



**IRENE McCORMACK
CATHOLIC COLLEGE**
Prayer Service Justice

**20
22** | **Year 9**

CURRICULUM

H A N D B O O K

INTRODUCTION

In Year 9 at Irene McCormack Catholic College, we work in partnership with our students to become passionate life-long learners. Encouraging them to become independent individuals, providing them with opportunities to engage in critical and creative thinking and walking life's journey in reflection through prayer, service and justice highlights a curriculum that embeds holistic growth

This booklet seeks to provide relevant information to assist students and their parents in making informed decisions about their future education and goals. It provides an overview of the future options that are available to students. In addition, it includes descriptions of courses offered by Irene McCormack Catholic College.

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YEAR 9 CURRICULUM OVERVIEW

The Year 9 program includes compulsory courses in Religious Education, English, Mathematics, Science, Social Sciences, and Health and Physical Education. Students also have the opportunity to select from Learning Areas that focus on the Arts, Languages and Technology, and or one of the many specialist courses on offer.

Timetable period allocation

The College timetable consists of six teaching and learning periods a day, thirty for the week. Students will study four non-compulsory courses for two periods each per week.

Religious Education	3 periods
English	4 periods
Mathematics	4 periods
Science	4 periods
Social Sciences	4 periods
Health and Physical Education	2 periods

COMPULSORY COURSES

Students study Religious Education, English, Mathematics, Science, Social Sciences and Health and Physical Education.

DIFFERENTIATED COURSES

Students are placed in Religious Education, English, Science, Mathematics and Social Sciences differentiated courses based on the results achieved the previous year. The following levels will apply:

Academic Extension: This level is for high achieving students who are likely to study courses in Years 11 and 12 that will lead to higher entrance level at university. The assessment standard is set at the WA Curriculum 'A' Grade.

Course 3: This level is undertaken by high ability students who, given good performance in Years 7-10, will study courses in Years 11 and 12 that will lead to university study. The assessment standard is set at the WA Curriculum 'B' Grade.

Course 2: This level is for those students who are approaching average academic performance. They generally focus their study on Years 11 and 12 courses that will lead to TAFE and the possibility of alternative pathways to university. The assessment standard is set at the WA Curriculum 'C' Grade.

Course 1: Provides students with smaller-sized classes and places great emphasis on support for literacy and numeracy. These students work towards Year 11 and 12 courses that lead to TAFE, traineeships and apprenticeships. The assessment standard is set at the WA Curriculum 'D' Grade.

ELECTIVE COURSES

Students study four elective year-long courses from the following areas, such as The Arts, Health & Physical Education, Languages, Technologies - Design and Digital and Technologies – Home Economics.

COURSE AVAILABILITY

Due to Timetabling and resourcing implications, the College cannot guarantee that a course will be offered. If there are insufficient student numbers in a course, it will not be offered.

The College will strive to provide students their most preferred courses. The College reserves the right to withdraw a course if an insufficient number of students select that course.

REPORTING

The College provides 3 reports each year, Term 1 Interim Report, Semester 1 and End of Year Reports.

College Grade Description

At Irene McCormack Catholic College, the assessment and reporting of student achievement is communicated by marks and grades for all courses. The reporting standard is as follows:

- A Excellent achievement.
- B High achievement.
- C Satisfactory achievement.
- D Limited achievement.
- E Very low achievement.

WA Curriculum Grade Description

The School Curriculum and Standards Authority require all Western Australia schools to have a standardised grade system that covers the range of all student achievement in a year group. The descriptions are:

- 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.

Student reports provide clear information on learner progress to parents and carers on achievement in the respective courses taught and assessed.

Students are also assessed on their learning attributes such as:

- **Academic progress** reflects how well students are achieving in their respective subjects.
- **Focus towards achievement** refers to how actively a student engages with the learning process. Students who achieve *Consistently* are positive in answering teachers' questions and are involved responsibly in class and group discussions. The student listens attentively to teachers' explanations and directions, and to the questions and comments of other students. Their ability to utilise good research skills and apply themselves when tasks are difficult is also noted.
- **Completion of set tasks** refers to students completing homework and assessment tasks by the required date to the best of their ability.
- **Effective organisation.** Students who receive *Consistently* are always punctual, have the correct texts and materials for class and record homework correctly in their planner.
- **Responsible behaviour.** Students receiving *Consistently* are those who always act with respect towards teachers and students, follow the directions of teachers and show consideration for all in the classroom.

If a student achieves *Consistently* in all or most courses, it is an indication that the student is working to capacity at school and with homework and study. The student is achieving their potential. If a student achieves indicators that are regularly below *Consistently*, improvement and communication is required with teachers.

IRENE'S SERVICE LEARNING

One of the key roles of Catholic schools is to form young people who are committed to living the Gospel values of prayer, service and justice. We believe that the service of others is a fundamental human quality that fosters a Christian attitude in society. The Irene's Service Learning Program builds students who are empathetic, compassionate and ambassadors of Christ. Participation in Irene's Service Learning Program is an essential element of life and graduation at Irene McCormack Catholic College.

Year 9 's will incorporate their service with the Camino program and their service will be based on Environmental Programs organised by the College.

Irene's Service Learning Program links the community to the classroom through the experience of responsible participation and reflection. The term 'service' means that students are actively involved in outreach in the community. Students are encouraged to examine why social or environmental problems develop, critically evaluate the steps that can be taken to rectify or improve this situation, and find ways to participate in making these changes.

CAMINO

The program has been created to assist in guiding students into young adulthood. Many cultures have their own versions of a rite of passage designed specifically for this age group. Camino is a year-long 'rite of passage' experience conducted in separate boys' and girls' classes.

Learning how to be an adult male or female in any society requires guidance, mentoring and a great many conversations. In our society today, young people often turn to their peers, the internet and the media to source their knowledge and guidance. During our Camino, students will be encouraged to have important conversations about what it is to be a respectful and responsible man or woman in our society.

As students journey through the year, they will explore four main themes, Relationship with Self, Relationship with Others, Relationship with Spirit and Relationship with the World. A unique feature of the Camino is the seven steps that form a contemporary rite of passage. Students are provided with a memorable series of events aimed at honouring the students' transition into young adulthood.

Students will have one Camino class a week. The program culminates with the Camino Camp in November.

YEAR 9 ELECTIVE COURSES

COURSES	PREREQUISITE	PAGE
THE ARTS		
Dance	Nil	14
Drama	Nil	14
Music	Nil	14
Music Specialist	Year 8 Music Specialist 55%	15
Photography	Nil	15
Visual Arts	Nil	16
HEALTH AND PHYSICAL EDUCATION		
Football Academy (Female & Male)	Year 8 Football Academy B or Application and Trial.	16
Outdoor Education	Swimming ability	16
Physical Education Specialist	Nil	17
Soccer Academy (Female & Male)	Year 8 Soccer Academy B or Application and Trial.	17
LANGUAGES		
French	Year 8 French Extension C	18
Japanese	Year 8 Japanese Extension C	18
TECHNOLOGIES – DESIGN AND DIGITAL TECHNOLOGY		
Digital and Media Studies	Nil	
Digital Technology	Nil	19
Materials Design and Technology	Nil	19
TECHNOLOGIES – HOME ECONOMICS		
Child Care	Nil	19
Fashion and Textiles	Nil	20
Food Technology	Nil	20

YEAR 7 – 12 CURRICULUM PATHWAY

Year 7, 8 and 9 Compulsory Courses

Religious Education English Social Sciences Mathematics Science	Academic Extension	Course 3	Course 2	Course 1
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Year 10 Compulsory Courses

Religious Education Mathematics Science Social Science	Academic Extension	Course 3	Course 2	Course 1
English	Literature	Course 3	Course 2	Course 1

Year 10 Elective Courses

The Arts	Dance Drama Music Music Specialist Visual Arts Visuals Arts Specialist	Dance Drama Music Music Specialist Photography Visual Arts Visual Arts Specialist	Dance Drama Music Photography Visual Arts	Dance Drama Music Photography Visual Arts
Design & Technology		Digital Technology MDT: Metal MDT: Wood	Digital Technology MDT: Metal MDT: Wood	Digital Technology MDT: Metal MDT: Wood
Home Economics		Childcare Fashion & Textiles Food Technology	Childcare Fashion & Textiles Food Technology	Childcare Fashion and Textiles Food Technology
Health and Physical Education (Selection)	Outdoor Education	Football Academy Outdoor Education Physical Education Physical Education Specialist Soccer Academy	Football Academy Outdoor Education Physical Education Physical Education Specialist Soccer Academy	Football Academy Outdoor Education Physical Education Physical Education Specialist Soccer Academy
Languages	French Japanese	French Japanese		
Mathematics	Mathematics Specialist	Mathematics Specialist		
Science	Biological Sciences Physical and Chemical Science	Biological Science Physical and Chemical Science		
Social Science	Global Leadership	Global Leadership		

Years 11 and 12 – Courses selected are based on achieving prerequisites

Year 11 and Year 12	ATAR courses	ATAR, General and VET courses	General and VET courses
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YEAR 9 COMPULSORY COURSES

RELIGIOUS EDUCATION

The Year 9 Religious Education program at Irene McCormack Catholic College is based on the mandated curriculum presented by the Bishops of Western Australia. It reflects the Gospel values exemplified by Irene McCormack during her life. The Religious Education aims to help students learn the teachings of the Gospel as proclaimed by the Catholic Church. Students develop a sense of the nature of Christianity and how Christians live their lives as part of their learning. The Religious Education course is differentiated to cater for individual differences giving all students the opportunity to develop socially, culturally, academically and spiritually. All students at the College, regardless of their religious background, participate in Religious Education classes. Other Religious Education and faith formation experiences include: Reflection days, Masses, Reconciliation, Liturgies, Guest Speakers, Christian Service, Prayer and a variety of multi-media educational experiences.

RELIGIOUS EDUCATION EXTENSION

Course Description

As part of the program, students experience the Catholic practices that are part of Church life. They read scripture texts containing relatively complex language and concepts and recall that scriptural texts were constructed for particular contexts and purposes. Extension students are exposed to rigorous, relevant and engaging teaching and learning strategies that enable them to analyse and apply Catholic teaching to daily life.

RELIGIOUS EDUCATION COURSE 3

Course Description

Students in Course 3 select, use and reflect different scriptural texts to make links between key Catholic teachings and daily life practices. Students describe how Catholics draw on prayer and the sacraments to relate with and respond to God. In doing so, students use questioning and research skills as the basis for analysing and communicating Catholic knowledge and understanding.

RELIGIOUS EDUCATION COURSE 2

Course Description

In this course, students identify the signs, symbols and rituals of the sacraments and can explain how each of the sacraments offers an experience of Jesus. In addition, students are able to make sound links between Catholic teachings and daily living. Student learning is scaffolded to support the literacy development of content, and learning experiences have a kinesthetic focus enabling students to apply their understandings using various forms of reflection and discourse.

RELIGIOUS EDUCATION COURSE 1

Course Description

Course 1 provides a measured approach to Catholic teachings that enables students to develop essential knowledge, skills and understandings. Intensely scaffolded with a focus on visual, auditory and a hands-on approach to learning, the course enables students to develop their literacy skills and learn about key components of Mass and the works of Jesus.

Assessment for all courses: It is important to note that no attempt is made to assess the student's faith. Students complete up to two assessment tasks per unit. Assessment styles are varied to allow students to express themselves and to encourage both independent learning and groupwork.

Assessment

Tasks may include, but are not restricted to:

- Digital presentations
- Examinations.
- Oral presentations
- Topic tests
- Written assessments

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

Language focuses on knowledge of the English language and how it works.

Literature focuses on understanding, appreciating, responding to, analysing and creating Literature.

Literacy focuses on interpreting and creating a range of texts with accuracy, fluency and purpose.

Teaching and learning programs 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.

In Years 7-9, students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry, films and stage drama. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience, and are given opportunities to create a range of imaginative, informative and persuasive types of texts, for example, narratives, speeches, performances, persuasive texts, analytical essays, and are beginning to create literary analyses. There is a strong focus on grammar and spelling to equip students with solid literacy skills, which they will continue to develop over time.

ENGLISH ACADEMIC EXTENSION

Course Description

This course caters to students who have outstanding skills in English. The course seeks to extend those students to their full potential by stimulating higher-order thinking through exposure to more challenging concepts. The expectation for students is high, with the aim to develop their ability to learn and think critically and independently. Students who achieve highly in this course are encouraged to enrol in Literature for Year 10.

ENGLISH COURSE 3

Course Description

This stream caters to students who have proficient skills in English. The course seeks to develop students' skills for ATAR courses in Senior School by exposing them to challenging texts and offering assessment tasks that refine their analytical and creative skills. Assessment tasks are similar and more scaffolded than the Academic Extension course, whilst still ensuring a strong skill set is developed in students.

ENGLISH COURSE 2

Course Description

This course caters to students who demonstrate under-developed skills in English and who would benefit from slightly smaller class sizes and more scaffolded learning experiences. Students study the same texts as the Course 3 and Academic Extension students, but move through the course at a manageable pace and have modified, more scaffolded assessment tasks. There is an extensive focus on refining students' literacy, especially spelling, grammar, comprehension and writing. Students at this level may develop their skills to move to a higher level.

ENGLISH COURSE 1

Course Description

This course caters to students who find English challenging. The course is tailored to their specific needs and focuses on improving students' basic literacy competency in smaller classes, sometimes with a Teacher's Assistant. These students move through the course at a very manageable pace, and have modified tasks suited to their skill level. These students study different texts to the other courses. The intent is to develop students' confidence and focus particularly on basic spelling, grammar, reading comprehension and writing skills.

Assessment

- Examinations.
- Text analysis.
- Written/Oral production.

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

Course Description

In Year 9, the course provides students with the opportunity to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. The students also continue to develop knowledge, skills and understandings in relation to respectful relationships with a focus on relationship skills that promote positive interactions, and manage conflict.

Students also focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialised movement skills. They explore ways to evaluate their own and others' performances through the analysis of skills and movement patterns using basic biomechanical concepts. Students also transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success.

Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Assessment

- Assignments.
- Interpersonal, self-management and participation.
- Skills for Physical Activity.
- Tests.

MATHEMATICS

MATHEMATICS ACADEMIC EXTENSION

Course Description

In this course, students solve problems involving simple and compound interest. Students apply all the index laws to numbers and variables, and express numbers in scientific notation. They expand binomial expressions. They factorise expressions with a common factor and basic quadratic trinomials. Students find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations and solve linear equations. Students interpret ratio and scale factors in similar figures and explain the similarity of triangles.

Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

MATHEMATICS COURSE 3

Course Description

In this course, students solve problems involving simple interest. Students apply index laws to numbers and variables, and express numbers in scientific notation. They expand binomial expressions and factorise expressions with a common factor. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment.

They sketch linear and non-linear relations, solve linear equations and interpret ratio and scale factors in similar figures. Students explain the similarity of triangles and use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. They compare techniques for collecting data in primary and secondary sources. Similarly, they make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

MATHEMATICS COURSE 2

Course Description

In this course, students solve problems involving discounts, profit and loss, and simple interest. Students apply index laws to numbers, and express numbers in scientific notation. They expand binomial expressions. Students find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear relations and solve linear equations and interpret ratio and scale factors in similar figures. Students explain congruence and similarity of triangles. They calculate areas of shapes and the volume and surface area of right prisms and cylinders. Students use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.

MATHEMATICS COURSE 1

Course Description

Mathematics Course 1 aims to develop a student's core numeracy skills. In addition, students solve problems involving discounts, profit and loss, and simple interest. Students apply index laws to numbers, and express numbers in scientific notation. They expand binomial expressions and sketch linear relations to find the gradient between two points. Students explain congruence and similarity of triangles and they calculate perimeter and areas of shapes as well as the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students compare techniques for collecting data in primary and secondary sources.

This course also provides opportunities for students to calculate mean, mode and median and use displays to describe and interpret data. Students list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and stem-and-leaf plots. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed and symmetric displays to describe and interpret data.

Assessment

- Assignments.
- Examinations.
- Problem solving.
- Test.

SCIENCE

The Year 9 Science program is based upon the Western Australian Curriculum. This curriculum has three strands, Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. The three strands of the curriculum are interrelated, and their content is taught in an integrated way.

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 and the interdependencies between biotic and abiotic components of ecosystems. 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. They begin to apply their understanding of energy and forces to global systems such as continental movement.

SCIENCE EXTENSION

Course Description

This course caters for students who have outstanding skills and understanding in Science. It aims to develop critical, creative thinking and problem-solving skills through investigation and exploration of the Western Australian Curriculum Science content. Students are taught with an open-ended pedagogy and an increased focus on abstract concepts. There is a high expectation of students to be able to work efficiently and at times independently. Students studying Science Extension will be strongly encouraged to pursue Science at an ATAR level. Students who are intending to choose one or more Science ATAR courses will be strongly encouraged to choose either Biological Sciences or the Physical Sciences electives in Year 10.

SCIENCE COURSE 3

Course Description

This course caters for students who have proficient skills and understanding in Science. Like the Science Extension Course, Course 3 Science aims at developing problem solving and critical and creative thinking skills, but does so in a more scaffolded environment. There is a balance in focus between concrete and abstract concepts. The course aims at developing skills required to succeed when studying Science ATAR. Students who are intending to choose one or more ATAR Science courses will be strongly encouraged to choose either Biological Sciences or the Physical Sciences electives in Year 10.

SCIENCE COURSE 2

Course Description

This course caters for students who are still developing the inquiry skills and scientific understanding to a level that is proficient. Content is taught in a more highly structured environment with independent work scaffolded in order to assist students to complete objectives to an adequate standard. With a focus on concrete concepts, students are encouraged to engage in a simplistic reflection and application of ideas. Students who perform at a high level in Course 2 may be given the opportunity to move up into Course 3 at the end of the year.

SCIENCE COURSE 1

Course Description

This course caters for students who find Science skills and understanding somewhat challenging. Concepts are taught at a slower pace with a greater emphasis on developing literacy and numeracy skills, as well as developing Inquiry skills. Students use a magazine style textbook. Work is highly structured and scaffolded with students given alternative assessments to demonstrate their knowledge and understanding.

Assessment

- Investigations and validations.
- Presentations.
- Tests and Examinations.

SOCIAL SCIENCES

SCSA refer to this learning area as Humanities and Social Sciences (HASS).

In the Year 9 course, students study the topics of Civics and Citizenship, Economics, Geography and History.

Civics and Citizenship

The curriculum builds students' 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. Students also examine global connectedness and how this is shaping contemporary Australian society.

Economics

The curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

Geography

There are two areas of study in the Year 9 Curriculum for Geography, biomes and food security and Geographies of interconnections.

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This course 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.

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This course examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

History

The curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914-1918, the 'war to end all wars'. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Differentiated Course

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum, Humanities and Social Sciences. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. In order to cater for the diverse needs of students across Western Australia and to personalise their learning, the skills required in understanding the curriculum content differ in each course.

SOCIAL SCIENCE EXTENSION

Course Description

This course is designed to challenge and extend learners by encouraging them to draw evidence-based conclusions by evaluating information and data from the four core areas listed. Students develop skills to assess ambiguities and multiple perspectives as well as negotiate and resolve contentious issues. With a capacity to critically evaluate data students are encouraged to propose explanations for patterns, trends, relationship and predict outcomes.

SOCIAL SCIENCE COURSE 3

Course Description

Course 3 offers students with opportunities to develop their questioning, research, analysis and communication skills. Completed with the varied course content, students are able to analyse the 'big picture' by identifying new relationships and missing viewpoints. Their skills enable them to address hypothetical situations with relevant knowledge and understandings.

SOCIAL SCIENCE COURSE 2

Course Description

Course 2 is designed to meet the needs of those students working at a sound level. Students are given the opportunity to analyse the reliability and currency of primary and secondary sources. They are also able to account for different interpretations and points of view in information and data including tables, statistics, graphs and newspapers.

SOCIAL SCIENCE COURSE 1

Course Description

Students in this course are able to construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. Supported with a highly scaffolded teaching and learning process, students are also able to analyse and clarify the purpose of an inquiry using appropriate methodologies and protocols.

Assessment

- Examinations.
- Project work.
- Tests.
- Written responses.

YEAR 9 ELECTIVE COURSES

THE ARTS

DANCE

Course Description

The course is an excellent choice for students who have an interest in developing their technical and performance skills in dance through Cheerleading and Contemporary Dance styles. Students learn how to choreograph their own movement by participating in choreographic workshops. They also research and create their own Cultural Dance in small groups. Students are assessed on their technique and performance abilities both in class, as well as in formal assessments such as the Dance Night in Term 3.

Assessment

- Cheerleading and Contemporary Technique.
- Choreography.
- Tests.
- Written reflective practices.

DRAMA

Course Description

The Drama course focuses on aesthetic understanding and drama in practice as students integrate their knowledge and skills. They use the elements and conventions of drama to develop and present ideas and explore personal and cultural issues. Students engage in drama processes such as improvisation, play building, text interpretation, playwriting and dramaturgy which allow them to create original drama and interpret a range of texts written or devised by others. Their work in this course includes production and design aspects involving sets, costumes, makeup, props, and sound and lighting. Increasingly, students use technologies such as digital sound and multimedia. They present drama to a range of audiences and work in different performance settings.

The course explores different styles and forms of theatre and includes Voice and Movement, Characterisation, Melodrama, Commedia and Realism. Students also learn the importance of costumes, props and technology and how to incorporate these into their performances.

Assessment

Making 60%

- Commedia performance.
- Melodrama performance.
- Monologues.
- The Weather Girl performance.

Responding 40%

- Interview.
- Melodrama conventions test.
- Review on live theatre.

MUSIC

Course Description

Music is a creative and practical course that provides students with opportunities to perform, compose, and record their own music throughout the year. They use the industry-standard equipment and facilities provided at the College, two dedicated music rooms equipped with computers and recording equipment, practice rooms, recording studio, and a wide range of orchestral, percussion, rock and electronic instruments including DJ Decks. The ability to play an instrument is an advantage however, students do not need to be able to play an instrument as they learn instrumental skills during the course. This course is a performance-based course. Some instrumental background is necessary for performance assessments.

Instrumental lessons are offered for a variety of instruments including Clarinet, Saxophone, Flute, Trumpet, Trombone, Guitar, Drums, Piano and Voice. All students who are enrolled in music courses are encouraged to apply for instrumental lessons at the College. Application forms are available from the Music Department or the College Reception. This course is a performance-based course. Some instrumental background is necessary for performance assessments.

Assessment

- Composition and arranging.
- EP launch and promotion.
- Performance.

MUSIC SPECIALIST

Prerequisite – Year 8 Music Specialist 55% and enrolment in instrumental lessons at the College.

Course Description

Music Specialist is an exciting opportunity to continue working in an intensive and focused environment. It allows students to improve their musical abilities, and to work with other students who share a similar interest in music. The course takes practical music-making as its starting point, and allows students to experiment, practice, and create. They develop and improve instrumental, performance, compositional, and theoretical skills and abilities through practical and games-based activities. Music Specialist has a relaxed and welcoming environment in which to work and create, including workshops and excursions. This course also provides an excellent foundation with which to succeed in upper school music, leading to Music ATAR. Music is a creative and practical activity that provides enjoyment and satisfaction as well as varied and exciting employment opportunities.

Instrumental lessons are offered for a variety of instruments including Clarinet, Saxophone, Flute, Trumpet, Trombone, Guitar, Drums, Piano and Voice. All students who are enrolled in Music courses, particularly Music Specialist, are strongly encouraged to apply for instrumental lessons at the College. Application forms are available from the Music Department or the College Reception.

Assessment

- Composition.
- Group and solo performance.
- Music history.
- Theory.

PHOTOGRAPHY

Course Description

In Year 9, students will strengthen their understanding of the compositional basics of photography and gain additional understanding of using the elements and principles of art and design to improve their photos. Students will complete a number of projects, each with its own focus, that will see them utilise correct camera operation and care in addition to using Photoshop and Lightroom basics to digitally manipulate their photos for a specified purpose.

Students are provided with opportunities to view photography work from contemporary and past times to explore viewpoints from Australian and International work. They will also consider the impact of context and audience.

Students who select this course need to have a suitable device that has sufficient memory and capability to run Adobe Photoshop and Lightroom.

Assessment

- Analysis.
- Photography skills and processes.
- Portfolio.
- Reflection.

VISUAL ARTS

Course Description

Students will complete two major projects during the year. In each project, students will expand their skills through seeking artist inspiration. Students will extend their drawing and painting repertoire through a number of small exercises where scale and accuracy is key. Their creativity will be developed through structured design activities and three-dimensional projects.

Assessment

- Art analysis.
- Completion of practical work.
- Drawings.
- Research.

HEALTH AND PHYSICAL EDUCATION

FOOTBALL ACADEMY Female and Male

Prerequisite – Year 8 Football Academy B or Application and Trial.

Course Description

The Football Academy is designed for students wishing to specialise in Football development, as a player, coach or administrator. The program aims to continue the development of individual skills, whilst increasing students critical thinking, decision making and game strategy. The course will also enhance student's knowledge of the game by studying game structure and official rules.

Assessment

- Fundamental skill development
- Game play
- Self-management, interpersonal and leadership skills

OUTDOOR EDUCATION

Prerequisite - Students must have an adequate swimming ability.

Course Description

This program is designed to introduce students to recreation in the outdoors as well as developing a caring relationship with the natural environment and their peers. The course covers three main topics: Outdoor Experiences, Self and Others and Environmental Awareness.

Activities include but are not limited to: Surf skills, Mountain biking, Archery, Navigation, Expedition skills and Team Building activities.

Assessment

- Investigation.
- Performance skills.
- Reflection activities.
- Self-management, interpersonal skills and leadership.

PHYSICAL EDUCATION SPECIALIST

Course Description

The Physical Education specialist course is a foundation for those students wishing to study Physical Education Studies in Year 11 and 12. The course is to further develop skill and strategies in Basketball as well as developing student's knowledge in coaching, umpiring and sports management. The program is partnered with Wanneroo Basketball Association, the Joondalup Wolves who offer expert coaches,

facilitators and competitions for students to take part in. The program an opportunity to take part in an excursion to the Wolves facility. The PE Specialist course prepares students for tertiary and technical studies in sport science, health science, leisure and recreational field. It will be a stepping-stone to gaining employment in community and sporting industry.

Assessment

- Mental and physical development.
- Tactical and Technical development.

SOCCER ACADEMY Female and Male

Prerequisite – Year 8 Soccer Academy B or Application and Trial.

Course Description

The Soccer Academy is designed for students wishing to specialise in Soccer development, as a player, coach or administrator. The program aims to continue the development of individual skills, whilst increasing students critical thinking, decision making and game strategy. The course will also enhance student's knowledge of the game by studying game structure and official rules.

Competition

CAS Competition

Assessment

- Fundamental skill development
- Game play
- Self-management, interpersonal and leadership skills

LANGUAGES

Languages are dynamic courses designed to equip students with the skills to function within an increasingly global society, a culturally and linguistically diverse local community and to provide the foundation for life-long language learning. The study of a language other than English has relevance to all students, as languages are the foundation of all human relationships. Knowledge of languages and cultures other than English will enable students to better understand the world in which they live.

FRENCH

Prerequisite— Year 8 French Academic Extension C

Course Description

The course focuses on the grammatical system of the French language while extending students' oral, aural, reading, and written communication skills. Students communicate in French, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life, and relationships. They increase control of context-related vocabulary, achieving a higher level of sophistication of expression through the mastering of verb conjugation in a variety of tenses. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding, and monitoring.

Students have the option to continue studying the language in Year 10 and possibly onto Years 11 and 12 as an ATAR course.

Assessment

- Listening activities.
- Reading activities.
- Semester 2 Examinations.
- Speaking.
- Text production.

JAPANESE

Prerequisite – Year 8 Japanese Extension C

Course Description

This course builds on the skills, knowledge and understanding developed in the Year 8 Curriculum, to communicate with greater fluency in the Japanese language. The course focuses on extending students' oral, reading and written communication skills and their understanding of Japanese language and culture. Students communicate in Japanese, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of teenage life, school, their environment and relationships.

Students will develop a deeper understanding of the systems of the Japanese language. They will study the plain form of verbs and the use of the ㇿ form (of verbs). Students will build on their mastery of *hiragana* and *katakana* and begin reading and writing commonly used *kanji*. They will also continue to explore and analyse aspects of Japan's rich culture, enabling them to reflect on cultural differences between Japanese-language and English-language communication styles and on how these affect intercultural interactions.

Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.

Students have the option to continue studying the language in Year 10 and possibly onto Years 11 and 12 as an ATAR course.

Assessment

- Listening activities.
- Reading activities.
- Semester 2 Examinations.
- Speaking.
- Text production.

TECHNOLOGIES – DESIGN AND DIGITAL TECHNOLOGY

DIGITAL AND MEDIA STUDIES

Course Description

In Digital Technologies students will develop skills required to incorporate multiple forms of media to create two-dimensional and three-dimensional effects. Students cover the fundamentals of coding used for, Robotics, Lego engineering, Website design and Gaming. Students learn to use a variety of computer programs to create images or animations that might assist in creation of print or video media such as, website design, animated films, computer Apps, company logo design, television cartoons or advertising. This course is a practical and hands-on course, it focuses on core knowledge and skills all students need in our technology rich world.

During Media students are provided with opportunities to explore in more depth the way media work is constructed. They explore past and current media trends on audience use of media. Students continue to make and respond to their own media productions and professional media work within the selected media type, genre or style studied, using refined media production skills and processes: problem solving, working as a team, or independently; setting and following personal and group timelines; and independently using media equipment safely and responsibly.

Assessments

- Digital products/solutions.
- Tests.
- Theory.

DIGITAL TECHNOLOGIES

Course Description

Students will develop skills required to incorporate multiple forms of media to create two-dimensional and three-dimensional effects. Students cover the fundamentals of coding used for, Robotics, Lego engineering, Website design and Gaming. Students learn to use a variety of computer programs to create images or animations that might assist in creation of print or video media such as, website design, animated films, computer Apps, company logo design, television cartoons or advertising. This course is a practical and hands-on course, it focuses on core knowledge and skills all students need in our technology rich world.

Assessments

- Digital products/solutions.
- Tests.
- Theory.

MATERIALS DESIGN AND TECHNOLOGY

Course Description

Students develop techniques appropriate to designing projects working with wood and metal. Students learn basic design drawing techniques including freehand sketching, Computer Aided Drafting (CAD) and use appropriate technical terms and technology to design, develop, evaluate and communicate alternative solutions. When working with materials students will learn different shaping, joining and finishing techniques using hand and power tools and apply safe and appropriate techniques to make solutions. Using a range of components and equipment students learn specialised techniques such as woodwork joinery, welding techniques, spray and powder coat finishes.

Assessment

- Design pieces.
- Theory.
- Test.

TECHNOLOGIES – HOME ECONOMICS

CHILD CARE

Course Description

This engaging course offers students the opportunity to learn about caring for children in a practical manner. The subject focuses on what it takes to be an exceptional babysitter and what the responsibilities are of the baby sitter, along with learning how babies and toddlers grow and develop.

Students are able to:

- Design and produce a plush toy.
- Prepare nutritious meals for babies and toddlers.
- Devise practical items using sewing machines and craft materials.
- Learn about baby/toddler safety in the home and garden.

Assessments

- Design a baby-sitting bag (toy/book/game).
- Plan a nutritious meal for a toddler.
- Design an educational poster.
- Test.

FASHION AND TEXTILES

Course Description

This course offers students the opportunity to complete a wide variety of practical tasks while working with a range of textile materials. Students have the opportunity to begin to develop skills in design concepts and fashion drawings. This course is tailored for different levels of sewing ability from beginner to advanced.

Students are able to:

- Use a sewing machine.
- Read and use basic patterns.
- Create a basic hem.
- Embellish textile products.
- Gain an understanding of fashion and design techniques.
- Insert a zip.

Assessment

- Produce beach dress or top.
- Produce a pair of shorts.
- Produce a cosmetic purse or toiletry bag.
- Produce a recycled garment.

FOOD TECHNOLOGY

Course Description

Food Technology explores a wide range of topics related to preparing foods using locally grown produce. The food selection choices we make have a pivotal role in our health and our enjoyment of food and life in general. Students will focus on “Healthy Foods Fast” as opposed to “Fast Foods” and will engage in a number of practical cooking opportunities.

Students are able to understand that nutritional needs change throughout our lives. The course enables students to learn how to make better nutritional choices. They are also taught about how poor or uninformed food selection choices can lead to a variety of nutrition related diseases. Students will also explore how technology has changed food supply and demand throughout the world.

Assessment

- Design a healthy snack.
- Practical assessments.
- Sustainable packaging task.
- Creation of healthy foods using non-technology methods vs technology methods.



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