The background is a collage. On the left, a green-tinted photo shows a student writing in a notebook. On the right, a photo shows two female students in school uniforms smiling. The bottom of the page has a dark blue gradient.

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HOW TO USE THIS GUIDE

You can read this Course Guide *page by page* by clicking on the navigation bar arrows along the bottom of the screen to advance forward or backward *or jump ahead to different sections* using the side menu, section menus and hyperlink icons.

The **Home** page allows you to see an overview of the whole guide at once and by clicking items in this interactive menu you can skip ahead to any section.

The **Summary of Year 9 Subjects** and **index** pages feature a linked menu which allows you to click on the subject name and jump to its full description.

On each of the subject descriptor pages the **Capabilities/Competencies** indicators links back to their definitions.

KEY



A link to an external document or website



A Core subject



An Elective subject



Horizon



A link to the Year 9 Program Capabilities & Competencies



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INTRODUCTION

**‘THEY WILL BE ENCOURAGED,
SUPPORTED, *challenged and heard.*’**

While all year levels at Our Lady of Mercy College have their own characteristics, Year 9 stands alone. The component of the OLMC vision for our students, ‘They will be encouraged, supported, challenged and heard’, is apt for Year 9. As you come to the end of the ‘middle years’ of study at secondary school, you are better equipped to consider a range of subject choices, as well learning in different environments. You are certainly ready to be heard and Year 9 at OLMC will also provide you with encouragement and challenges in equal measure. And as you already know from your time in Years 7 and 8, the school will support you as you learn and grow.

Two of the defining facets of Year 9 at OLMC are the range of elective choices and the Horizon Program; both of these elements build on and extend the knowledge, experience and skills you have been developing through your first two years in this community.

The elective subjects provide you with the opportunity to try areas of learning you may not have considered before, something that is important as you stand on the threshold of the senior years. As you read this course guide and build your Year 9 course, consider the range of elective subjects offered and take the chance to try something you may have never before considered. This guide will answer many of questions about the electives but also take the time to talk to teachers and students about those subjects.

The Horizon Program will challenge you to think differently about school. As the title suggests, an important aim of this program is to encourage you to lift your eyes beyond the classroom, to consider what else ‘learning’ can mean. It is

difficult to do Horizon justice in this introduction but the combination of community engagement, outdoor education and the Inquiry Based Project, along with other components, serve to make the program stimulating, engaging and thought provoking for students. Horizon is the highlight of Year 9 for many students.

Academic rigour is ever-present in Year 9 and as you read this guide, it is important to keep in mind that an important goal of this year is to prepare you for the demands of the senior years of study. The core subjects of Religious Education, Maths, Science, English, Humanities and Health and Physical Education are the bedrock of the Year 9 course and are carried into the Horizon program, although in an integrated manner. The workload throughout the year is considerable but manageable and this too is a challenge for which OLMC will provide you with support. You will need to take more responsibility for your learning and progress, beginning with the elective subjects you select, carrying through to balancing a demanding subject load and onto the preparations you make for the presentation of the Inquiry Based Project in Horizon.

Year 9 is an exciting opportunity, a chance to experience school in a different way and to see how far you have come. It is a chance to test your limits and surprise yourself with what you can do, know and learn. You will get the chance to be heard. You will be encouraged and supported every step of the way. You will be challenged and you will thrive.

Mr Simon Conlan
Leader of Learning Development



OVERVIEW

CAPABILITIES & COMPETENCIES

Student learning is most effective when students know their strengths and interests and can undertake a course of study that utilises these. There are many ways of knowing and learning.

Capabilities, as defined by the Australian Curriculum, encompass knowledge, skills, behaviours and dispositions. A **competency** refers to the ability to do something successfully or efficiently.

Students are encouraged to reflect on the capabilities and competencies listed below to identify those that best reflect their strengths.

In the description of each subject, the skills most used in that subject are identified and students can use this information to discern what subjects best suit them. The definitions of each capability and competency is listed below.

CAPABILITIES

CIVIC AWARENESS

Knowledge as to how a society is organised, the role of institutions and the factors that contribute to continuity and change in society.

CREATIVITY

The generation of new and imaginative ideas. This may involve seeing the world in new ways, making connections between different ideas and concepts and generating solutions to problems.

CRITICAL THINKING

The skills and learning dispositions that support logical, strategic, flexible and adventurous thinking, including the ability to reflect and evaluate thinking processes in a range of settings.

CULTURAL AWARENESS

Exploring how spiritual, material, intellectual and emotional features of a society or social group influence the way a group or society operates, and enhancing understanding of one's own culture through identification of assumptions that may be misplaced.

ETHICAL AWARENESS

Exploring norms or rules that are thought desirable and how they may be applied to help in determining the rightness or wrongness of actions.

PROBLEM SOLVING

The process of finding solutions to difficult or complex issues.

VERBAL COMMUNICATION

The transmission of ideas and information through oral language.

VISUAL COMMUNICATION

The transmission of ideas and information using symbols and images.

WRITTEN COMMUNICATION

The transmission of ideas and information through writing.

COMPETENCIES

COLLABORATION AND COORDINATION SKILLS

The ability to work effectively with others on a common task; taking actions which respect the needs and contributions of others; contributing to and accepting the consensus; negotiating with others to achieve the objectives of the team.

FINANCIAL LITERACY

The set of skills and knowledge that allows an individual to make informed and effective decisions with regard to financial resources.

INFORMATION LITERACY SKILLS

The skills needed to define, locate, select, organise, present and evaluate information for a variety of purposes.

INTERPERSONAL SKILLS

The ability to communicate and work effectively with others.

PERFORMANCE SKILLS

The elements required to convey meaning to audiences.

PRESENTATION SKILLS

The skills needed to deliver information in an effective and engaging manner to a variety of audiences.

TECHNICAL SKILLS

The subject knowledge and skills required to accomplish specific tasks in a learning area.



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THE YEAR 9 PROGRAM

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THE YEAR 9 PROGRAM







CHOOSING A YEAR 9 PROGRAM

Students have both **core** and **elective** subjects in Year 9.

CORE STUDIES

The six core subjects are compulsory.





To ensure students receive a broad general education, the students in Year 9 undertake studies encapsulated within the Victorian Curriculum. Within these learning areas a variety of units are provided and choices increase as the students move through the College.

SUBJECT	NO. OF TERMS	LESSONS PER CYCLE
 Religious Education	3	4
 English	3	5
 Mathematics	3	6
 Science	3	4
 Humanities	3	4
 Health and Physical Education	3	4

HORIZON

During the **Horizon** term students will be involved with a number of community-based investigations and experiences, as well as cross-curricular teaching.

Students will be involved in **Horizon** at times when they would otherwise have **Physical Education, Religious Education, English, Mathematics, Science** and **Humanities**.

HORIZON SUBJECTS	NO. OF TERMS	LESSONS PER CYCLE
 Inquiry and Research	1	15
 Trail Days	1	8
 Community Engagement	1	2
 Outdoor Education	1	2

SUBJECT	NO. OF TERMS	LESSONS PER CYCLE
Pastoral Lesson	4	1
Electives	4	12

THE YEAR 9 PROGRAM

CHOOSING A YEAR 9 PROGRAM

ELECTIVE STUDIES

The electives chosen form the constant thread running through the year for students. There are 4 Lessons per cycle. Students will need to select 6 units (1 unit equates to 1 semester) of Electives with a minimum of **2 units** chosen from **Group A** and a minimum of **1 unit** chosen from **Group B** and **Group C**. There are no restrictions on subjects selected from **Group D**.

In addition to the Core Curriculum students need to select:

GROUP A

A minimum 2 units from **GROUP A LANGUAGES** (compulsory)



LANGUAGES

Note: A language elective equals 2 units

SAME LANGUAGE UNDERTAKEN IN YEAR 8

- French
- Italian
- Japanese
- Rosetta*


OPTIONAL ELECTIVE

- Fast Track French
- Fast Track Italian

The second language will be the other studied in Year 7.

Students undertaking their Year 8 language plus a Fast Track language will equate to 4 units.

GROUP B

 minimum 1 unit from **GROUP B TECHNOLOGY**



DESIGN, ARTS & TECHNOLOGY ELECTIVES


- Contemporary Textiles
- Food Studies
- Graphics: Active Graphics
- Information Technology: IT Bits & Bytes



PERFORMING ARTS ELECTIVES

- Music Technology

GROUP C

 minimum 1 unit from **GROUP C THE ARTS**



DESIGN, ARTS & TECHNOLOGY ELECTIVES

- Art
- Media: The Media and Me



PERFORMING ARTS ELECTIVES

- Drama: Dare to Be Dramatic
- Dance: Just Dance
- Musical Performance

GROUP D

 no minimum requirements from **GROUP D**



HUMANITIES ELECTIVES

- History: Rights and Freedoms, Indigenous Civil Rights
- Economics: Shop Smart
- Geography: Food Security and Interconnections



MATHEMATICS ELECTIVES

- Brainstretching

* Some students may be invited to study the **Rosetta** elective in place of a **Language**.

Rosetta is a literacy intervention program to assist students experiencing difficulties with literacy. (1 Semester)



**YEAR 9 PROGRAM
CAPABILITIES & COMPETENCIES**



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THE YEAR 9 PROGRAM

SUBJECT SELECTION TIMELINE

YEAR 8 2020 INTO YEAR 9 2021






2020 DATE	DETAILS
TUESDAY 4 AUGUST	Year 8 Parent Information Presentation for Subject Selection and Horizon in 2021. This presentation will be available on SIMON and PAM for viewing
WEEK COMMENCING MONDAY 10 AUGUST	Students will have an assembly regarding the subject selection process. Following this students will receive an email with their Web Preferences login link
MONDAY 17 AUGUST 7am	Web Preferences online subject selection for 2021 opens
FRIDAY 21 AUGUST	Web Preferences online subject selection for 2021 closes. Students print a copy of the receipt to be signed by parent/guardian
MONDAY 24 AUGUST	Student to hand their Web Preferences receipt to Pastoral Leader



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THE YEAR 9 PROGRAM

SUMMARY OF YEAR 9 SUBJECTS OFFERED AT OLMC

LEARNING AREA	SUBJECT	CORE	ELECTIVE
DESIGN, ARTS & TECHNOLOGY 	Active Graphics		<input checked="" type="checkbox"/>
	Art		<input checked="" type="checkbox"/>
	Bits and Bytes		<input checked="" type="checkbox"/>
	Contemporary Textiles		<input checked="" type="checkbox"/>
	Food Studies		<input checked="" type="checkbox"/>
	Media - The Media and Me		<input checked="" type="checkbox"/>
ENGLISH 	English	<input checked="" type="checkbox"/>	
HEALTH & PHYSICAL EDUCATION 	Health and Physical Education	<input checked="" type="checkbox"/>	
HORIZON 	Horizon	<input checked="" type="checkbox"/>	
HUMANITIES 	Economics: Shop Smart		<input checked="" type="checkbox"/>
	Geography: Food Security and Interconnections		<input checked="" type="checkbox"/>
	History: Rights and Freedoms		<input checked="" type="checkbox"/>
	Humanities	<input checked="" type="checkbox"/>	

LEARNING AREA	SUBJECT	CORE	ELECTIVE
LANGUAGES 	Fast Track French Italian		<input checked="" type="checkbox"/>
	French	<input checked="" type="checkbox"/>	Select one
	Italian	<input checked="" type="checkbox"/>	Select one
	Japanese	<input checked="" type="checkbox"/>	Select one
MATHEMATICS 	General Mathematics	<input checked="" type="checkbox"/>	Select one
	Mainstream Mathematics	<input checked="" type="checkbox"/>	Select one
	Mathematics: Brainstretching		<input checked="" type="checkbox"/>
PERFORMING ARTS 	Dance - Just Dance		<input checked="" type="checkbox"/>
	Drama - Dare to be Dramatic		<input checked="" type="checkbox"/>
	Musical Performance		<input checked="" type="checkbox"/>
	Music Technology		<input checked="" type="checkbox"/>
RELIGIOUS EDUCATION 	Religious Education	<input checked="" type="checkbox"/>	
SCIENCE 	Science	<input checked="" type="checkbox"/>	




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THE YEAR 10 PROGRAM OVERVIEW

SUMMARY OF YEAR 10 SUBJECTS OFFERED AT OLMC

Note: this table is not interactive

LEARNING AREA	SUBJECT	CORE	ELECTIVE
DESIGN, ARTS & TECHNOLOGY 	Art Now		✓
	Computing		✓
	Creative Graphics		✓
	Digital Media		✓
	Fashion Edge		✓
	Food and Health Studies		✓ V
	Food Production and Design		✓ M
	VCE Food Studies		✓ M
	VCE Studio Art		✓
ENGLISH 	English	✓	
	Literature		✓
HEALTH & PHYSICAL EDUCATION 	Health and Physical Education	✓	FA V
	Mind, Body, Soul		✓
	VCE Health and Human Development		✓ M
	VCE Physical Education		✓ M
HUMANITIES 	Civics	✓	FA V
	Commerce		✓
	History: World War II		✓
	VCE Accounting		✓ M
	VCE Business Management		✓ M
	VCE History: Global Empires		✓ M
	VCE Legal Studies		✓ M

LEARNING AREA	SUBJECT	CORE	ELECTIVE
LANGUAGES 	French		✓
	Italian		✓
	Japanese		✓
MATHEMATICS 	General Mathematics	✓	Select one
	Mainstream Mathematics	✓	Select one
	VCE Foundation Mathematics	✓	Select one
	VCE General Mathematics (Unit 2)		✓ M
	VCE Mathematical Methods (Unit 1)		✓ M
PERFORMING ARTS 	Drama		✓
	Live Production: The Crew		✓ V
	Music Group Performance and Composition		✓
	Music Solo Performance and Styles		✓
RELIGIOUS EDUCATION 	Religion Education	✓	
SCIENCE 	Big Ideas of Science	✓	Select one
	Foundation Science	✓	Select one
	VCE Enhanced Biology		✓ M
	VCE Psychology		✓ M
VET CERTIFICATES School-Based VET	VCE VET Allied Health		✓ M
	VCE VET Sport and Recreation		✓ M

VCE is the Victorian Certificate in Education
VET is Vocational Education and Training.

More information on VCE and VET can
be found through the [Course Guide 2021 Senior Programs](#) - link below.



**COURSE GUIDE 2021
SENIOR PROGRAMS**



Refers to a subject that is offered as an accelerated study to Year 10 students



Refers to a VET taster subject



Refers to a Focus Area option



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THE YEAR 9 PROGRAM

CAREER DEVELOPMENT

Year 9 is a fantastic opportunity for students to experiment with their subject choices. With the freedom of being able to choose from a wide range of electives, students are encouraged to use this year to enjoy following their interests, discovering and developing their strengths and begin to connect their learning with future purpose.

Students will have opportunities to participate in a variety of experiences and activities designed to develop their understanding of the world of work and pathways.

In particular, during their term of Horizon, students will engage in a reflective careers program where they will begin to invest in conversations and research while learning how they can take ownership of their future pathways and career options.

During Horizon, students will complete a series of online quizzes including personality and interests tests via the OLMC Careers Website.

The results are presented as reports and profiles outlining individual insights and linking these with possible career options which can be investigated through the embedded online resources. These instantaneous results can be used to guide personal occupation research and inform subject choices as students move through their middle and senior school years.

Resources for students to help support their decision-making process are available in the Careers Office currently located in the Learning Commons. The OLMC Careers Website accessible via the link on the left hand side of this page hosts a wealth of information when considering future-related questions and options and appointment bookings can be made from the homepage.

Ms Melinda Williams
Careers Coordinator

 mwilliams@olmc.vic.edu.au



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YEAR 9 STUDIES

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DESIGN, ARTS AND TECHNOLOGY

Active Graphics

Art

Bits and Bytes

Contemporary Textiles

Food Studies

Media - The Media and Me



ENGLISH

English



HEALTH AND PHYSICAL EDUCATION

Health and Physical Education



HORIZON

Horizon



HUMANITIES

Economics: Shop Smart

Geography: Food Security and Interconnections

History: Rights and Freedoms

Humanities



LANGUAGES

Fast Track French | Italian

French

Italian

Japanese



MATHEMATICS

General Mathematics

Mainstream Mathematics

Mathematics: Brainstretching



PERFORMING ARTS

Dance - Just Dance

Drama - Dare to be Dramatic

Musical Performance

Music Technology



RELIGIOUS EDUCATION

Religious Education



SCIENCE

Science



YEAR 9 PROGRAM
CAPABILITIES & COMPETENCIES



YEAR 9 STUDIES

DESIGN, ART AND TECHNOLOGY



ACTIVE GRAPHICS



LEARNING FOCUS

The art of visual communication and graphics involves the use of creative thinking and practical skills to present an idea. Find out how designers attract customers and inspire them to buy products. You will learn to communicate through the use of branding and logos.

This subject uses the elements of design to engage and communicate. You will have the opportunity to plan and design like a graphic artist. Have you ever wondered why teenagers like McDonalds and shopping at H&M? This course will show you how to think like a graphic designer.

- love design?
- love brands?
- love sketching?

This is a fun way to explore your creativity and it is a pathway to any of the **Design, Arts and Technology** subjects.



This subject forms a basis for further study at OLMC in:

- > Creative Graphics
- > Art
- > Media

CAPABILITIES & COMPETENCIES

- > Creativity
- > Visual communication
- > Technical skills

ART



LEARNING FOCUS

Art is a subject that focuses on experimenting with a range of modern materials, techniques and ideas. There is a focus on using digital media for inspiration to enhance the art making process.

Students gain ideas and inspiration from various sources including social media. This course will open your creative mind to current practices on trend in the art world.

- love to express yourself?
- love to be at the cutting edge?
- love to create?

This is a fun way to explore your creativity and it is a pathway to any of the **Design, Arts and Technology** subjects.



This subject forms a basis for further study at OLMC in:

- > Art
- > Graphics
- > Media

CAPABILITIES & COMPETENCIES

- > Creativity
- > Visual communication
- > Technical skills



Extension opportunities

- > Art Competitions
- > Presentation of artwork



YEAR 9 STUDIES

DESIGN, ART AND TECHNOLOGY



BITS & BYTES E

LEARNING FOCUS

The focus of this unit is to build competencies in student knowledge of IT equipment (hardware and software) critical and creative thinking and innovative design. Students will explore current and emerging technologies and investigate the social and ethical implications of Information Technology in our lives.

The course content covers a variety of software applications and hardware components and invites students to create, ideate and test original prototypes and products. By the end of this course, students will have a wider appreciation of the significance of technology in our daily lives and its potential to change the world.

On completion of this unit, students should be able to:

- Create a simple game
- Write basic code in a text-based language
- Create websites using different tools
- Identify features of good web design
- Discuss issues related to the Internet and digital security
- Engage with virtual reality, 3D printing and robotics.



This subject forms a basis for further study at OLMC in:

- > Computing
- > Media

CAPABILITIES & COMPETENCIES

- > Information literacy skills
- > Problem solving
- > Technical skills

CONTEMPORARY TEXTILES E

LEARNING FOCUS

This unit will enable you to explore your creativity and try out new techniques as a contemporary textile artist.

This unit explores the connections between art and textiles with a focus on fashion illustration and the construction of wearable art hats. You will investigate, explore and be exposed to contemporary and classical materials, fabrics and techniques as you use the art elements and principles of design to produce fashion inspired artworks.

- Love design?
- Love a career in a creative industry?
- Have a passion for fashion?

Students will be encouraged to be creative problem solvers whilst working with a variety of materials- designing, producing and evaluating their works. They will create fashion pieces that reflect individual style and personality.



This subject forms a basis for further study at OLMC in:

- > Art
- > Media
- > Graphics
- > Fashion Edge

CAPABILITIES & COMPETENCIES

- > Technical skills
- > Visual communication
- > Creativity



YEAR 9 STUDIES

DESIGN, ART AND TECHNOLOGY



FOOD STUDIES

LEARNING FOCUS

Food Studies enables students to build upon their theoretical and practical knowledge of food, empowering them to make informed food choices. Students learn to eat well for the future, gaining an insight into the social and cultural norms that surround the world of food.

Through a focus on the Mediterranean diet, students discover the importance of real, minimally processed foods such as whole grains, fruits and vegetables, as well as fish, yoghurt, pulses, seeds and nuts in the diet. Ultimately, balance, variety and enjoyment are at the core of the Mediterranean approach to food and this is reflected in the course through a range of innovative and creative activities.

On completion of this unit, students should be able to:

- Use a range of tools and processes to produce food safely
- Create products that are underpinned by nutrition and health principles
- Understand the link between food and health and the function of individual ingredients



This subject forms a basis for further study at OLMC in:

- > Food Studies
- > Health and Human Development

CAPABILITIES & COMPETENCIES

- > Problem solving
- > Technical skills
- > Creativity

MEDIA – THE MEDIA AND ME

LEARNING FOCUS

Love Netflix? Love YouTube? Love Instagram? Love the movies? Love creating?

The Media and Me takes a behind-the-scenes look at how the media works to create representations of our world. We analyse the construction of these representations, uncover the techniques of media manipulation, as well as creating our own media works. We look at our role as an audience and how the media we love aim to engage us.

Students also learn the fundamental principles for taking better photos, as well as develop key skills in professional editing software, such as Photoshop. These are the communication skills that are more and more valuable in the 21st century workplace.

This is a fun way to explore your creativity and it is a pathway to any of the **Design, Arts and Technology** subjects.



This subject forms a basis for further study at OLMC in:

- > Media Studies
- > Art

CAPABILITIES & COMPETENCIES

- > Creativity
- > Technical skills
- > Visual communication



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YEAR 9 STUDIES

ENGLISH



ENGLISH



DURATION

Three terms

STRANDS

- Language
- Literacy
- Literature

Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

LEARNING FOCUS

Year 9 English studies continue to build on students' skills in each of the areas of Reading and Viewing, Writing, Speaking and Listening in each of the three strands.

They evaluate and integrate ideas and information from texts across a range of media and from their own interpretations and evaluations about how language is chosen to engage audiences for various purposes.

Students create texts that respond to issues arising in other texts across an array of platforms. They edit their work for effect and make appropriate grammar and vocabulary choices that contribute to the precision and purpose of texts.

Students create, deliver and listen to formal presentations that respond to issues and ideas. They also contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.



Extension opportunities

- > Poetry and writing competitions
- > Publication of writing in school yearbook
- > Participation in DAV and House Debating and Legacy Public Speaking Competitions
- > Participation in Learning Commons initiatives



This subject forms a basis for further study at OLMC in:

- > English
- > English Language
- > Literature

CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Cultural awareness
- > Collaboration and coordination skills



YEAR 9 STUDIES

HEALTH AND PHYSICAL EDUCATION



HEALTH AND PHYSICAL EDUCATION

DURATION

Three terms (one Physical Education Lesson and one Health Education Lesson per week)

With the development of a Fitness program and time focused on a SEPEP unit, the Year 9 course has an emphasis on the development of leadership, collaboration and communication skills.

LEARNING FOCUS

The Year 9 Health and Physical Education course allows students to explore a variety of topics in Health. These include:

- Identity
- Training Programs
- Drug Education
- Relationships

Students will have the opportunity to analyse the factors, experiences and people that have helped shape their identity. Students are encouraged to deepen their understanding of the topics covered by exploring various viewpoints.

The Year 9 Health and Physical Education course gives students the opportunity to be active by participating in the following practical units:

- Net Sports
- Invasion Games
- Self-Defence
- Fitness
- Design A Game
- Student Education in Physical Education Program (SEPEP)

Students are also encouraged to develop their use of tactics in game situations.



This subject forms a basis for further Health-related study at OLMC in:

- > Year 10 Health in Our Community
- > Unit 1 & 2 Health and Human Development
- > Unit 3 & 4 Health and Human Development
- > VCE VET Allied Health



This subject forms a basis for further Physical Education-related study at OLMC in:

- > Year 10 Sport Science
- > Year 10 Movement and Physical Activity
- > Year 10 Mind Body and Soul (cannot be selected if Sports Science is selected)
- > Unit 1 & 2 Physical Education
- > Unit 3 & 4 Physical Education
- > VCE VET Sport and Recreation

CAPABILITIES & COMPETENCIES

- > Collaboration and coordination skills
- > Interpersonal skills
- > Verbal communication



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YEAR 9 STUDIES

HORIZON



HORIZON

Each term, two Pastoral Groups participate in Horizon. Their sessions are at times they would normally study Maths, Religious Education, English, Humanities, Science and Physical Education.

The Horizon curriculum draws on knowledge and skills from these core subjects and seeks to integrate the content in ways to extend student learning. For instance, we learn about types of income, superannuation and taxation by drawing from the financial Maths curriculum.

During the Horizon term students will still attend their Pastoral Group, Pastoral lessons, elective subjects and whole school activities, such as the Swimming Carnival and Mercy Day.

The aim of Horizon is to encourage students to feel connected with their community, to promote independent learning, develop thinking, reflection and problem-solving skills.

The program is focused on improving student engagement with their learning. While investigating a concept such as justice, we make links between what occurs in the classroom and its application in the wider community. For example, during this unit we consider the issues around social justice in our community and city.

We relate the role of societal concerns to criminal justice and we visit the Magistrates' Court on one of our weekly Trail Days. Melbourne provides a vibrant landscape for our learning and understanding.

While there is much to appreciate about our community and city, there is also a feeling that we can give back. As part of Horizon, students undertake one hour a week of community engagement where they are involved in service to the community. This forms an important part of Faith in Action. In 2020, some Horizon students have given an hour to local primary schools or contributed to the College's Bell Bardia initiative.

The Horizon outdoor education program asks students to challenge themselves and realise how many activities are on offer in our community. Students spend four sessions of the term engaged in a range of outdoor activities such as rock climbing and bike riding. This culminates in a 3 day/ 2 night camp which includes more of these challenges, both physical and culinary.

The showcase of Horizon learning is the presentation of the Inquiry Based Project to parents, fellow students and teachers at the end of term expo. It is an opportunity for students to share their understanding about issues in our society and their solutions to these problems.

Horizon is a key element of the Year 9 curriculum at OLMC. It is a term-based program that offers rich learning opportunities within the classroom and community. **Horizon** seeks to blend explicit cross-curricular teaching with inquiry based learning and activities that challenge students to think about life beyond the Baggot building.

Refer to the **Year 9 Horizon Handbook** for more information.

CAPABILITIES & COMPETENCIES

- > Collaboration and coordination skills
- > Presentation skills
- > Interpersonal skills



YEAR 9 STUDIES

HUMANITIES



ECONOMICS: SHOP SMART E

STRANDS

- **Economic knowledge and understanding**
Students make informed economic and consumer decisions, demonstrating the development of personal financial literacy.
- **Economic reasoning and interpretation**
Students form and express opinions on economic and consumer decisions that impact on them on a personal, local and nation level.

LEARNING FOCUS

This subject aims to provide students with the skills and knowledge they need to be well-informed and confident consumers. Students will gain an understanding of how markets operate, the advantages of a competitive marketplace and explore the reasons why we consume. Students examine the impact of consumerism at both a local and a global level, and look at ways in which consumers can get involved. Students will also be encouraged to develop an awareness of the impact of values and beliefs on consumer decisions, and how to identify, explain and possibly resolve these differences.



This subject forms a basis for further study at OLMC in:

- > Commerce
- > Business Management
- > Accounting

CAPABILITIES & COMPETENCIES

- > Financial literacy
- > Problem solving
- > Presentation skills

HISTORY: RIGHTS AND FREEDOMS E

STRANDS

- **Historical concepts and skills**
Students analyse the long term causes, short term triggers and effects of significant events, ideas, individuals or places.

LEARNING FOCUS

The Indigenous Civil Rights Movement

An investigation into the Australian Indigenous Civil Rights struggle including:

- race relations and injustices
- the right to vote in the Federal election (1962)
- the 1967 Referendum
- the Aboriginal Tent Embassy in Canberra
- Mabo and the Land Titles Act
- Reconciliation: Ronald Wilson's Report and Kevin Rudd's historic Apology

Although Indigenous Rights in Australia is the focus there will be parallels drawn with the U.S. Civil Rights movement and the reciprocal effect of both struggles.



This subject forms a basis for further study at OLMC in:

- > History of World War II
- > Global Empires
- > History of Revolutions
- > Global Politics

CAPABILITIES & COMPETENCIES

- > Civic awareness
- > Critical thinking
- > Information literacy skills



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YEAR 9 STUDIES

HUMANITIES



GEOGRAPHY

FOOD SECURITY AND INTERCONNECTIONS

STRANDS

- **Geographical Knowledge**
Biomes and Food Security Geographies of Interconnections
- **Geographical Concepts and Skills**
Place, Space and Interconnection Data and information

LEARNING FOCUS

Geography involves analysing and understanding the characteristics of places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change.

Geography uses an inquiry approach to assist students to make meaning of their world. This subject focuses on the distribution and unique characteristics of biomes as regions. The way humans interact with biomes is explored — how we alter biomes to produce food and industrial materials and the environmental impact of these changes.

This unit focuses on investigating how we, through our choices and actions, are connected to people and places around the world. The things we do, see, and consume connect us. Our consumption of goods and services and our travel, recreational and cultural choices all have impacts on the physical and human environment.



Extension opportunities

- > Australian Geography Competition



This subject forms a basis for further study at OLMC in:

- > Commerce
- > VCE Food Studies

CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Problem solving
- > Presentation skills



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HUMANITIES



HUMANITIES

Each student will study one term of **History**, **Geography** and **Economics and Business** as a part of their Humanities program.

This course will involve a number of inquiries, including the development of the Australian identity over time, the impact of the environment on human settlement and how human activity impacts our physical world.

Enterprising attributes, the world of work, and developing skills for future financial independence will be explored in the study of **Economics and Business**.

DURATION

Three terms

LEARNING FOCUS

HISTORY

The Battle for Australia's Identity – 1890-1918

Who were the winners and how does this impact upon Australian identity today?

GEOGRAPHY

How is the wellbeing of Australians influenced by their environment? What are some challenges Australians face in maintaining their natural environment?

ECONOMICS AND BUSINESS

What is the future of work? How has technology changed work and workplaces? How to build a competitive advantage in the workplace by developing a personal brand.



This subject forms a basis for further study at OLMC in:

- > History
- > Legal Studies
- > Global Politics
- > Commerce

CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Information literacy skills
- > Written communication



YEAR 9 STUDIES

LANGUAGES



FAST TRACK FRENCH | FAST TRACK ITALIAN E

DURATION

Whole Year

STRANDS

- Communicating
- Understanding

The two strands are interrelated.

The Communicating strand allows the student to use language for communicative purposes in interpreting, creating and exchanging meaning.

The Understanding strand allows for analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

*The aim of the **Fast Track program** is to provide students with the opportunity to pursue a second language. It is anticipated that students who undertake the **Fast Track program** will participate in the mainstream classes, while being supported with additional tuition to allow them to become proficient in the language and proceed to Year 10 if desired.*

*Note it is expected that students applying for the **Fast Track program** be already achieving at a high level in their Year 8 language. Entry into the **Fast Track program** is at the discretion of the student's language teacher.*

LEARNING FOCUS

Those students who would like to study a second language in Year 9 have the option of selecting either **French** or **Italian** through our **Fast Track program**. As the chosen second language has not been studied since the introductory semester in Year 7, it is expected that:

- The student will attend weekly after school classes in Semester 1 to fast track the Year 8 course
- The student will demonstrate commitment and mature study habits to ensure an appropriate level of language acquisition by the end of Year 9
- The student will have achieved appropriate skill levels in reading, writing, listening and speaking to embark on Year 10 Languages at the same level as her peers.

The College will provide:

- Experienced teaching and appropriate support
- Weekly Fast Track classes during Semester 1



This subject forms a basis for further study at OLMC in:

- > French
- > Italian

CAPABILITIES & COMPETENCIES

- > Cultural awareness
- > Verbal communication
- > Written communication



YEAR 9 STUDIES

LANGUAGES



FRENCH



DURATION

Whole Year

STRANDS

- Communicating
- Understanding

The two strands are interrelated.

The Communicating strand allows the student to use language for communicative purposes in interpreting, creating and exchanging meaning.

The Understanding strand allows for analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

LEARNING FOCUS

Students compare and contrast aspects of life in France with those in Australia. Topics include travelling in French regions, clothing, camping, health, food and transport.

Students are encouraged to reflect on their knowledge of the rules of the language. They begin to develop both knowledge and strategies to maximise and extend their language skills, knowledge and cultural understanding.

Students interact to exchange information and opinions on a range of topics. They are encouraged to expand their knowledge and skills in the language by being exposed to written and spoken texts, of various text types.

*Those students who would like to choose a second language in Year 9 have the option of selecting either **French** or **Italian** through the **Fast Track program** offered at the College. Both languages must be selected for the full year. Languages are not offered as semester subjects. Note: **Japanese** will not be offered as part of this program. Ask your teacher of Languages for more information about continuing your study of Languages in Year 9.*



Extension opportunities

- > Alliance Française Poetry Competition
- > Cultural workshop incursion



This subject forms a basis for further study at OLMC in:

- > French

CAPABILITIES & COMPETENCIES

- > Cultural awareness
- > Verbal communication
- > Written communication



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LANGUAGES



ITALIAN

DURATION

Whole Year

STRANDS

- Communicating
- Understanding

The two strands are interrelated.

The Communicating strand allows the student to use language for communicative purposes in interpreting, creating and exchanging meaning.

The Understanding strand allows for analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

LEARNING FOCUS

Students compare and contrast aspects of life in Italy with those in Australia. Topics include daily routines, housing, clothing and weekend leisure activities (past events).

Students are encouraged to reflect on their knowledge of the rules of the language. They begin to develop both knowledge and strategies to maximise and extend their language skills, knowledge and cultural understanding.

Students interact to exchange information and opinions on a range of topics. They are encouraged to expand their knowledge and skills in the language by being exposed to written and spoken texts, of various text types.

*Those students who would like to choose a second language in Year 9 have the option of selecting either **French** or **Italian** through the **Fast Track program** offered at the College. Both languages must be selected for the full year. Languages are not offered as semester subjects. Note: **Japanese** will not be offered as part of this program. Ask your teacher of Languages for more information about continuing your study of Languages in Year 9.*



Extension opportunities

- > Dante Alighieri Italian Poetry Competition
- > Cultural workshop incursion



This subject forms a basis for further study at OLMC in:

- > Italian

CAPABILITIES & COMPETENCIES

- > Cultural awareness
- > Verbal communication
- > Written communication



YEAR 9 STUDIES

LANGUAGES



JAPANESE



DURATION

Whole Year

STRANDS

- Communicating
- Understanding

The two strands are interrelated.

The Communicating strand allows the student to use language for communicative purposes in interpreting, creating and exchanging meaning.

The Understanding strand allows for analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

LEARNING FOCUS

Students compare and contrast aspects of life in Japan with those in Australia and other countries. Topics include clothing, friends, school life and describing people.

Students are encouraged to reflect on their knowledge of the rules of the language. They begin to develop both knowledge and strategies to maximise and extend their language skills, knowledge and cultural understanding.

Students interact to exchange information and opinions on a range of topics. They are encouraged to expand their knowledge and skills in the language by being exposed to written and spoken texts, of various text types.

*Those students who would like to choose a second language in Year 9 have the option of selecting either **French** or **Italian** through the **Fast Track program** offered at the College. Both languages must be selected for the full year. Languages are not offered as semester subjects. Note: **Japanese** will not be offered as part of this program. Ask your teacher of Languages for more information about continuing your study of Languages in Year 9.*



Extension opportunities

- > Participation in a kimono incursion where students learn about the traditional apparel



This subject forms a basis for further study at OLMC in:

- > Japanese

CAPABILITIES & COMPETENCIES

- > Cultural awareness
- > Verbal communication
- > Written communication



YEAR 9 STUDIES

MATHEMATICS



MAINSTREAM MATHEMATICS OR GENERAL MATHEMATICS



At year 9, there are **two Mathematics groupings**:

- **Mainstream Mathematics** and
- **General Mathematics.**

In each of these classes, the content studied is the same but there will be different emphasis on the content. Each student will use a TI-nspire CX CAS calculator as part of their mathematical learning.

Students will choose which mathematics subject they will study. However, careful selection is necessary.

Please note:

- **Mainstream Mathematics:** leads to any study of mathematics in year 12.
- **General Mathematics:** This subject will have greater emphasis on content from measurement, geometry, probability and other areas of study. Students will use the CAS calculator to support them with topics involving algebra.

General Mathematics leads to the study of **VCE Further Mathematics** at year 12. (**VCE Mathematical Methods** will not be an option at year 12).

Before making a choice in regards to their mathematics studies at year 9, students are highly encouraged to discuss their choice with their mathematics teacher.

DURATION

Three terms

STRANDS

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

LEARNING FOCUS

- **Number and Algebra:** Arithmetic computations and applications to financial arithmetic. Rearranging and simplifying algebraic expressions. Sketching linear relationships and simple non-linear relations.
- **Measurement and Geometry:** Area of composite shapes, surface area and volume. Application of Pythagoras' Theorem and the trigonometric ratios. Use of ratio and scale factors in similar figures.
- **Statistics and Probability:** Probabilities of events. Represent data appropriately for statistical analysis.



Please read the subject description information above for information regarding further study in Mathematics.

CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Problem solving
- > Financial literacy



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MATHEMATICS



BRAINSTRETCHING



LEARNING FOCUS

This subject focuses on problem solving of non-routine problems. It focuses on how to interpret the information in a problem, how to develop an appropriate solution and how to explain the solution process.

Students work with others to tackle a variety of problems. Students are encouraged to work collaboratively and discuss different strategies to solve the same problem.

Students will learn to persevere, think logically and be challenged to think in different ways.

Students will:

- Explore extended problems; where there is a problem involving various parts in the solution
- Participate in the Computational Algorithmic Thinking (CAT) competition which involves completing problems involving logic, reasoning, rules and algorithms
- Work on short problems which focus on students' mental arithmetic, number skills, number facts, properties of shapes and patterns.



This subject forms a basis for further study at OLMC in:

- > Mathematics – any study
- > Big Ideas of Science
- > Computing
- > Creative Graphics
- > Digital Media

CAPABILITIES & COMPETENCIES

- > Collaboration and coordination skills
- > Critical thinking
- > Problem solving



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PERFORMING ARTS



DRAMA



LEARNING FOCUS

Dare to Be Dramatic

Students learn about the fundamental aspects of eclectic theatre, including exaggerated and stylised movement, dramatic elements and transformation of character, object, time and space.

They also focus on a specific theme and incorporate this into self-devised ensemble performances.

Students work in groups to research ideas for Drama. They observe, analyse and discuss their own performances and that of their peers, using drama terminology.



Extension opportunities

- > Junior Production
- > House Arts Festival



This subject forms a basis for further study at OLMC in:

- > Live Production
- > Year 10 Drama
- > VCE Drama
- > VCE Theatre Studies

CAPABILITIES & COMPETENCIES

- > Creativity
- > Interpersonal skills
- > Performance skills



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PERFORMING ARTS



DANCE – JUST DANCE

LEARNING FOCUS

Explore and Express Ideas

Students explore personal movement style by combining elements of dance and using improvisation and safe dance practice to develop new movement possibilities. Through the manipulation of the elements of dance and use of choreographic devices they work to communicate a choreographic intent.

Dance Practices

Through technique workshops, students practise and refine technical and expressive skills to develop proficiency in genre and style-specific techniques. When choreographing, students' structure dances using movement motifs, choreographic devices and form.

Present and Perform

Students perform dances using genre and style specific techniques, expressive skills and productions elements to communicate a choreographer's intent.

Respond and Interpret

Students maintain a journal to document their journey through dance, to both inform and refine future work. The analysis of a range of dance from contemporary and past times is used to explore differing viewpoints and enrich their dance-making.

Performance

Students perform their learnt work and own choreography to an audience as part of their assessment.



Extension opportunities

- > Elite Dance Club (available to Year 7 to Year 12 students)
- > Junior Production



This subject forms a basis for further study at OLMC in:

- > Drama
- > Theatre Studies

CAPABILITIES & COMPETENCIES

- > Creativity
- > Cultural awareness
- > Performance skills



YEAR 9 STUDIES

PERFORMING ARTS



MUSICAL PERFORMANCE E

LEARNING FOCUS

This subject is designed for students who enjoy performing music or wish to gain more confidence in their performance skills. They will rehearse and perform various pieces of music in small groups and/or as a solo performer.

They will explore, discover and learn about what makes music suitable for certain occasions or events, and they will plan for, rehearse and prepare for a public performance.

*Students **do not** have to be taking instrumental/voice lessons to enrol in this subject.*



This subject forms a basis for further study at OLMC in:

- > Year 10 Music – Solo Performance and Styles
- > Year 10 Music – Group Music and Composition
- > VCE Music Performance

CAPABILITIES & COMPETENCIES

- > Creativity
- > Interpersonal skills
- > Performance skills

MUSIC TECHNOLOGY E

LEARNING FOCUS

Students develop their knowledge of a range of sound systems which can be used in performance, studio recording and production. Students will develop the knowledge to make decisions about the appropriateness of the equipment for particular situations and events. Students will use a range of technology and communicate music ideas and intentions for a variety of events.

Music Technology looks at the use and design of various types of equipment used in the music industry. Students will learn about design audio equipment and how it is used and set up for a variety of performances and recordings.

Students will learn the basics of recording music and distribution on various platforms and they will produce a podcast as well as a plan for a major OLMC event. Students will look at OH&S issues that influence equipment choices.



This subject forms a basis for further study at OLMC in:

- > Year 10 Music – Solo Performance and Styles
- > Year 10 Music – Group Performance and Composition
- > VCE Music
- > Live Production
- > VCE Theatre Studies

CAPABILITIES & COMPETENCIES

- > Creativity
- > Interpersonal skills
- > Technical skills



Extension opportunities

- > Music Ensembles



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YEAR 9 STUDIES

RELIGIOUS EDUCATION



RELIGIOUS EDUCATION

DURATION

Three terms

STRANDS

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and Sacraments
- Morality and Justice

LEARNING FOCUS

Through the study of **Scripture and Jesus**, students work towards gaining an understanding of the Literary Forms in the Scriptures; in particular, Prophets of the Old Testament. Students develop an appreciation of the breadth and nature of the Scriptures and the variety of literary styles.

In the strand of **God, Religion and Life** students explore Redemption and Hope and respond to images about good and evil in music, media and film.

In the study of **Prayer, Liturgy and Sacraments**, students will analyse the changing patterns of spiritual, liturgical and artistic expressions relating to Mary, the first disciple.

Students will then look at the **Church and Community** in the **Horizon program** by focusing on social justice issues that exist in our society. Students reflect on inequality in our world.



Extension opportunities

- > Social Justice Programs
- > Planning and participating in liturgies, prayers, reflections and Christian meditation



This subject forms a basis for further study at OLMC in:

- > Religious Education
- > Religion and Society
- > Text and Traditions

CAPABILITIES & COMPETENCIES

- > Collaboration and coordination skills
- > Cultural awareness
- > Ethical awareness



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YEAR 9 STUDIES

SCIENCE



SCIENCE



DURATION

Three terms

STRANDS

- Science Understanding
- Science Inquiry Skills

LEARNING FOCUS

Students will gain a solid foundation in a range of science disciplines and a pathway into each of the four VCE Science subjects: **Biology**, **Chemistry**, **Physics** and **Psychology**.

Students will examine how the nervous and endocrine systems control the functioning of the human body, and how malfunctions in these systems may lead to particular disorders.

Through practical investigations, students will investigate the behaviour of magnetism and electricity and how electrical and magnetic fields interact with each other. They apply their understanding in a self-designed investigation of electromagnetism.

Students will study different types of chemical reactions and how these are used to advantage in our society.

Students design and conduct scientific investigations in ways that lead to the collection, interpretation and presentation of valid data. They look at how science is applied in the world around them.



This subject forms a basis for further study at OLMC in:

- > Year 10 Big Ideas of Science
- > Year 10 Foundation Science
- > Year 10 Enhanced Biology

CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Information literacy skills
- > Technical skills



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YEAR 9 - CAPABILITIES & COMPETENCIES OVERVIEW

SUBJECT	CIVIC AWARENESS	COLLABORATION & COORDINATION SKILLS	CREATIVITY	CRITICAL THINKING	CULTURAL AWARENESS	ETHICAL AWARENESS	FINANCIAL LITERACY	INFORMATION LITERACY SKILLS	INTERPERSONAL SKILLS	PERFORMANCE SKILLS	PRESENTATION SKILLS	PROBLEM SOLVING	TECHNICAL SKILLS	VERBAL COMMUNICATION	VISUAL COMMUNICATION	WRITTEN COMMUNICATION
Active Graphics			✓										✓		✓	
Art			✓										✓		✓	
Bits and Bytes								✓				✓	✓			
Contemporary Textiles			✓										✓		✓	
Dance - Just Dance			✓		✓					✓						
Drama - Dare to be Dramatic			✓						✓	✓						
Economics: Shop Smart							✓				✓	✓				
English		✓		✓	✓											
Food Studies			✓									✓	✓			
Geography: Food Security and Interconnections				✓							✓	✓				
Health and Physical Education		✓							✓					✓		
History: Rights and Freedoms	✓			✓				✓								
Horizon		✓	✓	✓		✓	✓	✓	✓		✓	✓		✓		
Humanities				✓				✓								✓
Languages - Fast Track French Italian					✓									✓		✓
Languages - French					✓									✓		✓
Languages - Italian					✓									✓		✓
Languages - Japanese					✓									✓		✓
Mathematics - Mainstream or General				✓			✓					✓				
Mathematics: Brainstretching		✓		✓								✓				
Media - The Media and Me			✓										✓		✓	
Musical Performance			✓						✓	✓						
Music Technology			✓						✓				✓			
Religious Education		✓			✓	✓										
Science				✓				✓					✓			



CAPABILITIES & COMPETENCIES
DEFINITIONS



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GLOSSARY

CAPABILITIES & COMPETENCIES

CIVIC AWARENESS

Knowledge as to how a society is organised, the role of institutions and the factors that contribute to continuity and change in society.

COLLABORATION AND COORDINATION SKILLS

The ability to work effectively with others on a common task; taking actions which respect the needs and contributions of others; contributing to and accepting the consensus; negotiating with others to achieve the objectives of the team.

CREATIVITY

The generation of new and imaginative ideas. This may involve seeing the world in new ways, making connections between different ideas and concepts and generating solutions to problems.

CRITICAL THINKING

The skills and learning dispositions that support logical, strategic, flexible and adventurous thinking, including the ability to reflect and evaluate thinking processes in a range of settings.

CULTURAL AWARENESS

Exploring how spiritual, material, intellectual and emotional features of a society or social group influence the way a group or society operates, and enhancing understanding of one's own culture through identification of assumptions that may be misplaced.

ETHICAL AWARENESS

Exploring norms or rules that are thought desirable and how they may be applied to help in determining the rightness or wrongness of actions.

FINANCIAL LITERACY

The set of skills and knowledge that allows an individual to make informed and effective decisions with regard to financial resources.

INFORMATION LITERACY SKILLS

The skills needed to define, locate, select, organise, present and evaluate information for a variety of purposes.

INTERPERSONAL SKILLS

The ability to communicate and work effectively with others.

PERFORMANCE SKILLS

The elements required to convey meaning to audiences.

PRESENTATION SKILLS

The skills needed to deliver information in an effective and engaging manner to a variety of audiences.

PROBLEM SOLVING

The process of finding solutions to difficult or complex issues.

TECHNICAL SKILLS

The subject knowledge and skills required to accomplish specific tasks in a learning area.

VERBAL COMMUNICATION

The transmission of ideas and information through oral language.

VISUAL COMMUNICATION

The transmission of ideas and information using symbols and images.

WRITTEN COMMUNICATION

The transmission of ideas and information through writing.



YEAR 9 PROGRAM
CAPABILITIES & COMPETENCIES



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OLMC CONTACTS

OLMC CONTACTS

MS ANNE ROGAN

Pathways Coordinator

 arogan@olmc.vic.edu.au

MS MELINDA WILLIAMS

Careers Coordinator

 mwilliams@olmc.vic.edu.au

MS HELEN HAMBLIN

VCAL Coordinator

 hhamblin@olmc.vic.edu.au

MR SIMON CONLAN

Leader of Learning Development

 sconlan@olmc.vic.edu.au

MR ANDREW GIBSON

Curriculum Coordinator

 agibson@olmc.vic.edu.au


MRS ROSEMARY JONES

Horizon Coordinator

 rjones@olmc.vic.edu.au

DESIGN, ART & TECHNOLOGY

MR MARK JENKINSON

 mjenkinson@olmc.vic.edu.au

ENGLISH

MS DIMITY SMITH

 dsmith@olmc.vic.edu.au

HEALTH & PHYSICAL EDUCATION

MS MEGAN EDWARDS

 meedwards@olmc.vic.edu.au

HUMANITIES

MR RUSSELL IVES

 rives@olmc.vic.edu.au

LANGUAGES


MS FLEUR DAVISON

 fdavison@olmc.vic.edu.au



MATHEMATICS

MR JAMES HOGAN

 jhogan@olmc.vic.edu.au

PERFORMING ARTS

MS MADALENA BROADBENT

 mbroadbent@olmc.vic.edu.au

RELIGIOUS EDUCATION

MS GRACE AUSTIN

 gaustin@olmc.vic.edu.au

SCIENCE

DR SUSAN LONG

 slong@olmc.vic.edu.au



heidelberg
olmc



Our Lady of Mercy College

52 Cape Street
Heidelberg VIC 3084

📞 03 9459 2511

🌐 olmcheidelberg.catholic.edu.au

CREATING THE SCRIPT OF YOUR LIFE

