



Year 9

Subject Information

More than you imagine

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OVERVIEW

Year 9 is the first year in which students have more choice in the direction that their education takes. This is a chance for students to take ownership of their educational pathway. This ownership comes in the form of choosing elective subjects. Our electives cover a broad range of different curriculum areas and cater to a wide variety of different interests and learning skills. Choosing electives is an opportunity for students to follow their interests and increase their future opportunities. Our electives have been designed to meet the needs of Year 9 students at Maffra Secondary College.

Students are encouraged to investigate areas of study that they may not have encountered before or choose subjects to further their knowledge, skills and attitudes.

Advice on choosing your electives:

THE RIGHT REASONS INCLUDE:

- ✓ I am good at/enjoy that subject
- ✓ I know that these subjects will help my career choice because I have researched into it.
- ✓ I have achieved good feedback or grades in the subject
- ✓ If in doubt – ask for and get help!

THE WRONG REASONS WOULD INCLUDE:

- ✗ I like the teacher
- ✗ All the other choices are boring / too difficult
- ✗ All my friends are doing that subject
- ✗ I think it will help me get a job

SOME IMPORTANT POINTS FOR PARENTS/GUARDIANS:

- Talk to your child about what their interests are.
- Find out what they would like to do in the future.
- Let them know that full-time jobs for 17 year olds are increasingly rare. The key to their future is in good education, good training and developing skills and attitudes that employers want and are prepared to pay for.
- Check that your child is choosing subjects for the right reasons.
- Try to encourage a variety in their choices – this will allow more choice in Year 10.
- If in doubt about your child's choices, please contact the school to make an appointment to see the Careers Leader, Mrs Marie Clark. Alternatively, contact Mrs Belinda Marshall the Year Level Leader for more information.

Key Dates and Deadlines

- Booklet and information distributed at the MSC Careers Expo.
- Initial preferences submitted online between **Friday 26th of July – Sunday 4th of August.**
- High-cost electives (>\$50) must be paid by **Friday 6th September** to secure a place in the elective.

ADVANCED WARNING: School Requirements for entry to VCE and VCAL (for Year 9 students in 2020)

Accelerated program - VCE

Students at Year 9 will be invited to study a VCE subject in Year 10 (units 1 and 2) provided they have demonstrated the following:

- Regular timely submission of work in all classes (ascertained by semester reports)
- A minimum Victorian Curriculum level of 'at the level' in English AND a recommendation from their Year 9 English teacher that they have the required literacy skills to succeed at VCE
- A minimum Victorian Curriculum level of 'at the level' in the subject area they have chosen to undertake at VCE. If this subject is unavailable in Year 9 they must produce evidence of their skills in this area
- An average progress report score of at least 3.5, demonstrating the minimum required learning habits
- Exemplary attendance
- Special consideration may be granted depending on individual circumstances

Note: Priority will be given to students who are studying a full VCE load (Year 11/12 students)

Note: Only certain VCE subjects are available to be selected for the accelerated program (see table of subjects to view these)

Accelerated program – VET (Vocational Education and Training)

Students at Year 9 may study a VET subject (at TAFE – on Thursdays) in Year 10 provided they have demonstrated the following:

- Regular timely submission of work in all classes (ascertained by semester reports)
- A Victorian Curriculum level of within 6 months of being 'At the level' in English and Maths to ensure they have the required numeracy and literacy skills to succeed in an adult learning environment (TAFE)
- An average progress report score of at least 3.0, demonstrating the minimum required learning habits to succeed at TAFE
- Exemplary attendance
- Special consideration may be granted depending on individual circumstances

COMPULSORY SUBJECTS

ENGLISH

Discover Australia's dark and brutal past. Sink your teeth into contemporary issues to do with the wide world. Delve into the psychological and cultural web of adolescent literature.

English classes cover essential literacy skills, including reading, viewing and writing, speaking and listening. Students will have four periods a week to hone their English skills and develop their learning, preparing them for their senior years of schooling and beyond. These skills include analysing written and visual texts, presenting their own opinion in writing and in a speech and developing their creative writing abilities.

Literacy Skills include:

- Reading
- Viewing and Writing
- Speaking and Listening

Students will have the opportunity to participate in the annual overnight 'Writers Workshop' trip in Melbourne. This is **not compulsory** however the purpose of this excursion is for students to work with likeminded students and apply their Literacy skills in a range of different genres. This event will take place in **Semester two during August**.

Victorian Curriculum links:

Language for interaction

- Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor (VCELA428)

Text structure and organisation

- Understand that authors innovate with text structures and language for specific purposes and effects (VCELA429)
- Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (VCELA430)

Expressing and developing ideas

- Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (VCELA431)
- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (VCELA432)
- Explain how authors creatively use the structures of sentences and clauses for particular effects (VCELA433)

Phonics and word knowledge

- Understand how spelling is used creatively in texts for particular effects (VCELA434)

Literature - Literature and context

- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (VCELT435)

- Responding to literature
- Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (VCELT436)
- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (VCELT437)

Examining literature

- Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (VCELT438)
- Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (VCELT439)
- Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT440)

Literacy - Texts in context

- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (VCELY441)

Interpreting, analysing, evaluating

- Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts (VCELY442)
- Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (VCELY443)
- Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (VCELY444)

Explore and Represent Ideas

- Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images (VCAMAE040)

Media Arts Practice

- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, to represent a story, purpose, meaning and style (VCAMAM042)

Present and Perform

- Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues (VCAMAP044)

MATHS

Year 9 Maths involves the study of key mathematics curriculum areas through the integration of key mathematics skills practise, using problem-solving skills and applying maths to real-world situations. Among other topics, students will learn how to graph linear relations and solve linear equations using tables of values, graphs and algebra. They will explore the use of measurement skills to find areas of composite shapes and the surface area of prisms and cylinders. They will use Pythagoras' Theorem and trigonometric ratios to solve real-world problems involving right-angled triangles. Throughout all topics students will be encouraged to approach and solve problems creatively, using critical thinking skills, technology and will learn to communicate their mathematical thinking. Students will complete an exam at the end of each semester.

Skills include:

- Algebraic solving skills
- Measurement skills and unit conversion
- Problem-solving skills
- Skills using mathematical technology
- Communicating mathematical thinking
- Sketching graphs and using Cartesian coordinates
- Representing data mathematically

Victorian Curriculum links:

- Number and algebra (VCMNA301 – VCMNA311)
- Measurement and Geometry (VCMNA312 – VCMNA320)
- Statistics and Probability (VCMNA321 – VCMNA326)

SCIENCE

Year 9 Science involves the study of a variety of science-related issues and concepts through inquiry-based skills and thinking skills. In Year 9 Science, students consider the roles of the nervous and endocrine systems and investigate how neurotoxins and disease can cause these systems to malfunction. They predict how future applications of science and technology may affect people's lives. Student explore interactions between organisms and their environment and the flow of energy within ecosystems as part of a scientific investigation of the Maffra Wetlands. In Chemistry, students investigate the role of energy in chemical reactions and explore how atoms are rearranged to form new substances during chemical reactions. Students will also use the concepts of voltage and current to explain the operation of electric circuits. They explore the theory of plate tectonics to explain patterns of geological activity and continental movement.

Skills include:

- Developing questions and hypotheses
- Planning and conducting scientific investigations, including fieldwork
- Data collection and representation using technologies
- Analyse patterns and trends
- Evaluate methodologies and draw conclusions
- Communication of scientific ideas and concepts

Victorian Curriculum links:

- Science as a human endeavour
- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences
- Science Inquiry Skills

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education explores the benefits of participation in physical activity. A major theme throughout is 'being active for life.' Hence encouraging students to continue to participate in a variety of physical activities and understand the social, mental, physical and financial benefits of participation in physical activity.

The physical activity component of the subject will focus on students understanding of and meeting the National Physical Activity Guidelines, developing their fitness and understanding of a variety of fitness components through sports specific training. All students will participate in a wide variety of sports that are available across the life span (of varying intensity) and further development of motor skills in a range of sports.

The health and wellbeing aspect of this class will not only complement the learning that occurs in practical sessions, but also on the health concerns that young Australians are faced with. The students will look at sexual health, building social relationships, harm minimisation and drug education.

Skills include:

- Persistence
- Resilience
- Collaboration
- Analysis and Evaluation

Victorian Curriculum links:

- Personal, Social & Community Health
- Movement and Physical Activity

CONNECT

Connect involves students participating in a variety of activities to aide their interpersonal development such as communication, teamwork, resilience, empathy for others and leadership. They work collaboratively with their classmates to learn strategies that develop their own resilience, build empowerment and challenge students. In Connect students also engage in Individual and Community based-projects. In 2020, students will elect to participate in one of the following streams:

- 1) Duke of Edinburgh (DOE) - The DOE's International Award is a non-competitive, internationally recognized program designed to encourage young people to develop positive skills and lifestyle habits. DOE is about personal challenge and development and is adaptable according to each participant's interests and abilities. The Award concept is one of individual challenge. It presents young people a balanced, non-competitive program of voluntary activities which encourages personal discovery and growth, self-reliance, perseverance, responsibility to themselves and service to their community.

Note: Students participate in an overnight journey

- 2) Community Learning Projects – students work in small groups to identify an issue within their community (school or wider community). They then work through the design process to develop a solution to their issue/s.
- 3) Personal Challenge - a dynamic learning journey, as it is a physically and mentally challenging outdoor experience. This stream contains five distinct phases of Planning, Preparation, Experience, Celebration and Presentation. The major component is the outdoor education experience.

Skills include:

- Empathy
- Cooperation
- Attitude
- Collaboration
- Reflection
- Curiosity
- Gratitude
- Grit
- Self - control
- Optimism
- Social Intelligence
- Time management

Costs:

- Duke of Edinburgh - \$70
- Personal Challenge – between \$0 and \$70 (dependent upon the challenge students complete)

HUMANITIES

Humanities includes Civics and Citizenship, Economics and Business, Geography and History. Students learn about Australia's role in global systems through Civics and Citizenship where students explore democracies, rights and responsibilities. Students investigate a current issue, such as immigration.

In Economics and Business students explore current enterprise issues, consumers, producers and the impact on communities. Students investigate the renting and buying of a house. They then study consumer law such as their rights when returning goods.

In Geography students explore the processes that continue to shape different societies, environments and cultures. The film *Rabbit Proof Fence* which is studied as a text in English classes is used as a theme and to provide background for what is taught in English.

In History students study the First World War - how it started; how Australia became involved; where it was fought and the impacts it still has to day in both commemoration and removal of ordnance.

Victorian Curriculum Links:

Civics and Citizenship

- Explain the values and key features of Australia's system of government
- Describe the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments.
- Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship.

Economics and Business

- Explain why and describe how people manage financial risks and rewards in the current Australian and global financial landscape
- Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions

Geography

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future.
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences
- Select, organise and represent data and information in different forms,
- Analyse and evaluate data, maps and other geographical information.

History

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about
- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values
- Evaluate different historical interpretations and contested debates
- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia
- Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments
- Evaluate the historical significance of an event, idea, individual or place

LANGUAGES (*Indonesian or Mandarin*)

Languages (Indonesian or Mandarin) provides an opportunity for students to continue the language study of their choice into Year 9, combined with the study of Humanities. Students will develop their language skills with a classroom focus on communicative activities, alongside the study of Humanities, including History, Geography and Economics. These pursuits all allow students to explore and understand the world and our place in it and become active participants in the global community.

Skills include:

- Communicating in the target language in both oral and written forms
- Developing inter-cultural awareness
- Research and analysis

Students will learn in English as well as Indonesian or Mandarin, becoming more active in their learning as they develop subject specific skills and investigate the answers to key questions about our past, present and future. There will be an opportunity for following areas of interest within these areas. There will be a greater focus on how more complex grammatical structures contribute to the meaning of language.

Victorian Curriculum Links:

Languages 7-10 Sequence:

- **Communicating:** socialising, informing, creating, translating and reflecting
- **Understanding:** system of language, language variation and change and role of language and culture

Humanities:

- **History:** Students investigate the history of either Australia and/or an Asian society in the period 1750 – 1918, patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century (VCHHK136)
- **Geography:** Geographies of interconnections, effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (VCGGK143) environmental change and management, causes and consequences of an environmental change (VCGGK147), geographies of human wellbeing, issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region (VCGGK153)
- **Economics:** Investigate Australia as a trading nation and its place within Asia and the global economy (VCEBR020), explain the links between economic performance and living standards, including the variations that exist within and between economies, and give reasons for the possible causes of variations (VCEBR022)

ELECTIVES

Electives are broken into 3 categories. Art, Technology and Other. To ensure a breadth of subjects, you are required to complete one elective in each category. Your fourth elective can come from any category.

ART

- Art
- Drama
- Media & Visual Communication
- Music
- Photography

TECHNOLOGY

- Cultural Foods
- Digital Technologies
- Energy Breakthrough (2nd semester only)
- Excellent Foods
- Retro Fashion
- Woodwork

OTHER

- Ag and Hort
- Creative Writing
- Forensic Science
- Health and Human Development
- Marine Science
- Personal Best
- Psychology
- Sport Science
- Surf and Turf

ART ELECTIVES

ART

Cost \$0 (+\$5 for students who choose a canvas)

Year 9 Art is unit where students create exciting art works using a variety of mediums. Students will explore printing techniques such as; etching, linoleum printing and screen printing. They will also investigate clay modelling and various painting and drawing methods. A range of styles and art movements will be explored through art making and art analysis. Art analysis assists students to understand how an artwork is made as well as giving them an insight into the creative decisions made by the artist.

Skills include:

- The Arts
- Personal development
- Research and analysis

An excursion to an Art Gallery or Alternative Art Space will also allow students to consolidate their learning with arts processes and give them the opportunity to view art works. In Semester One the excursion usually takes place term 2, whilst in Semester Two the excursion takes place term 4.

Victorian Curriculum links:

Explore and Express Ideas

- Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works (VCAVAE040)
- Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works (VCAVAE041)

Visual Arts Practices

- Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes (VCAVAV042)
- Conceptualise, plan and design art works that express ideas, concepts and artistic intentions (VCAVAV043)

Present and Perform

- Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience (VCAVAP044)

Respond and Interpret

- Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences (VCAVAR045)
- Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints (VCAVAR046)

DRAMA

Cost \$10

Drama is a creative and challenging class that tells stories, explores ideas, makes sense of the world and communicates meaning. After researching traditions and styles of drama, students will create their own plays. Through writing, rehearsing and refining their performances, students will build confidence. Resilience and perseverance layers with a dramatic aesthetic. Exploring acting and other stagecrafts students will collaborate to create pieces of theatre.

Skills include:

- Expressive Skills -
- Researching
- Brainstorming
- Improvising
- Scripting
- Rehearsing
- Refining
- Building Confidence
- Communication

Students will have the opportunity to attend a live theatre performance and workshop to expand their understanding of how dramatic elements, expressive skills and various stagecraft work together to create theatre as art. There is a cost associated with this elective - Please refer to the elective charge sheet.

Victorian Curriculum links:

Explore and Express Ideas

- **Improvise** with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama
- **Manipulate** combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles

Drama Practice

- **Practise and refine** the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces
- **Structure drama** to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements

Present and Perform

- **Perform** devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience

Respond and Interpret

- **Evaluate** how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect
- **Analyse** a range of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints and develop understanding of drama practice across local, national and international contexts

MEDIA AND VISUAL COMMUNICATION

Cost \$0

This is an exciting expressive unit based on creating artistic solutions to a range of media and design tasks. Students will use media codes and conventions to create their own films individually and collaboratively in groups, filming and editing techniques will be explored to facilitate this. Students will apply design skills to create a tribal tattoo and a logo and signage for a corporate airline and trucking company. Designs will incorporate the design process and include freehand drawings and computer-generated drawings using Illustrator, InDesign and Photoshop to complete the tasks.

Skills include:

- Filming and editing skills
- Design and drawing skills using Adobe Illustrator and Photoshop
- Construction skills – 3D
- Research and analysis of design

Victorian Curriculum links:

Explore and Represent Ideas

- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience (VCAVCDE006)
- Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text (VCAMAE040)

Media Arts Practice

- Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design (VCAVCDV008)
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style (VCAMAM042)

Present and Perform

- Develop work for a specific audience and needs, and present visual communications that meet the brief (VCAVCDP009)
- Plan, produce and distribute media artworks for different audiences (VCAMAP044)

Respond and Interpret

- Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples (VCAVCDR011)
- Analyse and evaluate how technical and symbolic elements are manipulated in media artworks (VCAMAR045)

MUSIC

Cost \$50

Music is all about performing and music technology. There are three aspects to this course: students will work on developing their music performance skills on a chosen instrument or voice, develop their song writing skills and will explore the elements of P.A. and recording.

Students will develop skills on a chosen instrument as a group or individual, developing their rehearsal and performance skills. They will continue to develop their music theory and aural skills through a series of exercises and worksheets.

Students will learn more about Australian music, chord progressions and the song writing process. They complete research on Paul Kelly and his writing styles and then write their own song. Students will learn how a basic recording studio works, including the P.A. system, mixing desks, microphones and how soundwaves work.

Skills include:

- Music performance and composition
- Music production and technology
- Research and analysis

An excursion to Wombat Road Recording Studios will also allow students to consolidate their learning with the recording process and give them the opportunity to experience the recording process by recording their performance pieces. The purpose of the excursion is for students to apply their learnt skills as a musician and to work with industry professionals. In Semester One the excursion usually takes place mid to late term 2, whilst in Semester Two the excursion takes place mid to late term 4. The cost of the excursion is approximately \$50.

Victorian Curriculum links:

Explore and Express Ideas

- Improvise and arrange music, using aural awareness and technical skills to manipulate the elements of music to explore options for interpretation and developing music ideas
- Manipulate combinations of the elements of music in a range of styles, using technology and notation to communicate music ideas and intentions

Music Practices

- Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions
- Plan, develop, and notate compositions with an understanding of style and convention

Present and Perform

- Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style

Respond and Interpret

- Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music

PHOTOGRAPHY

Cost \$30 includes excursion

Photography is an exciting unit based on photo-journalism to communicate news and stories through photography. Students will learn to apply these techniques and skills to the production of a series of photographs as well as the School Year Book in semester 2. Students will experiment with various forms of photographic techniques, with computer skills being taught in relation to layout, composition, design and image manipulation through Photoshop.

Skills include:

- Photography and camera essentials
- Use of Adobe Photoshop and Adobe InDesign
- Research and analysis of photographers

An excursion to Tarra-Bulga National Park will also allow students to apply learnt skills in the production of a photojournalism book documenting their experience. The purpose of the excursion is for students to apply their learnt skills to promoting Tarra-Bulga N.P. to the local community through promotional material that utilises the student's photography compositions following the given briefs. Semester One the excursion usually takes place early term 2, whilst in semester 2 the excursion takes place early term 4 - dependent on students paying.

Victorian Curriculum links:

Explore and Represent Ideas

- Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images (VCAMAE040)

Media Arts Practice

- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, to represent a story, purpose, meaning and style (VCAMAM042)

Present and Perform

- Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues (VCAMAP044)

Respond and Interpret

- Analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making (VCAMAR046)

TECHNOLOGY ELECTIVES

CULTURAL FOODS

Cost \$150

Wow! Look at all the great foods we have in Australia that have been brought in by people from other countries. We have such a diverse and exciting range of foods to choose from. In this study, students have the opportunity to investigate and prepare foods from all over the world. Students will work in teams to research recipes they can make in class, whilst learning about cultural traditions and celebrations, culminating in their own production of a gingerbread house.

Skills include:

- Food preparation and presentation
- Sensory analysis
- Investigation and analysis
- Design in response to a brief

Excursions to a range of supermarkets to complete research, pricing and investigate marketing strategies and International food availability.

Victorian Curriculum Links:

Food specialisations

- Food and fibre production
- Creating Designed solutions
- Investigating, Generating, Producing, Evaluating, Planning and Managing

Technologies and Society

- Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved.

Technologies Contexts

- Investigate and make judgements on the ethical and sustainable production and marketing of food.
- Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating

Creating Designed Solutions

- Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.

DIGITAL TECHNOLOGIES

Cost \$0

Digital Technologies is a unit based on problem solving skills. When analysing problems, students consider the functional and non-functional requirements of a solution by interacting with clients and regularly reviewing processes. They develop their design skills and their understanding of the user experience to incorporate a variety of user needs. Students develop solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions.

Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans. When creating solutions, both individually and collaboratively, and sharing them online, students comply with legal obligations, particularly with respect to the ownership of information.

Skills include:

- Problem solving skills – Analysis, Design, Development and Evaluation
- Collaboration skills
- Object-oriented programming skills

Victorian Curriculum links:

- Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (VCDTCD050)
- Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics (VCDTCD051)
- Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases (VCDTCD052)
- Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language (VCDTCD053)
- Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation (VCDTCD054)

ENERGY BREAKTHROUGH – *will only be offered in Semester 2*

Cost: \$340 (Class Materials, Maryborough Excursion, Team shirt)

In this subject students will:

- Investigate and research the concepts of recumbent cycles as a means of transport.
- Plan and make a pedal vehicle, as a team activity.
- Compete in the RACV Energy Breakthrough Challenge.
- Investigate mechanical principles, design processes, ergonomics, manufacturing techniques, emerging materials and aerodynamics.
- Develop drawing skills and graphic techniques to design a team logo, uniform and produce a collection of graphic presentations and promotional material.
- Gain sponsorship from community organisations.
- Plan and be involved in all race preparations which include fitness training, public speaking, and a compulsory presentation.

Skills include:

- Team work
- Leadership
- Research, Investigation and Design
- Bicycle maintenance and repair
- Public speaking and group presentations

As a culmination of the program, students will undertake an excursion to Maryborough Victoria to compete in the RACV Energy Breakthrough Challenge; a 24 hour endurance race for recumbent racing trikes. This excursion allows the students to put into practice all of the skills, knowledge, individual leadership and teamwork skills that they have acquired and is a true test of their learning.

Victorian Curriculum links:

Technologies and Society

- Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved.

Engineering principals and systems

- Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy on design decisions.

Materials and technologies specialisations

- Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create design solutions.

Generating

- Apply design thinking, creativity, innovative and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.

Producing

- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make design solutions.

Evaluating

- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

Planning and managing

- Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, costs, risk and production processes.

EXCELLENT FOODS

Cost \$150

Students who like to cook and taste-test food love this class!

Students participating in this subject will learn valuable life-skills in meal/food preparation whilst comparing home-made to bought food products. They will make a range of familiar foods e.g. pizza, cheesecake, lasagne and sticky date pudding, and compare these to commercially produced products available to buy, analysing and evaluating the price, nutritional value and sensory appeal. They will use the design brief process to choose recipes to make in class and complete supermarket research to learn about pricing and marketing.

Skills include:

- Food preparation and presentation
- Sensory analysis
- Investigation and analysis
- Design in response to a brief

Excursions to a range of supermarkets to complete research, pricing and investigate marketing strategies

Victorian Curriculum Links:

Food specialisations

- Food and fibre production
- Creating Designed solutions
- Investigating, Generating, Producing, Evaluating, Planning and Managing

Technologies and Society

- Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved.

Technologies Contexts

- Investigate and make judgements on the ethical and sustainable production and marketing of food.
- Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating

Creating Designed Solutions

- Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.

RETRO FASHION

Cost: \$30 *plus a trip to Spotlight to purchase material at student's own cost. Parents will be contacted in advance.*

What you will be doing:

- Learn how to make your favourite item of clothing from recycled materials and fashion items
- Research ways of decorating fabric: embroidery, the old and the new; or look at different ways of changing the appearance of plain fabric such as screen-printing and tie-dyeing.
- Develop and design a brief relevant to the products made.
- This unit will explore the possibilities of establishing a small business, look at the products made and available markets.

Victorian Curriculum Links:

Investigating

- Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas

Generating

- Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

Producing

- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions

Evaluating

- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability

Planning and Managing

- Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes

WOODWORK

Cost: \$45 there may be an additional material levy dependent on the size and timber type used in their model selection. Parents will be contacted in advance.

What you will be doing:

- Students will make design modifications to a basic coffee table plan and then manufacture the model.
- Students will develop their production planning techniques related to material lists, costing, risk assessment and model assembly planning.
- Students will produce 2 models for the semester made predominantly from timber.
- Students will develop their knowledge of timber construction by using a number of more difficult timber joining, fixing and finishing techniques.
- Students will learn about the properties of various timbers and timber related products.
- Students will evaluate their finished models and their own work related skills.

Skills included:

- Hand and power tool use
- Awareness of safe workshop practices.
- Drawings techniques
- Production planning
- Joint development
- Evaluation of the model, production skills and techniques.

Victorian Curriculum Links:

Investigating

- Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas

Generating

- Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication

Producing

- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions

Evaluating

- Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability

Planning and Managing

- Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes

OTHER ELECTIVES

AG AND HORT

Cost: \$50

Ag and Hort will provide students with the opportunity to develop their knowledge and skills with the areas of agriculture and horticulture. Students will be provided with the opportunity to participate in a range of theory and practical classes that will develop their understanding of different farming practices. Students will take part in learning about the farming industry and complete a range of projects. This could include caring for dairy calves on loan from local farmers and growing different plants. Farmers and dairy industry professionals, such as vets, dairy company field officers, agronomists or cheesemakers, work with the students to teach them about different aspects of the dairy industry. Excursions to local farms will be involved in this unit.

Skills include:

- Knowledge and understanding of information, materials and farms systems
- Application of knowledge
- Practical expertise of students

The ways in obtaining the above skills are through processes such as:

- Investigating and analysing situations
- Communicating design ideas
- Planning, monitoring and managing resources
- Participate in making their own cheese
- Evaluating products
- Participate in a calf rearing project

Victorian Curriculum links:

- Geography
- Critical and Creative thinking
- Design and Technology: Food and Fibre

CREATIVE WRITING

Cost: \$200

In **Creative Writing**, you will write in a range of styles, including short stories, poetry, novellas, memoirs and scripts. The subject will use a workshop model, in which you will share and give feedback on each others' writing. You will also research and explore the publishing industry and avenues for publication.

Skills include:

- Writing imaginatively
- Creative and critical thinking
- Giving feedback
- Proofreading and editing at a professional standard

There will also be the possibility to attend the Melbourne Writers Festival, where you will have the opportunity to meet and network with authors and other students. This excursion may be adapted, depending on your interest in writing and is the reason for the cost.

Creating texts

- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (VCELY449)
- Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (VCELY450)
- Publishing texts using a range of software, including word processing programs, flexibly and imaginatively (VCELY451)

Discover Australia's dark and brutal past. Sink your teeth into contemporary issues to do with the wide world. Delve into the psychological and cultural web of adolescent literature.

English classes cover essential literacy skills, including reading, viewing and writing, speaking and listening. Students will have three periods a week to hone their English skills and develop their learning, preparing them for their senior years of schooling and beyond. These skills include analysing written and visual texts, presenting their own opinion in writing and in a speech and developing their creative writing abilities.

Curriculum Links:

- Experiment with the ways that language features, image and sound can be adapted in literary texts (VCELT447)
- Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation (VCELT448)

FORENSIC SCIENCE

Cost: \$0

Year 9 Forensic Science involves the application of the sciences (Biology, Physics, Chemistry and Psychology) to analyse and interpret evidence in order to investigate crimes. Students explore topics such as the history of forensic science, evidence collection and analysis, crime sciences and deductive reasoning. Students develop techniques used in Forensics Science to collect and analyse evidence such as, fingerprints, DNA, blood splatters, shoe prints, impressions, hairs and fibres. Students will also analyse the psychology of criminals through case studies and research and develop their own criminal profile of some of Australia's worst criminals. They will plan experiments, identify variables to be changed, measured and controlled and make predictions, drawing on evidence to support their views. They will also solve crime case studies using the skills that they have learnt and then finally create their own hypothetical crime scene for a group of Year 7's to solve.

Skills include:

- Developing questions and hypotheses
- Planning and conducting scientific investigations, including dissections
- Data collection and representation using technologies
- Analyse patterns and trends
- Evaluate methodologies and draw conclusions
- Communication of scientific ideas and concepts

Victorian Curriculum links:

- Science as a human endeavour
- Biological Sciences
- Chemical Sciences
- Physical Sciences
- Science Inquiry Skills

HEALTH AND HUMAN DEVELOPMENT

Cost: \$0

Through the study of Health and Human Development, students investigate health and human development in local, Australian and global communities.

Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential

The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

Skills include:

- Persistence
- Resilience
- Collaboration
- Analysis and Evaluation

Victorian Curriculum links:

- Personal, Social & Community Health

MARINE SCIENCE

Cost: \$40

Year 9 Marine Science involves the study of marine and coastal ecosystems, the diversity of marine and the environmental issues associated with marine environments. Students investigate how marine ecosystems consist of communities of interdependent organisms and abiotic components of the environment. They compare different types of marine and coastal ecosystems, understand their importance and identify the marine organisms that depend on these habitats. Students understand how marine organisms respond to changes in their environment, by studying the structure and function of a variety of marine organisms. They undertake a number of dissections and practical activities to

investigate the structures that ensure survival of organisms and learn how these structures are used in scientific classification. Students explore a variety of environmental issues that impact marine ecosystems and identify management and conservation strategies used to protect marine and coastal ecosystems. Students learn skills and safety precautions required for snorkelling.

Skills include:

- Developing questions and hypotheses
- Planning and conducting scientific investigations, including dissections
- Data collection and representation using technologies
- Analyse patterns and trends
- Evaluate methodologies and draw conclusions
- Communication of scientific ideas and concepts
- Snorkelling and safety in coastal environments

An **excursion to Cape Paterson** will allow students to investigate a marine environment and apply the skills learnt in the classroom, as well as experience snorkelling in a marine environment. Multiple **pool sessions** are undertaken prior to the excursion for students to develop their snorkelling skills. **Students are expected to attempt the swimming component.** The excursion and swimming pool sessions are undertaken in **Term 1**.

Victorian Curriculum links:

- Science as a human endeavour
- Biological Sciences
- Earth and Space Sciences
- Science Inquiry Skills

PERSONAL BEST

Cost: \$460

During this unit students are given the opportunity to extend personal boundaries and explore the past, present and future of Victoria. Topics such as War, Immigration, Water, Power, Transport, Government, Culture and Women in Victoria will guide students learning while comparing rural and urban life. Students will come up with a topic and carry out their research in Melbourne. A compulsory component of this course is a week-long camp in Melbourne, where students will visit iconic Melbourne locations to gather evidence, which is presented to a community forum.

Skills include:

- Investigative skills
- Research and analysis
- Presenting

Victorian Curriculum Links:

Critical and Creative Thinking

- Investigate the characteristics of effective questions in different contexts to examine information and test possibilities (VCCCTQ043)

Analysing and Evaluating

- Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138)

Explore and Represent Ideas

- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience (VCAVCDE006)

PSYCHOLOGY**Cost:** \$0

Will introduce students to psychology as the scientific study of human mind and behaviour. The students learn about the history and development of psychology as a science and its relationships to other sciences. Topics studied will be decided by the students and may include; personality, mental health, the brain, sports psychology, social psychology or visual perception. In each topic studied there will be a range of tasks with an emphasis on the communication of scientific ideas. Students will be expected to contribute to class discussion and be actively involved in decisions about activities and topics

This subject challenges students to think critically and justify their thinking.

Assessment is multi modal including formal written reports and a variety of technology based assessments.

Skills include:

- Developing questions and hypotheses
- Planning and conducting scientific investigations
- Data collection and representation using technologies
- Analyse patterns and trends
- Evaluate methodologies and draw conclusions
- Communication of scientific ideas and concepts

Victorian Curriculum links:

- Science as a human endeavour
- Science Inquiry Skills
- Personal and social capability: Collaboration

SPORT SCIENCE**Cost:** \$85

Sports Science is an introduction to VCE Physical Education aims to allow students to investigate how a range of factors effect sports performance. Through theory and practical application students will develop their understanding of the body and body systems and how these can aid performance. They also investigate a range of sport science factors and apply these to practical situations to enhance their understanding of how performance in sports can be improved. There is a possible excursion to Melbourne to participate in a range of different sporting activities.

Skills Include:

- Research and analysis
- Fitness testing methods and analysis of performance

Students will undertake study of Anatomy and some basic Physiology. They will also complete several labs throughout the semester in which they will study biomechanical principles. Following this they will complete units on fitness and technology in sport.

Victorian Curriculum Links:

- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations (VCEPEM152)
- Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables (VCSIS134)

SURF AND TURF

Cost: \$100 includes excursions for field work and expeditions

Surf and Turf is a study of the ways humans interact with and relate to natural environments. Natural environments are understood to include environments that have minimum influence from humans, but they may also include environments that have been subject to human intervention. Ultimately, the study is directed towards enabling students to make critically informed comments on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

Skills include:

- Understanding of different environments
- Practical skills relating to different outdoor activities
- Research and analysis of the management of different environments and technology relating to the activities undertaken

Victorian Curriculum links:

- Health and Physical Education: Movement and physical activity
- Science – Science Inquiry and Science Understanding
- Geography

YEAR 9 SUBJECT SELECTION 2020 - EXAMPLE

NAME _____

FORM GROUP _____

MY CURRENT STUDIES

My semester one Progress Report average score was: _____

My semester one Victorian Curriculum Levels for English were: R&V_____, S&L_____, W_____

My semester one Victorian Curriculum Levels for Maths were: M&G_____, N&A_____, S&P_____

CAREER INTERESTS

LEARNING GOALS for next year

A Year 9 program will consist of compulsory subjects English, Maths, Science, Health & PE, Connect, either Humanities or Language, and four elective subjects (two per semester).

2020 SUBJECT CHOICES	
Select subjects in order of preference from 1 to 5	
COMPULSORY SUBJECTS	
CIRCLE your preferred choice	
Humanities OR Indonesian OR Mandarin	
ART ELECTIVES (preference)	
<i>You need to study one of these semester long units.</i>	
1.	
TECHNOLOGY ELECTIVES (preference)	
<i>You need to study one of these semester long units.</i>	
1.	
OTHER ELECTIVES (preference)	
<i>You need to study one of these semester long units.</i>	
1.	
OWN CHOICE ELECTIVE (preference)	
Choose from ANY category	
1.	
RESERVE ELECTIVES (preference 1-8)	
Choose from ANY category.	
Include at least ONE from each category.	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Year 9 Elective Subjects Offerings	
ART ELECTIVES	Cost
Art	\$0
Drama	\$10
Media & Visual Communication	\$0
Music	\$50
Photography	\$30
TECHNOLOGY ELECTIVES	Cost
Cultural Foods	\$120
Digital Technologies	\$0
Energy Breakthrough	\$340
Excellent Foods	\$120
Retro Fashion	\$30
Woodwork	\$45
OTHER ELECTIVES	Cost
Ag and Hort	\$50
Creative Writing	\$200
Forensic Science	\$0
Health and Human Development	\$0
Marine Science	\$40
Personal Best	\$460
Psychology	\$0
Sport Science	\$85
Surf and Turf	\$100

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