



# **CURRICULUM DOCUMENT YEAR 10 2021**

# **PRINCIPAL'S WELCOME TO YEAR TEN (2021) STUDENTS**

Dear Parents and Guardians,

Thank you for continuing to trust us to be an important part of your daughter/son's future. With the introduction of the West Australian Curriculum into all schools over the next few years, it is more important than ever that school and family work together.

Since beginning secondary education at Mercy College, your daughter/son has undertaken a range of learning opportunities. All students should now have a better understanding of their abilities, competencies and interests in each learning area.

Year Ten marks your daughter/son's transition into the senior years of secondary education. Over the next three years, the overall aim for her/him is the achievement of the Western Australian Certificate of Education (WACE) and to meet the Mercy College Graduation requirements by the end of 2023. Further information about the WACE and Mercy College Graduation requirements will be provided throughout the school year.

It is important that students are committed to doing their very best in all of their subjects from the beginning of the school year. There are Minimum Entry Requirements (MERs) to enrol in many of the Year Eleven subjects that will be offered in 2022. Each student's academic achievement, as shown on their Semester One 2021 Year Ten Report, determines whether or not they have met the MER and are ready and eligible to enrol in a particular course.

It is also an expectation that all Year Ten students can demonstrate their readiness for the rigours of senior secondary schooling by achieving a C grade in at least four of the eight subjects they study in Year Ten.

Students are advised to choose their electives carefully. It is often useful to have studied an elective in Year Ten in order to continue a related course in Year Eleven.

Please do not hesitate to contact members of staff at the College if you require any assistance.

Mr Greg Quinn  
Vice Principal

October 2020

# STAFF CONTACT INFORMATION 2021

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Director of Soccer Academy	Mr Trim Morgan	tristram.morgan@cewa.edu.au	9247 9681

Please do not hesitate to contact College staff members if you require any assistance.

## Year Ten 2021 - General Information

In 2021 the College week will be made up 30 periods per week. Each day there will be six periods with classes running for 50 or 55 minutes. The day will begin with Pastoral Care Group (PCG) at 8:35. Students will also have an extended PCG of 45 minutes each Wednesday morning. The breakdown of periods allocated for Year 10 subjects will be as follows:

Religious Education	3 periods
English	5 periods
Mathematics	5 periods
Science <b>or</b> IntroVET	4 periods
Humanities <b>or</b> IntroVET	4 periods
Physical Education	2 periods
Health & Careers	1 period
2 Elective subjects	3 periods each

### Compulsory Subjects

All students study Religious Education, English, Humanities (HASS) or IntroVET, Mathematics, Physical Education, Health & Careers and Science or IntroVET. Students at all ability levels complete the same core W.A. curriculum, although some classes may complete work at different levels of complexity in Religious Education, Humanities, English, Mathematics and Science.

### Electives

The subjects that will be offered as electives in Year Ten in 2021 are listed in the table on the following page. Each elective runs for the full year.

Students will have the opportunity to indicate their preferred electives during Term Three 2020. Whilst the College endeavours to ensure students are able to study the electives of their choice, sometimes this is not possible due to timetabling and resource restrictions.

When selecting elective subjects for 2021, students should consider:

- interest and enjoyment of the subject material.
- subject information in this document, especially MERs for Year Eleven courses.
- previous achievements in Year Nine.
- career expectations; and
- as a large part of the course is water-based, students must be proficient swimmers in order to select Outdoor Education.

### Changing Electives

A 'Year Ten Subject Notification Form' advising students and parents of the subjects they are enrolled in for Year Ten in 2021 will be distributed to all students during Term Four. Requests for changes to these Elective classes will be considered from January 27 2021. Students will need to come to Secondary Administration to check whether the change they wish to make fits the timetable grid and to collect an Application to Change Elective Form.

To avoid disruption and make it possible for all teachers and students to move along with the teaching and learning programs, **all changes must be finalised by the end of Week Three Term One 2021**. Requests for changes after this date will only be considered on the basis of health and safety reasons.

### Soccer Academy

Students in Year Ten enrol in the Soccer Academy as one of their elective courses. They will have three Soccer lessons each week.

### An Alternative Pathway: The Introduction to VET Program

This pathway focuses on preparing students to enrol in TAFE courses, apprenticeships or employment, by helping them to develop the skills and knowledge to join the typical workplace. Instead of lessons in Humanities (HASS) or Science, students will complete a Certificate II in Skills for Work and Vocational Pathways, prepare a substantial personal portfolio, and take part in off-campus learning opportunities to experience the world of work and training.

**This program offers:**

- practical lessons including the necessary theory for the Certificate II qualification.
- a structured, yet flexible program that caters to individual student's needs.
- opportunities to participate in a variety of work-related activities.
- relevant taster experiences to prepare for the other Training WA certificate courses in Year Eleven.

Students likely to benefit from this pathway, and their parents, will be invited to meet with the Head of Year and Careers & Guidance Counsellor College during Term Four 2020.

**2021 YEAR 10 SUBJECTS**

Learning Area	Subjects Offered	
	Compulsory	Electives
Religious Education	Religious Education Advanced Religious Education	
The Arts		Dance Drama Media Production & Analysis Music Visual Art
English	Intro to ATAR Literature Intro to ATAR English Intro to General English Intro to Foundation English	
Health & Physical Education	Physical Education Health	Outdoor Education
Humanities	Humanities Advanced Humanities IntroVET	
Mathematics	Mathematics Methods Mathematics Applications Mathematics Essential Mathematics Foundation	
Science	Science Advanced Science Science Foundation IntroVET	
Technologies	Digital Technology	Caring for Children Digital Technology Fashion Design & Technology Food Technology Graphics Technology Metal Work STEM Wood Work

## THE MERCY COLLEGE VALUE - EXCELLENCE

Year Ten is the students' first year in the senior school and the year in which they lay the foundations for their academic pathway into the senior secondary years (Years Eleven and Twelve) and beyond.

This is the year for students to set themselves up for further study at TAFE, an RTO or University, or to an apprenticeship, traineeship or full-time work.

It is very important that students do their absolute best from the start of the year to give themselves as many options as possible for their future pathways. Students should be;

### **Seeking career advice.**

Students should begin to consider and develop the career pathway that they may wish to follow after completion of Year Twelve in 2023 (which isn't that far away). During Year Ten, students should begin to consider whether they wish to do further study at university or TAFE, apply for an apprenticeship or traineeship, or go straight into the workplace, and most importantly, which of these destinations allows them to reach their full individual potential.

The Careers and Vocational Education (CAVE) is a fantastic resource which is home to our Careers and Guidance Counsellor and Head of Vocational Education and Training (VET). They will be helping students develop their understanding of the pathways available to them through Careers classes in Semester One and they are available for individual career counselling sessions throughout the year.

### **Parents are most welcome at the CAVE**

### **At school consistently**

research shows a very clear link between school attendance and achievement. There is no 'safe' level of absenteeism. The more school students miss – whatever the reason – the less well they perform. A firm commitment to attend school every day is essential for students to achieve success.

One of the requirements for Mercy College Graduation at the end of Year Twelve is an attendance rate of 90% or higher over the last two years of school.

### **Completing regular home study/learning**

Homework does make a significant impact on learning. This is particularly the case in the senior secondary years. Year Ten students who are intending to follow an ATAR pathway in Year Eleven and Twelve directly to University should be completing approximately two hours of home study per night. These two hours do not include time spent getting organised.

There are some very useful tools (including Study Planner examples and templates) to assist students to develop a practical, efficient and well-organised home study routine on the Careers and Vocational Education (CAVE) Portal on SEQTA.

Home study can be divided into the following areas:

- overnight homework to be completed by the next school day;
- assignments set by teachers to be completed and submitted by a set date;
- preparation of new topics either set by the teacher or through the student's own initiative; and
- on-going revision of past work for tests and examinations.

Homework Club in the Library from 3.30pm – 4.30pm is available to all students from Monday to Thursday. This is a valuable opportunity for Year Ten students to work on assignments and homework tasks. There are also a number of subject specific tutoring sessions operating before school, at lunch times and after school.

### **Organised and using the College Organiser**

All students will be provided with a Mercy College Organiser at the beginning of the year. Students are expected to have their Mercy College Organiser with them for every class.

Parents should be checking the Organiser each week so that they are aware of homework and assignment tasks and can provide support and encouragement to ensure completion of tasks to a high standard.

The Organiser is also a valuable means of communication between parents and the school – particularly the communication / notes pages at the front of the Organiser

Students should be starting assignments as soon as they receive them. Larger tasks can be divided into smaller, more manageable sections. Students then plan the time required for each section. Leaving assignments to the last minute creates a stressful environment and does not allow adequate time for seeking assistance from teachers. Poor quality, rushed work produced in this situation will typically receive the low mark it deserves.

### **Making sure they bring their equipment and texts to class**

In particular, students must bring their laptop PC to school every day, fully charged, take it home at the end of each day and maintain it in good working condition.

### **Monitoring their own progress and setting goals.**

Achievable goal setting is crucial to success and should include short and long-term goals. Ultimately students are responsible for their progress in each of their subjects. Staff will contact parents (and parents are encouraged to contact staff) when concerns arise, but students should always approach their teachers for additional assistance or further explanation when required.

### **Parents as Partners**

'Parents as Partners' in the education of children is actively encouraged. All subject programs are available electronically on SEQTA. Parents can also access these programs and the child's assessment results through SEQTA Connect to support their child and monitor what tasks and assessments occur throughout the term.

For assistance with accessing or logging on to SEQTA Connect parents can contact our Student Admin staff on 9247 9247

# RELIGIOUS EDUCATION

**Head of Learning Area:** Ms Cassandra Hall

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## **Compulsory Subject for all Year Ten students**

In Year 10 students learn the Christian values that Jesus taught and how these values can be lived by Catholics today. The course assists students to integrate their religious understanding with their emerging maturity. The Year Ten program prepares students for the rigour of the Religion and Life Courses in Year 11 and 12. Students complete the following four units of work:

- Vocation - Called to Be and Become
- The Search for Freedom
- The Holy Spirit's action through Conscience and the Church
- Restoring God's Justice in the World

The two pathways offered to accommodate students of varying ability in Religious Education are **Advanced** and **General**. Students are allocated to their course based on their Year Nine achievement. There may be some movement between the course pathways during the year.

## THE ARTS

**Head of Learning Area:** Eleisha Hathaway

**Contact details:** 9247 9263  
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### **DANCE**

Dance provides a means of increasing self-esteem, confidence, concentration, social awareness, communication and management skills. Within the creative medium of dance, students develop the ability to organise, analyse, evaluate and choreograph dance.

Students will continue to extend their use of the elements of dance (BEST) and choreographic processes to expand their choreographic intentions in their choreography. Through performances, students will review and discuss the use of the elements of dance, choreographic processes and design concepts in their own dance and the dance of others. They investigate dance and influences of the social, cultural and historical contexts in which it exists.

In Year Ten Dance, students study a variety of dance genres which include; Hip Hop, Contemporary, Jazz and Musical Theatre. Students will have the opportunity to be involved in various performances throughout the year including Arts Week Showcases, Assemblies and Mercy College's end of year Dance Showcase. Students are highly encouraged to involve themselves in the extra curricula activities Dance offers such as Dance Team, School Musical and Productions.

### **DRAMA**

The study of drama provides students with opportunities to explore the potential of their imagination whilst focusing on the various skills associated with performance. Students will develop their creative skills, critical appreciation and knowledge of Drama, which will prepare them for lifelong involvement and appreciation of the art form.

Students will study vocal skills and techniques, storytelling processes and expressive voice and movement, with a focus on theatre styles, scripts, practitioners and solo performance. They will also develop play-building skills and techniques with a focus on creating drama works for an audience. Students will be introduced to the technical aspects of sound, lighting, costume and set design. They will study improvisation and interview skills with a focus on preparing them for the Year 11 and 12 Drama exams.



Assessments will be based upon participation in performances, involvement in workshop activities and the writing of reflective responses and extended answers. Students will also be encouraged to view and reflect on live performances in the wider community.

This course is suitable for both ATAR and General pathway students and is a Minimum Entry Requirement for Year Eleven ATAR Drama.

## **MEDIA PRODUCTION & ANALYSIS**

Year 10 Media Production and Analysis is a gate way to challenging the world's reliance on stereotypes and representations within media. In Year 10, students are challenged to shift their understanding of the 'norm' and challenge stereotypes commonly viewed in media. In interactive and collaborative groups students will create subverted stereotype advertisements, a whole-class news bulletin, a teen drama television show and a short film. This course extends the students existing skills and prepares them for the Year 11 and 12 general and ATAR Media Production and Analysis courses. Using industry standard equipment and programmes, students will explore how simple choices create engaging and persuasive texts with their classmates. This highly interactive, relevant and collaborative class provides students with a wide range of future-proof skills including creative thinking, problem solving and ensuring students are confident users of technology. Students will be given access to the full Adobe suite to facilitate their learning.

## **MUSIC**

In Year 10 music students will develop aural and theory skills, examine analyses of music, complete composition-based activities and participate in solo and ensemble performance opportunities. Students will be exposed to a variety of contemporary music styles and will be encouraged to explore their own musical preferences through the pieces they choose to perform.

The use of technology which plays an important role in contemporary music is explored through a major assessment task during which students write and perform their own original piece which is recorded in a professional recording studio.

Students will be required to specialise in one instrument or voice to acquire 40% of their mark through solo performance. To participate in Year Ten Music, it is important that students will have completed Year Nine Music and are receiving private instrumental or vocal lessons. This elective is a Minimum Entry Requirement for any student who is considering studying ATAR Music in Year Eleven.

## **VISUAL ART**

In Year Ten, students use visual art language and artistic conventions, in both written and practical work. They further develop and refine their ideas and techniques to resolve artwork by documenting the design, production and evaluation processes of their artwork. Students will extend their knowledge of art practices, such as, adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of their 2D, 3D and/or 4D artwork. Students extend their knowledge and practice of safe and sustainable visual arts practice. Resolved artwork is exhibited and appraised, with consideration to their own artistic intentions, personal expression, and audience.

Year Ten Art prepares students for General and ATAR Art at Year Eleven and Year Twelve. Students develop greater understanding of how contexts of culture, time and place impact on the development of ideas and production of art forms in the artistic process. They continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials.

# ENGLISH

**Head of Learning Area:** Mr Stan May

**Contact details:** 9247 9270  
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## **Compulsory Subject for all Year Ten students**

Students in Year Ten follow the Australian Curriculum for English, which is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

English learning is essentially the study of language as cultural constructions. From this, students understand how language works within its various forms and contexts and how to use language to make sense of the world. Students will learn that it is through understanding the appropriateness of language that they shape their knowledge and understanding of the world in which they live.

All Year Ten students will be given opportunities to actively participate in learning programs that prepare them for Years Eleven and Twelve. There will be an emphasis on the analysis of texts, including a range of print texts from selected novels through to feature articles. The non-print component will require students to study how language is used in both feature films and documentaries. Students will develop their formal essay writing skills but will be expected to also demonstrate a range of writing skills appropriate to various situations. Students will develop their study skills and it is expected that they will demonstrate signs of becoming independent learners. Oral presentations will also provide opportunities to develop confidence in speaking before an audience.

The three pathways offered to accommodate students of varying ability in English are Advanced, General and Support. Placement within a course will be based on a student's achievements in Year Nine, although, there may be some movement between the pathways during the year.

It is vital that all students in Year Ten, regardless of which English course they aim to complete in Years Eleven and Twelve, strive to maximise their knowledge and understanding and their overall English achievement.

# HEALTH AND PHYSICAL EDUCATION

**Head of Learning Area:** Andreas Bouzinekis

**Contact details:** 9247 9251  
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**PHYSICAL EDUCATION and HEALTH are compulsory for all Year Ten Students**

## PHYSICAL EDUCATION

Physical Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreation activities. It enables students to make responsible decisions about physical activity and to promote their own and others' health and well-being. Physical Education takes place in an enjoyable learning environment in which students are able to experience success and improve their perception of body image.

The Physical Education Program will allow students the opportunity to improve their skills and understanding through the following Physical Education contexts – movement skills, strategies and tactics, playing the game 'SEPEP' and health related fitness and recreation. The course includes the following:

- Athletics and Cross Country
- Floor ball
- Football Codes – Rec Football, Gaelic
- Tennis
- Volleyball

## HEALTH

The Health Program is a very practical medium in which students can develop strategies in order to manage the pressures and influences that society brings. The program will focus on harm reduction strategies within the contexts of drug education, road safety and lifestyle choices and diseases

## OUTDOOR EDUCATION

Mercy College's Outdoor Education program aims to provide opportunities for students to develop a deeper understanding of themselves, their relationships with others and the environment. This is done through a variety of activities, which allow students to develop skills for lifelong recreation in the outdoors.

The Year Ten Outdoor Education course has a strong theoretical basis, which is combined with a practical component. Students split their time throughout the year between classroom based theory and practical activities. In selecting Outdoor Education, students must be available for lunchtime, before or after school activities on the day of their scheduled classes. This time is spent increasing the practical component of the course and allowing students to develop the necessary skills to participate in excursions and camps.

As a large part of the course is water-based, **students must be proficient swimmers** in order to select Outdoor Education. Whilst attendance on camps is essential for successful completion of the course, students who do not complete the theoretical assessments in the months leading up to the camp will be ineligible to attend.

# HUMANITIES

**Head of Learning Area:** Mr Matt Clarke

**Contact details:** 9247 9230  
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Year Ten Humanities encompasses four main areas that students will study during the year:

Civics and Citizenship

- Systems of government around the world.
- Australia's involvement in foreign aid and peace keeping actions.
- Australia and international treaties.

### Economics and Business

- Investigate links between economic growth and living standards in Australia.
- Understand how government action influences economic activity in Australia.
- Investigate Consumer Protection law and analysis common purchase contracts.

### Geography

- Investigate ecosystems, their components and subsequent human modification.
- Study examples of environmental change and management.
- Understand how environmental change impacts on human welfare.
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### History

- Australia's involvement in WWII.
- Post WWII migration phases.
- Changing society and attitudes since the 1950s.

## MATHEMATICS

**Head of Learning Area:** Mr Andy Coombs

**Contact details:** 9247 9274  
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### **Compulsory Subject for all Year Ten students**

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two- and three-step experiments.
- **fluency** includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.
- **problem-solving** includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities and investigating independence of events.
- **reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

The 10A content descriptions are optional and are intended for Year 10 Methods students who require additional content to enrich and extend their mathematical study whilst completing the common Year 10 curriculum. It is not anticipated that all students will attempt the 10A content but doing so would be advantageous for those intending to pursue Mathematical Methods or Mathematics Specialist in the senior secondary years. A selection of topics from the 10A curriculum can be completed according to the needs and interests of students.

# SCIENCE

**Head of Learning Area:** Mrs Amanda Huke

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Year Ten students learn general Science through a 'core' science syllabus derived from the Australian Curriculum, composed of the following:

Science Inquiry Skills - involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. Students will carry out full science investigations within a range of science concepts.

Biological Sciences - is concerned with understanding living things. Students will develop their understanding of the diverse range of living things that have evolved on Earth over hundreds of millions of years through studying genetics and evolution.

Chemical Sciences - is concerned with understanding the composition and behaviour of substances. Students will develop their understanding of the chemical and physical properties of substances determined by their structure at an atomic scale and that substances change and new substances are produced by rearranging atoms through chemical reactions.

Physical Sciences - is concerned with understanding the nature of forces and motion, and matter and energy. Students will develop their understanding of forces affecting the behaviour of objects and that energy can be transferred and transformed from one form to another.

Earth and Space Sciences - is concerned with Earth's dynamic structure and its place in the cosmos. Students will develop their understanding of Earth being part of a solar system that is part of a larger universe and that Earth is subject to change within and on its surface as a result of human activity.

# TECHNOLOGIES

**Head of Learning Area:** Ms Alison Reed

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## CARING FOR CHILDREN

With an emphasis on practical activities, this course explores the stages of child development from conception to pre-school. Students will recognise that parenting is a complex responsibility demanding the ability to provide for a child's physical, emotional, social and intellectual needs at various stages of development.

The progression of normal child development will be traced from conception through pregnancy and birth, focusing initially on the developmental stages of the foetus and the birth process.

The needs of infants and young children including bathing, feeding and changing, as well as immunisation, nutrition, health, safety and the importance of play are explored through a range of practical activities, guest speakers and excursions. Students have the opportunity to care for a virtual baby for a 48-hour period in Term 2 or 3.

This is a great course for students wishing to pursue a career in early childhood teaching, nursing and childcare, or simply for those who wish to learn the skills they will one day need to become good parents.

## **DIGITAL TECHNOLOGY**

Digital Technology is an area which is seeing major growth in society. It is estimated that 44% of current Australian jobs will be affected by improvements in software and robotics over the next 20 years. While the content can be challenging at times, it is extremely satisfying and rewarding.

The Year Ten Digital Technology course builds upon the programming and design concepts learned in Year Nine. Students will learn to use the Python language to manipulate data like text and numbers, which in turn will allow students to create programs for anything they desire. Along with the “Design Thinking” methodology which is used in industry, students will create solutions to solve challenges and student-identified problems. Students studying Digital Technology will also learn to use Lego EV3 robots as part of this course. This course leads into an ATAR or General pathway in Years Eleven and Twelve.

Students who did not study Digital Technology in Year Nine are welcome to choose this course. These students will take part in an alternate program during the first section of the course.

## **FASHION DESIGN & TECHNOLOGY**

The Fashion Design and Technology course is suitable for students who have little or no previous experience in this area and for those who have sewn before. The course focuses on developing sewing skills and a knowledge of fashion design to create a variety of simple garments using sewing machines and over lockers. Topics such as; how to take accurate body measurements, how to read a commercial pattern, fashion design and fashion forecasting are also covered

Commercial patterns can be provided by the College, but many students prefer to choose, and purchase, their own patterns to make clothes and other items that are totally unique. There is, however, an expectation that students provide suitable fabric for their garments.

## **FOOD TECHNOLOGY**

In the first Semester students study food from around the world, in the context of Australia’s multicultural society. A brief history of Australia’s indigenous food and culture and the subsequent immigration of people from many different countries and cultures is examined, with an emphasis on the food influences and changes which have taken place.

The practical component of the course gives students the opportunity to try a variety of recipes and ingredients from many different countries, two periods per week. Global food trends, such as the growing popularity of food trucks and cultural traditions are also studied.

In second semester the focus is on the culture of eating out in cafés and restaurants. Students experience all aspects of formal and informal menus, from entrées to coffee making, brunch to desserts, creating a wide range of delicious, modern dishes in their practical lessons. Students complete a range of practical and written tasks and develop skills in food preparation and presentation through a variety of challenges.

## **METALWORK**

This practical course is suitable for all students, regardless of whether they have studied metalwork before or not. Students will be encouraged to design and construct practical solutions to realistic design problems, in a workshop environment. They will be given the opportunity to perform a range of machining and fabrication tasks to assist them in devising a suitable practical outcome. Students will apply a variety of welding skills and techniques commonly used in industry and they will have the opportunity to use a variety of metal working tools, lathes, milling machines and laser cutter.

## **STEM**

STEM stands for Science, Technology, Engineering, and Mathematics, and refers to studies which involve the understanding and practical use of all four areas.

This course would be suitable for students who enjoy STEM subjects individually but wish to learn about topics such as renewable energy in a more comprehensive manner, across each of the STEM areas. This would include students identifying larger societal problems related to these topics; learning about the science, technology, engineering and math behind the problem and current solutions; and using all four areas to create their own solutions to these problems.

Students will learn how to solder and create objects using 3D-printers as part of their projects throughout this course.

## **WOODWORK**

In this practical course students are given the opportunity to design and produce projects using a variety of materials, skills and techniques, commonly used in the woodworking industry. Students can explore the theoretical and practical aspects of the design process to create unique, individual woodwork items using a range of hand skills and machining operations. Students will also develop skills in using a wide range of power tools and machinery including lathes, computer numerically controlled (CNC) router and laser cutter. No previous experience in woodwork is necessary.

## **SOCCER ACADEMY**

**Head of Learning Area:** Mr Trim Morgan

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Mercy College Soccer Academy students will develop the skills and understanding of 'the World Game' through professional coaching from FFA Accredited coaches. The program will develop core and advanced skills, tactics and strategies, injury management, diet and nutrition, fitness and refereeing skills. Students will be taught the principles of speed, agility, quickness (SAQ), 'How to prepare' and 'How to Train'. The Academy aims to provide an innovative and comprehensive program that empowers players with a vision, inspires them to achieve personal excellence and delivers success.

Students will be streamed to allow them to develop at the appropriate rate. They will also develop organisational, time management and leadership skills. The Academy has its own unique compulsory uniform consisting of training top, shorts, socks, rain jacket and bag which are available from the College Shop. Students will also need to purchase shin pads, runners/trainers and soccer boots. Lessons are taught on the outdoor soccer pitches, Astro turf pitches and in the gym. All students in the Academy will be selected to represent the College in either the Champion Schools or NWSA Soccer competitions in Terms Two and Three with extra-curricular team training in Term 1.