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.
Year 9 2017

The Mercy College Year 9 subject handbook is an important part of the course planning and subject selection process. The booklet is designed to inform students and parents 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 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.

Key Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 2017 Subject Handbook Issued</td>
<td>Week of 1st August</td>
</tr>
<tr>
<td>Parent &amp; Student Information Session and Subject Expo</td>
<td>Wednesday 3rd August 7:30 pm McAuley Hall</td>
</tr>
<tr>
<td>Submit a draft of 'My Year 9 2017 Program' to your Junior Mentor Group Teacher</td>
<td>Wednesday 10th August</td>
</tr>
<tr>
<td>Online Subject Selection to be completed by</td>
<td>Friday 12th August</td>
</tr>
</tbody>
</table>

Cut along the following line and return this slip to your Junior Mentor Group Teacher.

<-------------------------------------------------------------------------------------------------->

Year 9 2017 Subject Handbook Acknowledgement

Students and parents are to sign below to acknowledge that they have read the Year 9 2017 Subject Handbook and are aware of the key dates for information sessions and submission of subject selections.

Student: ___________________________________________ Signature: ___________________________________________

(please print)

Parent: ___________________________________________ Signature: ___________________________________________

(please print)
Choosing Subjects

Students undertake a range of compulsory subjects as well as a choice of individual program units that are selected. Compulsory subjects are either for a full year (two semesters) or semester length (two terms). Individual program units are one semester 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 individual program units that are one semester in length. Three of these subjects are undertaken each semester.

Compulsory Subjects
All Year 9 students will study the following:

<table>
<thead>
<tr>
<th>Compulsory Full Year Subjects</th>
<th>Compulsory Single Semester Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>History</td>
</tr>
<tr>
<td>English</td>
<td>Geography and Economics</td>
</tr>
<tr>
<td>Mathematics or Advanced Math</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Languages: Italian or Indonesian</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Wellbeing Program</td>
<td></td>
</tr>
</tbody>
</table>

Individual Program Units
All Year 9 students select which of the following units to study. All students must select six 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 – Humanities, Health & PE and English.

<table>
<thead>
<tr>
<th>Block A – The Arts</th>
<th>Block B – Technology</th>
<th>Block C – Humanities, Health &amp; PE, English &amp; Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Design</td>
<td>Design &amp; Create</td>
<td>It's a Small World</td>
</tr>
<tr>
<td>Dance</td>
<td>Design &amp; Fashion</td>
<td>Justice</td>
</tr>
<tr>
<td>Drama</td>
<td>World Food Traveller</td>
<td>Debating &amp; Public Speaking</td>
</tr>
<tr>
<td>Draw It, Paint It, Print It</td>
<td>Eat Well Be Well</td>
<td>Reading Between the Lines</td>
</tr>
<tr>
<td>Media</td>
<td>Café Culture</td>
<td>Psychology</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>Wonder and Awe</td>
</tr>
<tr>
<td>Theatre Performance</td>
<td></td>
<td>Indonesian</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td></td>
<td>Italian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outdoor Education</td>
</tr>
</tbody>
</table>
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 four 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 Junior Mentor Teacher, Junior School Coordinator, Director of Student Wellbeing, the Director of Learning or a member of the Leadership Team.
- Parents 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 Junior Mentor teacher in the first instance.

Who should you contact with a question?

<table>
<thead>
<tr>
<th>Key Subject Selection Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Learning</td>
<td>Ms Vanessa Folino</td>
</tr>
<tr>
<td>Director of Student Wellbeing</td>
<td>Mrs Michelle McNamara</td>
</tr>
<tr>
<td>Year 9 Wellbeing Leader</td>
<td>Miss Zoe Wood</td>
</tr>
<tr>
<td>Principal</td>
<td>Dr Michelle Cotter</td>
</tr>
</tbody>
</table>

6
Who should you contact with a question?

The table below outlines the compulsory subjects and individual program units available for selection. The names of the Heads of Learning are listed for each subject. These staff should be contacted for further information relating to specifically listed subjects.

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>KLA</th>
<th>HEAD OF LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Ms Loretta Kitch</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>Ms Kay Toll</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Ms Maria Carinci</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Ms Lisa Chiavaroli</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health &amp; PE</td>
<td>Ms Angie Barberi</td>
</tr>
<tr>
<td>Geography and Commerce</td>
<td>Humanities</td>
<td>Ms Jemmah Ind</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>Ms Vanessa Folino</td>
</tr>
<tr>
<td>Indonesian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italian</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Program Units</th>
<th>KLA</th>
<th>HEAD OF LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Design</td>
<td></td>
<td>Ms Caitlin Lamont</td>
</tr>
<tr>
<td>Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw It, Paint It, Print It</td>
<td>The Arts</td>
<td>Ms Allison Perin</td>
</tr>
<tr>
<td>Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design &amp; Create</td>
<td>Technology</td>
<td>Ms Jemmah Ind</td>
</tr>
<tr>
<td>Design &amp; Fashion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Food Traveller</td>
<td></td>
<td>Ms Angie Barberi</td>
</tr>
<tr>
<td>Eat Well Be Well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Café Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s a Small World</td>
<td>Humanities</td>
<td>Ms Vanessa Folino</td>
</tr>
<tr>
<td>Justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>Health &amp; PE</td>
<td>Ms Kay Toll</td>
</tr>
<tr>
<td>Debating &amp; Public Speaking</td>
<td>English</td>
<td>Ms Kay Toll</td>
</tr>
<tr>
<td>Reading Between the Lines</td>
<td></td>
<td>Ms Lisa Chiavaroli</td>
</tr>
<tr>
<td>Indonesian</td>
<td>Languages</td>
<td>Ms Vanessa Folino</td>
</tr>
<tr>
<td>Italian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>Science</td>
<td>Ms Vanessa Folino</td>
</tr>
<tr>
<td>Wonder and Awe</td>
<td>Research Study</td>
<td>Ms Vanessa Folino</td>
</tr>
</tbody>
</table>
Planning Your Year 9 Subjects

Use the following chart to plan your studies for Year 9. Your Junior Mentor Group teacher will provide you with another copy to submit to them.

Name: 
JMG: 
JMG Teacher: 

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Individual Program Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong> RE</td>
<td><strong>Select 6 individual Program Units</strong></td>
</tr>
<tr>
<td>English</td>
<td>Science</td>
</tr>
<tr>
<td>Maths</td>
<td>Language: Italian or Indonesian</td>
</tr>
<tr>
<td></td>
<td>PE</td>
</tr>
<tr>
<td></td>
<td>History or Economics &amp; Geography</td>
</tr>
<tr>
<td></td>
<td>Wellbeing Program</td>
</tr>
<tr>
<td></td>
<td>Block A:</td>
</tr>
<tr>
<td></td>
<td>Block B:</td>
</tr>
<tr>
<td></td>
<td>Block A or B:</td>
</tr>
<tr>
<td><strong>Semester 2</strong> RE</td>
<td>Block A, B or C:</td>
</tr>
<tr>
<td>English</td>
<td>Science</td>
</tr>
<tr>
<td>Maths</td>
<td>Language: Italian or Indonesian</td>
</tr>
<tr>
<td></td>
<td>PE</td>
</tr>
<tr>
<td></td>
<td>History or Economics &amp; Geography</td>
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<td></td>
<td>Wellbeing Program</td>
</tr>
<tr>
<td></td>
<td>Block A, B or C:</td>
</tr>
<tr>
<td></td>
<td>Block A, B or C:</td>
</tr>
<tr>
<td></td>
<td>Block A, B or C:</td>
</tr>
</tbody>
</table>

All students are required to select four individual program units that they would study should their initial selections not be available.

<table>
<thead>
<tr>
<th>Additional Subject Choice #1</th>
<th>Additional Subject Choice #2</th>
<th>Additional Subject Choice #3</th>
<th>Additional Subject Choice #4</th>
</tr>
</thead>
</table>

SIGNATURES: Student ___________________________ Parent ___________________________ JMG Teacher ___________________________
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
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
Mathematics

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
- Algebra and Indices
- Statistics
- Measurement
- Financial Mathematics
- Geometry
- Linear Relationships
- Probability
- Trigonometry

Examples of Learning Activities and Assessment Tasks:

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

Advanced Mathematics

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 3 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 Specialist Mathematics Units 1 & 2.

Duration of study: all year

Topics Studied:

- Pythagoras’ Theorem
- Trigonometry
- Algebra
- Surds
- Geometry
- Linear and Non-Linear Relationships
- Measurement
- Quadratics
- Statistics

Examples of Learning Activities and Assessment Tasks:

- Problem solving tasks
- Projects
- Skills based exercises
- Tests
- Examinations
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
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 / Reading
- Speaking
- Develop writing skills
- Group work
- Research tasks

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 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:** one semester

**Topics Studied:**
- Housing
- Fashion
- Italian cuisine
- Health and fitness
- Italian cinema

**Examples of Learning Activities and Assessment Tasks:**
- Listening / Reading
- Speaking
- Develop writing skills
- Group work
- Research tasks
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 their performance through the application of tactics and strategies in a range of sports.

Learning is achieved through participation in newly introduced games and activities as well as the adaptation 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
- Cheerleading

Examples of Learning Activities and Assessment Tasks:

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

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 look at how life changed with the migration of people from the United Kingdom, particularly to Australia, focusing on cause and effect and the Australian experience as well as the transatlantic slave trade. Students examine the colonisation of Australia and the impact of this on Indigenous people. The development of 'Marvellous Melbourne' is investigated alongside living and working conditions in Australia around the turn of the century. Students 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 & Commerce

In Year 9 Geography, and Economics 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

Contemporary Design

In this unit, students will be introduced to a variety of design fields such as Communication, Industrial and Environmental design. Throughout the unit students learn about design elements and principles and how they are applied to fulfil a stated purpose. In addition, students will develop creative concepts using computer software. Students learn how to create technical drawing systems, visualization drawings and architectural models.

Duration of study: one semester

Topics Studied:

- Logo/ Communication design
- Interior/ Environmental design
- Industrial design

Examples of Learning Activities and Assessment Tasks:

- Development of technical drawing systems
- Application of design elements and principles
- Exploration of Adobe Creative Suite Software
- Visual Analysis

Dance

This semester focuses on dance as an art form. Students are given the opportunity to create and perform work in teams and as a class. Elements of movement, choreographic devices and expression are explored using visual, cultural and musical stimulus. Within this course, there is a lot of freedom of choice: students may choose their dance style, their music, their intention and their art form.

Duration of study: one semester

Topics Studied:

- Technique
- Cultural dance
- Performance assessment and evaluation

Examples of Learning Activities and Assessment Tasks:

- Dance technique
- Group work
- Creative thinking
- Choreography
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
- Grotowski and Poor Theatre
- Physical Theatre

Examples of Learning Activities and Assessment Tasks:

- Scene Studies
- Performance Skills
- Acting and Stagecraft/Production
- Performance Styles

Draw It, Paint It, Print It

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. A folio of work will be used to develop techniques through the use of a variety of media such as: lino and silk-screen printing, drawing media and acrylic paint on canvas. A variety of themes, issues and ideas will be explored in their artworks and students will examine the work of artists who have worked in a similar style or medium.

Duration of study: one semester

Topics Studied:

- Impressionist Lino Print
- Abstract Silk-Screen Print
- Surrealism/Fauvism Drawings
- Pop Art Painting

Examples of Learning Activities and Assessment Tasks:

- Examples of Learning Activities and Assessment Tasks.
- Development of a folio Experimentation with artistic techniques.
- Review and analysis of art works.
- Production of artistic representations.
- Examination
- The students will also undertake a half day tour of Commercial Galleries around the CBD.
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 media and social values. 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 Production
- Film Analysis
- Advertising and Social Values

Examples of Learning Activities and Assessment Tasks:

- Production and understanding design processes
- Media Representations
- Analysis of techniques used to create effective films
- Application to Adobe Premier and Photoshop

Music

In Music, students explore elements of solo and group performance through their chosen instrument. Students will develop their understanding of music through theory, aural training and song writing and composition. Students have the opportunity to perform as an ensemble at the Performing Arts Concert. This subject is ideal for those having instrumental/voice lessons.

Duration of study: one semester

Topics Studied:

- Practice Performance techniques
- Theory and Aural training
- Music Analysis
- Music analysis composition

Examples of Learning Activities and Assessment Tasks:

- Solo and group performance assessment
- Aural training and theory
- Music analysis
- Music in advertising
Theatre Performance
Theatre Performance explores the non-naturalistic styles of Epic Theatre and Theatre of the Absurd. All students explore the dramatic and stagecraft elements of theatre, and then together develop a performance as either cast (acting) or crew (production). Students who participate in the production side of the performance, explore the world of the play through dramaturgy and apply the stagecraft elements to production. They are also expected to participate, as the production team, in the Mercy College Performing Arts Concert. Students have the opportunity to attend a professional production and analyse the application of both dramatic and stagecraft elements in the performance.

**Duration of study:** one semester

**Topics Studied:**
- Understanding, exploring and creating performance in the style of non-naturalism
- Identifying, applying and analysing stagecraft elements and their role in performance
- Development of Expressive Skills (acting)
- Exploration of themes, histories and cultures through dramaturgy (production)

**Examples of Learning Activities and Assessment Tasks:**
- Performance/Production Assessment
- Professional Production Analysis
- Character Development (acting) / Stagecraft (production) Folio
- Examination

Visual Communication Design
In this unit students will be introduced to a range of design fields such as Communication, Environmental and Industrial Design. Students will be introduced to Adobe Creative Suite to refine their designs, whilst working towards a design brief. Students will look at existing examples of visual communications and use appropriate terminology to analyse and discuss designs. Students work with a folio to create a variety of drawings and experimentation of techniques to produce a perfume design, architectural elevation and package design.

**Duration of study:** one semester

**Topics Studied:**
- Perfume bottle
- Package design
- Technical drawing

**Examples of Learning Activities and Assessment Tasks:**
- Folio with exploration of ideas and design process
- Development of design elements and principles
- Analysis of visual communication
- Exploration of computer programs of Adobe Creative Suite
- Technical drawing systems
- Examination
INDIVIDUAL PROGRAM UNITS – BLOCK

Design and Create

This unit aims to develop the students’ practical skills and creativity through the application and use of familiar and unfamiliar materials. Students will investigate and make judgements on how the characteristics and properties of materials and the use of tools and equipment can be combined to create designed solutions. They will respond to the needs within a design brief and investigate and select an increasingly sophisticated range of materials to develop design ideas in the form of a soft toy. Students will also develop a number of complex garment construction techniques and apply these techniques to a functional garment. They will investigate written and pictorial pattern instructions and use this knowledge to work independently through the construction phase. Students will research ethical garment construction and make informed decisions regarding the business of fashion. They will apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate their design ideas.

Duration of study: one semester

Topics Studied:
- Design and construction of a soft toy using unfamiliar fabrics
- Design and construction of an A-line skirt

Examples of Learning Activities and Assessment Tasks:
- Establish a client profile and design brief
- Design and production of soft toy and A-line skirt
- Materials testing
- Production techniques using unfamiliar materials and complex processes and equipment
- Analysis and evaluation of end products and processes used
- Explore inspirations to design a number of possible design options
- Safely conduct appropriate materials testing
Design and Fashion

This unit focuses on the development of a variety of complex garment construction skills. Students will investigate and make judgements on how the characteristics and properties of fibres and fabrics, and tools and equipment can be combined to create designed solutions.

Students will critique the needs and opportunities from a client to develop a detailed design brief. Following an investigation of fashion eras and fashion illustration techniques, students will apply design thinking and creativity to develop a number of design options. Students will choose one option and construct this design to the specifications outlined in the design brief with consideration taken for the production time, cost and risk associated with the production processes. Upon completion, students will evaluate their product and processes against the criteria.

Duration of study: one semester

Topics Studied:
- Design and construction of a retro apron
- Fashion illustration skills
- Construction of a garment using a number of complex production processes such as boning, eyelets, lining and applique

Examples of Learning Activities and Assessment Tasks:
- Establish a client profile and design brief
- Explore inspirations to design a number of possible design options
- Explore fashion illustration techniques to design a number of design options
- Safely conduct appropriate materials testing
- Production techniques using complex processes and equipment
- Analysis and evaluation of end product and processes used
- Establish a client profile and design brief
- Explore inspirations to design a number of possible design options
- Safely conduct appropriate materials testing
- Production techniques using complex processes and equipment
- Analysis and evaluation of end product and processes used
Cafè Culture

This unit focuses on expanding and enhancing students’ skills in food preparation, through practical tasks and activities. Students will investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions. Practical tasks provide the students with an opportunity to investigate and explore creative and aesthetically appealing food presentation through the preparation of Cafe Style products. Students will develop and apply a range of complex food production processes whilst investigating the functional properties of key ingredients and the changes that occur during food preparation and cooking. The course provides students with an overview of Melbourne’s cafe culture and provides an opportunity for students to work together in small teams to achieve common outcomes.

Duration of study: one semester

Topics Studied:

- Food safety and hygiene
- Functional properties of key ingredients
- Cooking methods
- Cake making methods
- Pastry making methods
- Bread making methods

Examples of Learning Activities and Assessment Tasks:

- Portfolio of topic investigations and designs
- Production techniques using complex processes and equipment
- Analysis and evaluations of the end products and processes

Eat Well Be Well

Students will explore the concept of growth and development across the lifespan and the science of food: our physical need for it and how it nourishes and sometimes it harms our bodies. A major focus will be on the nutritional requirements to optimise our health and development. Students will examine the role of both protective and risk nutrients in enhancing personal health. A variety of food preparation and presentation techniques will be covered and a range of foods and recipes will be prepared and evaluated. In demonstrating practical skills, students will design and adapt recipes to suit particular needs and circumstances. Students will research deficiency diseases and illnesses, fad diets, food allergies and sensitivities and make judgements on how the principles of good nutrition influences the creation of food solutions for healthy eating.

Duration of study: one semester

Topics Studied:

- Micro and Macro Nutrients
- Functions of food for a healthy body
- Stages of the lifecycle and nutritional requirements
- Fad diets, food allergies, food sensitivities

Examples of Learning Activities and Assessment Tasks:

- Portfolio of topic investigations and designs
- Production techniques using complex processes and equipment
- Analysis and evaluations of the end products and processes
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:

- Individual country investigations of traditional foods and dishes
- 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:

- Portfolio of Country Investigations
- Production techniques using complex processes, equipment and unfamiliar ingredients
- Analysis and evaluations of the end products and processes used
- Oral presentation of chosen country
- Class World Food Banquet
INDIVIDUAL PROGRAM UNITS – BLOCK C

It’s a Small World

Students examine the cost and benefits of tourism by investigating the effects of people’s travel, recreational, cultural or leisure choices on places, while taking into consideration the implications of this for the future. They also explore the differences in human wellbeing in the local community, throughout Australia as well as world-wide. A study of the the causes and effects of different standards of living is also undertaken including the role and obligations of government and non-government organisations in providing foreign aid to improve human wellbeing.

Duration of study: one semester

Topics Studied:

- Tourism
- Closing the Gap - Human Wellbeing

Examples of Learning Activities and Assessment Tasks:

- Creating and interpreting maps and graphs
- Interpreting data
- Field work
- Research tasks
- Examination

Justice

Students focus on Australia’s legal system, the creation of laws and the rights and legal obligations of Australian citizens as well as significant Australian criminal and civil cases. They also explore ways citizens can influence changes in the law through an investigation into issues relating to Australia and the world and the influence of the media, including social media, in shaping our beliefs and attitudes towards these issues.

Duration of study: one semester

Topics Studied:

- The Court System
- Active Citizenship

Examples of Learning Activities and Assessment Tasks:

- Interpreting and applying case studies
- Interpreting data
- Campaign to raise awareness of an issue
- Research tasks
- Examination
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, 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
- Examination
Debating and Public Speaking

This subject aims to increase the confidence of the participants in any situation which involves speaking to a group. Students will learn how to express themselves orally in a structured and organized manner, paying close attention to the language features required to suit particular contexts, audiences and purposes. Specific contexts studied will include debating and speeches in both formal and informal situations. Students will learn and practise how to incorporate visual aids; vary tone, volume and intonation for specific effect; use pace, pauses and body language; and involve the audience in the context of the speech.

Duration of study: one semester

Topics Studied:

1. Making a Speech
2. Debating
3. Voice Choir

Examples of Learning Activities and Assessment Tasks:

- Develop skills and strategies for presenting to an audience
- Orally present to audiences
- Analyse and review oral presentations

Reading Between the Lines

Reading Between the Lines seeks to introduce students interested in reading to some of the classics of literature in English.

The unit differs to English in that the focus is solely on texts – novels, plays, poetry and films – and the challenge for students is to understand how authors use their writing and manipulate language to present or explore certain views and values. These views and values are determined by many factors and students are invited to participate in the discussion of these ideas and respond at this deeper level.

Duration of study: one semester

Topics Studied:

1. Text Study: Much Ado About Nothing, a film adaptation of the play by William Shakespeare
2. Text Study: Of Mice and Men, the novel by John Steinbeck
3. Poetry Unit – Research/Analysis/Oral Presentation

Examples of Learning Activities and Assessment Tasks:

- Read diverse texts
- Analyse the audience and purpose of texts
- Respond orally to texts
- Develop different writing styles
- Examination
Languages: Indonesian

Indonesian aims to provide an enriching experience of the Indonesian language and culture. The text forms the basis for the study of language and topics and provides material for written and oral responses. Activities promote authentic communication in Indonesian through reading, writing, speaking and listening. Students develop their writing skills in areas such as journal, letter and descriptive writing. Their listening and speaking skills are developed through role plays and dialogues. Students’ understanding of the culture of Indonesia is enhanced through various topics.

Duration of study: one semester

Topics Studied:

- Daily life
- The environment
- Tourism
- Religion
- The Arts

Examples of Learning Activities and Assessment Tasks:

- Explore Indonesian culture
- Listen, read and respond to texts
- Speak in meaningful situations
- Participate in role plays
- Develop writing skills
- Tests
- Examinations

Languages: Italian

The Italian course aims to provide an interesting and enriching experience of the Italian language and culture. Students continue to build on their language skills in the areas of listening and speaking, reading and writing, so that they can communicate effectively in speech and writing. Their text forms the basis for study of language and topics and provides material for written and oral responses. Students listen to dialogues and read passages which they summarize, explain and refer to in order to express opinions. They develop different writing styles including journal and letter writing, descriptive and creative writing. Culture is an important component of the students’ study. They are exposed to different elements of Italian culture from an historical and social perspective; these include relationships, technology, environment, travel, further education and work.

Duration of study: one semester

Topics Studied:

- Relationships
- Technology
- Environment
- Travel
- Further education
- Work

Examples of Learning Activities and Assessment Tasks:

- Explore Italian culture
- Listen, read and respond to texts
- Speak in meaningful situations
- Participate in role plays
- Develop writing skills
- Tests
- Examination
Psychology

This unit introduces students to three specialist areas of Psychology: Psychology as a Science, Neuropsychology and Forensic Psychology. As well as developing key knowledge and subject specific language, students develop skills such as the ability to: use scientific processes to investigate hypotheses, research and present what is known on a choice of mental illnesses/trauma/disorders on behaviour and thought processes, apply theories and facts to analysing case studies and everyday situations, and critically analyse a media source and apply psychological knowledge to it.

**Duration of study:** one semester

**Topics Studied:**

- Introduction to Psychology
- Neuropsychology
- Forensic Psychology

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

- Areas of Psychology test
- Research methods test
- Mindfulness research report
- Thinking and feeling activities
- Mental illness and brain injury assignment
- Forensic Psychology case study

Wonder and Awe

This subject will enable students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student’s Year 10 program.

Through this study, students have the opportunity to develop their capacity to explore, justify and defend their research findings in both oral and written forms.

**Duration of study:** one semester

**Topics Studied:** dependent on student choice

**This subject is designed to enable students to:**

- develop and construct a rigorous research question
- understand and apply research methods
- explore a chosen area of investigation in depth
- develop as independent, critical and reflective learners
- develop research project management knowledge and skills
- analyse and evaluate findings and results
- develop skills in written and oral presentation of research findings