CENTENARY HEIGHTS
STATE HIGH SCHOOL

Safety - Respect - Learning

Year 9/10 Curriculum Information 2025

TABLE OF CONTENTS

Year 9 and Semester 1 Year 10 Subject Guide

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) Agricultural Science; Basketball Specialisation; Chinese; Dance; Digital Technologies; Drama; Economics and Business; Food Specialisations; Furnishing Skills, Design and Technologies; Robotics and Advanced Manufacturing; Geography; Industrial Graphics Skills; Maths, Science, Engineering and Technology Enrichment; Media Studies; Music; Visual Art

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 Ag 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
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
Humanities	Humanities	History Geography	Ancient History Geography Legal Studies Modern History Social and Community Studies	Ancient History Geography Legal Studies Modern History 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	Design and Technologies Food and Fibre	Food Specialisation Furnishing Skills, Design and Technologies Robotics and Advanced Manufacturing Industrial Graphics Skills	Construction Pathways Engineering Pathways Hospitality Industrial Graphics Skills	Engineering Skills Furnishing Skills Industrial Graphics Skills Certificate II Construction Pathways Certificate II Engineering Pathways Certificate II in Hospitality
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

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.

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

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

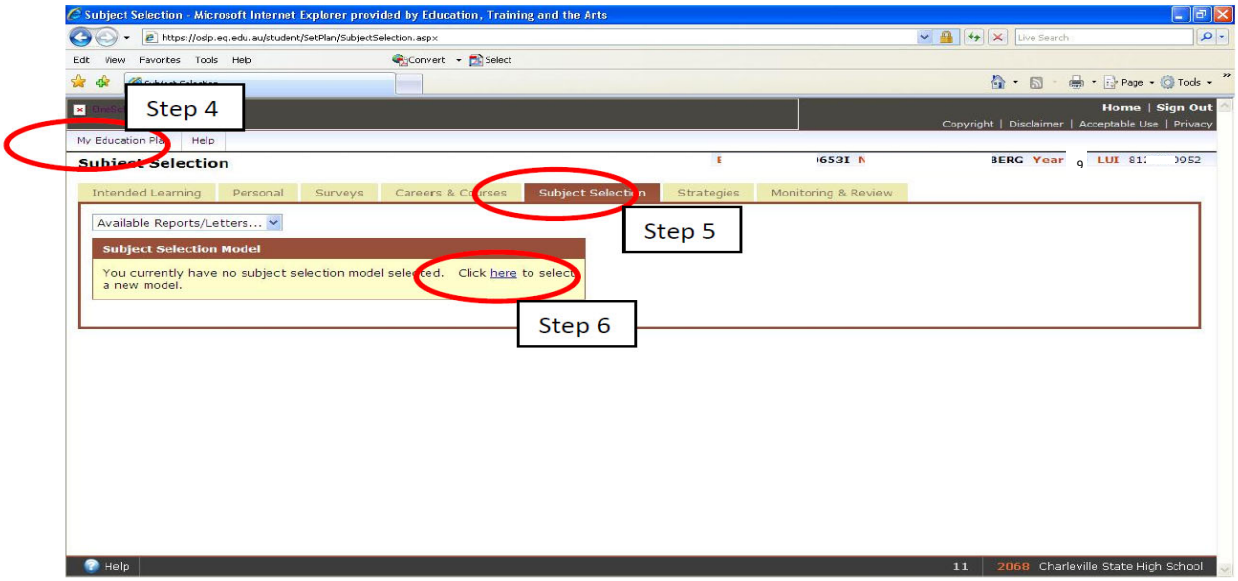
Students must meet literacy and numeracy requirements through one of the available learning options.

More information

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

2025 – 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



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.

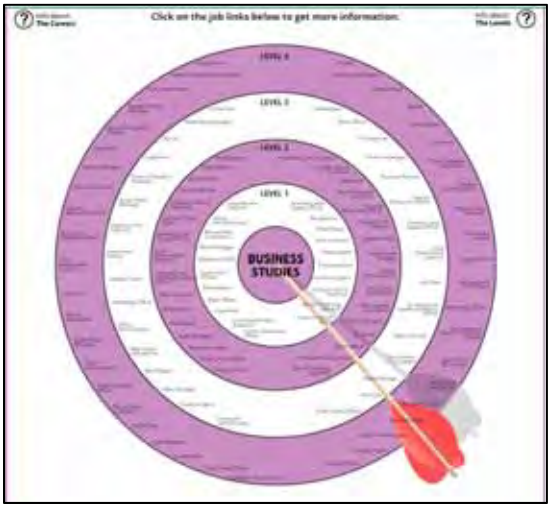
If you follow these guidelines and ask for help when you need it, you should come up with a study program that is appropriate for you and that you will enjoy.

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.centheigshscareers.com.

- Follow this up by exploring the Career Targets https://www.centheigshscareers.com



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.

Subject name **Advanced Manufacturing and Electronics**

Subject code AME

Additional subject cost $80 consumables cost in Year 9 and $50 in Semester 1 Year 10.

Prerequisites Nil

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 Make it move - Design and build a take home pinball machine
Unit 2 Make it move – Design, prototype and test fly drones
Unit 3 Product design – Flat pack lampshades and metal fabrication

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 opportunities

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

Subject name **Agricultural Science – Junior**

Subject code AGT

Additional subject cost: A $15 consumables fee

$10 per term bus fees for travel to Wilsonton Agricultural Field Studies Centre (User pays)

Prerequisites Nil

Course overview The contemporary agriculture sector offers career opportunities that include science, business, tourism, design and engineering. The Year 9/10 Agricultural Science course is designed to provide a basic understanding of the relationships between plant, animals, humans and the environment. Students will gain an understanding of the food industry whilst developing their communication, leadership, management and technology skills. The course places considerable emphasis on practical work, which is conducted at the Wilsonton Agricultural Field Studies Centre.

Course outline

Major units of study include:

- agriculture industries – local and worldwide
- animal husbandry
- plants
- chemical safety
- machinery and technology
- Workplace Health and Safety

The practical work in which students will be involved include:

- handling of animals competently and safely
- safely maintaining and operation of equipment
- handling chemicals safely
- recording and presenting observations accurately
- observing animal and plant systems

Assessment These may include written tests, assignments and projects, as well as completion of practical tasks.

Subject requirements Work will involve both theory at school, practical work at school and the Wilsonton Agricultural Field Studies Centre and field trips/excursions. Students are required to travel to and from the Wilsonton Agricultural Field Studies Centre during their breaks and are required to wear a hat during these sessions. Shoes with impervious uppers are required for safety reasons. Activities within the course may be considered high/extreme risk and parental permission will be sought for each of these types of activities.

Career opportunities Agricultural Science may lead to careers in agricultural research (scientist), animal industries, seed and grain industries, pastoral companies, veterinary science, teaching, government departments (e.g. Primary Industries, Natural Resource Management, Department of Environment and Resource Management), banks and financial sectors, and horticultural industries.

Subject name	**Basketball Specialisation**
Subject code	BSP
Additional subject cost	$45 for training singlet
Prerequisites	Nil

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 Opportunities	Athlete, sports coach/trainer/administrator, sports psychologist, referee, teacher, sports nutritionist

Subject name **Chinese (Mandarin)**

Subject code CHI

Additional subject cost 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 $45 per event

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

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, and will be assessed by a variety of activities including exams

Subject requirements Nil

Career opportunities 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.

Subject name **Dance**

Subject code DAN

Additional subject cost Nil

Prerequisites 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. Class work will consist of both practical and theory components.

Term 1

- Dance through time

Term 2

- Dance around the world

Semester 2 (Terms 3 and 4)

- Technique through storytelling (contemporary)

Semester 3

- Dance for fitness
- Dance as fusion

Assessment Students will be assessed in each of the areas of Making (Performance and Choreography) and Responding. Through these assessment items students will display their knowledge and understanding of technical and expressive skills while also considering safe dance practice. Students will explore how the use of production elements can assist in communicating a concept or emotion. Performance is an essential aspect of the course

Subject requirements Dance uniform

- Black t-shirt
- Black leggings

USB

Career opportunities Careers in Dance are many and varied and include performer, choreographer, fitness instructor, teacher (primary to tertiary), theatre critic, therapist.

Subject name **Digital Technologies**

Subject code DIG

Additional subject cost Nil

Prerequisites Nil

Course overview

- to develop students' knowledge, understanding and skills in computational thinking and engaging students in more specialised 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

Topic 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 A USB of at least 16GB, display folder with plastic pockets and a pair of earphones/ headphones are required.

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

Subject name **Diverse Learners Support Program**

Subject code DLP

Additional subject cost 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 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 coordinator, HOYs, SBYHN, Engagement Officer 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.

Subject name **Drama**

Subject code DRA

Additional subject cost Excursion costs may arise

Prerequisites Nil

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, situations and contexts, students of Drama investigate feelings, actions and consequences. The subject allows students to develop confidence and self-awareness as they collaborate to prepare and present drama. Students also develop understanding of the forms, styles and purposes of drama in various contexts.

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
- directorial vision
- analysing
- costume design

Assessment The following is an indication of typical assessment items:

Year 9

- individual/small group performances of scripted texts
- improvisation
- script writing
- performance analysis
- character development

Year 10

- individual/small group performances of published scripts
- performance analysis
- dramaturgy's folio

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 opportunities 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.

Subject name **Economics and Business**

Subject code ECB

Additional subject cost Nil

Prerequisites 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 A USB of at least 8GB, display folder with plastic pockets and privately-owned earphones/headphones are also required.

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

Career opportunities Leads to further study in subjects such as Accounting, Business, Business Studies, and Certificate II Workplace Skills.

Subject name **Engineering Skills Design and Technologies**

Subject code EDT

Additional subject cost A $55 consumables fee in Year 9 and $50 in Semester 1 Year 10

Prerequisites Nil

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 opportunities

- building trades
- instrument fitter
- metal trades
- motor trades
- plumber
- spare parts salesperson
- technician

Subject name **English**

Subject code ENG

Additional subject cost Nil

Prerequisites 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

Aussie Icons (Term 1)

- Students engage with a range of literary texts to develop an understanding of Australian identity then create a multimodal presentation to persuade the Australia Day Council about an addition to a list of Australian icons.

Imaginative Response to Film (Term 2)

- Students engage with a range of narrative texts to write a compressed narrative that fills a gap or silence in a film.

Year 9 - Semester Two

Documentaries (Term 3)

- Students view a range of documentaries and write a review that analyses how film codes are used to influence audiences.

Novel Study (Term 4)

- Students will examine an author's use of narrative techniques by analysing a novel, exploring how themes of personal identity are represented

Year 10 - Semester One

Dystopian World (Term 1)

- Students explore the concept of dystopia and create their own dystopian narrative.

Romeo & Juliet (Term 2)

- Students analyse Shakespeare's *Romeo & Juliet* and write an analytical essay in response to a seen question.

Year 10 - Semester Two

Students have opportunities to select from the following Semester Two subjects:

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

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

Subject requirements Nil

Career opportunities Entry to most university courses requires a sound achievement in English and/or Literature.

Subject name **Food Specialisations**

Subject code TFD

Additional subject cost A consumables charge of $50 in Year 9 and $25 in Semester 1 Year 10 to cover cost of ingredients for demonstrations and group work activities.

Prerequisites Nil

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 opportunities 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.

Subject name **Furnishing Skills Design and Technologies**

Subject code FDT

Additional subject cost An $80 consumables fee in Year 9 and $70 Semester 1 Year 10

Prerequisites Nil

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 opportunities

- building contractor
- building inspector
- craftsperson
- furniture maker
- furniture polisher
- joiner
- saw doctor
- toy maker
- upholsterer

Subject name **Geography**

Subject code GEG

Additional subject cost 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.

Prerequisites Nil

Course Overview

- To provide students with better knowledge and understanding of the world around them. This includes 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 Opportunities 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 conservation, cartographer, farming, landscape architect, teacher, heritage officer, foreign affairs, defence (military planner), national park ranger, urban planner, marine biologist and many more.

Subject name **Health and Physical Education**

Subject code HPE

Additional subject cost Nil

Prerequisites A positive attitude towards physical exercise is essential.

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: Net Life
Practical unit about movement skills in Tennis and Badminton.
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 opportunities Allied health, rehabilitation science, nurse, fitness instructor, police, recreation industry, sports coach/trainer/administrator, sports journalist, teacher, sports nutrition.

Subject name **History**

Subject code HIS

Additional subject cost Nil. 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.

Prerequisites Nil

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 students 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 opportunities 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.

Subject name **Industrial Graphics Skills**

Subject code IGS

Additional subject cost $70 consumables fee in Year 9 and $35 in Semester 1, Year 10

Prerequisites Nil

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 opportunities 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
- bricklaying
- commercial graphics
- construction
- design office magazine layout
- draftsman
- electrician
- engineering
- manufacturing
- excavation
- fashion design
- furnishing
- packaging design
- painting
- plumbing
- printing
- publishing
- site foreman

Subject name **Mathematics**

Subject code MAT

Additional subject cost 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 calculators students will be using in Senior Mathematics. This brand of scientific calculator may be purchased from the school textbook office for $25.

Prerequisites Nil

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 opportunities 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.

Subject name	**Maths, Science, Engineering and Technology Enrichment**
Subject code	MET
Additional subject cost	A $20 consumables fee Participation in the Science and Engineering Challenge at the University of Southern Queensland approximately $20 (user pays).
Prerequisites	Minimum of C+ in Maths, English and Science for Semester 1 of Year 8 (reviewed at the end of Semester 2 to ensure result is maintained).
Course overview	In this course students are given the opportunity to study STEM topics in addition to the National Curriculum. Students will develop their critical thinking, enhance their problem-solving skills and use these to come up with creative ways to conduct experiments.
Course outline	As this subject aims to elaborate on mathematics, science and digital technologies curriculum in Year 9 and 10 many of the topics will be negotiated between the teacher and students. Typically, concepts will be integrated into units. The development of investigative, research, and communication skills will be a major emphasis in all units. Students will be required to engage in a range of learning experiences which broaden their knowledge and skills e.g. Science and Engineering Challenge, Science and Technology Fair, and University of Southern Queensland Scientific Investigation Awards. Accordingly, significant time will be utilised in class to prepare for these events.
Assessment	This will involve the completion of assignments, laboratory work, projects and exams.
Subject requirements	As ambassadors, students will be expected to represent the school in Mathematics, Science and Technology competitions.

Subject name **Media Arts**

Subject code MED

Additional subject cost Nil

Prerequisites Nil

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 of Making and Responding.

- *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
- *Responding* includes exploring, responding to, analysing and interpreting artworks

Year 9

- introduction to Media Arts
- introduction to production
- gaming culture
- storyboarding
- character design
- game analysis
- filming and editing techniques
- music videos
- scene analysis
- advertising and promotion

Year 10

- animation
- thriller and suspense films
- genre codes and conventions
- filming and editing techniques
- film analysis
- analysis and evaluation of representations

Assessment

Year 9

Making:

- design and production of short films and music videos

Responding:

- analysis of advertisements
- game analysis and podcast response

Year 10

Making:

- design and production of short animation of social issues

Responding:

- short animation analysis

Subject requirements

- USB or portable hard drive
- minimum 16GB SD card (preferably SanDisk Class 10, not MicroSD)
- computer that can handle Adobe Suite (memory and hard drive)
- wired headphones
- SD card reader if computer does not include one

Subject name **Music**

Subject code MUS

Additional subject cost A $20 consumables fee Year 9 and Year 10

Prerequisites Nil

Course overview The subject 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.

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.

Year 9 Semester 1	Year 9 Semester 2	Year 10 Semester 3
Unit 1	**Unit 2**	**Unit 3**
- Music Foundations	- Popular Music Then and Now	- Song Writing

Assessment Students will be assessed in the areas of Making (Composing and Performing) and Responding. Through these assessment items students will display their knowledge and understanding of music, aural skills, music literacy skills and performing skills (including techniques and musical interpretation).

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 (eg electronic keyboard, drum kit and guitar) may be used throughout the course as the main performance instruments.

NOTE: In class, students will have the opportunity to develop significant skills in performance and sight-reading on a variety of instruments including guitar, drum kit, keyboard, and xylophone. 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.

Career opportunities Careers in Music are many and varied and include audio technician, copyist, instrument maker, instrument repairer, journalist, librarian, music composer, performer, piano technician-tuner, producer, publisher, teacher (pre-school to tertiary), retailer, songwriter, therapist.

Subject name **Science**

Subject code SCI

Additional subject cost Nil

Prerequisites 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 opportunities 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.

Subject name **School-based Apprenticeships and Traineeships (Year 10 only)**

Subject code SAT

Additional subject cost Nil

Prerequisites 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.

Subject name **Visual Arts**

Subject code ART

Additional subject cost A $55 consumables fee in Year 9 and $40 in Semester 1 Year 10. Year 9 and 10 students may (schedule permitting) attend one excursion to Brisbane or Ipswich galleries costing approximately $30.

Prerequisites If this is the first time you have studied art other than in primary school or Year 8 you must be prepared to complete extra homework and to develop the design and production skills expected of Year 9 and 10 art students.

Course overview

- 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 such as inks, acrylics, pastels, canvas, clay etc
- develop technical skill in art disciplines such as painting, drawing, printmaking, photography, sculpture, ceramics etc
- be exposed to art from different cultures, historical perspectives, beliefs and values

Course outline Students study three units of work per semester in Year 9 and one unit of work per term in Year 10. They will complete preliminary tasks and activities relating to two and three-dimensional art disciplines such as drawing, painting, ceramics, printmaking, sculpture, illustration and mixed media. Tasks may include poster design, storybook illustration, still life, junk sculpture, pattern, collage, portraiture, ceramic sculptures, fantasy fish sculpture, lino printing and surrealist painting. Students generate ideas and develop designs into finished artworks. The study of visual art theory is a key component of this subject.

Assessment

- preliminary practical tasks and experiments
- idea development in your visual journal
- a major practical artwork per unit of study
  e.g. major painting, drawing etc
- a written assignment per semester of study

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

- 2 x 2B pencils
- 1 x soft white eraser
- a basic set of coloured pencils
- a basic set of felt pens
- set of paint brushes – available from the Textbook Office for cost price
- sharpener
- ruler

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