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Year 9 Curriculum Overview

Our Lady of Mercy College offers a diverse and dynamic range of opportunities for students in Year 9. Students are encouraged to analyse and engage with the world around them, to create knowledge and acquire 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 to your teachers and parents, people who have the experience to know you as a learner. This is also an important time to start thinking about the most appropriate pathway through the senior school years and beyond. You may not know what you want to study in VCE or do when you leave school, and you are not expected to know this yet. However, now is the time to explore the range of subjects offered at school and where these subjects may lead in future years.

Your academic studies in Year 9 are important. The skills you learn in all subjects, including Horizon, are skills that will help you in the senior years of school. If you want to try some acceleration in your studies in Year 10, your academic record in Year 9 and your work habits across the year and all subjects will be taken into consideration. Regular homework and study should be part of your daily routine.

It is important to think about what you like doing, what you are good at and find interesting. Do not make subject choices based on what your friends are doing: you might find yourself in a subject you do not enjoy. You are encouraged to take some risks and try new subjects; this is where the elective choices come in. You cannot change your electives during the semester; our whole school timetable is created on the basis of the choices made by students and it is very difficult to make changes after this. All possible efforts will be made to ensure that you get to do the subjects you select, but sometimes it is just not possible given the selections made. We will talk with you if this is the case.

As well as electives, you will have the opportunity to participate in Horizon in one term during Year 9. This is a slightly different program to what girls are used to, so read the information about Horizon and ask questions if you do not understand. Be assured that you will enjoy the experience and learn a great deal, even if you can’t see which bits are 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 and Teaching
Horizon

A key aspect of the curriculum for Year 9 students is Horizon. Horizon is a term based program that offers students rich learning opportunities within the community. Horizon is a mix of explicit cross-curricular teaching, inquiry based learning and activities based within the school and the local Community.

Each term two Pastoral Groups will join Horizon at times when they would otherwise have Maths, Religious Education, English, Humanities, Science and Physical Education. In Horizon the curriculum draws on knowledge and skills from the above core subjects. For example from the Maths curriculum we learn about types of income, superannuation and taxation. During the Horizon term students will still attend their Pastoral Group, Pastoral lessons, elective subject options 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 and reflection skills and to provide the opportunity for rich learning within the community. The program is focused on improving student engagement with their learning, by investigating a concept, such as justice, and making links between what occurs in the classroom and its application in the wider community. For example, in our justice unit we look at forensics and the role science plays in the justice system. We also visit the Magistrates’ Court on one of our weekly Trail Days in the community, to connect our understanding of justice to what justice looks like in our society.

We are indeed fortunate to be learning in such a rich and vibrant community as Heidelberg. While there is much we can learn in the community, there is also a great deal we can give. As part of Horizon, students will be undertaking one hour a week of community engagement where they are involved in service to the community, and this forms an important part of Faith in Action. For example, students in 2015 have been involved in working with patients at Vasey House nursing home.

Learning to take risks and being challenged is part of the Outdoor Education component of Horizon. Students will be spending two lessons a cycle engaged in a range of outdoor activities such as rock climbing and bike riding.

The culmination of Horizon is the presentation of the Inquiry Based Project to parents and the Horizon teachers at the end of term. It is also a chance for the student to review her progress over the term and describe any challenges she may have faced and how she overcame them.

Further information about Horizon can be found in the Year 9 Horizon Handbook, available on the Parent Portal (under the Learning and Teaching tab). This Handbook is updated at the beginning of each school year.

Ms Anne Rogan
Horizon Coordinator
arogan@olmcheidelberg.catholic.edu.au
Careers

Career development is a lifelong process of growth through life, learning and work.

Throughout each year level, students develop and complete a Pathways Plan that reflects their understanding of themselves and future opportunities:

**Year 9 – ‘I Focus’**

| Students focus on the contribution made by personal attributes and effective communication skills to their future life and work roles. They participate in activities that highlight the skills, knowledge and attitudes required for successful transitions to further education, training and employment. They extend their Pathway Plan to include skills needed to gain and maintain employment such as participating in mock employment interviews and preparing resumes. |

The Pathways Lounge has valuable resources to help you research and begin planning your career pathway. These include University and TAFE Handbooks and course guides, career specific books, DVDs and magazines.

Students and parents are most welcome to contact the Careers Counsellor with any questions.

Miss Dot Georgiou
Careers Counsellor
dgeorgiou@olmcheidelberg.catholic.edu.au
Important dates for Year 8 students into Year 9 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 6 August 2015</td>
<td>Year 8 Parent Information Evening for Subject Selection and Horizon in 2016</td>
</tr>
<tr>
<td>August TBC</td>
<td>Students will have an assembly regarding the subject selection process and will receive an email with their Web Preferences login link</td>
</tr>
<tr>
<td>Monday 24 August 2015</td>
<td>7.00 am: Online Subject Selection for 2016 opens</td>
</tr>
<tr>
<td>Friday 28 August 2015</td>
<td>Midnight: Online Subject Selection for 2016 closes</td>
</tr>
<tr>
<td>Monday 31 August 2015</td>
<td>Student to hand their Subject Selection receipt to Pastoral Leader <strong>must be signed by parent/guardian</strong></td>
</tr>
</tbody>
</table>

Structure of the Year 9 Program

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

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.

<table>
<thead>
<tr>
<th>Year 9 Subjects (three terms)</th>
<th>Number of lessons per cycle</th>
<th>Horizon Subjects (one term)</th>
<th>Number of lessons per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>4</td>
<td>Inquiry and Research</td>
<td>15</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
<td>Trail Days</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>Community Engagement</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>Outdoor Education</td>
<td>2</td>
</tr>
<tr>
<td>Humanities - History: The Making of the Modern World</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td>Pastoral Lesson</td>
<td>1</td>
<td>Pastoral Lesson</td>
<td>1</td>
</tr>
</tbody>
</table>
# Electives Overview 2016

The electives chosen form the constant thread running through the year for students.

<table>
<thead>
<tr>
<th>Group A: LANGUAGES</th>
<th>Electives</th>
<th>Lessons per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory</strong>: minimum 2 units (2 semesters) - same language undertaken in Year 8</td>
<td>• French</td>
<td>4</td>
</tr>
<tr>
<td><strong>Elective</strong>: Language choice of 2 units (2 semesters) - this second language will be the other studied in Year 7 (French or Italian only)</td>
<td>• Italian</td>
<td>4</td>
</tr>
<tr>
<td><strong>Double Language = 4 units</strong></td>
<td>• Japanese (must have been studied in Years 7 and 8)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Rosetta*</td>
<td>4</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Group B: TECHNOLOGY</th>
<th>Electives</th>
<th>Lessons per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>minimum 1 unit (1 semester)</strong></td>
<td>Food Technology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Food For Fun</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Graphics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Active Graphics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Information Technology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• IT- Bits &amp; Bytes</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Music Technology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Textiles</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Fashion Art and Design</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group C: THE ARTS</th>
<th>Electives</th>
<th>Lessons per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>minimum of 1 unit (1 semester)</strong></td>
<td>Art</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Paints and Pixels</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Dare to Be Dramatic</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Dance</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Just Dance</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Media</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• The Media and Me</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Musical Performance</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group D: OTHERS</th>
<th>Electives</th>
<th>Lessons per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>no minimum requirements</strong></td>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Economics: Shop Smart</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Geography: Disasters and Down by the Sea</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Brainstretching</td>
<td>4</td>
</tr>
</tbody>
</table>
Religious Education

Duration  Three terms

Content 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

Assessment Tasks
Students are required to complete a variety of assessment tasks:

- Written reflections
- Research tasks
- Oral presentations
English

**Duration**  Three terms

**Content 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**
Students will engage with a variety of texts for enjoyment. They will interpret, create, evaluate, discuss and perform a wide range of literary texts, as well as texts designed to inform and persuade. These include film and digital texts, fiction, nonfiction, poetry, dramatic performances and multimodal texts; literary texts that support and extend students in Levels 9 and 10 as independent readers are drawn from a range of genres and involve complex structures. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real world and fictional settings. Students will develop a critical understanding of the contemporary media. They will create a range of imaginative, informative and persuasive types of texts including narratives, performances, reports, discussions, literary analyses, transformations of texts and reviews.

**Extension Opportunities**
- Poetry and writing competitions
- Publication of writing in school yearbook
- Participation in DAV Debating and Legacy Public Speaking Competitions

**Assessment Tasks**
Students are required to complete a range of assessment tasks throughout the course, including:
- Comprehension tests
- Workbook exercises
- Language exercises
- Journal writing
- Writing for a range of purposes, audiences and contexts
- Assignments on set texts
- Creative responses to text
- Analytical responses to text
- Group tasks
- Oral presentations
- Use of technology for research purposes and to create and produce oral and written texts
- End of semester examinations
Mathematics

Duration
Three terms

Content 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.


At Year 9, there are three Mathematics groupings: Modified Mathematics, Mainstream Mathematics and Mathematics A. In each of these classes, the content studied is the same but will be appropriate to the students’ progress of learning in that class. Each student will use a TI-Nspire CAS calculator as part of their mathematical learning.

Inclusion into the Mathematics A class is based on the student’s performance in Year 8 Mathematics. In this class, students will be given the opportunity to cover the content in greater depth.

Inclusion in the Modified Mathematics class is based on the students’ performance in Year 8 Mathematics. It is a smaller class for students who have performed well below the expected standard in Year 8 Mathematics. Students will be given the opportunity to work through content leading to the Year 9 achievement standard, but will not necessarily be working at the Year 9 standard in all content strands. Students in this class would continue along the pathway of VCE Foundation Mathematics Units 1 and 2 in Year 10 and no Mathematics in Years 11 and 12.

At the end of Year 8, parents will be notified by letter to invite their daughter to be part of either the Modified Mathematics or Mathematics A classes. The final decision as to whether or not a student is accepted into a class rests with the school.

Extension Opportunities
• Australian Mathematics Competition

Assessment Tasks
Students are required to complete a range of assessment tasks throughout the course which may include:
• Topic tests
• Work book and summary notes
• Problem solving
• Use of technology
• Examination

Please refer to the Year 10 2016 Subject Handbook for further information on Mathematics pathways through Years 10 to 12.
Science

Duration  Three terms

Content Strands
• Science Understanding
• Science as a Human Endeavour
• Science Inquiry Skills

Learning Focus
Students study how the nervous and endocrine systems control the functioning of the human body. Through practical investigations, students investigate the behaviour of light. They apply their findings to understand how the human eye functions and how common eye disorders are treated.

They explore the diversity of the Universe, its formation and make-up, in a broad astronomy unit. They 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.

Extension Opportunities
• Science Engineering Conference
• Siemens Science Experience
• Rio Tinto Big Science Competition
• Science Engineering Challenge

Assessment Tasks
Students are required to complete a range of assessment tasks throughout the course which may include:

• Tests
• Research investigations
• Student designed experiments
• Practical activity reports
• Examination
Humanities - History: The Making of the Modern World

Duration    Three terms

Content Strands
• Historical Knowledge and Understanding
• Historical Skills

Learning Focus
Students will question, research, analyse and interpret information throughout the following depth studies:

• **Making a Better World? - The Movement of Peoples**
  This includes an overview of the impact of the Industrial Revolution, the experience of convicts and free settlers in Australia and the long-term and short-term effects on societies.

• **Making a Nation**
  This includes the impact of European settlement on the indigenous population, the experience of non-European settlers (eg the Chinese in the Goldfields) and the development of Australian democracy.

• **World War 1**
  This includes an overview of the causes of World War 1, Australia’s involvement and the impact on Australian society.

Throughout this unit students become aware that there are competing interpretations and contested narratives and perspectives. Students learn how evidence and values produce different interpretations of events, people and institutions and they develop the ability to synthesise evidence and draw conclusions.

The overriding ideas explored are: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Extension Opportunities
History Competitions, eg Spirit of ANZAC and the Simpson Prize

Assessment Tasks
Students are required to complete a range of assessment tasks throughout the course; these may include:

• Essay
• Research assignment
• Document analysis
• Note taking skills
• Oral presentation
Health and Physical Education

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

Dimensions
Movement and physical activity
Through the study of Physical Education, students are encouraged to develop proficiency in performing complex movement and manipulative skills in a wide variety of activities that may include: gymnastics, netball, badminton, bike education, self-defence, racquet sports and soccer. The design of the program is structured to enable students to maintain regular participation in moderate to vigorous physical activity and students are provided with the opportunity to analyse and evaluate their level of involvement in physical activity. Students are supported to develop the capacity to combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.

Health knowledge and promotion
The Health Education program is structured to enable students to consolidate their understanding of the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. Authentic learning experiences will provide students with the opportunity to analyse social and cultural factors that influence the formation of one’s identity and values. Students will investigate the health concerns of young people and the strategies that are designed to improve their health. Students will explore health resources, products and services available for young people and consider how they could be used to improve health. Students will analyse a range of influences on personal and family food selection, and identify major nutritional needs for growth and activity.

Learning Focus
On completion of this unit students should be able to:

- Demonstrate proficiency in manipulative and movement skills during the execution of complex activities.
- Demonstrate advanced skills in selected activities.
- Use training methods to improve their fitness level.
- Participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity.
- Employ and devise skills and strategies to counter tactical challenges in game situations.
- Assume responsibility for the conduct of aspects of a sporting competition in which roles are shared.
- Engage in appropriate sporting behaviour.
- Identify and describe a range of social and cultural factors that influence the development of personal identity and values.
- Identify and explain roles and responsibilities associated with developing greater independence, including those related to relationship matters.
- Describe mental health issues relevant to young people.
- Compare and evaluate perceptions of challenge, risk and safety.

Assessment Tasks
Students are required to complete a range of tasks throughout the course which may include:

- Written and oral reports
- Group/personal tasks, evaluations and reflections
- Research assignments
- Structured questions
- Topic tests
- Case study analysis
- Media analysis

Information and Communication Technology Skills:

- Multimedia presentations
- Use of search engines to locate and download specific information on the Internet
- Access, edit and sort data to create Word documents, PowerPoint and Publisher presentations
Electives

Group A - Languages

French

Duration  Whole year

Dimensions
• Communicating in a language other than English
• Intercultural knowledge and language awareness

These are very closely linked. Communicating in a language other than English allows the student to understand the workings of a language. Intercultural knowledge and language awareness provides the cultural understanding that underpins the language, assisting in communication.

Learning Focus
Students compare and contrast aspects of life in the Language-speaking country with those in Australia.

Topics include: Welcome to Paris, famous people, visiting places of interest, clothes and fashion.

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.

Extension Opportunities
Alliance Française Poetry Competition

Assessment Tasks
Students are required to complete a range of assessment tasks throughout the course which may include:

• Topic tests
• Work book activities
• Writing tasks
• Listening comprehension tasks
• Reading comprehension tasks
• Speaking tasks
• Cultural activities
• Internet Research

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. Japanese will not be offered as part of this program. Both languages must be selected for the full year. Languages are not offered as semester subjects. Ask your teacher of Languages for more information about continuing your study of Languages in Year 9.
Italian

Duration  Whole year

Dimensions
- Communicating in a language other than English
- Intercultural knowledge and language awareness

These are very closely linked. Communicating in a language other than English allows the student to understand the workings of a language. Intercultural knowledge and language awareness provides the cultural understanding that underpins the language, assisting in communication.

Learning Focus
Students compare and contrast aspects of life in the Language-speaking country with those in Australia.

Topics include: fashion, festivals, daily routines and weather. 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.

Extension Opportunities
Dante Alighieri Italian Poetry Competition

Assessment Tasks
Students are required to complete a range of assessment tasks throughout the course which may include:

- Topic tests
- Work book activities
- Writing tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Speaking tasks
- Cultural activities
- Use of technology

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. Japanese will not be offered as part of this program. Both languages must be selected for the full year. Languages are not offered as semester subjects. Ask your teacher of Languages for more information about continuing your study of Languages in Year 9.
Japanese

**Duration**  Whole Year

**Dimensions**
- Communicating in a language other than English
- Intercultural knowledge and language awareness

These are very closely linked. Communicating in a language other than English allows the student to understand the workings of a language. Intercultural knowledge and language awareness provides the cultural understanding that underpins the language, assisting in communication.

**Learning Focus**
Students compare and contrast aspects of life in the Language-speaking country with those in Australia and other countries.

Topics include: celebrations, friends and school life. 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.

**Extension Opportunities**
- Linguistic assistance provided to the individual student as the need arises
- Hosting of a Seirei High School exchange student.

**Assessment Tasks**
Students are required to complete a range of assessment tasks throughout the course which may include:

- Topic tests
- Work book activities
- Assignments
- Writing tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Speaking tasks
- Cultural activities
- Use of technology

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. Japanese will not be offered as part of this program. Both languages must be selected for the full year. Languages are not offered as semester subjects. Ask your teacher of Languages for more information about continuing your study of Languages in Year 9.
**Fast Track French | Fast Track Italian**

**Duration**  
Whole Year

**Dimensions**
- Communicating in a language other than English  
- Intercultural knowledge and language awareness

These are very closely linked. Communicating in a language other than English allows the student to understand the workings of a language. Intercultural knowledge and language awareness provides the cultural understanding that underpins the language, assisting in communication.

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, whilst being supported with additional tuition to allow them to become proficient in the language and proceed to Year 10 if desired.

**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 undertake additional work over the summer holidays  
- The student will attend weekly after school classes 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  
- Texts for holiday work
Group B - Technology

Food Technology – Food for Fun

Dimensions
Food for Fun puts the ‘fun’ into cooking. It enables students to build on their practical skills in the kitchen.

Through cooking and eating, students discover many ways to prepare and creatively present a range of recipes.

They are given the opportunity to design and create their own meals. They learn to eat well for the future, gaining insight into social and cultural norms that surround the world of food.

- love delicious food?
- love to cook with friends?
- love to design your own ideas?

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

Learning Focus
On completion of this unit students should be able to:

- Design recipes for specific needs
- Use a range of tools and processes to produce food safely
- Understand the art of baking
- Analyse the functions of food – how do ingredients work together?
- Consider the role of nutrition and healthy eating
- Think critically about cultural influences and food choices
- Plan meals for special occasions

Assessment Tasks
- Design briefs
- Production food skills
Graphics – Active Graphics

Dimensions
- Creating and Making
- Exploring, Interpreting & Responding

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.

Extension Opportunities
- Art Competitions
- Presentation of artwork

Assessment Tasks
Assessment may include these areas:
- Visual diary
- Design product
Information Technology – Bits & Bytes

Dimensions
The use of information technology crosses all domains and the focus of this unit is to increase student awareness and knowledge of appropriate procedures, equipment (hardware/software), formats, conventions and the social implications which apply to the study of IT. This computer based course aims to develop students’ interest in the general use of IT in the world around them.

Students are made aware of procedures for saving and presenting work which can be applied to other subjects.

They are also made aware (develop an understanding) of the implications of the use of ICT and the social responsibilities as users of technology.

Learning Focus
On completion of this unit the student should be able to:
• Manipulate images using Photoshop
• Create a website using Dreamweaver
• Discuss good web design
• Discuss issues related to the Internet

Assessment Tasks
• Photoshop task – creating a collage to a design brief
• Dreamweaver task – creating a web site to a design brief
• Computer awareness task – covering the theory of computer awareness studied throughout the semester
Music Technology

Dimensions

Creativity and Technology
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 events and ensembles.

Creating and Making
Students will plan, design, refine and compose an original piece of music using computer software. They will generate and develop ideas that explore the concept of popular music.

Learning Focus
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 an original composition using Garageband/ACID.

Students will investigate, set-up and take part in an OLMC Radio Station.

Assessment Tasks
Students are required to complete a variety of assessment tasks throughout the subject which may include:

- Investigation into the design of a piece of music equipment.
- Creation of original music using music composition technology.
- Design/plan recording studio set up for different ensembles.
- Design/plan/set up a contemporary Radio Station
Textiles – Fashion Art and Design

Dimensions
If you love fashion and working with textiles, art and design, this subject provides an opportunity to create and make your own ideas.

This course introduces you to all facets of the fashion, design and production process.

Perfect for the creative brain - this elective will enable you to develop your ideas and gain technical knowledge that is required to create your own fashion statement through fashion sketching, developing a theme board and construction.

- love fashion?
- love to create?
- love colour and pattern?

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

Learning Focus
Students will be encouraged to be creative problem solvers whilst working with materials - designing, manufacturing and marketing. They will create fashion pieces that reflect individual style and personality.

Assessment Tasks
- Design brief
- Product range
- Evaluation
Group C - The Arts

Art – Paints and Pixels

Dimensions

- Creating and Making
- Exploring, Interpreting and Responding

Learning Focus
Paints and Pixels is a subject that focuses on experimenting with a range of modern materials, techniques and ideas.

There is a focus on using digital media 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 practice on trend in the art world.

- love Tumblr?
- 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.

Assessment Tasks
Students are required to complete a range of assessment tasks throughout the course which may include:

- Art Folio
- Finished works of art
Drama – Dare to Be Dramatic

Dimensions

Creating and Making
Students learn about the fundamental elements of non-naturalism, including exaggerated and stylised movement, mime, disjointed time sequences and transformation of character, object, time and space.

They also focus on the theme of adolescent wellbeing and incorporate this into self-devised ensemble performances.

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

They write about the process of creating ensemble works and analyse and evaluate their own work and that of their peers.

Extension Opportunities
- Middle School Production
- Arts Festival
- CEO Drama Wellbeing Festival

Assessment Tasks
- Creation and performance of two non-naturalistic performance pieces
- A written report analysing their own performance work and the work of others
- Contribution to the major wellbeing performance piece
Dance – Just Dance

Dimensions

Creating and Making
Students learn appropriate and safe dance practise through development of their own technique in a variety of dance styles. They apply this knowledge when participating in structured improvisations and choreographic workshops.

Students explore and express their own dance style in the development of a performance piece to an audience.

Exploring and Responding
Students develop the ability to observe, analyse and evaluate their own and other’s dance works with the focus on a particular style selected from the student’s own interests. They learn to discuss and write analytically, developing the skills to use dance terminology accurately.

Assessment Tasks
- Choreography and performance of small group dance tasks.
- Learning group dance routines.
- Performing their own choreography for an audience
- Written analytical and research tasks.
- Maintenance of a workbook.
Media – The Media and Me

Dimensions
• Creating and Making
• Exploring and Responding

Learning Focus
The Media and Me looks at a variety media representations of teenagers in television and film. It also looks at how characters and narratives are constructed to engage teenage audiences.

Students also learn the basics of Photoshop and Premiere Pro editing software and create their own print products and short films. This software is the industry standard and a solid foundation for media, arts and world of design.

- love pop culture?
- love teenage drama?
- love creating?

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

Assessment Tasks
Students are required to complete a range of assessment tasks throughout the course which may include:

• Group film
• Photoshop print products
Musical Performance

Dimensions

Creating and Making
Students will develop, plan, rehearse performance skills in solo/group situations. They generate and develop ideas that explore particular themes.

Exploring and Responding
Students explore and examine the musical elements and determine the factors that affect their choice in programming for a specific event. They will describe aspects and requirements of suitable music.

Learning Focus
This subject is designed for students who enjoy performing 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.

Extension Activities
Year 9 Performing Arts Performance Night

Assessment Tasks
Students are required to complete a variety of assessment tasks throughout the subject which may include:

- Group performance/s
- A written report on the design/plan of a program of music for an event.
- Musicianship Test
Group D - Humanities

Economics: Shop Smart

Dimensions

Economic Knowledge and Understanding
- Economic Reasoning and Interpretation

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.

This subject challenges students to examine the impact of consumerism at both a local and a global level, and looks 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.

Assessment Tasks
Students are required to complete a range of assessment tasks throughout the course including:

- Topic tests
- Projects using technology and design
- Field work reports
- Oral presentations
- Marketing strategies for products
Geography: Disasters and Down by the Sea

Dimensions

Geographical Knowledge and Understanding
Students explain the operation of major natural systems that exist within the Earth’s atmosphere, hydrosphere and lithosphere. Students examine the operation of the natural forces operating at a beach environment. They evaluate the consequences of the human interaction with the coastline and develop strategies to address these impacts. Students conduct case studies on significant Australian natural disasters such as cyclones and bushfires and attempt to make predictions about the natural events. They identify and account for the daily changes in the weather with a focus on Melbourne and our local area.

Geospatial Skills
Students accurately interpret information on different types of maps and photographs at a range of scales. They collect and collate information gathered from fieldwork. An excursion to Sorrento Beach provides an opportunity for students to observe, measure, and sketch coastal features and assess the human impact on the coastline. The students use the school’s live weather station to observe current weather patterns and make forecasts about future conditions.

Learning Focus
Students will develop knowledge about the operation of major natural systems that are part of the Earth’s hydrosphere, lithosphere and atmosphere. Students investigate the interaction of human activities with the natural environment through a study of coastlines, weather and natural disasters. They use data to predict the effect of human activity on the natural environment.

Assessment Tasks
Students are required to complete a range of assessment tasks throughout the course including:

- Annotated Visual Displays
- Projects using technology eg Google Maps
- Oral Presentations
- Tests
- Reports
Group D - Mathematics

Brainstretching

Proficiency Strands
- Problem solving
- Reasoning

Learning Focus
This subject is designed for students who enjoy and are willing to persevere with challenging problems. They will work independently and in groups on a variety of tasks with a mathematical basis.

This course aims to extend and challenge students thinking and problem-solving skills. Activities involve developing strategies for solving problems and playing simple games, lateral thinking, and communicating procedures to others in the group.

Technology will be used as appropriate and students will use various applications including the spreadsheet on their TI-Nspire calculator as a tool for solving problems.

Students will participate in the Australian Mathematics Competition.

Assessment Tasks
Assessments may include:

- A written report on a challenging problem
- Spreadsheet task
- Designing and analysing puzzles
- Solving various challenging problems form the Mathematics Challenge for Young Australians Competition
## Table of Subject Offerings for Year 10 2016

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<td>Music Investigation – Performance</td>
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<td><em>VET Certificate II in Live Production, Theatre and Events</em></td>
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<tr>
<td><strong>Religious Education</strong></td>
<td>Religious Education (Sem 1) and parts of <em>VCE Texts and Traditions Unit 1 (Sem 2)</em></td>
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<tr>
<td><strong>Science</strong></td>
<td>The Big Ideas of Science</td>
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**IMPORTANT TO NOTE**
If there are insufficient numbers of students wishing to study an elective unit, then it will not be available for that year.