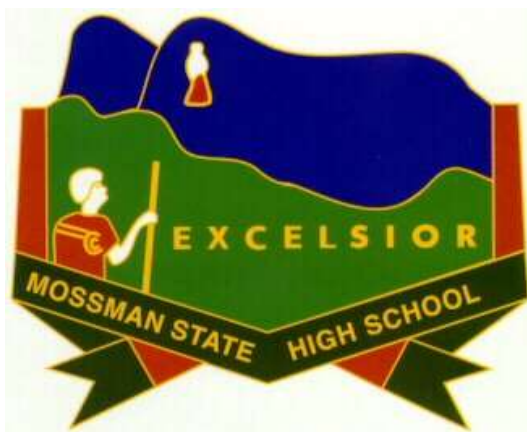


YEAR 9 SUBJECT SELECTION



YEAR 9 2023

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SUBJECT INFORMATION

Year 9 – 2023

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

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

- Interests
- Abilities
- Past results
- Future goals.

CORE SUBJECTS				
English	Mathematics	Science	Humanities and Social Sciences	Health & Physical Education
ELECTIVE SUBJECTS				
STUDENTS STUDY TWO OF THE FOLLOWING:				
<ul style="list-style-type: none">▪ Dance▪ Digital Technologies▪ Drama▪ Food Specialisations▪ Materials & Technologies Specialisations▪ Japanese▪ Media Arts▪ Music▪ Visual Art				

SUBJECT SELECTION PROCESS

1. **PLEASE CHOOSE CAREFULLY.** Subject preferences are required for planning for Year 9 in 2023. It is important to be aware that subject classes 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 Student Resource Scheme (SRS) Fees. Additional fees apply to subjects with consumable resources. 2023 subject fees for these 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. 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.
5. Students may choose to participate in Instrumental Music or Duke of Edinburgh in addition to the 7 subjects chosen. This is not done as a part of the subject selection process. A student wishing to apply may see the following staff:
 - Instrumental Music – Instrumental Music Teacher
 - Duke of Edinburgh – Head of Department HPE

STUDENT RESOURCE SCHEME (SRS)

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 the Student Resource Scheme (SRS) subject general fees each year to ensure adequate resources are available. These fees are set as part of the consultative budget process.

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

As a guide, the fees for 2022 were:

GENERAL FEE - \$240.00

ADDITIONAL FEES Subjects with consumable resources

Digital Technologies	\$ 30.00
Food Specialisations	\$125.00
Materials & Technologies Specialisations	\$ 50.00
Media Arts	\$ 50.00
Visual Arts	\$ 65.00
Instrumental Music	\$100.00
The Bridge Award	\$ 60.00
Duke of Edinburgh Award Bronze	\$167.00
Duke of Edinburgh Award Silver	\$172.00
Duke of Edinburgh Award Gold	\$177.00

If you have any questions regarding subject general or additional fees, please contact the school.

CHANGING SUBJECTS

Students will have the opportunity to change subjects at the end of Semester.

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 students' 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

→ Students' 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

FEES

- ◆ The fee for English is covered by the general fee. This covers entrance to Arts Council performances.

MATHEMATICS (MAT)

AIMS

- To further develop students' knowledge about Mathematics, how to do Mathematics and when and where to use Mathematics.
- To develop students' 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 on 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. Achievement in the Year 9 course provides the foundation for core and extension Mathematics in Semester 2 of Year 10.

ASSESSMENT

- Assessment will be continuous and occur through
- Examinations
 - Written Assignments in the form of problem-solving tasks.

FEES

- ◆ The fee for Mathematics is covered by the general fee.
- ◆ A scientific calculator is essential and may be purchased from the school office for \$22.00 (inc GST).

SCIENCE (SCI)

AIM

- To develop students' 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.

FEES

- ◆ The fee for Science is covered by the general fee.

HUMANITIES AND SOCIAL SCIENCES (HUM)

AIM

- Humanities and Social Sciences provides students with opportunities to explore environmental, cultural, economic and political systems across a range of settings and periods of time.

COURSE CONTENT

Although Humanities and Social Sciences 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 students' 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.

ASSESSMENT

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

FEES

- ◆ The fee for Humanities and Social Sciences is covered by the general fee.

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 Topic areas from the Australian Curriculum: Health and Physical Education curriculum as well as covering the mandated Year 9 – Alcohol and other drugs and Respectful Relationships units.

THEORY:

- Term 1 – Respectful Relationships – this unit covers the mandated *Respectful Relationships* unit for Year 9 students. They will analyse factors that influence identities, relationships and behaviours, while applying decision-making skills to scenario situations.
- Term 2 – Sex Education – Students will investigate a range of topics such as, Consent and the law, contraception and STIs'. They will then investigate the availability of Health support services in our community and develop actions to increase students' awareness of support services.
- Term 3 – Active Aussies? – Students look at the culture of physical activity within Australian society and the possible changes for changes in participation. They will investigate changes in physical activity within their family circumstances and recommend actions that could be implemented in prevent this from happening again in future generations.
- Term 4 – Drugs and Alcohol - this unit covers the mandated *Alcohol and other Drugs* unit for Year 9 students. Students will investigate the drinking culture within Australia, in relation to media ads and what / who influence teenagers to drink. They will then compare Australia to other countries to determine similarities or differences in the way alcohol is promoted.

PRACTICAL:

- Term 1 – Invasion Games – Students will apply personal and social skills to establish and maintain respectful relationships that promote safety, fair play and inclusivity, while demonstrating the ability to transfer strategies from the selected sport to new and challenging movement situations of a new selected team sport.
- Term 2 – Skill Correction – Students will demonstrate the ability to compare their personal performance completing a set skill against that of an expert to identify areas for improvement. They will participate in drills and activities to make improvement before comparing a new video to that of an expert, looking for improvements.
- Term 3 – Fitness Programs – Students will participate in a range of different training methods, keeping a journal of their experiences and feeling about each type of training. They will use their journal entries to draw on experience to recommend a training method for their parents. This unit ties directly to their Health unit.
- Term 4 – Inclusion Games – Students will participate in a range of sports designed for athletes who are hearing impaired / deaf, Losing sight / blind or students with an intellectual disability. They will then design a new game that would accommodate one group of students with a disability and present it to the class.

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

ASSESSMENT

- Practical and health work are assessed each term.
- Practical work is assessed through demonstration of skills and abilities in both practice and performance environment.
- Health work is assessed by written exams, multi-model presentations and assignments.

FEES

- ◆ The fee for Health & Physical Education is covered by the general fee.

ELECTIVE SUBJECTS

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
- Musical Theatre

ASSESSMENT

Students have 4 types of assessment:

- Performance of taught choreography in front of a live audience
- Devising of individual and group choreography
- Appreciation is assessed through written tasks and assignments
- Project – coherent work consisting of three integrated components presented as a single item

FEES

- ◆ The fee for Dance is covered by the general fee.

Students may be required to provide costumes, attend workshops and live performances where an additional cost will be involved.

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
- App design
- Web design
- Electronics & coding

ASSESSMENT

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

FEES

- ◆ As a guide, the 2022 additional fee for Digital Technologies cost was \$30.00

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 Play building: Improvisation (characters, elements of drama, acting skills)
 - Unit 2 Play Study: Realism performance of a scene
- Semester 2
 - Unit 3 Collage Drama Script and Collage Drama Performance: (group creation)
 - Unit 4 Children's Theatre Project

ASSESSMENT

- The achievement levels in Drama are mostly obtained from evaluating a student's practical performances. However, a written assignment 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.

FEES

- ◆ The fee for Drama is covered by the general fee.

FOOD SPECIALISATIONS (TFD)

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 four (4) units over two semesters.

- Term 1: Nutrition
- Term 2: Healthy Eating
- Term 3: The Fast Food Nation
- Term 4: Consumer Awareness

ASSESSMENT

- Practical Cookery Assessment
- Research Investigations
- Written Examinations

FEES

- ◆ As a guide, the 2022 additional fee for Food Specialisations cost was \$125.00. This covers all ingredients for the year.

MATERIALS & TECHNOLOGIES SPECIALISATIONS (TMT)

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 (e.g. 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

FEES

- ◆ As a guide, the 2022 additional fee for Materials & Technologies Specialisations cost was \$50.00

JAPANESE (JPS)

AIMS

- To communicate in Japanese at an introductory/intermediate 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: Personal world, neighbourhoods and communities, daily routines, weather, entertainment and overseas travellers.
- Over the course of study, the 4 macro-skills of reading, writing, listening and speaking are developed equally.
- 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 written and spoken language.

→ Writing

- Poster
- Itinerary
- Picture Book
- Examinations

→ Speaking

- Presentation
- Role-play
- Examinations

FEES

- ◆ The fee for Japanese is covered by the general fee.

MEDIA ARTS (MED)

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.

FEES

- ◆ As a guide, the 2022 additional fee for Media Arts cost was \$50.

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 students' 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.

FEES

- ◆ As a guide, the 2022 additional fee for Visual Art cost was \$65.

MUSIC (MUS)

AIMS

- In Grade 9 music, students will continue to explore music in a variety of styles, from various cultures around the world. Students will learn about the elements that make up music, including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Students will make and respond to music by listening, performing and composing. Students learn how to make music using the voice, body instruments, found sound sources and technology.

COURSE CONTENT

- Continue to develop their cultural skills.
- Extend their understanding and use of more complex rhythms, pitch and dynamics.
- Extend their use of and identification of timbre to discriminate between different instruments and voice types.
- Extend technical and expressive skills during performance.
- Draw on music from a range of cultures, times and locations.
- Explore the music and influences of Aboriginal and Torres Strait Islander people and those of the Asia region.
- Reflect on the development of traditional and contemporary styles of music.
- Evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform.

ASSESSMENT

- Performance
- Composition
- Music Analysis

FEES

- ◆ The fee for Music is covered by the general fee.

INSTRUMENTAL MUSIC PROGRAM (INM)

The Instrumental program at Mossman State High School offers a wonderful opportunity for your student to experience the world of music. There are many opportunities to participate in school ensembles which perform at numerous community events.

LESSONS:

Lessons are conducted during school time and are 35 minutes long. These lessons are taught in groups. Group times rotate each week to ensure students do not miss the same curriculum lesson.

ENSEMBLES:

Ensembles (i.e. Concert Band, Jazz, Strings and Woodwind) are part of the instrumental program.

PRACTICE:

Progress on any instrument is dependent on regular practice. Practice should be regarded as homework and is often best done along with the student's other set homework. Students are expected to practice 20-30 minutes at least 4 times a week.

PARENTAL SUPPORT:

Your child's success will depend on support at home and the encouragement you can give.

SCHOOL INSTRUMENTS:

The school owned instruments are there to provide an inexpensive way to find out if your child is going to enjoy playing a particular instrument. Loan periods are for one year.

FEES

- ◆ As a guide, the 2022 additional fee for Instrumental Music was \$100.00, Instrument Hire was \$120.00, Uniform (Band shirt) was \$33.00





THE BRIDGE AWARD (BAW)

The Bridge Award is a positive youth development program that is both fun and challenging. It offers young people the opportunity to gain new skills, improve their physical fitness, participate in community service and develop a spirit of adventure.

The Bridge Award is available to young people aged 11 and a half to 25 years. It builds confidence and resilience and is a great introduction for the many young people who progress on to the Bronze level of The Duke of Ed (from the age of 14).

There are two levels for the Bridge Award. You can choose to do one or both, but you can't do them at the same time.

Each level has 4 sections you need to complete, with Level 2 requiring a greater commitment than Level 1.

	Service The Service Section of the Award involvement in the community and helping others.
	Physical Recreation The Physical Recreation Section of the Award encourages young people to participate in physical activity and improve fitness.
	Skills The Skills Section of the Award encourages the development of personal interests and practical and social skills.
	Adventurous Journey The Adventurous Journey Section encourages a spirit of adventure and discovery.

STRUCTURE

Award Sections	Level 1	Level 2
Service	To visit at least 3 community services and facilities in the local area for a minimum of 5 hours; OR	To study and develop further interests in one community service for a minimum of 10 hours; OR
	Undertake a practical volunteering activity for a minimum of 5 hours.	Undertake a practical volunteering activity for a minimum of 10 hours.
Skill	Explore an interest/hobby for a minimum of 5 hours over a minimum of 2 whole months.	Participate in an interest/hobby for a minimum of 10 hours over a minimum of 4 whole months.
Physical Recreation	Learn and practice a physical activity for a minimum of 6 hours over a minimum of 2 weeks.	Participate in a physical activity for a minimum of 12 hours over a minimum of 4 weeks.
Adventurous Journey	To prepare and take part in a journey through a local area (usually within one hour's travel from home) for a minimum of 4 hours over 1 day.	To prepare and take part in a journey through an unfamiliar area (usually beyond one hour's travel from home) for a minimum of 4 hours per day (average) over 2 days (8 hours).

FEES

- It costs **\$60.00** to participate in the Bridge Award. This covers levels 1 and 2 of the Award. This fee also covers your insurance, record book, certificate and badge.

Additional costs include attending camps, certificates or excursions, e.g. Level 2 Speewah Camp is approximately \$80.00

DUKE OF EDINBURGH AWARD (DED)

The Duke of Edinburgh's International Award is an exciting development program that provides young people the opportunity to accept challenges and explore their interests in a program tailored to suit personal circumstances and choices. The Award is both fun and challenging and helps participants build confidence and resilience.

Successful completion of The Duke of Ed award levels during Years 9 to 12 will contribute credit towards a student's Queensland Certificate of Education (QCE) and is increasingly being recognised by potential employers. This highly reputable and internationally recognised Award program will be a standout addition on a student's resume.

There are three levels of The Duke of Ed – Bronze (over 14 years of age), Silver (over 15 years of age) and Gold (over 16 years of age). To achieve these awards, participants will complete an **Adventurous Journey** and regularly commit to three ongoing sections: learning a **Skill**, participating in a community **Service** and taking part in **Physical Recreation**.



Service

The Service Section of the Award encourages young people to volunteer their time and understand the benefits of this service to their community.



Physical Recreation

The Physical Recreation Section of the Award encourages young people to participate in sport and other physical recreation for the improvement of health, wellbeing and fitness.



Skills

The Skills Section of the Award encourages the development of personal interests and practical and social skills.



Adventurous Journey

The Adventurous Journey Section encourages a sense of adventure whilst undertaking a team journey or expedition. As part of a small team, participants will plan, train for and undertake a journey with a defined purpose in an unfamiliar environment.

STRUCTURE

Service	Physical Recreation	Skills	Adventurous Journey
Bronze – Minimum 3 months Silver – Minimum 6 months Gold – Minimum 12 months	Bronze – Minimum 3 months Silver – Minimum 6 months Gold – Minimum 12 months	Bronze – Minimum 3 months Silver – Minimum 6 months Gold – Minimum 12 months	Bronze - 2 day + 1 night Practice 2 day + 1 night Qualifying Silver - 3 day + 2 night Practice 3 day + 2 night Qualifying Gold - 5 day + 4 night Practice 5 day + 4 night Qualifying

- Students selecting Silver who have done the Bronze award previously, must have this completed to be allowed to continue to the next level. New students can enter the award at Bronze, Silver or Gold level.
- With direct entry to Silver Duke of Ed, an additional 6 months must be completed in one section of the award.
- With direct entry to Gold Duke of Ed, an additional 6 months must be completed in one section of the award.
- Gold Duke of Ed students must also complete a Residential Project of 5 days + 4 nights.
- They must be able to independently work their way through the award planning their own skills, physical activity, service and journeys.
- Leader guidance will be available; however, a more mature independent approach is expected for the Silver and Gold awards.
- Students will also need to be prepared to use more of their own time to complete hours, with some camps going into the weekend.

FEES

- Partaking in the Bronze award incurs a registration cost to Duke of Ed of approximately \$175.00
- Partaking in the Silver award incurs a registration cost to Duke of Ed of approximately \$180.00
- Partaking in the Gold award incurs a registration cost to Duke of Ed of approximately \$185.00
- Funding will be applied for once the 2023 group has been finalised.
- Additional costs include attending camps, certificates or excursions
 e.g. Bronze camp to Tinaroo is approximately \$200.00

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 [Subject Selection] Tab.
5. 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”.
6. Click on [here] to select a new model.
7. Select: Year 9 – 2023.
8. Save.
9. Click on [Edit] Tab.
 - The Subject Selection Form will appear.
10. Select Subjects (one from each line).
11. Add any notes regarding your subject selection.
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 Web Browser.
2. Type in the address – <https://oslp.eq.edu.au>
3. Enter.
4. Enter your username and password as requested.
5. Follow steps 4 – 13 as above.

Mossman State High School

Subject Selection Structure - Year 9 2023

Number of Lines: 7

Additional Preferences: 0

Mandatory KLAs:

Student Instructions:

Choose one subject from each line.

Line 1	<input type="checkbox"/> English
Line 2	<input type="checkbox"/> Mathematics
Line 3	<input type="checkbox"/> Humanities and Social Sciences
Line 4	<input type="checkbox"/> Health and Physical Education
Line 5	<input type="checkbox"/> Science
Line 6	<input type="checkbox"/> Digital Technologies <input type="checkbox"/> Food Specialisations <input type="checkbox"/> Materials and Technologies Specialisations <input type="checkbox"/> Media Arts <input type="checkbox"/> Music <input type="checkbox"/>
Line 7	<input type="checkbox"/> Dance <input type="checkbox"/> Drama <input type="checkbox"/> Food Specialisations <input type="checkbox"/> Japanese <input type="checkbox"/> Materials and Technologies Specialisations <input type="checkbox"/> Visual Arts