



OLMC
Heidelberg

COURSE GUIDE 2027

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



Basis for further study



Extension opportunities

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INTRODUCTION

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

At Our Lady of Mercy College, our Year 9 program recognises that this is a unique and important stage in your learning journey. As you transition from the middle years to the senior years, the program is designed to engage you in new ways through meaningful learning experiences, supportive relationships and opportunities to develop the skills, confidence and curiosity that will prepare you for the future.

Two defining features of the Year 9 experience are the broad range of elective subjects and the Horizon Program. Together, these provide exciting opportunities to extend the knowledge, skills and experiences you have developed throughout your first two years at the College.

Our diverse range of electives encourages you to explore new areas of learning, discover your strengths and pursue your interests. As you plan your Year 9 course, challenge yourself to select subjects that spark your curiosity or introduce you to something entirely new. This is an ideal time to broaden your experiences before making subject choices in the senior years. As you explore this guide, we encourage you to speak with teachers and students to learn more about the opportunities available.

The Horizon Program is a distinctive and enriching part of Year 9. Through community engagement, outdoor education and an Inquiry-Based Project, you will be challenged to think critically, work collaboratively and develop a deeper understanding of yourself and the world around you. Combined with other learning experiences, Horizon inspires students to become independent learners, active contributors and compassionate members of their community.

The core subjects of Religious Education, English, Mathematics, Science, Humanities, and Health and Physical Education provide the foundation of your learning. These subjects are complemented and enriched through the Horizon Program, where knowledge and skills are applied in authentic, integrated learning experiences. At OLMC, we believe that learning extends well beyond the classroom. The Year 9 curriculum is intentionally designed to engage you in experiences that challenge your thinking, strengthen your character and deepen your understanding of the world around you. Through academic challenge, leadership opportunities, community engagement and outdoor education, you will develop the confidence, resilience and skills to thrive in an ever-changing world.

Academic rigour is at the heart of the Year 9 program. As you explore this guide, keep in mind that one of the key purposes of Year 9 is to prepare you for the increasing independence and academic expectations of the senior years.

Year 9 will encourage you to step beyond familiar boundaries, embrace new opportunities and discover what you are capable of achieving. You will be challenged, supported and inspired to turn ‘I can’t’ into ‘can’ as you continue to grow as a learner and as a person..

Ms Joanna De Bono
Deputy Principal Learning and Innovation



OVERVIEW

CAPABILITIES & COMPETENCIES

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

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

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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THE YEAR 9 PROGRAM



THE YEAR 9 PROGRAM

CHOOSING A YEAR 9 PROGRAM

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

THE YEAR 9 PROGRAM

CHOOSING A YEAR 9 PROGRAM

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

- Computing
- Fashion Accessories
- Food Studies
- Visual Communication and Design



PERFORMING ARTS ELECTIVES

- Music Technology

GROUP C

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



DESIGN, ARTS & TECHNOLOGY ELECTIVES

- Art
- Media



PERFORMING ARTS ELECTIVES

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

GROUP D

+ no minimum requirements from **GROUP D**



HUMANITIES ELECTIVES

- Change Makers
- Rights and Freedoms
- Shop Smart



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.



**YEAR 9 PROGRAM
CAPABILITIES & COMPETENCIES**



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THE YEAR 9 PROGRAM

SUBJECT SELECTION TIMELINE

YEAR 8 2026 INTO YEAR 9 2027

2026 DATE	DETAILS
TUESDAY 21 JULY FROM 7PM	Year 8 Parent Information Evening for Subject Selection and Horizon in 2027. An information evening for parents and students held at the Nalleijerring Centre.
WEDNESDAY 29 JULY	Students will have an assembly regarding the subject selection process. Following this students will receive an email with their Web Preferences login link.
OPENS THURSDAY 30 JULY	Web Preferences online subject selection for Year 9 2027 opens.
CLOSES WEDNESDAY 5 AUGUST	Web Preferences online subject selection for Year 9 2027 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		✓
	Computing		✓
	Fashion Accessories		✓
	Food Studies		✓
	Visual Communication and Design		✓
	Media		✓
ENGLISH 	English	✓	
HEALTH & PHYSICAL EDUCATION 	Health and Physical Education	✓	
HORIZON 	Horizon	✓	
HUMANITIES 	Change Makers		✓
	Humanities	✓	
	Rights and Freedoms		✓
	Shop Smart		✓

LEARNING AREA	SUBJECT	CORE	ELECTIVE
LANGUAGES 	Fast Track French Italian		✓
	French	✓	Select one
	Italian	✓	Select one
	Japanese	✓	Select one
MATHEMATICS 	General Mathematics	✓	Select one
	Mainstream Mathematics	✓	Select one
	Mathematics: Brainstretching		✓
PERFORMING ARTS 	Dance – Performance and Composition		✓
	Drama – Dare to be Dramatic		✓
	Music Performance		✓
	Music Technology		✓
RELIGIOUS EDUCATION 	Religious Education	✓	
SCIENCE 	Science	✓	



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THE YEAR 10 PROGRAM OVERVIEW

SUMMARY OF YEAR 10 SUBJECTS OFFERED AT OLMC IN 2027

Note: this table is not interactive

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

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

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
2026 Senior Programs – link below.



COURSE GUIDE 2027
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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THE YEAR 9 PROGRAM

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.

As part of the Horizon program, students will engage in a dedicated unit focused on exploring future career pathways under the theme "Beyond the Horizon." This unit is designed to help students identify and investigate various career options, and understand the different pathways available to achieve their professional goals.

A key component of the unit involves students creating a podcast in which they will interview professionals working in career fields that align with their interests. This hands-on project encourages curiosity, communication skills, and deeper insight into the world of work.

In addition, students will be introduced to the job-seeking and application process. Developed by the school's Careers Coordinators and supported by the Horizon Team, this aspect of the program will provide students with essential skills including:

- Interpreting and responding to real job advertisements
- Creating a professional resume and tailored cover letter
- Participating in a mock job interview

These mock interviews will be conducted by experienced HR professionals and small business owners, offering students valuable, constructive feedback to support their growth and confidence as they begin thinking about their future careers.

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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YEAR 9 STUDIES



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YEAR 9 STUDIES



DESIGN, ARTS AND TECHNOLOGY

Art

Computing

Fashion Accessories

Food Studies

Media

Visual Communication and Design



ENGLISH

English



HEALTH AND PHYSICAL EDUCATION

Health and Physical Education



HORIZON

Horizon



HUMANITIES

Shop Smart

Change Makers

Rights and Freedoms

Humanities



LANGUAGES

Fast Track French | Italian

French

Italian

Japanese



MATHEMATICS

General Mathematics

Mainstream Mathematics

Mathematics: Brainstretching



PERFORMING ARTS

Dance – Performance and Composition

Drama – Dare to be Dramatic

Music Performance

Music Technology



RELIGIOUS EDUCATION

Religious Education



SCIENCE

Science



YEAR 9 PROGRAM
CAPABILITIES & COMPETENCIES



YEAR 9 STUDIES

DESIGN, ART AND TECHNOLOGY



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.

COMPUTING



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



Extension opportunities

- > Art Competitions
- > Presentation of artwork



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

- > Art
- > VCD
- > Media

CAPABILITIES & COMPETENCIES

- > Creativity
- > Visual communication
- > Technical skills



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

- > Computing
- > Media

CAPABILITIES & COMPETENCIES

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



YEAR 9 STUDIES

DESIGN, ART AND TECHNOLOGY



FASHION ACCESSORIES



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 accessories. 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 accessories.

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



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

- > Art
- > Media
- > VCD
- > Fashion Sculpture

CAPABILITIES & COMPETENCIES

- > Technical skills
- > Visual communication
- > Creativity

FOOD STUDIES



LEARNING FOCUS

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

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

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

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



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

- > Food Studies
- > Health and Human Development

CAPABILITIES & COMPETENCIES

- > Problem solving
- > Technical skills
- > Creativity



YEAR 9 STUDIES

DESIGN, ART AND TECHNOLOGY



MEDIA



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

VISUAL COMMUNICATION AND DESIGN



LEARNING FOCUS

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

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

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

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



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

- > VCD
- > Art
- > Media
- > Computing

CAPABILITIES & COMPETENCIES

- > Creativity
- > Visual communication
- > Technical skills



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YEAR 9 STUDIES

ENGLISH



ENGLISH



DURATION

Three terms

STRANDS

- Language
- Literacy
- Literature

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

LEARNING FOCUS

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

They study the craft of the short story, exploring characters, ideas, settings and language with a focus of the intercultural capability. Students plan and craft their own short stories in response employing descriptive and figurative language together with other literary features and make appropriate grammar and vocabulary choices appropriate to the original short story. They edit their work for effect.

Students study literary texts and explore ideas and information and respond analytically to them in both written and verbal form. They contribute actively to class and small group discussions.



Extension opportunities

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



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

- > English
- > English Language
- > Literature

CAPABILITIES & COMPETENCIES

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



YEAR 9 STUDIES

HEALTH AND PHYSICAL EDUCATION



HEALTH AND PHYSICAL EDUCATION



DURATION

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

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 and Party Safe
- Respectful Relationships

Students will have the opportunity to apply their knowledge 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 and explore strategies for staying safe and understanding risks when attending parties. Students will also explore key concepts of relationships, consent, identity, and

personal development, to support students in building respectful relationships. 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

The Year 9 course has an emphasis on the development of leadership, collaboration and communication skills.



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
- > VCE Physical Education
- > VCE VET Sport and Recreation

CAPABILITIES & COMPETENCIES

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



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YEAR 9 STUDIES

HORIZON



HORIZON

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

The Horizon curriculum draws on knowledge and skills from these core subjects and seeks to integrate the content in ways to extend student learning. For instance, we learn about types of income, superannuation, budgeting 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 be independent learners and to practice resilience at school.

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 visit a tertiary institution such as RMIT or Melbourne University.

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

While there is much to appreciate about our community and city, there is also a feeling that we can give back. As part of Horizon, students undertake one hour a week of community engagement where they are involved in service to the community. This forms an important part of Faith in Action. 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.

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

- > Critical/Creative thinking
- > Personal and Social Capability
- > Ethical Capability
- > Intercultural Capability



YEAR 9 STUDIES

HUMANITIES



SHOP SMART



ECONOMICS

KNOWLEDGE AND UNDERSTANDING SUB-STRANDS

- Consumer and Financial Literacy
- Business and Entrepreneurship

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 consumer and financial risks and rewards, including financial scams and investment strategies and investigate minor and major consumer and financial decisions. They will also examine the strategies and tactics used by businesses to create and maintain a competitive advantage, including marketing and public relations and how these can influence contemporary case studies when appropriate.



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

- > Year10 Commerce
- > Year 10 Civics
- > VCE Business Management
- > VCE Accounting

CAPABILITIES & COMPETENCIES

- > Critical thinking
- > Ethical awareness
- > Financial literacy

RIGHTS AND FREEDOMS



HISTORY

HISTORICAL KNOWLEDGE AND UNDERSTANDING SUB-STRANDS

- Aboriginal and Torres Strait Islander Peoples' Rights and Freedoms (1938-present)

LEARNING FOCUS

This subject aims to provide students with an understanding of the impact of colonisation on the rights and freedoms of Aboriginal and Torres Strait Islander Peoples. Using both primary and secondary sources, students will investigate the historical significance of people, events and movements that have contributed to or denied these rights and freedoms. They will explore the rights and freedoms Aboriginal and Torres Strait Islander Peoples have secured since the Day of Mourning in 1938 and analyse the effectiveness of methods and tactics used to achieve these.

Our investigation may include some of the following:

- The Freedom Rides, the Wave Hill Walk-Off and the Aboriginal Embassy
- Songs such as Paul Kelly's 'From Little Things Big Things Grow', 'Gurindji Blues' by Ted Egan and Yothu Yindi's 'Treaty'
- Activists including Sir Douglas Nicholls, Vincent Lingiari and Faith Bandler
- Sports people including Cathy Freeman and Adam Goodes, and the AFL's Sir Doug Nicholls round.



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

- > Year 10 History of World War II
- > VCE Modern History (Units 1-2)
- > VCE History: Revolutions (Units 3-4)
- > VCE Legal Studies
- > VCE Politics

CAPABILITIES & COMPETENCIES

- > Civic awareness
- > Cultural awareness
- > Information literacy skills



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YEAR 9 STUDIES

HUMANITIES



CHANGE MAKERS



GEOGRAPHY

GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING SUB-STRANDS

- Geographies of Interconnection
- Environmental Change and Management

LEARNING FOCUS

In this subject, students investigate environmental changes caused by humans and their impacts on the sustainability of places. They examine the causes and effects of environmental changes and approaches to the management of these, including how interconnection and sustainability can be considered to understand environmental issues. Students also explore how our choices and actions are connected to people and places around the world. They investigate the impact of technology and international trade on people and places around the world and the environmental impacts of the imported goods they consume on the places involved in the manufacturing process. Students also focus on the impacts of tourism and how the interconnectedness of the world has influenced the spread of trends in music, fashion and entertainment.



Extension opportunities

- > Australian Geography Competition



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

- > Year 10 Commerce
- > Year 10 Civics: Connecting our Planet
- > VCE Biology
- > VCE Business Management
- > VCE Politics

CAPABILITIES & COMPETENCIES

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



YEAR 9 STUDIES

HUMANITIES



HUMANITIES



Each student will study one term of Humanities. In Year 9, this includes Economics and Business, Geography and History.

KNOWLEDGE AND UNDERSTANDING SUB-STRANDS

- Economics and Business Knowledge and Understanding
 - Business and Entrepreneurship
 - Work
- Geographical knowledge and Understanding
 - Biomes and Food Security
- Historical knowledge and Understanding
 - Australia (1750-1914)
 - Australians at War (World War I)

DURATION

Three terms

LEARNING FOCUS

ECONOMICS AND BUSINESS

This unit focuses on human resource management in the workplace. Students will examine how human resource management can be used to manage and motivate employees and improve business competitiveness. They will also explore the role of trade unions and employer groups in a workplace.

GEOGRAPHY

In this unit, students identify and describe the major biomes of Australia and the world. They investigate the positive and negative consequences of human changes to biomes to produce food and the environmental, economic and social sustainability of farming in Australia. Students also explore the environmental, economic and political constraints, including climate change, on the world's capacity to sustainably feed projected future global populations.

HISTORY

This unit focuses on the causes and consequences of the colonization of Australia. Students explore the causes of the establishment of British colonies on Aboriginal and Torres Strait Islander People's Countries and Places during the 18th and early 19th centuries, including the impacts of the Industrial Revolution. They examine significant events, ideas, people, groups and movements that contributed to continuity and change in Australian society between 1750 and 1914 and the experiences and perspectives of Aboriginal and Torres Strait Islander People's, local-born colonists and migrants. Students also study the causes of World War I, reasons why Australians fought in the Great War and significant places where they fought.



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

- > Year 10 History
- > VCE Modern History (Units 1-2)
- > VCE History: Revolutions (Units 3-4)
- > VCE Politics
- > VCE Legal Studies

CAPABILITIES & COMPETENCIES

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



YEAR 9 STUDIES

LANGUAGES



FAST TRACK FRENCH | FAST TRACK ITALIAN E

DURATION

Whole Year

STRANDS

- Communicating
- Understanding

The two strands are interrelated.

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

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

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

*Note 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



YEAR 9 STUDIES

LANGUAGES



FRENCH



DURATION

Whole Year

STRANDS

- Communicating
- Understanding

The two strands are interrelated.

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

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

LEARNING FOCUS

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

Students are encouraged to reflect on their knowledge of the rules of the language. They begin to develop 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



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

- > 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



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



YEAR 9 STUDIES

MATHEMATICS



MAINSTREAM MATHEMATICS OR GENERAL MATHEMATICS



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

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

In each of these 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, problem solving 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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YEAR 9 STUDIES

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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YEAR 9 STUDIES

PERFORMING ARTS



DRAMA

LEARNING FOCUS

Dare to Be Dramatic

Students learn about the fundamental aspects of contemporary drama practices. 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 and 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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YEAR 9 STUDIES

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 practice 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 observe Indigenous dance by Bangarra Dance Theatre and analyse the choreographer's expressive intention. They examine how movement, choreography and theatrical elements - such as lighting, costume and music - work together to communicate meaning. Through this process, students develop an understanding of how dance functions as a powerful tool for expression and communication within Indigenous cultures.

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



YEAR 9 STUDIES

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
- > 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
- > VCE Music
- > Live Production
- > VCE Theatre Studies

CAPABILITIES & COMPETENCIES

- > Creativity
- > Interpersonal skills
- > Technical skills



Extension opportunities

- > Music Ensembles



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YEAR 9 STUDIES

RELIGIOUS EDUCATION



RELIGIOUS EDUCATION



DURATION

Three terms

STRANDS

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

LEARNING FOCUS

Through the study of **Scripture and Jesus**, students work towards gaining an understanding of the Literary Forms in the Scriptures; in particular, 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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YEAR 9 STUDIES

SCIENCE



SCIENCE



DURATION

Three terms

STRANDS

- Science Understanding
- Science Inquiry Skills
- Science as a Human Endeavour

LEARNING FOCUS

Students will build a strong foundation in key areas of science, preparing them for future study in VCE Biology, Chemistry, Physics and Psychology.

In Biology, they will investigate how the nervous, endocrine, and immune systems regulate body functions, and explore how infectious and non-infectious diseases affect human health. Students will also learn how reproduction in plants and animals supports species survival. In Chemistry, they will study types of matter, the organisation of the Periodic Table, atomic structure. In Physics, they will examine energy conservation through transfer and transformation and how electricity is generated as alternating current (AC) using turbines or as direct current (DC) from solar cells and batteries.

Throughout the course, students will design and conduct scientific investigations, collecting, interpreting, and presenting valid data. They will also apply science to real-world contexts and develop skills in collaboration and communication by sharing their research findings 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

SUBJECT	CIVIC AWARENESS	COLLABORATION & COORDINATION SKILLS	CREATIVITY	CRITICAL THINKING	CULTURAL AWARENESS	ETHICAL AWARENESS	FINANCIAL LITERACY	INFORMATION LITERACY SKILLS	INTERPERSONAL SKILLS	PERFORMANCE SKILLS	PRESENTATION SKILLS	PROBLEM SOLVING	TECHNICAL SKILLS	VERBAL COMMUNICATION	VISUAL COMMUNICATION	WRITTEN COMMUNICATION
Art			✓										✓		✓	
Change Makers				✓							✓	✓				
Computing								✓				✓	✓			
Dance – Performance and Composition			✓		✓					✓						
Drama – Dare to be Dramatic			✓						✓	✓						
English		✓		✓	✓											
Fashion Accessories			✓										✓		✓	
Food Studies			✓									✓	✓			
Health and Physical Education		✓							✓					✓		
Horizon		✓	✓	✓		✓	✓	✓	✓		✓	✓		✓		✓
Humanities				✓				✓								✓
Languages – Fast Track French Italian					✓									✓		✓
Languages – French					✓									✓		✓
Languages – Italian					✓									✓		✓
Languages – Japanese					✓									✓		✓
Mathematics – Mainstream or General				✓								✓	✓			
Mathematics: Brainstretching		✓		✓								✓	✓			
Media			✓										✓		✓	
Music Performace			✓						✓	✓						
Music Technology			✓						✓				✓			
Rights and Freedoms	✓			✓				✓								
Religious Education		✓			✓	✓										
Shop Smart							✓				✓	✓				
Science				✓				✓					✓			
Visual Communication and Design			✓										✓		✓	



CAPABILITIES &
COMPETENCIES DEFINITIONS



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GLOSSARY

CAPABILITIES & COMPETENCIES

CIVIC AWARENESS

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

COLLABORATION AND COORDINATION SKILLS

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

CREATIVITY

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

CRITICAL THINKING

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

CULTURAL AWARENESS

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

ETHICAL AWARENESS

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

FINANCIAL LITERACY

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

INFORMATION LITERACY SKILLS

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

INTERPERSONAL SKILLS

The ability to communicate and work effectively with others.

PERFORMANCE SKILLS

The elements required to convey meaning to audiences.

PRESENTATION SKILLS

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

PROBLEM SOLVING

The process of finding solutions to difficult or complex issues.

TECHNICAL SKILLS

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

VERBAL COMMUNICATION

The transmission of ideas and information through oral language.

VISUAL COMMUNICATION

The transmission of ideas and information using symbols and images.

WRITTEN COMMUNICATION

The transmission of ideas and information through writing.



YEAR 9 PROGRAM
CAPABILITIES & COMPETENCIES



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