



2021

YEAR 9 CURRICULUM HANDBOOK

MERCY COLLEGE



From our Principal

Lila McInerney

Year 9 is a time of change and development, a time of curiosity, growth, exploration and independence.

It is an important and exciting secondary schooling year with a wide range of learning opportunities and challenges for students as they continue their journey at Mercy College, where they are offered a comprehensive and balanced selection of subjects that allows all students to excel. These subject offerings are designed to challenge our learners to explore and consider deep questions, and big ideas.

At Mercy a learning program that exposes students to both a breadth and depth of ideas, concepts and strategies for contributing to society is valued and promoted in student course planning. Each of the Key Learning Areas (KLAs) offers subjects within the curriculum that are based on the Victorian Curriculum. Experiences within these subjects enable students to develop their knowledge and understanding of key concepts and skills for life and in preparation for further compulsory and post compulsory studies.

The Mercy College Year 9 Curriculum Handbook is an important part of the course planning and subject selection process. The handbook is designed to inform students and parents/guardians of the requirements and expectations of studying Year 9 at Mercy College as well as providing an overview of the compulsory and individual program unit subjects that students study to complete their compulsory schooling.

Year 9 students at Mercy College undertake a course planning program to equip them to make informed decisions about the elective subjects they will study. The course planning program includes a student and parent/guardian information session, a subject expo, course guidance and the formal subject selection process.

Students should select subjects with an understanding of their learning strengths and interests, as well as keeping in mind the broad learning areas and potential pathways. It is advisable that students select subjects that suit their interests, develop their talents and skills, challenge them to build on their strengths and enable them to pursue their goals and aspirations.

It is essential that students access a range of information and sources in order to make informed decisions about subject selections. We look forward to working in partnership with you as together we prepare our students to realise their potential and maximise the achievement of future pathway goals.

I wish each of our students every success in their learning journey and assure you that Mercy College is a place where young people are nurtured and celebrated for their worth and 'who they are'.

Lila McInerney

College Principal

"Deep learning ... unfolds as a process that respects the diverse cultures, worldviews and backgrounds of students and actively engages them with Catholic beliefs and values relevant to their learning."



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Choosing Subjects

Students undertake a range of compulsory subjects as well as a selection of electives, of their own choosing. Compulsory subjects are either for a full year (two semesters) or semester length (two terms). Electives are one semester in length (two terms).

At Mercy College, Year 9 students undertake six compulsory year-long subjects and two semester length compulsory subjects. Students also select six (6) electives that are one semester in length. Three (3) of these subjects are undertaken each semester.

Compulsory Subjects

All Year 9 students will study the following:

Compulsory Full Year Subjects	Compulsory Single Semester Subjects
Religious Education English Mathematics or Advanced Mathematics Science Languages: Italian or Indonesian Health and Physical Education Wellbeing Program	History Geography

Electives

All Year 9 students select from the following units. All students must select six (6) electives. Each elective is studied for one semester.

Individual program unit selections must:

- include at least one unit from Block A – The Arts
- include at least one unit from Block B – Technology
- include one other unit from either Block A – The Arts or Block B - Technology
- three other electives selected from Block A – The Arts, Block B – Technology or Block C – Health and Physical Education and STEM

Block A – The Arts	Block B – Technology	Block C – Health and Physical Education and STEM
Drama Art Rock Band Media Visual Communication Design	Design and Create World Food Traveller	Outdoor Education Sustainable Technology

Drafting a Program

Students are required to design an individual program plan. Initial subject choices should reflect a well-considered plan that provides a balanced course of study.

Things to Remember

- The **subject selection process** requires **students** to be **pro-active** in **seeking out information** about subjects before they make final subject selection decisions.
- In addition to choosing **six electives**, students **also** need to identify **three (3) reserve electives** that they wish to undertake should their first preferences be unavailable.
- Students may be requested to discuss their subject selections with a variety of College staff including their Homeroom Teacher, Level Leader, Director of Student Wellbeing, the Director of Curriculum and Pedagogy or a member of the Leadership Team.
- Parents/guardians and students are required to sign the subject selection form.

Some subject choices may not be possible due to subjects not being offered, maximum class sizes, under or over subscription or timetable clashes. In this instance, students will be guided on their course planning to make alternative subject selections.

Students must be aware of the requirements and expectations of the course planning and subject selection processes. Should they have any questions they should consult their Homeroom teacher in the first instance.

Religious Education

The Year 9 Religious Education Program at Mercy College is based on *Coming to Know, Worship and Love*, the Religious Education Framework published by the Archdiocese of Melbourne. At Year 9 the focus of study aims to bring students to a better understanding of how they can accept responsibility in their lives and how they can seek guidance and understanding in the Catholic tradition. As well as the classroom, students are also involved in the preparation and celebration of liturgy.

The first semester examines the Stations of the Cross and the Easter Story throughout the season of Lent. Following this, various genres and questions associated with the writing of the Bible are explored. Themes of good and evil are analysed and the Gospel symbols of hope are compared to those promoted by popular culture.

In the second semester, students reflect on their own faith life and how they might be inspired by significant women in the Church's history, considering Mary as a model of faithfulness. There is an historical unit studying the development of the Catholic Church in Australia and a modern Prophets unit exploring the impact of Catholic social teachings on today's society.

Duration of Study:

All year

Topics Studied:

- Stations of the Cross
- Reading the Bible
- Mary the First Disciple
- The Catholic Church in Australia
- Prophets and Social Justice

Examples of Learning Activities and Assessment Tasks:

- Small and large group discussions
- Written responses
- Research assignments and presentations
- Analysis of issues
- Investigations of specific areas of interest
- Liturgy preparation
- Examinations

English

The Year 9 English course focuses on developing skills in the four language modes - reading/viewing, writing, listening and speaking. Students will have the opportunity to become confident communicators, imaginative thinkers and informed citizens. Students will explore a range of written, multimodal and visual texts.

Duration of Study:

All year

Topics Studied in Semester One:

- Reading and Creating- *Flowers for Algernon*
- Persuasive Language
- Reading and Creating: the novel *By the River*, by Steven Herrick
- Shakespeare – his life and times

Topics Studied in Semester Two:

- Reading & Creating: the play *Romeo and Juliet*, by William Shakespeare
- Presenting a Point of View
- Language Analysis
- Preparing for Year 10 English

Examples of Learning Activities and Assessment Tasks:

- Reading/viewing and responding to a range of written, multimodal and visual texts
- Class discussion and small group activities
- Developing prepared oral presentations
- Creating and presenting original pieces of writing for a range of purposes and audiences
- Examinations

Mathematics

The Year 9 Mathematics course is made up of three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Each of these is further enhanced by the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. Students are introduced to the CAS calculators.

Duration of Study:

All year

Topics Studied:

- Reviewing Number with CAS
- Linear Equations
- Pythagoras' Theorem
- Trigonometry
- Linear Relations
- Measurement
- Indices
- Geometry
- Algebraic Techniques
- Probability and Statistics
- Algorithmic Thinking

Examples of Learning Activities and Assessment Tasks:

- Tests
- Summary notes
- Modelling tasks
- Problem solving tasks
- Investigations
- Calculator skills
- Examinations

Advanced Mathematics

The Year 9 Advanced Mathematics course is the first year of a two-year Mathematics program for students who have demonstrated a strong ability in Mathematics. Students who consistently achieve high results and have a strong work ethic are recommended by their Year 8 Maths teacher and can apply in Term Three.

Students complete the Year 9 Mathematics course as well as some components of the Year 10 Mathematics course as extension. In Year 10, students complete the rest of the Year 10 Mathematics course as well as the Year 10A Mathematics course as extension. The Year 10A Mathematics includes additional content in the Victorian Curriculum which extends and prepares students for Mathematical Methods in VCE.

Mathematics is made up of three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Each of these is further enhanced by the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. Students are introduced to the CAS calculators.

Duration of Study:

All year

Topics Studied:

- Linear & Simultaneous Equations
- Linear Relations
- Pythagoras' Theorem
- Trigonometry (10)
- Geometry (10)
- Indices
- Measurement (10)
- Algebraic Techniques
- Quadratic Equations & Graphs
- Probability and Statistics
- Algorithmic Thinking

Examples of Learning Activities and Assessment Tasks:

- Tests
- Summary notes
- Modelling tasks
- Problem solving tasks
- Investigations
- Calculator skills
- Examinations

Science

The Year 9 Science course is focused on developing students' understanding of fundamental scientific concepts from the four key areas of Science - Biology, Chemistry, Earth Science and Physics. The course also aims to develop students' ability to apply their understanding to real-world examples and deepen their thinking when encountering Science in their lives.

As part of the course, students analyse how biological systems function and respond to changes in the environment. They explain how similarities in the chemical behaviour of elements and atomic structures are represented in the organisation of the periodic table, and compare the chemical properties of elements. They use the concepts of magnetic fields and electrical energy and understand the operation of electric circuits.

Students further develop their skills of scientific inquiry by designing and conducting scientific investigations. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. They construct evidence-based arguments and use appropriate scientific language and representations when communicating their findings and ideas for specific purposes.

Duration of Study:

All year

Topics Studied:

- Body Coordination - the Nervous and Endocrine System
- Magnetism and Electrical Circuits
- Atomic Structure and the Periodic Table
- Ecosystems and Energy Flow

Examples of Learning Activities and Assessment Tasks:

- Designing experiments
- Constructing and interpreting models
- Predicting patterns in data
- Designing and constructing structures for a purpose
- Critically analysing information about scientific advances
- Research and development of scientific understandings
- Examinations

Languages: Indonesian

In this course of study, students will further develop their communication skills by focusing on their speaking, listening, reading and writing skills. They will use a range of resources and strategies for extending their language, expressing opinions and organising information with consideration of audience and purpose. Students will also deepen their cultural understanding of Indonesia and understand how an in-depth cultural knowledge is equally essential for effective communication.

Duration of Study:

All year

Topics Studied:

- Bargaining in the Market
- Indonesian Cuisine
- Transport and Directions
- Film and Entertainment

Examples of Learning Activities and Assessment Tasks:

- Listening comprehension
- Reading comprehension
- Viewing comprehension
- Writing advertisement/role-play/letter/review/article/blog/diary entry
- Speaking interview/conversation/speech

Languages: Italian

This study includes listening, speaking, reading, viewing and writing. Students produce, study and respond to spoken, written and visual texts for a wide range of audiences and purposes. They develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the Italian culture. They examine aspects of life in Italy. They broaden their language awareness from the varied reading materials. They use language in a range of contexts, both written and oral, to express their own personal meanings. They conduct research and reorganise information to produce spoken and written responses in a range of forms. Activities include a wide range of listening, speaking, reading and writing tasks as well as tasks that integrate these skills with intercultural understanding and language awareness. They use a range of strategies for extending their language, expressing opinions and organising information with consideration of audience, purpose and appropriate language for each communication task.

Duration of Study:

All year

Topics Studied:

- Advertising
- Fashion
- Italian Cuisine
- Directions
- Travel

Examples of Learning Activities and Assessment Tasks:

- Listening comprehension
- Reading comprehension
- Viewing comprehension
- Writing advertisement/role-play/letter/review/article/blog/diary entry
- Speaking interview/conversation/speech

Health and Physical Education

This subject aims to encourage life-long participation in physical activity. Students continue to develop proficiency in a range of skills, attempting to identify and implement ways of improving performance through the application of tactics and strategies in a range of sport activities. Students also use critical enquiry skills to understand the influences on their own health and wellbeing, linking this with both the skeletal and muscular systems.

Learning is achieved through participation in newly introduced games and activities as well as the adaption of previously learnt skills in new contexts. Peer teaching scenarios will also enhance student understanding of leadership roles, skill development and the implementation of fair play and good sporting behaviours.

Within theoretical lessons students develop their understanding of the skeletal and muscular system and the importance of meeting physical activity guidelines. Students complete a range of hands on learning activities and apply this knowledge to all practical sessions.

Duration of Study:

All year

Topics Studied:

- Physical Activity Guidelines
- Skeletal and Muscular Systems
- Present a Game
- Racquet Sports
- Striking Sports
- Target Sports
- Health Promoting Behaviours
- Barriers to Health and Wellbeing

Examples of Learning Activities and Assessment Tasks:

- Participation in fitness, skill and tactical development activities/games
- Completion of theoretical components
- Peer teaching activities
- Written reports/structural questions
- Collaborative tasks

History

In this subject, students explore the making of the modern world from 1750 to 1918, including the industrialisation and rapid change in the ways people lived, worked and thought. They focus on the changes that occurred with the migration of people from the United Kingdom to Australia with an emphasis on the causes and effects of the colonisation of Australia. Students also examine the consequences of European Settlement on Indigenous Australians at the time and use historical sources to analyse the historical significance of the Batman Treaty. Students consider the impact of the gold rush and the reasons for Federation through examining the White Australia ideal. They also focus on Australia's involvement in World War I.

Duration of Study:

One semester

Topics Studied:

- Australia: 1750 - 1918
- Australia at War: World War I

Examples of Learning Activities and Assessment Tasks:

- Explore historical sites
- Analyse and evaluate historical sources
- Present conclusions about historical interpretations
- Evaluate historical significance
- Research projects
- Presentations
- Historical empathy tasks

Geography

In this subject, students explore how people and places around the world are interconnected. They focus on the concept of globalisation; its benefits and drawbacks for individuals, businesses, nations and the environment. Students also consider the way an increasing global workforce may influence future employment and standards of living. Students examine the factors that influence environmental change, in particular climate change and how this has or may in the future threaten food security and the wellbeing of people and environments around the world. Consideration is given to strategies that may eliminate or reduce the harmful factors of climate change.

Duration of study:

One semester

Topics Studied:

- Geographies of Interconnections and Food Security
- Environmental Change and Management

Examples of Learning Activities and Assessment Tasks:

- Annotated visual display
- Creating and interpreting maps and graphs
- Tests
- Field work
- Research projects
- Data Interpretation/analysis

ELECTIVES – BLOCK A

Drama

Exploring several different performance styles, this semester allows students to use their acting, design, performance and analysis skills. The unit begins by looking at influential and notable performance styles, looking at both Naturalism and Non-Naturalism. Students have the opportunity to explore and discover their talents both on and off stage.

Duration of Study:

One semester

Topics Studied:

- Stanislavski and Naturalism
- Eclectic Theatre
- Physical Theatre

Examples of Learning Activities and Assessment Tasks:

- Naturalism scene study performance
- Eclectic theatre stagecraft design and terminology task
- Physical theatre performance

Art

This unit exposes students to a wide range of 2D art studies. Students will develop an awareness of materials and techniques, principles of design and artistic terminology while extending their own personal styles. The students will produce a folio of work that will include the following techniques: lino printing, oil/ chalk pastels, watercolour and acrylic. Students will explore a variety of themes, issues and ideas in their artworks and examine the work of artists who have worked in a similar style or medium. The periods of art covered in this course will be Surrealism, Cubism and Pop Art.

Duration of Study:

One semester

Topics Studied:

- Art Period: Surrealism
- Art Period: Cubism
- Art Period: Pop Art

Examples of Learning Activities and Assessment Tasks:

- Art History
- Surrealism drawing
- Cubism painting
- Pop art print

Rock Band

In Year 9 Music, students explore how to start a rock band. They learn basic skills which allow them to play various rock band instruments, including the keyboard, electric guitar, bass guitar, drum kit or voice. Students learn the role of the sound equipment used in a rock band, how to set up the equipment and how to tune their instruments. In small bands they choose an instrument to specialise in and they arrange, practice and perform a rock song of their choice. These are then recorded at a professional recording studio. Students also learn relevant musical theory, aural and rock song analysis. This subject is suitable for all students who love music, those who already play an instrument and those who haven't before.

Duration of Study:

One semester

Topics Studied:

- How to Set up a Rock Band - Knowledge of Instruments and Equipment
- Song Arrangement and Effective Rehearsal Techniques
- Performance Skills
- Theory and Aural
- Written Musical Analysis

Examples of Learning Activities and Assessment Tasks:

- How to set up the equipment used in a Rock Band (keyboard, guitars, drum kit, microphones and amps)
- Rock music analysis task
- Theory and aural test
- Rock song recording studio performance

Media

By taking part in this unit, students will be exposed to the different techniques and 'best' practice involved in the creation of on-screen products. A great deal of emphasis will be placed on aspects of design that produce effective and efficient solutions to information communication. Students will use design software to create media products with particular emphasis on creating meaning. This unit will also endeavour to enhance skills in the area of editing videos, images and design.

Duration of Study:

One semester

Topics Studied:

- Film Analysis
- Film Production

Examples of Learning Activities and Assessment Tasks:

- Film analysis task
- Film production
- Print media production

Visual Communication Design

In Year 9, Visual Communication Design students develop freehand drawing and rendering skills, as part of the development of computer skills using Adobe Illustrator software. A variety of design elements and principles are studied and applied to both manual and computer aided drawing. Students start to work to design briefs through the application of the design process in a variety of design fields.

Duration of Study:

One semester

Topics Studied:

- The Elements and Principles of Design
- The Design Process
- Design Technical Drawing Systems

Examples of Learning Activities and Assessment Tasks:

- Design folio task
- Technical drawing

ELECTIVES – BLOCK B

Design and Create

In Design and Create students are engaged in the design and production of a product that meets the needs and wants of a client with a focus on developing skills using a range of complex fabrics. The product is developed with a focus on the design process and is influenced by a range of factors including; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties and technology. In the initial stage, a design brief is prepared, outlining the needs and requirements in the form of constraints and/or considerations. Students develop an understanding of techniques in using the design brief as a springboard to direct research and complete design activities to then use these skills to produce the final design.

Duration of Study:

One semester

Topics Studied:

- Design and Construction of a Product Using Unfamiliar Fabrics

Examples of Learning Activities and Assessment Tasks:

- Investigation and design tasks
- Production activities
- Analysis and evaluation of end products and processes used

World Food Traveller

In this unit, students are introduced to the global perspective of food. They investigate the origin and role of food around the world, taking into account ethics, social values, environmental considerations and sustainability factors. Students will investigate the cuisines that have helped to form Australia's culinary identity today from indigenous foods through to European settlement and beyond. Students investigate food sustainability and ethical issues whilst researching the impact that consumers and the food industry have on the environment. They will develop their practical food preparation and processing skills through the use of many different cooking methods and techniques whilst using a range of complex tools and unfamiliar ingredients.

Duration of Study:

One semester

Topics Studied:

- Shaping Australian Cuisine
- Food Sustainability
- Applying Design Brief Task

Examples of Learning Activities and Assessment Tasks:

- Investigation and design tasks
- Production activities
- Sensory analysis and evaluation of end products and processes used
- Written report

ELECTIVES – BLOCK C

Outdoor Education

This subject aims to encourage life-long participation in physical activity. Students will engage in a variety of recreational and outdoor adventure pursuits, with opportunities to develop skills, knowledge and behaviours which enhance safe participation whilst encouraging respectful consideration of the natural environment in which activities take place. Learning is achieved through participation in newly introduced activities, as well as the adaptation of previously learnt skills in new contexts including mountain biking, rock climbing, kayaking, archery and an overnight camp.

Participation in all activities, some of which are physically challenging, is compulsory in this subject. As assessment is an integral component of the excursions and camps undertaken in Outdoor Education, medical certificates will need to be provided for non-attendance for any of the scheduled excursions or overnight expeditions.

Duration of Study:

One semester

Topics Studied:

- Bushwaking
- Kayaking
- Mountain Biking
- Qualities of Survival
- Rock Climbing
- Camp Craft

Examples of Learning Activities and Assessment Tasks:

- Participation in a variety of activities and preparatory classes
- Exposure to and completion of theoretical components
- Reflection on and evaluation of experience and learning
- Participation in overnight expedition(s) and preparatory classes

STEM - Sustainable Technology

STEM at Year 9 exemplifies an inquiry-based approach through the study of global warming and through the investigation of renewable energy sources. The use of STELR equipment will help demonstrate how the unifying ideals of sustainability, energy, evidence, models, explanations and theories can be developed further to improve current technologies.

Duration of Study:

One semester

Topics Studied:

- Problem Based Inquiry into Renewable Energy and Design of Solutions to Improve the Efficiency of Sustainable Technology

Examples of Learning Activities and Assessment Tasks:

- Use STELR equipment to conduct practical investigations
- Investigate the topic of sustainability and energy production
- Build on the evidence and practical results to improve the design of current renewable energy technologies

Planning Your Year 9 Subjects

Use the following chart to plan your studies for Year 9. Your Homeroom Teacher will provide you with another copy to submit to them.

Name:	Homeroom:	Homeroom Teacher:
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Compulsory Subjects								Electives
Semester 1	RE	English	Maths or Advanced Maths	Science	Language: Italian or Indonesian	Health and Physical Education	History or Geography	<i>Select 6 Electives</i>
								Block A:
								Block B:
								Block A or B:
Semester 2	RE	English	Maths	Science	Language: Italian or Indonesian	Health and Physical Education	History or Geography	Block A, B or C:
								Block A, B or C:
								Block A, B or C:

All students are required to select three additional electives that they would study should their initial selections not be available.

Additional Subject Choice #1	Additional Subject Choice #2	Additional Subject Choice #3

SIGNATURES:

Student: _____

Parent/Guardian: _____

Homeroom Teacher: _____

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