td>ASSESSMENT OVERVIEW</td>
<td>Response To Stimulus Tests, Written Research Task.</td>
</tr>
<tr>
<td>COST</td>
<td>To be determined.</td>
</tr>
<tr>
<td>LINK TO SENIOR SUBJECTS</td>
<td>Successful completion of this course of study will enable enrolment in the Senior subject of General Mathematics.</td>
</tr>
<tr>
<td>SUBJECT TITLE</td>
<td>Extension Mathematics - Preparation for Mathematical Methods</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>CORE/ELECTIVE</strong></td>
<td>Core</td>
</tr>
<tr>
<td><strong>LENGTH</strong></td>
<td>Year Long subject</td>
</tr>
<tr>
<td><strong>PREREQUISITE</strong></td>
<td>Satisfactory completion of Year 9 Extension Mathematics course. HOD discretion with High Achieving students in the Year 9 Core Mathematics course.</td>
</tr>
<tr>
<td><strong>SUBJECT DESCRIPTION</strong></td>
<td>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 &amp; volume in the real world, quadratics, rational expressions, advanced trigonometry, introduction to concepts such as matrices, and complex numbers.</td>
</tr>
<tr>
<td><strong>ASSESSMENT OVERVIEW</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>COST</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>LINK TO SENIOR SUBJECTS</strong></td>
<td>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.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>Foundation Mathematics - Preparation for Essential Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE/ELECTIVE</strong></td>
<td>Core</td>
</tr>
<tr>
<td><strong>LENGTH</strong></td>
<td>Year Long subject</td>
</tr>
<tr>
<td><strong>PREREQUISITE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SUBJECT DESCRIPTION</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>ASSESSMENT OVERVIEW</strong></td>
<td>Short-Response Exams for content covered in Term 1 and Term 3. Problem solving projects will be based on content covered in Term 2 and Term 4.</td>
</tr>
<tr>
<td><strong>COST</strong></td>
<td>Textbook hire + Scientific Calculator</td>
</tr>
<tr>
<td><strong>LINK TO SENIOR SUBJECTS</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

Flow Chart:

- **Year 10 Core**
  - 1 x Semester
  - HISTORY

- **Year 10 Electives**
  - 1 x Semester
  - (May choose more than 1)
  - INTRODUCTION TO SENIOR HISTORY
  - POWER, POVERTY & PLASTICS (INTRODUCTION TO GEOGRAPHY/ECONOMICS)
  - INTRODUCTION TO SENIOR LEGAL STUDIES

- **Possible Year 11 & Year 12 Electives**
  - ANCIENT HISTORY (General)
  - MODERN HISTORY (General)
  - ECONOMICS (General)
  - LEGAL STUDIES (General)
  - GEOGRAPHY (General)

- **Possible Year 11 & Year 12 Electives**
  - CERTIFICATE III IN ACTIVE VOLUNTEERING (Vocational Education & Training)
### Power, Poverty & Plastics (Introduction to Senior Economics & Geography)

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<thead>
<tr>
<th><strong>SUBJECT TITLE</strong></th>
<th><strong>Power, Poverty &amp; Plastics (Introduction to Senior Economics &amp; Geography)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE/ELECTIVE</strong></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>LENGTH OF COURSE</strong></td>
<td>1 X Semester</td>
</tr>
</tbody>
</table>
| **SUBJECT DESCRIPTION** | Economics: 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. 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. 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.  
Geography: In the words of Michael Palin, of Monty Python fame, “Geography is the subject which holds the key to our future”. Explore ‘big picture’ issues in the world. Environmental Change: 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 help you realise the impact humans have on the local environment and realise the power you have as a young person to resolve issues. The Geography of Wellbeing: 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? |
| **ASSESSMENT OVERVIEW** | Short response test, Research Assignment |
| **COST** | To be determined |
| **LINK TO SENIOR SUBJECTS** | Economics & Geography |

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### Introduction to Senior History

<table>
<thead>
<tr>
<th><strong>SUBJECT TITLE</strong></th>
<th><strong>Introduction to Senior History</strong></th>
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<tbody>
<tr>
<td><strong>CORE/ELECTIVE</strong></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>LENGTH OF COURSE</strong></td>
<td>1 x Semester</td>
</tr>
</tbody>
</table>
### Introduction to Senior History

**Subject Title:** Introduction to Senior History

**Subject 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 Republic of Rome. There's a lot of killing, betrayal, lying and political intrigue. We look at the great slave revolt led by Spartacus that almost toppled the government in Rome. We then look at the circumstances surrounding the assassination of Julius Caesar. Some say he was a hero, others say he was a tyrant. We will try to work it out. If you have ever seen the film Gladiator you already have some idea of what we will study.

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 Glory, Lincoln, Django and 12 Years a Slave. We will be watching Glory.

This history course builds on all the skills students were using in Year 10 history in Semester 1 – working out who is telling the truth, researching, constructing an argument. If you know history you will be the person 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 Overview:**
Research task (Ancient History), Response to Stimulus (Modern History)

**Cost:** To be determined

**Link to Senior Subjects:**
Modern History, Ancient History

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### Introduction to Senior Legal Studies

**Subject Title:** Introduction to Senior Legal Studies

**Core/Elective:** Elective

**Length of Course:** 1 x Semester

**Subject Description:**
Why study the law?
Individually 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 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:**
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.
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:

<table>
<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE/ELECTIVE</td>
<td>Core</td>
</tr>
<tr>
<td>LENGTH OF SUBJECT</td>
<td>1 x Semester</td>
</tr>
<tr>
<td>SUBJECT DESCRIPTION</td>
<td>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.</td>
</tr>
<tr>
<td>ASSESSMENT OVERVIEW</td>
<td>Data test, Student experiment, Research investigation, Examination</td>
</tr>
<tr>
<td>COST</td>
<td>There will be a cost associated with this subject</td>
</tr>
<tr>
<td>LINK TO SENIOR SUBJECTS</td>
<td>This core subject provides a foundation in science understanding and science inquiry skills for all senior science subjects.</td>
</tr>
<tr>
<td>SUBJECT TITLE</td>
<td>Physical Science (Physics/Chemistry)</td>
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<tr>
<td>CORE/ELECTIVE</td>
<td>Elective</td>
</tr>
<tr>
<td>LENGTH OF SUBJECT</td>
<td>1 x Semester</td>
</tr>
<tr>
<td>SUBJECT DESCRIPTION</td>
<td>This subject will provide students with a foundation to concepts covered in senior Physics and senior Chemistry. Concepts include forces and motion, atomic structure &amp; simple stoichiometry, electronic configurations, ionic and covalent bonding.</td>
</tr>
<tr>
<td>ASSESSMENT OVERVIEW</td>
<td>Data test, Student experiment, Research investigation, Examination</td>
</tr>
<tr>
<td>COST</td>
<td>There will be a cost associated with this subject</td>
</tr>
<tr>
<td>LINK TO SENIOR SUBJECTS</td>
<td>Physics and Chemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>Life Science (Psychology/Biology)</th>
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<tbody>
<tr>
<td>CORE/ELECTIVE</td>
<td>Elective</td>
</tr>
<tr>
<td>LENGTH OF SUBJECT</td>
<td>1 x Semester</td>
</tr>
<tr>
<td>SUBJECT DESCRIPTION</td>
<td>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.</td>
</tr>
<tr>
<td>ASSESSMENT OVERVIEW</td>
<td>Data test, Student experiment, Research investigation, Examination</td>
</tr>
<tr>
<td>COST</td>
<td>There will be a cost associated with this subject</td>
</tr>
<tr>
<td>LINK TO SENIOR SUBJECTS</td>
<td>Psychology and Biology</td>
</tr>
</tbody>
</table>
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 experiences that they can then use throughout their life, in order to be healthy and active. In HPE, students will still study a range of sports 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 theory lessons. These theory lessons will cover health issues that relate to personal and social health. The Junior HPE course will adequately prepare students to specialise in Physical Education, Health Education, Physical 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 sports and physical activities as well as an understanding of the way our body works and an appreciation of healthy lifestyles. Students will develop a strong appreciation of teamwork, cooperation, commitment and dedication. These will be useful for students wishing to pursue a career in the sports, recreation and health fields.

Flow Chart:

<table>
<thead>
<tr>
<th>Subject Title</th>
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<tbody>
<tr>
<td>SUBJECT TITLE</td>
<td>Physical Education</td>
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<tr>
<td>CORE/ELECTIVE</td>
<td>Elective</td>
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<tr>
<td>LENGTH</td>
<td>1 x Semester</td>
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<tr>
<td>SUBJECT DESCRIPTION</td>
<td>This subject comprises two components:</td>
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<td></td>
<td>• Theory for 1 lesson per week - Students will study the following units from the Australian HPE Curriculum: Looking after myself and others; My Social Responsibility</td>
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<td></td>
<td>• Sports for 2 lessons per week – Students will experience a range of sports and learn skills, tactics and strategies of them. Sports may include Basketball, Badminton, Soccer, Handball, Volleyball, Athletics</td>
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</tr>
<tr>
<td>ASSESSMENT OVERVIEW</td>
<td>Theory: Each unit of the theory course will be assessed with a research assignment. Sports: Students will be assessed on their personal participation and demonstration of skills and strategies in each sport played.</td>
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</tr>
<tr>
<td>COST</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LINK TO SENIOR SUBJECTS</td>
<td>Senior Physical Education; Senior Health; Recreation Studies; Certificate III in Fitness.</td>
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<tr>
<td>SUBJECT TITLE</td>
<td>Health Education</td>
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<tr>
<td>CORE/ELECTIVE</td>
<td>Elective</td>
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</tr>
<tr>
<td>LENGTH</td>
<td>1 x Semester</td>
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<tr>
<td>SUBJECT DESCRIPTION</td>
<td>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; I can influence others.</td>
<td></td>
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</tr>
<tr>
<td>ASSESSMENT OVERVIEW</td>
<td>Each unit will be assessed with a research assignment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COST</td>
<td>Nil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LINK TO SENIOR SUBJECTS</td>
<td>Senior Health</td>
<td></td>
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</tbody>
</table>
Dance at Centenary SHS develops an awareness of the body and its movements. Through choreography, students will learn to create dances by adding actions and making them interesting using space, time and energy. Performance studies will involve doing dances and perfecting the use of the bodyline, rhythm, energy and use of the space, while Appreciation tasks will involve viewing live and videoed dances and analysing them. Dance allows you to achieve broad learning outcomes from levels four to six and beyond. Taking this subject builds confidence, helps communication, teaches time management, keeps you fit and is plenty of fun.

Drama is a performing arts subject which involves a development of performing skills such as vocal and physical training, acting techniques and performance styles. Broad varieties of theatrical styles are studied, from clowning and mime through to scriptwriting and directing, giving students a solid grounding in all aspects of theatre. This subject will also assist students in building confidence in the public arena and provides opportunities to explore and develop social and interpersonal skills and understanding.

Music at Centenary SHS is designed to maximise the value of music as it exists in students’ day-to-day living in contemporary society. Music learning fosters social interaction and the development of transferable skills useful to lifelong education. The course of study is designed to allow students to engage in a variety of musical experiences across a range of styles and genres, and to develop practical skills leading to confident musical expression. Students are assessed in three areas: Composing, Listening and Performing.

Media Studies is a subject which explores digital and film media texts through various technologies. They learn to understand the way images and ideas are presented and represented through still and moving images. It equips students to create media texts and to be critically analytical of the media texts which impact on their identity and culture through advertising, the internet, television and film as well as small digital mobile media. Students are assessed in three areas which include the design, production and critique of media texts using various technologies in both still and moving images as well as written texts. The aim of the subject is to provide students with the skills and knowledge to live and communicate in a global community.

Visual Art is a personal, imaginative yet powerful means of communication and expression. Students at Centenary SHS make visual ideas, thoughts, feelings and statements about their world through their images and objects they make. In their course of study, they explore various 2D and 3D media such as drawing, painting, ceramics, printmaking, fibre arts, photography and digital imaging to create meaningful works of art. In the process of making, appraising and displaying their work, students apply perceptual and conceptual understanding of visual language. They learn how to think laterally and problem solve in an ever changing and pervasive world of visual communication whether at leisure or work.

Flow Chart:

* Music extension can only be studied in conjunction with Music. The new syllabus has been approved by QCAA for implementation with Year 12 students in 2020.
<table>
<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>Introduction to Senior Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE/ELECTIVE</td>
<td>Elective</td>
</tr>
<tr>
<td>LENGTH</td>
<td>1 x Semester</td>
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<tr>
<td><strong>SUBJECT DESCRIPTION</strong></td>
<td>Music exists distinctively in every culture and is a basic expression of human experience. Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.</td>
</tr>
<tr>
<td><strong>ASSESSMENT OVERVIEW</strong></td>
<td>There are two types of assessment in Year 10 music:</td>
</tr>
<tr>
<td></td>
<td>- Making – involves practical assessment such as composing, performing and presenting</td>
</tr>
<tr>
<td></td>
<td>- Responding – involves theoretical assessment such as students learning to analyse and evaluate musical works</td>
</tr>
<tr>
<td><strong>INDICATIVE COST</strong></td>
<td>The subject levy for music is $20, which includes a theory book. (Subject to change)</td>
</tr>
<tr>
<td><strong>LINK TO SENIOR SUBJECTS</strong></td>
<td>Year 10 Music links to the Years 11 and 12 subject of Music, and the Year 12 subject of Music Extension.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>Introduction to Senior Media Studies</th>
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<tbody>
<tr>
<td>CORE/ELECTIVE</td>
<td>Elective</td>
</tr>
<tr>
<td>LENGTH</td>
<td>1 x Semester</td>
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<tr>
<td><strong>SUBJECT DESCRIPTION</strong></td>
<td>Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Media enables students to create and communicate, investigate the impact and influence of media artworks individually and collaboratively.</td>
</tr>
<tr>
<td><strong>ASSESSMENT OVERVIEW</strong></td>
<td>There are two types of assessment in Year 10 media:</td>
</tr>
<tr>
<td></td>
<td>- Making – involves practical assessment such as using communications technologies to design, produce and distribute media artworks</td>
</tr>
<tr>
<td></td>
<td>- Responding – involves theoretical assessment such as students learning to explore, view, analyse and participate in media culture</td>
</tr>
<tr>
<td><strong>INDICATIVE COST</strong></td>
<td>The subject levy for media is $50, which includes access to industry standard cameras, software and audio/recording equipment. (Subject to change)</td>
</tr>
<tr>
<td><strong>LINK TO SENIOR SUBJECTS</strong></td>
<td>Year 10 Media links to the Years 11 and 12 subject of Film, Television and New Media</td>
</tr>
</tbody>
</table>
## Introduction to Senior Dance

**CORE/ELECTIVE**: Elective  
**LENGTH**: 1 x Semester

**SUBJECT DESCRIPTION**: Dance is an expressive movement with purpose and form. Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners. Dance is an extension from Performance Plus in the junior school, moving into a specialised Dance course in preparation for Years 11 and 12.

**ASSESSMENT OVERVIEW**: 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**: The subject levy for dance is $100, which includes a RAW dance workshop and theatre excursion for responding assessment (Subject to change).

**LINK TO SENIOR SUBJECTS**: Year 10 Dance links to the Years 11 and 12 subjects of Dance and Dance in Practice

## Introduction to Senior Drama

**CORE/ELECTIVE**: Elective  
**LENGTH**: 1 x Semester

**SUBJECT DESCRIPTION**: Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. Drama students learn to think, move, speak and act with confidence, creating, rehearsing, performing and responding using the elements and conventions of drama.

**ASSESSMENT OVERVIEW**: 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**: The subject levy for drama is $100, which includes a QTC workshop and theatre excursion for responding assessment. (Subject to change)

**LINK TO SENIOR SUBJECTS**: Year 10 Drama links to the Years 11 and 12 subjects of Drama and Drama in Practice

## Introduction to Senior Visual Art

**CORE/ELECTIVE**: Elective  
**LENGTH**: 1 x Semester

**SUBJECT DESCRIPTION**: Visual art engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds.

**ASSESSMENT OVERVIEW**: 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**: The subject levy for Visual Art is $70, which includes a journal, excursion to the Gallery of Modern Art and consumables used in class including but not limited to: paint, paper, brushes, clay and card. (Subject to change)

**LINK TO SENIOR SUBJECTS**: Year 10 Art links to the Years 11 and 12 subjects of Visual Art and Visual Art in Practice
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 computer technology 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.

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

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, and Certificate III in Business, these subjects would suit students who are interested in the following: part-time work, investing, business and personal financial record keeping, learning MYOB, starting their own business, 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 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.

Flow Chart:
<table>
<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>Introduction to Senior Business - Business and Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE/ELECTIVE</strong></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>LENGTH</strong></td>
<td>1 x Semester</td>
</tr>
<tr>
<td><strong>SUBJECT DESCRIPTION</strong></td>
<td>Students are given an insight into the skills and knowledge required to run/manage a small business and account for its finances. This subject will culminate in a virtual business setting where students will develop, market, financially manage and sell a product: the development of business plans; theory of business management; accounting processes - both manual and computerised (MYOB); product sales and marketing; product manufacture; team work and business meetings through application to a virtual business environment, and mentored with McDonalds Jindalee.</td>
</tr>
<tr>
<td><strong>ASSESSMENT OVERVIEW</strong></td>
<td>Formal Test, Individual/Group Project/Research Assignment</td>
</tr>
<tr>
<td></td>
<td>Criteria: Routine Knowledge and Skills and Application of Knowledge and Skills</td>
</tr>
<tr>
<td><strong>COST</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>LINK TO SENIOR SUBJECTS</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>Introduction to Senior Digital Technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE/ELECTIVE</strong></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>LENGTH</strong></td>
<td>1 x Semester</td>
</tr>
<tr>
<td><strong>SUBJECT DESCRIPTION</strong></td>
<td>Students gain theoretical and practical knowledge of multimedia (intermediate); digital communication; social and ethical issues; algorithms and programming; visual basic; artificial intelligence; expert systems; robotics; information systems; database management systems</td>
</tr>
<tr>
<td><strong>ASSESSMENT OVERVIEW</strong></td>
<td>Formal Tests, Individual/Group Projects, Teacher Observation</td>
</tr>
<tr>
<td></td>
<td>Criteria: Routine Knowledge and Skills and Application of Knowledge and Skills</td>
</tr>
<tr>
<td><strong>COST</strong></td>
<td>There will be a cost associated with this subject</td>
</tr>
<tr>
<td><strong>LINK TO SENIOR SUBJECTS</strong></td>
<td>Although not compulsory, study within this subject would equip students with fundamentals which will provide an advantage in the early units of Digital Solutions and/or Certificate III Information Digital Media and Technologies. This subject has a heavy programming and design focus.</td>
</tr>
</tbody>
</table>
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 2020, depending on staffing and resources.
### Introduction to Senior Food and Nutrition

<table>
<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>Introduction to Senior Food and Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE/ELECTIVE</strong></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>LENGTH</strong></td>
<td>1 x Semester</td>
</tr>
<tr>
<td><strong>SUBJECT DESCRIPTION</strong></td>
<td>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. 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. 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. 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. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.</td>
</tr>
</tbody>
</table>

| **ASSESSMENT OVERVIEW**  | Folio, Practical exam                      |
| **INDICATIVE COST**      | $60.00 (Subject to change)                 |
| **LINK TO SENIOR SUBJECTS** | Senior Food and Nutrition (General)        |

### Introduction to Senior Hospitality

<table>
<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>Introduction to Senior Hospitality</th>
</tr>
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<tbody>
<tr>
<td><strong>CORE/ELECTIVE</strong></td>
<td>Elective</td>
</tr>
<tr>
<td><strong>LENGTH</strong></td>
<td>1 x Semester</td>
</tr>
<tr>
<td><strong>SUBJECT DESCRIPTION</strong></td>
<td>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. 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. 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. 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.</td>
</tr>
</tbody>
</table>

| **ASSESSMENT OVERVIEW**  | Simulated Event                           |
| **INDICATIVE COST**      | $60.00 (Subject to change)                |
| **LINK TO SENIOR SUBJECTS** | Senior Hospitality Practices (Applied)    |
## SUBJECT TITLE
Introduction to Senior ITD - Construction / Fabrication

<table>
<thead>
<tr>
<th>CORE/ELECTIVE</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>LENGTH</td>
<td>Construction is offered for one semester</td>
</tr>
</tbody>
</table>

### SUBJECT DESCRIPTION
This subject is problem solving orientated and consequently requires students to develop their skills and understanding relating to:

- Design thinking
- Factors that influence designed solutions. For example, social considerations, sustainability and emerging technologies
- The characteristics and properties of materials
- How tools, equipment, machinery, systems and components are used to form or combine materials into designed solutions
- 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
- Evaluating the success of the designed solution using specific criteria

It is mandatory that students exercise safe workshop practices which include the wearing of leather school shoes.

### 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 in anticipated. (Subject to Change)

### 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

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## SUBJECT TITLE
Introduction to Senior Computer-Aided Drawing & Design

<table>
<thead>
<tr>
<th>CORE/ELECTIVE</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>LENGTH</td>
<td>Design (CAD) is offered on a semester basis</td>
</tr>
</tbody>
</table>

### SUBJECT 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:
  - Instructions for a robot
  - An adventure game
  - Products featuring interactive multimedia
  - Animations and websites

### 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
- **General Subjects**
  - Design
  - Engineering
- **Applied Subjects**
  - Furnishing Skills
  - Industrial Graphics Skills
- **Vocational Education and Training**
  - Certificate II Engineering Pathways
  - Certificate I in Construction
Languages

CHINESE

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

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

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/Temperles 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:

Year 10 Elective
Full year

Years 11 & 12 Elective
<table>
<thead>
<tr>
<th>SUBJECT TITLE</th>
<th>Chinese</th>
</tr>
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<tbody>
<tr>
<td>CORE/ELECTIVE</td>
<td>Elective</td>
</tr>
<tr>
<td>LENGTH</td>
<td>Full year program</td>
</tr>
<tr>
<td>SUBJECT DESCRIPTION</td>
<td>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. 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. 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.</td>
</tr>
<tr>
<td>ASSESSMENT OVERVIEW</td>
<td>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.</td>
</tr>
<tr>
<td>COST</td>
<td>Possible excursion, cost to be determined</td>
</tr>
<tr>
<td>LINK TO SENIOR SUBJECTS</td>
<td>Senior Chinese</td>
</tr>
</tbody>
</table>
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

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://studentconnect.qcaa.qld.edu.au/careers.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/
EXPLORING CAREERS

Source: Options Career Information – How to Make Career Decisions

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)
- Career Bullseyes https://www.myfuture.edu.au/career-bullseyes

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’)
- Career Bullseyes https://www.myfuture.edu.au/career-bullseyes

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!