



Year 9 2021

Elective Options

Learn. Care. Flourish.

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, **4 in total**. Two electives are undertaken in 2021, **one per semester**. Reserve choices provide a back-up if electives are full or do not run.

The first thing you need to do is to consider whether to continue with French or Japanese, keeping in mind that there are many benefits gained through studying languages.

The Victorian Curriculum states that:

Learning languages in addition to English extends student's literacy repertoires and their capacity to communicate. It strengthens students' understanding of the nature of language, culture, and the processes of communication.

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

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.

From 2021, students, with their parents' consent, may select from the following for Year 9:

1. **French** (full year) – if the student studied French in Years 7 and 8
OR
2. **Japanese** (full year) – if the student studied Japanese in Years 7 and 8
OR
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 next few years.

Teenagers and the Law will be studied in Semester One and it addresses politics and legal topics including the court system.

Dollars and Sense will be studied in Semester Two and it will cover financial literacy including money management and the world of work.

** Please note that you will end up studying 2 electives in addition to your French /Japanese /Commerce choice.

Now you are ready to complete your Online Preferences for 2021.

It is important to remember that your elective choices should be subjects that interest you – not just subjects that your friends want to study. It's an opportunity to try something new.

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/Enhancement English required subject.

Web Preferences - Home Page Timetabling SOLUTIONS

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, print your receipt, sign it, get a parent/guardian to sign it, and hand it in to your homeroom teacher when we return to school.

Preference Receipt: SA516-5489-1002141-531325

| | |
|------------------------------------|------------------------------------|
| Student Name: | AC AACCC |
| School Name: | Sacred Heart College (2017 Year 9) |
| Receipt Date: | 12/08/2016 5:23:26 PM |
| Number of Subjects/Units Selected: | 2 |
| Submission No.: | 1 |

Preference 1: Art & Vis Comm (1 Unit)
Preference 2: Paddock to Plate (1 Unit)
Reserve 1: Media 1 (1 Unit)

If you haven't received an email link to Web Preferences Online – email Mr White, the Timetabler on cwhite@shckyneton.catholic.edu.au

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, craftspeople and designers 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 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, e.g. Pop Art Movement and Aboriginal and Torres Strait Islander peoples.

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 undertake studies in the following

- **Visual Diary-** Students will research and collect ideas and inspiration from history while referring to contemporary culture and undertake exploration with materials and techniques to explore and express ideas. Students will discuss and evaluation of their artworks.
- **Artmaking-** Students will select from and manipulate materials to express their ideas using a variety of media including, but not limited to: Painting, Drawing, Sculpture, Printmaking
- **Presentation and Exhibition** – Students will consider how artists display their work and explore how their own ideas can be conveyed to an audience.

Where does this subject lead in Years 10 - 12?

Students gain confidence providing them with opportunities to enter Year 10 Studio Arts and to continue through to Units 1-4 Studio Arts 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.

***Depending on numbers Art and Vis Comm may run as a single subject**

DRAMA

What is the focus/goal of this subject?

Drama offers an opportunity for students to encounter a diverse range of performance texts and experience different styles of live theatre as an audience, as well as share their own drama and theatre work with others through performance. This unit caters for those with an interest in acting and provides plenty of workshops and opportunities to develop acting skills and create group-devised work, with a strong emphasis on teamwork and the collaborative process.

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

What activities and assessment tasks are undertaken?

Students participate in movement and character-based drama exercises and team building. They are encouraged to lead classmates in co-operative games, acting workshops and improvisations and develop their own expressive skills in voice, movement and facial expression. Students perform scenes from existing play-scripts in small groups and also contribute to the creation and devising of new play-scripts. They also study how particular 'non-realistic' theatrical styles can influence this process.

Where does this subject lead in Years 10 - 12?

This unit is ideal for those wishing to pursue further drama study in in Year 10 Drama and VCE Drama Units 1 – 4 in Years 11 and 12. Alternatively, this unit is interesting for those wishing to develop personal skills and/or further an interest in theatre.

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; develop production skills, 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 breakfast and diverse cuisines from around the world.

What activities and assessment tasks are undertaken?

- A design brief based on healthy breakfasts
- A research task based on Multicultural Australia.
- 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, 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 all of our students to develop the problem-solving capabilities that you need when dealing with technology by asking questions like "...how can I build on this or how can I tweak it?"

It's not just requiring every student to code (because that's almost a superficial thing), we want our students to understand technology and its opportunities, and coding is part of that. In simpler terms, a coder is a logical thinker and someone who can effectively break a big problem into smaller ones.

What activities and assessment tasks are undertaken?

This course provides a gentle and fun introduction to the design and production of computer-based video games, for students with no prior programming experience. Students will learn principles of game design, and apply them to create an actual computer game of their own design. Students will also research selected aspects of games and/or the game industry, write a report about their topics, and give a presentation.

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

VCE Applied Computing and 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, 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. The Media faculty operates Apple Mac computers, running applications including Final CutPro, 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

The Paddock to Plate Elective 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.

Benefits of this elective study:

- 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 CERT II Horticultural studies and VET Certificate II in Hospitality.

STEM DESIGN (WOOD)

What is the focus/goal of this subject?

In this subject students extend their knowledge and skills in constructing projects from wood. They are taught skills in the use of hand tools and machinery, and techniques for constructing effective joints such as the dowel joint and biscuit joint. This is achieved through the construction of a wood project such as a chair and recycled product.

What activities and assessment tasks are undertaken?

Students use of a number of hand tools e.g. rules, squares, saws and planes, to measure, cut and dress the legs and rails and top for the chair. They also use a variety of machines such as pedestal drills, horizontal drills, routers and the biscuit joiner to assist in the construction of the table.

Correct techniques and safe use of equipment are emphasised at all times at the beginning of every new machine introduced to the students, with a question sheet and demonstration.

As part of the process students complete a workbook for the recycled product. They produce drawings and sketches, create a production plan and cutting list and look at different joints they may use for construction. Students are then assessed on their workbook and models looking at joint construction, neatness and the quality of the finish.

Where does this subject lead in Years 10 – 12?

In Year 10 students consolidate the skills and knowledge learned in earlier years, which leads to the VET Building and Construction course offered to students in these levels. Students are instructed in techniques and practices used in the industry and are expected to work at industry standards.

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.

The goal is to gain

- Your sewing machine licence
- Confidence, curiosity, imagination and enjoyment through an engagement with textiles
- Confidence and skills in using textiles tools and equipment (Sewing Machine, Overlocker)
- An understanding of sustainability and the impact of our clothing choices on the environment
- Fabric Embellishment Techniques (Dying, Beading and Embroidery)
- Creative and innovative ways to design and communicate ideas
- Creative, critical and reflective thinking, using visual design thinking skills
- A usable product that you are proud to wear

What activities and assessment tasks have been undertaken?

- **Fabrics and Fibres-** Introduction to sewing machines, fabrics and fibres. (Boxer shorts, Pencil Case, Wallet)
- **Art and Fibre Project-** Embroidered Portraits, Artist Inspired Cushion, Not a note Embroidery Task, Ice Dyed Pillowcase.
- **Design and Make Project-** Design and construct a garment based on a design brief. (Hoodies, Upcycled Shirt, Denim Bag)

Where does this subject lead in Years 10 - 12?

Studying Textiles at Year 9 gives students a grounding in product design and making skills, which are relevant to ongoing studies in Textiles at Year 10, Product Design and Technology (Textiles) at Year 11 and 12. Textiles also has transferable skills to other art and design areas, including the study of Art, Visual Communication Design and Media.

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. Students tailor the presentation of their ideas to meet the needs of specific audiences. They apply critical thinking to reflect on their ideas and use of design elements, design principles, materials, methods, media 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
- Aesthetic knowledge, including the application of design elements and principles, as they explore visual communications
- Visual communication design practices, processes and technologies
- Creative, critical and reflective thinking, using visual design thinking skills
- Respect for and acknowledgement of the diverse roles and practices of designers, and the cultural context of visual communication design.

What activities and assessment tasks have been undertaken?

Learning activities are focused around 3 major areas

- **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.

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

***Depending on numbers Art and Visual Communication may run as a single subject**

