Year 9 Subject Selection 2014 Handbook
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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.

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 Heidelberg 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 is based on units from the above core subjects. For example from the Maths curriculum we learn about types of income, superannuation, taxation and simple and compound interest. 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 Heidelberg 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. In our justice unit we look at forensics and the role science plays in the justice system. We also visit the Heidelberg 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 aspect of Faith in Action. For example, students in 2013 have been involved in water testing for Banyule Council.

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. Also it is 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.
Recognising Achievement

Achievement in learning at Year 9 is celebrated at assemblies, festivals, exhibitions and performance evenings. Participation in competitions, excursions, incursions and co-curricular activities provide the girls with experiences that encourage curiosity and promote lifelong learning, as well as preparation for making the transition into the senior years of their secondary education.

Andrew Gibson
Horizon Coordinator
Important Dates to Remember
Year 8 into Year 9

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 6 August 2013</td>
<td>Year 8 Parent Information Evening for Subject Selection and Horizon for 2014</td>
</tr>
<tr>
<td>Mid August 2013</td>
<td>Students provided with password and online Subject Selection explained</td>
</tr>
<tr>
<td>Wednesday 21 August 2013</td>
<td>Online Subject Selection for 2014 opens for all Year Levels</td>
</tr>
<tr>
<td>Monday 26 August 2013 (midnight)</td>
<td>Online Subject Selection for 2014 closes for all Year Levels</td>
</tr>
<tr>
<td>Tuesday 27 August 2013</td>
<td>Submission of Subject Selection receipt to Pastoral Leader (signed by parent/guardian)</td>
</tr>
</tbody>
</table>

Guide to Subject Choice

Year 9 Curriculum
In Year 9 the electives chosen form the constant thread running through the year for students. All students continue with the Language chosen for Year 8. Students are to choose at least one Unit in the Arts and one Unit in Technology as part of their electives. Both Arts and Technology Units are one semester in length.

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.

The Structure of the curriculum for Year 9 students is as follows:

Year 9 – Three Terms
In the three terms when students are not involved in Horizon they will be studying the subjects listed in Table 1 below.

Table 1: Year 9 Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lessons per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td>History: The Making of the Modern World</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td>Pastoral Lesson</td>
<td>1</td>
</tr>
</tbody>
</table>
Horizon – One Term
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. As indicated in Table 2, students will still study their electives while undertaking Horizon.

Table 2: Horizon Term

<table>
<thead>
<tr>
<th>Horizon (one term)</th>
<th>Lessons per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horizon Inquiry and Research</td>
<td>15</td>
</tr>
<tr>
<td>Horizon Trail Days</td>
<td>8</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>2</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td>Pastoral lesson</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives
Students choose 6 units in total from Groups A, B, C and D as indicated in Table 3.

The students must meet the minimum requirements as outlined below:

- **Group A – LANGUAGES**
  - Students must do a minimum of 2 units of the same Language. Students are required to do both units as a sequence (Semester 1 and Semester 2).
  - Students may choose which Language they will study in Year 9; however, Languages is a compulsory subject and is undertaken for the full year, Semester 1 and Semester 2.
  - Students who select double Language studies (4 elective units) have 2 remaining choices.

- **Group B – TECHNOLOGY**
  - Students must do a minimum of 1 unit.

- **Group C – THE ARTS**
  - Students must do a minimum of 1 unit.

- **Group D – OTHERS**
  - No minimum requirements.
### Table 3: Year 9 Elective Subjects

<table>
<thead>
<tr>
<th>Electives</th>
<th>Lessons per cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group A</strong></td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td></td>
</tr>
<tr>
<td>minimum 2 units</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>4</td>
</tr>
<tr>
<td>Italian</td>
<td>4</td>
</tr>
<tr>
<td>Japanese</td>
<td>4</td>
</tr>
<tr>
<td>Students may select up to 2 different Language subjects</td>
<td></td>
</tr>
<tr>
<td><strong>Group B</strong></td>
<td></td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td></td>
</tr>
<tr>
<td>minimum 1 unit</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>• IT- Bits &amp; Bytes</td>
<td></td>
</tr>
<tr>
<td>Textiles</td>
<td></td>
</tr>
<tr>
<td>• Signature Accessories</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>• Designer Sleep Wear</td>
<td></td>
</tr>
<tr>
<td>Food Technology</td>
<td>4</td>
</tr>
<tr>
<td>• Fabulous Food</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>• Food For Fun</td>
<td></td>
</tr>
<tr>
<td><strong>Group C</strong></td>
<td></td>
</tr>
<tr>
<td><strong>THE ARTS</strong></td>
<td></td>
</tr>
<tr>
<td>minimum of 1 unit</td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td>4</td>
</tr>
<tr>
<td>• The Media and Me</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>4</td>
</tr>
<tr>
<td>• Dare to Be Dramatic</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>4</td>
</tr>
<tr>
<td>• Just Dance</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>• One Musical Direction</td>
<td>4</td>
</tr>
<tr>
<td>• Creation</td>
<td>4</td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>• Artists at Work</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>• Creative Sculpture</td>
<td></td>
</tr>
<tr>
<td>Graphics</td>
<td>4</td>
</tr>
<tr>
<td>• Active Graphics</td>
<td></td>
</tr>
<tr>
<td><strong>Group D</strong></td>
<td></td>
</tr>
<tr>
<td><strong>OTHERS</strong></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>• Geography: Disasters and Down by the Sea</td>
<td>4</td>
</tr>
<tr>
<td>• Economics: Shop Smart</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>• Brainstretching</td>
<td></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. The next focus in this strand is the Sacraments of Healing and Hope. This unit teaches students about the specific aspects of liturgies and prayers that relate to the sacraments of healing. This helps students to value the need for Reconciliation and Healing which helps to create unity and hope in the community.

Students will then look at the Church and Community by investigating and researching the contributions that men and women have made to the Catholic Church in Australia. This will foster an awareness of the heritage, contemporary experiences and cultural diversity of Australian Catholics.

Extension Opportunities
- Students will plan and conduct an outdoor walk of the Stations of the Cross that have been placed around the College as part of their Easter celebrations
- Social Justice Programs
- Year 9 Reflection Day
- Planning and participating in liturgies, prayers and reflections

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

- Written reflections
- Unit tests
- Research tasks
- Oral presentations
- Creative interpretations
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 Maths 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 to invite their daughter to be part of either the 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
- Mathematics Challenge for Young Australians Competition
- 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
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. The interaction between electromagnetic fields and electricity is studied in order to understand how electricity can be generated on a small and large scale. Students investigate how energy may be responsible for changes observed in biological, chemical and physical processes and applications. They study different types of chemical reactions and how these are used to advantage in our society.

Students design and conduct scientific investigations of their choice 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 reports
- Group/personal tasks, evaluations and reflections
- Research assignments
- Structured questions
- Topic tests
- Oral reports
- 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: Famous People, Welcome to Paris 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
- 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.
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, Fitness and Technology. 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
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: Holidays, Shopping 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

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.

Students are 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

Textiles – Signature Accessories

Dimensions
This course is developed for students who are interested in improving their communication, thinking, social and creative skills by investigating, designing and producing fashion accessories for personal use or for sale to a given target market.

Learning Focus
Students will be encouraged to be creative problem solvers whilst working with recycled materials - designing, manufacturing and marketing. They reuse materials and objects in their original or changed forms rather than discarding them as waste to make their fashion accessories.

Assessment Tasks
• Design brief
• Product range
• Evaluation
Textiles – Designer Sleep Wear

Dimensions
This unit focuses on working through a design process that involves developing a design brief. Students research Australian Standards when considering fabric and styles. They modify a commercial pattern to make their own pyjamas.

Learning Focus
On completion of this unit, students should be able to design, incorporate a fabric enhancement process, construct, then evaluate a pair of pyjamas.

Assessment Tasks
• Design brief
• Production

Food Technology – Fabulous Food

Dimensions
Students will extend and apply their knowledge of healthy foods and nutrients. They will cook a wide range of foods that are nutritious and tasty, using a range of tools and equipment. They will serve these foods in a creative manner. They will style, present and photograph their food. They will use the design process to prepare food suitable for cooking at the Horizon Camp. They will enjoy mystery recipe challenges, similar to ‘mystery box challenges’.

Students will analyse and evaluate their dishes and suggest ways to modify or improve the designs and production processes. They will work in groups and individually.

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

• Use a range of processes
• Use tools and equipment safely
• Analyse processes and products
• Compare products to commercial equivalents
• Adapt methods, materials and tools to suit specific needs
• Adapt recipes to make more healthy options
• Understand the requirements of all packaging including labelling
• Choose own recipes to cook for specific situations

Assessment Tasks
• Design briefs: incorporating Investigate, Design, Produce, Analyse and Evaluate
Food Technology – Food for Fun

Dimensions
Students will investigate, design, produce, analyse and evaluate a range of foods suitable for snacks, lunches, evening meals and entertaining. They will investigate and cook foods from other cultures including using Indigenous herbs and spices.

Students will work both in groups and individually, using increasingly complex equipment. They will learn to adapt recipes for the Horizon Camp, to take into account time constraints and the need to provide healthy food for six people. They will have the opportunity to enjoy mystery recipe and food challenges similar to ‘mystery box challenges’.

They will analyse safety issues including the storage and handling of food and make suggestions for a safe working environment.

Design Briefs will incorporate the investigation, design, production, analysis and evaluation of different types of food.

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

- Use a range of tools and processes
- Use foods, tools and equipment safely
- Analyse processes and products
- Adapt recipes for specific needs
- Use and store food safely
- Plan a time line for the food being cooked
- Choose and prepare food suitable for specific situations

Assessment Tasks
- Design briefs
Group C - The Arts

Media – The Media and Me

Dimensions
• Creating and Making
• Exploring and Responding

Learning Focus
In this subject students will not only learn basic equipment skills with cameras and computers, but will also start developing an awareness of the media in a critical and analytical sense.

This subject focuses on the role the media plays in the ‘typical’ adolescent girl’s life. Students will explore and respond to representations of women in the media; in particular how women are presented in film, television, computer games and in print. Popular reality television, drama and movies will be heavily analysed for codes and conventions. Magazines and print advertising will also be critiqued with a focus on analysing texts from a feminist perspective and analysis of how different media forms appeal to different demographics.

Students will then reflect their understanding of their learning in this subject with the creating and making of a film that is made in the style of a genre of their choice and aimed at a specific demographic.

Extension Opportunity
Presentation at Year 9 level assembly/lunchtime film exhibition

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

• Topic tests
• Work book
• Summary notes
• Problem solving
• Assignments
• Journals
• Larger style projects
• Models
• Use of technology

A Rich Task will be undertaken by all students. This will include a series of smaller tasks and will culminate in a presentation on DVD to other students in Year 9 regarding the media and its power in the life of a teenage girl. The assessment for this subject will endeavour to apply the principles of the Thinking Curriculum.

Creating and Making
• Designing a print product such as a postcard
• Use of ICT to create a group film experimenting with a specific genre and demographic

Exploration and Responding
• Analysis of numerous media texts using reflections, evaluations and application of knowledge to tasks.
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 and space. They also focus on the theme of adolescent well-being 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
- Drama club
- Arts Festival
- CEO Drama Wellbeing Festival

Assessment Tasks
- Creation and performance of non-naturalistic ensemble pieces
- A written report analysing their own performance work and the work of others
- Contribution to the major well-being performance task

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.
Extension Activities
• Dance clubs and activities
• Middle School Production
• House Arts Festival

Music – One Musical Direction

Dimensions
Creating and Making
Students will develop performance strategies and skills to enable them to perform to a small audience. They will have the opportunity to perform as a soloist and as a member of a group developing their rehearsal techniques and ability to perform in an authentic style in relation to their performance choices.

Exploring and Responding
Students will have the opportunity to listen to and to analyse performances by well-known artists. They will focus on how the artist reaches its intended audience and how they might be able to incorporate these techniques in to their own performances.

Assessment Tasks
• Solo Performance
• Group Performance
• Performance Review
• Musicianship Test

Music – Creation

Dimensions
Creating and Making
Using a variety of music software packages, students will compose music for specific occasions. These will include music that tells a story, forms the backdrop of a movie and music that sells a product (advertisements). Each student will produce a CD at the end of the course that will contain their compositions for the semester.

Exploring and Responding
Students will analyse music from a variety of different mediums. They will use this information to help develop their compositional work.

Assessment Tasks
• Composition Portfolio
• Musicianship Test
Art – Artists at Work

Dimensions
- Creating and Making
- Exploring, Interpreting and Responding

Learning Focus
Are you interested in painting drawing, printing, and making 2 dimensional artworks? Then consider taking ‘Artists at Work’ where you can draw with lots of different materials.

You can experience working with charcoal like Picasso; you can paint on canvas and use an easel like Van Gogh; learn to silk screen like Andy Warhol, the famous Pop artist. This is a fun way to explore your creativity and it is a pathway to any of the visual arts subjects including Media, Graphic Design and Studio Arts.

Extension Opportunity
Presentation of artwork

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

- The design process in their visual diary
- Finished works of art
- Theory Task

The use of ICT skills will be used for research and enhancement of artwork.

Art - Creative Sculpture

Dimensions
- Creating and Making
- Exploring and Responding

Learning Focus
Do you like being creative and exploring your own personal ideas? Do you like making 3 dimensional artworks? If you don’t mind getting your hands dirty with fun activities like sculpting clay or papermache, then this is the subject for you.

You can experiment with clay, wire, or papermache to create abstract or realistic people, animals, food, furniture or any object - the list is endless.

Extension Opportunities
Art Competitions
Presentation of Artworks

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

- The design process in their visual diary
- Finished works of art
- Theory task

The use of ICT skills will be used for research and enhancement of artworks where appropriate.
Graphics – Active Graphics

Dimensions
• Creating and Making
• Exploring, Interpreting & Responding

Learning Focus
Why is Maccas so popular? Why do teenagers want to wear Nike runners? Why do girls like shopping in Sportsgirl? Find out how designers attract customers and inspire them to buy products, attend events or use services when there are so many different ones on the market competing for their attention.

If you are interested in producing designs for advertisements and logos (eg fashion labels, travel agencies, pet shops and a myriad of other businesses), then this is the subject for you!

Here you will learn all about the elements of design that can be used to attract potential customers. You will create your own design brands to market a new business venture. You will also have the opportunity to plan your own dream home by learning some architectural techniques. This is a chance to explore your creativity and it is a pathway to any of the visual arts subjects including Media, Graphic Design and Studio Arts.

Extension Opportunities
• Art Competitions
• Presentation of artwork

Assessment Tasks
Assessment may include these areas:

Creating and Making
• Visual Diary containing preparatory drawings and design development for set tasks.
• Completion of a commercial label and the associated promotional material.
• A folio of instrumental and observational drawings.

Exploring, Interpreting and Responding
• Completion of analytical and evaluative tasks that link directly to the design elements studied.
• Students will also complete a self-evaluation sheet.

The use of ICT skills will be used for research and enhancement of artwork.
Group D - Humanities

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

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
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 Mathematics Challenge for Young Australians Competition and 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
Careers Department

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 Careers Room 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.

The OLMC Portal has a specific Careers tab that contains career exploration tools, the latest career newsletters, Work Experience information, University and TAFE details and other resources.

Students and parents are most welcome to arrange individual appointments with the Careers Coordinator, or to come in and browse through the available resources.

Ms Ann Boyce
Careers Coordinator