



OLMC
Heidelberg

COURSE GUIDE 2025

Year 9 Program



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HOW TO USE THIS GUIDE

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

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

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

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

KEY



A link to an external document or website



A Core subject



An Elective subject



Horizon



A link to the Year 9 Program Capabilities & Competencies



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INTRODUCTION

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

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

Two of the defining facets of Year 9 at OLMC are the range of elective choices and the Horizon Program; both of these elements build on and extend the knowledge, experience and skills you have been developing through your first two years in this community. The elective subjects provide you with the opportunity to try areas of learning you may not have considered before, something that is important as you stand on the threshold of the senior years. As you read this course guide and build your Year 9 course, consider the range of elective subjects offered and take the chance to try something you may have never before considered. This guide will answer many questions about the electives but also take the time to talk to teachers and students about those subjects.

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

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

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

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

Mr Simon Conlan
Leader of Learning Development



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CAPABILITIES & COMPETENCIES

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

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

CAPABILITIES

CIVIC AWARENESS

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

CREATIVITY

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

CRITICAL THINKING

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

CULTURAL AWARENESS

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

ETHICAL AWARENESS

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

PROBLEM SOLVING

The process of finding solutions to difficult or complex issues.

VERBAL COMMUNICATION

The transmission of ideas and information through oral language.

VISUAL COMMUNICATION

The transmission of ideas and information using symbols and images.

WRITTEN COMMUNICATION

The transmission of ideas and information through writing.

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

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

COMPETENCIES

COLLABORATION AND COORDINATION SKILLS

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

FINANCIAL LITERACY

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

INFORMATION LITERACY SKILLS

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

INTERPERSONAL SKILLS

The ability to communicate and work effectively with others.

PERFORMANCE SKILLS

The elements required to convey meaning to audiences.

PRESENTATION SKILLS

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

TECHNICAL SKILLS

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



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

C CORE STUDIES

The six core subjects are compulsory.

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

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

H HORIZON

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

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

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

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

H HORIZON
SUBJECT DESCRIPTION



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E ELECTIVE STUDIES

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

In addition to the Core Curriculum students need to select:

GROUP A

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



LANGUAGES

Note: A language elective equals 2 units

SAME LANGUAGE UNDERTAKEN IN YEAR 8

- French
- Italian
- Japanese
- Rosetta*

OPTIONAL ELECTIVE

- Fast Track French
- Fast Track Italian

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

Students who choose Fast Track undertake their Year 8 language plus a Fast Track language which together equates to 4 units.

GROUP B

+ minimum 1 unit from **GROUP B TECHNOLOGY**



DESIGN, ARTS & TECHNOLOGY ELECTIVES

- Fashion Accessories
- Food Studies
- Graphics
- Information Technology: IT Computing



PERFORMING ARTS ELECTIVES

- Music Technology

GROUP C

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



DESIGN, ARTS & TECHNOLOGY ELECTIVES

- Art
- Media



PERFORMING ARTS ELECTIVES

- Drama: Dare to Be Dramatic
- Dance: – Performance and Composition
- Music Performance

GROUP D

+ no minimum requirements from **GROUP D**



HUMANITIES ELECTIVES

- Rights and Freedoms, Indigenous Civil Rights
- Shop Smart
- Change Makers



MATHEMATICS ELECTIVES

- Brainstretching

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

Rosetta is a literacy intervention program to assist students experiencing difficulties with literacy. Rosetta goes for one semester and is equal to 1 unit.



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YEAR 8 2024 INTO YEAR 9 2025

2024 DATE	DETAILS
WEDNESDAY 24 JULY FROM 7PM	Year 8 Parent Information Evening for Subject Selection and Horizon in 2025. An information evening for parents and students held at the Nallejerring Centre.
WEEK COMMENCING TUESDAY 30 JULY	Students will have an assembly regarding the subject selection process. Following this students will receive an email with their Web Preferences login link.
TUESDAY 30 JULY, FROM 3.30PM	Web Preferences online subject selection for Year 9 2025 opens.
TUESDAY 6 AUGUST	Web Preferences online subject selection for Year 9 2025 closes.



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THE YEAR 9 PROGRAM

SUMMARY OF YEAR 9 SUBJECTS OFFERED AT OLMC

LEARNING AREA	SUBJECT	CORE	ELECTIVE
DESIGN, ARTS & TECHNOLOGY 	Art		<input checked="" type="checkbox"/>
	Computing		<input checked="" type="checkbox"/>
	Fashion Accessories		<input checked="" type="checkbox"/>
	Food Studies		<input checked="" type="checkbox"/>
	Graphics		<input checked="" type="checkbox"/>
	Media		<input checked="" type="checkbox"/>
ENGLISH 	English	<input checked="" type="checkbox"/>	
HEALTH & PHYSICAL EDUCATION 	Health and Physical Education	<input checked="" type="checkbox"/>	
HORIZON 	Horizon	<input checked="" type="checkbox"/>	
HUMANITIES 	Shop Smart		<input checked="" type="checkbox"/>
	Change Makers		<input checked="" type="checkbox"/>
	Rights and Freedoms		<input checked="" type="checkbox"/>
	Humanities	<input checked="" type="checkbox"/>	

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







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SUMMARY OF YEAR 10 SUBJECTS OFFERED AT OLMC IN 2024

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

Note: this table is not interactive

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

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

More information on VCE and VET can
be found through the Course Guide
2025 Senior Programs – link below.



COURSE GUIDE 2025
SENIOR PROGRAMS



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



Refers to a Focus Area option



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CAREER DEVELOPMENT

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

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

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

During Horizon, students will complete a series of online quizzes including personality and interests tests via the OLMC Careers Website. The results are presented as reports and profiles outlining individual insights and linking these with possible career options which can be investigated through the embedded online resources. These instantaneous results can be used to guide personal occupation research and inform subject choices as students move through their middle and senior school years.

In Term 3, students will learn about job-seeking and the job application process, developed by the Careers Coordinator and facilitated with the support of the Year 9 Pastoral Team. Students will assess and respond to job advertisements, develop their own resumes and cover letters and participate in a job interview, getting valuable and constructive feedback from experienced HR Professionals of small business owners.

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

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Ms Melinda Williams
Careers Coordinator

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DESIGN, ART AND TECHNOLOGY



GRAPHICS



LEARNING FOCUS

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

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

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

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

ART



LEARNING FOCUS

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

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

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

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



Extension opportunities

- > Art Competitions
- > Presentation of artwork



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

- > Graphics
- > Art
- > Media
- > Computing

CAPABILITIES & COMPETENCIES

- > Creativity
- > Visual communication
- > Technical skills



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

- > Art
- > Graphics
- > Media

CAPABILITIES & COMPETENCIES

- > Creativity
- > Visual communication
- > Technical skills



YEAR 9 STUDIES

DESIGN, ART AND TECHNOLOGY



COMPUTING E

LEARNING FOCUS

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

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

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

- Write basic code in a text-based language
- Create websites using different tools
- Identify features of good web design
- Discuss issues related to the Internet and digital security



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

- > Computing
- > Media

CAPABILITIES & COMPETENCIES

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

FASHION ACCESSORIES E

LEARNING FOCUS

This unit will enable you to explore your creativity and try out new techniques as a 3D artist.

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

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

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



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

- > Art
- > Media
- > Graphics
- > Fashion Sculpture

CAPABILITIES & COMPETENCIES

- > Technical skills
- > Visual communication
- > Creativity



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DESIGN, ART AND TECHNOLOGY



FOOD STUDIES E

LEARNING FOCUS

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

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

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

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



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

- > Food Studies
- > Health and Human Development

CAPABILITIES & COMPETENCIES

- > Problem solving
- > Technical skills
- > Creativity

MEDIA E

LEARNING FOCUS

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

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

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



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

- > Media Studies
- > Art
- > Computing

CAPABILITIES & COMPETENCIES

- > Creativity
- > Technical skills
- > Visual communication



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ENGLISH



ENGLISH



DURATION

Three terms

STRANDS

- Language
- Literacy
- Literature

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

LEARNING FOCUS

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

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

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

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



Extension opportunities

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



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

- > English
- > English Language
- > Literature

CAPABILITIES & COMPETENCIES

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



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HEALTH AND PHYSICAL EDUCATION



HEALTH AND PHYSICAL EDUCATION ©

DURATION

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

LEARNING FOCUS

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

These include:

- Training Programs
- Drug Education
- Relationships
- Partying Safely

Students will have the opportunity to apply their knowledge and principles of fitness to the design of a training program. Students will learn about the short term and long term effects of both legal and illegal drugs. Students will also explore the qualities of a healthy relationship and options to promote safety in party situations. Students are encouraged to deepen their understanding of the topics covered by exploring various viewpoints.

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

- Fitness
- Design a Game
- Target Games
- Self Defence
- Ultimate Frisbee and Frisbee Golf

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

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



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

- > Year 10 Health in Our Community
- > VCE Health and Human Development
- > VCE VET Allied Health



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

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

CAPABILITIES & COMPETENCIES

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



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HORIZON



HORIZON

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

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

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

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

The program is focused on improving student engagement with their learning. While investigating potential career pathway and preparing for the future, we make links between what occurs in the classroom and its application in the wider community.

For example, during this unit we consider different job clusters based on personality traits and attributes. We then map out pathways to a particular career and may visit a tertiary institution such as RMIT.

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

While there is much to appreciate about our community and city, there is also a feeling that we can give back. As part of Horizon, students undertake one hour a week of community engagement where they are involved in service to the community. This forms an important part of Faith in Action. Horizon students have created story book reading videos, stationary kits and Maths activities for a local Primary School. They have also worked alongside the Social Justice Club to help organise and run Eco-Justice Day at OLMC.

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

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

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

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

CAPABILITIES & COMPETENCIES

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



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SHOP SMART E ECONOMICS

STRANDS

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

LEARNING FOCUS

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

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

- > Commerce
- > Business Management
- > Accounting

CAPABILITIES & COMPETENCIES

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

RIGHTS AND FREEDOMS E HISTORY

STRANDS

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

LEARNING FOCUS

The Indigenous Civil Rights Movement

An investigation into the Australian Indigenous Civil Rights struggle including:

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

This study focuses on Indigenous Rights in Australia and draws parallels with the U.S. Civil Rights Movement.

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

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

CAPABILITIES & COMPETENCIES

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



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CHANGE MAKERS

GEOGRAPHY

STRANDS

- Geographical Knowledge
Environmental change and management
Geographies of interconnections
- Geographical Concepts and Skills
Geographical Concepts and Skills
Place space and interconnection
Data and information

LEARNING FOCUS

How will climate change alter our natural world? If plastics continue to pollute our oceans will we see a decline in marine animals and fishing stocks? What impact will these changes have upon our lifestyle and our future well-being as a nation and a planet? How will we manage the negative impacts that are predicted like more intense droughts, bushfires and storms?

In this unit you inquire into the human and economic impacts of change to a natural environment. You will explore the causes and effects of environmental change and develop strategies to effectively manage their costs and benefits.

The unit also investigates how our choices and actions are connected to people and places around the world. The things we do, see and consume connect us. Our consumption of goods and services, our travel and recreational choices all have impacts on the physical and human environment. What impact do global supply chains have upon natural environments? How does a decision to travel to Asia impact the lives and cultures of others? What is the impact of international travel on our natural world? We develop campaigns to improve the lives of others by becoming agents of change in our world.



Extension opportunities

- > Australian Geography Competition



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

- > Commerce
- > Politics
- > Biology

CAPABILITIES & COMPETENCIES

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



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HUMANITIES



HUMANITIES

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

This course will develop the critical thinking of students by exploring a range of big ideas that have shaped Australian society both now and into the future. The historical perspective of Australian identity will be unravelled as we study key events and stories from the era 1750 - 1918.

Australian geographical features will be examined to explore how to sustain our way of life and the responsibilities of global food supplies.

The workplace is changing landscape. We consider how to navigate this space and examine the economic, global and technological factors contributing to their future of work.

DURATION

Three terms

LEARNING FOCUS

HISTORY

The narratives and tales about Australia's historical identity 1750 -1918. What were the stories and how does this impact Australian identity today? Delve into the key events of our history and learn about the characters that shaped Australia's past.

GEOGRAPHY

Why are there different environments across the planet? How do certain animals adapt to harsh desert or polar climates? Why are trees so different as you travel further from the equator? The focus of this unit is on Biomes and how general climate characteristics sustain different life forms and support food global production.

ECONOMICS AND BUSINESS

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



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

- > History: Empires
- > Legal Studies
- > Politics
- > Commerce
- > History: Revolutions

CAPABILITIES & COMPETENCIES

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



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LANGUAGES



FAST TRACK FRENCH | FAST TRACK ITALIAN E

DURATION

Whole Year

STRANDS

- Communicating
- Understanding

The two strands are interrelated.

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

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

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

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

LEARNING FOCUS

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

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

The College will provide:

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



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

- > French
- > Italian

CAPABILITIES & COMPETENCIES

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



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LANGUAGES



FRENCH E

DURATION

Whole Year

STRANDS

- Communicating
- Understanding

The two strands are interrelated.

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

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

LEARNING FOCUS

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

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

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

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



Extension opportunities

- > Alliance Française Poetry Competition
- > Cultural workshop incursion



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

- > French

CAPABILITIES & COMPETENCIES

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



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LANGUAGES



ITALIAN E

DURATION

Whole Year

STRANDS

- Communicating
- Understanding

The two strands are interrelated.

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

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

LEARNING FOCUS

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

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

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

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



Extension opportunities

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



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

- > Italian

CAPABILITIES & COMPETENCIES

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



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LANGUAGES



JAPANESE E

DURATION

Whole Year

STRANDS

- Communicating
- Understanding

The two strands are interrelated.

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

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

LEARNING FOCUS

Students compare and contrast aspects of life in Japan with those in Australia. Topics include asking and telling the time, talking about activities (including inviting and suggestion), school life and describing people.

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

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

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



Extension opportunities

- > Participation in a cultural workshop incursion.



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

- > Japanese

CAPABILITIES & COMPETENCIES

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



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MATHEMATICS



MAINSTREAM MATHEMATICS OR GENERAL MATHEMATICS



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

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

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

The majority of students will undertake Mainstream Mathematics. The studying of Mainstream Mathematics leads to the study of all mathematic options in Year 10.

DURATION

Three terms

STRANDS

- Number
- Algebra
- Measurement
- Statistics
- Space
- Probability

LEARNING FOCUS

In this course students develop skills in six areas of study: Number, Algebra, Measurement, Space, Statistics and Probability. 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, problemsolving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve efficiently.

General Mathematics will be offered to a select number of students, and this invitation will be based on student progress in Mathematics this year and feedback from Mathematics teachers. For students identified who may benefit from studying General Mathematics, parents and guardians will be contacted during August with an offer of a place in this subject. The studying of General Mathematics in Year 9 means that only General Mathematics may be selected in Year 10, and only VCE General and Foundation Mathematics will be available to study in 11 and 12. VCE Mathematical Methods or Specialist Mathematics will not be an option.



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

CAPABILITIES & COMPETENCIES

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



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MATHEMATICS



BRAINSTRETCHING E

LEARNING FOCUS

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

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

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

Students will:

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



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

- > Mathematics
- > Computing
- > Graphics
- > Media

CAPABILITIES & COMPETENCIES

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



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PERFORMING ARTS



DRAMA

LEARNING FOCUS

Dare to Be Dramatic

Students learn about the fundamental aspects of eclectic theatre. There is a focus on creating performance work that aims to show the audience the narrative rather than relying dialogue alone to tell a story. Students explore a range of theatrical styles and experiment with the associated theatrical conventions for each style. Performance work explore transformations of character, time, place as well as the application of symbol.

Students consolidate their previous learning on expressive skills and performance skills. These skills are explored through their creation of self-devised ensemble work throughout the semester.

In the second half of this subject, students devise, rehearse and present an ensemble performance for an audience based on a provided theme. This year, the students worked on an ensemble around the idea of connections and traditions. They explored this idea through a range of time periods, different locations, as well as looking at what connection meant for people of different ages and life experiences.

This subject is very practical. Each lesson the students will rehearse and present work for the class. All of the work in Dare To Be Dramatic is self-devised. Students collaborate with their peers working in pairs, small group as well as larger groups to create original performance work. Students will observe, analyse and reflect on their own performance work, as well as that of their peers, using drama specific terminology.



Extension opportunities

- > Junior Production
- > House Arts Festival



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

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

CAPABILITIES & COMPETENCIES

- > Creativity
- > Interpersonal skills
- > Performance skills



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PERFORMING ARTS



DANCE – PERFORMANCE AND COMPOSITION E

LEARNING FOCUS

Explore and Express Ideas

Students explore contemporary/modern dance movement by combining the elements of dance, using structured improvisation and safe dance practice to create new choreographic sequences.

Through the manipulation of the elements of dance and use of choreographic workshops, students work towards creating an expressive intention for their choreography that the audience will identify.

Dance Practices

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

Present and Perform

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

Respond and Interpret

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

Performance

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



Extension opportunities

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



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

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

CAPABILITIES & COMPETENCIES

- > Creativity
- > Cultural awareness
- > Performance skills



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PERFORMING ARTS



MUSIC

LEARNING FOCUS

In this course, students will build on their knowledge of the elements of music through performing, analysing and composing music. Students will develop their knowledge and skills through two units of work: Performance and Composition.

Performance

In this unit, students study the art of performance and develop technical skills on an instrument of their choice. This subject has a strong focus on setting goals and managing practice/rehearsal time through planning. Theory involved in this course is practical and will provide students with skills to further understand music through learning existing musical works. Students will be assessed through a variety of written tasks and group performances.

Composition

This unit has a specific focus on using digital tools to create and explore music. Using the latest online & digital tools, students will learn to create music using a variety of different materials and approaches to develop a greater understanding of the industry and collaborate peer to peer with other students in the class. Using contemporary music examples, you will learn all about elements of popular music and how your favourite artists create the music you listen to.

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

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

CAPABILITIES & COMPETENCIES

- > Creativity
- > Interpersonal skills
- > Performance skills

MUSIC TECHNOLOGY

In this course students will experience music through hands on learning, They will use a range of music technology that is used in performance, studio recording and production. Students will use their knowledge in music technology to make decisions about the appropriateness of the equipment for particular situations and events. Students will learn the basics of music recording, production and distribution through various platforms.

Students will be assessed through practical demonstrations, development and presentation of a podcast, and various written activities.

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



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

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

CAPABILITIES & COMPETENCIES

- > Creativity
- > Interpersonal skills
- > Technical skills



Extension opportunities

- > Music Ensembles



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RELIGIOUS EDUCATION



RELIGIOUS EDUCATION



DURATION

Three terms

STRANDS

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

LEARNING FOCUS

Through the study of **Scripture and Jesus**, students work towards gaining an understanding of the Literary Forms in the Scriptures; in particular, Female 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 Morality and Justice students explore Catholic Social Teaching and respond to social justice issues both globally and locally.

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

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



Extension opportunities

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



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

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

CAPABILITIES & COMPETENCIES

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



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SCIENCE



SCIENCE

DURATION

Three terms

STRANDS

- Science Understanding
- Science Inquiry Skills

LEARNING FOCUS

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

Students will examine how the nervous and endocrine systems control the functioning of the human body. They explore how the immune system responds to disease causing agents.

Students will study the types of matter that make up the physical world and how they are arranged in the Periodic table. They learn about the structure of atoms and nuclear reactions.

Students will explore the behaviour of magnets and electricity and how electrical and magnetic fields interact with each other. They investigate the environmental and social impacts of movement in the Earth's crust.

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 and collaborate to share their research with peers.



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

- > Year 10 Science
- > VCE Science subjects

CAPABILITIES & COMPETENCIES

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



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YEAR 9 – CAPABILITIES & COMPETENCIES OVERVIEW

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Graphics			☑										☑		☑	
Art			☑										☑		☑	
Computing								☑				☑	☑			
Fashion Accessories			☑										☑		☑	
Dance – Just Dance			☑		☑					☑						
Drama – Dare to be Dramatic			☑						☑	☑						
Shop Smart							☑				☑	☑				
English		☑		☑	☑											
Food Studies			☑									☑	☑			
Change Makers				☑							☑	☑				
Health and Physical Education		☑							☑					☑		
Rights and Freedoms	☑			☑				☑								
Horizon		☑	☑	☑		☑	☑	☑	☑		☑	☑		☑		
Humanities				☑				☑								☑
Languages – Fast Track French Italian					☑									☑		☑
Languages – French					☑									☑		☑
Languages – Italian					☑									☑		☑
Languages – Japanese					☑									☑		☑
Mathematics – Mainstream or General				☑								☑	☑			
Mathematics: Brainstretching		☑		☑								☑	☑			
Media			☑										☑		☑	
Musical Performance			☑						☑	☑						
Music Technology			☑						☑				☑			
Religious Education		☑			☑	☑										
Science				☑				☑					☑			



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CAPABILITIES & COMPETENCIES

CIVIC AWARENESS

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

COLLABORATION AND COORDINATION SKILLS

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

CREATIVITY

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

CRITICAL THINKING

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

CULTURAL AWARENESS

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

ETHICAL AWARENESS

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

FINANCIAL LITERACY

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

INFORMATION LITERACY SKILLS

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

INTERPERSONAL SKILLS

The ability to communicate and work effectively with others.

PERFORMANCE SKILLS

The elements required to convey meaning to audiences.

PRESENTATION SKILLS

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

PROBLEM SOLVING

The process of finding solutions to difficult or complex issues.

TECHNICAL SKILLS

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

VERBAL COMMUNICATION

The transmission of ideas and information through oral language.

VISUAL COMMUNICATION

The transmission of ideas and information using symbols and images.

WRITTEN COMMUNICATION

The transmission of ideas and information through writing.



YEAR 9 PROGRAM
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