The background of the page features a collage of images. 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 and talking. The bottom of the page has a dark blue banner.

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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

CREATING THE SCRIPT OF *your life*

Our Lady of Mercy College offers a diverse and dynamic range of opportunities for students in Year 9. Students are encouraged to engage with the world around them, to reflect on and analyse information to create new knowledge and understanding, acquiring skills for lifelong learning. In the middle years students are educated in a supportive learning environment where they are encouraged to take risks, enjoy challenges and become responsible independent learners.

Year 9 students are in the final year of their middle schooling and on the threshold of their senior years at school. In Years 9 and 10, students are offered a range of opportunities and are expected to take more responsibility for their learning. More responsibility means that students will make considered choices about what they will study. These choices will be made after talking with teachers and parents, people who have the experience to know them as learners.

This is also an important time to start thinking about the most appropriate pathway through the senior school years and beyond. Students may not know what they want to study in VCE or do after leaving school, and this is very normal. Now is the time to explore the range of subjects offered at school and to understand more about individual strengths, talents and interests.

Academic studies in Year 9 are important. The skills learned in all subjects, including Horizon, are skills that will assist students in the senior years of school. It is possible to include a VCE Unit in Year 10. In this case, Year 9 academic results and work habits across the year and all subjects will be taken into consideration. Regular homework and study should be part of every student's daily routine.

It is important that students think about their strengths: what they enjoy doing, are good at and find interesting. Subject choices based on what friends are doing or others think students should do, are not necessarily good subject choices. Students may then find themselves in subjects they do not enjoy or excel in.

In Year 9, students are encouraged to take some risks and try new subjects; this is where the elective choices come in. It is not possible to change electives during the semester so choose carefully. Our whole school timetable is created on the basis of the choices made by students and it is very difficult to make changes once it is established. All possible efforts will be made to ensure that students can study the subjects selected, but sometimes it is just not possible given the selections made. If this is the case, teachers will talk with the students and assist them to make new subject choices.

As well as electives, all students will participate in Horizon in one term during Year 9. As this is an integrated learning project, it is a different program to what girls, and parents, are used to. Information about the program is included in the Subject Handbook. Be assured that Horizon is an enjoyable and engaging experience in which much learning occurs, even if it is not labelled distinctly as Maths or English or Science!

This Handbook is just the starting point. You are welcome to speak with your teachers and Year Level Coordinator or the Horizon Coordinator. Be informed and make sure you are well prepared for Year 9.

Ms Patricia Sweeney
Head of Learning



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 2019 INTO YEAR 9 2020





2019 DATE	DETAILS
WEDNESDAY 7 AUGUST	Year 8 Parent Information Evening for Subject Selection and Horizon in 2020
TUESDAY 13 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 19 AUGUST 7am	Web Preferences online subject selection for 2020 opens
FRIDAY 23 AUGUST Midnight	Web Preferences online subject selection for 2020 closes. Students print a copy of the receipt to be signed by parent/guardian
MONDAY 26 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 Global Connections		<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		✓
	Food Production and Design		✓ V
	VCE Food Studies		✓ A
	VCE Studio Art		✓ A
ENGLISH 	English	✓	
	Literature		✓
HEALTH & PHYSICAL EDUCATION 	Health and Physical Education	✓	FA V
	Mind, Body, Soul		✓
	VCE Health and Human Development		✓ A
	VCE Physical Education		✓ A
	VCE VET Sport and Recreation		✓ A
HUMANITIES 	Civics	✓	FA V
	Commerce		✓
	History: World War II		✓
	VCE Accounting		✓ A
	VCE Business Management		✓ A
	VCE History: Global Empires		✓ A
	VCE Legal Studies		✓ A

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)		✓ A
	VCE Mathematical Methods (Unit 1)		✓ A
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		✓ A
	VCE Psychology		✓ A
	VCE VET Allied Health		✓ A

 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

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**
2020 Senior Programs – link below.



COURSE GUIDE 2020
SENIOR PROGRAMS



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THE YEAR 9 PROGRAM

CAREERS

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 time to enjoy discovering their strengths and connect with their learning.

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

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

During Horizon students will complete a compulsory Morrisby Online Careers Test. This will create a profile within Morrisby Online which reflects verbal, numerical, abstract, mechanical

and spatial reasoning. The results of these are presented as a profile showing individual strengths and directions. Students will receive instant results which will be used to inform and guide career conversations as they move through their middle and senior school years.

Resources for students to help support this decision-making process are available in the Pathways Lounge located near the student reception corridor. They can also access all links to pathways and events information as well as book appointments with the Careers Coordinator using the link on the left hand side of this page.

Ms Melinda Williams
Careers Coordinator

 mwilliams@olmcheidelberg.catholic.edu.au



**OLMC
CAREERS**



**BOOK AN APPOINTMENT WITH
THE CAREERS COORDINATOR**



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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 Global Connections

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 use of information technology crosses all learning areas. The focus of this unit is to increase student knowledge and skills in the use of IT equipment (hardware/software), as well as the social implications of Information Technology in our daily lives.

This computer based course covers the use of a variety of software applications as well as hardware components so that by the end of this course students will have a wider appreciation of the possibilities and impact that IT has on our daily lives.

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

- Create a simple game
- Create websites using different tools
- Discuss good web design
- Discuss issues related to the Internet and digital security
- Design a 3D printable product
- Program movement in robots and drones



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 manipulate 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 persuasive 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 2019, Horizon students have been donating an hour to visit the residents of Vasey House retirement home or assisting children and teachers at St Pius Primary School.

The Horizon outdoor education program asks students to challenge themselves and realise how many activities are on offer in our community. Students spend approximately four sessions a 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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YEAR 9 STUDIES

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

To what extent is Australia considered a wealthy country? How fairly is wealth distributed among all its citizens?



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
- > Alliance Française workshop incursion on French regions



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

- > French

CAPABILITIES & COMPETENCIES

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



YEAR 9 STUDIES

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 clothing, housing, festivals and daily routines.

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 including the personal world. Students 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



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 including the world of adolescence. Students 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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YEAR 9 STUDIES

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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YEAR 9 STUDIES

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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YEAR 9 STUDIES

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 participating in a City Social Justice Walk. The Walk will challenge students to develop a more holistic view of Melbourne. The walk will engage students in reflection on the deeper justice issues that exist in our city.



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 Global Connections				✓							✓	✓				
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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CREATING THE SCRIPT OF YOUR LIFE

