

# Home Hill State High School



# Subject Selection Handbook

## Years 9 & 10 2024

### Choosing Subjects

In Years 9 and 10, students are provided the opportunity to choose electives to match their abilities and interests. When choosing subjects in Year 9 and 10, you are preparing for the subjects you may be considering taking Years 11 and 12, or developing the skills you'll need to join the workforce.

When selecting electives, it is important to put your interests first, and to not sell yourself short.

#### **Things to consider when choosing:**

- Does the subject interest me?
- Do I find it enjoyable?
- Will it assist me in my future studies or work?
- Will I be able to cope with the demands of the subject?

#### **Some of the reasons not to choose a subject:**

- Your friends are or are not doing the subject
- You think it is easy or difficult
- You like or dislike the teacher
- Typically, boys/girls tend to take the subject
- Someone else says the subject is bad or good

### Other useful resources you may use to help make your decision:

- [www.myfuture.edu.au](http://www.myfuture.edu.au) – Australia’s National Career Information Service
- [www.cqu.edu.au](http://www.cqu.edu.au)
- [www.qtac.edu.au](http://www.qtac.edu.au) – 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=4Pnbn8fE2lw> – The Dimensions of The Australian Curriculum

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

If you need assistance making your choice, please see the Deputy Principal, HoD and/or your teachers.

## 2024 – Subject Information

<b>YEARS 7 &amp; 8</b> Compulsory Subjects	<b>YEARS 9 &amp; 10</b> Compulsory Subjects Elective Subjects	<b>YEAR 11</b> General Applied Short Course <i>These are the subjects offered in 2024 at HSHS. Subjects offered may change in the future.</i>
<b>English</b>	<b>English</b>	<b>English</b> Essential English Literacy Short Course (optional)
<b>Mathematics</b>	<b>Mathematics</b>	Essential Mathematics <b>General Mathematics</b> <b>Mathematical Methods</b> Numeracy Short Course (optional)
<b>Science</b>	<b>Science</b>	Agricultural Practices <b>Biology</b> <b>Chemistry</b> <b>Physics</b> Science in Practice

<b>HUMANITIES AND SOCIAL SCIENCES.</b> <b>including:</b> - History - Geography - Economics & Business - Civics & Citizenship	<b>HUMANITIES AND SOCIAL SCIENCES.</b> <b>including:</b> - History & Civics & Citizenship - Business	<b>Accounting</b> Business Studies <b>Legal Studies</b> Social & Community Studies <b>Modern History</b>
<b>Health and Physical Education</b>	<b>Health and Physical Education</b>	Sport & Recreation
<b>Languages</b> - Japanese		
<b>TECHNOLOGIES</b> <b>including:</b> - Digital Technologies - Materials and Technologies - Food Specialisations	<b>TECHNOLOGIES</b> <b>including:</b> - Materials and Technologies - Food Specialisations - Design and Technologies	Hospitality Practices Industrial Graphics Skills Industrial Technology Skills
<b>THE ARTS</b> <b>including:</b> - Visual Arts - Drama	<b>THE ARTS</b> - Drama - Visual Arts	Visual Arts in Practice Drama in Practice
	<b>OTHER</b> - Work Experience (Yr 10) - Cert I in Workplace Skills	SET – Cert II in Skills for Work and Vocational Pathways.

## 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

We offer Extension Mathematics to students to undertake in Semester 2. These students have demonstrated potential in challenging mathematical concepts or require Mathematical Methods or higher for their career pathway.

## 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 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.

# 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
- 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

## EXCITING NEWS at Home Hill State High School - Science

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 & 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.

Typically, students will:

In **History**, 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.

## 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.

## Geography (SDE)

In Years 9 and 10, Geography students are empowered to shape change for a socially just and sustainable future.

Typically, students will:

- Explore the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.
- Develops an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively, whilst promoting students to be active and ethical participants of society.

# LANGUAGES

Year 9 and 10 students have the opportunity to study Languages through Brisbane Distant Education (BSDE).

Typically students will:

- Engage with the linguistic and cultural diversity of the world and its 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 BSDE eLearn Blackboard course.

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

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

# TECHNOLOGIES

## Design and Technologies

In Year 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 Year 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.

### EXCITING NEWS at Home Hill State High School – FOOD SPECIALISATIONS

A unit of study included in Food Specialisations is Paddock to Plate. The unit also aims to create broader connections to the concepts of responsibility, sustainability and indigenous perspectives.



## Materials and Technologies

*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 drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Typically, students will:

- Refine and extend their understanding and use of role, character, relationships and situation
- Extend the use of voice and movement to sustain belief in character
- 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 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 Arts 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.









