



**YEAR 9**

**2026**

**ELECTIVE  
OPTIONS**

# 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 2026, **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 study 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 2024.)

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

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. **Justice, Wealth, Power** (full year)

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

You are now ready to complete your Online Preferences for 2026. 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.

<b>1 Internet Access</b>	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.
<b>2 Log In</b>	Log In to <a href="http://www.selectmysubjects.com.au">www.selectmysubjects.com.au</a> using: <a href="#">Click here to open Web Preferences</a> Student Access Code: <b>SA516-5489-1002141</b>

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 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, 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

Sign Type Upload

Save Signature

[+ Submit Valid Preferences](#) [Cancel](#) [Log Out](#)

If you haven't received an email link to Web Preferences Online, see Mr Matthews, 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
- Consider the 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 Physical Theatre, which is an ideal introduction to the world of theatre and drama. This unit helps students to experience the many aspects of drama and includes a mixture of acting, stage work and exploring the more physical aspects of theatre. Students are exposed to a range of different physical performance styles, such as clowning, Commedia dell'arte, mask-work and circus skills. The unit involves participation in practical workshops as well as examining and writing about different Performance Styles. This unit is an ideal preparation for further studies in this area. Students are assessed on their participation in practical workshops, demonstration of skills and written reflections, journal work and analysis of their own and professional performances.

## What activities and assessment tasks are undertaken?

Students participate in team-building drama exercises that are movement and character based. They are introduced to Physical Theatre performance styles and practitioners, Clowning and Physical Comedy and using their body to create physical comedy and clowning. Students also gain practice in the use of masks from different performance styles to create meaning, the use of different Physical Theatre styles, such as 'Viewpoints', to create new devised drama and to also explore existing play scripts. Training in the use of different Circus Skills, such as juggling and balancing, can also be used to create and enhance drama.

### Elements of Drama

- Theatre History: introduction to Physical Theatre performance styles and practitioners. View and analyse live and filmed drama and Physical Theatre performances

### Clowning/ Physical Comedy

- The Actors Toolkit: using your body to create physical comedy and clowning.

### Masks

- Explore the use of masks from different performance styles, including Commedia dell'arte, Japanese Noh Theatre and Greek Theatre, to explore how they are used to create meaning.

### Commedia dell'arte Unit

- Examine how the performance style of Commedia dell'arte developed and use aspects in the staging of play scenes and improvisation.

### Devising Physical Theatre

- Examine the use of different Physical Theatre styles, such as 'Viewpoints', to create new devised drama and explore existing play scripts.

### Circus Skills

- Explore different Circus Skills, such as juggling, balancing, using different apparatus and how they can be used to create and enhance drama.

## Where does this subject lead in Years 10 - 12?

Year 9 Drama leads to the development of confidence and new skills and is well suited for students who love to perform, have fun and perform and learn new skills. It is also appropriate for students who wish to study further in Year 10 Drama. Students also encouraged to follow their passion towards VCE Drama or Theatre Studies Units 1 – 4 in Years 11 and 12.

## FOOD TECHNOLOGY

### **What is the focus/goal of this subject?**

Food Technology builds on students' existing knowledge of personal and kitchen safety and hygiene, teaching them to confidently use various kitchen equipment with an emphasis on safe work practices and production skills.

Students will transform a range of ingredients into delicious and nutritious meals. The course will guide them through the design process, encouraging them to investigate and evaluate their culinary ideas. A core focus will be on creating and preparing healthy dinners based on the Australian Guide to Healthy Eating and exploring diverse cuisines from around the world.

### **What activities and assessment tasks are undertaken?**

- Food Safety Certificate.
- Design Brief - A Healthy Poke Bowl Investigation
- Research Task – Multicultural Foods
- Practical cookery skills - food preparation, time management and kitchen equipment.
- Theoretical knowledge - food safety and hygiene, nutrition, the importance of a healthy diet and multicultural cuisines.

### **Where does this subject lead in Years 10 - 12?**

- Year 10 Food Studies
- VCE Food studies
- VET Certificate II in Cookery
- VCE Health and Human Development

## 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. Students will have the option to design and program 3D virtual reality games that can be played with the VR headset and joystick controller. Alternatively, students can elect to design and build a beginner-style game using the software program Unity. Unity is a program studied at TAFE and University for those who would like to learn about 2D and 3D game design. Students will learn about algorithms 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

# JUSTICE, WEALTH, POWER

## What is the focus/goal of this subject?

**Justice, Wealth, Power** provides year 9 students with a focus on learning who holds the power, what's fair (and what's not), and how money makes the world go 'round'.

- In this subject, students will dive into how governments make decisions, what laws are and why we follow them (mostly), how businesses and money really work, and most importantly how to manage your own money to avoid going broke before you're 20.
- Consider this your first step towards VCE subjects such as Politics, Legal Studies, Business and Economics, and Accounting.

In the '**Justice**' part of the course, students investigate the idea of – **Law and Order**. Students will explore the legal system in Australia, in particular looking at the role of Government, Parliament and the Courts, as well as institutions like the Police and Jails in making and enforcing the law. Students will also look at global justice, exploring the idea of Human Rights, international law and international courts.

In the '**Wealth**' part of the course, students investigate the idea of – **Business & Economics**. Students will explore the 'ingredients' of running a successful business, the key ideas of different economic systems and the role of governments, companies and individuals in generating wealth.

In the '**Power**' part of the course, students investigate the idea of – **Political Power**. Who has it? Who doesn't? And how it can be used? Students will explore political issues at both a national and global level, in particular looking at the players (political actors) involved in these issues and trying to understand why some of these political actors get to 'make the rules', while others try to 'break the rules'.

## What activities and assessment tasks are undertaken?

Through hands-on activities, debates, and mock trials, we'll turn "boring grown-up stuff" into skills students can actually use. You'll even learn how government policy influences what you see on TikTok.

### Justice Topics:

- Australian Democracy – *Liberalism, Representation, The 'Washminster' System, The Rule of Law*
- The Separation of Powers – *Government, Parliament and The Courts*
- Crime and Punishment – *Enforcing the law*
- Human Rights and International Law – *Universal Declaration of Human Rights, International Criminal Court*

### Wealth Topics:

- Running a successful business – *Entrepreneurship*
- Economic Systems – *Capitalism, 3Ps/Triple Bottom Line: Planet, People, Profit*
- Financial Literacy – *An introduction to accounting and personal budgeting*

### Power Topics:

- Hard Power versus Soft Power – *Types of power [Military, Economic, Political, Diplomatic, Cultural]*
- National political actors – *Australian Governments [local, state, federal], The Media, Influential Individuals*
- Global political actors – *US-China Rivalry, The United Nations, Doctors Without Borders, Meta [Facebook]*
- Globalisation – *The 'pros' and 'cons' of living in a globalised world*

## Where does this subject lead in Years 10 - 12?

- Year 10 Money Tree
- Year 11/12 VCE Accounting, Business Management, Economics, Legal Studies, Politics.

## 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 studying professionally produced texts such as feature films, advertisements, etc.

Year 9 Media students gain a solid grounding in media equipment operation including video, photography, and audio. Students plan, storyboard, film and edit a range of filmmaking exercises, developing an understanding of narrative codes and conventions and applying these to create their own short film. They use a range of film-editing applications such as iMovie, Adobe Premiere and Davinci Resolve and become familiar with a wide range of video/still cameras and audio equipment, also developing appreciation and skill in photography, utilising Adobe Photoshop. They also develop their understanding of composition in photography and develop skills in the use of the manual settings on DSLR camera.

The Year 9 Media course has a strong practical element, whilst also focusing on theoretical aspects, such as the understanding of how narratives are constructed through 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?

- **Filmmaking Exercises.** Introduce cinematography skills and develop skills in the use of digital video camera techniques and storyboarding, scripting, shooting and editing short film scenes.
- **Narrative Film Analysis** - How do feature and short films present a narrative using codes and conventions and genre? Discuss the cinematography of a narrative film in a written analysis.
- **Photography** - Understand the functions of manual exposure and learn to take better photos, manipulating shutter speed, aperture and ISO, to control depth of field, freeze and blur.
- **Stages of Media Production** – Understand the process of creating media products through pre-production, production and post-production
- **Genre Film Production** – Understand the conventions of a variety of genres and apply them in the storyboarding, scripting, shooting and editing of a short 'genre' film.
- **Film Poster Production** - Understand the conventions of a variety of print media genres and create a 'film poster' in a specific genre.

### 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 it 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 and develop their skills and enjoyment in playing music with others in a group, as well as working on their own individual technique and skill as a performer. 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 and how to use other music applications for use as composition, songwriting and music creation tools.

During the semester, theoretical, analytical and aural skills are introduced as key parts of the musical process. A strong theoretical and aural understanding enables students to participate more confidently in musical groups and also develop an appreciation of how different forms of music are constructed. These skills also assist in other performance-based subjects across the curriculum.

Students who love music will really enjoy this unit! This unit is all about celebrating the joy of creating music by yourself or with others. 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 lots of 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 and Individual Practise
- Theory and Aural Skills (developing listening skills and understanding scales, rhythms & chord 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. Students who don't wish to study music at a senior level are also encouraged to apply, as there is a strong focus in this unit on creating music with other people, while also working on individual skill levels and developing the love of music.

## Paddock to Plate

### What is the focus/goal of this subject?

Paddock to Plate focused on Agricultural and Horticultural Studies. This subject aims to provide students with a comprehensive understanding of the food production cycle, from its origin in the paddock to its arrival on our plates. Through a variety of hands-on practical activities, students will gain engaging insights into the processes, effort, and resources involved in bringing food 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.

Students will prepare a variety of meat and vegetable dishes, utilizing diverse cooking methods for each.

Students will visit a trout farm, go fishing, prepare the fish for cooking, cook then eat.

A commitment to building our community links and partnerships is also reinforced. 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?

- Year 10 Food Studies
- VET Certificate II Horticultural studies
- VET Certificate II in Hospitality
- VCE Food Studies

## 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 an engaging 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, and ethics by exploring famous experiments in psychology)
- **Neuropsychology** (the structure and function of the brain and nervous system, relationship between our brain and behaviour, and 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 mental illness, and maintenance of mental wellbeing)

### What activities and assessment tasks are undertaken?

You will engage in a range of classroom activities such as discussions, experiments, models, observations and case-studies. You will reflect on how you can apply psychology in your daily lives.

Assessments include topic tests, a practical report, case study and the examination.

### 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 if you are successful in applying to accelerate. Alternatively, you can complete Units 1 and 2 Psychology in Year 11 and Units 3 & 4 Psychology in Year 12.

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 product using a variety of fabrics. 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 Sampler and Pin Cushion
- **Design and Construction Project** - Board Shorts and pattern reading  
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. Creative thinking and skill development can also contribute to subjects such as VCE Creative Practice.

## 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?

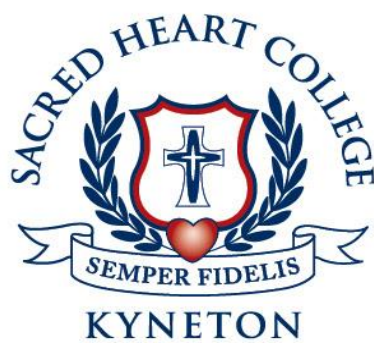
Activities are focused around three major areas, and teachers will design the course based on student interest and need, but past tasks have been....

- **Communication Design** - Children's book illustration, Painted Typography, Chocolate Bar Design, Mad Money, Isometric design, drawing and technical drawing skills.
- **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.



**Learn. Care.**  
*flourish*

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