



Curriculum Handbook

YEAR 9 2026





Contents

Contents	3	Electives Block A	20
Introduction	4	Art	21
Subjects	5	Media	21
Drafting a Program	6	Music Performance (Rock Band)	22
Assessments and Reporting	6	Theatre Studies (Dance/Drama)	22
Full Year Subjects	7	Visual Communication Design	23
Religious Education	8	Electives Block B	24
English	9	Food Studies (World Food Traveller)	25
Health and Physical Education	10	Product Design (Design and Create)	25
Humanities	11	Electives Block C	26
Languages: Indonesian	12	Business and Commerce	27
Languages: Italian	13	Creative Writing	27
Mathematics	14	Outdoor Education	28
Advanced Mathematics	15	STEM Sustainable Technology	28
Science	16	Notes	29
Immersion Program	17	Planning your Year 9 Subjects	30
Wellbeing Program	18		
Semester Length Subjects	19		

Introduction

From our Principal - Lila McInerney

At Mercy College, we continue to cultivate a culture that promotes deep and purposeful learning. Guided by the Vision for Instruction from Melbourne Archdiocese Catholic Schools, we believe that “Every student is inspired and enabled to flourish and enrich the world”. This vision reflects our commitment to nurturing students who are curious, capable, and confident in their pursuit of knowledge and personal growth.



Dear Parents/ Guardians and Students,

Our world continues to evolve rapidly, presenting both exciting opportunities and complex challenges. In this dynamic environment, successful young people will be confident, creative, and independent learners - self-directed, ethical, spiritually grounded, and emotionally intelligent. They will be effective communicators, literate and numerate, able to collaborate and thrive in an interconnected global community. Above all, they will be compassionate and responsible citizens, committed to building a just and caring world.

Year 9 marks a significant stage in a student's educational journey - a time of growth, exploration, and increasing independence. It is a year filled with opportunities to deepen learning, discover new interests, and develop the skills and dispositions needed for future success. At Mercy College, we offer a comprehensive and balanced curriculum that lays strong foundations for academic achievement and personal development.

Our Year 9 Curriculum Handbook is a key resource in the course planning and subject selection process. It outlines the requirements and expectations for Year 9 study and provides an overview of both core and elective subjects. These offerings are designed to challenge students to think critically, engage deeply, and explore meaningful questions and ideas.

When selecting subjects, students are encouraged to reflect on their strengths, interests, and aspirations. A well-rounded learning program - one that offers both breadth and depth - supports students in developing the knowledge, skills, and values needed to contribute positively to society.

In addition to academic learning, our curriculum is enriched by wellbeing programs, co-curricular activities, and whole-school celebrations - cultural, sporting, and religious - that foster community, creativity, and character. These experiences are integral to the holistic education we provide at Mercy College.

We believe in the power of partnership between home and school. Strong, collaborative relationships are essential to the academic and personal growth of every student. By working together as a united Mercy community, we can support our young people to flourish and reach their full potential.

We look forward to walking alongside you in this important year, as we guide and support our students to realise their goals and embrace the possibilities ahead.

Lila McInerney
College Principal

Subjects

Students undertake a range of compulsory subjects. Compulsory subjects are either for a full year (two semesters) or semester length (two terms).

At Mercy College, Year 9 students undertake six compulsory year-long subjects and two semester length compulsory subjects.

In 2026, all Year 9 students will study the following:

Full Year Subjects

Religious Education

English

Health and Physical Education

Humanities

Immersion Program

Languages: Indonesian or Italian

Mathematics or Advanced Mathematics

Science

Wellbeing Program

Year 9 students must also choose six elective subjects. Each elective subject is studied for one semester (two terms). Three elective subjects are undertaken each semester.

Individual program unit selections must include:

- at least one unit from Block A – The Arts
- at least one unit from Block B – Technology
- one other unit from either Block A – The Arts or Block B - Technology
- three other elective units from either Block A – The Arts, Block B – Technology or Block C – Other

Block A - The Arts

Art

Media

Music Performance (Rock Band)

Theatre Studies (Dance/Drama)

Visual Communication Design

Block B - Technology

Food Studies (World Food Traveller)

Product Design (Design and Create)

Block C - English, Humanities, Health and Physical Education, Science

Business and Commerce

Creative Writing

Outdoor Education

STEM 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 proactive in seeking out information about subjects, before they make final subject selection decisions.
- In addition to choosing six elective subjects, students also need to identify three reserve elective subjects 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 Wellbeing Teacher, Learning and Wellbeing Leader, Director of Student Wellbeing and Faith, the Deputy Principal or a member of the Leadership Team.
- Parents/Guardians and students are required to sign the 'Planning Your Year 9 Subjects' selection form.

Some subject choices may not be possible and some subjects not offered, due to reaching maximum class sizes, under or over subscription, or timetable clashes. In these instances, 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 Wellbeing teacher in the first instance.

Assessments and Reporting

Student assessment seeks to promote a positive attitude towards learning and to encourage the pursuit of personal excellence. It gives students advice on what they have done well and suggests strategies for further improvement. As such, assessment practices at Mercy College focus upon the positive aspects of student learning and provide the basis for further learning. Subject teachers, Learning and Wellbeing Leaders and Learning Area Leaders, continually monitor student performance and progress within the classroom.

A variety of assessment practices are embedded into the Year 9 curriculum, which are highlighted on each subject page. All the assessment practices, plus observations, provide the basis on which teachers report student progress.

Learner Expectation Reports

Learner Expectation Reports are designed to provide feedback on a range of areas related to a student's learning, study habits and overall progress. These reports are made available to families during Terms One and Three, prior to Parent-Teacher-Student Conferences.

Semester Reports

Semester reports are designed to provide feedback on a range of areas related to a student's learning across all subjects studied during the semester. These reports also provide an overview of the College's Wellbeing Program and feedback related to each student's overall approach to learning and their involvement in College events and co-curricular activities.



*Full Year
Subjects*

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. Students examine 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. Students also 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 a 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:

- Full 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
- Examination

English

The Year 9 English course is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts.

Duration of study:

- Full year

Topics Studied in Semester One:

- Reading and Exploring Texts: Collection of short films
- Persuasive Language
- Reading and Exploring Texts: The novel *By The River*, by Steven Herrick
- Shakespeare: His life and times

Topics Studied in Semester Two:

- Reading and Exploring Texts: the play *Romeo and Juliet*, by William Shakespeare
- Presenting a Point of View
- Exploring Argument
- 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

Health and Physical Education

This Year 9 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 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. 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. In addition, students will explore health promoting strategies as a healthful lifestyle to which provides the means to lead a full life with meaning and purpose.

Duration of study:

- Full 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

Humanities

In the Year 9 Victorian Curriculum, Humanities builds on students' study of four subject areas: History, Business and Economics, Geography and Civics and Citizenship.

In their study of History, students evaluate the significant historical events, developments and ideas that shaped the modern world. Students investigate the key social, cultural, economic and political features of Australian society in the 19th and 20th centuries by considering how significant events such as the Gold Rush, Federation and World War I have shaped society today.

Students also consider how the Australian economy is performing and the importance of its interactions and relationships with the global economy in achieving growth and prosperity. This includes the significance of trading relationships in supporting prosperous outcomes for the economy and business sector.

In their study of Civics and Citizenship, students consider the key features of Australia's court system, as well as the principles of justice and the age of criminal responsibility.

In their study of Geography, students study Global Biomes, and the impact of these on both regional and global food security.

Duration of study:

- Full Year

Topics Studied in Semester One:

- History
 - Gold Rush
 - World War One
- Economics and Business
 - Managing Money
 - Economic Cycle

Topics Studied in Semester Two:

- Geography
 - Food Security
 - Global Biomes
- Civics and Citizenship
 - Key features of Australia's court system
 - Principles of Justice
 - Age of Criminal Responsibility

Examples of Learning Activities and Assessment Tasks:

- Source analyses and comparisons
- Research tasks
- Extended responses

Languages: Indonesian

In the Year 9 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:

- Full year

Topics Studied:

- Weekend Plans
- Directions
- Indonesian cuisine
- Film and Entertainment
- Holidaying in Indonesia

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

The Year 9 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 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:

- Full year

Topics Studied:

- Celebrations in Italy
- Fashion
- Italian Cuisine
- Migration
- Film Study

Examples of Learning Activities and Assessment Tasks:

- Listening and Viewing comprehension
- Reading and Viewing comprehension
- Writing
- Speaking

Mathematics

The Year 9 Mathematics course is made up of six content strands: Number, Algebra, Measurement, Space, 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:

- Full year

Topics Studied:

- Reviewing Numbers with CAS
- Expressions and Linear Equations
- Linear Relationships
- Pythagoras' Theorem and Trigonometry
- Measurement
- Indices
- Probability and Statistics
- Algebraic Techniques
- Geometry (10) - HeadStart

Examples of Learning Activities and Assessment Tasks:

- Tests
- Summary notes
- Modelling tasks
- Problem solving tasks
- Investigations
- Calculator skills
- Technology and computational thinking

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 Mathematics teacher and/or can apply in Term Three.

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

The Year 9 Advanced Mathematics course is made up of six content strands: Number, Algebra, Measurement, Space, 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:

- Full year

Topics Studied:

- Expressions and Linear Equations
- Linear Relationships
- Pythagoras' Theorem
- Trigonometry (10)
- Geometry (10)
- Indices
- Measurement (10)
- Algebraic Techniques
- Introduction to Quadratic Equations and Graphs
- Probability and Statistics
- Surds (10A) - HeadStart

Examples of Learning Activities and Assessment Tasks:

- Tests
- Summary notes
- Modelling tasks
- Problem solving tasks
- Investigations
- Calculator skills
- Technology and computational thinking

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:

- Full 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

Immersion Program

As a College, we are committed to holistic student development. We recognise the importance of experiential learning in fostering deeper understanding and engagement with curriculum content.

In 2026, we will introduce the Year 9 Immersion Program, aimed at providing students with enriching experiences aligned with the various learning areas of the curriculum.

This program will allocate one day per cycle throughout the academic year for immersive excursions/incursions, expanding students' horizons beyond the classroom.

Objectives:

1. Enhance students' understanding of curriculum content through hands-on, real-world experiences.
2. Foster interdisciplinary connections by integrating learning across multiple subjects.
3. Promote student engagement and enthusiasm for learning through immersive activities.
4. Support the development of critical thinking, problem-solving, and social skills in authentic contexts.
5. Cultivate a sense of curiosity, empathy, and global awareness among students.

Program Structure:

The Year 9 Immersion Program will encompass a series of excursions and/or incursions designed to complement and extend classroom learning across the following learning areas:

- English
- Humanities
- Health and Physical Education
- Maths/Science
- Religious Education (RE)
- Arts/Technology
- Languages

Each learning area will be allocated approximately three immersive experiences throughout the academic year, totalling approximately 20 experiences. These experiences will take place on designated immersion days, ensuring minimal disruption to the regular timetable while maximising the benefits of experiential learning.

Wellbeing Program

The Wellbeing Program at Mercy College provides our students with the opportunity to build positive wellbeing in order to support the full flourishing of every individual.

This starts with our C.L.E.A.R Wellbeing Program which is facilitated through our daily wellbeing period. The pillars of this program are Community, Learning, Emotional Intelligence, Agency, and Relationships.

The program aims to foster a:

- CLEAR sense of wellbeing
- CLEAR understanding of how to support student wellbeing
- CLEAR ability to use these skills now and when students leave school

Duration of study:

- Full year

Topics Studied:

- Emotional literacy
- Personal strengths
- Positive coping
- Problem solving
- Stress management
- Help seeking
- Gender and identity
- Positive gender relations

Examples of Learning Activities and Assessment Tasks:

- No assessment tasks



*Semester
Length
Subjects*



Electives Block A

Block A

Art

The Year 9 Art course exposes students to a wide range of 2D and 3D art studies. Students will develop an awareness of the historical and cultural contexts of artists and their art movements; the materials, techniques and processes of various artforms, art elements and principles; develop an artistic vocabulary and understand specific terminology.

Students will produce a folio of work incorporating the following techniques: ceramics, lino printing, various paints including acrylic and high flo, and digital formats.

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, Abstract Expressionism and Pop Art.

Duration of study:

- One Semester

Topics Studied:

- Art Period: Surrealism
- Art Period: Abstract Expressionism
- Art Period: Pop Art

Examples of Learning Activities and Assessment Tasks:

- Surrealist Ceramic Tile
- Abstract Expressionist Painting
- Pop Art Lino Print

Media

The Year 9 Media course exposes students to a range of media products and media forms, whilst understanding the various codes and conventions that are associated with these.

Students will analyse these codes and conventions in an established film, as well as their own film production. Students will also undertake their own personal production, that will involve showcasing their learning in the media production process.

Students will use design software to create media products, with particular emphasis on creating meaning in response to their own personal production. 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 and Print Media Production

Examples of Learning Activities and Assessment Tasks:

- Film analysis task
- Film production
- Print media production

Block A

Music Performance (Rock Band)

The Year 9 Rock Band course explores how to start a rock band. Students learn basic skills which allow them to play various rock band instruments, including the keyboard, electric guitar, bass guitar, drum kit or voice. Students choose an instrument to specialise in. They learn the role of the sound equipment used in a rock band, including how to set up the equipment and how to tune their instruments.

In a group, students arrange, practice and perform a rock song at the end of the semester. These are then recorded in the recording studio. Students also learn relevant musical theory and aural and complete a rock song analysis. This subject is suitable for all students who love music, including 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

Theatre Studies (Dance/Drama)

This semester based course mainly focusses on drama production analysis and theatrical performance. Students will be analysing production elements of a given performance text. These production elements include lighting, staging, acting, choreography, sound and costumes.

There will also be a focus on the roles and responsibilities in realising a theatrical performance. The roles studied include director, scriptwriter, producer, choreographer, sound and lighting designer, and backstage crew.

Students will present a performance based on their own devised scenario and script construction, to a live audience. They will model all roles including director, producer, choreographer, sound and lighting design, and backstage crew. After students present their own group created performances, they will reflect on the process of creating a devised performance based on structured questions.

Duration of study:

- One Semester

Topics Studied:

- Drama Production Analysis
- Roles In Theatrical Performance
- Performance and Analysis
- Theatrical performance Production Analysis.

Block A

Visual Communication Design

The Year 9 Visual Communication Design course develops 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 working to design briefs, through the application of the design process, in a variety of design fields.

Duration of study:

- One Semester

Topics Studied:

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

Examples of Learning Activities and Assessment Tasks:

- Design folio task
- Technical drawing



Electives Block B

Block B

Food Studies (World Food Traveller)

The Year 9 World Food Traveller course introduces students 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
- Applying the Design Brief
- Food Sustainability

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

Product Design (Design and Create)

The Year 9 Design and Create course engages students 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 unfamiliar 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, and then use these skills to produce the final design.

Duration of study:

- One Semester

Topics Studied:

- Environmental issues in the Textiles industry
- Design and construction of a product

Examples of Learning Activities and Assessment Tasks:

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



Electives Block C

Block C

Business and Commerce

In Year 9 Economics and Business, students explore the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources.

It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future.

Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

Duration of study:

- One Semester

Topics Studied:

- Resource allocation and making choices
- Consumer and financial literacy
- Laws and citizens
- Enterprising behaviours and capabilities

Examples of Learning Activities and Assessment Tasks:

- Source analyses and comparisons
- Research tasks
- Extended responses
- Presentations
- Tests

Creative Writing

This Year 9 subject introduces students to different forms of creative fiction and non-fiction texts, and how these text forms have developed over time.

Students will explore a range of mentor texts and examine key features such as structure, theme and language techniques. Students will aim to replicate the forms of these texts in their own writing, including both written assessments and multimodal projects that focus on students' areas of interest.

The Creative Writing course will help to enhance creative writing skills, which extends and prepares students for Year 10 English.

Duration of study:

- One Semester

Topics Studied:

- What is creative writing?
- The history of fairy tales and changes over time
- Podcasting as a literary text

Examples of Learning Activities and Assessment Tasks:

- Reading and analysis of mentor texts
- Planning, drafting and publishing of creative fiction and nonfiction texts
- Presenting multimodal assessments

Block C

Outdoor Education

This Year 9 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 of any of the scheduled excursions or overnight expeditions.

Duration of study:

- One Semester

Topics Studied:

- Bushwalking
- 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

Notes

[illegible]

Planning your Year 9 Subjects

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

NAME:	WELLBEING CLASS:	WELLBEING TEACHER:
-------	------------------	--------------------

SEMESTER	COMPULSORY SUBJECTS							ELECTIVES
SEMESTER 1	RELIGIOUS EDUCATION	ENGLISH	HEALTH AND PHYSICAL EDUCATION	LANGUAGES: INDONESIAN OR ITALIAN	MATHS OR ADVANCED MATHS	SCIENCE	HUMANITIES	BLOCK A :
								BLOCK B:
								BLOCK A, B or C:
SEMESTER 2	RELIGIOUS EDUCATION	ENGLISH	HEALTH AND PHYSICAL EDUCATION	LANGUAGES: INDONESIAN OR ITALIAN	MATHS OR ADVANCED MATHS	SCIENCE	HUMANITIES	BLOCK A, B or C:
								BLOCK A, B or C:
								BLOCK A, B or C:

All students are required to select three additional reserve elective subjects that they would like to study, should their initial selections not be available.

ADDITIONAL SUBJECT CHOICE 1	ADDITIONAL SUBJECT CHOICE 2	ADDITIONAL SUBJECT CHOICE 3

SIGNATURES:

STUDENT:	PARENT/GUARDIAN:	WELLBEING TEACHER:
DATE:	DATE:	DATE:



Melbourne Archdiocese
Catholic Schools



Mercy College
760 Sydney Road Coburg VIC 3058
P +61 3 9319 9299
E info@mercycoburg.catholic.edu.au
Mercy Diocesan College: CRICOS 02227J

mercycoburg.catholic.edu.au