

Curriculum Overview

Years 7-10



OLMC
Heidelberg
Empowered together

2025 Overview of Curriculum Years 7 – 10

The broad curriculum at **Years 7 and 8** allows for the acquisition of essential knowledge and skills. Students undertake subjects from all learning areas of the Victorian Curriculum. Students study two languages in Year 7 (Japanese, Italian and French are offered) and one language in Year 8. The camps in Years 7 and 8 focus on providing students with new challenges within a safe environment.

A unique component of the **Year 9** curriculum is Horizon, a program that provides multiple and extensive opportunities for students and the College to engage with the wider community through inquiry-based learning, community engagement activities and ‘trail’ days. All Year 9 students are involved in this program for a full term, on a rotational basis.

At **Years 9 and 10**, students are developing mastery of skills for independent learning and they make choices in some of the subjects they study. In Year 9, the core curriculum includes Religious Education, English, Mathematics, Science, Humanities, Languages (French, Italian or Japanese) and Health and Physical Education. The optional studies include Graphic Design, Music, Humanities (Geography, History, Economics), Mathematics, Drama, Dance, Visual Art, Food Technology, Textiles, Information Technology and Media.

The **Year 10 curriculum** enables increased student choices including the opportunity to accelerate and commence a Victorian Certificate of Education (VCE) unit of study. Acceleration in Vocational Education and Training (VET) units are also available for students who wish to pursue areas of vocational interest as part of their senior program. The College offers VET Allied Health and VET Sport and Recreation. All students in Year 10 undertake Religious Education, English, Mathematics, Science, Civics and Health and Physical Education. There is choice in the subject selection in Mathematics. Students may participate in Structured Work Placement or Work Experience if they are studying VET subjects.

Across Years 7-10 students will learn and develop their understanding of the **capabilities**. The capabilities are taught within subjects. The four capabilities are *Critical and Creative Thinking, Ethical, Intercultural and Personal and Social*. While these capabilities are taught across many subjects, in the subject overviews you will find the capabilities listed only where they are being formally assessed in that subject.

In Years 7 to 9, the Rosetta Program provides support to those students who would benefit from further literacy support. Enrolment in this program is through invitation and consultation.

On the following pages you will find a broad overview of each Year Level curriculum together with an indication of the Common Assessment Tasks within each subject. Different classes may be at different stages in their units over the term but will all complete the Common Assessment Tasks that are outlined in this document.

Further information pertaining to Years 9 and 10 subject selection can be found via the links below.



[Year 10 Studies](#)



[Year 9 Studies](#)

Years 7 - 10 Curriculum Overview 2025

| Domains | English | Mathematics | Science | Humanities | Languages | Religious Education/ Pastoral | Health & Physical Education | Design Arts & Technology/ Performing Arts |
|--|--|--|---|--|----------------------------------|---|---|---|
| Years 7 & 8 Lessons per cycle (lesson = 75 mins) | 6 | 6 | 4 | 4 | 5 | RE - 4 Pastoral - 1 | 4 | 3 (Semester) |
| Strands | Reading and Viewing Writing Speaking and Listening | Number Algebra Measurement Space Statistics Probability | Science Inquiry Skills Science Understanding | Humanities Knowledge and Understanding Humanities Concepts and Skills | Communicating Understanding | Scripture and Jesus Church and Community God, Religion and Life Morality and Justice Prayer, Liturgy and Sacraments | Movement and Physical Activity Personal, Social and Community Health | Explore and Express/Represent Practices Present and Perform Respond and Interpret Digital Systems Data and Information Creating Digital Solutions Technologies and Society Technologies Contexts Creating Designed Solutions |
| Year 7 Subjects | English | Mathematics | Science | Geography, History, Civics & Citizenship | Italian* French* Japanese* | RE/Pastoral | PE/Health | Art Music Drama Digitech |
| Year 8 Subjects | English | Mathematics | Science | Geography, Economics, History, Civics & Citizenship | Italian* French* Japanese* | RE/Pastoral | PE/Health | Art Music Dance Food Studies |
| <p>* Year 7 students complete one semester in two of the three languages on offer. In Year 8, they continue their study of language in one of the two languages studied in Year 7.</p> | | | | | | | | |

| Domains | English | Mathematics | Science | Humanities | Languages | Religious Education/ Pastoral | Health & Physical Education | Design Arts & Technology/ Performing Arts |
|--|--|--|---|--|---|---|---|--|
| Year 9 Lessons per cycle (lesson = 75 mins) | 5 | 6 | 4 | 4/Core 4/Elective | 4/Core 4/Elective | RE - 4 Pastoral - 1 | 4 | 4/Elective (Semester) |
| Strands | Reading and Viewing Writing Speaking and Listening | Number Algebra Measurement Space Statistics Probability | Science Inquiry Skills Science Understanding | Humanities Knowledge and Understanding Humanities Concepts and Skills | Communicating Understanding | Scripture and Jesus Church and Community God, Religion and Life Morality and Justice Prayer, Liturgy and Sacraments | Movement and Physical Activity Personal, Social and Community Health | Visual Arts Media Arts Visual Communications Performing Arts Food Studies |
| | | | | | | | | Explore and Express/Represent Practices Present and Perform Respond and Interpret Technologies and Society Technologies Contexts Creating Designed Solutions |
| Year 9 Core Subjects | English | Mathematics Mainstream Or General Mathematics | Science | History Geography Economics and Business | <ul style="list-style-type: none"> French Italian Japanese | RE/Pastoral | Health & Physical Education | Graphics Drama Fashion Accessories |
| Year 9 Electives | | Brainstretching (4 per cycle) | | History – Rights & Freedoms Geography: Change Makers Economics: Shop Smart | <p>Compulsory: minimum 2 units (2 semesters) - same language undertaken in Year 8</p> <p>Elective: Language choice of 2 units (2 semesters) - this second language will be the other studied in Year 7 (French or Italian only)</p> | | | Food Studies Computing Just Dance Music Performance Art Media Music Technology |

| Domains | English | Mathematics | Science | Humanities | Languages | Religious Education/ Pastoral | Health & Physical Education | Design Arts & Technology/ Performing Arts |
|---|--|---|--|--|---|---|---|--|
| Year 10 Lessons per cycle (lesson = 75 mins) | 6 | 6 | 6 | 6 Semester Subject | 6/Elective | RE - 3 Pastoral - 1 | 3 | 6 Semester Subject/ Elective |
| Strands | Reading and Viewing Writing Speaking and Listening | Number Algebra Measurement Space Statistics Probability | Science Science Understanding | Humanities Knowledge and Understanding Humanities Concepts and Skills | Communicating Understanding | Scripture and Jesus Church and Community God, Religion and Life Morality and Justice Prayer, Liturgy and Sacraments | Movement and Physical Activity Personal, Social and Community Health | Visual Arts Media Arts Visual Communications Performing Arts Food Studies |
| Year 10 Core Subjects | English | General Mathematics Or Mathematics Mainstream Or Advanced Mathematics | Science | <ul style="list-style-type: none"> The Everyday Citizen Enterprise & Innovation Citizens and the Law Global Power and Conflict | | Religious Education & Pastoral | <ul style="list-style-type: none"> Sport Science Health in Our Community Movement & Physical Activity Coaching & Event Management <p>Students to choose one of the subjects on offer</p> | Art Graphics Designing Drama Media Fashion Sculpture |
| Year 10 Electives | Literature | VCE General Mathematics Unit 2 | VCE Unit 1 Biology VCE Psychology Unit 1 Or VCE Psychology Unit 2 | Commerce History: WWII | <ul style="list-style-type: none"> French Italian Japanese | | VCE Physical Education Unit 1 VCE Health and Human Development Unit 1 Mind, Body and Soul VCE VET Allied Health VCE VET Sport and Recreation | Food Studies Music Live Production (VET Taster) Food Production and Design |
| | | | | | | | | Explore and Express/Represent Practices Present and Perform Respond and Interpret Technologies and Society Technologies Contexts Creating Designed Solutions |

Year 7 and 8 Curriculum Overview

In Years 7 and 8, students at OLMC have the opportunity to develop skills, knowledge and understanding across a range of subject areas.

The Victorian Curriculum, from which our curriculum is derived, reflects particular Victorian priorities and approaches to teaching and learning. This framework for curriculum delivery embeds the capabilities within classroom learning experiences. The cross-curriculum priorities provide a lens for delivering content with a focus on contemporary issues in the Australian community. These priorities are sustainability, Australia's engagement with Asia, and Aboriginal and Torres Strait Islander history and culture.

All Learning Areas have core subjects in Years 7 and 8. Religious Education, English, Mathematics, Science, Health & Physical Education and Humanities are year-long subjects, whilst Performing Arts is a semester length unit. In Year 7 Languages are a semester in length, however in Year 8 Languages run for the entire year. Students are involved in Design Arts Technology subjects for the full year.

A broad range of subjects is offered so that students can deepen their understanding of different subjects and the associated skills required to successfully learn knowledge and understanding. This will assist students to identify their strengths and interests and to engage with new areas of study that may not have been available in the primary school. It is also important for them to be exposed to a range of subjects so that they are able to make informed decisions about subject selection for the senior years and future pathways.

In Year 7, most classes are conducted within the Pastoral Group. Students move into different class groupings for the study of their Language electives. The Rosetta Program runs during these lessons. Changing class groupings also gives students the opportunity to mix with a wider range of the Year Level cohort.

The Pastoral program runs as part of Student Wellbeing. Each morning, students have 15 minute pastoral time with their Pastoral Leader at the commencement of the day. On Wednesday morning students are expected to bring a book to pastoral for DEAR – Drop Everything and Read. A Pastoral lesson is held once a fortnight. This lesson may include programs such as raising awareness of cyber bullying, friendship and other social issues as well as being an opportunity for broader participation in Year level or House activities and Assemblies.

Year 9 Curriculum Overview

Our Lady of Mercy College offers a diverse and dynamic range of opportunities for students in Year 9. 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. Students are encouraged to analyse and engage with the world around them, to create knowledge and master skills for lifelong learning.

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 greater responsibility for their learning. There is a range of electives in the different Learning Areas so that students have the opportunity to explore new learning and also consolidate skills and knowledge in areas of interest or particular skill.

Year 9 Horizon Program

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 broader community.

Each term two Pastoral Groups will join Horizon at times when they would otherwise have Mathematics, Religious Education, English, Humanities, Science and Health and Physical Education. In Horizon the curriculum draws on knowledge and skills from the above core subjects. For example, from the Maths curriculum students learn about types of income, superannuation, taxation 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 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 broader 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 the Justice unit students look at ethical issues, as well as exploring criminal and social justice in our community.

OLMC is indeed fortunate to be learning in such a rich and vibrant community as Heidelberg. While there is much to learn in the community, there is also a great deal students can give. As part of Horizon, students undertake 'Altruism Hour' where students service to the school and the wider community.

Learning to take risks and being challenged is part of the Outdoor Education component of Horizon. Students will have the opportunity to participate in a range of outdoor activities such as rock climbing and bike riding. Students also attend a camp as part of Horizon. The culmination of Horizon is the presentation of the Inquiry Based Learning Project at the end of term.

More information about Horizon can be found via the link below.



[Horizon Program](#)

Year 10 Curriculum Overview

Students in Year 10 are part of the vertical house structure and will be in the same Pastoral Group for Years 10 to 12. Curriculum studies are not based on Pastoral Groups, so students will interact with a wide range of students across their year level throughout the year.

In Year 10, Victorian Curriculum units and courses form the basis of our curriculum. In year 10 all students study Religious Education, English, Science, Mathematics, Civics and Health & Physical Education. Students may select to study across the Arts, Technology, Humanities, Languages and Health & Physical Education Learning Areas. As part of Year 10, students will undertake end of semester exams.

At Year 10, students are beginning to see where their interests lie for future studies at VCE (Victorian Certificate of Education) level, and some will make subject selections with a good understanding of the subjects they are likely to undertake in VCE and future study pathways beyond secondary school.

Many students will still be exploring their areas of interest and expertise. For this reason, a number of semester length units operate across the year to enable students the opportunity to have breadth in their subject choices. A range of VCE Unit 1 and 2 subjects are offered as semester units, again so that students still have the opportunity to try a variety of subjects. VET (Vocational Education and Training) subjects are also available to students. These are run at OLMC so that students do not have to travel to other venues to access these subjects. VET studies are year-long and are also an acceleration, being the equivalent of a Unit 1 and 2 study. VET subjects offer students an insight to different ways of learning and course delivery, being competency based.



VCE Studies



Students may apply to do one VCE unit, this can open a pathway to completion of a VCE Units 3 and 4 studies in Year 11. Enrolment in an accelerated study is not automatic and students must apply for selection into these subjects.



Careers and Pathways




Students and parents will have the opportunity to meet with the Careers Coordinators and should be active in thinking about their pathway in the senior years of schooling; this may include the VCE Vocational Major in Years 11 and 12. Over the year, there will be opportunities to engage in career exploration, to access information from tertiary institutions and learn about the different courses and career options available to students.

Year 7 Course Outlines




| Learning Area | Semester | Overview | Semester Units | Assessment Tasks |
|---|----------|--|---|---|
| Year 7 Design Arts Technology  | 1 and 2 | <p>The focus of this course is to develop each student's ability to explore, create and respond to different art forms and to develop their creativity and practical skills. They reflect on their own work and respond to the work of others, including their peers.</p> <p><i>Critical and Creative Thinking Capability</i></p> | <p>Art</p> <ul style="list-style-type: none"> • Trials of materials and techniques • Folio of work | <p>Folio of practical tasks and workbook annotations</p> <p>Development of an artwork</p> |
| | | <p>In Digitech, students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems. They analyse and evaluate data from a range of sources to model solutions and create information. They manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online.</p> <p>Students define and decompose problems in terms of functional requirements and constraints. They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions. Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.</p> | <p>Digitech</p> <ul style="list-style-type: none"> • Digital systems • Data and technology • Computational thinking | <p>Progress Assessment of skills and knowledge developed from various class activities</p> <p>Coding Project</p> |
| Year 7 English  | 1 and 2 | <p>English helps students to communicate effectively through writing, reading, speaking and listening.</p> <p>Students learn about audience, purpose, situation and culture and respond to a range of texts in print, visual, electronic and multimodal formats that explore familiar and challenging ideas and themes.</p> <p><i>Ethical Capability</i></p> | <ul style="list-style-type: none"> • Crime and mystery • Novel study • Personal writing • Film study • Language of Argument and Persuasion | <p>Creative response</p> <p>Analytical paragraphs</p> <p>Oral presentation</p> <p>Personal response</p> <p>Analytical essay</p> <p>Persuasive oral presentation</p> |



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| <p>Year 7 Health and Physical Education</p>  | 1 and 2 | <p>The Year 7 Health and Physical Education program covers both practical and theoretical components. Students develop their understanding of the physical, mental, emotional, social and spiritual dimensions of health and wellbeing. They will examine factors which influence participation and the various benefits of being active.</p> <p>Students reflect on the range of influences on personal food intake and consider the nutritional requirements in line with the Australian Guide to Healthy Eating and the Australian Dietary Guidelines. Students continue their study of the changes associated with adolescence by identifying what changes (physical, social and emotional) they can expect to experience. They describe the influence of family and society on shaping personal identity and values.</p> <p>In developing strategies to minimise harm and to protect their own and others' health, students consider health resources, products and services associated with the use of vaping, tobacco and alcohol.</p> <p>Students develop and refine a range of movement and manipulative skills through their participation in a range of individual and team-based activities. They engage in activities which develop strategic thinking and tactical knowledge and are encouraged to take on a variety of roles in team games (e.g. player, coach and umpire). Examples of activities that students may participate in include: invasion court games, Athletics, striking and fielding sports, rhythmic gymnastics and fitness including Jump Rope for Heart. Students also participate in an aquatics water safety session in Term 1.</p> <p><i>Personal and Social Capability</i> <i>Critical and Creative Capability</i></p> | <ul style="list-style-type: none"> • The dimensions of health and wellbeing • Nutrition • Identity • Alcohol, Vaping and Smoking • Growth Development | <p>Assessment on the dimensions of health and wellbeing</p> |
| | | Nutrition folio | | |
| | | Observation of performance during physical activity classes (Sem 1) | | |
| | | Identity Box task | | |
| | | <p>Observation of performance during physical activity classes (Sem 2)</p> <p>Alcohol, Smoking and Vaping test</p> | | |
| <p>Year 7 Humanities</p>  | 1 and 2 | <p>Humanities study human societies and environments, people and cultures.</p> <p>Geography examines both physical and human geography topics and builds students' understanding of our place in the environment and our influence on it.</p> <p>History examines ancient civilisations and provides students with the knowledge and skills to understand their own world.</p> <p>Civics and Citizenship explores the role of democracy in building the nation of Australia. Key values like freedom of speech and the rights of individuals will be examined as the basis for forming a parliamentary democracy found within Australia.</p> <p>Students will learn about how values shape Australian identity and what constitutes a good citizen. They will explore how Parliament works, the roles of the two houses of Parliament and contribution of</p> | <p>Geography</p> <ul style="list-style-type: none"> • Place & Liveability • Water in the World | <p>Field Trip report</p> |
| | | Project | | |
| | | <p>History</p> <ul style="list-style-type: none"> • Ancient Rome • Ancient China <p>Essay</p> | | |



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| | | <p>political parties to this system. They will also examine how voting works within the Australian system.</p> <p>Skill development will focus on analysing the impact of democracy on our society, discussing how issues can be addressed through the Parliamentary system and presenting and discussing points of view in understanding current community issues.</p> <p><i>Critical and Creative Thinking Capability</i></p> | <p>Civics and Citizenship</p> <ul style="list-style-type: none"> • Democracy and Government • Citizenship and Diversity | <p>Test</p> |
| <p>Year 7 Languages</p>  | <p>1 or 2</p> | <p>Three languages are offered in Year 7, of which students study two, one in each semester. The course of study will cover the four main areas of language acquisition: reading, writing, speaking and listening.</p> <p>The units are structured to encourage confidence in speaking and to gain an understanding of the culture of the different countries from which the languages originate.</p> | <p>Italian</p> <ul style="list-style-type: none"> • Greetings and introductions • Describing self and family • Birthdates, likes and dislikes | <p>Comprehension: Listening and reading</p> <p>Production: Writing</p> <p>Grammar and Vocabulary tests (ongoing)</p> |
| | | | <p>French</p> <ul style="list-style-type: none"> • Greetings and introductions • People and places, talking about others • Pets, likes and dislikes • Family members | <p>Language Acquisition tests: Grammar, vocabulary, reading and listening</p> <p>Production: Writing</p> <p>Production: Speaking</p> |
| | | | <p>Japanese</p> <ul style="list-style-type: none"> • Introduction to the Hiragana script • Introduction to Japan • Greetings, classroom instructions • Self-introduction • Language as a system | <p>Hiragana tests</p> <p>Language Acquisition test: Grammar, vocabulary and listening</p> <p>Production: Speaking</p> |
| | | | <ul style="list-style-type: none"> • Whole numbers • Geometry • Negative numbers • Algebra • Measurement • Equations • Fractions, Decimals and Percentages • Statistics and probability | <p>Whole number test</p> |
| <p>Geometry task</p> | | | | |
| <p>Algebra test</p> | | | | |
| <p>Measurement task</p> | | | | |
| <p>Year 7 Mathematics</p>  | <p>1 and 2</p> | <p>Mathematics is designed to provide students with the opportunity to develop skills, and knowledge of mathematical concepts, processes and applications that are purposeful and useful in society.</p> <p>In Year 7, there are programs operating to develop Mathematics literacy and to extend students who show strong interest and aptitude for the subject.</p> <p><i>Critical and Creative Thinking Capability</i></p> <p><i>Personal and Social Capability</i></p> | | <p>Equations test</p> |
| | | | | <p>Fraction, decimals and percentages test</p> |



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| Year 7 Performing Arts  | 1 or 2 | Music Students in year 7 will experience learning and understanding music through learning to play the ukulele. Students will develop their aural and music literacy through performing songs. They will work collaboratively in small groups to develop their performance skills. Students will also be given the opportunity to create or re-imagine music. | <ul style="list-style-type: none"> • Ukulele Techniques • Musicianship • Performance | Performance Musicianship |
| | | Drama Drama provides the opportunity to learn through creating, making and presenting drama in the classroom. Students learn a range of performance and expressive skills, such as character development, narrative structure and experiment with different dramatic styles. <i>Critical and Creative Thinking Capability</i> | <ul style="list-style-type: none"> • Getting to know you • Team building • Improvisation and creating characters • Fairytale narratives for modern audiences | Creating Characters (Group Performance) Playmaking skills (Group Performance) |
| Year 7 Religious Education  | 1 and 2 | The Year 7 course incorporates the <i>To Know, Worship and Love</i> text prescribed by the Melbourne Archdiocese. The Year 7 Religious Education course focuses on how individuals belong to communities and the Church. Students engage with the scripture of the Old and New Testaments, as well as current Church documents such as <i>Laudato Si</i> . They are provided with opportunities to share in prayer and liturgical celebrations throughout the year with the class and whole school. <i>Ethical Capability</i> | <ul style="list-style-type: none"> • School community and belonging • Jesus, the Christ • Caring for God's creation • Prayer • Old Testament and Joseph | 'Belonging' task |
| | | | | 'Jesus, the Christ' task |
| | | | | 'Creation' task and oral presentation |
| | | | | Forgiveness task |
| Year 7 Science  | 1 and 2 | Students will be introduced to the way knowledge is built in Science. They learn about the discipline of working in a laboratory. They develop practical and investigative skills through observation, prediction, experimentation, measurement, recording and the analysis of results. <i>Ethical Capability</i> <i>Critical and Creative Thinking Capability</i> | <ul style="list-style-type: none"> • Introduction to science • Separating mixtures • Living things living together • Planet Earth • Forces / Simple Machines | Practical reports |
| | | | | Topic tests |
| | | | | Research task and presentation |

Year 8 Course Outlines


| Learning Area | Semester | Overview | Semester Units | Assessment Tasks |
|--|----------|--|--|--|
| Year 8 Design Arts Technology  | 1 or 2 | <p>The focus of this course is to deepen and further develop each student's ability to explore, create and respond to different art forms and to develop their creativity and practical skills. They reflect on their own work and respond to the work of others, including their peers.</p> <p><i>Critical and Creative Thinking Capability</i></p> | <p>Art</p> <ul style="list-style-type: none"> • Trials of materials and techniques • Folio of work | <p>Folio of practical tasks, workbook annotations and final drawing</p> |
| | | <p>Food Studies provides an opportunity for students to explore the world of food through the process of design. Students are introduced to the technical aspects of food production, as well as the social and cultural elements of food in society. They explore the fundamentals of recipe basics as well as practical components of safe cooking. Through creating, making, exploring and responding, students are exposed to the essentials of cooking and eating well for life.</p> <p><i>Intercultural Capability</i></p> <p><i>Critical and Creative Thinking Capability</i></p> | <p>Food Studies</p> <ul style="list-style-type: none"> • Designing with food • Preparing food safely • Tools of the trade • Sustainability • Eat well, be well: selecting food wisely • Preparation and cooking | <p>Folio of practical tasks, workbook annotation and final painting</p> <p>Practical assessment</p> <p>Design brief</p> |
| Year 8 English  | 1 and 2 | <p>English helps students to communicate effectively through writing, reading, speaking and listening. Students learn about audience, purpose, situation and culture and respond to a range of texts in print, visual, electronic and multimodal formats that explore familiar and challenging ideas and themes. They explore the power of language and the way it can influence roles, relationships and decisions. Students engage in a wider reading program that encourages them to expand their reading choices.</p> <p><i>Personal and Social Capability</i></p> | <ul style="list-style-type: none"> • Play study • Storytelling • Novel study • Language of Argument and Persuasion • Film Study | <p>Analytical paragraphs</p> <p>Creative response</p> <p>Oral storytelling task</p> <p>Transmedia task</p> <p>Analytical essay</p> <p>Multimodal presentation</p> <p>Persuasive task</p> |
| Year 8 Health and Physical Education  | 1 and 2 | <p>Students become aware of the status of health in Australia and the application of the Australian Physical Activity and Sedentary Behaviour Guidelines. Students learn DRSSABC and basic first aid skills and management. Students identify strategies to enhance mental health and wellbeing.</p> | <ul style="list-style-type: none"> • Exploring Australia's Health • First Aid • Our Mind, Our Body • Mental Health and Wellbeing Inquiry | <p>Exploring Australia's Health Test</p> <p>Observation of performance during physical activity classes (Semester 1)</p> |


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| | | <p>The issue of body image is also explored in this unit.</p> <p>Students have the opportunity to research a youth health issue of their choice and to practise an inquiry-based approach to research.</p> <p>Students participate in a variety of team and individual games and activities, using and building on skills and strategies from other sports as well as continuing to develop new, sport-specific skills. Examples of activities students may participate in include: invasion games, football codes, net and wall sports, handball, lacrosse, bike education and fitness. Students are encouraged to undertake a variety of roles in team games and to reflect on their personal and social behaviours in physical activity settings.</p> <p><i>Personal and Social Capability</i> <i>Critical and Creative Thinking Capability</i></p> | | <p>First Aid practical test and presentation</p> <p>Mental Health test</p> <p>Inquiry presentation</p> <p>Observation of performance during physical activity classes (Semester 2)</p> | |
| | <p>Year 8 Humanities</p>  | 1 | <p>In Economics students consider the role of the economy in Australian society and how the economy operates at their world level.</p> <p>In Geography students explore the physical landscape and the impact of human activities on environments and places.</p> | <ul style="list-style-type: none"> • Economics and Business • Landform and landscape | <p>Oral and written task</p> <p>Picture book and reflection</p> |
| | | 2 | <p>In History students study people and places in Medieval times in both Asian and European societies. They explore how these societies have changed over time and the influence of particular events on the development of societies.</p> <p><i>Critical and Creative Thinking Capability</i></p> | <ul style="list-style-type: none"> • Medieval Europe • Renaissance Italy | <p>Source analysis test x2</p> <p>Research essay</p> |
| | | 2 | <p>In Civics students study how laws are made and how they protect the rights of individuals in society.</p> <p><i>Critical and Creative Thinking Capability</i></p> | <ul style="list-style-type: none"> • Civics - Individuals & Law • Rights and responsibilities | <p>Test</p> |
| <p>Year 8 Languages</p>  | 1 and 2 | <p>Three languages are offered in Year 8, of which students study one language for the entire year. The course of study will cover the four main areas of language acquisition: reading, writing, speaking and listening.</p> <p>The units are structured to encourage confidence in speaking and to gain an understanding of the culture of the different countries from which the languages originate.</p> <p><i>Intercultural Capability</i></p> | <p>Italian</p> <ul style="list-style-type: none"> • Leisure activities, pastimes and interests • My identity and that of others • Countries and nationalities • Getting around in Italy and Australia • Eating and drinking | <p>Comprehension: Reading and listening</p> | |
| | | | | <p>Production: Writing</p> | |
| | | | | <p>Grammar and vocabulary tests (ongoing)</p> | |
| | | | | <p>Comprehension: Reading and listening</p> | |
| | | | | <p>Production: Speaking</p> | |
| | | | | <p>Grammar and vocabulary tests (ongoing)</p> | |



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| | | | <ul style="list-style-type: none"> Analysing cultural practices | |
| | | | French <ul style="list-style-type: none"> Housing Schooling in France Leisure activities Directions and locations Analysing cultural practices | Production: Writing and speaking |
| | | | | Comprehension: Reading and listening |
| | | | | Grammar and vocabulary tests (ongoing) |
| | | | | Comprehension: Reading and listening |
| | | | | Production: Writing and speaking |
| | | | | Grammar and vocabulary tests (ongoing) |
| | | | Japanese <ul style="list-style-type: none"> Hiragana review Family and personal life Food and drink Events in Japan Introduction to Katakana Analysing cultural practices | Script tests (ongoing) |
| | | | | Production: Speaking |
| | | | | Grammar and vocabulary tests (ongoing) |
| | Comprehension: Reading and listening | | | |
| | Production: Writing | | | |
| | Grammar, vocabulary and script tests (ongoing) | | | |
| Year 8 Mathematics  | 1 and 2 | <p>The Mathematics course in Year 8 builds on the skills and concepts explored in Year 7. Students participate in problem solving activities and application tasks to extend their understanding of mathematics in the real world.</p> <p><i>Critical and Creative Thinking Capability</i></p> <p><i>Personal and Social Capability</i></p> | <ul style="list-style-type: none"> Integers | Integers test |
| | | | <ul style="list-style-type: none"> Algebra | Linear equations test |
| | | | <ul style="list-style-type: none"> Linear equations | Ratios task |
| | | | <ul style="list-style-type: none"> Ratios | Linear graphs and rates task |
| | | | <ul style="list-style-type: none"> Percentages | Measurement task |
| | | | <ul style="list-style-type: none"> Linear graphs and rates | Probability and statistics task |
| | | | <ul style="list-style-type: none"> Measurement | Geometry task |
| | | | <ul style="list-style-type: none"> Probability and statistics Geometry | |
| Year 8 Performing Arts  | 1 or 2 | <p>Music</p> <p>Each student will participate in classroom music for a semester and will continue to develop their musical literacy and aural skills.</p> <p>They will study the development of popular music as well as learn how to play the ukulele and perform as a member of a group.</p> | <ul style="list-style-type: none"> Musicianship | Group performance |
| | | | <ul style="list-style-type: none"> Popular music Composition Ukulele | Original composition |




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| | | In addition to the classroom program, instrumental music lessons are available for those students who wish to learn to play a musical instrument. | | |
| | | <p>Dance</p> <p>Dance provides students with an opportunity to learn through creating, exploring and presenting dance sequences within the classroom. Students learn to utilise the elements of Dance: Space, Time and Energy, in compositional pieces by communicating an idea to their captured audience. Through research and practical exploration, students develop their cultural understanding of dance through the ages and around the world.</p> <p><i>Critical and Creative Capability</i></p> | <ul style="list-style-type: none"> • Introduction to Elements of Dance: Space, Time and Energy • Safe dance practice • Warm ups • Elements of Hip Hop • Group Hip Hop dance • Group Dance Around the World | <p>Hip Hop performance</p> <p>Dance Around the World performance</p> |
| <p>Year 8 Religious Education</p>  | 1 and 2 | <p>The Year 8 course incorporates the <i>To Know, Worship and Love</i> e-text prescribed by the Melbourne Archdiocese. In Year 8, students discover The Life and Times of Jesus and The founder of The Order of Mercy Catherine McAuley and Mercy Works today.</p> | <ul style="list-style-type: none"> • Jesus and the early Church • St Paul • Catherine McAuley • Christmas in context | Jesus and the Early Church assignment |
| | | | | Catherine McAuley Inquiry assessment task |
| | | | | Obituary of St Paul |
| | | | | Christmas Infancy narrative task |
| <p>Year 8 Science</p>  | 1 and 2 | <p>The Year 8 students continue to develop science skills through learning about matter and the movement of energy as light and sound waves. They learn about the rock cycle, body systems and our sustainable use of energy and resources.</p> <p>Through a variety of practical activities and investigations, they develop Science Inquiry Skills. In all units, real world applications are investigated and how scientists develop their understandings are illustrated.</p> <p><i>Ethical Capability</i></p> <p><i>Critical and Creative Capability</i></p> | <ul style="list-style-type: none"> • Chemistry • Particle theory • Active Earth • Sustainable energy • Body systems • Electrical Circuits | Topic tests |
| | | | | Research and presentation |
| | | | | Student designed investigation |

Year 9 Course Outlines

| Learning Area | Semester | Overview | Semester Units | Assessment Tasks |
|--|--------------------------|--|--|--|
| <p style="text-align: center;">Year 9 Design Arts and Technology</p>  | One semester elective | <p>Art</p> <p>This subject 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 a student's creative mind to current practice and trends in the art world.</p> <p><i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Drawing folio • Painting folio | <p>Folio of practical activities, research and artwork</p> <p>Progress skills evaluation</p> <hr/> <p>Folio of practical activities and artwork</p> <p>Development of an artwork</p> |
| | | <p>Food Studies</p> <p>Food Studies enables students to build on their practical skills and knowledge of ingredients 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.</p> <p><i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Preparing food safely • Recipe basics • Eat well, be well • Mediterranean cuisine • Functional properties of food • Designing with food • Food preparation and cooking processes | <p>Practical assessment</p> <hr/> <p>Design Brief</p> |
| | | <p>Graphics</p> <p>The art of visual communication and graphics involves the use of creative thinking and practical skills to present an idea. Students will discover how designers attract customers and inspire them to buy products. They will learn how to communicate through the use of branding and logos. This subject uses the elements of design to engage and communicate. Students will have the opportunity to plan and design like a graphic artist. This course will show you how to think like a graphic designer.</p> <p><i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Design Solutions • Design Elements • Illustrator • Branding • Environmental Design | <p>Design Process</p> <hr/> <p>Practical assessment</p> |

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| | | <p>Computing</p> <p>The use of information technology crosses all leaning areas 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.</p> <p>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.</p> <p><i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Manipulate images using Photoshop • Create a website using Dreamweaver • Discuss good web design • Discuss issues related to the Internet | <p>Computer awareness investigation</p> |
| | | | | <p>Design task</p> |
| | | <p>Media</p> <p>This subject looks at a variety of media representations of teenagers in television and film. It also looks at how characters and narratives are constructed to engage teenage audiences. Students then manipulate and edit their own representations using industry software.</p> <p><i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Photography • Film and TV narratives | <p>Photography folio</p> |
| | | <p>Fashion Accessories</p> <p>This subject is for students who love exploring creative ways of interpreting fashion and design. This subject provides opportunities for students to research, design and create their own piece of wearable art. This course introduces the design process to the students. It is perfect for the creative brain as it allows students to develop ideas, trial materials and processes, gain technical knowledge and fashion illustration techniques.</p> <p><i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Research, Trials, Design and Construction of a Wearable Art piece • Fashion Illustration | <p>Folio development</p> |
| <p>Year 9 English</p>  | <p>Three terms core</p> | <p>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</p> | <ul style="list-style-type: none"> • Short Story Unit • Text study | <p>Creative writing in response to short stories</p> |

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| | | <p>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.</p> <p>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.</p> <p><i>Intercultural Capability</i></p> | | Analytical essay |
| <p>Year 9 Health and Physical Education</p>  | Three terms core | <p>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: target games, design a game, self-defence, ultimate frisbee and frisbee golf. Students also complete fitness testing and design a fitness program to address particular components. Students identify components of fitness and various training techniques. Students apply this when developing their own fitness program based on goals they have identified for themselves. 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.</p> <p>Personal, Social and Community Health: Students explore decision making relating to various relationships that can occur during the youth stage of development. Students identify various legal and illegal drugs that are prevalent in society. Students explore factors that might influence the individual's decision making process in social settings.</p> <p><i>Personal and Social Capability</i> <i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Party Safe and Drug Education • Fitness Training Programs • Relationships and decision making | <p>Observation of performance during physical education classes</p> <p>Semester 2 Practical Assessment</p> <p>Design A Game practical task</p> <p>Training program assessment task</p> <p>Party safe and drug education test</p> |
| <p>Year 9 Horizon</p>  | One term | <p>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 wider community.</p> <p>See more detailed description via the link below.</p> | <p>The Inquiry-Based Learning project is a term-based research project based on one of our key themes for the term:</p> <ul style="list-style-type: none"> • Community • Justice • Environment | <p>Beyond the Baggot careers inquiry – pathway exploration</p> <p>MyLife@25: Digital and financial literacy presentation</p> |

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| | |  Horizon Program <i>Critical and Creative Thinking, Ethical, Personal and Social Capability</i> | | Inquiry-Based Learning project including three assessments throughout the term MyLife@25: Test |
| | Year 9 Humanities  | Three terms core One term of each study | History: The focus of Australia’s history (1850-1920) is made more personalised as students consider the key events of that era as backdrop for story development. Students create an artefact and written piece considering primary sources. <i>Critical and Creative Thinking Capability</i> | A portfolio of assessments |
| Economics and Business Work and Work futures. An investigation of how technology and societal attitudes are changing the nature and patterns of work. Applying enterprising skills to imagine new ways of working and to build a personal brand. | | | A portfolio of assessments <ul style="list-style-type: none"> • Newspaper page on technology change • Personal business Card: building a competitive advantage & brand • Business in a Bag (group task) applying entrepreneurial skills | Test: Economics and Business Newspaper Task – Work future and AI |
| Geography Understanding and responding to environmental change. Students will investigate Australian food security and how geography impacts our food chain. Students will also analyse and research the biomes of our world. | | | A portfolio of assessments | Test: Food security Research and presentation of a Biome |
| Year 9 Languages  <p>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</p> | Whole year core and elective | French, Italian and Japanese: Students compare and contrast aspects of life in the countries from which the languages originate. 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. Students are encouraged to expand their knowledge and skills in the language by being exposed to various types of written and spoken texts. | French <ul style="list-style-type: none"> • Holidays • Camping • Health and Food • Transport and Shopping • Restaurants and Cooking | Comprehension: Reading and listening |
| | | | | Production: Writing |
| | | | | Grammar and vocabulary tests (ongoing) |
| | | | | Production: Speaking |
| | | | | Comprehension: Reading and listening |
| | | | | Grammar and vocabulary tests (ongoing) |

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

Year 9 Mathematics



Three terms core

The Mathematics course in Year 9 in both groupings continues to build on the concepts learned in Year 7 & 8. All students will cover the same topics. However, for General Mathematics there will be greater emphasis on using the CAS calculator and summary notes for assessment.

*Critical and Creative Thinking Capability
Personal and Social Capability*

Italian

- Parts of the body
- Daily routine
- Housing in Italy
- Clothing and shopping
- Weekend activities

Japanese

- Going places and doing things
- Making arrangements
- School
- Clothing
- Describing appearance and personality

Production: Writing

Comprehension: Reading and listening

Grammar and vocabulary tests (ongoing)

Comprehension: Reading and listening

Production: Speaking

Grammar and vocabulary tests (ongoing)

Comprehension: Reading and listening

Production: Writing

Grammar, vocabulary and script tests (ongoing)

Production: Speaking

Comprehension: Reading and listening

Grammar, vocabulary and script tests (ongoing)

Order of assessment tasks will be different depending upon Horizon Programs


Pythagoras and trigonometry applications task

Linear relationships test



Indices test

Expanding and factorising algebraic expressions test


Probability task


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| | | | | Quadratic relations test |
| | | | | Geometry test |
| | | | | Measurement application task |
| One semester elective | <p>Brainstretching:</p> <p>This subject is designed for students who enjoy and are willing to persevere with worded 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.</p> <p><i>Critical and Creative Thinking Capability</i> <i>Personal and Social Capability</i></p> | <ul style="list-style-type: none"> • Activities involve developing strategies for solving problems, lateral thinking, and communicating procedures to others in the group. | Problem solving applications Task 1 | |
| | | | Problem solving applications Task 2 | |
| <p>Year 9 Performing Arts</p>  | One semester electives | <p>Dance: Just Dance</p> <p>Students learn appropriate safe dance practise through development of their own technique in a variety of dance styles including contemporary dance and commercial jazz. 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. Students learn the importance of feedback to enhance the overall performance.</p> <p>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. Students observe a professional dance performance and critique the choreographer's intentions. They learn to discuss and write analytically, developing the understanding to use dance terminology accurately.</p> <p><i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Safe dance practice • Choreographic workshops • Dance-making processes • Observation, reflection and analysis of own and others dance works • Performance skills • Team/group work | Warm up and cool down task |
| | | | | Group learnt work performance |
| | | | | Group Composition performance |
| | | | | Dance analysis of professional dance work |


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| | | <p>Drama: Dare to be Dramatic</p> <p>Students work in teams to collaborate and create performance work for Drama. They observe, analyse and discuss their own performances and that of their peers, using drama terminology.</p> <p>Students learn about the fundamental elements of performance, including exaggerated and stylised movement, mime, disjointed time sequences and transformation of character, object, time and place. They also create their own self-devised ensemble performances using an eclectic performance style and experiment with stagecraft elements.</p> | <ul style="list-style-type: none"> • Collaboration • Dramatic elements • Expressive skills • Play-making techniques • Performance skills • Performance styles • Theatrical conventions | Group devised performance |
| | | Class ensemble performance | | |
| | | <p>Music Performance</p> <p>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. 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 into their own performances.</p> <p><i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Performance styles • Music analysis • Musicianship • Re-imagination | Group Performance |
| | | Song re-imagination | | |
| | | Music skills | | |
| | | <p>Music Technology</p> <p>During the semester, students will undertake a range of practical and written activities which will investigate and develop their practical skills in using music technology. Students explore best practices in using the available technology and will develop thinking and design skills by selecting specific music technology for the needs identified. Through research, development, and practice, students develop their understanding of how technology is can be used to create new works and enhance performances.</p> | <ul style="list-style-type: none"> • Performance Equipment • Recording Equipment • Podcasting • Using Technology for Creation | Technical Skills |
| | | Performance and recording skills | | |
| | | Podcast | | |

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| <p>Year 9 Religious Education</p>  | Three terms core | <p>Scripture and Jesus: students work towards gaining an understanding of the Literary Forms in the Scriptures; in particular, Female Prophets of the Old Testament. Students develop an appreciation of the breadth and nature of the Scriptures and the variety of literary styles.</p> <p>Students focus on Mary as the first and most loyal disciple of Jesus. They will investigate her early life. Church teachings and her impact on modern society.</p> | <ul style="list-style-type: none"> • Scripture and Jesus • God Religion and Life • Prayer, Liturgy and Sacraments • Church and Community | <p>The dates for Year 9 RE assessments vary depending on the timing of the Horizon Program for each class.</p> |
| | | Mary test | | |
| | | Female Prophets of the Hebrew Scriptures task | | |
| | | Social Justice assessment task | | |
| <p>Year 9 Science</p>  | Three terms core | <p>Students study how the nervous, endocrine and immune systems control the functioning of the human body. They investigate how magnets are used in the generation of electricity and the operation of motors. They study how our understanding of atomic structure has been developed and how these are used to advantage in our society and also look at natural disasters caused by plate tectonics.</p> <p>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.</p> <p><i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Maintaining balance • Electromagnetism and circuits • Reproduction; Survival and species • Chemical reactions | <p>Topic tests</p> |
| | | Research tasks with presentation | | |
| | | Student designed investigation | | |
| | | Exam | | |

Year 10 Course Outlines

| Learning Area | Semester | Overview | Semester Units | Assessment Tasks |
|--|-------------------------------|---|--|---|
| <p>Year 10 Design Arts Technology</p>  | <p>One semester electives</p> | <p>Art Art is a folio-based subject that focuses on experimentation with contemporary materials, techniques and ideas. There are elements of digital media used to enhance the art making process. <i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Study of the way a variety of artists use materials, techniques and develop ideas to enhance their own art making | <p>Development of folio</p> |
| | | <p>Graphics Graphics is a hands-on practical course which will give an appreciation of what makes good design. Students will gain an understanding of what it means to be a graphic designer, as well as an understanding of the culture of design combined with the techniques of a solid design process. This is from the design brief to idea generation and sketching, layout design and finishing in the Adobe suite. <i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Design principles • Design analysis • Illustrator and Photoshop • Technical drawing | <p>Responding to art</p> <p>Final artworks</p> <p>Design principles</p> <p>Research assignment</p> <p>Design process task</p> |
| | | <p>Media Year 10 Media- This course focuses on the relationship between digital media and audiences. It covers social media, the moving image, photography and print design. <i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Film production unit looks at elements such as lighting, camera, sound and editing. Students will create a group film task • Photography unit: camera use, photographic composition, image analysis, Photoshop and print design | <p>Social media analysis</p> <p>The moving image, practical with written and visual planning and evaluation</p> <p>Photography folio, practical with written and visual planning and evaluation</p> |
| | | <p>Fashion Edge Wearable Art This subject is designed to allow students who may have an interest in pursuing a fashion related career or who love designing their own unique clothing the opportunity to use the design process to create a wearable art garment. It is designed to give students better understanding of how fashion can be interpreted in Art in VCE. A visual diary is used to document the design process, a wearable art garment is produced and a fashion photograph is created. <i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Development of the design process through a visual diary • Construction of a wearable art piece • Presentation of concept/photography skills | <p>Investigation and generation of design outcomes</p> <p>Production/Evaluation task: practical and written task</p> <p>Fashion photoshoot</p> |

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| | | <p>Food Studies</p> <p>Students unpack the five food groups of the Australian Guide to Healthy Eating and explore the nutritional, environmental, scientific, social and culinary aspects of each food group. Students also explore how to manage different dietary needs, through an emphasis on interpreting food labels and making food substitutions.</p> <p><i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Current food trends and preparation of modern recipes designed for health and wellbeing | <p>Practical assessment: production skills, and food choices</p> <p>Food groups test 1</p> <p>Food groups test 2</p> |
| | | <p>Food Production and Design</p> <p>Food Production and Design explores the role of food in a production context. Students will use the principles of design to explore past and current food trends and prepare modern recipes designed for individual tastes and needs. Food design provides a framework for students to make informed and confident food selection and food preparation within today's complex world of global influences and choices. Practical work is integral to the course and includes cooking, demonstrations, creating and responding to design tasks. Students will explore the functions of food, as well as using design principles and creative problem-solving to produce food for a range of occasions.</p> <p><i>Critical and Creative Thinking</i></p> | <p>Units of competence</p> <ul style="list-style-type: none"> • Participate in safe work practices • Increasing complexity of cooking skills • Work effectively with others • Obtain food service experience | <p>Theory test</p> <p>Practical assessment</p> <p>Design task</p> |
| <p>Year 10 English</p>  | <p>Whole year core</p> | <p>English</p> <p>Students will continue to engage with a variety of texts for enjoyment. They will interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.</p> <p>Literary texts that support and extend students in Level 10 as independent readers are drawn from a range of genres and involve complex, structures. Through reading these texts they will engage with issues involving high order reasoning and they will be encouraged to make comparisons between different texts.</p> <p>Students will develop critical understanding of the contemporary media, and the differences between media texts.</p> <p>They will create a range of imaginative, informative and persuasive types of texts including narratives, performances, discussions, literary analyses, transformations of texts and reviews</p> <p>They will learn how to synthesise ideas from a range of sources to create their own written texts.</p> | <ul style="list-style-type: none"> • Stories told in other ways • Writing folio • Exploring argument • Reading and responding • Oral presentation | <p>Oral presentation</p> <p>Writing folio</p> <p>Exploring argument</p> <p>Film study</p> <p>Text analysis</p> |

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| | | <i>Intercultural Capability</i> | | |
| | One semester elective | Literature On completion of the unit students should be able to: <ul style="list-style-type: none"> Identify structures and features of a range of spoken texts presenting complex themes and issues. Analyse critically the relationship between texts, contexts, speakers and listeners. Read a range of texts to discuss different perspectives on complex themes and issues. Develop and justify detailed interpretations of texts. Evaluate characteristics that define an author's individual style. Create imaginative texts that make relevant thematic and intertextual connections with other texts. | <ul style="list-style-type: none"> Close analysis Creative response to texts Literary perspectives | Passage analysis |
| | | | | Oral presentation |
| | | | | Poetry analysis |
| Perspectives Essay | | | | |
| Year 10 Health and Physical Education  | Core Choice of one semester subject from four options elective Each subject includes the core unit: 'Relationships and Sexuality Education' | Movement and physical activity This elective is designed to engage students through movement. During this elective the link between physical activity and health and wellbeing will be reinforced. Students will raise their awareness of the barriers to physical activity and the factors that promote an increase in physical activity levels. Students will also identify what cultural factors are at play when an individual makes choices around physical activity levels. Contemporary issues explored. During practical lessons students will perform and refine movement skills in a variety of team and individual sports which may include indigenous games, invasion games, SEPEP volleyball, dance and games designed by students themselves. Practical classes will also provide opportunities to give feedback to develop leadership and collaboration skills. <i>Critical and Creative Thinking</i> <i>Personal and Social Capability</i> | Movement and physical activity <ul style="list-style-type: none"> Australia's Participation in Physical Activity Analysis of a variety of individual and team-based sports Enabling factors and barriers that relate to physical activity Global culture and ethics in sport Contemporary issues | Observation of performance in practical activities |
| | | | | Game presentation and written report |
| | | | | Sport culture group presentation |
| | | Sports Coaching and Event Management (VET Taster) Sports Coaching and Event Management is a course designed to explore the variety of skills required to take on the role of coach and how they could be applied in our local | Units of Competence <ul style="list-style-type: none"> Qualities and skills required of a coach Coaching styles | Observation of performance in practical activities |

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| | | <p>community. Students will have the opportunity to develop skills they required in the Sports Education in Physical Education Program. Students will raise their awareness of the qualities of a good coach and traditional coaching styles. Emphasis will also be placed on organisational skills, time management and effective communication techniques. These skills will be applied in a sport setting but the way in which they can be transferred to other aspects of the student's life will also be highlighted. Sports Coaching and Event Management also provides a "taster" for those students interested in the VET Sport and Recreation course.</p> <p><i>Critical and Creative Thinking</i> <i>Personal and Social Capability</i></p> | Elements required for event management | <p>Written folio</p> <p>Test</p> |
| | | <p>Sports Science</p> <p>Sports Science is a course that is designed to be a pathway towards VCE Physical Education. In this course, students will develop a greater understanding of the musculoskeletal, cardiovascular and respiratory systems and their role during exercise. Students will also learn about the interplay of energy systems when an individual is exercising. Sports Science will emphasize how the advances in science and technology can be utilised to improve sports and how skills are acquired through practice strategies and performance. This will be a focus when exploring topics including Biomechanics, Nutrition, Energy Systems and Skill acquisition.</p> <p><i>Critical and Creative Thinking</i> <i>Personal and Social Capability</i></p> | <ul style="list-style-type: none"> • Energy systems and nutrition • Skill acquisition • Biomechanics | <p>Structured questions: Nutrition and energy systems</p> <p>Biomechanics analysis task</p> <p>Practical activities</p> |
| | One semester elective | <p>Mind, Body and Soul</p> <p>'Mind Body Soul' has been designed to focus on these 3 main areas of health and wellbeing; introducing students to concepts found in the VCE subjects of Physical Education and Health and Human Development. Students will engage in a variety of theoretical and practical based activities to develop their understanding and application of skills within the topics of sport psychology, body systems and performance enhancement. Throughout this semester elective, student's will also undertake a journey of self-change identified as being beneficial to one of the dimensions of health and wellbeing; identifying strategies, implementing a plan and accessing support throughout their journey.</p> <p><i>Critical and Creative Thinking</i> <i>Personal and Social Capability</i></p> | <ul style="list-style-type: none"> • Sports psychology • Illegal and legal ways enhance performance • Acute response to exercise • Performance Enhancement | <p>Observation of performance in practical activities</p> <p>Body systems and acute responses test</p> <p>Podcast on performance enhancement</p> |

Year 10
Humanities



Year 10
Languages



Whole Year
Elective

French, Italian and Japanese:

The aim of these courses is to build confidence and competence in reading, listening, viewing, writing and speaking in the language. A focus on oral skills seeks to increase students' fluency in speaking. Students are also provided with opportunities to develop their knowledge and appreciation of culture, history and society through various activities and through the use of technology.

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

- Demonstrate comprehension of main ideas in a range of spoken, written and viewed texts;
- Communicate orally in a range of situations;
- Convey ideas and opinions accurately in written form using a wide range of language; and
- Analyse cultural practices

Intercultural Capability

Critical and Creative Capability

French

- Paris landmarks and culture
- Talking about the past
- The environment
- School and beyond

Comprehension: Reading, listening and/or viewing

Production: Writing

Grammar and vocabulary tests (ongoing)

Comprehension: Reading, listening and/or viewing

Production: Writing and speaking

Grammar and vocabulary tests (ongoing)

Italian

- Holiday Resorts and Destinations
- Italian Migration to Australia
- The Italian School System and School Environment
- Future Plans: Study & Work

Comprehension

Production: Writing

Grammar and vocabulary tests (ongoing)

Comprehension: Reading, listening and viewing

Production: Speaking

Grammar and vocabulary tests (ongoing)

Japanese

- My house and Neighbourhood
- Seasons and Weather
- Restaurants and Shopping
- Plain form (casual speech)

Grammar, vocabulary and script tests (ongoing)

Production: Writing

Comprehension: Listening and reading

Production: Speaking

Comprehension: Listening and reading

Grammar, vocabulary and script tests (ongoing)

Year 10
Mathematics



Whole year core

Year 10 General Mathematics

In Year 10, learning in Mathematics builds on each student's prior learning and experiences and provides the basis for a sound background in number, algebra, function, geometry and statistics. Students engage in a range of approaches to the learning and doing of mathematics that develop their understanding of and fluency with concepts, procedures and

- Formatting numbers
- Linear relations
- Number patterns
- Measurement and Geometry
- Financial arithmetic
- Statistics
- Networks

Formatting numbers test

Linear relationships application test

Number patterns

Measurement task

Financial arithmetic test



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| | <p>processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situation by employing mathematical strategies to make informed decisions and solve problems efficiently.</p> <p><i>Critical and Creative Thinking Capability</i> <i>Personal and Social Capability</i></p> | <ul style="list-style-type: none"> • Matrices | <p>Statistics application task</p> <p>Networks test</p> <p>Matrices test</p> |
| | <p>Year 10 Mainstream Mathematics</p> <p>In Year 10, learning in Mathematics builds on each student's prior learning and experiences and provides the basis for a sound background in number, algebra, function, geometry and statistics. Students engage in a range of approaches to the learning and doing of mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situation by employing mathematical strategies to make informed decisions and solve problems efficiently.</p> <p><i>Critical and Creative Thinking Capability</i> <i>Personal and Social Capability</i></p> | <ul style="list-style-type: none"> • Linear functions • Surds, Expanding & Factorising • Indices, Exponentials & Logarithm • Probability • Quadratics • Trigonometry • Measurement | <p>Linear functions test</p> <p>Surds, Expanding & Factorising test</p> <p>Indices, Exponentials & Logarithm test</p> <p>Probability test</p> <p>Quadratics test</p> <p>Trigonometry test</p> <p>Measurement test</p> |
| | <p>Year 10 Advanced Mathematics</p> <p>In Year 10, learning in Mathematics builds on each student's prior learning and experiences and provides the basis for a sound background in number, algebra, function, geometry and statistics. Students engage in a range of approaches to the learning and doing of mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situation by employing mathematical strategies to make informed decisions and solve problems efficiently.</p> <p><i>Critical and Creative Thinking Capability</i> <i>Personal and Social Capability</i></p> | <ul style="list-style-type: none"> • Linear relations • Surds, exponential and logarithm • Quadratics • Parabolas • Probability • Trigonometry • Unit circle • Polynomial functions • Functions and graphs | <p>Linear relationships test</p> <p>Surds, exponential and logarithm test</p> <p>Quadratics test</p> <p>Probability task</p> <p>Trigonometry task</p> <p>Unit circle test</p> <p>Polynomial test</p> |

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| One semester (2) elective if student is undertaking Mainstream Mathematics | <p>VCE Mathematical Methods Unit 1 (Accelerated Study)</p> <p>In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.</p> <p>The appropriate use of the TI-nspire CX CAS calculator will be used to support and develop the teaching and learning of mathematics throughout the course.</p> <p>Students will draw on knowledge and skills outlined in all the areas of study. On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics. Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas and produce results. | Quadratics test |
| | | Functions application task |
| | | Functions and graphs test |
| | | Cubics/quartics test |
| | | Transformations and linear graphs test |
| One semester (2) elective if student is undertaking Mainstream Mathematics | <p>VCE General Mathematics Unit 2 (accelerated Study)</p> <p>In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.</p> <p>The appropriate use of the TI-nspire CX CAS calculator will be used to support and develop the teaching and learning of mathematics throughout the course.</p> <p>Students will draw on knowledge and skills outlined in all the areas of study. On completion of this unit the student should be able to:</p> <ul style="list-style-type: none"> Define and explain key concepts as specified in the selected content from the areas of study, and apply a range of related mathematical routines and procedures. Select and apply mathematical facts, concepts, models and techniques from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts. Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches. | Applications of trigonometry test |
| | | Matrices test |
| | | Network test |
| | | Financial arithmetic application test |
| | | Linear relationships and modelling test |
| | | Investigating relationships between two numerical variables test |
| | | Variation task |
| | | Investigating and comparing data distributions test |

Year 10
Performing Arts



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| One semester elective | <p>Designing Drama</p> <p>This unit focuses on performance styles, character development and performance skills. Students work predominantly on self-devised group ensemble work that will be performed for an audience. Technical and physical skills are developed through a wide range of activities and workshops in class.</p> <p>Students enrich their understanding of Drama through research, observation, analysis and discussion of their own performances and that of peers. They increase their understanding of drama terminology, analysis skills and their understanding of a variety of performance styles.</p> <p><i>Critical and Creative Thinking</i></p> | <ul style="list-style-type: none"> • Introduction to eclectic performance styles • Theatre practitioners • Play-making techniques for ensemble performance works • Play-making techniques for solo performance works | <p>'Drama Practitioners Workshop'</p> <p>Ensemble performance</p> <p>Solo performance</p> |
| | <p>Music</p> <p>Students will have the opportunity to create and perform in small and large ensembles. Students enrich their understanding of best performance and rehearsal techniques. Students will explore ways to compose music for their group and develop arranging skills. Students will also develop their musicianship skills through written and practical work.</p> <p>Students will have the opportunity to explore a variety of music genres in performance and through the analysis of compositions. Students will investigate a number of different genres from the 21st century. Students will complete a group and solo performance composition and arrangements across the semester. Students will also investigate and compose music for film and TV.</p> | <ul style="list-style-type: none"> • Best Practice: Rehearsal Techniques • Composition and Arrangement • Elements through time • Performance skills • Ensemble skills • Musicianship | <p>Performances</p> <p>Musicianship</p> <p>Composition/Arrangement</p> <p>Investigation and analysis</p> |
| One semester elective | <p>Live Production</p> <p>This course covers many facets of the live production industry: staging, lighting, make-up, costume, set production, properties, occupational health and safety and industry knowledge. This course doesn't require students to perform.</p> <p>It is a practical, skills-based course that focuses on the skills required to 'stage a production'. As a part of the subject, this class will form the backstage crew for the OLMC Senior</p> | <p>Some of the skills you will develop are:</p> <ul style="list-style-type: none"> • Basic lighting skills and knowledge • Basic audio skills and knowledge • Follow a design process • Basic prop construction • Work effectively with others • Occupational Health and Safety • Safe and ethical theatre practises • Collaboration and negotiation | <p>Practical tasks and modules (ongoing throughout the semester)</p> |

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| | | production 2025. Students will be responsible for running the sound and lights, stage management, design and advertising. They will also see a live performance to analyse in terms of theatrical design. | | |
| <p style="text-align: center;">Year 10 Religious Education</p>  | <p style="text-align: center;">Whole year core</p> | <p>Through the study of God, Religion and Life, students examine the nature and exercise of conscience, relating their experience to practical life choices.</p> <p>Scripture and Jesus: The students undertake an exploration of the Book of Exodus from the first testament, and make connections between the story of Moses and rituals in Judaism.</p> <p>Morality and Justice: Students are encouraged to identify ways in which individuals develop personal responsibility and moral maturity.</p> <p>Students study right relationships and human sexuality which are gifts from God through which can be lived out in the vocation of love.</p> <p>Students will then look at the Church and Community through a study of the Church in history. Students develop an awareness of the changing Church.</p> <p>The students develop a greater understanding of the nature of Prayer, Liturgy and Sacraments through these celebrations. They prepare and participate in various expressions of private prayer and communal celebrations.</p> <p><i>Personal and Social Capability</i></p> | <ul style="list-style-type: none"> • Scripture and Jesus • Morality and Justice • Church and Community • Prayer, Liturgy and Sacraments | <p style="text-align: center;">Women in the Abrahamic faiths</p> |
| | | | | <p style="text-align: center;">The Changing Church task</p> |
| | | | | <p style="text-align: center;">Moses and Exodus</p> |
| | | | | <p style="text-align: center;">Wonderfully Made task</p> |
| <p style="text-align: center;">Year 10 Science</p>  | <p style="text-align: center;">Whole year core</p> | <p>In year 10 Science students focus on the Science of genetics and evolution. Students will learn how information is passed on from generation to generation and investigate some of the ethical issues that have arisen in this area as technology has advanced in recent times.</p> <p>They learn about chemical reactions, chemical energetics and rates of reaction.</p> <p>Students will explore Newton's laws of motion and will use their knowledge of the scientific method to conduct a detailed investigation.</p> <p>Students will look at the features of the universe and the Earth's global transfer of heat in air and ocean currents creating climate in Australia</p> <p><i>Ethical Capability</i></p> | <ul style="list-style-type: none"> • Chemistry • Motion • Genetics • Evolutionary Theory • Origins of the Universe • Climate systems • Examination | <p style="text-align: center;">Topic test Problem solving</p> |
| | | | | <p style="text-align: center;">Student designed investigations</p> |
| | | | | <p style="text-align: center;">Research tasks</p> |

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| | | <i>Critical and Creative Thinking</i> | | |
| | One unit elective | <p>VCE Unit 1 Biology</p> <p>In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.</p> | <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Cell structure and function, • Cell cycle functioning systems. • Regulating systems • Investigation design <ul style="list-style-type: none"> • Key Science Skills | Three assessment tasks including practical tasks, test questions, research presentation and examination |
| | One unit elective | <p>VCE Unit 1 or 2 Psychology</p> <p>Students examine psychological development, including situations where psychological development may not occur as expected, and the contribution that classical and contemporary knowledge from Western and non-Western societies. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.</p> <p>Or</p> <p>The role social cognition plays in a person's attitudes, perception of themselves and factors that can influence the behaviour of individuals and groups. Students investigate how perception of stimuli enables a person to interact with the world around them. They look at the contribution that classical and contemporary research has made to the understandings of human perception.</p> | <p>Key Knowledge:</p> <p>Psychological development, the role of the Brain in mental processes and brain plasticity</p> <p>Or</p> <p>Social cognition, the factors that influence behaviours in groups, perception and distortions</p> <p>Key Science Skills</p> | Three assessment tasks matched to each outcome including practical tasks, test questions, research presentation and examination |