



# **CURRICULUM DOCUMENT YEAR 9 2021**

# PRINCIPAL'S WELCOME TO YEAR NINE (2021) STUDENTS

Dear Parents and Guardians

Thank you for continuing to trust us to be an important part of your daughter/son's future. We know that students have a better chance to achieve their full potential when school and family work together to this end.

Year Nine promises to be another exciting school year. In 2020 it has been wonderful to see the intellectual growth and maturity of the Year Eight cohort who have continued to embrace the ethos and traditions of our College in what has been a very challenging time. Their enthusiasm and cooperation have been similarly of a high order.

In Year Nine, students must be committed to doing their very best in all their subjects from the beginning of the school year. Students' academic achievement in English, Humanities Mathematics, Religious Education and Science, as shown on their 2021 Semester One Year Nine Report, plays a big part in determining which course level they will be allocated in Year Ten, which in turn has implications for the 2022 Year Eleven courses they will be able to select.

When choosing their Year Nine elective subjects, students are very much encouraged to choose those subjects that they enjoy and/or in which they show obvious talent.

I encourage students and parents to read through this Curriculum Document as they plan for Year Nine. The College staff look forward to working with the students as they take on the status, responsibilities and opportunities afforded to them as the senior students in the lower secondary school. Please do not hesitate to contact members of staff at the College if you require any assistance.

I extend my best wishes to you all for what is certain to be an enjoyable part of your lives.

Mr Greg Quinn  
Vice Principal

October 2020

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This handbook provides a guide to the courses that Mercy College would like to offer students in 2021. **However, the College will not run a course if there are insufficient enrolments. Some course combinations may not be possible because of timetable constraints.**

# STAFF CONTACT INFORMATION 2021

Position	Name	Email	Phone
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Please do not hesitate to contact College staff members if you require any assistance.

## Year Nine 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 9 subjects will be as follows:

Religious Education	3 periods
English	5 periods
Mathematics	5 periods
Science	4 periods
Humanities	4 periods
Physical Education & Health	3 periods
Sport <b>or</b> Soccer	1 period
RISE (Resilient, Independent, Successful Empowered)	1 period
2 Elective subjects	2 periods each

### **Compulsory Subjects**

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

### **Electives**

The subjects that will be offered as electives in Year Nine in 2021 are listed below. 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. Information about each of these electives can be found at the end of this document.

### **Changing Electives**

A 'Year Nine Subject Notification Form' advising students and parents of the subjects they are enrolled in for Year Eight 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 Admin to check whether the change they wish to make fits the timetable grid and to collect an Application to Change Elective Change 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 and Physical Education**

Students in Year Nine enrol in the Soccer Academy as one of their elective courses. They have a total of three Soccer lessons each week – two in place of an Elective course and one in the place of the regular Sport class.

### **Exams**

Year Nine students move into the senior years of high school at the end of the year. In anticipation of the more formal assessment requirements that commence in Year Ten, students will sit end of year exams based on the content covered in Semester Two in English, Humanities (Society & Environment), Mathematics, Religious Education and Science. These exams will take place during normal timetabled classes and will contribute no more than 20% towards the student's end of year results in these subjects.

### **Year Ten Classes in 2022**

Year Nine students should be mindful that they will be allocated into Year Ten English, Humanities, Mathematics, Religious Education and Science courses, based on their academic achievements and efforts as described in their final Year Nine End of Year Report. In some cases, this may impact on their capacity to choose Year 11 and 12 courses.

## **Achieving and Recognising Excellence**

Excellence is one of our five core Values. In our Mercy context, Excellence means making the most of the gifts and talents God has given us. All of us can achieve Excellence – and we do this when we consistently do our best to grow, learn and become the best person we can be. Some of the ways the ways students can give themselves the best chance to achieve their version of academic excellence include:

### **Be at school consistently**

The 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.

Students who miss classes are responsible for finding out from teachers, and then completing to the required high standard, all work that they have missed due to their absence.

### **Homework and Organisation**

There is very clear evidence that academic achievement improves when students consistently spend an age-appropriate amount of time completing homework tasks that are purposeful and well planned by their teacher (Hattie, 2011; Marzano & Pickering, 2007; Xu, 2013). Homework and Home study gives students the opportunity to revise concepts, consolidate their learning, reflect on issues discussed during the day, focus on areas that require additional support and better prepare themselves for the next day's learning.

Students are expected to record all homework in their Mercy Organiser. In Year Nine most students should be completing about two hours of homework / study per day.

Managing time and being organised are two life skills that also underpin excellence in many fields. Students are encouraged to make a start on assignments upon receiving them, divide them into manageable sections and decide on regular and effective times to work on them.

### **Mercy College Organiser**

All students are 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. We would encourage parents to review their child's Mercy College 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.

### **Student Laptop**

Students must bring their notebook computer to school every day, fully charged, take it home at the end of each day and maintain it in good working condition.

#### **Laptop computer – at school:**

- is expected to be ready for use in all subjects,
- must be kept locked (with a school lock) in the student's locker when not in use in the classroom; and
- must be carried securely in the case provided.

#### **Laptop computer – outside school:**

- must be charged ready for the next day's use,
- must be carried in the case provided and, in the student's, backpack,
- may be connected to the student's home network under parent/guardian supervision, and
- should only be used by the student to whom it has been allocated.

## Awards

We present Academic awards with the aim of encouraging students to strive to reach their potential and promoting the Mercy College value of Excellence.

### Merit Awards

These recognise students who demonstrate Mercy values in their daily life at Mercy College.

### Semester One Academic Awards

The top student in each subject where there are five or more enrolments receives the Subject Award.

An Achievement Award is presented to the student who has shown the greatest progress and growth in each subject. These awards are presented at an assembly at the beginning of Term Three and again at the end of year Presentation Assembly.

### Honour Club

Students who achieve excellence across the full range of subjects are recognised through their induction into the Mercy Honour Club. Members are presented to the College community at the beginning of Term One (for results achieved at the end of the previous year) and Term Three.

### Reporting of Academic Achievement

Formal written reports go home to parents at the end of Terms One, Two and Four.

- The **Term One** Report is an interim description of a student's achievement, effort and attitude. Classroom teachers use a rating scale to reflect on a student's performance in relation to: completing class work, homework, working cooperatively, working independently and demonstrating responsible behaviour.
- The **Semester One** and **End of Year** reports (issued at the end of Terms Two and Four) contain the following information:
  - An attendance percentage
  - A PCG comment outlining the student's effort, attitude and participation in College life.
  - A College Grade from A (excellent) to E (very low achievement) in each subject studied. The College grade will reflect student achievement in relation to other students who are studying that particular course at Mercy College.
  - An indicator of the SCSA Grade from A to E in each West Australian Curriculum course studied. These grades reflect student achievement in relation to the achievement standards described in the *Western Australian Curriculum and Assessment Outline* as set out below.

#### **Letter grade**

#### **Achievement descriptor**

A - Excellent

The student demonstrates excellent achievement of what is expected for this year level.

B - High

The student demonstrates high achievement of what is expected for this year level.

C - Satisfactory

The student demonstrates satisfactory achievement of what is expected for this year level.

D - Limited

The student demonstrates limited achievement of what is expected for this year level.

E - Very low

The student demonstrates very low achievement of what is expected for this year level.

- A rating scale to reflect a student's performance in relation to: completing class work and homework, working cooperatively, working independently and demonstrating responsible behaviour.
- A description of the students' achievements in Christian Service Learning on the end of year report.

## **Parents as Partners**

One of our key goals is to engage as much as possible with our community, and particularly with our parents. We welcome communication and feedback through emails, phone, or a face-to-face meeting because we know that when parents, students and teachers work together, learning increases and student outcomes improve.

All subject outlines, assessment outlines and assessment marks are available on SEQTA so that parents can monitor student progress throughout the term.

The Secondary Administration staff can assist with logging on to, and using, SEQTA. They can be contacted on 9247 9220.

## **Parent/Student/Teacher Meetings**

Parents are strongly encouraged to communicate with their child's teachers at any time throughout the year to discuss progress. The best way to contact staff is usually via email – [firstname.surname@cewa.edu.au](mailto:firstname.surname@cewa.edu.au).

There are two scheduled opportunities during the year for parents to meet formally with teachers to review their child's academic progress, effort, attitude and formal written reports. The first opportunity is the Parent – Teacher – Student meetings that occur early in Term Two. A second set of Parent – Teacher – Student meetings occur in Term Three.

If a teacher requests an interview in any subject on a formal written report, we would very strongly request that parents and students **make** attending the meeting a real priority. During these interviews, an action plan can be established to encourage improved performance.

## **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.



## 2021 YEAR 9 SUBJECTS

Learning Area	Subjects Offered	
	Compulsory	Electives
Religious Education	Religious Education	
The Arts		Dance Drama Media Music Visual Art
English	English English Support	
Health & Physical Education	Physical Education Health Sport <b>or</b> Soccer	Outdoor Education
Humanities	Humanities	
Mathematics	Mathematics Methods Mathematics Applications Mathematics Essential Mathematics Foundation	
Science	Science Science Foundation	
Technologies		Caring for Children Digital Technology Fashion Design & Technology Food Technology Graphics Technology Metal Work Wood Work
Languages		Japanese

# RELIGIOUS EDUCATION

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

**Contact details:** 9247 9255  
cassandra.hall@cewa.edu.au

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

In Year 9 students learn that people have human yearnings and these yearnings ultimately lead to Jesus Christ. The first semester explores the common questions and yearnings known as human heart questions. Students learn that the Magisterium guides Catholics in living out the Gospel. Semester Two examines the Christian concept of salvation and response to human emotions and the need for love. Students recognise that Christians are called to share in the mission of Jesus by following God's laws. Students will be challenged to explore a variety of spiritual, moral and social issues through the following topics:

- The Search for Human Truth
- People Grow Stronger Spiritually
- People Can Achieve Emotional Peace
- Christian Love and Sexuality

## THE ARTS

**Head of Learning Area:** Eleisha Hathaway

**Contact details:** 9247 9263  
eleisha.hathaway@cewa.edu.au

### **DANCE**

Through Dance, students will have the opportunity to develop a range of life skills such as expression, creativity, enthusiasm and confidence. Dance gives students an opportunity to understand and appreciate the importance of music and movement in our past, present and future society.

The course explores a variety of genres, cultures and purposes of dance. Students will engage in practical technique workshops and group creative choreography in a range of dance styles such as Street Dance, Contemporary, Tap and Bollywood. Students will have the opportunity to view a live performance by a professional company in a theatre and critically analyse the work.

Students studying Dance are encouraged to involve themselves in the extra-curricular opportunities available such as Dance Teams, Liturgical Dance, Catholic Performing Arts Festival, Showcases and full school Productions.

### **DRAMA**

Drama develops a wide range of skills to not only help you become a better actor, but also provide you with confidence and social skills that will help in all aspects of your life.

During this course, students will study a variety of myths and legends from Ancient Greece, using them to experiment with aspects of Greek Theatre. Students will also explore play building processes particularly focusing on narrative play building, melodrama, soap operas and script work.

Using group workshop techniques, rehearsals and performances, students will use verbal and non-verbal skills and learn basic stagecraft and use of props and costumes. Assessments will be based upon participation in group performances, involvement in workshop activities and the writing of reflective responses.

Students will also be encouraged to view and reflect on live performances in the wider community.

## **MEDIA**

Year Nine Media builds further on skills acquired in Years 7 and 8, challenging the students to explore the media industry beyond traditional forms. Looking at advertising, Reality TV and stop motion animation students will work in an interactive and group-orientated manner. 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**

Year Nine Music focuses on practical tasks which requires students to perform in a variety of different genres. An emphasis is placed on solo performance, for which students are required to perform on an instrument of their choice in a genre of their choice. Students are also required to complete group performance tasks in a range of genres. Students will be given the tools to learn to read simple music notation to assist them with their performance work. Given that technology plays such an important role in music, students spend time using garage band and other music software to record and edit sound and create tracks.

As performance is a major assessment tool in Music, it is recommended that students are receiving tuition in an instrument or voice.

## **VISUAL ART**

Students generate ideas related to a given theme and art style. They experiment with media, materials and technologies, and document results. Students select and apply elements and principles and artistic conventions to arrive at visual solutions. They consider design alternatives and use visual art language in annotations. Students use equipment and materials in a safe manner. They provide reflective comments and opinions about the creative process. Students maintain a plan in the development of an idea for a final design and apply techniques, processes and an art style in artwork. They produce an artwork with reference to a chosen design. With guidance, students apply presentation conventions to display artwork for exhibition purposes. They comment on their own artwork, with some consideration of audience and purpose.

# **ENGLISH**

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

**Contact details:** 9247 9270  
stan.may@cewa.edu.au

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

Students in Year Nine follow the Australian Curriculum for English, which is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs are designed to 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.

Students are encouraged to extend their reading with exposure to different genres. One novel and selected short stories are studied in depth, with additional reading expected. This study covers all writing conventions and students are taught to become critical readers. The study of poetry covers appreciation and analysis. Students are expected to write extended essays, formulate their own opinions and impressions and to share them with their peers. Film study provides much enjoyment and the conventions of filmmaking are studied and an analysis made of the plot, characters and themes.

English provides important life skills. Students enjoy the many and varied activities, gain satisfaction and experience pride in the completion and presentation of their English work. Incoming Year Nine students are encouraged to build on the firm foundation set in Year Eight and to make the most of the opportunities offered.

# HEALTH AND PHYSICAL EDUCATION

**Head of Learning Area:** Mr Andreas Bouzinekis

**Contact details:** 9247 9251  
andreas.bouzinekis@cewa.edu.au

**Compulsory Subject for all Year Nine students**

## 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 Nine course provides an opportunity for students to develop skills and knowledge in a variety of outdoor activities; Surfing, Beach Awareness, Initiative Games, Orienteering, Camp Craft, Mountain Biking, and Canoeing. This spread of activities will assist students in developing the foundation skills in leadership, organisation, independence, cooperation, decision-making and problem solving for successful continuance in the Outdoor Education program.

In addition to the scheduled lessons, students will participate in a single-day excursion and an overnight expedition to extend their experiences in the outdoors.

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. Please note that a course levy will apply to Outdoor Education.

Year Nine Outdoor Education leads to the Outdoor Education course in Year Ten and begins a pathway to General Courses offered in Years Eleven and Twelve.

# HUMANITIES

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

**Contact details:** 9247 9230  
matt.clarke@cewa.edu.au

**Compulsory Subject for all Year Nine students**

The Year Nine students study aspects of Civics and Citizenship, Economics and Business, Geography and History. During their study students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

### **Civics and Citizenship**

Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society.

### **Economics and Business**

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a

global economy. The roles and responsibilities of the participants in the changing Australian and global workplace are explored.

### **Geography**

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

### **History**

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.

## **MATHEMATICS**

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

**Contact details:** 9247 9274  
andy.coombs@cewa.edu.au

### **Compulsory Subject for all Year Nine 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 describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- **fluency** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms
- **problem-solving** includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- **reasoning** includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

## **SCIENCE**

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

**Contact details:** 9247 9250  
amanda.huke@cewa.edu.au

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

Year Nine 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 – are concerned with understanding living things. Students will develop their understanding of the human endocrine system, the human nervous system and diseases and that living things are interdependent and interact with each other and their environment.

Chemical Sciences – are concerned with understanding the composition and behaviour of substances. Students will develop their understanding of the structure of the atom, nuclear radiation and chemical reactions.

Physical Sciences – are concerned with understanding the nature of forces and motion, and matter and energy. Students will develop their understanding of heat energy, sound energy, light energy and electrical energy.

Earth and Space Sciences – are concerned with Earth’s dynamic structure and its place in the cosmos. Students will develop their understanding of the Earth being subject to change within and on its surface through studying plate tectonics, earthquakes and volcanoes.

## **TECHNOLOGIES**

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

**Contact details:** 9247 9282  
alison.reed@cewa.edu.au

### **CARING FOR CHILDREN**

Caring for Children is a hands-on introductory course into childcare which enables students to gain the skills and self-confidence to act as responsible caregivers. It seeks to raise the students’ awareness of the vital role played by parents and caregivers in the healthy development of children. Through interaction with Primary school classes the students will develop the confidence and skills to interact with young children, identify and utilise a range of resources available to young children and gain a knowledge and understanding of the physical, intellectual, social and emotional development of a child. Topics covered include stages of development, play, toys, books, safety, meal planning and simple first aid.

### **DIGITAL TECHNOLOGY**

Digital Technology is an area which is seeing major growth in society. In fact, 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 Nine Digital Technology course builds upon the programming concepts learned in Year Eight, by extending them to producing and animating objects on screens. The principles of design will also be introduced, and students will learn how to plan their projects through the “Design Thinking” process. The major project of the course will be the planning and creation of a “retro” video game, such as Pong or Snake. Students will also learn to use the Lego EV3 robots as part of this course.

This course is well-suited to students who enjoyed Digital Technology or Coding in Year Eight, who are interested in how software works, or those that are interested in robotics.

### **FASHION DESIGN & TECHNOLOGY**

This very practical course teaches students all the basic techniques and skills needed to make a variety of simple garments and items using sewing machines and overlockers. Topics such as how to take accurate body measurements, how to read a commercial pattern, fashion design, fashion advertising, upcycling and care labelling 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 that are totally unique. There is, however, an expectation that students provide suitable fabric for their garments.

## **FOOD TECHNOLOGY**

Year Nine Food Technology is a very practical course with a focus on helping students to make good food choices based on an understanding of basic nutrition and how our bodies use food as a source of energy. 'Food in the Fast Lane' covers topics such as convenience and junk foods, food additives, packaging, advertising and food photography. Whilst the 'You Are What You Eat' focus helps students to understand that the way their bodies function is directly affected by what they eat. Topics such as the Australian Dietary Guidelines, fad diets and eating for sporting performance and fitness are explored. Some of the fabulous dishes cooked include: Vegetarian Burgers, Italian Pasta Salad, Asian Egg Noodles in Oyster Sauce, Sweet Potato Frittata, Lemon and Coconut Muffins and Ultimate Chocolate Brownie.

## **METALWORK**

This course offers students an introduction to basic design principles, workshop procedure and safety, the use of various tools, machines, 3-D printers and laser cutters, used in a manufacturing environment. All projects will follow a design process that encourages creativity and sound design practice. The course would be well suited to students who enjoy designing and making products using metal work skills

## **WOODWORK**

This course offers students an introduction to basic design principles, workshop procedure and safety, the use of various tools, machines, 3-D printers and laser cutters, used in a manufacturing environment. All projects will follow a design process that encourages creativity and sound design practice. The course would be well suited to students who enjoy designing and making products using woodwork skills

# **SOCCER ACADEMY**

**Director:** Trim Morgan  
**Contact details:** 9247 9681  
tristram.morgan@cewa.edu.au

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, AstroTurf pitches and in the gym. All students in the Academy will be selected to represent the College in either the Champion Schools or NWAS Soccer competitions in Terms Two and Three with extra-curricular team training in Term 1.