

Home Hill State High School

Years 9 and 10 Subject Handbook
2025



Home Hill State High School

Year 9 and 10 Subject Selection Guide

In Years 9 and 10, you have the opportunity to choose electives that align with your abilities and interests. These choices are crucial, as they not only prepare you for potential subjects in Years 11 and 12 but also help develop the knowledge and skills, you will need to enter the workforce.

When selecting your electives, it's important to prioritise your interests and not underestimate your potential. Consider the following when making your decision:

- **Interest:** Does this subject genuinely interest me?
- **Enjoyment:** Do I find this subject enjoyable?
- **Future Benefits:** Will this subject assist me in my future studies or career?
- **Capability:** Will I be able to meet the demands of this subject?

Common Pitfalls to Avoid

- Choosing a subject because your friends are taking it—or avoiding one because they aren't.
- Selecting a subject based on perceived difficulty (too easy or too hard).
- Deciding based on whether you like or dislike the teacher.
- Following gender stereotypes about which subjects are "typically" chosen by boys or girls.
- Being influenced by someone else's opinion about whether a subject is good or bad.

Other useful resources you may use to help make your decision

- www.myfuture.edu.au – Australia's National Career Information Service
- www.cqu.edu.au
- www.qtac.edu.au – the Queensland Tertiary Admissions Centre website provides information required for students wishing to further their study after school, and includes information on how students not eligible for an ATAR can gain entry into tertiary courses
- The QTAC Guide is useful for information on tertiary courses offered through QTAC
- The Tertiary Prerequisites book provided by QTAC to all Year 10 students

Understanding the Australian Curriculum resources

<https://www.australiancurriculum.edu.au/> – The Australian Curriculum Website

<https://www.youtube.com/watch?v=4Pnqn8fE2lw> – The Dimensions of The Australian Curriculum

<https://www.youtube.com/watch?v=dgefBna6n9s> – Talking the Australian Curriculum Review

If you need further assistance making your choice, please see the Deputy Principal, Heads of Department and/or your classroom teachers.

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Subject Information – 2025		
YEARS 7 & 8 Compulsory Subjects Optional Subjects	YEARS 9 & 10 Compulsory Subjects Elective Subjects	YEAR 11 General Applied Short Course Certificate Courses (VET) <i>These are the subjects offered in 2025 at HSHS. Subjects offered may change in the future.</i>
English	English Short Course in Literacy	English Essential English
Mathematics	Mathematics Short Course in Mathematics	Essential Mathematics General Mathematics Mathematical Methods
Science	Science Agricultural Technologies	Agricultural Practices Biology Chemistry Physics Science in Practice
Humanities and Social Sciences, including: <ul style="list-style-type: none"> • Civics & Citizenship • Economics & Business • Geography • History 	Humanities and Social Sciences <ul style="list-style-type: none"> • Civics & Citizenship • Economics and Business • History 	Accounting Business Studies Legal Studies Social & Community Studies
Health and Physical Education (HPE) HPE – Sports Excellence (Application required)	Health and Physical Education (HPE)	Sport & Recreation
Technologies, including: <ul style="list-style-type: none"> • Digital Technologies • Design and Technologies • Materials and Technologies Specialisations • Food Specialisations • Food & Fibre (AgriTECH) 	Technologies <ul style="list-style-type: none"> • Food Specialisations • Design and Technologies • Food & Fibre (AgriTECH) • Materials and Technologies 	Hospitality Practices Industrial Graphics Skills Industrial Technology Skills
The Arts, including: <ul style="list-style-type: none"> • Visual Arts • Drama Instrumental Music	The Arts <ul style="list-style-type: none"> • Drama • Visual Arts 	Visual Arts in Practice Drama in Practice
OTHER, Including: <ul style="list-style-type: none"> • STEAM • Social Emotional Learning (SEL) <small>(SEL includes wellbeing, respectful relationships and PBL foci. It is not assessed)</small>	SET, including: <ul style="list-style-type: none"> • Careers Education • Work Experience (Yr 10) • Cert I in Workplace Skills Languages (Via SDE)	SET, including: <ul style="list-style-type: none"> • Cert II in Skills for Work and Vocational Pathways • Career Education • Respectful Relationships Cert II Production Horticulture

ENGLISH

In years 9 and 10, students develop and justify their own interpretations of texts, such as poetry and novels. They create a wide range of texts to communicate complex ideas by experimenting with language, text structures and images.

Typically, students will:

- Read a range of challenging fiction that explores themes and issues.
- Compare and contrast ideas in different texts, justifying their own interpretations.
- Navigate and analyse online texts.
- Talk about the way they select language features and vocabulary when creating texts, explain different view points and perspectives using logical arguments.
- Create written and multimodal texts such as speaking to a prepared PowerPoint presentation.
- Edit and refine their own work and provide constructive feedback to peers.
- Design webpages that include sound, images and text.
- Plan, rehearse and deliver longer presentations with relevant and well-researched content.

MATHEMATICS

In years 9 and 10, students extend their knowledge of algebra, graphing and geometry, begin trigonometry of right-angles and work with probability and statistics.

Typically students will:

- Compare simple and compound interest
- Model practical situations involving surface areas and volumes of simple solids
- Apply ratio and scale factors to similar figures
- Formulate geometric proofs
- Interpret and compare datasets in statistics
- Explain the use of relative frequencies to estimate probabilities

Students are placed in mathematics classes suited to their career aspirations and abilities. In year 10 we offer Mathematics, Extension Mathematics, and a Short Course in Numeracy. These options cater to students who excel in challenging mathematical concepts, need preparation for advanced studies like Mathematical Methods, or seek practical skills in numeracy for their chosen career pathway.

SCIENCE

Students explore evidence for various scientific theories and develop viewpoints on the impact of scientific discoveries. Their investigations show increased attention to accuracy in measurement and collation of data, reliability of their data, and importance of evidence in their conclusions.

Typically, students will:

- Investigate body systems and ecosystems as examples of interdependent, interactive systems.

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- Investigate changes in our genes that affect both our characteristics and evolutionary history.
- Deepen their understanding of changes in chemical systems that can be caused by changes at the atomic level.
- Investigate how the wave and particle theory can explain the behaviour of light.
- Deepen their understanding of the physical laws of motion.
- Critically analyse and evaluate claims and approaches used to solve problems, while considering ethics involved and how people's lives might be affected.
- Critically consider the importance of science-based careers.

In semester two of year 10, students access the Science Curriculum, through targeted lesson delivery aimed at preparing students for Senior Schooling and their intended pathway. Students will choose either; Science or Agricultural Science in term 4. This unit of work will provide students with opportunities to explore, experience and learn knowledge, analytical and practical skills valued in a variety of agricultural settings.

HUMANITIES AND SOCIAL SCIENCES

In years 9 and 10, students are engaged in deeper, more complex thinking; as they use logic, ethical thinking and self-reflection as they question events and issues in the world.

In **History**, students investigate the ideals and developments in Europe and other regions, which shaped the modern globalised world, including wars, migration, rights movements and/or popular culture and environmental activism.

Civics and Citizenship

In years 9 and 10, Civics and Citizenship offers students the opportunity to deepen their understanding of Australia's democratic system, the role of law, and the ways in which citizens can actively participate in society. Students will explore how government, laws, and the judiciary operate at various levels, as well as the rights and responsibilities of citizens.

Typically, students will:

- Investigate the principles of democracy and the role of the Australian Constitution.
- Explore the Australian legal system, including the role of the courts and the importance of the rule of law.
- Analyse the significance of active and informed citizenship and how individuals can contribute to their communities and influence government decisions.
- Understand Australia's place in the global context, including its international obligations and relationships.
- Reflect on the importance of civic engagement and participation in democratic processes.

Economics and Business

In years 9 and 10, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a



familiar, unfamiliar and/or hypothetical personal, local or national economics or business issue.

Typically, students will develop:

- Develop skills that enable students to prepare documents and accounting records.
- Enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education

Students learn about the place of health and physical activity in a rapidly changing world. They learn to question what they see and hear, and take action to improve the health and wellbeing of themselves, their peers and their community.

Typically, students will:

- Learn how other people and places affect their health, safety and activity choices
- Learn about options for managing safety (including) CPR
- Understand positive relationships and what should be done when a relationship is not respectful
- Judge whether sources of health information are reliable and useful
- Propose ways to counter prejudice and prevent violence and harassment
- Use technology to make and track a personal fitness plan
- Explore the role that physical activity, outdoor recreation and sport play in the lives of Australians and how this has changed over time
- Draw upon their motivation, persistence and confidence when faced with physical challenges.

Sports Excellence Program

The Sports Excellence program at Home Hill State High School offers students the opportunity to excel in their chosen sports while enhancing their physical, mental, and emotional wellbeing. This program is designed for students who demonstrate excellent athletic ability, dedication, and a passion for sport. It provides specialised training, skill development, and opportunities for competition at various levels.

Typically, students will:

- Participate in advanced training sessions tailored to specific sports.
- Develop skills in leadership, teamwork, and sportsmanship.
- Learn about sports nutrition, injury prevention, and recovery techniques.
- Receive mentoring and guidance from experienced coaches and sports professionals.
- Set personal goals for athletic and academic achievements, balancing their sporting commitments with academic responsibilities.
- Be assessed against the Health and Physical Education standards through the Sports Excellence program, ensuring they meet both academic and athletic benchmarks.

Application Criteria

Students interested in the Sports Excellence program will meet the following criteria:

1. **Sporting Achievement:** Demonstrated success in school sports or community sporting events, with evidence of participation at District, Regional, or State level.
2. **Academic Performance:** Consistent academic performance, with the ability to balance sporting commitments and schoolwork effectively.
3. **Leadership and Sportsmanship:** Display of leadership qualities, positive attitude, and sportsmanship in both training and competition settings.
4. **Teacher/Coach Recommendation:** A recommendation from a teacher or coach who can attest to the student's dedication, skill level, and potential in their chosen sport.
5. **Application Process:** Completion of an application form, including a personal statement outlining the student's sporting goals, achievements, and reasons for wanting to join the Sports Excellence program at Home Hill SHS.

TECHNOLOGIES

Digital Technologies

In a world that is increasingly digitised and automated, it is critical that Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. In years 9 and 10 Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge.

Typically, students will:

- Develop knowledge and understanding of digital systems (a component of an information system) and how to manage risks.
- Understand how digital systems are transforming learning, recreational activities, home life and work and provide new ways of collaborating and communicating.
- Develop new skills such as computational and systems thinking.
- Experience authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.

Design and Technologies (DAT)

In years 9 and 10 students use Design and Technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities.

Typically, students will:

- Use a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views.
- Produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Food Specialisations

In years 9 and 10, students will investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

Typically, students will:

- Critically analyse factors that impact on designed solutions for global preferred futures, including social, ethical and sustainability considerations.
- Consider ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.
- A unit of study included in Food Specialisations is **Paddock to Plate**. The unit aims to create broader connections to the concepts of responsibility, sustainability and Indigenous perspectives.

Food and Fibre Production (AgriTECH)

In years 9 and 10, Food and Fibre Production blends Agriculture and technology to provide students with hands-on experience and theoretical knowledge of the agricultural industry. This subject explores modern farming practices, sustainability, and the impact of technology on food production. Students will develop skills in problem-solving, innovation, and practical application of agricultural techniques.

Typically, students will:

- Investigate sustainable agricultural practices and their importance in food security.
- Explore plant and animal production, including breeding, nutrition, and disease management.
- Learn about soil science, water management, and the environmental impacts of agriculture.
- Develop practical skills through activities such as growing crops, managing livestock, and using agricultural machinery.
- Understand the role of technology in improving agricultural productivity and sustainability.
- Engage with issues related to biosecurity, climate change, and the future of the agricultural industry.

Materials and Technologies Specialisations

Materials of all varieties are around us constantly. We use different materials in different ways based on their original properties, and the properties they have when combined or adapted.

Typically, students will:

- Study the properties of many materials, particularly different types of fibres, and the ways in which the materials can be combined to suit a purpose.
- Identify an issue in the local community and design and make a solution that addresses the real-world need or opportunity.
- Create a portfolio demonstrating their design process, including survey results, current solution ideas, materials to investigate and their own production management plan, with final plan constructed and evaluated.

THE ARTS

Drama

In years 9 and 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in dramas they devise, interpret, perform and view. They use their experiences of dramatic practices from different cultures, places and times to evaluate drama from different viewpoints.

Typically, students will:

- Extend the use of voice and movement to sustain belief in character.
- Refine and extend their understanding and use of role, character, relationships and situation.
- Maintain focus and manipulate space and time, language, ideas and dramatic action.
- Experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences.
- Draw on drama from a range of cultures, times and locations as they experience drama.
- Explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia Pacific region.
- Learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies.
- Learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work, as they explore drama forms.
- Explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama.
- Evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform.
- Maintain safety in drama and in interaction with other actors.
- Build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

Visual Arts

In years 9 and 10, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Art engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language.

Typically students will develop:

- Conceptual and perceptual ideas and representations through design and inquiry processes.
- Visual arts techniques, materials, processes and technologies.
- Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement.
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences.



- Confidence, curiosity, imagination and enjoyment.
- A personal aesthetic through engagement with visual arts making and ways of representing and communicating.

VOCATIONAL EDUCATION AND TRAINING (VET) PROGRAMS

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Home Hill State High School is a Registered Training Organisation and has several VET courses on our scope of registration.

Students in year 10 have the opportunity to complete BSB10120 Certificate I in Workplace Skills through their weekly SET lessons. A Certificate I in Workplace Skills provides a range of introductory skills and knowledge to provide individuals with an understanding of the business environment. This qualification reflects the role of individuals who have not yet entered the workforce, and are developing the necessary skills in preparation for work. Assessment is competency based and completed in a simulated business environment.

Refer to training.gov.au for specific information about the qualification.

LANGUAGES

Students in years 9 and 10 have the opportunity to study Languages through School of Distant Education (SDE) providers.

Typically, students will:

- Engage with the linguistic and cultural diversity of the world and it's peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.
- Experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Students can access 3 x 1 hour scheduled lessons during the week to complete tasks and assessment in accordance with the Work Rate Calendar. Lessons are delivered via Blackboard Collaborate and teleconferencing. Students are encouraged to undertake independent study through the SDE eLearn Blackboard course.

Students need to be aware that their elective line may not align with scheduled online classes and that they may need to listen to recordings and organise other times to speak to their SDE Languages teacher.

Any student wishing to study Languages through SDE must consult with the Deputy Principal or Head of Department.

QATSIF Scholarships for Aboriginal and Torres Strait Islander Students

QATSIF recognises the vital role that successful completion of schooling and the availability of opportunities through higher education have in building a foundation for employment and better quality of life. However, it is equally aware that the costs of senior education continue to increase significantly.

It is vital that the proportion of Aboriginal and Torres Strait Islander young people achieving the Queensland Certificate of Education (QCE) and Queensland Certificate of Individual Achievement (QCIA)* (for students with a disability) equates with their non-Indigenous counterparts. COAG strategies to increase Year 12 retention are being supported by the QATSIF Scholarship Scheme.

Under our Scholarship Program, QATSIF provides two-year scholarship funding to support students commencing in Year 11. QATSIF funds successful schools which then provide scholarships to individual students. The intention of the funding is to increase Aboriginal and Torres Strait Islander student retention in Years 11 and 12 rather than simply sustain existing retention rates, and funding has to be used to complement and build on existing school and community programmes and support for individual students.

Key Facts

- The QATSIF Scholarship Programs first intake of students commenced in 2010.
- In 2024, QATSIF launched its 15th Round of Scholarships.
- QATSIF currently supports around 4290 Queensland Aboriginal and Torres Strait Islander Year 11 and 12 students with their QCE and QCIA (For students with a verified disability) studies.
- To date, the number of Queensland secondary schools involved in QATSIF stands at over 400.
- These schools have administered scholarships to over 18,800 students.
- Around 7% of all Queensland's Aboriginal and Torres Strait Islander population have received a QATSIF Scholarship.



An eligible QATSIF Scholarship Applicant:

- is a person of Aboriginal and/or Torres Strait Islander descent who identifies as an Aboriginal and/or Torres Strait Islander, is accepted as such by the community in which he/she lives.
- is an Australian citizen and resident of Queensland.
- is enrolled at a Queensland school as a student OR has enrolment confirmed at a Queensland school.
- is in Year 10 or 11 in the year of application.
- intends to undertake and complete his/her Queensland Certificate of Education (* or Queensland Certificate of Individual Achievement for students with a verified disability) and has the ability and their school's confidence of fully completing their QCE* by their Year 12 Graduation.
- has current school attendance of 85% or more.
- is under age 35.
- is currently achieving A-C in English and a C or higher in other subjects in Year 10 or if currently in Year 11 must be "on track" to receive their QCE* by their Year 12 Graduation.
- demonstrates effort and behaviour of a C or above.
- participates in school activities which enhances his/her Aboriginal and/or Torres Strait Islander cultural identity.
- demonstrates willingness to fully participate in the life of the school and be a worthy role model for other students.

Student Eligibility Criteria

QATSIF relies on each school's official Census data for the confirmation of Aboriginality for QATSIF Scholarship Applicants. QATSIF advises schools to remind families of their obligations in terms of authenticity. In situations where a student identifies as Aboriginal or Torres Strait Islander subsequent to school enrolment, Proof of Aboriginality is required. Increasingly, Universities require Proof of Aboriginality as part of their enrolment process.

<https://www.qatsif.org.au/qce-scholarship-program>

If you wish to apply for a QATSIF Scholarship, please see the CEC or the Deputy Principal for more information.

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