



YEAR 9 2024

ELECTIVE OPTIONS

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Year 9 Electives

Students are completing the elective choices via the Online Web Preference system. Electives are chosen from the drop down boxes in order of preference. **Two** electives are undertaken in 2024, **one per semester**. Two reserves provide a back-up if electives are full, or do not run.

Write the electives you are considering and the reasons why you would like to do them.

Organising your ideas:

- 1.
- 2.
- 3.
- 4.

Languages at Year 9 - There are many benefits gained through studying languages.

The Victorian Curriculum states that:

Learning languages in addition to English extends students' literacy repertoires and their capacity to communicate. It strengthens students' understanding of the nature of language, culture, and the processes of communication. (Victorian Curriculum and Assessment Authority 2016.)

- In addition, students who continue with a language through to VCE Units 3 and 4, have the opportunity to be awarded the [VCE Baccalaureate](#).

We know, however, that by the end of Year 8, some students find that French and Japanese are becoming more difficult and hold little interest.

Students, with their parents' consent, may therefore select from the following for Year 9:

1. **French** (full year)
2. **Japanese** (full year)
3. Commerce (one semester **Teenagers and the Law** which is based on [Civics and Citizenship](#) and one semester of **Dollars and Sense** which is based on [Economics and Business](#))

A student who has an interest in both languages and Commerce is encouraged to select the language in Year 9. They will have the opportunity to select the Money Tree in Year 10 and a range of VCE Commerce subjects over the ensuing years.

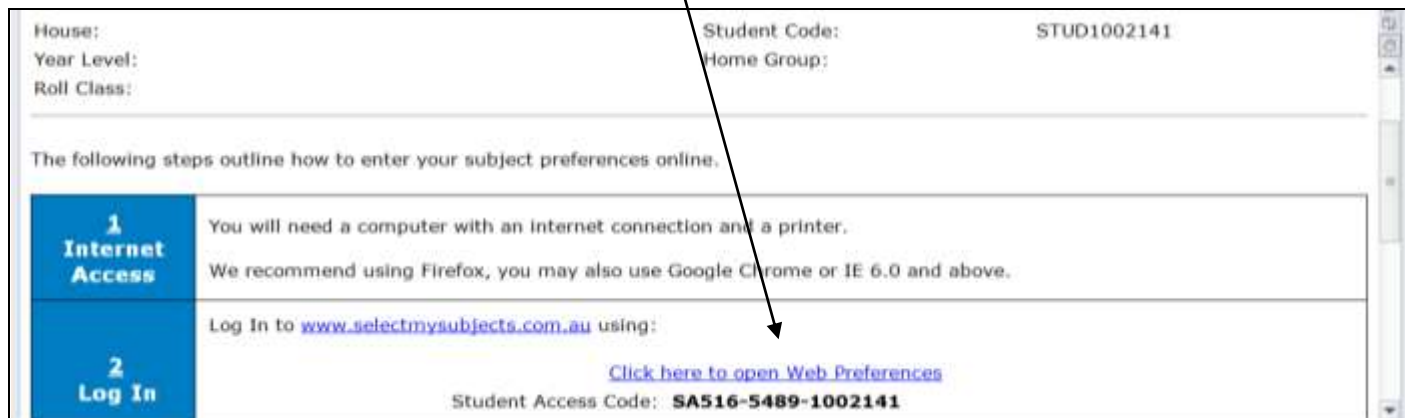
Teenagers and the Law addresses politics and legal topics including the court system.

Dollars and Sense will cover financial literacy, including money management, and will examine the world of work.

You are now ready to complete your Online Preferences for 2024. Keep this booklet as a reminder of your electives and their descriptions for next year.

Instructions:

1. Open the email sent to your school account
2. Click on **'Click here to open Web Preferences'**

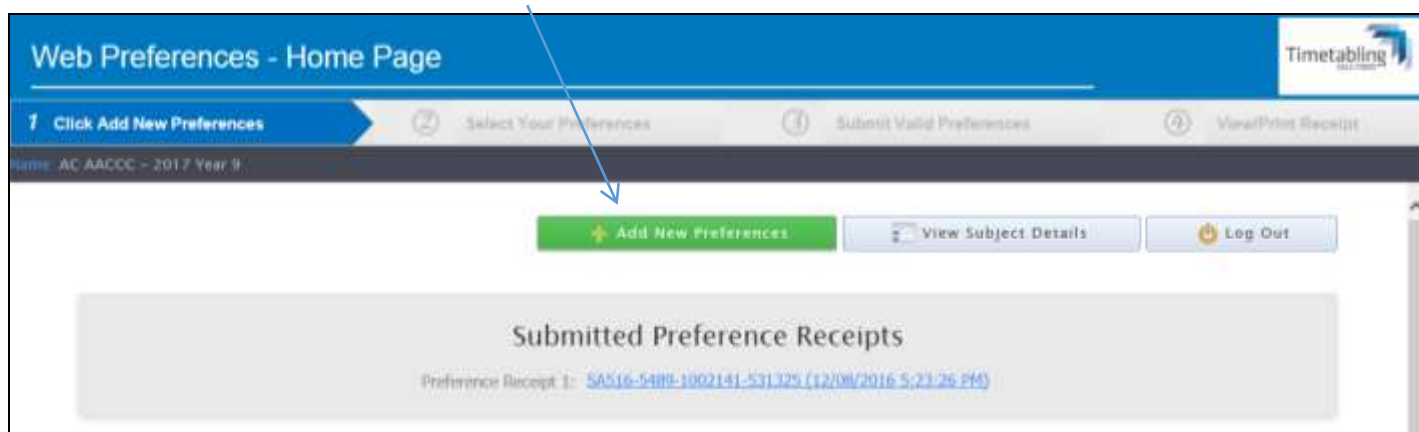


House: Student Code: STUD1002141
Year Level: Home Group:
Roll Class:

The following steps outline how to enter your subject preferences online.

1 Internet Access	You will need a computer with an internet connection and a printer. We recommend using Firefox, you may also use Google Chrome or IE 6.0 and above.
2 Log In	Log In to www.selectmysubjects.com.au using: Click here to open Web Preferences Student Access Code: SA516-5489-1002141

3. Click on **Add New Preferences** and make your elective choices, in order of preference, and Language/Commerce required subject.



Web Preferences - Home Page

Timetabling

1 Click Add New Preferences 2 Select Your Preferences 3 Submit Valid Preferences 4 View/Print Receipt

Name: AC AACCC - 2017 Year 9

[Add New Preferences](#) [View Subject Details](#) [Log Out](#)

Submitted Preference Receipts

Preference Receipt 1: [SA516-5489-1002141-531325 \(12/08/2016 5:23:26 PM\)](#)

4. Finally, add parent/guardian email address. This will generate an email which requires a parent signature.

The student signs in the allocated position, and then saves the signature.

Submit valid preference once it has turned green.



Parent/Guardian Email Address:

Student Signature

Save Signature

If you haven't received an email link to Web Preferences Online, see Mr Minter, the Timetabler.

ACCELERATED COMPUTING

What is the focus/goal of this subject?

Students who successfully complete Year 9 Accelerated Computing will be able to select VCE Unit 1 & 2 Applied Computing in Year 10. This will allow students to have an additional subject added onto their ATAR in Year 12. In this semester-based subject, students will explore how to use spreadsheet software such as Excel, including formulas and functions that allow the program to do all the hard work. Students will learn how to design a client home network, including the hardware/software and how computers are connected to the Internet.

Students will use visual design tools to help consolidate their ideas and designs before developing working solutions. They also develop a database in Access which allows data to be manipulated and sorted on a large scale.

What activities and assessment tasks are undertaken?

- Creating a spreadsheet using Excel to perform powerful functions with ease
- Manipulating and sorting data, including producing graphs
- Different types of networks
- Hardware and software required to set-up a network
- How to store, search and organise large sets of data in a database
- Design and configure a new home network for a client using the very latest in technology
- Complete practical exercises in Excel
- Develop a database in Access – students choose a topic of interest
- End of Semester Examination

Where does this subject lead in Years 10 - 12?

VCE

Students can continue studying information technology in Year 10 by undertaking VCE Unit 1 & 2 Applied Computing and Unit 3 & 4 Analytics in Year 11.

Career

There are many careers to follow when specialising in information technology, these can be IT related such as Network Manager, Website Designer, Cyber Security Analyst, Data Analyst and Database Administrator. Additionally, many other jobs and careers are increasingly needing their staff to have IT skills and capabilities.

As technology progresses, the need for information technology skills and professionals increases, with IT employment opportunities being an area of demand in the next five years and beyond.

ART

What is the focus/goal of this subject?

By the end of Year 9, students will have built an awareness of how and why artists realise their ideas through different visual arts practices. They will identify and explain how artists and audiences interpret artworks through explorations of different viewpoints, as well as interpret artworks through research and art practice.

As they make and respond to visual artworks, students will critically reflect on the contribution of visual arts practitioners from a range of cultures, times and locations that refer to the development of different traditional and contemporary styles of art works, which include Contemporary Art and sculpture, Modernism and painting, and the Pop Art Movement of the 1960's and its resurgence in a contemporary context.

Students will extend their understanding of safe visual arts practices and have the choice to use sustainable materials whilst exploring and manipulating materials, techniques, technologies, and processes to express their intentions in art works.

What activities and assessment tasks are undertaken?

In this Unit students complete two main assessment tasks:

- Painting and Drawing – An exploration of the Pop Art Movement focusing on Portraiture
- Sculpture – An exploration of 3D using clay, including hand building techniques and language focusing on sculpture terminology.
- Research task of a chosen sculptor.
- Colour Theory and its application.

Students will research and collect ideas and inspiration from history while referring to contemporary culture.

Discover and develop skills using different painting techniques and materials, discover and develop skills using different clay hand building techniques, extension tasks based on Papier Mache, and Lino Printing.

Experience construction methods using a diverse variety of materials.

Be challenged by using clay, glazing and firing sculptures.

Discussion and evaluation of their artworks.

Where does this subject lead in Years 10 - 12?

Students gain confidence in using art principles and practice, providing them with opportunities to enter Year 10 2D Art and Year 10 3D Art, and to continue through to Units 1-4 VCE Creative Practice and/or Year 10 Visual Communications, continuing through to Units 1-4 Visual Communication and Design.

There are also opportunities to develop specific interests for future employment that are relevant to many art and design fields or just for fun.

E.g. Professional Fine Arts practice, Book Illustrator, Architect, Curator, Botanical or Scientific Illustrator, Art and Design Teaching and many more.

DESIGN AND TECHNOLOGIES - STEM

What is the focus/goal of this subject?

In this subject students extend their knowledge and skills from Years 7 and 8 in constructing projects from a variety of materials. Students also gain competency in the use of hand and power tools in the construction of a product.

As part of the design process, students will investigate sustainability and recycling options.

What activities and assessment tasks are undertaken?

Students will research and develop a functional product by completing the following:

- Investigate
- Research
- Concept drawings
- Production planning
- Production of a product
- Evaluate

Students will use a variety of hand and power tools, identical to what would be used in a trade industry and TAFE settings. They are also required to show the safe use of these tools in a practical setting. Students are instructed on the correct practices that are used in industry, and are expected to work to these standards.

Where does this subject lead in Years 10 – 12?

Students can choose to do the Design and Technology (STEM) elective in Year 10.

This leads to students studying VET Construction Pathways for Years 11-12.

This subject could also be a taster for Trade Based Careers.

DRAMA

What is the focus/goal of this subject?

The focus of Year 9 Drama is to provide the opportunity for students to perform group devised work. A strong emphasis is placed on teamwork and the collaborative process. The individual student contributes ideas, research energy and support to the group. The organisational tasks of scripting, line learning, planning of costumes, scenery, music and rehearsals are part of the working process.

Responding to and interpreting professional theatre and/or the work of others is a written, analytical component of the course. This subject also builds confidence in public speaking and presentations.

What activities and assessment tasks are undertaken?

Students participate in team building drama exercises that are movement and character based. They are encouraged to lead classmates in cooperative games. The dramatic communication skills of mime, creation of character and delivery of dialogue are practised and short role-plays performed to the class. A small group play is created in a particular theatrical style such as comedy and / or melodrama.

Where does this subject lead in Years 10 - 12?

Students may enrol in Year 10 Theatre Studies. An enthusiasm for performance may lead students to VCE Drama Units 1 – 4 in Years 11 and 12.

FOOD TECHNOLOGY

What is the focus/goal of this subject?

Food Technology explores the application of nutrition principles, the characteristics, and properties of food, food selection and preparation, time management and contemporary food issues. Using a variety of kitchen equipment, students will learn about the importance of adopting safe work practices, and develop production skills and knowledge on personal and kitchen safety and hygiene. They will have an opportunity to use a variety of ingredients to produce well-prepared, delicious and nutritious foods. Students learn to investigate and evaluate their ideas through the design process. There is a strong focus on the importance of healthy eating and diverse cuisines from around the world.

What activities and assessment tasks are undertaken?

- An online food safety certificate.
- A design brief based on healthy Dinners.
- A research task based on a country and its cuisine.
- Practical cookery skills such as kitchen safety and hygiene, food preparation, time management and kitchen equipment.
- Theoretical knowledge such as food safety and hygiene, nutrition and the importance of a healthy diet and multicultural cuisines.

Where does this subject lead in Years 10 - 12?

- VCE Food studies Units 1 – 4 in Years 11 and 12
- VCE/VET Certificate II in Hospitality (Kitchen Operations) Units 1 – 4 in Years 11 and 12

(Both of these subjects have the possible option to advance in Year 10).

INTERACTIVE GAMING AND CODING

What is the focus/goal of this subject?

We want our students to understand technology and its opportunities. A coder is a logical thinker and someone who can effectively break a big problem into smaller ones. Students will use GameMaker to create simple games and then build up these skills over time where they can extend a platformer game. 3D virtual reality software will be used to create games that students can play with the VR headsets and joystick controller. Students will study algorithm and programming theory, including program design through using flowcharts and pseudocode.

What activities and assessment tasks are undertaken?

This course provides a gentle and fun introduction to the design and production of computer-based games, for students with no prior programming experience. Students will learn how to code, the principles of game design, and code debugging, and apply these skills and knowledge to create a computer game of their own design.

What does this subject lead to in Years 10 - 12?

Year 10 Online Gaming and Coding

Unit 1 & 2 VCE Applied Computing

Unit 3 & 4 Data Analytics

MEDIA

What is the focus/goal of this subject?

The main focus is to explore how the media represents reality through production techniques and understanding of media language. Through collaboration in small groups, and individually, students create media in forms that include video, photography and print and sound, whilst referencing professionally produced texts such as feature films, advertisements, etc.

Year 9 Media students have the opportunity to gain a solid grounding in media equipment operation including video, photography, audio and special effects. Students will become familiar with a range of applications such as Adobe Premiere and Photoshop, as well as a wide range of video and still cameras and audio equipment. An array of high quality equipment is available for student use.

The Year 9 Media course has a strong practical element, whilst also focusing on theoretical aspects such as the notion of media representing reality and narrative codes and conventions. It is an excellent introduction to further study of Media, which continues through Year 10 and VCE (Years 11 and 12).

What activities and assessment tasks are undertaken?

- Genre Video Production
- Film Analysis
- Film Poster Production
- Production analysing a favourite media product
- Photography

Where does this subject lead in Years 10 - 12?

In Years 10, 11 and 12 (VCE Media), students continue to develop technical, artistic and analytical skills in Media. Year 9 Media is an excellent introduction and window to future opportunities in Secondary and Tertiary Media education, and a huge array of media related career paths and opportunities.

MUSIC

What is the focus/goal of this subject?

This unit is designed to extend students' enjoyment in, and experiences with, various forms of Music. It can lead to further study in later years, but can also be taken purely for interest at this level.

The course has a practical emphasis, enabling students to experiment, listen and perform on musical instruments. The study includes elements of IT, using software to help students develop better composition and aural skills. They become familiar with the musical benefits of Sibelius software.

During the semester, theoretical, analytical and aural skills are introduced as key parts of the musical process. A stronger theoretical and aural understanding enables students to participate more confidently in musical groups. These skills also assist in other performance-based subjects across the curriculum.

Students who are currently studying a musical instrument, either at the College or elsewhere, will find this unit an excellent support for that study. They will have opportunities to perform in ensembles and bands, under the encouragement and supervision of the subject teacher.

What activities and assessment tasks are undertaken?

Group Performances

Theory and Aural Skills (scales, rhythms, chords, progressions)

Analysis Skills: exercises on the structure of music

Composition Assignments

Where does this subject lead in Years 10 - 12?

This unit is open to all Year 9 students. It is also strongly encouraged for anyone studying a musical instrument, as well as those students who wish to continue studying Music at Year 10 and beyond through our VCE Music Performance programs.

PADDOCK TO PLATE

What is the focus/goal of this subject?

Paddock to Plate is an elective that runs over one semester. As part of this elective, students undertake options based on Agricultural and Horticultural Studies. To further engage students in their learning, this program is supplemented with many practical hands-on activities to make the learning more engaging and to show students the whole cycle of where our food comes from, and what it takes to get it on to the table.

What activities/assessment tasks are undertaken?

Students will be propagating plants and using seasonal planting guides to establish a vegetable garden. Students study the ethical and sustainable farming practices for poultry, lamb, seafood, beef and their auxiliary industries, dairy, wool and fibre.

They will plan a recipe and cook, using different cooking methods, each of the meats, and a vegetable dish. Students will visit a trout farm, go fishing, prepare the fish for cooking, cook then eat. Students will engage with local businesses to establish how the paddock to plate philosophy and business model is thriving in our local community.

Where does this subject lead in Years 10 - 12?

- A stimulating, practical and engaging curriculum for our students which shows an understanding and appreciation of who they are and where they come from.
- Commitment to building our community links and partnerships is also reinforced.

Where does this subject lead to:

Year 10: VET Certificate II Horticultural studies and VET Certificate II in Hospitality.

PSYCHED UP

What is the focus/goal of this subject?

Psychology is one of the most popular VCE subjects, and yet most students don't get the opportunity to learn about it until Year 11.

This elective will introduce you to the discipline of Psychology in a hands-on and fun way through the following topics:

- **Introduction to Psychology** (define psychology, fields of psychology such as sport psychology and forensic psychology, psychology as a science, research in psychology, ethics and exploring famous experiments in psychology)
- **Neuropsychology** (the structure and function of the brain and nervous system, relationship between our brain and our behaviour, intelligence, specific neurological disorders)
- **Sleep** (the purpose of sleep, biological changes that occur during sleep, effects of sleep deprivation, various sleep phenomena and sleep disorders)
- **Mental Wellbeing** (mental wellbeing continuum, the biopsychosocial model of mental wellbeing and its application to stress and mental illness, maintenance of mental wellbeing)

What activities and assessment tasks are undertaken?

You will engage in a range of hands-on practical activities such as experiments, observations, case-studies. You will keep a logbook of activities and will reflect on how you can apply psychology in your daily lives. There will also be topic tests to assess understanding of concepts.

Where does this subject lead in Years 10 – 12?

You will have the opportunity to undertake Units 1 and 2 Psychology as an extension subject in Year 10, and Units 3 and 4 in Year 11.

Psychology opens up so many opportunities for tertiary study beyond school and can be applied in many aspects of our lives.

TEXTILES

What is the focus/goal of this subject?

In Textiles, students gain confidence in using fabrics to design and produce designed solutions. They will critically analyse factors including social, ethical and sustainability considerations. Students analyse the needs or opportunities to develop design briefs, communicate design ideas, work flexibly and safely to produce what they have designed. They use hand sewing techniques, sewing machines and overlockers to create their garments and products.

What activities and assessment tasks are undertaken?

- **Fabrics and Fibres** - Introduction to Sewing Machines and Fabrics
- **Fibre Art Project** - Embroidered Portraits, Artist inspired cushion
- **Design and Construction Project** - Design and construct a Hoodie based on a Design Brief

Where does this subject lead in Years 10 - 12?

Studying Textiles at Year 9 is an excellent introduction to Textiles in Year 10, which leads into Product Design and Technology (Textiles) at Year 11 and 12.

VISUAL COMMUNICATION

What is the focus/goal of this subject?

Students explore their knowledge and understanding of visual communication design practices as both designers and audiences. They discover new ways of communicating and presenting their ideas through the use of new methods and technologies.

The goal is to gain:

- confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices
- creative and innovative ways to communicate ideas and information

What activities and assessment tasks are undertaken?

Activities are focused around three major areas, and teachers will design the course based on student interest and need, but past tasks have been....

- **Communication Design** - Children's book illustration, Painted Typography, Chocolate Bar Design, Mad Money
- **Environmental Design** - Planometric Room Design, Architectural model making,
- **Industrial Design** - Character Design and Development, Designing Innovative Products

Where does this subject lead in Years 10 - 12?

Students gain confidence in using design principles and practice providing them with opportunities to enter Year 10 Visual Communication continuing through to Units 1-4 Visual Communication and Design.

E.g. Graphic Designer, Book Illustrator, Architect, Curator, Botanical or Scientific Illustrator, Art and Design Teaching, Product Designer, Industrial Designer, Web Designer, Multi Media and Film.



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