

# MERCY COLLEGE

YEAR 9

CURRICULUM HANDBOOK

2019





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# From our Principal

Ms Lila McInerney

Year 9 is an important and exciting secondary schooling year with a wide range of learning opportunities and challenges for students. Mercy College offers a comprehensive and balanced variety of subjects for students to undertake. The curriculum and pastoral care programs are complemented by the co-curricular activities and whole school cultural, sporting and religious celebrations that each contribute to a rich education experience.

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 parent/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. A student's course plan should address their individual strengths and needs whilst ensuring access to a balanced range of learning experiences.

Students should choose subjects with an understanding of their learning strengths and likes as well as keeping in mind the broad learning areas of interest to them and potential future study and work. It is advisable that students select subjects that suit their interests, develop their talents and skills, 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 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 as a College young people are embraced and celebrated for their worth and 'who they are'.

***"Effort is one of those things that gives meaning to life. Effort means you care about something, that something is important to you and you are willing to work for it. "***

***Carol Dweck***

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# Choosing Subjects

Students undertake a range of compulsory subjects as well as a choice of individual program units that require selection. Compulsory subjects are either for a full year (two semesters) or semester length (two terms). Individual program units 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) individual program units 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 Physical Education Health Wellbeing Program	History Geography and Commerce

## Individual Program Units

All Year 9 students select from the following units to study. All students must select six (6) individual program units. Each individual program unit 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 individual program units 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 Draw It, Paint It, Print It How to Start a Rock Band Media Visual Communication Design	Design and Create World Food Traveller	Outdoor Education Sustainable Technology

# Drafting a Program

Students are required to map out an individual program unit 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 individual program units**, students **also** need to identify **three (3) reserve individual program units** 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 Learning and Teaching or a member of the Leadership Team.
- Parent/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 need to be further guided on their course planning and 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.



# 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							Individual Program Units	
									<i>Select 6 individual Program Units</i>	
Semester 1	RE	English	Maths	Science	Language: Italian or Indonesian	PE	Health	History or Geography and Commerce	Block A:	
									Block B:	
									Block A or B:	
Semester 2	RE	English	Maths	Science	Language: Italian or Indonesian	PE	Health	History or Geography and Commerce	Block A, B or C:	
									Block A, B or C:	
									Block A, B or C:	

All students are required to select four individual program units 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 \_\_\_\_\_

# Religious Education

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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 curriculum, the students are 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 to Jesus' call. 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
- 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
- Issues analysis
- Investigation
- Liturgy preparation
- Examination



# English

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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:

- Writing Workshop – developing a writing folio
- Persuasive Language
- Text Study: the novel *By the River*, by Steven Herrick
- Shakespeare – his life and times

## Topics Studied in Semester Two:

- Text Study: 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
- Examination

# Mathematics

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The Year 9 Mathematics course aims to introduce new concepts and ideas and consolidate basic mathematical skills in Number and Algebra, Measurement and Geometry and Statistics and Probability, following the Victorian Curriculum. Throughout the course, students use CAS calculators and various computer applications.

## Duration of Study:

All year

## Topics Studied:

- Pythagoras' Theorem
- Algebraic Techniques
- Probability and Statistics
- Measurement
- Algorithmic Thinking
- Financial Mathematics
- Geometry
- Linear Relations
- Linear Equations
- Trigonometry
- Indices

## Examples of Learning Activities and Assessment Tasks:

- Problem solving tasks
- Projects
- Skills based exercises
- Tests
- Examination

# Advanced Mathematics

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This course is the first year of a two year Mathematics program for students who have demonstrated a high ability in Mathematics. Students are recommended by their Year 8 teacher to apply in Term Three and must successfully complete an entrance test. Students complete the Year 9 Victorian Curriculum Mathematics course and the Year 10 Victorian Curriculum Mathematics course in the first year. In Year 10, students complete **Mathematical Methods** Units 1 and 2.

## Duration of Study:

All year

## Topics Studied:

- Pythagoras' Theorem
- Trigonometry
- Indices
- Surds
- Geometry
- Algorithmic Thinking
- Linear and Simultaneous Equations
- Measurement
- Quadratics
- Parabolas
- Probability and Statistics
- Linear Relations

## Examples of Learning Activities and Assessment Tasks:

- Problem solving tasks
- Projects
- Skills based exercises
- Tests
- Examination

# Science

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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 chemical properties of elements. They explain global features and events in terms of geological processes and timescales, and describe and analyse cycles within and between Earth's spheres. They use the concepts of voltage and current to explain 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, representations when communicating their findings and ideas for specific purposes.

## **Duration of Study:**

All year

## **Topics Studied:**

- Body Coordination - the Nervous and Endocrine System
- Electricity and Electrical Circuits
- Atomic Structure and the Periodic Table
- Earth Science and Global Systems
- 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
- Examination

# Languages: Indonesian

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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:**

- Fashion
- Weather
- Indonesian Cuisine
- Transport and Directions
- Holidaying in Indonesia

## **Examples of Learning Activities and Assessment Tasks:**

- Listening and reading
- Speaking
- Develop writing skills
- Group work
- Research tasks
- Examination

# Languages: Italian

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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 through 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:

- Housing
- Fashion
- Italian Cuisine
- Health and Fitness
- Italian Cinema

## Examples of Learning Activities and Assessment Tasks:

- Listening and reading
- Speaking
- Develop writing skills
- Group work
- Research tasks
- Examination

# Physical Education

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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.

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.

## **Duration of Study:**

All year

## **Topics Studied:**

- Physical Activity and You
- Present a Game
- Racquet Sports
- Striking Sports
- Target Sports

## **Examples of Learning Activities and Assessment Tasks:**

- Fitness, skill and tactical development activities/games
- Exposure to and completion of theoretical components
- Peer teaching activities

# Health

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This subject focuses on students enhancing their own and others' health and wellbeing in varied and changing contexts. Students develop the knowledge, understanding and skills to strengthen and promote a sense of personal identity and wellbeing and to build and manage respectful relationships. The curriculum helps them to be resilient, to make decisions and to take actions to promote their health and wellbeing. Students will use critical inquiry skills to understand the influences on their own and others' health and wellbeing. They will also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

## **Duration of Study:**

All year

## **Topics Studied:**

- Respectful Relationships
- Health Promoting Behaviours
- Risk Factors to Health and Wellbeing Including Harm Minimisation Strategies
- Barriers to Health and Wellbeing

## **Examples of Learning Activities and Assessment Tasks:**

- Written reports/structured questions
- Visual presentations
- Role plays
- Collaborative tasks
- Media analysis
- Data analysis



# History

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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 consider the impact of the gold rush and the reasons for Federation through a focus on the White Australia ideal. They also focus on Australia's involvement in World War I.

## Duration of Study:

One semester

## Topics Studied:

- The Making of the Modern World: The Industrial Revolution
- 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

# Geography and Commerce

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In Year 9 Geography and Commerce, students explore the concept of globalisation and how it impacts their lives. They focus on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments and influence the economy. Consideration is also given to the way an increasing global workforce may influence jobs of the future. Students also examine environmental change and the factors that influence these as well as strategies to manage them.

## Duration of study:

One semester

## Topics Studied:

- Globalisation
- 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

# INDIVIDUAL PROGRAM UNITS – BLOCK A

## Drama

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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
- Grotowski and Poor Theatre
- Physical Theatre

### Examples of Learning Activities and Assessment Tasks:

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

## Draw It, Paint It, Print It

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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, mono printing, charcoal, oil 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, Dada, Cubism and Impressionism.

### Duration of Study:

One semester

### Topics Studied:

- Surrealism
- Cubist
- Impressionism

### Examples of Learning Activities and Assessment Tasks:

- Art history analysis of above periods of art
- Surrealism drawing task
- Cubism painting task
- Impressionist prints task

# How to Start a Rock Band

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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 don't.

## 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

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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:

- Representation
- Film Analysis
- Film Making

## Examples of Learning Activities and Assessment Tasks:

- Representation print media task
- Film analysis task
- Filmmaking

# Visual Communication Design

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This unit aims to develop freehand drawing and rendering skills, plus the development of computer skills using Adobe Creative Suite software. A variety of design elements and principles are studied and applied to both manual and computer aided drawing. Students work to design briefs and start to understand the application of the design process. Content includes a visual diary of many different drawings and experimentation of techniques.

## **Duration of Study:**

One semester

## **Topics Studied:**

- Design Task
- Technical Drawing

## **Examples of Learning Activities and Assessment Tasks:**

- Apply design elements and principles
- Apply design process
- Practice and apply a range of technical drawing systems

## INDIVIDUAL PROGRAM UNITS – BLOCK B

# Design and Create

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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 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

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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 will also investigate and make judgements on how sensory perceptions can influence the creation of food solutions for healthy eating with a multicultural focus. 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:**

- Investigation of Traditional Foods and Dishes from Chosen Countries
- Development of a Number of Food Preparation, Processing and Production Techniques
- Analysis Activities of Processes Used and Personal Work Practices

## **Examples of Learning Activities and Assessment Tasks:**

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

# INDIVIDUAL PROGRAM UNITS – BLOCK C

## Outdoor Education

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This subject aims to encourage life-long participation in physical activity. Students will engage in a variety of recreational and outdoor adventure pursuits, developing skills, knowledge and behaviours which enhance safe participation and which encourage 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 canoeing/kayaking, mapping, orienteering and overnight expeditions.

**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
- Mapping Skills and Orienteering

### **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

# Sustainable Technology

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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:**

- Students will use the STELR equipment to conduct practical investigations
- Students will investigate the topic of sustainability and energy production
- Students will build on the evidence and practical results they generate to improve the design of current renewable energy technologies