

THE CITY SCHOOL FOR GIRLS

SUBJECT SELECTION HANDBOOK
YEAR 9 STUDENTS MIDDLE SCHOOL
2023

SYNERGY 
YR 9 Program



ACADEMY
OF MARY IMMACULATE

88 Nicholson St Fitzroy VIC 3065 | academy.vic.edu.au



VISION

To be a premier learning community recognised for developing young women of integrity and purpose who are empowered by the values of Mercy, creativity, and social justice in pursuit of academic and personal success.

We aspire to be valued as an authentic and inclusive community, faithful to the teachings of Jesus, the mission of the Catholic Church and the spiritual tradition of the Sisters of Mercy.

MISSION

Through our contemporary educational philosophy, we provide ambitious learning programs and co-curricular opportunities that utilise the rich resources of the City of Melbourne. These programs build on the legacy of our founder, Ursula Frayne, and our Catholic identity to enrich our students' spirituality and their capacity for positive change. Our emphasis on student wellbeing develops confident contributors and strengthens engaged learning.

VALUES

By living our values day-to-day, Academy girls discover what is important and can face each life challenge knowing they have the skills to make the best choice in each situation. From small personal actions to broader community and global initiatives, these six transforming values of Mercy are:

COMPASSION

At Academy, compassion and empathy lead to life-enhancing action.

COURAGE

At Academy, courage means taking a stand in the face of risk, sustained by our faith and trust in God.

HOSPITALITY

At Academy, hospitality is being a welcoming, inclusive community where we open our hearts and extend generosity.

JUSTICE

At Academy, justice and mercy are partners when forming relationships and building a strong community.

RESPECT

At Academy, we show respect for ourselves, to others, and care for the Earth – our common home.

SERVICE

At Academy, we use our gifts and talents to positively enhance the experiences of those around us.

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MESSAGE FROM THE PRINCIPAL



Dear Parents/Guardians,

At the Academy of Mary Immaculate, we strive to adhere to our mission of providing rich and challenging educational experiences for the students in our care.

The College is proud to be continuing the Year 9 Synergy Program, first offered in 2015. This program of creative and student centred learning complements our regular program of core and non-core subjects. Our Year 9 program provides students with learning that is innovative, challenging and rigorous. In the inquiry based experiential components of the Synergy Program, our Year 9 students have the opportunity to develop their capacity to work collaboratively and to enhance their personal learning and problem solving skills.

In the regular Year 9 studies, students will develop their knowledge and understanding of the core subjects that will form the basis of their senior VCE studies.

The non-core subjects allow for students to select interest based subjects that will cater for a student's particular interest and possible career pathways.

This booklet includes information about Year 10 studies to assist students and their parents to plan suitable courses of study. The Middle School curriculum provided by the College is designed to offer all students the opportunity to experience all Key Learning Areas while, at the same time, specialising in those areas in which a student may have a particular talent or interest.

I invite you to read the information carefully to gain an understanding of the structure of the Middle School Program, and to assist you in making informed decisions.

Sr Mary Moloney rsm
Principal

MIDDLE SCHOOL CURRICULUM STRUCTURE

DEFINITIONS

A core Unit is a compulsory unit of study. A non-core Unit is chosen by the student. The Key Learning Areas refer to the broad groups of subjects. The Key Learning Areas (KLAs) are Religious Education, English, Mathematics, Science, Visual Arts, Performing Arts, Humanities, Languages, Technology and Health and Physical Education.

GENERAL REQUIREMENTS

Year 9 Core and Non-core Units

Religious Education, English, Mathematics, Health and Physical Education, Science, Humanities and Language are core units.

Year 9 Students are required to study Language units from one of Japanese, French or Italian.

Students who chose to study Year 9 Mathematics at they Advanced level remain in the regular Year 9 Mathematics classes. The class work and assessment program the undertake is designed to prepare them for Year 10 Mathematics Methods Pathway. Year 9 students who study Mathematics at the regular level will progress to Year 10 Mathematics General Pathway in the following year.

The units offered in Visual Arts, Performing Arts and Technology are non-core units. These are semester length units.



An exciting and innovative program that challenges Year 9 students to bring together learning from all subjects to produce high quality investigations and projects.

Synergy and the Year 9 Core Subjects

The Synergy program will be presented to one Mentor Group at a time for the period of an eight-week cycle. The students will study their core subjects of Religious Education, English, Mathematics, Science, Humanities and Physical Education over a period of four of the five cycles.

Many of the skills that students learned in the Core subjects are incorporated into the Synergy program. The methods of Inquiry Learning and the problem solving and research skills that students develop will enhance their capacity to meet the learning challenges of the senior years of schooling and beyond. The program develops the students' capacity to become more independent learners, thinking creatively and critically, while communicating and collaborating with a variety of people.

Finally, and importantly, the higher levels of interest, motivation and engaged learning in the Year 9 Synergy Program will form solid foundations for future educational success.

Year 9 Students will study their Language, Health and Positive Education and their non-core units across all four terms. For the homeroom that is engaged in the Synergy Program, the students will spend 39 periods per fortnight on the Program, 3 periods per fortnight on Health and Positive Education, 6 periods on Language and 6 periods on their three chosen non-core units.

Synergy and the Extra-curricular Activities

Students in the Year 9 Synergy Program will be able to participate in all of the usual extra-curricular activities offered at the College.

All Year 9 students will participate in the Year 9 camp. Interested Year 9 students will be able to participate in activities such as Private Instrumental Music lessons, the various choirs and music ensembles, the various inter school sporting competitions, debating competitions etc. in the normal manner.

LEARNING ENHANCEMENT SUPPORT

The Learning Enhancement Team at Academy understand and value the fact that each student learns differently. During the Senior Secondary stages of schooling, The Learning Enhancement Team continue to work in partnership with the students, parents and their teachers. Support is customised to reflect individual student learning, wellbeing or physical needs. The Learning Enhancement Team implement and monitor adjustments for continued growth and work closely with our young women in building their independence and self-efficacy. The emphasis of support is predominately related to reading, writing and speaking related learning tasks.

SUMMARY OF UNITS/CODES | COURSE SELECTION

INFORMATION

The following checklist is a step by step guide to ensure successful selection of a Middle School program for **2022–2023**. Students are encouraged to keep track of their progress this way.

- Do I understand all the requirements I have to meet?
- Have I read about all the electives offered by each Key Learning Area?
- Have I used the sample selection form to draft my choices?
- Do I understand that not all units may be available?
- Did I remember to choose 'emergency' units?
- Due date for On Line Submission: **Midnight Friday, 26 August.**

SUMMARY

CORE UNITS

RELIGIOUS EDUCATION

Year 9 Religious Education	09REL
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ENGLISH

Year 9 English	09ENG
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MATHEMATICS

Year 9 Mathematics	09MTH
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SCIENCE

Year 9 Science	09SCI
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HUMANITIES

Year 9 Humanities	09HUM
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HEALTH AND PHYSICAL EDUCATION

Year 9 Health	09HED
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Year 9 Physical Education	09PED
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LANGUAGES

French: Year 9 Semester 1	09FRE1
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French: Year 9 Semester 2	09FRE2
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Italian: Year 9 Semester 1	09ITA1
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Italian: Year 9 Semester 2	09ITA2
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Japanese: Year 9 Semester 1	09JAP1
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Japanese: Year 9 Semester 2	09JAP2
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THE SUBJECT SELECTION PROCESS

NON-CORE UNITS

PERFORMING ARTS

The Craft of Acting	09PCA
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MUSIC

Music Performance	09PMP
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VISUAL ARTS

Sculpture	09VSC
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Printmaking	09VPR
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Textile Design & Construction	09VTD
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Digital Art & Photography	09VDA
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TECHNOLOGY

Multimedia & Design	09TMD
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FOOD STUDIES

Focus on Food	09TFF
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RADICAL WOMEN

	09RAD
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HUMANITIES

Economics & Business	09ECO
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ON-LINE SUBMISSION OF YEAR 9 NON-CORE SELECTIONS.

All Year 8 students will receive an email with an individual Login & Password to the **On Line Subject Preferences Portal**.

The Students have until midnight **Friday, 26 August** to enter their preferences. The Students must enter one unit for each pull down menu.


When students have entered their On Line Subject Preferences for the last time, they must print a Subject Preference Receipt. This Subject Preference Receipt must be signed by both the student and a parent. Please return *both* the signed Subject Preference Receipt and the Subject Selection Form 2021 to the College Timetabler.

The students will only enter their non-core preferences for their Year 9 studies. The On Line Preference Website will also require the girls to submit two reserve preferences. These reserve preferences will be used by the timetabler in the case of a subject clash or in the case of a decision by the College not to run a subject.

In the event of a subject clash, the timetabler will allocate the student to an appropriate unit.

TERM 4

All students will receive final confirmation of their non-core enrolment and a booklist for 2022 in Term 4.



Deadline to enter
NON-CORE
preferences
online is:
**midnight – Friday,
26 August 2022**



ACADEMY SAMPLE SELECTION FORM: YEAR 9 2023

Name _____ Mentor Group _____

You are required to select ONE Language Study. Students who wish to study more than one language must meet with Ms Dickson to discuss this option.

YEAR 9 2023	
Language Preference Whole year unit Tick One Box Only	<input type="checkbox"/> French <input type="checkbox"/> Italian <input type="checkbox"/> Japanese
Non-core Preferences Semester based units No. 1 to 4 in order of preference	<input type="checkbox"/> Craft of Acting <input type="checkbox"/> Digital Art & Photography <input type="checkbox"/> Economics & Business <input type="checkbox"/> Focus on Food <input type="checkbox"/> Multimedia & Design <input type="checkbox"/> Music Performance <input type="checkbox"/> Printmaking <input type="checkbox"/> Radical Women <input type="checkbox"/> Sculpture <input type="checkbox"/> Textile Design & Construction
Semester based unit Reserve 1 Write name of one non-core unit	
Reserve 2 Write name of one non-core unit	

CORE UNITS

RELIGIOUS EDUCATION
ENGLISH
MATHEMATICS
SCIENCE
HUMANITIES
PHYSICAL EDUCATION
LANGUAGES

RELIGIOUS EDUCATION

The study of Religious Education at the Academy of Mary Immaculate aims to allow students to:

- Develop their intellectual and spiritual potential.
- Gain access to the Scriptures, traditions of the Catholic community and the Charism of Catherine McAuley and the Sisters of Mercy.
- Respond to the activity of God in their lives and develop an ethical framework for resilient participation in society.

The study of Religious Education aims to allow students to:

- Develop their intellectual and spiritual potential
- Given access to the Scripture traditions of the Catholic community and the Charism of Catherine McAuley and the Sisters of Mercy
- Respond to the Activity of God in their lives and develop an ethical framework for resilient participation in society

The Year 9 Religious Education course consists of two cycles of intense 'immersion' units, one cycle of research on a topic arising from the immersion units and a fourth cycle in which students present their responses to their inquiry projects.

The immersion units include: *How the Early Christian Community Grew*, *Voices for Justice: Biblical and Modern Day Prophets*, *The Church in Melbourne and Images of Good and Evil*. In developing their major research task, the students will develop their own compelling question. They will identify their current thinking and feelings and bring these into an encounter with the broad community perspectives and the perspectives of the Catholic Church. In the conclusion of the research project the students will be challenged to discern how their research has called them to a deeper relationship with others and with God. The course also includes three reflection days. In this extended format, the students are able to consider issues of justice and injustice in the local and wider community and how they relate to Scripture, Church documents and the six Mercy values articulated by our College.

Assessment in Year 9 Religious Education includes the presentation of the major research project, folios of work on the immersion units and short answer tasks.

ENGLISH

The Year 9 English course uses literature as a basis for focused work in the areas of reading, writing, and oral communication. During Semesters One and Two students read, study, and respond to the novel *Of Mice and Men*, the poetry anthology *Poetry Reloaded* and the film *The Truman Show*. Using the textbook *For and Against* they also analyse how writers use language to persuade. Students learn to write in a variety of genres and gain experience in speaking formally in public, while

the rules of grammar are taught as tools to aid communication.

MATHEMATICS

The study of mathematics enables students to acquire the mathematical knowledge, ways of thinking and confidence to use mathematics to:

- conduct everyday affairs, e.g. monetary exchange, planning and organising events and measuring
- make informed decisions at the personal, community and vocational level
- engage in the mathematical study needed for further education and employment

The Year 9 Mathematics course includes practical activities, problem solving, investigations and skill exercises designed to enhance the students' understanding of concepts and develop skills in the following areas of study: Number, Algebra, Measurement, Geometry and Statistics.

The course aims to give students an appreciation of the development and power of mathematics and to assist students to recognise the many areas in which mathematics is relevant to them.

The course includes the following areas of study:- recognise, demonstrate and calculate using the rule of Pythagoras; construct and solve linear equations including simultaneous pairs graphically and algebraically, recognise and apply linear rules to real situations and to sketch and interpret a variety of forms of linear graphs; express generality and manipulate expressions using the basics of both linear and quadratic algebra; explore number and develop skills using index laws and scientific notation; use the concepts of similarity and of scale ratio to establish the basic trigonometry rules and apply these to simpler cases involving right angled triangles.

Students undertake skill tests, carry out problem solving tasks and complete investigation assignments.

Technology continues to be an integral element of mathematics teaching and learning. The technologies accessed include, Problemo, Maths300, My Maths Online and scientific calculators.

ADVANCED MATHEMATICS

At Year 9, students can elect to study the Year 9 Mathematics Course at an advanced level. The topics studied are the same as the Year 9 Mathematics course. The students will engage in more demanding levels of practical activities, problem solving, investigations and skills exercises to develop stronger understanding of concepts in the areas of study. Students will complete Extension work and be assessed separately from the Standard Mathematics.

Students who wish to undertake Year 10 Mathematics (Methods Pathway) must complete the Year 9 Advanced Mathematics course.

MATHEMATICS ENRICHMENT

Students who have mastered Maths Pathway modules through to Year 10 level by the end of Year 8 may be invited to complete Year 10 Methods Pathway as their Year 9 Mathematics study. Students who participate in the program will complete the following program:

Year 9	Year 10
10 Methods Pathway	Mathematical Methods 1-2
First Year of VCE	Second Year of VCE
Specialist Mathematics 1-2	Mathematical Methods 3-4 Specialist Mathematics 3-4
General Mathematics 3-4	Mathematical Methods 3-4

Which Pathway to take?

All students will be guided to choose the best Mathematical Pathway for them by their Maths Teachers and a recommendation will be made to inform each individual's decision.

SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, chemical, geological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment. Students are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. Students are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer during chemical reactions. They explore the energy changes that occur in simple electrical circuits and how these changes can be observed and measured. Students begin to apply their understanding of energy and forces to global systems such as continental movement over geological time.

HUMANITIES

AREAS OF STUDY

HISTORY

Students investigate the key aspects of the history of Australia 1750 -1918. They consider the experiences of non-Europeans prior to the 1900's (such as the Chinese during the Gold Rush era) and the 'White Australia Policy' (Immigration Restriction Act 1901).

Students explore key events and ideas in the development of a unique Australian identity by the end of World War 1.

Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialization of Britain and of Australia

Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution

Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication.

Why people were transported to Australia?

What was life like for convicts?

Significant events and influencing ideas in the development of the society eg Federation, Eureka Stockade, including different perspectives of the events at the time and different historical interpretations and debates

Causes of World War I, the reasons why men enlisted to go to war, and how women contributed in the war effort

- Significant places where Australians fought and explore their perspectives and experiences in these places
- Significant events, turning points of the war and the nature of warfare

GEOGRAPHY

There is one unit of study in the Year 9 curriculum for Geography: Biomes and food security. Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

CIVICS & JUSTICE

The aim of this unit is for students to gain an understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law.

1. The role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed (VCCCG028)
2. How citizens' political choices are shaped, including the influence of the media (VCCCG030)
3. Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events (VCCCG038)
4. The key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution (VCCCL033)

HEALTH AND PHYSICAL EDUCATION

HEALTH

Over the course of the year students will study units including Australia's Health, Nutrition, Mental Health and Lifestyle Choices. They will use data to identify the major causes of illness, injury and death in Australia, whilst investigating the work of government and non-government organisations in the promotion and protection of young people's health. They will also study the relationship between nutrition and stages of growth and development. Fad diets and alternative diets are examined for both the positive and negative effects of the diet.

Students will spend time investigating and discussing mental health issues relevant to young people such as anxiety, depression and mood disorders. They will investigate how to recognise various mental illnesses and also where to get and how to support young people suffering from mental illness and the important role family and friends play in supporting mental health needs.

The Lifestyle Choices unit further extends the students understanding of the rights and responsibilities associated with the development of increasing independence. By examining the perceptions of challenge, risk and safety students discuss ways to refine and evaluate harm minimisation strategies and explore assertiveness and resilience strategies that can be used in a variety of scenarios.

PHYSICAL EDUCATION

The promotion of physical activity and the development of movement competence is a primary concern in any Physical Education program. The students explore the relationship between fitness, health and improved performance. The participation in a variety of gender related sports promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. The focus is on the important role that physical activity, sport and recreation need to play in the lives of all Australians and the provision of opportunities for challenge, personal growth, enjoyment and fitness.

LANGUAGES

FRENCH

Semester 1

The unit focuses on the development of students' knowledge of French used in a variety of settings and situations in France and in francophone countries. French grammar, vocabulary, cultural gestures and expressions, are introduced and revised through a variety of topics which include one's daily routine, school routines. Daily meals, housing, asking for and giving directions, getting around a French town, shopping and the prices of various items. Throughout the semester speaking, writing, listening and reading comprehension skills are developed further.

Semester 2

The unit aims to consolidate and expand the students' previous study of French in order to develop confidence when using the language for speaking, writing, reading and listening purposes. Students approach topics such as describing appearances, personalities and feelings, leisure activities, French festivals, planning a celebration, the weather and holiday plans through the study of French grammar. Through further exposure to French life in France and in the francophone world, students are encouraged to explore and appreciate French culture and its many facets. A focus on spoken French allows students to explore the different use of tenses as well as enhancing oral skills and language fluency.

ITALIAN**Semester 1**

This unit begins with the revision of previously taught language. In particular, revision of tenses and basic grammatical concepts are emphasised, and practised across all skill areas: listening, speaking, reading and writing. Grammatical concepts are introduced through various topics which include transport, describing aches and pains, and daily routines.

Semester 2

This unit aims to consolidate the students' previous study of Italian, so that they are more confident in using the language orally and in writing. They develop their skills by interacting in familiar contexts, such as describing housing and shopping for clothes.

JAPANESE**Semester 1**

This course begins with a review of katakana and previously learnt language structures. Language use is extended during the semester to include more complex phrasing and verb tenses. Students learn to describe location using prepositions, and talk about time and leisure activities. They also learn to accept and decline invitations. Cultural aspects include Japanese houses, the Japanese community in Melbourne and daily life.

Semester 2

In this unit, students have the opportunity to refine their listening, speaking, reading and writing skills. Students perform a range of tasks that involve using these skills in various combinations. Topics in this unit include school and the weather.

NON-CORE UNITS

- PERFORMING ARTS
- VISUAL ARTS
- FOOD STUDIES
- TECHNOLOGY
- HUMANITIES
- RELIGIOUS EDUCATION

PERFORMING ARTS

DRAMA

The Craft of Acting

In this course students explore different ways of acting and developing characters through both improvised and scripted tasks. The primary focus is on non-naturalistic acting styles in which students are encouraged develop their expressive skills, that is, specific uses of voice, body movements, gestures and facial expressions to create a range of interesting characters. Students will also learn about the application of dramatic elements such as tension, conflict and climax and complete a research assignment about the history of Western Theatre. The purpose of the journal will be to analyse classroom based and on-line workshops as well as to record theory and to write scripts.

MUSIC

NOTE: *Students may select Music at both Year 9 and Year 10*

Music

In this course, students explore topics including:

- Music in Advertising
- Musical Theatre
- Group/Solo Performance
- Aural Comprehension and Music Theory

They have the opportunity to:

Create their own Musical Theatre story and match appropriate music to the desired emotion, write their own advertising jingle for radio or television, and work on and improve their aural and theory skills.

Students studying Year 9 Music will need to be interested in, and excited about developing their skills in performing in groups and as soloists. They should also be interested in learning new skills and finding out more about how music shapes our world.

VISUAL ARTS

Sculpture

This unit challenges students to think in three-dimensional terms, working with a range of materials, including clay, recycled objects cardboard and aerosols. Students will be led through a variety of learning experiences which will encourage them to reflect upon the nature of materials, arts relationship to sustainability and the role of form and function in the creation of three dimensional sculptures. Students will study the work of sculptors.

Printmaking

This unit will introduce students to two printmaking techniques; Reduction Relief and Serigraphy. With the Relief method they will use their own designs to explore the

reduction technique to produce a multi-coloured print. With Serigraphy they will produce a print using stencils to produce a coloured screenprint. Students will also analyse the works of contemporary and historical artists using the print medium for their research.

Textile Design & Construction

The course will focus on the development of designs and the production of textile pieces. Students will develop ideas for work through observational drawing, then refine and develop these in order to create original designs on fabric, thus producing their own pieces of art. The course covers the areas of handmade silk paper, incorporating surface decoration with various techniques using embroidery stitches. garment construction methods are used to produce a simple garment which is then individualised with the student's development of surface decoration. Students also study the work of contemporary Australian textile artists.

Digital Art & Photography

In this unit students will learn how to produce quality images using digital photography and computer manipulation programs. Studying the basics of photography, image composition, and elements of visual design, students develop and create their individual folios.

Students will visit galleries to view photographic exhibitions and analyse artworks.

FOOD STUDIES

NOTE: *Students may select Food Studies at both Year 9 and Year 10*

Focus on Food

Focus on Food investigates the role food plays in our lives and its relationship to good health, to enable students to make informed food choices. As these units are Technology subjects, the students develop knowledge, skills and behaviours related to investigating and designing, using appropriate planning processes and design briefs. Individually and in teams they will design and produce exciting recipes, using appropriate tools and equipment in a safe and hygienic manner. They will analyse and evaluate their processes and products to best meet the needs of consumers.

TECHNOLOGY

Multimedia & Design

This unit focuses on the development of skills in design and in the use of film editing and animation software. The use of peripheral devices such as green screen technology and digital still and video cameras are also utilized as well as the manipulation of sound and music files. Students will work with Adobe Animate, Adobe Premiere Pro and Audacity applications.

HUMANITIES

Economics & Business

Year 9 Economics and Business will focus on the basics of the Australian economy and how young people are involved in the economic system at various stages of their lives.

Students will consider the performance of the Australian economy and the business sector and how these might be measured in different ways. They examine why and how Australian businesses seek competitive advantages.

Students continue to develop their consumer and financial literacy knowledge and skills by identifying sources of finance for consumers, businesses and the government and explaining the role of financial institutions in their interactions with consumers, businesses and the government.

They investigate the different strategies for managing financial risks and understand the costs and benefits of the use of credit and debt in the lives of consumers.

Students examine the role of innovation and its influence on business success. They investigate the ways that enterprising behaviours and capabilities can be used and developed to improve the work and business environments. The emphasis in Levels 9 and 10 is on contemporary issues and/or events in a personal, local, national, regional and global context.

- The challenges they face
- The qualities that we might embrace and develop in order to challenge our society and create change
- As part of the unit, the students are given the opportunity to participate in our Radical Women Forum, where they engage in a panel discussion with three Radical Women from a variety of fields.

RELIGIOUS EDUCATION

Radical Women

This is an interdisciplinary inquiry based unit. Students will explore a variety of radical women through workshops, investigations and a Forum of guest speakers. The Forum brings together three dynamic women from a variety of professional backgrounds and life experiences. Previous examples of Forum guests include Tanya Hosch, *Executive General Manager Inclusion & Social Policy AFL*, Mary Crooks AO, *Executive Director of the Victorian Women's Trust* and Suzie Miller, *contemporary International Playwright, Librettist, Screenwriter*, and Marita Cheng AM, *Founder of Robogals, Founder and CEO of Aubot* – a start-up robotics company.

Throughout time and through to the present day there have been radical women who are trailblazers, pushing the boundaries, challenging the norms and creating change. They are artists, scientists, explorers, politicians, poets, activists, lawyers, dancers, musicians, business women, mathematicians and so much more.

This unit uncovers:

- Who these radical, innovative women are
- The big ideas they are addressing
- The qualities they have that make them a leader

The Year 9 Synergy Program is an exciting and innovative program that challenges Year 9 students to bring together learning from all subjects to produce high quality investigations and projects.

What Do Students Do In The Synergy Program?

The Year 9 Synergy Program is an inquiry-based program, one term in duration, which seeks to engage students at this critical time in their education. The integrative and exploratory nature of the course is grounded in current research which indicates Year 9 students require choices and control over their learning to make it meaningful to them. Synergy develops student capacity to expand and organise thinking in more complex ways. In effect the program is a launching point, developing key research and thinking skills as the girls move towards the upper levels of secondary school.

The Synergy Program itself has two key components. Firstly, it introduces a structured integrative program utilising the city of Melbourne, most of which is located a couple of stops away on the number 96 tram. Given the location of the school, it makes sense to embed the city in the program and to study key structures and facets of society within this context. For instance, by looking at the notion of *Melbourne A Sustainable City* (one of the four units covered in the program), trips to the Birrarung/Yarra River for water testing and an incursion run by visual ecologist Aviva Reed, bring this topic to life. *Visions of Melbourne*, another unit in the program, takes us to the Ian Potter Gallery, the National Gallery of Victoria, and to iconic Melbourne sites including the Shrine of Remembrance and Pellegrini's Café.

While this part of the Synergy Program is structured and teacher led, the other significant aspect of the program is the Group Learning Project. This project utilises inquiry based learning and seeks to tap into students' particular interests, allowing them increased independence.

Students work in groups to pursue the answers to a question of interest:

- How has COVID 19 affected Melbourne?
- How is Melbourne promoted via social media?
- How has Melbourne responded to people experiencing homelessness?
- How is Melbourne's story told through its art?
- How have women in sport changed Melbourne's sporting culture?
- How are Melbourne communities working towards a more sustainable future?
- How did Melbourne become a global coffee capital?

The groups work collaboratively to develop and explore a big question, interviewing experts, visiting key sites around the city, researching at the State Library or tapping in to our many cultural resources to seek answers.

The program culminates in a presentation night where students present and explain their findings to teachers and parents.

