

CENTENARY HEIGHTS
STATE HIGH SCHOOL

**YEAR 9 and 10
SUBJECT SELECTION
HANDBOOK**

2027



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Year 9 and Semester 1 Year 10 Subject Selection Handbook

Introduction

Welcome to Centenary Heights State High School Year 9 and Semester 1 Year 10 learning program. This study and subject guide provides you with the resources to understand the diverse curriculum offerings at Centenary Heights that are the next stepping stones after the completion of the Year 7 and 8 Transition Program.

Year 9 and 10 Subject Program of Study

At Centenary Heights State High School, all students complete six subjects. This comprises both Core and Elective subjects.

Before selecting subjects, parents and students need to consider individual subject enjoyment and interests. Years 9 and 10 are the training field for Years 11 and 12, as well as post schooling education. The learning outcomes and study habits of students throughout Years 9 and 10 will establish the building blocks for future success. Students need to remember that it is important to select subjects that will engage them for two years of study and not choose subjects they think will make other people happy or that their friends have selected.

Curriculum offerings are summarised below:

Year 9 Semester 1 and Semester 2

Core Subjects – Two Semesters		
English	Mathematics	Science
Core Subjects – One Semester (alternating each semester)		
Health and Physical Education	History	

Year 10 Semester 1

Core Subjects – One Semester		
English	Mathematics	Science
Core Subjects – One Semester (alternating each term)		
Health and Physical Education	History	

Electives (study two subjects throughout Year 9 and Semester 1 Year 10) Advanced Manufacturing and Electronics; Basketball Specialisation; Chinese; Civics and Citizenship, Dance; Digital Technologies; Drama; Economics and Business; Engineering Skills Design and Technologies; Food Specialisations; Furnishing Skills and Technologies; Geography; Industrial Graphics Skills; Media Studies; Music; Visual Art.

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Subject Pathways at Centenary Heights State High School

Learning Area	Year 7 and 8	Year 9 and Sem 1 Year 10	Year 10 Semester 2 Taster Program	Year 11 and 12
English	English	English English Foundation	General English Essential English Literature English as an Additional Language	General English Essential English Literature English as an Additional Language Short Course Literacy
Mathematics	Maths	Maths Maths Foundation	General Maths Mathematical Methods Specialist Maths Essential Maths	General Maths Mathematical Methods Specialist Maths Essential Maths Short Course Numeracy
Science	Science	Science Maths, Science, Engineering and Technology Enrichment	Chemistry Physics Biology Psychology Science in Practice Rural Operations Sampling and Measurement	Chemistry Physics Biology Psychology Science in Practice Certificate II Sampling and Measurement Certificate II in Horticulture Certificate II in Rural Operations
Health and Physical Education	Health and Physical Education	Health and Physical Education Basketball Specialisation	Health Physical Education Sport and Rec	Health Physical Education Certificate II Sport and Recreation Certificate II in Sport Coaching
Humanities	Humanities	History Geography Civics and Citizenship	History (Ancient/Modern) Geography Legal Studies Social and Community Studies	History (Ancient/Modern) Geography Legal Studies Social and Community Studies
Languages	Chinese	Chinese		Chinese
Business	Digital Technologies	Digital Technologies Economics and Business	Accounting Applied Digital Technologies Business Digital Solutions Workplace Skills	Accounting Business Digital Solutions Certificate II Applied Digital Technologies Certificate II Workplace Skills
Design Technologies	Food Specialisation Design and Technologies	Food Specialisation Furnishing Skills Advanced Manufacturing & Electronics Industrial Graphics Skills Engineering Skills	Hospitality Construction Pathways Engineering Pathways Industrial Graphics Skills	Certificate II in Hospitality Engineering Skills Industrial Graphics Skills Certificate II Construction Pathways Certificate II Engineering Pathways Certificate II in Furniture Making Pathways
The Arts	Dance Drama/Media Music Music Specialisation (7M & 8M only) Visual Art	Dance Drama Media Arts Music Visual Art	Dance Drama Film, Television and New Media Music Visual Art	Arts in Practice Drama Film, Television and New Media Music Music Extension (Year 12) Visual Art Visual Art in Practice Certificate II in Music

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Cocurricular Pathways at Centenary Heights State High School

Learning Area	Year 7 and 8	Year 9 and Sem 1 Year 10	Year 10 Semester 2 Taster Program	Year 11 and 12
Instrumental Music	Brass Strings Percussion Woodwind	Brass Strings Percussion Woodwind	Brass Strings Percussion Woodwind	Brass Strings Percussion Woodwind

Students at Centenary Heights have the opportunity to learn an ensemble instrument through the Queensland Instrumental Music Program. Students complete the Instrumental Music course of study in addition to their timetabled six subjects and are taught and assessed using the Queensland Instrumental Music Curriculum.

The Importance of the next learning phase – Years 9 and 10

During Years 9 and 10, it is very important that students build on their learning habits developed throughout the Transition Years at Centenary Heights. This means that students must be striving to achieve and maintain a minimum of a *C Standard Level of Achievement* in all Core and Elective Subjects. The understanding of the academic rigour to achieve a C Standard during Years 9 and 10, will ensure that students are moving into Years 11 and 12 with core knowledge and skills to be successful during the Senior phase of learning.

Post Year 10 Semester 1 General Information

During Year 10 Semester 1, all students will participate in the Senior Education and Training Plan (SETP) process. This SETP process includes the discovery of employment and study pathways to achieve goals. Students and Parents will participate in two SETP interviews. The Semester 1 interview focuses on selecting subjects for Semester 2 Year 10, known as Taster Subjects. The Semester 2 interview focuses on final pathway planning and subject selections for Years 11 and 12. These interviews are crucial to students successfully attaining their Queensland Certificate of Education at the end of Year 12.

Achieving a Queensland Certificate of Education

All students who go on to study Year 11 and 12 at Centenary Heights State High School, make the commitment to achieve their Queensland Certificate of Education.

To achieve a QCE at the end of Year 12, students must:

- Choose the appropriate pathway and then choose subjects in which they will be successful and vocational certificates which they will complete.
- Maintain a C level of Achievement or higher in English (General, Literature, English as an Additional Language or Essential) and Mathematics (Methods, General or Essential) or successfully pass the Literacy and Numeracy Short courses. This will meet the Literacy and Numeracy requirements of the QCE
- Maintain a C level of Achievement or higher in all elective subjects
- Complete all Certificate Course
- At all times remain on track to satisfy the core requirements and achieve the 20 credits.
- Follow the Senior Schooling Agreement as discussed and agreed to at SET Planning interviews. This includes meeting the minimum 93% attendance.

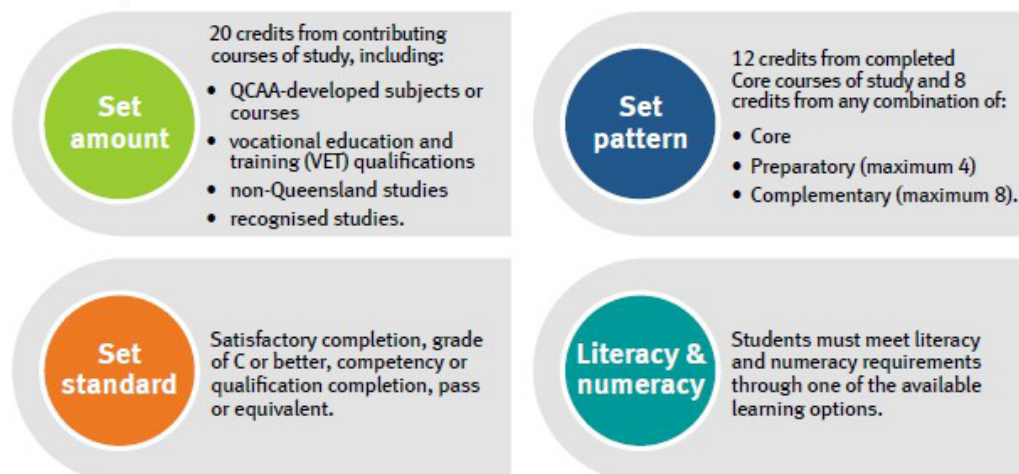
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About the QCE

- The QCE is Queensland's senior secondary schooling qualification.
- Students can choose from a wide range of learning options to suit their interests and career goals.
- To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.



QCE requirements



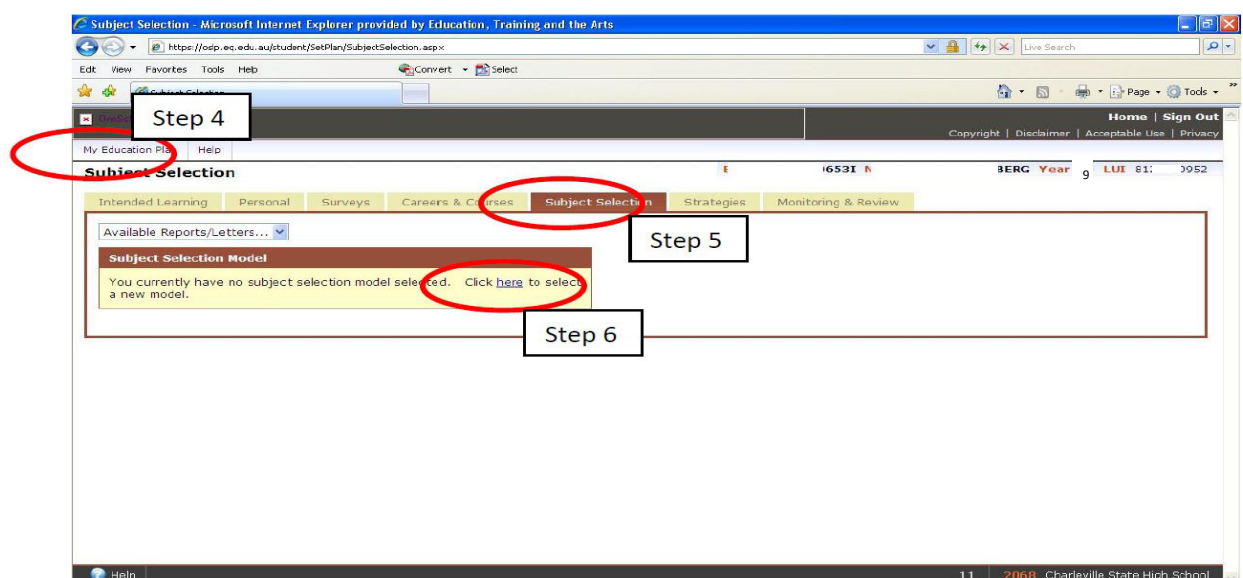
More information

For more information about the QCE requirements, visit the QCAA website at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.



2027 – Year 9 Curriculum Subject Selection How-to

1. Go to OneSchool – <http://oslp.eq.edu.au> Step 1
 - a. If you are at school; the site will automatically log in
 - b. If you are at home; you will be asked for your school username and password
 - c. If this is your first time accessing OneSchool; a Privacy Agreement will need to be accepted before continuing any further
2. Once you are signed in, click on the 'My Education Plan' button (top left-hand corner)
3. Click on the 'Subject Selection' button
4. Click on the word 'here' in the instructions to select a subject selection model and click 'save'
5. Make your selections from the options available – you must select two subjects from the subject selection smorgasbord, and then two additional preferences from the drop down at the bottom. Remember to click 'Add' to ensure the preference selection is saved
6. When you are done, click 'save' and a success message will appear with a green tick at the top of the screen



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CHOOSING WHAT TO STUDY IN YEARS 9 AND 10

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects which:

- you enjoy
- you have enjoyed some success in
- will help you achieve your chosen career goals or keep your career options open
- will develop skills, knowledge and attitudes useful throughout your life.

If you follow these guidelines and ask for help when you need it, you should come up with a study program that is appropriate for you and that you will enjoy.

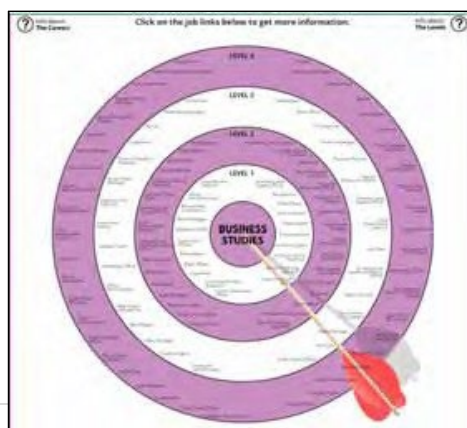
GUIDELINES

Keep your options open! You may not know exactly what you want to do when you finish school, which is completely normal and typical at this stage of your life. This means that it is important for you to explore many options and that it is wise to keep your options open. As such, the aim should be to choose a selection of subjects that makes it possible for you to continue exploring your various career options before making more specific decisions in the future.

You can explore hundreds of job and career options via the Job and Career Search Tool on our Careers Website <https://www.centheighshscareers.com>.



- Follow this up by exploring the Career Targets <https://www.centheighshscareers.com>



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The Career Personality test, accessible from the Student Secure Area of the Careers Website, may also guide you to your areas of strength.



Seeking Help and Guidance:

To find out as much as possible about the subjects offered at Centenary Heights to ensure that you can make an informed selection, connect with the following people:

- Teachers
- Heads of Year
- Heads of Department
- Guidance Officers

IN SUMMARY:

Some key questions to ask yourself:

- What am I good at?
- What do I enjoy doing?
- What were my best subjects in Year 8?

DO NOT choose your subjects for the following reasons:

- “My friend is taking that subject.”
- “I do/don’t really like the teacher.”
- “Someone told me that the subject is fun (or easy, or interesting).”
- “Someone told me that the subject is boring.”
- “Someone told me that I do/don’t need that subject for the course I want to take at university.”

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English (Core Subject)

Subject Code: ENG

Prerequisites: Nil.

Additional Subject Fee: Nil

Course Overview

English is aimed at developing students' proficiency in a number of language modes – listening, speaking, creating, reading, viewing and writing. English develops a student's knowledge of how individuals and groups create texts for different purposes. Students study a range of print, visual, digital and media texts to consider how they have been influenced as readers and listeners. Students then apply their knowledge of how language can be used to influence others when constructing their own texts.

Course Outline

Year 9 - Semester One

Talkin' Bout Your Generation (Term 1)

- In Unit 1 students engage with contemporary issues impacting the lives of teenagers, examining how speakers use persuasion to influence and inspire their audiences.

Building Worlds: Fantasy Fiction (Term 2)

- In unit two, students read, view and analyse a range of fantasy texts, exploring how authors manipulate genre conventions and narrative techniques to build engaging worlds, develop complex characters and shape meaning.

Year 9 - Semester Two

Rate It or Hate It? (Term 3)

- Here, students view and analyse a range of speculative fiction films to understand how film codes and conventions are used to engage audiences.

Analysing Contemporary Fiction (Term 4)

- Finally, students read and comprehend the novel, *When Rain Turns to Snow*, exploring how authors use text structures, literary devices and language features to represent ideas, people and events.

Assessment

Assessment items will include written, spoken and multimodal tasks that inform, persuade and entertain audiences.

Subject Requirements

Nil

Year 10 - Semester One

Crafting Dark Futures (Term 1)

- To begin the year, students explore the concept of dystopia by engaging with a wide range of texts to examine how authors use text structures, language features and literary devices to shape meaning and influence audiences.

Fate, Feuds and First Love (Term 2)

- Students analyse key narrative elements such as characterisation, plot, setting, structure and themes in Shakespeare's *Romeo & Juliet*.

Year 10 - Semester Two

In Semester 2, students have the opportunity to select one of the following Introduction subjects:

- English
- English as an Additional Language*
- Literature
- Essential English

**In senior (Year 11 & 12), English as an Additional Language (EAL) is a General subject suitable for students whom English is not their first or home language. The Syllabus objectives for EAL are similar to General English.*

Career Pathways

Entry to most university courses requires a sound achievement in English.

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Health and Physical Education (Core Subject)

Subject Code: HPE

Prerequisites: A positive attitude towards physical exercise is essential.

Additional Subject Fee: Nil

Course Overview

The Australian Curriculum V9 Health and Physical Education (9-10) aims to develop the knowledge, understanding and skills to enable students to:

- propose and evaluate personal strategies to manage their identities, emotions and responses to change.
 - evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.
 - propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk.
 - synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing.
 - evaluate and refine their own and others' movement skills and performances and apply movement concepts in challenging or unfamiliar situations.
 - adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes.
 - propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others.
 - apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.
-

Course Outline

Year 9

Unit 1: Responses to change

Health unit about using personal strategies to cope with change.

Unit 2: Rethink

Health unit about communicating, seeking, giving and denying consent to develop respectful relationships.

Unit 3: Space Invaders

Practical unit about movement strategies in a range of invasion games (Basketball, Soccer, Netball, Frisbee).

Unit 4: A Level Playing Field

Health unit about equality, diversity and inclusion in sport.

Unit 5: Auskick

Practical unit about movement skills and strategies in Auskick.

Year 10

Unit 1: PT Your Community

Health unit about community-based physical activity interventions.

Unit 2: Have a go!

Practical unit about round robin competitions, leadership and teamwork.

Assessment

Assessment techniques include investigations, reports, examinations and practical performances.

Subject Requirements

Hat and/or sunscreen are mandatory for outdoor activities. Students are required to wear the sports uniform to practical lessons. Reminded to bring a water bottle also.

Career Pathways

Allied health, Rehabilitation Science, Nurse, Fitness Instructor, Police, Recreation Industry, Sports Coach/Trainer/Administrator, Sports Journalist, Teacher, Sports Nutritionist.

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History (Core Subject)

Subject Code: HIS

Prerequisites: Nil

Additional Subject Fee: From time to time opportunities may become available to travel to and participate in exhibitions or visit field sites that may be relevant to particular units of work. These opportunities will attract a cost that will be advised at the time of the excursion.

Course Overview

- To provide students with a clear understanding of people and places from earlier historical periods.
 - To develop a range of historical skills including the ability to communicate clearly across a range of formats, locate sources, undertake a thorough research process, develop inquiry questions, analyse, evaluate sources and synthesise information from these sources to arrive at well-reasoned conclusions.
 - To develop a sense of empathy and compassion for other peoples and communities.
 - To provide student with a range of knowledge and skills that will prepare them for further study or the workplace.
-

Course Outline

Year 9

- Making and transforming the Australian nation
- World War One

Year 10

- World War Two – War in the Pacific

In Semester 2, students may then choose to study History in preparation for their learning in senior secondary years

Assessment

In Year 9 and 10 History, quality assessment is a key focus of the course.

Students are required to complete two assessment items for the semester in Year 9 across a range of assessment styles e.g. essays, short response exams and response to stimulus exams, and one assessment task in Year 10 in a term. At the completion of each term, students will be issued with a report for History that outlines their progress at that time.

Subject Requirements

Nil

Career Pathways

History is an essential subject because it is vital to be able to understand our history in order to avoid repeating mistakes made in the past, and to be critical, informed citizens. Such skills are directly applicable to any career choice, but particularly archaeology, archival and library services, foreign affairs, film & TV production, heritage officer, journalism, law, public service, teaching, tour guide, writing and many more.

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Mathematics (Core Subject)

Subject Code: MAT

Prerequisites: Nil

Additional Subject Fee: Students will need to purchase a scientific calculator. The Ti-30XB MultiView scientific calculator is preferred as its layout is similar to the Ti-84+ graphic calculator students will be using in Senior Mathematics. This brand of scientific calculator may be purchased from the school textbook office for \$30.

Course Overview

The Year 9 and first semester Year 10 Mathematics course, written to the Australian Curriculum (v9.0), provides students with an opportunity to continue to develop their numeracy knowledge and skills, whilst introducing the algebraic faculty and other concepts important for the progression to the higher-level Mathematics subjects in second semester Years 10 and Years 11 and 12.

Throughout the program students have the opportunity to:

- increase their mathematical knowledge
- apply their knowledge to situations both real-life and purely mathematical
- communicate using the concise language of mathematics
- justify and think critically
- perform effective mental calculations
- reflect on mathematical understanding
- use digital technology, both calculators and computers

Course Outline Students will undertake the following topics based on the Australian Curriculum (v9.0).

Semester 1 (Year 9)

Number:

- applications of scientific notations Algebra
- extend and apply index laws to variable values

Probability

- probability of compound events
- design and construct probability experiments

Statistics

- compare and analyse the distributions of numerical data sets using summary statistics, and considering outliers

Semester 2 (Year 9)

Measurement

- volume and surface area of prisms and cylinders
- absolute, relative, and percentage error
- enlargement of shapes
- solve problems involving ratio scale, and similarity in 2D
- apply Pythagoras' Theorem and trigonometric ratios to solve problems involving right angle triangles

Algebra

- gradient of line
- midpoint of an interval
- distance between two points
- expand and factorise quadratic expressions
- graph quadratic functions and solve quadratic equations
- solve problems involving use of linear and quadratic functions
- investigate effects on functions and solutions using digital tools making connections between graphic and algebraic representations

Semester 1 (Year 10)

Statistics

- investigating bi-variate data

Measurement

- compare distribution of numerical data using various displays, and discuss in terms of centre, spread, shape and outliers
- volume and surface areas of composite shapes
- measure and identify impact of measurement errors on accuracy of results

Algebra

- solve problems involving linear and quadratic functions and solve related equations both numerically and graphically
- solve problems involving simultaneous linear equations and linear inequalities

Assessment

Assessment will consist of a 60 minute in-class test for each term and Unit, with one Unit being a project/maths investigation task instead.

Subject Requirements

Nil

Career Pathways

Performance in Mathematics in Year 9 and 10 will influence subject choices in the area of Mathematics and to some extent Science for Year 11 and 12.

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Science (Core Subject)

Subject Code: SCI

Prerequisites: Nil

Additional Subject Fee: Nil

Course Overview

Science develops critical thinking and problem-solving skills, which are valuable in everyday life. It provides a strong foundation for future education, opening doors to numerous career opportunities. Understanding scientific principles enables informed decision making about health, technology and environmental issues. Additionally, science nurtures curiosity, encourages innovation and fosters collaboration and teamwork.

Course Outline

Area	Year 9	Year 10
Biology	Species survival Body systems	Genetics and evolution
Chemistry	Chemical processes	Chemical reactions
Earth and Space	Earth's systems	Climate change and global systems
Physics	Energy conservation	Evolution of the universe

Assessment

There will be a balance of assessment techniques used throughout the course to enable students to demonstrate what they know and can do. Assessment tasks include data tests, scientific experimental reports, research investigations and supervised examinations.

Subject Requirements

Nil

Career Pathways

Many careers need science knowledge and skills: beauty therapy, chiropractic, dental, electrical services, engineering, geology, hospitality, medicine, nursing, pharmacy, physiotherapy, veterinary science and wildlife management to name just a few.

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Advanced Manufacturing and Electronics (Elective Subject)

Subject Code: AME

Prerequisites: Nil

Additional Subject Fee: \$80 consumables cost in Year 9 and
\$50 in Semester 1 Year 10

Course Overview

The **Advanced Manufacturing and Electronics** course explores cutting-edge techniques and technologies in the design and production of manufactured products. Students will engage with Computer-Aided Design (CAD) and Computer-Aided Manufacturing (CAM) software to create real-world projects, utilising advanced manufacturing machines like laser cutters, 3D printers, and CNC routers for precise fabrication. In addition, students will learn about electronics systems and how to integrate them with mechanical components to create multi-functional systems.

Course Outline

Unit 1 Electric Cars - Design and prototyping

Unit 2 Land Yachts – Remote control

Unit 3 Bottle Rockets

Assessment

- Design folios
- Prototypes and finished products

Subject Requirements

2B pencil, eraser and laptop

BYOD program Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device. Minimum of Intel 5 to handle the software.

Career Pathways

Mechatronics, Industrial Designer, Cabinet Maker, Electrician, CNC Machinist, Electronics Technician, Engineer, Manufacturing and more.

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Basketball Specialisation (Elective Subject)

Subject Code: BSP

Prerequisites: Nil

Additional Subject Fee: \$45 for training singlet

Course Overview

By the end of Year 10, students:

- Propose and evaluate personal strategies to manage their identities, emotions and responses to change
- Evaluate and refine own and others' movement skills and performances
- Apply movement concepts in challenging or unfamiliar situations
- Adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes
- Propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing through synthesis of health information from credible sources
- Propose and evaluate community-based physical activity interventions to improve the health, fitness and wellbeing of themselves and others
- Apply and evaluate leadership approaches, collaborations strategies and ethical behaviours across a range of movement contexts

Students participating in the Basketball Specialisation program will participate in a range of theoretical and practical units with a focus on principles of biomechanics, energy systems, nutrition and psychology related to basketball. Students will facilitate a gala day at the end of Term 4 to apply their learning and understanding about coaching and officiating. Students in this program may also participate in interschool-based competitions and gala days throughout the year.

Course Outline

Year 9

- Unit 1: Theory – Biomechanics
Practical – Shooting & Dribbling
Fundamentals
- Unit 2: Theory – Energy Systems
Practical – Passing & Rebounding
Fundamentals
- Unit 3: Practical – Coaching & Officiating
Practical - Defensive Principles/Strategy
- Unit 4: Theory – Sports Nutrition
Practical - Offensive Principles/Strategy

Year 10

- Unit 1: Theory – Sports Psychology
Practical – Game Play &
Modified Offensive Scenarios
- Unit 2: Theory - First Aid
Practical: Game Play &
Modified Defensive Scenarios

Assessment

Assessment techniques include investigations – multimodal presentations, reports, projects and practical performances.

Subject Requirements

Hat and/or sunscreen are mandatory for outdoor activities. Students are required to wear the sports uniform to practical lessons. A ring binder to store theory handouts is also required. Students are required to bring their **training singlets** to all practical lessons.

Career Pathways

Athlete, Sports Coach/Trainer/Administrator, Sports Psychologist, Referee, Teacher, Sports Nutritionist

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Chinese (Mandarin) (Elective Subject)

Subject Code: CHI

Prerequisites: Nil. It is preferable, but not essential, to have studied the language in Year 7 and 8

Additional Subject Fee: Students are offered the opportunity to participate in activities such as the Buddha's Birthday and Chung Tian Temple excursion, Chinese cooking and various language competitions. These optional excursions amount to approximately \$50 per event

Course Overview

Studying a foreign language contributes to the educational, intellectual, personal, social and cultural development of the student. Specifically, students who study Mandarin Chinese will:

- gain practical language skills
 - acquire a repertoire of language learning strategies for life-long learning
 - develop a fuller understanding of English
 - develop creative thinking and problem-solving strategies
 - demonstrate cultural understanding and develop intercultural competence
-

Course Outline

- Students will explore how Chinese and Australian young people experience and perceive youth culture and how it relates to their own identity.
- Students will investigate the wonders of travel to China.
- Students will explore their connections with the wider global community including links with Chinese culture.
- Students will explore language and culture relating to youth employment in Chinese speaking cultures.
- Students will explore the concept of advertising in Chinese-speaking cultures and Australia.
- Students will explore the concept of intergenerational differences in Chinese-speaking countries and Australia.
- Students will investigate different perspectives towards animal conservation in China and Australia.
- Students will explore the life stories of young people in Chinese-speaking cultures and Australia.

Assessment

Chinese assessment incorporates the four macro skills: listening, speaking, reading and writing, plus Chinese culture and intercultural understanding. Students will be assessed by a variety of methods including exams.

Subject Requirements

Nil

Career Pathways

Being proficient in Mandarin Chinese will enhance opportunities for you in many careers, e.g. business, translating, hospitality, travel, public service and diplomatic positions. Your chances of being accepted into some universities are also enhanced and you will gain an advantage in an increasingly competitive business world

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Civics and Citizenship (Elective Subject)

Subject Code: CIV

Prerequisites: Nil

Additional Subject Fee: Nil

Course Overview

The aim of Civics and Citizenship is to ensure that students develop:

- a lifelong sense of belonging to, and engagement with, civic life as an active and informed citizen;
 - knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law;
 - skill, including questioning and research; analysis, synthesis and interpretation; problem-solving and decision-making; communication and reflection, to investigate contemporary civics and citizenship issues and foster responsible participation in Australia's democracy;
 - the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level and as individuals in a globalized world.
-

Course Outline

Year 9

- Australia's political and court system.
- Participation in an interconnected world.

Year 10

- Democracy in a global context.
- Government policies and international legal obligations.
- Features of a resilient democracy.

Assessment

In Year 9 and 10 Civics and Citizenship, quality assessment is a key focus of the course. Students are required to complete one assessment per term across a range of assessment styles eg. Assignments, reports, in-class exams and presentations. At the completion of each term, students will be issued with a report for Civics and Citizenship that outlines their progress at that time.

Subject Requirements

Nil

Career Pathways

In recent years there has been public discussion about the importance of young people having access to Civics and Citizenship education to provide them lifelong skills as active members of the community.

As well as this, possible occupations include: Politician, Policy Officer, Public Servant, Local Government Officer, Lawyer, Court Officer, Community Services Worker, Youth Worker, Journalist, Public Relations Officer, Human Rights Advocate and many more.

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Dance (Elective Subject)

Subject Code: DAN

Prerequisites: Nil

Additional Subject Fee: Nil

Course Overview

In Year 9 Dance, students will be introduced to the skills required to communicate with an audience through movement and expression. This will be achieved through performance, choreography and analysing a range of dance forms and styles.

Course Outline

Students will cover a wide range of Dance styles from different cultures, time and places, up until modern movements including Contemporary and Hip Hop.

Semester 1

- Term 1: Dance Through Time
- Term 2: Dance Around the World

Semester 2

- Term 3: Storytelling/Identity
- Term 4: Performing Arts Industries

Semester 3

- Term 1: Focus on the Story
- Term 2: Decoding Dance

Assessment

Students will be assessed on presenting and creating works, and analysis and evaluation of own and others works.

Subject Requirements

Dance uniform

- Black leggings
- USB

Career Pathways

Careers supported by taking this subject are extensive. Throughout the 9/10 program students explore the roles of performers, teachers, critics and those within the fitness industry.

Digital Technologies (Elective Subject)

Subject Code: DIG

Prerequisites: Nil

Additional Subject Fee: Nil

Course Overview

- to develop students' knowledge, understanding and skills in computational thinking and engaging students in more specialized programs in preparation for their learning in senior secondary years.
 - students will learn to automate tasks and analyse and manipulate data, to understand what happens when instructions do not match their intention, seeking ways to correct their display of information.
 - students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types.
 - students interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes.
-

Course Outline

Students use a range of generic and innovative software to understand computer logic, digital elements, trends in technology, audience needs, ethics, copyright and ownership. Students focus on coding, learning a range of languages including JavaScript, HTML, and Python.

Topics covered: algorithms, programming/coding, web design, information systems, data analysis.

Assessment

Projects and responses using computers and software. This includes word processing, PowerPoint presentations, web pages, game software etc. Most computer tasks will be constructed so that they are completed in class.

Projects could include individual or group work, presentations, peer assessment of presentations, diagrams, responses to stimuli and presentation of printed and digital documents. An in-class portfolio of tasks completed is also used to determine overall standard of achievement.

Subject Requirements

Nil

BYOD program Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device. Minimum of Intel 5 processor.

Career Pathways

Leads to further study in the subjects of Digital Solutions and Senior ICT.

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Drama (Elective Subject)

Subject Code: DRA

Prerequisites: Nil

Additional Subject Fee: Excursion costs may arise

Course Overview

Drama focuses on students expressing and communicating understandings about human issues and experience through the enactment of real and imagined events. While interacting in a range of roles, relationships and situations, students of Drama investigate actions and consequences. The subject allows students to develop confidence and self-awareness as they collaborate to prepare and present drama.

Course Outline

Year 9

- elements of drama
- improvisation
- script writing
- text interpretation
- exploring forms, styles and conventions
- theatre of the world
- analysing
- performance skills
- mask making

Year 10

- elements of drama
- script writing
- acting skills
- performance skills
- text interpretation
- Shakespeare
- stage design
- directional vision
- analysing
- costume design

Assessment

The following is an indication of typical assessment items:

Year 9

- Scripted performance
- Improvised performance
- Script writing
- Performance analysis
- Character development

Year 10

- Heritage scripted performance
- Contemporary scripted performance
- Directing Folio
- Performance analysis

Subject Requirements

Own 'theatre blacks' (black long pants and shirt for assessment). Teamwork is an essential part of this subject, thus the ability to work co-operatively in groups is an important attribute of students of Drama.

Career Pathways

As a result of undertaking further studies in drama, students may be interested in pursuing a career in theatre. Drama is also an appropriate preparation for such tertiary courses as journalism, teaching, law and communications and for careers in the advertising and public relations field.

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Economics and Business (Elective Subject)

Subject Code: ECB

Prerequisites: Nil

Additional Subject Fee: Nil

Course Overview

- to build students' understanding of the world of business within the global economy and how this affects standards of living and economic performance/ decision-making.
 - to build knowledge of business contexts, terms, business records and business language in preparation for senior business studies.
 - provide students the opportunity to explore the concepts of being interdependent participants in the global economy of finance, investing and government decision making.
 - to build understanding of the different aspects of being involved with business as owner, manager or employee, as well as importance of innovation in a rapidly-developing world economy.
-

Course Outline

Managing financial responsibilities/risks and rewards, competing as a business in the global economy, competitive advantage, introduction to accounting, economic performance and standards of living, business venture.

Assessment

Assignments, exams, group work and presentations. Assessment may include knowledge tests, responses to stimuli and business reports. Students will be required to prepare projects and responses using computers and software involving word processing, spreadsheets, and PowerPoint presentations.

Subject Requirements

Nil

BYOD program Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device.

Career Pathways

Leads to further study in subjects such as accounting, business, business studies, and Certificate II Workplace Skills.

Engineering Skills Design and Technologies (Elective Subject)

Subject Code: EDT

Prerequisites: Nil

Additional Subject Fee: \$55 consumables fee in Year 9 and
\$50 in Semester 1 Year 10

Course Overview

To introduce students to practical skills and associated theory involved in:

- sheet metalwork
 - fitting and fabrication
 - metal turning
 - art metalwork
 - welding
-

Course Outline

Integrated with the areas of study listed above are:

- safety
- workshop graphics
- project planning and design
- surface finishing

Examples of projects completed in this subject are:

- metal artwork
- carryall/toolbox
- brazier
- copper work
- hacksaw
- bird feeder

Assessment

A range of projects, workshop theory, graphics folio and practical exams.

Subject Requirements

Students are expected to adhere to all safety requirements. Shoes with leather uppers (school formal shoes), safety glasses and ear plugs are required at all times for safety reasons. The textbook office sells recommended equipment. Students are required to purchase 1H and 2H pencils and an eraser.

BYOD program Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device.

Career Pathways

Building trades, Plumber, Instrument Fitter, Spare parts Salesperson, metal trades, Technician, motor trades.

Food Specialisations (Elective Subject)

Subject Code: TFD

Prerequisites: Nil

Additional Subject Fee: A consumables charge of \$80 in Year 9 and \$50 in Semester 1 Year 10 to cover cost of ingredients for demonstrations and group work activities.

Course Overview

Food Specialisations aims to develop the student's knowledge and skills associated with food selection and preparation. It offers the opportunity to apply design creatively in food selection and production.

Course Outline

Year 9 Semester 1, Year 9 Semester 2, Year 10 Semester 3

Unit 1: Nuts about Nutrition

- Focus on nutrition models and recommendations
- Impact of teenage food choices on their health
- Producing nutritious and appetising foods

Unit 2: Snack Attack

- Problem solving using the design process
- Focus on sustainable packaging and meeting customer needs
- Producing lunchbox and school canteen snacks

Unit 3: Food on the Run

- Exploring cooking techniques and food properties
- Are there really superfoods?
- Preparing a range of breakfast and 'on trend' foods

Unit 4: What's for Dinner?

- Designing meals for a family
- Portion sizes vs serving sizes
- Prepare a variety of nutritious dinner dishes

Unit 5: Marketing Madness

- Exploring textile characteristics and potential materials
- Creative selection and production of textile items
- Considering a theme to create a textile product

Unit 6: Around the World

- Exploring food history, cuisines and culinary techniques
- Learning about indigenous ingredients and culture
- Preparing dishes from a variety of cuisines using specialist ingredients and tools

Assessment

Students demonstrate evidence of their learning over time in relation to the assessable elements through:

- Design task
- Practical work and planning
- Exam

Subject Requirements

Students will be required to provide ingredients for individual cookery. Students will be given at least one week's notice of ingredients required. An apron will be provided. A container and workplan are required for practical lessons.

Career Pathways

Baker, Chef, Dietitian, Nutritionist, Sports Nutritionist, Food Scientist, Food Studies Teacher, Kitchen Garden Teacher, Food Editor, Food Photographer, Health Promotion Officer, Food Historian, Culinary Tour Leader, Development Chef, Restaurant Manager and other careers in food, nutrition and media.

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Furnishing Skills Design and Technologies (Elective Subject)

Subject Code: FDT

Prerequisites: Nil

Additional Subject Fee: \$80 consumables fee in Year 9 and
\$70 Semester 1 Year 10

Course Overview

To introduce students to practical skills and associated theory of:

- design
 - woodworking
 - furniture making
 - plastics
 - laser cutting and engraving
-

Course Outline

Integrated areas of study:

- safety
- workshop graphics
- project planning and design
- surface finishing
- laser cutting technology

Possible projects:

- sliding lid box
- toy
- camp stool
- clock
- serving tray

Assessment

A range of projects, workshop theory and graphics folio, as well as practical exams.

Subject Requirements

Students are expected to adhere to all safety requirements and wear shoes with leather uppers in the workshop. Students are required to purchase 1H and 2H pencils and an eraser.

BYOD program Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device.

Career Pathways

Building Contractor, Building Inspector, Craftsperson, Furniture Maker, Furniture Polisher, Joiner, Saw Doctor, Toy Maker, Upholsterer

Geography (Elective Subject)

Subject Code: GEG

Prerequisites: Nil

Additional Subject Fee: There are no set additional costs involved in the study of Geography but during the year students will be required to participate in practical field studies (one day or part of a day) that will incur an excursion fee.

Course Overview

To provide students with better knowledge and understanding of the world around them. This included countries, natural landforms, natural disasters, weather and the importance of combatting climate change.

- To provide students with a broad range of geographical skills including locating and evaluating information, reading maps, using Geographical Information Systems (GIS), completing field sketches, climate graphs, designing and formatting a range of graphs and engaging in field trips.
 - To prepare students for the world of work by providing relevant geographical and communication skills.
-

Course Outline

Year 9

- Biomes
- Food security (the environment, agriculture and climate)
- Geography of interconnections (trade and multinational corporations)

Year 10

- United Nations and refugees
- Demographic challenges
- Geographies of wellbeing
- Coastal management

Assessment

In Year 9 and 10 Geography, quality assessment is a key focus of the course. Students are required to complete one assessment per term across a range of assessment styles e.g. assignments, reports, in-class exams and presentations.

At the completion of each term, students will be issued with a report for Geography that outlines their progress at that time.

Subject Requirements

Nil

Career Pathways

In recent years there has been a significant increase in the number and range of jobs and careers that are linked to the study of Geography.

Employers are also aware of the many skills that geographers have and the usefulness of these skills in a wide range of careers. Possible occupations include: Geologist, Coastal Management, Emergency Management, Wildlife Conservationist, Cartographer, Farmer, Landscape Architect, Teacher, Heritage Officer, foreign affairs, Defence (military planner), National Park Ranger, Urban Planner, Marine Biologist and many more.

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Industrial Graphic Skills (Elective Subject)

Subject Code: IGS

Prerequisites: Nil

Additional Subject Fee: \$70 consumables fee in Year 9 and
\$35 Semester 1, Year 10

Course Overview

To learn different ways to communicate graphically using drawing equipment and computers. These skills are used to solve various graphic design problems. Students will make prototypes of their design using advanced manufacturing machines including 3D printers, laser cutters and CNC routers.

Course Outline

The areas of study embraced by the Australian Curriculum are:

- Computer Aided Drawing (CAD, AutoCAD, Inventor, Rivit)
- 2D and 3D presentations
- Computer Aided Manufacturing (CAM)

Assessment

Progressive and involves in-class assignments and some class exams (theory and practical)..

Subject Requirements

Students are to provide their own pencils, one 2H and one H, as well as an eraser. All drawing equipment is provided. Minimum of an 8 GB USB is required specifically for this subject.

BYOD program Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device. Minimum of Intel 5.

Career Pathways

A knowledge of graphics is **vital** for all trades and helpful in many others particularly those which rely on drawing interpretation. A good grasp of graphical communication skills will put you at a definite advantage in the workforce.

Graphics is very important in the following occupations:

Advertising agency, Architect, Bricklayer, Commercial graphics, Construction, Design office magazine layout, Draftsman, Electrician, Engineer, Manufacturing, Excavation, Fashion Designer, Furnishing, Packaging design, Painter, Plumber, Printer, Publisher, Site Foreman.

Media Arts (Elective Subject)

Subject Code: MED

Prerequisites: Nil

Additional Subject Fee: A \$20 consumables fee Year 9 and Year 10

Course Overview

In Media Arts, students use communications technologies to creatively explore, design and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

Course Outline

Content descriptions in Media Arts reflect the interrelated strands as per the following:

- *Creating and making* includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions
- *Exploring and responding* includes exploring, responding to, analysing and interpreting artworks
- *Presenting and performing* includes responsible media arts practice and use of [media arts concepts] and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences to [communicate ideas, perspectives and/or meaning] and present their work to an audience.

Year 9

- Introduction to Media Arts & production
- Gaming culture
- Storyboarding
- Character & game design
- Game analysis
- Filming and editing techniques
- Music videos
- Scene & video analysis
- Photography

Year 10

- Animation creation & analysis
- Suspense Unit
- Genre codes and conventions
- Filming and editing techniques
- Film analysis & evaluation

Assessment

Year 9

Making:

- Design and production of short films and music videos

Responding:

- Game analysis & design
- Podcasting
- Exam on PSA's

Year 10

Making:

- Design and production of a short animation
- Create a thriller sequence

Responding:

- Animation analysis & evaluation

Subject Requirements

- USB or portable hard drive
- Computer that can handle Adobe Suite (memory and hard drive)
- 32GB SD card (San Disk Ultra) with SD card reader

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Music (Elective Subject)

Subject Code: MUS

Prerequisites: Nil

Additional Subject Fee: A \$20 consumables fee Year 9 and Year 10.

Course Overview

Music is both creative and academic in its approach and is designed to further develop the student's musical knowledge and understanding, appreciation, performance and music writing skills gained in Year 8. The strands of study within this subject include exploring and responding; developing practices and skills; creating and making; and presenting and performing.

This course is an excellence progression for students who have completed our 7 and 8 Music Excellence program. Throughout the three semesters, these students will continue to be extended and develop knowledge and skills that will prepare them well for our Senior Music and Music Extension courses. This course is also an option that works as a progression from the Year 8 Music rotation as there is no pre-requisite and allows for students to continue to develop their performance, listening and creating skills.

Course Outline

Students will cover a wide range of musical styles and genres included in the areas of study. A substantial amount of class time is given to practical work. Students will have the opportunity to develop significant skills in performance and sight-reading on a variety of instruments including guitar, drum kit, and keyboard. Those who play orchestral instruments will be given opportunities to use them and further develop performance skills during practical lessons. Vocal ensemble work is also an integral part of the course, though students will not be obliged to sing solo in class.

Year 9 Semester 1

Unit 1

- Music 101

Year 9 Semester 2

Unit 2

- The Evolution of Popular Music

Year 10 Semester 3

Unit 3

- Song Writing

Assessment

Students will be assessed on the interrelated strands below:

- **Exploring and responding** – analysis of ways composers and performers use the elements of music and compositional devices to engage audiences; evaluation of how music in a range of styles and across cultures times, places communicate ideas, perspectives and meaning and evaluation of how music is used to celebrate and challenge perspectives of Australian identity.
- **Creating and making** – demonstration of listening and aural skills relevant to the styles and contexts in which they are working and manipulation of the elements of music and use of compositional devices to communicate ideas, perspectives and meaning in compositions.
- **Presenting and performing** – application of knowledge of styles and forms when performing their own and others' music and demonstration of listening and aural skills relevant to the styles and contexts in which they are working and appropriate vocal and instrumental techniques and performance skills when performing music for audiences.

Subject Requirements

Provide own headphones.

It is NOT necessary for students to be able to play piano or an orchestral instrument in order to successfully undertake Music in Years 9 and 10 as classroom instruments (e.g. electronic keyboard, drum kit and guitar) will be taught and may be used throughout the course as the main performance instruments.

Career Pathways

Careers in Music are many and varied and include Teacher, Audio Technician, Instrument Maker/Repairer, Journalist, Music Composer, Performer, Piano Technician/Tuner, Producer, Publisher, Retailer, Songwriter, Therapist.

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School-based Apprenticeships and Traineeships (Year 10 only)

Subject Code: SAT

Prerequisites: Nil

Additional Subject Fee: Nil

Course Overview

School-based apprenticeships and traineeships (SATs) allow high school students in Years 10, 11 and 12 to work for an employer and train towards a recognised qualification, while completing their secondary schooling and studying for their QCE and/or an ATAR.

School-based apprenticeships and traineeships (SATs) are perfect for high school students who want to get a head start on their career. SATs allow high school students to combine school and training with working in a real job, with a real boss, for a real wage. To be enrolled into a SAT, students must be enrolled at a school and be in Year 10 or above.

Benefits of a SAT

- **More flexibility and variety**

The variety provided by SATs can have enormous benefits for young people who prefer hands-on learning to traditional schooling pathways.

- **Head start in a career**

Young people employed as school-based apprentices and trainees develop workplace skills, knowledge, confidence and have a competitive edge when applying for jobs. A SAT can lead directly to full-time employment once a student has left school.

- **Nationally recognised qualifications with a workplace component**

All school-based apprentices and trainees participate in vocational training that contributes to a Certificate III vocational qualification which can count towards the student's Queensland Certificate of Education (QCE). A completed Certificate III qualification generally attracts eight QCE points.

- **An opportunity to learn and earn**

School-based apprentices and trainees are paid while they learn workplace skills, gain confidence, and adapt to a work environment. It gives the student the opportunity to put skills learnt at school into practice in a real work environment.

The key to gaining a SAT is in the student finding an employer. Generally, this is achieved through one of four methods:

1. Completion of Work Experience
2. Converting part-time employment into a SAT
3. Following up on opportunities advertised by the Careers Office – Positions Available List emailed weekly
4. Taking advantage of your family network.

Please contact our school's Careers Office if you have any questions or require additional information

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Visual Arts (Elective Subject)

Subject Code: ART

Prerequisites: Students must be prepared to complete practical work outside class hours. The theory component of this course requires a good understanding of written language.

Additional Subject Fee: \$55 consumables fee in Year 9 and
\$40 consumables fee in Semester 1 Year 10

Course Overview

Through this course the students will:

- explore and experiment with practical content related to Visual Art
 - represent their ideas, thoughts, feelings and observations of the world in visual ways
 - be exposed to a variety of art media and materials
 - develop technical skill in art disciplines such as painting, drawing, photography, sculpture and ceramics
 - view artwork from different cultures and historical perspectives
-

Course Outline

Students study one unit of work per term involving preliminary tasks and activities relating to two and three-dimensional art disciplines.

Tasks include Pop Art sculpture, hard-edge pattern painting, illustration, painted ceramic sculpture, environmental sculpture and pastel portraiture. The study of visual art theory is a key component of this subject.

Assessment

- research and experimentation
- documentation in a visual journal and PowerPoint presentation
- a major practical artwork per unit of study
- a written assignment (year 9)
- written exam- art analysis (year 10)

Subject Requirements

Students should expect to devote some time outside class time to the completion of practical and theoretical tasks. Art rooms are open during first break for this purpose. All students must have basic art equipment which includes:

- 2 x 2B pencils
 - 1 x soft white eraser
 - A basic set of coloured pencils
 - Sharpener
 - Set of paint brushes – available from the Textbook Office
-

Career Pathways

Advertising, archaeology, architecture, cartooning, decorating, digital media, fashion, film, fine arts, gallery, graphic design, industrial design, interior design, museum, photography, publications, television, teaching and theatre.

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Diverse Learners Support Program

Subject Code: DLP

Additional Subject Fee: Students may participate in activities such as excursions, community access and sport. Costs are shared between the parent and the Diverse Learners' Support Program.

Program Intention

Centenary Heights State High School is committed to providing every student with the opportunity to learn the Australian Curriculum outlined by ACARA. Through our Diverse Learners Program, support is provided for students in the school who require curriculum engagement support and adjustments in order to assist them to access the teaching, learning and assessment for the subjects they are in.

The program is led by the Deputy for Diverse Learning and Head of Department for Diverse Learning and is staffed with core teachers and teacher aides who work closely with other staff from across the school, including classroom teachers, year level DPs, Guidance Officers, EALD HOD, HOYs, SBYHN, Youth Support Co-ordinator etc.

Prerequisites:

The level of support a student receives is indicated by their degree of need. This is determined by a range of data and assessment tools, including meeting the criteria set forth in the DDA (Disability Discrimination Act) and NCCD (Nationally Consistent Collection of Data).

All students supported through the DLP will have a Personalised Learning Record that outlines strategies for support within classrooms, tracks student progress and is a record of the adjustments and intervention the student has accessed.

Program Outline

The assistance the DL team offers is customised to individual student need and in negotiation with parents/carers and students. This can include, but is not limited to:

- Access to a Case Manager who acts as liaison between mainstream teachers and parents, and supports and advocates for the student when necessary.
- Assessment adjustments and supports - including assistance with senior access arrangements and reasonable adjustments (AARA).
- The delivery of intervention programs – both in terms of literacy/numeracy intervention and wellbeing and engagement.
- The implementation of Individual Curriculum Plans for identified students working at below or above year level.
- Curriculum support classes.
- Additional in-class support provided in mainstream classes by teacher aides or Diverse Learners teachers – this varies according to need and resources available.

Overall, the intention of the Diverse Learners Program is to layer support around young people as they negotiate their time at school. Our hope is that, with adjustments, students will grow in independence and successfully transition from school into the wider community.

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