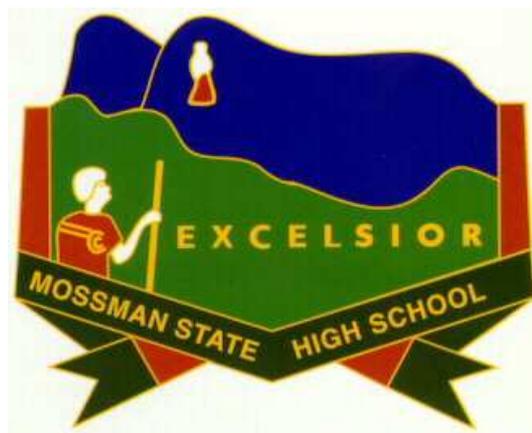


YEAR 9 SUBJECT SELECTION



YEAR 9 2018

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SUBJECT PREFERENCES

Year 9 – 2018

During Year 9 all students will study five core subjects which are compulsory and two elective subjects.

When selecting two (2) elective subjects, students need to take into account:

- future goals and career pathways
 - past results, successes and interests
- while remaining realistic about success.

CORE SUBJECTS				
English	Mathematics	Science	Humanities and Social Sciences	Health & Physical Education
ELECTIVE SUBJECTS				
CHOOSE ANY <u>TWO</u> OF THE FOLLOWING:				
<ul style="list-style-type: none">▪ Agricultural Science▪ Business Studies▪ Dance▪ Digital Technologies▪ Drama▪ Extension Health & Physical Education▪ Graphics▪ Home Economics▪ Industrial Technology (Manufacturing)▪ Japanese▪ Media Arts▪ Visual Arts				

NOTE:

1. **PLEASE CHOOSE CAREFULLY.** Subject preferences are required for planning for Year 9 in 2018. It is important to be aware that subject classes and timetable blocks will be created based on these subject preferences.
2. If parent(s)/guardian(s) would like to discuss any aspect of their son's/daughter's subject selection with the subject teachers or the administration, please contact the school as soon as possible to arrange a phone or a personal interview.
3. Most subject fees are covered under the Base Resource Scheme Levy. Additional levies apply to elective practical subjects. 2017 subject levies for practical subjects are listed over the page as a guide.
4. **SUBJECT OFFERINGS**
Following analysis of Elective subject preferences, classes will be formed provided enough students select the subject.

PLEASE NOTE

Some students may have to revise their subject preferences if not enough students select a subject and a class cannot be formed. In this instance the Deputy Principal will contact the student to re-select.

SUBJECT LEVIES

Mossman State High School is committed to providing quality curriculum programs for all students. To support the programs the P&C Association and school staff set subject levies each year to ensure adequate resources are available. These levies are set as part of the consultative budget process.

The levies provide resources for students, which enable them to achieve quality outcomes in the subjects that they choose to study.

As a guide, the subject levies for 2017 were

BASE RESOURCE SCHEME - \$230.00

ELECTIVE PRACTICAL SUBJECT SCHEME LEVIES

Art	\$55.00
Home Economics	\$145.00
Industrial Technology (Manufacturing)	\$45.00

If you have any questions regarding subject levies, please contact the school.

CHANGING SUBJECTS

When a subject is chosen, the student has contracted for a full semester's study in that subject.

Mid Semester subject changes will only be considered following the Term 1 of Year 9 if results indicate that an inappropriate subject choice has been made.

Students wishing to change subjects should contact the Deputy Principal. Parental permission will be required for students to change subjects.

CORE SUBJECTS

ENGLISH (ENG)

AIM

- To develop student's abilities to compose and comprehend spoken and written English fluently and effectively, for a wide range of personal and social purposes.

COURSE CONTENT

- The course is structured around the Australian Curriculum for English.
- Each semester is based on a broad theme related to the texts under consideration.
- Students will be actively engaged in a range of texts including novels, poetry, drama and media.

ASSESSMENT

- Student's assessment will be composed of a wide range of literary and non-literary genres including:
 - Short Story
 - Magazine Articles
 - Persuasive Speech
 - Analytical Exposition (Essay)
 - Play Performance
 - Poetry Anthology
 - Parody

LEVIES

- ◆ The levy for English is included in the Base Resource Scheme Levy. This covers entrance to Arts Council performances.

RELATED SUBJECTS IN YEAR 10 – *English, Essential English*

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *English, Essential English*

MATHEMATICS (MAT)

AIMS

- To further develop student's knowledge about Mathematics, how to do Mathematics and when and where to use Mathematics.
- To develop student's ability to communicate their understanding of Mathematics in a coherent and logical way using Mathematical and everyday language.

COURSE CONTENT

Students will study a variety of units based around the Australian Curriculum:

- NUMBER & ALGEBRA
- MEASUREMENT & GEOMETRY
- STATISTICS & PROBABILITY

Year 9 Mathematics will cover a variety of topics that build upon studies in Year 8 and students will be working in groups most appropriate to their ability. Achievement in Year 9 Mathematics will be vital in determining appropriate course choices for Year 10 Mathematics studies.

Achievement in Year 9 Mathematics will indicate which strand/s should be studied in Years 10, 11 and 12.

ASSESSMENT

- Assessment will be continuous and occur through
 - Supervised Tests
 - Written Assignments

LEVIES

- ◆ The levy for Mathematics is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 10 – *Mathematics General Preparation, Mathematics Methods & Specialist, Preparation, Mathematics Essential Preparation*

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Mathematics General, Mathematics Methods, Mathematics Specialist, Essential Mathematics*

SCIENCE (SCI)

AIM

- To develop student's interest in science and an appreciation of how science provides a means of exploring and understanding the changing world in which they live.

COURSE CONTENT

The Year 7, 8 and 9 science course is structured around the Australian Curriculum, which is organised into three interrelated strands:

- Science understanding
- Science inquiry skills
- Science as a human endeavour

The content is based around the understanding of biological sciences, chemical sciences, earth and space sciences and physical sciences, and units have been developed around these sub-strands.

ASSESSMENT

- There is a balance between supervised assessment (examinations), experimental investigations, and non-experimental investigations (assignments) as applicable to each unit.

LEVIES

- ◆ The levy for Science is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 10 – *Agricultural Preparation, Biology Preparation, Chemistry Preparation, Physics Preparation*

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Agricultural Practices, Biology, Chemistry, Physics*

HUMANITIES AND SOCIAL SCIENCES (HUM)

AIM

- Studies of Society and the Environment (SSE) provides students with opportunities to explore environmental, cultural, economic and political systems across a range of settings and periods of time.

COURSE CONTENT

Although SSE incorporates a range of subjects, the primary focus in Years 8 and 9 is the National Curriculum History and Geography.

- National Curriculum History aims to develop student's awareness of past ideas, events and actions that impact the way in which the world functions. It helps ensure students think critically about information, improving both their ability to comprehend, analyse and use historical sources. Students investigate periods of time and civilisations, starting with the medieval world and ending in the latter half of the 20th century.
- National Curriculum Geography aims to explore, analyse and understand the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It helps students plan an enquiry, collect, evaluate, analyse and interpret information in order to formulate responses. Students conduct field work, map and interpret data, appreciate perspectives and construct ethical research principles that can be applied to everyday life and work.

In Year 10, students complete a semester of National Curriculum history, and a semester of a senior SOSE elective in one of the following fields:

- Geography
- Ancient History
- Legal Studies
- Tourism

ASSESSMENT

- Research assignments, field reports, practical exercises, oral presentations, debates, response to stimulus, essays, short answer tests, multi-media presentations.

LEVIES

- ◆ The levy for Studies of Society and the Environment is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 10 – *Geography Preparation, History Preparation, Legal Studies Preparation, Tourism Preparation*

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Geography, Ancient History, Legal Studies, Tourism*

HEALTH & PHYSICAL EDUCATION (HPE)

AIMS

Students will be able to:

- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.
- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and other's health, wellbeing and safety across their lifespan.
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships.
- engage in a range of activities and experiences to determine personal interest areas for subject choices.

COURSE CONTENT

Students cover a range of areas from the Health and Physical Education: Australian Curriculum. These are:

1. Alcohol and other drugs
2. Food and nutrition
3. Health benefits of physical activity
4. Mental health and wellbeing
5. Relationships and sexuality
6. Safety

Each of the above issues are covered in detail, using a range of engaging and educational resources to allow maximum participation in a safe and supportive environment.

Each term, students participate in a range of sports. These sports include but are not limited to:

- | | |
|---------------|------------------------------|
| ▪ Volleyball | ▪ Badminton |
| ▪ Netball | ▪ Basketball |
| ▪ AFL | ▪ LaCrosse |
| ▪ Soccer | ▪ Touch |
| ▪ Speedminton | ▪ Challenge/Adventure skills |

ASSESSMENT

- Practical and theoretical work is weighted equally for each term (50% each).
- Practical work is assessed through demonstration of skills and abilities in both practice and performance environment.
- Theory work is assessed by written tests, multi-model presentations and assignments.

LEVIES

- ◆ The levy for Health & Physical Education is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 10 – *Physical Education Preparation, Health Preparation, Recreation Preparation*

RELATED SUBJECTS IN YEAR 11 - *Physical Education, Health, Recreation, Certificate III in Fitness, Certificate III in Health*

ELECTIVE SUBJECTS

AGRICULTURAL SCIENCE (AGS)

AIMS

- Develop a basic understanding of plants, their anatomy, lifecycle and general conditions for growing.
- Identify the impact humans have on the environment and discover ways to improve that impact.
- Examine the impact soil has on growing produce, and identify how it can be improved.
- Examine the impact of deforestation on the local area and identify the way in which we can improve the land.
- Identify the way in which Aboriginal Australians used the land and incorporate their knowledge into current practices.

COURSE CONTENT

Possible topics include:

- Introduction to Agriculture
 - Potting plants/transplanting
 - Basics of a seed
 - Using cuttings to grow new plants
- Food Waste Education/Composting
 - The role of compost
 - Examine the nutrients created from composting and examine the ecosystem created
 - Create and maintain a compost pile
 - Examine the benefits of worm farms and design, create and maintain a worm farm
 - Identify the problems around food waste as well as other waste in Australia
 - Examine the effect of waste on the environment e.g. plastics, rubber, food waste etc
- Deforestation and the effect on ecosystems
 - How does a rainforest biome function?
 - What is the ecosystem there?
 - How does taking many trees away effect it?
 - Particular characteristic of plants for particular ecosystems. Why would a cactus not do well in FNQ?
 - How does planting new trees help an ecosystem?
 - Examine the effect animals have on ecosystems
 - What are the effects of humans on ecosystems?

ASSESSMENT

→ Short Response Exams, Reports, Non-Written Presentations, Response to Stimulus Exams, Extended Agricultural Investigations.

LEVIES

- ◆ The levy for Agriculture is \$50.

RELATED SUBJECTS IN YEAR 10, 11 and 12 – *Agricultural Preparation, Agricultural Practices*

BUSINESS STUDIES (BST)

AIMS

- This course focuses on developing real and relevant skills that will equip students to function in the business world as informed, responsible citizens. Appropriate information technology skills are embedded in the learning experiences.

COURSE CONTENT

In Year 9 students study a variety of topics, which may include:

- Goal setting and organising work tasks
- Workplace health, safety and well-being
- Managing financial risks and rewards
- Personal budgeting and loans
- Sustainability in business
- Business innovation and entrepreneurship
- Business sectors, legal structures and life cycles
- Business in local and international contexts.

ASSESSMENT

- Practical & theoretical exams, business research reports, multimodal presentations and business plans.

LEVIES

- ◆ The levy for Business studies is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 10 – *Business Preparation*

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Business, Business Studies*

DANCE (DAN)

AIMS

This subject aims to:

- Facilitate the development and expression of the individual – physically, intellectually, socially and emotionally.
- Enable students to value the human body as an instrument of communication through awareness and control of physical movement.
- Explore and develop abilities and skills appropriate to a range of work and other life paths.

COURSE CONTENT

Students will undertake learning experiences through:

- **Performing** dances from a range of contexts, demonstrating a wide range of movement skills and style-specific techniques, and use the elements of dance with appropriate expressive qualities for choreographic intent.
- **Choreographing** through increased understanding of movement and of how the elements of dance work together to communicate meaning. Furthermore, through improvising, selecting, organising, rehearsing and refining movement/dance they will express their own and others' ideas and artistic intentions.
- **Appreciating** through discussion and analysis of how dance takes place in various artistic and cultural contexts, responding critically to dance by comparing the content and meaning of dance works from a variety of contemporary and historical contexts.

These experiences will be undertaken in the context of a range of dance genres and styles such as:

- Hip Hop and popular dance
- Jazz Dance
- Contemporary Dance

ASSESSMENT

Students have 3 types of assessment:

- Performance of taught choreography
- Devising of individual and group choreography
- Appreciation is assessed through written tasks and assignments

LEVIES

- ◆ The levy for Dance is included in the Base Resource Scheme Levy.
- ◆ Students may be required to provide costumes, attend workshops and live performances where an additional cost will be involved.

RELATED SUBJECTS IN YEAR 10 – *Dance*

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Dance*

DIGITAL TECHNOLOGIES (DIG)

AIMS

- To prepare students for the Year 10 Digital Solutions Preparation course.
- To enable students to engage with computational thinking and information systems to define, design and implement digital solutions.

COURSE CONTENT

The content is arranged around the following 4 topics:-

- Networking and Operating Systems
- Game design
- App design
- Web design

ASSESSMENT

→ Combination of exams, assignments, project work and challenges.

LEVIES

- ◆ The levy for Digital Technologies will be \$24. This covers the subscription fee to GROK Learning.

RELATED SUBJECTS IN YEAR 10 – *Digital Technology Preparation*

RELATED SUBJECTS IN YEAR 11 – *Digital Solutions*

DRAMA (DRA)

AIMS

- To improve speaking and communication skills.
- To develop greater confidence and self-control.
- To foster creativity and the imagination.
- To develop observation and research skills, and the ability to analyse and critically evaluate dramatic texts as well as real life situations.
- To confidently speak and perform for an audience.
- To develop an appreciation of the performing arts.

COURSE CONTENT

- **Semester 1**
 - Unit 1 Playbuilding: Improvisation (characters, elements of drama, acting skills)
 - Unit 2 Mime and Movement (skills and techniques of mime)
- **Semester 2**
 - Unit 3 Review of a Performance: (responding to a live performance)
 - Unit 4 Performance of a Scene: (acting from scripts)
 - Unit 5 Collage Drama Script and Collage Drama Performance: (group creation)
 - Unit 6 Review of own performance (public performance)

ASSESSMENT

- The achievement levels in Drama are mostly obtained from evaluating a student's practical performances. However a written assignment usually accompanies each practical task and poor achievement on the written tasks will adversely affect an overall result.
- Assessment is usually carried out in pairs or in groups although each student is only assessed on the demonstration of individual skills and contributions.

LEVIES

- ◆ The levy for Drama is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 10 – *Drama*

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Drama*

EXTENSION HEALTH & PHYSICAL EDUCATION (HPX)

AIMS

This subject provides all students with the opportunity to engage in the Health & Physical Education. Students undertake both practical and theoretical lessons to develop their knowledge and understanding of Health and Physical Activity, with the focus on the human body and how it reacts with movement. Students will spend a lot of time analysing their own movement and recommendations for improvement.

Over the course of each term, students will engage in an average of two hours per week of physical activity.

COURSE CONTENT: Practical

Students will have the opportunity to engage in a range of physical activities and sports from the Health and Physical Education: Australian Curriculum throughout Year 9.

- Volleyball
- Golf
- Softball
- Netball
- AFL
- Fitness
- Athletics

COURSE CONTENT: Theory

The following topics are studied, with the focus on improving physical performance:

- Fitness Components
- Biomechanics
- Exercise Physiology
- Skill Acquisition

ASSESSMENT

- Practical and theoretical work is weighted equally for each term.
- Practical work is assessed through demonstration of skills and abilities in both practice and performance environment.
- Theory work is assessed by written tests, multi-modal presentations and assignments.

LEVIES

- ◆ The levy for Extension Health & Physical Education is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 10 – *Physical Education Preparation, Health Preparation, Recreation Preparation*

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Physical Education, Health, Recreation, Certificate III in Fitness, Certificate III in Health*

GRAPHICS (GPH)

AIMS

- To develop student's knowledge and understanding of:
 - graphical communication.
 - the importance of graphical languages as a way of communicating.
 - the use of mathematical concepts in graphics (eg space and measurement).
 - the use of technology to present graphical information.
 - the design process.
- To develop student's ability to:
 - solve problems.
 - collect, select, organise and present information in graphical forms.
 - work independently and as a team member.
 - manage, plan and execute tasks efficiently and effectively.
- Graphics also promotes a student's sense of self-worth and self-reliance.

COURSE CONTENT

- Presentation methods
- 3 D viewing systems
- Field studies
- 2 D viewing systems
- Animations
- The design process
- Diagrams, graphs, & charts
- Surface development

N.B. **C**omputer **A**ided **D**rafting (C.A.D.) and multimedia equipment and techniques will be used extensively throughout the course in line with current industry practice.

ASSESSMENT

- Class work folio
- Research projects/assignments
- Tests

LEVIES

- ◆ The levy for Graphics is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 10 - *Design Preparation*

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Design*

HOME ECONOMICS (HEC)

AIMS

- To promote understanding of nutritional concepts, healthy eating and consumer awareness.
- To develop a range of food preparation skills.
- To extend knowledge of garnishing and decoration techniques.
- To foster safe and hygienic practices in the kitchen.

COURSE CONTENT

Students will study three (3) units over two semesters.

- Term 1: Nutrition
- Term 2: Healthy Eating
- Term 3: Consumer Awareness
- Term 4: Combating the Fast Food Epidemic

ASSESSMENT

- Practical Cookery Assessment
- Research Investigations
- Written Examinations

LEVIES

- ◆ Enrolment in this course is **conditional upon payment of a levy during Term 1** to help offset the cost of materials used during the course.
- ◆ As a guide, the 2017 levy was \$145.00. **This covers all ingredients for the year.**

RELATED SUBJECTS IN YEAR 10 – *Hospitality Practices Preparation*

RELATED SUBJECTS IN YEAR 11 & YEAR 12 - *Food & Nutrition, Hospitality Practices*

INDUSTRIAL TECHNOLOGY (MANUFACTURING) (ITM)

AIMS

To develop in students:-

- Knowledge, understanding and skills related to course content.
- Problem solving skills.
- Responsible attitudes.
- Self reliance.
- A sense of personal worth.

through the manufacture of various set exercises and projects, utilising a variety of materials and techniques. This course has replaced Woodwork and Metalwork and is similar to a combination of both.

COURSE CONTENT

- Safety in workshop and industrial environments
- Nature, properties and characteristics of industrial materials (eg wood, metal, plastics, electronic componentry etc)
- Techniques for manipulating industrial materials
- Techniques for manipulating industrial systems
- Elements and principles of design

ASSESSMENT

- Finished projects
- Project notes/related work sheets
- Project related research, planning and design

LEVIES

- ◆ Enrolment in this course is conditional upon payment of a levy during Term 1 to help offset the cost of materials used during the course.
- ◆ As a guide, the 2017 levy was \$45.

RELATED SUBJECTS IN YEAR 10 – *Industrial Technology Preparation*

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Industrial Technology Skills*

JAPANESE (JAP)

AIMS

- To communicate in Japanese at an introductory level.
- To increase awareness of other cultures and races and broaden world views.
- To acquire language-learning strategies that can be applied in further formal and informal studies.
- To enhance post-school options and meet the growing needs of industry for language skills and cultural understanding.

COURSE CONTENT

- The course is taught in a communicative context with each term being centred around a specific topic.
- Topics include: travel, entertainment, food, music, school, home, overseas travellers and national parks.
- Over the course of study the 4 macro-skills of reading, writing, listening and speaking are developed equally.
- Approximately 80 KANJI will be learnt for recognition and reproduction.
- Students have the opportunity to participate in student exchange programs, inbound study tour visits and speaking competitions, restaurant visits, language and essay competitions and the two-yearly trip to Japan.

ASSESSMENT

Assessment is focused on, but not limited to, the production of writing and speaking of language.

- | | |
|---------------------|----------------|
| → Writing | → Speaking |
| ▪ Poster | ▪ presentation |
| ▪ Itinerary | ▪ role-play |
| ▪ book/movie review | |

LEVIES

- ◆ The levy for Japanese is included in the Base Resource Scheme Levy.

RELATED SUBJECTS IN YEAR 10 – *Japanese*

RELATED SUBJECTS IN YEAR 11 & 12 - *Japanese*

MEDIA ARTS (MED) (FILM TELEVISION AND NEW MEDIA)

AIMS

Students will:

- Develop a broad knowledge and understanding of media and moving image design, production and critique
- Generate and experiment with ideas by using technologies to express themselves as citizens, consumers, workers and imaginative beings
- Develop higher-order cognitive and critical literacy skills related to moving-image media production and use
- Develop an ethical and sensitive approach to producing and using moving-image media across a range of cultures.

COURSE CONTENT

Possible units for study include

- Basic Filming Techniques
 - Examine how films are constructed, looking at shot type, angles, movement and how scenes are put together to achieve different effects
 - Learn how to use editing software to create a short film
 - Create a tutorial film to show what types of shots could be used in films
- Critique Narrative Technique
 - Examine the narrative structure of a film and analyse the effectiveness of it.
 - Look at a film structure that changes the narrative structure and how this effects the viewers enjoyment
- Game Design
 - Examine the process of game design, from conception to production
 - Analyse pre-existing games to understand what makes a 'good game'
 - Design and produce a game using an online platform
- Advertising/Promotional Media
 - Examine the purpose of advertising and how it works on consumers
 - Analyse the features of several advertisements and deconstruct their structure
 - Design and produce an advertisement or promotional video

ASSESSMENT

- Possible assessment types include, essay critiques, designing short films, filming, editing and producing videos.

LEVIES

- ◆ The levy for Media Arts is \$50.

RELATED SUBJECTS IN YEAR 10 – *Film, Television & New Media Preparation*

RELATED SUBJECTS IN YEAR 11 & YEAR 12 – *Film, Television & New Media*

VISUAL ART (ART)

AIMS

- Develop visual expression and creative potential.
- Develop skills and techniques with visual art forms and media.
- Acquire knowledge of visual arts history and practise.
- Develop an appreciation of visual art scope.

COURSE CONTENT

- Basic skills are introduced in Year 7 and are built upon throughout the junior program.
- Making areas build the student's expertise and experiences in: painting, drawing, sculpture, printmaking, ceramics, fabric and textiles, design and illustration. All units are handled with a thematic base.
- Theoretical areas include the elements and principles of design, visual literacy and visual communication, history of art, cultural diversities in art.

This course helps students not only in the making of art but also in critically analysing and investigating art practices.

ASSESSMENT

- Making and theoretical folios.
- Progressive.

LEVIES

- ◆ Enrolment in this course is conditional upon payment of a levy during Term 1 to help offset the cost of materials used during the course.
- ◆ As a guide, the 2017 levy was \$55.

RELATED SUBJECTS IN YEAR 10 – *Visual Arts*

RELATED SUBJECTS IN YEAR 11 & 12 - *Visual Art, Certificate II in Visual Arts*

HOW TO ENTER SUBJECT PREFERENCES ON ONESCHOOL

➤ **From School** -

1. Log on using your username and password.
2. Double click on the OneSchool Icon.
3. Click on the [My Education Plan] Tab.
4. Click on the [Surveys] Tab.
5. Click on the [Subject Selection] Tab.
6. If it is the first time you have attempted to select subjects, the following message “You currently have no subject selection model selected. Click here to select a new model”.
7. Click on [here] to select a new model.
8. Select: Year 9 – 2018.
9. Save.
10. Click on [Edit] Tab.
 - The Subject Selection Form will appear.
11. Select two (2) Subjects.
12. Save.
13. Check that you have saved successfully. (If not error messages will appear at the top of the screen in red.)

➤ **From Home** –

1. Open Internet Explorer.
2. Type in the address – <https://oslp.eq.edu.au>
3. Enter.
4. Enter your username and password as requested.
5. Follow steps 3 – 13 as above.

Mossman State High School

Subject Selection Structure - Year 9 2018

Number of Lines: **2**

Additional Preferences: **0**

Mandatory KLAs:

Student Instructions:

Student Instructions:

1. Students must study 5 mandatory subjects - English, Maths, Science, Humanities, Health & Physical Education.
2. Students must choose 2 Elective subjects - one from each line.

Line 1	<input type="checkbox"/> * Business Studies	<input type="checkbox"/> * Digital Technologies	<input type="checkbox"/> * Drama
	<input type="checkbox"/> * Graphics	<input type="checkbox"/> * Health and Physical Education Extension	<input type="checkbox"/> * Industrial Technology (Manufacturing)
	<input type="checkbox"/> * Japanese	<input type="checkbox"/>	<input type="checkbox"/>
Line 2	<input type="checkbox"/> * Agricultural Science	<input type="checkbox"/> * Dance	<input type="checkbox"/> * Drama
	<input type="checkbox"/> * Home Economics	<input type="checkbox"/> * Industrial Technology (Manufacturing)	<input type="checkbox"/> * Media Arts
	<input type="checkbox"/> * Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>