2020 Junior Handbook & Course Outlines

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MISSION AND VISION

“Merici challenges you to love life, have hope, be faithful and build futures more wondrous than you dare to dream.”

As a Catholic community aspiring for excellence, Merici College is inspired by our Catholic teachings: "Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things." (Philippians 4:8)

We are an innovative, progressive and caring learning community, committed to the well-being of our students and driven by our Catholic values. We work in partnership with parents to provide a nurturing and inclusive environment, which develops young women who can lead and have impact within their communities by showing respect for others, empathy, intercultural understanding and positive stewardship. In order to facilitate the ongoing spiritual, emotional, academic and social development of our young women, Merici College has a comprehensive Pastoral Care system based on Christian beliefs. We create a positive and inclusive learning environment that develops and challenges students who are compassionate, confident and active members of our global community. Our vision for each young woman is that she feels fully prepared to meet the challenges of an increasingly globalised world where differences are valued and respected.

We take St Angela Merici as our guide and as such view each student as a unique individual with inherent dignity.

“The more you esteem them, the more you will love them; the more you love them, the more you will care for and watch over them. And it will be impossible for you not to cherish them day and night, and to have them all engraved in your heart, one by one, for this is how real love acts and works.” (St Angela Merici)
Teaching and Learning at Merici College is designed, implemented and evaluated to achieve excellence in education. We promote enthusiasm and energy for learning within our classrooms by utilising a variety of strategies to meet individual student needs. We encourage ownership of learning, higher-order and critical thinking and reflection to empower students and allow them to develop the self-discipline and drive required to become life-long learners.

Our focus is on developing students holistically, so that they become compassionate and active members of our global community: young women who value ethical behaviour, who have a strong yet realistic sense of their own worth, and who are ready to take their place the world.

“Love your daughters equally, do not have any preference for one rather than the other, because they are all children of God, and you do not know what He wishes to make of them.” (St Angela Merici)

CURRICULUM

As a Catholic school, within the Archdiocese of Canberra and Goulburn, Merici implements the Religious Education curriculum: Treasures New and Old, across Years 7 to 10. The school-based curriculum developed from ACARA follows the ACT implementation schedule for Australian Curriculum subjects. In addition to these requirements for the teaching and learning, Merici College aims to give students choice through an Electives program.

We are a candidate school* for the International Baccalaureate (IB) Diploma Programme (Years 11 and 12) and the Middle Years Programme (Years 7-10) and are pursuing authorization as a full IB World School. IB World Schools share a common philosophy - a commitment to high-quality, challenging, international education - that we believe is important for our students and aligns with our Merici Vision and Mission.

Teaching in IB programmes is:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration differentiated to meet the needs of all learners informed by assessment (formative and summative)

Teaching and learning is focused on the IB Learner Profile, which develops a distinctive set of attributes. These qualities are: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

We use the International Baccalaureate Middle Years Programme (MYP) as a framework for delivering the Australian Curriculum In Years 7-10.

** Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted*

CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

AC | Australian CURRICULUM

RELIGIOUS EDUCATION

The Religious Education curriculum at Merici College challenges our community to live the faith and to dare to meet all challenges with hope and love, that we may develop a community where all people realise their potential and live life to the fullest.

All Religious Education units promote a critical understanding of faith, based on the Archdiocese of Canberra and Goulburn Religious Education document, Treasures New and Old. An exception occurs in Year 7, Semester 1 where students undertake an enculturation unit, Who We Are, designed by Merici College and approved by Catholic Education, in conjunction with the approved Treasures New and Old units.

The study of Religion is compulsory in different forms from Years 7 – 12. In Year 9, students can apply to volunteer at Black Mountain School as part of their units on Prophets, Prayers and People and Living Compassion. Year 10 students have the option of working as Mentors with young people with disability in our Merici Mentor program, as an alternate Religious Education program. Students' academic work focusses on the core Year 10 Religious Education curriculum, as well as their work as Mentors.

The Merici College Retreat Program provides an opportunity for students to come to a fuller understanding of who they are and where God is leading them in their lives. Each Retreat caters for a range of abilities, interests, backgrounds and aspirations of the students in terms of both content and the method of delivery. A Retreat program is designed to cater for and meet the needs of each particular year group and students are guided through a spiritual journey. The course is sequential and each Retreat has a scriptural theme. The students are encouraged to reflect on their relationships with their family and friends and the way they treat one another as a result of their belief in a God of love.

Students study the following units in Years 7-10:

Year 7	Year 8	Year 9	Year 10
Semester 1			
Who We Are	People of God	Prophets, Prayers and People	Unity, Diversity, Morality
• A Just Future • Where We Come From?	• A Virtuous Life • Power of the Spirit	• God of Prophets – God and God's Creation • Being Eucharist Through Prayer – Prayer and Celebration	• Church in Dialogue – Church in the World. • Living as a Disciple of Jesus – Jesus and Discipleship
Semester 2			
Jesus: The Living Church	One in God	Living Compassion	Celebrating Life
• The Early Church (6BCE-65OCE) • A Prayerful Life	• The Middle Ages • Origins of Prayer	• The Good News of Jesus – Jesus and Discipleship • Church and Change – Church in the World	• God of Life – God and God's Creation. • A Breath of Life – Prayer and Celebration

YEAR 7 INTEGRATED HUMANITIES (IH)

In Integrated Humanities, students experience an integrated approach to the disciplines of English and HASS - History, Geography, Civics and Citizenship and Economics and Business. This integrated approach provides students with a unified view of commonly held knowledge, allowing them to see learning links across traditional subject boundaries, and to make connections between content areas and the real world. Our inquiry based approach increases their ability to solve problems by looking at multiple perspectives and to incorporate information from different fields, an essential ingredient for success in the future.

Semester 1

In Semester 1, students are introduced to the concepts, terminology and skills they require in order to study English, History, Civics and Citizenship at the secondary school level. Students study the ancient past, exploring how historians and archaeologists investigate history. They also study the ancient Mediterranean culture of Rome, Greece or Egypt and investigate an ancient Asian society. They compare what it means to be a citizen in Australia today with citizenship in an ancient civilisation.

Semester 2

In Semester 2, students are introduced to geographical concepts. They explore human impact on world environments and societies, and study the concept of liveability in modern times; how it is measured and perceived. Particular focus is given to the importance of water, the water cycle, global distribution of water resources and global inequities in access to clean water. Students also develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market.

Across the year, students study at least two novels as well as learning language conventions and other forms of English literature, such as essay writing, persuasive writing, narratives, autobiographies, diaries, multimodal texts, poetry and film as text. One lesson a fortnight is scheduled in the Information Centre for silent reading to encourage a love of reading and to extend students' literacy skills.

YEAR 7 INTEGRATED MATHS AND SCIENCE (IMS)

Our curriculum is designed to meet the needs of the Australian Curriculum covering the application of Science concepts for understanding, inquiry skills and as a human endeavour. In Mathematics, the curriculum is designed for developing proficiency in understanding, fluency, problem solving and reasoning in the content areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Students study two semester units that encompass key ideas from both subject areas, with integration of concepts wherever possible. The linking of these subject areas is done explicitly through concept based units so that students recognise the connections between number and the working of the world around them.

Throughout their studies, students are given a wide variety of experiences, many of which are open-ended investigations that encourage the development of observation, inference and problem-solving. Students learn general strategies and how to effectively use technology to solve problems. The reading, interpretation and drawing of tables and graphs are also explicitly taught. Mathspace is used as an online tool to support the learning in this subject.

ENGLISH

Students at Merici study English as a separate subject from Year 8, having followed the Integrated Humanities curriculum in Year 7.

English at Merici combines a solid core of work in basic skills with a wide range of literary and language experiences. Our emphasis on reading, viewing, and writing, listening and speaking is reinforced and extended as students move through Year 8.

English at Merici aims to provide our students with the means through which they will develop their individual understanding of the world.

Critical literacy and higher order thinking skills are essential tools for students in today's world and we ensure a variety of learning styles are addressed in line with the College's Principles of Powerful Learning.

Year 8

In Year 8, students explore how text structures vary for different purposes and audiences. They look at how language features, images and vocabulary are used to represent different ideas and issues in texts and learn to question the reliability of information and ideas. Students create texts for different purposes, selecting language to influence audience response using accurate grammar, spelling and punctuation.

Year 9

In Year 9, students analyse how text structures can be manipulated for effect and how images, vocabulary and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts in order to form their own interpretation. Students create texts that respond to issues and edit for effect selecting vocabulary and grammar that is precise, using accurate spelling and grammar.

Year 10

In Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explore how language features, images and vocabulary contribute to the development of individual style. Students show how the selection of language features can achieve precision and stylistic effect and learn to develop their own style. They create a wide range of texts to articulate complex ideas, using grammar and vocabulary for impact, whilst editing texts with accuracy.

Fast Pace – Year 9 and 10

In Years 9 and 10, students may elect to complete a Fast Pace version of the English course. In this course, students complete the same curriculum but move through the course more quickly. Teachers of this course also provide literature and activities that extend students beyond their chronological age. Assessment in the Fast Pace program is sometimes varied to suit the needs of the class. The content of the course aligns with the Australian Curriculum.

Wide Reading Program

All junior English classes have fortnightly bookings into the Information Centre for silent sustained reading lessons. Students select the novel of their choice and read for the entire lesson. Students are assisted with their selections by their English teacher and by the *iC* staff. They are encouraged to borrow a novel regularly and to regularly read at home.

Shakespeare

A Shakespearian play is studied in depth in all junior English courses.

Year 8 – *A Midsummer Night's Dream*
Year 9 – *Romeo and Juliet*
Year 10 – *Macbeth*

At the end of Year 8, students join in the Merici College Shakespeare Festival and act out scenes from *A Midsummer Night's Dream* with attention given to costume, scenery, staging, directing and acting. All students participate in this fun celebration of Shakespeare's life and works. The event is rounded off with a cake to celebrate the Bard's birthday.

Debating and Public Speaking

Merici College has a strong representation in ACT debating competitions and public speaking competitions. There has been an enormous growth of interest in debating and this is a flourishing co-curricular area. This activity is not just for those who are already confident speakers but it can provide significant opportunities for students to develop a wide range of skills in a supportive environment.

Writing and Speaking Competitions

Merici students participate in various national and local writing and speaking competitions. Our students have enjoyed success in the National Dorothea Mackellar Poetry Competition, the Canberra Times Young Writer of the Year Competition and have had their work published in the anthologies compiled by the National Catholic Education Commission as well as Spine Out magazine. With the encouragement of their classroom teachers, students in Years 8 and 9 enter the Sydney Morning Herald Writenow! Competition and the Write4Fun short story and poetry competition, which is a national competition.

MATHEMATICS

At Merici, students study Mathematics as part of the Integrated Mathematics and Science program in Year 7 and as an individual subject from Year 8.

Mathematics education:

- allows students to develop competency in mathematical skills and processes
- engages students in activities designed to develop their concepts and skills
- assists students to be creative, intuitive and inquisitive and to develop higher order thinking
- challenges students while providing a sense of enjoyment and achievement
- allows students to reflect, discuss, and consider the knowledge they are accumulating and its relevance to their future learning
- provides opportunities for students to develop their formal mathematical language from its informal beginnings
- enables students to appreciate the importance and usefulness of mathematics in other areas of learning
- underpins problem solving strategies for future challenges in a wide variety of prospective careers

Year 8

Students study courses developed from the Australian Curriculum and through the IB MYP framework. They are presented with a differentiated curriculum through direct teaching, team teaching, integrated technology, flexible and independent learning, and activities directed at the student's individual current achievement level. The courses are designed to incorporate the Principles of Powerful learning and to create students who are excited about and capable in Mathematics.

Year 9

Students study a course developed from the Australian Curriculum. After consultation with parents and recommendation from teachers, students choose to study either the 9A or 9 Core courses. The 9A class aims to challenge students who are ready and willing to purse mathematical study vigorously and are sure of their knowledge and capacity to undertake Year 9 content. The 9 Core class uses the same program and curriculum with a focus on building capacity and remediating conceptual understanding and basic mathematical skills.

Year 10

All students complete the standard Year 10 component of the Australian Curriculum. In addition, students can elect to complete the Year 10A component of the Australian Curriculum that prepares them for higher level Tertiary units in Years 11 and 12.

Enrichment activities are provided and all students can participate in the Australian Mathematics Competition, the University of New South Wales Mathematics Competition and the Maths Challenge

for Young Australians. Enthusiastic and talented students are also invited to represent Merici College at Mathematics Days during the year.

Technology

All students use calculators with the preferred model being the *Casio fx–82 AU plus*, which is sold at the school. Many students in Years 7 to 10 use their laptops in the Mathematics classroom. Students have access to an online program, Mathspace, which enables them to practise their skills at their own level. Various software is also used that enhances Mathematics learning as well as many interactive websites, puzzles and enrichment challenges that are available through the Moodle page. This can be accessed from school or home via the Merici homepage.

Learning Assistance

Some students may require extra help in Mathematics. Assistance is provided through Cross-age tutoring and group tutoring sessions provided on publicized days before and after school. Students are encouraged to seek assistance with any aspect of their Mathematics learning.

DIGITAL TECHNOLOGIES

The Year 7 and 8 Digital Technologies course is developed from the Australian Curriculum. It aims to provide all students with knowledge and skills to enable them to design and evaluate innovative digital solutions to both current and future needs. The course will be delivered through a combination of digital applications and learning to manipulate technology.

SCIENCE

The study of Science aims to develop students' innate curiosity of the world around them and enhance their appreciation and understanding of the many ways in which Science plays a role in their daily life. Teaching and learning in Science offers an opportunity for students to appreciate the role of science in society and the way it contributes to their personal, environmental, cultural and economic well-being.
Through the study of junior Science at Merici College, students become empowered to act knowledgeably and responsibly in an increasingly scientific society. They will be equipped to distinguish between evidence and opinion and make informed and responsible decisions about scientific issues. Merici College also prepares students for continuing study of Science at College and Tertiary levels.

The Merici College Science Department strives to:

- ensure that a reverence for life permeates all scientific practices and investigations
- encourage students to value our environment and develop an understanding of our responsibility as stewards of the Earth
- encourage students to recognise the power and responsibility of individual choices in shaping our natural and human world
- develop students' knowledge and understanding of their biological and physical environment and people's interaction with the environment
- develop students' understanding of the social relevance and history of science and the role of scientists, particularly Australian scientists
- develop students' understanding of the interaction of science, technology and society
- develop students' understanding of the principles of scientific investigation and the application of these to their own investigations
- provide students with first-hand practical experiences relating to their studies
- develop knowledge and understanding that is consistent with accepted scientific and technological understanding
- develop students' skills in problem-solving, analysis, synthesis, information gathering, research, reflection and the use of a range of technologies, including computer- based technologies.

Junior Science Curriculum

At Merici, all students from Years 7-10 are introduced to the branches of Science (Biology, Chemistry, Earth Science, and Physics) through integrated concept-based units. Students may also choose to study Sustainability or Engineering as electives in Years 9 and/or 10.

Theme based units are one semester in length.

Year	Semester 1	Semester 2
8	Systems and Cycles	What's Changing?
9	Feel the Energy!	Breaking It Down & Building It Up
10	Energy and Matter	Where Did I Com

Students at Merici College experience:

- Inquiry-based learning and open-ended investigations.
- Practical work designing and conducting experiments, individually and in collaborative groups
- Modelling and the use of simulations
- Field work (local region and further afield, including use of the Merici glasshouse and kitchen garden)
- Visiting scientists/guest speakers
- Information and communication technologies, including data loggers, video microscopes and spectrometers
- Peer tutoring/student presentations

Students from all year levels are given opportunities to attend excursions to such places as the GeoScience Australia, National Botanic Gardens, National Zoo and Aquarium, Questacon, and Australian National University.

In addition to individual class excursions, there are year group Science activities related to the curriculum of the year group:

- Year 8: Brain Day
- Year 9: Big Sister Science Day
- Year 10: Sydney Science Excursion.

Students also have the opportunity to participate in the Big Science Competition (Years 7 to 10), ICAS Science Competition (Years 7 to 10) , the Australian National Chemistry Quiz (Years 7 to 10), a Forensics Camp (Year 8), the Gungahlin Regional Science, Maths and IT Challenge (Years 9 and 10) and the Science Olympiads (Year 10). Students may also undertake projects through the CSIRO's CREST program.

HISTORY

The History course at Merici is based on the Australian Curriculum content and development of skills. In Year 8, students participate in an incursion where they are transported to Medieval Europe and participate in activities such as medieval dancing, archery, cooking and creating authentic art works. In Years 9 and 10 we make use of resources in the local area, such as the War Memorial, films, media and hands on resources, such as artefacts, to enhance learning in the classroom.

Year 8

Civilization and Identity

History: Medieval Times

The Year 8 History course focuses on the end of the ancient period to the beginning of the modern period (c650 – 1750) and is based on two depth studies: *The Western and Islamic World*, *The Asia-Pacific World and Expanding Contacts*. Students develop skills in research, source analysis, history empathy and cooperative learning, and they learn to use historical evidence to support an interpretation.

Civics and Citizenship: Australian Democracy and our Identity

The Year 8 Civics and Citizenship course focuses on the Australian Curriculum topics of government and democracy, laws and citizens, and citizenship, diversity and identity. Classes will address key questions, including:

- What are the freedoms and responsibilities of citizens in Australia's democracy?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

Year 9

The Making of the Modern World (1750-1918)

The Year 9 History course introduces students to the making of the modern world from 1750 to 1918. The course has been developed in two units based on the depth studies: *Making a Better World, Australia and Asia* and *World War I.* The electives have been chosen to provide students with an understanding of the cause, effect and significance of change as the modern world developed. In this course students begin to look at larger historical trends through these specific depth studies. Students develop strong investigation, interpretation and communication skills.

Year 10

The Modern World and Australia

The Year 10 History course provides opportunities for students to understand events which have shaped world history and impacted upon Australia from 1918 to the present. A key emphasis is on Australia in its global context and the twentieth century as a critical period in Australia's social, cultural, economic and political development. The legacies of how these developments are evident today are also considered. The course has been developed in two units based on the depth studies from: *World War II, Rights and Freedoms* and *The Globalising World.*

GEOGRAPHY

The junior Geography course offered at Merici is based on the Australian Curriculum Geography and includes either Civics and Citizenship or Economics and Business program, depending on the year level. The Geography course is organised into two strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills. The focus on primary resource investigation is clearly identified each year through the observation and recording of data from field trips and subsequent analysis and reflection in the following lessons.

Year 8

Rocking around the World

Unit 1: Landscapes and Landforms and Changing Nations

- The different types of landscapes and their distinctive landform features
- The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples
- The geomorphic processes that produce landforms, including a case study of at least one landform
- The human causes and effects of landscape degradation
- The ways of protecting significant landscapes
- The causes, impacts and responses to a geomorphological hazard

Unit 2: Economics and Financial Markets Economics

- The market system and government
- Traditional Indigenous Markets
- Business decisions
- The rights and responsibilities of consumers and businesses in Australia
- The changing workplace

Year 9

Australia and Its Global Connection

Unit 1: Biomes and Food Security

- The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity
- The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations
- The environmental, economic and technological factors that influence crop yields in Australia and across the world
- The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world
- The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world.

Unit 2: Economics and Business of the Australian Economy

- Australia as a trading nation and its place within the rising economies of Asia and broader global community
- Nature of innovation in the marketplace
- Changing roles and responsibilities of participants in the Australian or global workplace
- The reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale
- The role of international and national government and non-government organisations initiatives in improving human wellbeing in Australia and other countries

Year 10

Global Citizens

Unit 1: Interconnections and process between people, places and environments

- Impacts of conflict on the well-being of communities
- Analysis of geographical maps and data
- Fieldwork and environmental quality surveys
- The effects of transportation, deposition, erosion and wreathing on Coastal regions
- Management of the coastal regions

Unit 2: Global Citizenship

- Australia's system of democratic government and comparison with a current system of government in another country
- The roles and responsibilities of Australia takes as an active member of the international community and how international obligations impact on Australian law and government policy
- Concepts of a civil society and the common good
- Conflict and contestation as part of civic life
- Formal processes and principles used in Australian society to resolve disputes.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education empowers students to understand and appreciate the value of being physically active and to develop the motivation for making healthy life choices. Health and Physical Education at Merici College aims to foster the development of knowledge, skills and attitudes that will promote the holistic nature of wellbeing and assist students to make appropriate informed decisions with confidence regarding their wellbeing and wellbeing of others.

The Merici College HPE Department are committed facilitators of lifelong learning and physical literacy. As active role-models we promote physical activity as a way for students to challenge themselves and achieve balance in their busy lives. Through fun, inclusion and enjoyment we nurture young women to become willing participants and leaders in a range of activities. Health and Physical Education students can learn to appreciate and respect the ideas of others and develop effective collaboration and communication skills. We promote fair play and develop values that encourage a safe learning environment where all members of our community can contribute. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility. The HPE staff encourages critical thinking, goal setting and self-reflection to enable our students to reach their full potential.

Units are grouped together in Year 7-8 and 9-10 bands to meet the requirements set out in the Australian Curriculum. The HPE program Year 7 to 10 includes the following:

Year	Semester 1	Semester 2	Rotations
7	Invasion Gams, Movement and Composition	Lifelong Health and Fitness Positive Relationships	Gymnastics, Athletics, Catching and Throwing, Hitting 1, Team Sports
8	Health, Wellbeing and Physical Activity Friendly Competition and Recreational Activities		Athletics, Recreation Games, Hitting 2, Kicking
9	Mental Health	Food and Nutrition	Athletics, Recreation Games, Life Long Fitness, Striking Team Sports, RSG
10	Alcohol and Other Drugs	Relationships and Sexuality	SEPEP, Athletics, Football Codes, Electives, Racquet Sports, Fitness

ELECTIVES

A range of electives will be on offer for students in Years 7-10 in 2020. New electives based on the requirements of the Australian Curriculum and on the interests on student groups are regularly phased in. Students will undertake the study of a total of one semester of Arts study and one semester of Technology study in both Year 7 and Year 8. Students will have the opportunity to continue study in either one or both of these strands in Years 9 and 10.

Students will receive either their first or second elective preference (limited by class size). The second student elective is allocated based on the availability of the elective after first round preferences are given. There is very limited opportunity to change after electives have been allocated, particularly for electives that are in high demand. Students need to select very carefully in the first instance and

submit preferences electronically by the due date.

Only under exceptional circumstances would an elective be changed during the year. Not achieving a high grade in a Year 9 or 10 elective in Semester 1 is not grounds to request a change for Semester 2. Resilience is needed: Students are expected to work with the teacher to see how to improve in the next semester.

Electives and Core Unit Alternatives Offered by Department

DEPARTMENT	COORDINATOR	YEAR	SUBJECTS
	Electives		
EXPRESSIVE ARTS	Mrs L Pearce	7	Performing Arts
		7	Creative Arts
		8-10	Dance
		8-10	Drama
		8-10	Media
		8-10	Art
GLOBAL STUDIES	Mrs C Preston	7-9	Food Technology
		7-10	Textiles Technology
		9	Entrepeneurs: It's Your Move
LANGUAGES	Mrs J Baines	7-10	French
		7-10	Italian
		7-10	Chinese
ENGLISH	Mrs J Baines	10	Creative Voices
		10	History of Big Ideas
SCIENCE	Ms J Aboud	9-10	Sustainability
		9-10	Engineering Technology
VET & CAREERS	Mrs McDonnell	9-10	Information Technology
		10	Business Administration
		10	Hospitality
		10	Sport, Recreation and Leadership
	Core Unit Alternatives		
RELIGIOUS EDUCATION	Mr A Blakey	9	Black Mountain Partnership
		10	Merici Mentors

Note that Religious Education (RE) offer core unit alternatives in Years 9 and 10 only. Students are selected by the RE Departments based on the quality of their written applications. Students will be advised of the processes for application through their core class.

Students must select an Art and a Technology elective subject in Year 8, however, they can select any of the electives in Years 9 and 10.

EXPRESSIVE ARTS

The Arts includes five subjects: Dance, Drama, Media, Music and Visual Arts. The Australian Curriculum entitles all students to engage with these five Arts subjects throughout primary school with opportunities for students to specialise in one or more Arts subjects from the beginning of secondary school.

Year 7

Students are offered the opportunity to select from two integrated arts units that will allow them to begin to understand the technical and creative possibilities of each area of the Arts. The integrated units are Performing Arts (covers Dance, Drama and Music) and Visual Arts Media (covers a range of Visual Arts skills and Digital Media)

All Arts subjects in Year 7 allow students to gain foundation skills in these areas, which will enable them to extend their interest and understanding in Year 8.

Year 8

Students engage in one area of the Arts for a semester, providing even greater opportunities for students to extend their skills and deepen their understanding of the creative process as well as the context within which the artists' work.

Year 9-10

Students may choose to study one of the Arts areas as an elective.

Dance

Year 8 students examine the role of popular dance in our society today as well as investigating the historical perspectives of the jazz and hip-hop styles. They will also have choreographic opportunities to create dance works where they will explore the elements of dance and choreographic devices.

In Year 9, Dance sees the continuance of skill development through creative presentation and appreciation of Dance as an outlet for artistic expression. Students are provided with a rich context of musical theatre and contemporary dance styles as well as being provided with the necessary skills in appreciation and interpretation. Through individual and group choreographic activities, students explore the elements of dance in a deeper and more focused manner to enable them to build on their own development and appreciation of Dance.

The Dance elective allows students in Year 10 to further develop their skills in Dance and choreography through the engagement with and study of contemporary dance styles in greater detail. Over the course of the year, students are supported and encouraged to apply their learning to choreographing their own compositions as well as performing sequences and routines designed to develop particular skills as demonstrated through teacher instruction and activity. Students also develop their analytical and appreciation skills through self-directed research in contemporary dance styles, companies and choreography. Later in the year, students are provided with many opportunities to explore the anatomy of the dancer through the study of dance related injuries as well as prevention strategies and rehabilitation. In choreographing, students will explore the elements of dance composition and devices such as structure and the integration of props to enhance a performance.

Merici College Dance Troupe performing at community events throughout 2019

Drama

Year 8 Drama challenges all students to begin to develop confidence and self-awareness, taking risks in order to grow as a performer. Students develop presentation, organisation and technical skills through improvisation, group devised performances with a focus on the genre of comedy and the main elements of Drama. Performers are also supported and encouraged to create their own plays and characters by working with short scripts and performances in collaboration with other students.

Drama students in Year 9 are offered the opportunity to discover and develop their performance and technical skills through a variety of classic and modern dramatic styles. Through the experience of theatre and popular play styles, students are encouraged to examine their own development by adapting the unique styles of acting and performance techniques as well as the chance to engage more specifically with theatrical design and production elements. Students are also encouraged to create their own plays focussing on themes relevant to their own ideas and interests.

Drama performance 'Antigone' 2018

Students studying Drama in Year 10 are provided with a variety of creative and technical opportunities to deepen the exploration of their own styles and interests in dramatic performance. In Semester 1, particular emphasis on dramatic performance and musical theatre is offered. Students engage in a variety of performance skills and devices which draw on the theatrical significance in terms of dramatic interpretation and performance. In Semester 2, students focus on contemporary theatre and its importance as a development of traditional theatre forms. Students draw on their collaborative skills and individual input in the play-building process through technical and administrative areas such as direction; dramaturgy; stage management; scriptwriting and all aspects of theatrical design, culminating in a public performance towards the end of Term 4.

Drama production 'Behind the Drum' 2018

Media

Media in Year 8 focuses on the overall medium of communication through the understanding and application of skills associated with print, social and digital media. Students are supported and encouraged to present their understanding through the production of a variety media products including print and digital media. Students also explore the role of the audience in determining appropriate communication as well as journalistic integrity.

Year 9 Media sees the continuance of skill development in communications through sound and radio as well as through comics, cartoons and animation. In Semester 1, students are offered opportunities to engage with new technologies to develop their ideas through radio broadcasts and digital podcasts.
In the second part of the year, students focus on communication through visual means by producing satirical comics, the examination of cartoon as a social commentary and more specifically through animation. Students are encouraged and supported in their personal interests through these media and are provided with many opportunities to display and broadcast their work.

In Year 10 Media focuses strongly on the visual means of communication through the close study of photography and film-making which is designed to allow students the opportunity to focus their skills for future studies in Media or Photography in the senior years. Students develop and extend their skills in electronic media through photo manipulation, digital sound production, filming and the editing of their own media products. Over the course of the year, students use a variety of different technologies and software programs to produce their work allowing them to extend their skills across a wide range of mediums.

Visual Arts

In Year 8 Visual Arts students experiment extensively with differing mediums such as ceramics, print media and a combination of other mixed media (paint, collage and drawing). Students are also supported and encouraged to pursue their own self-directed work to demonstrate the development of their skills over the semester.

Year 9 students continue to develop their creativity through exploring themes such as Environment and Self. By engaging in a theoretical study of these themes, students are supported and encouraged to expand their skills in their chosen artistic medium. Particular emphasis on responding to artistic works and the development of analytical skills through more formal written responses is also provided to enable students to further develop their communication skills.

Students selecting Visual Arts in Year 10 are provided with extended opportunities to refine and deepen their application of artistic skill through the expression of spiritual and self-identity. This is achieved through a variety of responses to the exploration of a range of artistic works. Students are offered the opportunity to communicate their ideas through more formal written communication of visual literacy and terminology developed through their practical experiences.

GLOBAL STUDIES

The Humanities & Social Sciences Department at Merici College offers the following elective subjects:

- Food Technology
- Textiles Technology

Food Technology

Year 7
Term Unit - Food for Life

Students will be introduced to basic kitchen safety and hygiene principles and develop an understanding of food, equipment and kitchen management techniques. Eat most, eat moderately and eat least foods will be used as the basis for recipe creation and practical activities.

Year 8
Semester Unit - The Ethics of Eating

In this unit students will gain an understanding of the sustainability of food and its production. This is an introduction to an ethical approach to food technology, which will explore the moral implications of the food we eat. The unit will explore seasonal, sustainable and environmentally friendly food choices and students will apply this information to the preparation of meals.

Topics

- Seasons and availability
- Fresh vs. processed
- Local vs. transported
- Nutritional effects on body
- Demonstrations and practical tasks
- Water usage, quality and management
- Chemical usage in food production
- Genetic modification
- Animal cruelty
- Farmed fish
- Feed lots and battery chickens
- Implications of production and transportation on the environment
- The impact of fossil fuels, soil degradation, water use, chemical use and excess packaging on the environment
- Designing meals that are ethically sourced
- Evaluate simple meals according to morally informed choices

Year 9

Semester 1 - You and Your Food

This unit focuses on:

- Menu planning
- Budgeting for a family
- Recipe costing
- Researching and adapting menus
- Nutrition and the food choices we make
- Fresh foods verses processed foods
- Equipment use hygiene and WHS principles.

Semester 2 - Entertain Me

This unit focuses on:

- Nutrition and food models
- Food and our body
- Special dietary needs
- Nutrition and the life cycle
- Planning and preparation required to entertain at home
- Invitation, menu and recipe design.

Textiles

Year 7

Term Unit – Ready Steady Sew

This is an introductory study of Textiles. Students develop basic sewing skills, including use of equipment and construction of a variety of textiles articles and fabric decoration with a focus on tie-dyeing and Shibori. Students will explore:

- The Progression of Learning
  - Inquiring and analyzing
  - Developing ideas
  - Creating a solution
  - Evaluation
- Problem solving techniques
- Safe and effective use of technology
- Designing using ICT

Year 8

Semester Unit – My Design Journey

In this unit, students explore the design process through Inquiry and analysing/developing ideas/creating the solution and evaluating the end product. Students will explore printing techniques and cultural influences on design. The investigation of cotton/wool fibres and fabrics with consideration to the sustainability and properties of the cotton/wool products will give students an insight to the Australian and Global Cotton/Wool Industry. This unit will cover:

- Understanding and applying the Progression of Learning
  - Inquiring and analysing,
  - Developing ideas
  - Creating the solution
  - Evaluation
- Investigating fabric construction weaving and knitting
- ⋅ Applying care of fabrics to textile items ⋅
- Properties and uses of woven fabrics ⋅
- Using advanced technology

Year 9

Semester 1 – Sweet Dreams

In this unit students, will make sleepwear and a soft toy. Students will investigate and select the most appropriate materials and technology to incorporate creative design solutions to make their projects. Students will also examine the construction techniques required for toys and investigate silk fibres considering the sustainability of fibres and fabrics. This unit will cover:

- Understanding and applying the design process
- Recognition of fabrics and suitable uses
- Applying care of fabrics to textile items
- Properties and uses of woven fabrics
- Manufacturing felt
- Growth and sustainability of silk

- Applique techniques appropriate to knitted fabrics
- Advancing technical skills applied to satin fabrics and felt
- Generating design ideas
- Evaluating and critiquing work
- Use of sewing machines and over lockers.

Semester 2 – Got you Covered

During this unit students will study a range of methods used in making textile items, including patchwork, quilting and appliqué. Students will design and make a quilt during the semester and investigate the history of quilt making with a focus on quilts made during wartime.

In addition to this they will learn to sew with knitted fabrics to create a hoody. A visit to the Craft and Quilt fair will give students an opportunity to see presentations of quilts made by a variety of experts as well as the opportunity to partake in several workshops. This unit will cover:

- Understanding and applying the design process
- Fabric suitability for a variety of projects
- Applying care of fabrics to textile items
- Properties and uses of woven fabrics and knitted fabrics
- Growth and sustainability of wool
- Patchworking and quilting techniques
- Advancing technical skills
- Generating design ideas
- Evaluating and critiquing work
- Use of specialist equipment including embroidery sewing machines
- Computer aided design.

Year 10

Semester 1 – Rainbow Connections

During this unit students, will investigate using dyes and paints as methods of decorating fabrics for apparel and home decorating uses. Students will also examine the use of embroidery and other embellishment techniques. This unit will cover:

- Fabric suitability for a variety of projects
- Properties and safe use dyes and paints
- Sustainability and manufacturing of man-made fibres
- Printing and dyeing techniques
- Advancing technical skills
- Use of specialist equipment to create stencils.

Semester 2 - It's a Material World

In this unit students will develop advanced technical skills and apply these in the construction process to apparel items using both knitted and woven fabrics. Students will explore fashion trends and their influence on design and fashion forecasting and how solutions that are created now will be used in the future. The properties and performance of textiles will have a focus on the sustainability of fabric to specific end use. Care labelling and costing of garments as well as advertising item will be explored. This unit will cover:

- Understanding and applying the design process
- Fabric suitability for a variety of projects
- Properties of woven fabrics
- Use and altering commercial patterns
- Sustainability and manufacturing of blended fibres
- Advancing technical skills

LANGUAGES

Learning a second language will lead students to a better understanding of their own language. It assists students to develop skills that they can use in many other areas. It enables students to develop a better understanding and greater appreciation of other cultures and a greater tolerance of differences. It will lay a solid foundation for possible future study of the language and indeed any language. As the world grows, most employers are recognising the value of some knowledge of a second language and a number of tertiary institutions give credit for successful completion of a Year 12 language.

At Merici College in Years 7-10, the study of a language is compulsory for all students as part of their MYP and they are offered a choice of three Australian Curriculum languages: French, Chinese, and Italian, for study over the two years. The same skills are required to learn any language. Students indicate a preference of language to study. first choice from both an Asian and a European. We will try our utmost to give students either their first choice. While this cannot be guaranteed, there is a strong possibility this will be the case.

Language courses cater for all levels of ability from beginning through to proficient speakers. It is not necessary to have prior knowledge of the language chosen. In the case of experienced language students, another language may be advised.

Students will learn and be assessed in the skills of speaking, listening, reading and writing, as well as socio-cultural understanding.

Year 9 and 10 work is intended to prepare students for the possibility of senior study. In Senior College, students will be able to continue with Chinese, French or Italian. There is the option to start a new language at Beginning Level in Years 11 and 12.

Excursions to live performances, exhibitions, movies and displays are organised when these are available. Students may visit restaurants, cafes or cook as part of their language studies.

Students may be encouraged to correspond with pen friends or via Internet and guest speakers are invited to give students an opportunity to hear native speakers relate first-hand experiences. It is also

possible to host exchange students from their country, even if students are not able to go overseas themselves. The College is involved in a number of exchange programs that allow students to host an overseas student or attend an exchange.

Study tours are organised on a rotating basis across the Languages.

French Study Tour 2018

Chinese

Year 9

Students in Chinese cover the following topics: buying and shopping for clothes in a mall and daily necessities from a supermarket, bargaining, talking about a holiday plan, what to bring on a holiday, famous places of interest in China. As part of the socio-cultural component of the course, students explore the differences between shopping in China and Australia, the history behind the places of interest in China and tips on travelling in China.

Year 10

Students in Chinese cover the following topics: hobbies, Chinese and Australian homes and neighborhoods, festivals, celebrations, health and sickness. As part of the socio-cultural component of the course, students explore the hobbies that Chinese and Australian teenagers have, the main differences between Chinese homes and neighborhoods, the stories behind some Chinese festivals, the symbolic food eaten at the festivals, the use of Chinese herbs and Chinese attitudes to health and sickness.

French

Year 9

Students in French cover the following topics: holiday plans, home life and organizing a party. They learn how to use the following verb forms: passe compose, imparfait, future and conditional; they learn how to use prepositions and adjectives, including the possessive. As part of the socio-cultural component of the course, students explore some of the more popular summer vacation activities in France such as 'Le cycolotourisme' and 'Futuroscope'.

Year 10

Students in French cover the following topics: French history, buying food and following a French recipe, keeping fit, learning to drive, leisure activities and holiday jobs. They continue to perfect their use of various verb forms, direct and indirect object pronouns, comparative adjectives, the partitive article and negative sentence structures. As part of the socio-cultural component of the course, students continue to explore the origins of French food, favourite holiday destinations in France and French websites.

Italian

Year 9

Students in Italian cover the following topics: buying and serving food and beverages, living arrangements, school life, going to a party or celebration and health and fitness. As part of the socio-cultural component of the course, students explore the café scene, the importance of knowing one's city/town, differences in schooling between Italy and Australia and Italians' attitudes to health and the importance of the Mediterranean diet.

Year 10

Students in Italian cover the following topics: Italian history and the Renaissance, driving in Italy and how to get a car license, careers and future plans. As part of the socio-cultural component of the course students will study tourism and holidaying in Italy.

ENGLISH (Electives)

Creative Voices – Year 10

In this unit, students will study sustained writing and journalism. The course will look at contemporary and classic approaches to writing, including novels, poetry and print journalism. The primary focus will be on the writing process and students creating their own pieces of writing for intended publication. Students will also be expected to work on the Merici College Yearbook.

Students will become journalists by interviewing staff members and other students, writing feature articles and reports and other pieces of creative work, all to be published in the Yearbook. This elective is ideal for any student who would like a career in writing, journalism, marketing, or advertising.

History of Big Ideas – Year 10

This elective critically examines the history of ideas and helps students to understand the way we see the world. The elective starts with an examination of the way the ancient Greeks began to examine their world - the importance of the architecture of reason they constructed. Students will examine the way language frames their thinking, comparing, along the way, different cultures. The elective will also explore the ideas that germinated in the Renaissance and reflect on the nature of knowledge - what is knowledge, what is truth, and how did these thinkers change the way we perceive the world? In "the east" in China and Japan, thinkers used rather different ways to approach truth, weaving emotion and sensory ideas to illuminate truths. Can we trust these ways of approaching the truth? Is there a limit to logic?

The main foci of this elective aim to develop students into critical thinkers who could structure logical arguments with a global perspective and acquire an ability to challenge and debate 'accepted' ideas.

SCIENCE (Electives)

Engineering Technology

Year 9 and 10

This elective will tie Science and Maths together with the practical, sustainable and social aspects of Engineering and Technology. Students create and respond to design briefs design, create and communicate solutions to identified needs, research and evaluate real-world examples of technology and engineering, and look at how the present and future needs of communities influence the creation of engineered solutions. They will learn what it is like to be a STEM professional working on a genuine problem and meet real scientists and engineers. There will also be opportunities to compete in engineering competitions.

The key foci of this unit are developing robust engineering problem-solving and design skills; exploring the connections between STEM subjects (Science, Technology, Engineering, Mathematics) in real-world contexts; and understanding the importance of engineering in building a sustainable future.

There are two engineering courses, either of which can run as a vertical Year 9/10 class.

Course	Semester 1	Semester 2
Engineering A: Build Your World	Build it Right • structural and civil engineering • 3D design and printing	Water and Power • electrical circuits • generating renewable energy • providing sustainable water • humanitarian engineering: solving problems for developing communities
Engineering B: Out Of This World	Space Engineering and Mechatronics • space missions • electronics • robotics	It *Is* Rocket Science • spacecraft propulsion • modelling rocket flight • constructing and testing model rockets

Sustainability

In this elective, students learn practical approaches to living more sustainably as well as learning about sustainability theory. Specifically, learning to grow a range of seasonal vegetables in the kitchen garden using organic methods, raising plants from seed in the College's glasshouse and propagating plants from cuttings.

The class will learn how to care for the chickens and will be involved in harvesting produce from the garden which is then used in the College's own canteen.

Theme based units are one semester in length.

Year	Semester 1	Semester 2
9	Food	Energy
10	Consumption	Transport

Students will be given the opportunity to learn the content and practices in sustainability through theory lessons, hands on work in the kitchen garden, class projects, excursions and opportunities provided by community organisations, such as Kids Teaching Kids and ACT Smart Schools.

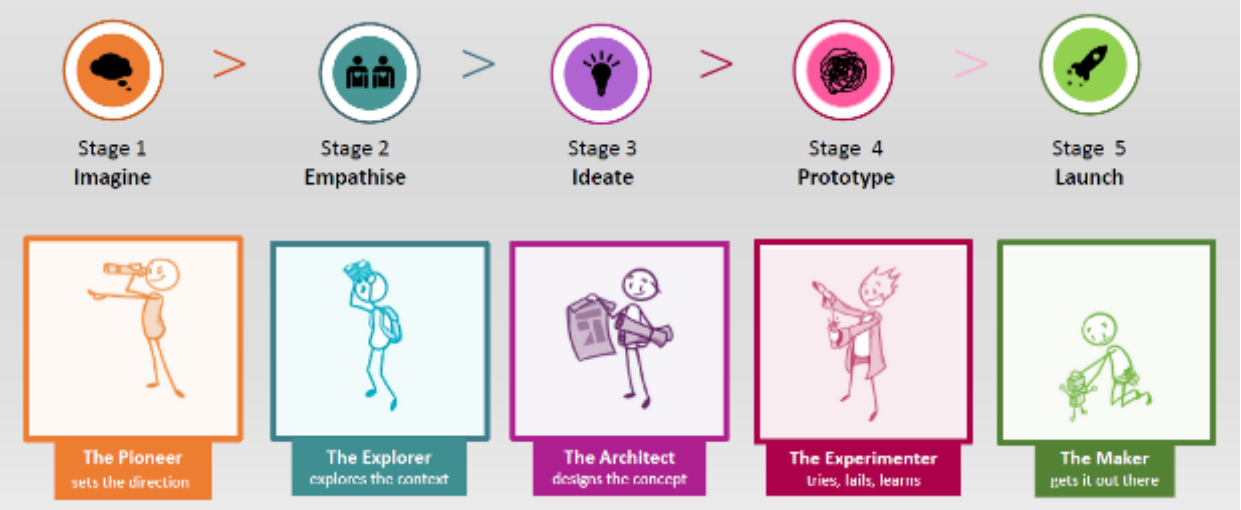
The key focus of this elective is to learn how to grow food and learn how to make sustainable lifestyle choices in relation to food, energy, transport and consumption in order to create a more sustainable future locally, nationally and globally.

GLOBAL (Elective)

Entrepreneurs: It's your move! – Year 9

Have you ever wanted to start your own business? Do you have a passion for making change in your community? Does project management and creating new opportunities sound interesting to you? 'Entrepreneurs: It's your Move' is an innovative curriculum program created through ACT Health and the Education department for Year 9 students to study a semester program developing and implementing a real-life health project in your school. Students will learn problem solving through design thinking, an approach highly regarding in industry occupations particularly within STEM and entrepreneurial industries.

This elective offers an opportunity to imagine, create, ideate, plan, create, work with a business mentor and launch and idea that can make a difference to our local school and or wider community.



CAREERS AND VOCATIONAL EDUCATION AND TRAINING

Careers and VET (Vocational Education and Training) at Merici College is concerned with giving students opportunities to explore the variety of pathways available to them as they make the transition through Years 7-10, College and beyond. The three major areas of focus for the department are: Career Education, Vocational Education and Work Experience.

Vocational Education

Merici College is a Registered Training Organisation (88011). It has qualified assessors to deliver the following courses:

Hospitality

- Certificate I in Hospitality

Business Administration

- Certificate II in Business

Digital Technology

- Certificate I in Information, Digital Media and Technology

Sport, Recreation & Leadership

- Certificate II in Sport and Recreation (Statement of Attainment)

Mentoring Program

- Certificate I in Active Volunteering

Students will be given the opportunity to accelerate their qualifications either through the Canberra Institute of Technology or a private Registered Training Organisation.

What are VET courses?

Vocational Education and Training (VET) courses have the following characteristics that distinguish them from other courses studied. They are:

- designed to meet industry training needs
- supported by industry in curriculum design and course delivery
- derived from national training packages
- written and assessed in competency-based terms
- designed to provide clearly defined pathways to further education, training and employment
- accredited by the Board of Senior Studies under the Australian Qualifications Framework (AQF) for industry.

Careers Education

Students in all years at Merici College are concerned about their options both whilst at and after College. The careers resource room is open and available to all Merici College students and parents. There is a wide range of student resources available to enable students of all ages the opportunity to investigate the options available to them.

Students have access to the Career website which is linked directly from the Merici College website. Students and parents can use this website without a password. This website has information on a whole range of career paths and institutions.

Students and parents can find the latest information on careers through the Merici Careers Facebook page. Students can also sign up for Push Messaging from the Careers website.

Voluntary Work Experience

Students may choose to take up the option of work experience at Merici College. The aim of the voluntary work experience program is to assist students make informed and realistic decisions about their career choices and broaden their understanding of employment issues and the workplace in general.

Students generally take up Work Experience at the end of the semesters. Work experience is one of the Colleges many registered units.

Vocational Subjects

Five elective subjects, Hospitality, Information Technology, Business Administration, Mentoring and Sport, Recreation and Leadership also have vocational components. This means that the subjects provide scope for students to gain statements of attainment for units in vocational subjects. They can lead to the awarding of nationally recognised Vocational Certificates. If students don't acquire enough 'competencies' to earn a certificate while in Year 10, then the competencies can be continued into Year 11 and ultimately a Vocational Certificate earned. The Vocational competencies are transferable to other educational and training institutions.

Students choosing Vocational subjects in Year 10 need to be aware that if they choose to continue to study the subject in Year 11 it is counted as a Minor only on their Year 12 certificate. This may provide an alternative pathway for additional study at CIT.

Merici College – a Registered Training Organisation 88011

Merici College is a Registered Training Organisation certified to deliver and assess nationally accredited qualifications through Vocational Education courses. Students receive credit for units completed on their Senior Secondary Certificate as well as recognition of competencies attained up to Certificate III level. This may give advanced standing into institutions of higher learning. Because of the dual recognition of these courses, the workload can be demanding; however, due to the practical nature of most of these courses, students find them rewarding and appreciate the life-long skills they attain.

VET Courses at Merici College in Year 10		
Business Administration	BSB20115	Certificate II in Business Certificate III in Business
Hospitality	SIT10216	Certificate I in Hospitality
Information Technology	ICT10115	Certificate I in Information, Digital Media and Technology Note: offered to all Year 10 offline
Sport, Recreation and Leadership	SIS20115	Certificate II in Sport and Recreation (SOA)
Active Volunteering	CHC14015	Certificate I in Active Volunteering

Information Technology

Years 9 and 10

In Year 9 and 10 the course is designed to allow students to complete either one or two years of Digital Technology. Students will focus on the exploration and utilisation of innovative technologies, engineering principles and systems and will have the opportunities to experience creating designed solutions for products, services and environments.

Students use problem solving and creativity to convert their own ideas to end products using Lego Mindstorms, Robo Cup Australia, computer animation, virtual reality applications and others.

Units offered

Each unit is designed to help students to expand their social, intellectual and problem-solving skills, helping them to develop into creative and independent thinkers. We create an environment that will inspire students to share their experiences with science and technology and to encourage their interest through technology through hands on construction.

1. Programming through Game Design: Students will create interactive games using a variety of software including Game Maker and other emerging online software. The will master the essential concepts and skills of programming.

2. Global project: Students make use of various information systems to collaborate with other students around the globe to produce a multimedia artefact or an e-book.

3. Sustainability project: Students will base their project on sustainable habits and identify digital technology in their immediate and extended environments. Projects can be presented using multimedia innovative web based software. This is an opportunity for students to explore and develop their artistic skills.

4. Self-directed project: This unit will allow students that have a high-level of skills to negotiate their own project in the final semester of Year 10.

Business Administration

Year 10

It is recommended that students begin their Business Administration studies at the level of Certificate II in Business and work towards Certificate III in Business. If the full requirements of a certificate are not met, students will be awarded a Statement of Attainment of partial completion of the qualification.

Semester 1 – Navigating the business environment

This unit should enable students to:

- perform routine business administration tasks using office technology tools
- develop oral and written communication skills within a business context
- participate in and understand work teams
- follow workplace safety policies and procedures and contribute to Occupational Health and Safety and environment issues in the workplace
- produce word processed documents within organisational requirements
- contribute to occupational health and safety in the workplace, hazard identification and risk control
- participate in the improvement of environmental work practices
- create and present simple electronic presentations.

Semester 2 - Business environment and services

This unit should enable students to:

- collect and process information and maintain information systems
- organise work schedules, complete work tasks and review performance of work
- select, use and maintain technology and process and organise data
- implement procedures to send, receive and manage electronic mail and collaborate online
- create simple spreadsheets, produce simple charts and select and prepare resources
- demonstrate basic keyboard skills using touch typing techniques to the level of speed and accuracy required for this level of responsibility
- demonstrate work skills within a business environment using effective communication skills
- understand the basic principles of customer service in the workplace.

Hospitality

Year 10

This introduction to Hospitality course allows students to work towards gaining a Statement of Attainment in Hospitality for competencies achieved. The competencies of this vocational course are recognised nationally. Hospitality at Merici is taught to industry standard in a state of the art commercial kitchen. The skills the students learn are useful in every part of their lives. Year 10 students learn skills that improve their understanding of hygiene, food safety, work health safety, food preparation equipment and preparing simple dishes.

The food they produce is sold in the canteen and students take great pride in their work. They learn time management skills, organisational skills as well as how to prioritise. Their numeracy is improved by continual practice with weights and measures, Excel and the POS (point of sale) system.

This course is an introduction to Hospitality which will enable students to achieve recognition in some units of competency as recognised by the BSSS and the National Training Packages. The units covered are;

- use hygienic practices for food safety
- participate in safe work practices
- carry out basic workplace calculations
- prepare sandwiches
- use food preparation equipment
- work effectively with others
- provide information and assistance
- prepare simple dishes

SPORT, RECREATION AND LEADERSHIP

Year 10

This is a two-year course, which students can elect to begin in Year 10. The unit enables students to achieve units of competency recognised by the BSSS and the National Training Organisation Packages (Vocational Education). Over the two years, students cover four units:

- The Sports Industry and First Aid
- Management of Recreation Programs
- Fitness
- Coaching

There is the option of completing additional competencies in students own time at CIT Bruce to gain a Certificate III in other Fitness qualifications in Year 11 and 12.

Students who wish to select this course should preferably have a keen interest in the sport and recreation industry. Lessons include both practical and theoretical components - including planning and conducting sports activities and events, fitness sessions and coaching various population groups. Students involved in this course will also network with various Sport and Recreation industries and with a range of community groups. They will learn about risk management, WH&S and policies and procedures applicable to the industry. In additional to this, the students will have the opportunity to gain a certificate in Sports First Aid, and a Level 0 in Cricket Coaching.

There is an excursion 'camp' that focuses on leadership, team building activities, event management, and exposure to outdoor recreational activities. This enables students to demonstrate an ability to work cohesively in a sport and recreational environment.

RELIGIOUS EDUCATION (CORE ALTERNATIVE)

Black Mountain Partnership

Year 9, Semester 1 or 2

As part of Year 9 RE students are given the opportunity to engage in a partnership with Black Mountain School, a specialist secondary school for students with an intellectual disability. Students in Year 9 can apply for one of approximately 20 positions. Students then visit, build relationships and volunteer at Black Mountain School once a week for a semester, during one lesson of their RE class.

This partnership enhances the units the girls study in RE, focusing on the work of modern prophets and the compassionate focus of Luke's Gospel. Students engaged in the Black Mountain School partnership complete some modified components of the same assessment tasks as their peers, reflecting on their experience of volunteering at Black Mountain School.

Merici Mentors

Year 10 – Whole Year or one Semester

As a transition into the work force, young people with a disability volunteer to work once a week at Merici College. A small, dedicated team of Year 10 students give their time 2 to 3 lessons each week to work as mentors with these young people. The Mentors prepare a work program for each day and work alongside the volunteers at a range of tasks including cooking, cleaning, gardening, office skills, recycling, maintenance of sporting equipment and looking after the school chickens. The Year 10 students complete an independent unit in Religious Education with their assessment focusing specifically on social justice and their work as Mentors. Upon the completion of their course they may receive the Certificate I in Volunteering.

CO-CURRICULAR ACTIVITIES

Merici offers a wide range of sporting, cultural, community service, creative and outdoor activities for students. All students are encouraged to become involved in these activities. A program of social and pastoral events is also provided to strengthen the community and House spirit within the College. Activities are publicized through daily notices and special area notice boards. Early in Term One, students are given the opportunity to investigate and enroll in any of these activities during the Activities Expo held during the school time. Co-curricular activities offered to all students include:

Activity	Staff Member Responsible
Cross Age Tutoring	Sarah Cusack Sarah.cusack@merici.act.edu.au
Debating	Renee Taylor Renee.taylor@merici.act.edu.au
Sew for Community	Corinne Preston Corinne.preston@merici.act.edu.au
Social Justice	Amy Connellan Amy.connellan@merici.act.edu.au
Angela's Angels	Amy Connellan Amy.connellan@merici.act.edu.au
SRC	Virginia McLeod Virginia.mcleod@merici.act.edu.au
Merici Book Club Cosy Café Digital Detox, Chess Club	Ann Blakey Ann.blakey@merici.act.edu.au
Gaming Group	Oliver Barlow Oliver.barlow@merici.act.edu.au
Spotlight Crew	Jennifer Wright Jennifer.wright@merici.act.edu.au
Art Club	Liz Igoe-Taylor Liz.igoe-taylor@merici.act.edu.au
Vocal Group	Clare Freeman Clare.freeman@merici.act.edu.au
Mindfulness Circle	Gayatri Unsworth, Gayatri.Unsworth@merici.act.edu.au
Dance Troupe	Laura Pearce, laura.pearce@merici.act.edu.au
Music (Beginner Strings, String Ensemble, Jazz Band, Senior Band, Junior Band	Beth Way, beth.way@merici.act.edu.au
Sustainability at Merici (SAM)	Felicity Maher, felicity.maher@merici.act.edu.au
Narragunnawali	Jennifer Wright, Jennifer.wright@merici.act.edu.au
Basketball, Netball, Volleyball, Rowing, AFL, Hockey,	Andrew Blakey Andrew.blakey@merici.act.edu.au
Futsal	PC Fothergill Peita-Claire.Fothergill@merici.act.edu.au

Fitness Club	Corinne Preston Corinne.preston@merici.act.edu.au
Snowsports	Diana Davis/Adrian Heim Diana.davis@merici.act.edu.au, Adrian.heim@merici.act.edu.au
Duke of Edinburgh	David Rodda dukeofed.merici@gmail.com
Marist/Merici Sailing Club	Jennifer Medd Jennifer.Medd@merici.act.edu.au
Equestrian	Susan Anderson, susan.anderson@merici.act.edu.au

CO-CURRICULAR MUSIC

Instrumental Lessons

Students are able to take private instrumental lessons during school hours in the following areas:

- Clarinet
- Flute
- Cello
- Piano
- Saxophone
- Trumpet
- Trombone
- Tuba
- Violin
- Viola

Instrumental lessons cost around $30 per half hour lesson, at the discretion of the tutor. Tutors arrange lessons with the students during class time, and invoice parents directly.

Instrumental Ensembles

Instrumental ensembles currently offered at Merici are:
Senior Band
Junior Band
Jazz Band
String nsemble
Choir
Orchestra

Instrumental Ensembles are currently free of charge and are conducted before or after school, or at lunchtimes. All of Merici's musicians are given opportunity to perform for live audiences, including evening concerts, liturgical celebrations, whole school gatherings, assemblies, Bridge Restaurant, aged care homes, Floriade, busking, eisteddfods and interstate tours.

CO-CURRICULAR SPORTING OPPORTUNITIES

Merici College is committed to providing students with the benefits that participation in organised sport can provide young women; the development of sporting skills in conjunction with a sense of achievement, personal success and belonging.

We do this through the development of life skills such as camaraderie, leadership, and cooperation. Merici College endeavours to instill in its students a lifelong commitment to individual responsibility for their own health and fitness and provide skills to continue community health and leisure beyond school as a lifestyle. Merici College sport encompasses all members of the College community and provides opportunities for parents, students and staff to foster valuable relationships in pursuit of common goals.

Sport at Merici College can be divided into two categories:

Co-curricular Sport

Co-curricular sport refers to those activities that are run over a season outside of normal school hours e.g. weekend Netball. These sports are run by staff and/or parents on a voluntary basis and will vary from year to year depending on the human resources we have available. All co- curricular sports need to be approved by the College.

Co-curricular sport at Merici is inclusive of all students who wish to participate in these activities as they will be graded into teams according to their abilities.

Sport	Convenor	Contact
Weekend Netball	Andrew Blakey	andrew.blakey@merici.act.edu.au
Weekend Basketball	Andrew Blakey	andrew.blakey@merici.act.edu.au
Weekend Hockey	Andrew Blakey	andrew.blakey@merici.act.edu.au
Weekend AFL	Andrew Blakey	andrew.blakey@merici.act.edu.au

Tuesday Night Volleyball	Andrew Blakey	andrew.blakey@merici.act.edu.au
Rowing	Andrew Blakey	andrew.blakey@merici.act.edu.au
Futsal	Peita-Claire Fothergill	peita-claire.fothergill@merici.act.edu.au
Sailing	Jennifer Medd	Jennifer.medd@merici.act.edu.au
Snow Sports	Diana Davis/ Adrian Heim	diana.davis@merici.act.edu.au adrian.heim@merici.act.edu.au
Equestrian	Susan Anderson	Susan.anderson@merici.act.edu.au

Interschool Sport

Interschool sport refers to those activities that are conducted generally as a one-day competition during school time. Trials for these events are open to all students. Merici offers a wide range of sporting activities for students and boasts a strong sporting background with many teams contending for top spots in the competitions in which they are entered. All students are encouraged to become involved in these activities and where possible we take two teams for each division to increase participation.

Interschool Competitions

The following is a list of interschool activities that regularly operate at Merici:

Netball	Triathlon	Basketball
Softball	Athletics	Cricket
Oztag	Swimming	Volleyball
Hockey	Cross-Country	Touch Football
Waterpolo	Running	Squash
Soccer	Tennis	AFL

How can parents become involved?

Merici College encourages active participation from parents and carers in co-curricular sport. We recognise the importance of volunteers to assist team co-ordination in order for the co-curricular program to continue its growth and improvement.

Co-curricular sport requires a manager and a coach for each team. Each sport also requires a convenor that that will oversee the organisation of that sport. This includes responsibility for organising coaches and managers, attending to the administrative requirements of the sport and attending competitions. Convenors receive a small honorary for their time. Convenors, coaches and managers receive strong support from the school.

All volunteers must hold a current Working With Vulnerable People card (WWVP). Volunteers can obtain a WWVP at no cost. Merici College must have a copy of your card before involvement can occur. More information can be found at the following webpage:
http://www.ors.act.gov.au/community/working_with_vulnerable_people

Code of Conduct

All parents, students, staff and spectators affiliated with co-curricular sport at the College will be required to familiarise themselves and complete the Merici Code of Conduct information form. This is to ensure that students, parents and teachers are aware of what is expected of members of the Merici College community. Merici College seeks to ensure the welfare and good order of the community, to uphold the dignity of all and to encourage the development of responsible behaviour in students.