



Merici College

## 2025 Junior Handbook & Course Outlines

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## MISSION AND VISION

### Mission Statement

Merici College empowers women to love life, have hope, be faithful and build futures more wondrous than they dare to dream.

### Vision

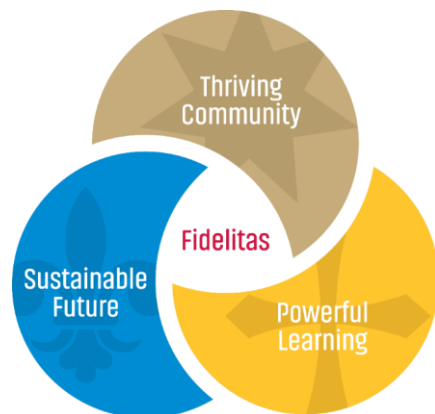
Merici College endeavours to be a vibrant, faithful learning community that fosters excellence, and takes positive action to build a shared global future.

### Purpose

To educate women so that they are empowered to love life, have hope, be faithful and build futures more wondrous than they dare to dream.

### Values

Fidelitas - We are a faithful community.  
Integritas - We are a principled community.  
Communitas - We are an inclusive community.  
Spes - We are a hope-filled community



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 in 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 Brisbane Religious Education curriculum 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 an authorised IB World school for the International Baccalaureate (IB) Diploma Programme (Years 11 and 12) the Middle Years Programme (Years 7-10). 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 guided 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).

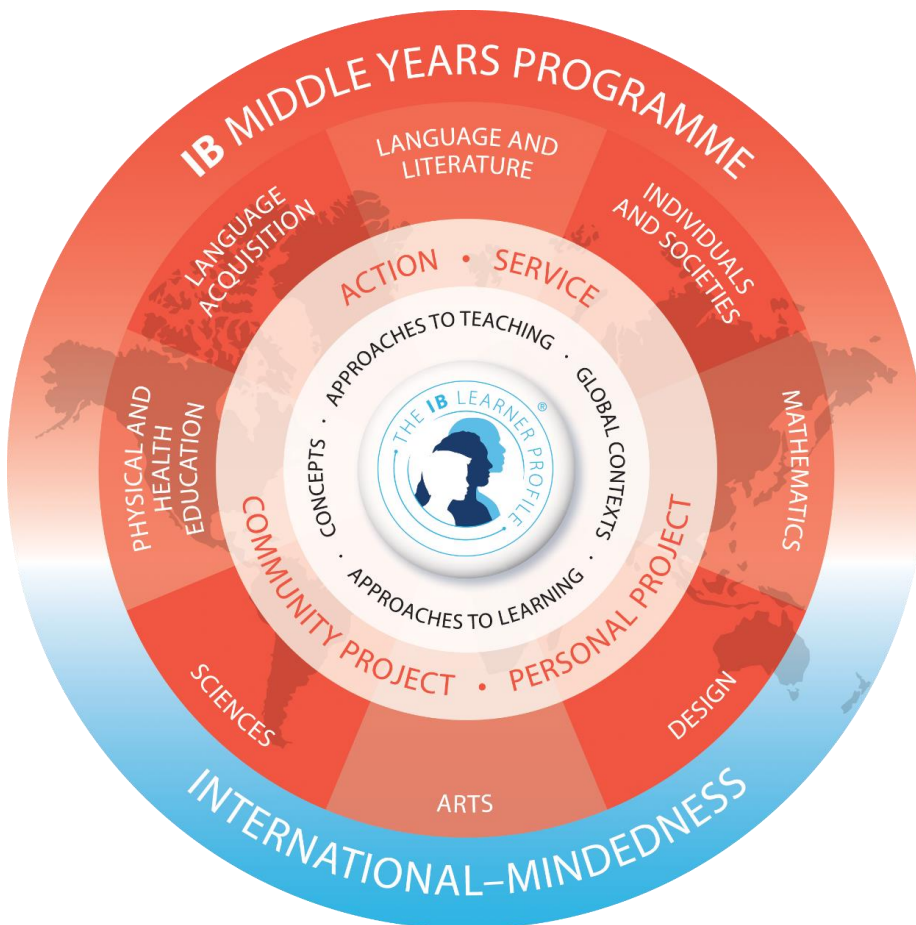
Teaching and learning is focused on the IB Learner Profile, which develops a distinctive set of attributes. These qualities are: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

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

## INTERNATIONAL BACCALAUREATE (IB) MIDDLE YEARS PROGRAMME (MYP)

Students in Years 7-10 study within the IB MYP framework. Our curriculum is organised around the eight subject groups shown below and highlights the IB Learner Profile at its core, a set of 10 attributes that help individuals and groups become responsible members of local, national and global communities (IBO, 2013).

The MYP is a concept-based framework that encourages interdisciplinary links to be made between subjects and inquiry focused approach to learning.



## INTERDISCIPLINARY LEARNING

As an IB World School, students (Years 7-10) have to engage in at least one interdisciplinary unit per year which is assessed against IB standards for Interdisciplinary learning. This collaboratively planned unit involves at least two subjects; and a unit may be as long as a whole semester, or could be delivered over just a couple of days. It empowers students to make links between their learning from subjects in novel and creative ways and develops mental flexibility that prepares students to be lifelong learners.

## PERSONAL PROJECT

One of the unique and exciting features of the Middle Years Programme is the Personal Project. It is a student centred, independent piece of research that allows students to engage in practical explorations through a cycle of inquiry, action and reflection. Students in Year 9 at Merici will select an area of personal interest to investigate and the completed project is submitted mid way through Year 10.

There are three elements to the personal project:

- the project/product itself
- the process journal
- the report.

Each student will be provided with a supervisor who will meet with them throughout their Personal Project journey and provide guidance and advice. Personal Projects are marked internally by selected members of staff and externally moderated by the IB, promoting a global standard of quality and students receive a certificate from the IB with their results.

## CHRISTIAN SERVICE LEARNING PROGRAM (CSLP)

Our Christian Service Learning Program provides the opportunity to put faith into action in the local and global community. This program invites students to explore the servant ministry of Jesus and to respond to others with the same love and compassion. The CSLP promotes "...general principle that the rights, dignity and autonomy of all those involved in service are respected" (IBO, 2017). It is anticipated that students will benefit from the experience by carefully reflecting on their service and gaining a better understanding of themselves, the people they serve and the issues they will confront.

The CSLP model incorporates service learning activities across Years 7-10 that are both school directed (mandatory & voluntary) and self-directed. Students are encouraged to seek out self-directed opportunities in the broader community.

## IB MYP- Service as Action

Service learning is an important part of the IB MYP and central to our Catholic ethos. The Service as Action aspect of the International Baccalaureate Middle Years Programme is embedded in our CSLP. Our students are asked to engage in a program that encourages breaking down barriers of fear and prejudice, reducing the impact of stereotypical images and bringing a human face to those in our community who might not normally be seen.

Fulfillment of the school's expectations for participation in service learning is a requirement of the Merici College IB MYP certificates awarded in Year 10. Some aspects of service learning will meet all the areas: Christ-centred outcomes, IB outcomes and Angel Effect. However, some activities may only meet one or two of these areas. The IB MYP has specific requirements which must be met to for the service component to be recognised as part of students MYP certificates. Students undertaking all service in the College will develop the Christ-centred outcomes and the MYP Service as Action Outcomes. Students need to show evidence of their completion of the seven MYP Service as Action learning outcomes.

Christ-centred Learning Outcomes	MYP Service as Action Learning Outcomes
1. Develop an understanding and appreciation of the mission of St. Angela Merici and the Ursuline tradition	1. Become more aware of your own strengths and areas for growth
2. Link faith and Gospel values to their personal response to these needs	2. Undertake challenges that develop new skills
3. Demonstrate an understanding of the difficulty for the poor and marginalised	3. Discuss, evaluate and plan activities
4. Recognise that service is a responsibility of all members of the community and needs to be authentic	4. Perseverance in action
5. Identify ways in which involvement in the program can lead to personal growth	5. Work collaboratively with others
	6. Develop international mindedness through global engagement, multilingualism and intercultural understanding
	7. Consider the ethical implications of your actions

Commented [NF1]: Service as Action

Commented [NF2]: IB MYP

Commented [NF3]: awarded in Year 10

## Angel Effect

The Angel Effect is a recognition of the Christian Service offered at Merici College. The students' efforts are awarded through a five-tier award system: Blue, Red, Gold, Platinum and Diamond Angel Awards. Completed service hours are verified by the relevant supervisor and counted towards a student's Angel Effect within the database where records of student service are maintained.

### St Angela Merici Award

	Blue Angel Award – 5- hours of Christian Service
	Red Angel Award – 100 hours of Christian Service
	Gold Angel Award – 150 hours of Christian Service
	Platinum Angel Award – 300 hours of Christian Service
	Diamond Angel Award – 500 hours of Christian Service

This Award is for students who have achieved at a high level in three (3) categories – from the following five areas of the College: Service, Sport, Co-curricular, Cultural and Academic. One of the areas must be Service. In addition, the recipient must have attended all major liturgical events and community days. The recipient from any year level is discerned by the Merici College Leadership Team from all students who it believes meet the eligibility criteria. This Award will be presented to the recipient at the conclusion of the St. Angela Merici Day Mass.



## 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 curriculum of the Brisbane Catholic Education Religious Education document. An exception occurs in Year 7, Semester 1 where students undertake an enculturation unit, Our History, Our Journeys designed by Merici College and approved by Catholic Education.

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 and in Year 10 students can elect to participate in the Merici Mentors Program.

Students in Years 9 and 10 can also select to be a part of the Catholic Schools Youth Ministry International (CSYMI) program in Term 3. This involves the students preparing reflection days for younger students as part of the Confirmation Program at Rosary Primary School or for Year 7 students at Merici College.

Year 10 students have the option of working as Mentors with young people with disability and/or with students in the Introductory English Centre at North Ainslie Primary School in our Merici Mentor program, as an alternate to Religious Education. Students' academic work focusses on the core Year 10 Religious Education curriculum, as well as their work as Mentors where they complete the Certificate II in Active Volunteering.

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			
Our History, Our Journeys	God and God's People	The Truth of Sacred Texts	The Mystery of God
Prayer, Sacrament and Rituals	A Virtuous Life Power of the Spirit	Foundational Beliefs	Religious Voice in the World
Semester 2			
Doing Good – What if everyone did that?	Medieval Christianity	Restoring the Balance or Introduction to Youth Ministry	Making Amends, Moving Forward or Leadership and Youth Ministry
Sacraments and Sacramentality	One in God	Learning from the Past	Responding to the signs of the times



## 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 earliest human communities, including First Nations Peoples of Australia and Deep Time, as well as exploring how historians and archaeologists investigate history. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies from places including Egypt, Greece, Rome, India and China. They compare what it means to be a citizen in Australia today with citizenship in an ancient civilisation, as well as explore key features of democracy and Australia's federal system of government.

### 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 livability 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.

## 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

### Year 7

In Year 7, learning in Mathematics builds on each student's prior learning and experiences from the Australian Curriculum. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Merici College, unlike most schools in Canberra and indeed, Australia, has the International Baccalaureate® (IB) Middle Years Programme (MYP). This Program emphasises both inquiry and application of Mathematics, helping students to develop problem solving techniques that transcend the discipline and that are useful in the world beyond school. We also use principles of learning associated with "direct instruction" through a program known as "Catalyst". This program is enacted in all Catholic schools in the Archdiocese of Canberra and Goulburn.

### Year 8

Students study courses 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 through the IB MYP framework. 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 (through the integration of some content from Year 10) who are ready and willing to pursue 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 "options" 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, Computational and Algebraic Thinking Competition and the Maths Challenge. In addition, the College runs an enrichment group which meets regularly and whole school enrichment activities. 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, for example *Casio fx-82 AU plus* (scientific calculator). These are provided to Year 7 students as part of their book pack. 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 SEQTA page.

This can be accessed from school or home via the Merici homepage. Students considering completing the International Baccalaureate Diploma Programme in Years 11 and 12 are encouraged to buy a graphics calculator in Year 10.

### **Learning Assistance**

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

## **DIGITAL TECHNOLOGIES**

The Year 7 Digital Technologies course is developed from the Australian Curriculum and delivered through the MYP framework. 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. In Year 7, students learn about digital systems including binary numbers and how we use data to solve problems. Students work collaboratively on a digital design project and use a variety of applications to create digital solutions for our school community.

## **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 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
7	Putting it in Proportion	From Little Things Big Things Grow
8	How does it work?	What is Changing?
9	Breaking It Down & Building It	Feel the Energy!
10	How do we get there?	Where Did I Come From?

Students at Merici College experience:

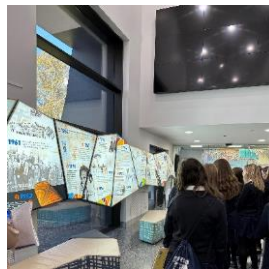
- Inquiry-based learning and open-ended investigations
- Practical work designing and conducting experiments, individually and in collaborative groups
- Modelling and the use of simulations
- Field work (local region and further afield, including use of the Merici glasshouse and kitchen garden)
- Visiting 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.

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 excursion 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.



### 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 and delivered through the IB MYP framework to enhance the inquiry process. In Years 9 and 10, students can elect to study a unit of Geography. 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

### 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
- Where people live and the process of urbanisation including a country of the Asia region
- Internal migration as well as international migration
- Issues related to the management and future of Australia's urban areas.

## Year 9

### Biomes and Food Security and the Geographies of Interconnections

- The interconnections between people and places through the products people buy and the effects of their production on the places that make them
- The ways that transport and information and communication technologies have changed our interconnections
- 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.

## Year 10

### Environmental Change and Management and Geographies of Human Wellbeing

- Environmental geography through an in-depth study of a coastal environment
- Analysis of geographical maps and data
- Fieldwork and environmental quality surveys
- The effects of transportation, deposition, erosion and weathering on Coastal regions
- Management of the coastal regions
- Global, national and local differences in human wellbeing between places
- Concepts and measures of human wellbeing, and the causes of global differences in these measures between countries
- Spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives
- Programs designed to reduce the gap between differences in wellbeing.

## BUSINESS AND ECONOMICS

The Business and Economics curriculum is compulsory in Year 8 and offered as an elective unit in either Year 9 or Year 10. The unit studied in Year 9 or Year 10 is the same unit and combined content from the Year 9-10 band. The curriculum is organised into two strands: knowledge and understanding and skills. Contemporary examples are drawn from the news and current global and regional events that have an impact on the economy.

## Year 8

### 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 or 10

### From Regional to Global

- 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
- The ways governments manage economic performance to improve living standards
- Nature of externalities and finite resources
- Changing economic conditions including management of the workforce.



## CIVICS AND CITIZENSHIP

The Civics and Citizenship curriculum is compulsory in Year 8 and offered as an elective unit in either Year 9 or Year 10. The unit studied in Year 9 or Year 10 is the same unit and combined content from the Year 9-10 band. The curriculum is organised into two strands: knowledge and understanding and skills. The course provides students with the opportunity to engage with what it means to be a responsible citizen in both Australia and globally as well as exploring how laws are made.



### Year 8

#### 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 and 10

#### 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
- Australia's court system, including the role of the High Court
- Conflict and contestation as part of civic life
- Formal processes and principles used in Australian society to resolve disputes
- Role of the UN and other international agencies and bodies

## 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	Context
7	Invasion Games, Movement and Composition Athletics Lifelong Health and Fitness	Positive Relationships Gymnastics Striking games	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	Food and Nutrition Athletics SEPEP – Team sports RSG	Mental Health	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

### Sports Science Elective

In this Year 9 Elective, Students will learn how the body adapts to physical activity, how to improve physical performance and how to reduce the risk of injury. This course will provide a foundation for further study in Sport and Exercise Science and other related fields. Sport science will help students understand how the body works in relation to sport, fitness and exercise. Through both team and individual contexts, they will begin to understand the physiological and biomechanical adaptations in physical activity. Students will develop their own training program based on the principles of training. They will explore sports psychology and injury prevention through both theory and practical sessions.

This course is designed for students who love to be active and can see the value of not just the practical side of sport but also the concepts behind what helps to improve performance.

## 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 four Australian Curriculum languages: French, Chinese, Italian and Spanish for study over the four years.

The same skills are required to learn any language. Students indicate a preference of language to study with choices from both Asian and European languages. 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.

In the MYP, Language courses cater for all levels of ability from beginning through to proficient speakers and are taught in phases, rather than by chronological age. This means that students progress into the next phase once they have reached a certain level to allow for more specialised teaching in each phase. Unless otherwise communicated at enrolment, students who start in Year 7 will be placed into a phase 1 learning class. It is not necessary to have prior knowledge of the language chosen. In the case of experienced language students, another language may be advised or a higher phase may be available to students to ensure they are appropriately challenged.

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

### Phase 1

Students are introduced to the structures and sounds of the languages through the two units work: 'Gateway to my World' and 'My World'. The concepts of Identity and Culture are explored through these two units of work. As emergent communicators in phase 1, students will begin to understand and respond to simple phrases, statements and questions. When given simple visual and written material, they are expected to identify basic messages, facts, opinions, feelings and ideas. Students will attempt to convey basic information in a limited range of everyday situations using written and oral language. They will begin to explore the use of the target language appropriate to a limited range of cultural and interpersonal contexts. Students will also begin to understand that language use is connected to a purpose and an audience.

### Phases 1– 2

Building on the foundation of phase 1, students continue their journey to become more capable emergent communicators. The concepts of time, place and space, together with culture are explored through the units of 'A Day in the Life of' and 'Hittin the Town!'. As capable emergent communicators, students begin to understand and respond to simple spoken and written texts. They begin to identify messages, facts, opinions and ideas presented in oral, visual and written language. They demonstrate their understanding in short oral and written texts. They engage in short interactions to share information in a narrow range of familiar situations. In such interactions, students use language appropriate to a limited range of interpersonal and cultural contexts. They understand that language should vary according to purpose and audience.

### Phases 2– 3

Students progress from capable emergent communicators to become capable communicators. The concepts of Identity and Communication are explored in the units of 'Home Sweet Home' and 'Out and About'. As capable communicators, students understand and respond to a limited variety of spoken and written texts.

They demonstrate and apply their comprehension by engaging in conversations and writing structured text to express ideas, opinions and experiences in a range of familiar and some unfamiliar situations. They understand that they can speak and write in different ways for different purposes and audiences.

### Phases 4, 5 or 6

In these phases, students progress from capable to proficient communicators. The units of work that students study focus more on the world around them. We investigate 'Health and Wellbeing' and 'The World we Live in'. In the unit of 'The world we live in' we explore creativity, history and aspirations. The concepts communications, creativity and time, place and space are studied. As capable and proficient communicators, besides understanding and responding to a variety of spoken and written texts, students analyse and evaluate specific information, ideas, opinions and attitudes presented in oral, visual and written language.

When interacting, capable and proficient communicators are actively engaged in both social and academic situations. They are capable of justifying opinions, give information supported by examples and illustrations. When presented ideas and information, students are able to organise these effectively and logically. They can also communicate to a range of audiences and for a variety of social and academic purposes.



To authenticate and enrich students' language learning experience, students may be encouraged to correspond with pen friends or via the Internet. Excursions and incursions are also organised to provide students with cultural experience through performances and workshops. Guest speakers are sometimes 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 several 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.

**Commented [NF4]:** Put image back in for Chinese trip

## ELECTIVES

A range of electives will be on offer for students in Years 8-10. 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. 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
<b>Electives</b>			
CREATIVE AND PERFORMING ARTS	Ms A Fogarty	7	Music and Drama
		7	Dance and Visual Arts
		9-10	Dance
		9-10	Drama
		9-10	Music
		9-10	Art
DESIGN AND TECHNOLOGY	Mrs S Spiller	7-9	Food Technology
		7-10	Textiles Technology
		9-10	Engineering
		9-10	Sustainability
		9-10	Information Technology
ENGLISH	Mr L Nott	10	Creative Voices
		10	History of Big Ideas
HPE	Ms K Olsthoorn	9	Sport Science
VET & CAREERS	Mrs McDonnell	10	Business Administration
		10	Hospitality
		10	Sport, Recreation and Leadership
		10	Behavioural Science
<b>Core Unit Alternatives</b>			
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 in Year 8 are allocated a Performing Arts or Visual Arts elective (whichever they do not do in Year 7). They can, however, select any of the electives in Years 9 and 10.

### CREATIVE AND PERFORMING ARTS

The Arts includes five subjects: Dance, Drama, Media Arts, Music and Visual Arts. The Australian Curriculum entitles all students to engage with these five Arts subjects and they are provided this opportunity through our innovative and engaging Merici programs, taught by specialist teachers.

The MYP values the process of creating, performing and presenting artwork, and gives students opportunities to function as artists and to develop as learners. Students learn to use the arts to convey feelings, experiences and ideas about the world, and in doing so they acquire and develop techniques and creative skills. They learn the value of reflection and evaluation as a means of developing their ideas, their skills and their work.

Through development of the imagination, students can become more empathetic and compassionate, they can enrich their cultural lives and discover new ways to contribute actively both to their own communities and to the world. (International Baccalaureate, Arts Guide, 2022)

### **Year 7 and 8**

In Year 7, students will have the opportunity to explore and develop their creativity through Music and Drama units, where they will spend one term focussing on each. In Year 8, students will continue their artistic disciplines through immersive learning experiences in Dance and Visual/Media Arts.

These Arts subjects in Year 7 and 8 allow students to gain foundation skills in these areas, developing their knowledge and understanding of each discipline and the practical skills that go alongside. Students are then able to select one of the above disciplines and extend their interest and understanding in Year 9.

### **Year 9-10**

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

#### **Dance**

In Year 9 and 10, Dance students continue their skill development through creative presentation and appreciation of Dance as an outlet for artistic expression. Students are provided with a rich context of a variety of units. These units include the exploration of Musical Theatre, Jazz, Contemporary, World Dance and Dance in Australia. Through these units students explore and study the history of the style, pioneers and notable works.



Students refine their technical skills in these styles through direct teacher instruction, developing the intricacies and stylisation of each genre. They then build on these skills through creation tasks, which include individual and group choreographic activities. This is where students get to explore their own dance strengths and creativity. Within these tasks students apply the elements of dance in a deeper and more focused manner, enabling them to build on their own development and appreciation of the discipline.

Throughout the units, students are provided with many opportunities to explore and apply safe dance practice. Students study the anatomy of the dancer, learn about dance related injuries as well as prevention strategies and rehabilitation.

#### **Drama**

In this course, students develop their self-expression, creativity, self-confidence, and non-verbal skills. Students will start with a brief overview of the history of the theatre then learn about Australian drama and how to stage drama to create an atmosphere for the audience. As well as this, students will learn about different practitioners who have developed various styles and genres of theatre such as Commedia dell'Arte, Physical Theatre, Mime, Mask and Epic Theatre.

As many of the activities are carried out in small groups, the course provides valuable experience for students to work co-operatively and purposefully with others. Drama is not aimed specifically at producing skilled actors, rather, having fun, using the human body and voice as a means of expression and learning to work creatively as part of a group.



This course offers students the opportunity to perform both monologue and ensemble drama works and apply the skills and language of Theatre Studies. They will also be aware of how a theatre runs and be able to apply theatre vocabulary when creating and analysing their work and work of others. Students will also be able to competently stage a script, as they perform scenes/extracts. Students will focus on elements of off-stage and on-stage roles choosing, rehearsing and performing to a live audience. They are given the opportunity to be involved in the ACTUP Festival during Semester 1 and The Creative and Performing Arts Showcase each semester via scripting, performing and directing and stage management opportunities.

Research, development, and presentation of a student-written work occurs through their Digital Performance Art Process Diary (PAPD). Consolidation of these skills will be emphasised through 'page to stage' and rehearsal practice. This course provides the foundation skills needed for Senior Drama.

## Music

Year 9 Music builds more specifically on the skills learned in the junior years and allows students to deepen their understanding and application in a musical instrument/s of their choice. Through the engagement with and the study of a variety of musical styles over the course of two semesters (musical theatre, program music, jazz, and Australian music AND more), students are able to both compose and respond with greater clarity and vision. This process also provides students with the opportunity to refine their own skills and areas of interest with their chosen instrument/s.



In Year 10, Music students further develop their skills in performance, composition, and analysis. Through the study of specific musical genres over the course of the year, students can witness their own progression and understanding of an instrument/s of their choice, as well as responding in greater depth to the role music plays in different contexts. Student's analytical and appreciation skills are also developed throughout the year allowing them to respond with greater sophistication to the professional examples displayed in class.

Students who have an interest in or an extensive understanding of an instrument, are encouraged to participate in one of the many Merici co-curricular ensembles as well as through private tuition within the College. Instrument hire is also available through the College.

## Media

Media Studies offers a comprehensive exploration of the world of media, from print and broadcast to filmmaking and visual communication. Over the 2-year course students study the following units.

In Unit 1: "Messages and Meaning", students will develop skills in audio production and podcasting while exploring the development of print and broadcast media. They will learn about the power of media communication and how messages and meaning are constructed and interpreted in different media forms. Unit 2: "Visualising Voices" focuses on visual design, animation, and media representation.

Students will explore the role of visual communication in shaping our understanding of the world around us, as well as develop their skills in design and animation.

In Unit 3: "Human Stories", students will explore the power of photography to document and explore human experiences. They will learn about the technical and artistic aspects of photography, as well as develop their visual literacy skills. Finally, in Unit 4: "Script to Screen", students will learn about the process of film production and filmmaking. They will explore the technical and creative aspects of filmmaking, including screenwriting, cinematography, sound design, and editing. By the end of the unit, students will produce a short film of their own, putting their skills and knowledge to the test.

Throughout media studies, students will develop critical thinking and analysis skills, as well as a deeper understanding of the role of media in our society. Our program prepares students for further studies in media or related fields, as well as providing valuable skills and knowledge for any career that involves communication and digital media.

## Visual Arts

In Year 9 and 10 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.



Across a two-year cycle, Visual Art students develop their creativity through exploring a range of concepts from childhood to self. Whilst unpacking a range of stylistic skills and concepts such as Cubism and Dada. By engaging in the theoretical study of these themes' students are supported and encouraged to expand their skills in their chosen artistic mediums. Emphasis is placed 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.

As students deepen their understanding, they are provided with extended opportunities to refine and deepen their application of skill through a variety of mediums such as ceramics and print media. This is achieved through a variety of responses to the exploration of a range of artist works. Students continue to build their formal writing skills by expanding on skills in using visual literacy and terminology that is developed through their practical applications.

## DESIGN AND TECHNOLOGY

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

- Food Technology
- Textiles Technology
- Engineering Technology
- Information Technology
- Sustainability



## 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 – Creating with Cotton

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 analysing
- Developing ideas
- Creating a solution
- Evaluation
- Problem solving techniques
- Safe and effective use of technology
- Designing using ICT

### Year 8

#### Semester Unit – Streetwear Solutions

In this unit, students explore street style and the evolution of the hoodie. They examine the social impact of fashion trends and how design can balance individual and collective identity through customised wardrobe staples. Students develop technical skills working with stretch fabrics and use a variety of machines to create their own branded hooded sweatshirts.

- Elements and principles of design
- Commercial clothing production
- Technical skills - working with stretch fabrics, overlocking
- Processing of natural textile fibres: wool
- Applying and documenting the design process to create textile solutions

## Year 9 and 10 Textiles Elective Units

### Fabric Colouration and Interior Design

In this unit, students explore a range of traditional textile techniques including dyeing, weaving, and embellishment. They examine ethical issues in design including cultural appropriation, and develop ways to incorporate traditional techniques in this context. Students document the development of their design ideas and further develop their skills in visual design communication. Students design an interior space for a chosen client and create a textile item for this space using the colouration and embellishment techniques studied.

- Textile techniques from the Asia-Pacific region
- Ethical issues in design including cultural appropriation
- Dyeing, weaving
- Embellishment - beading, applique, machine embroidery
- Fashion illustration
- Advanced techniques - adaptation and creation of patterns
- Applying and documenting the design process to create intricate textile solutions

### Sustainable Theatrics

In this unit, students work in collaborative teams to design and create costumes for the College musical. Working through the MYP Design Cycle, students interview the Production team to develop an overarching theme for the costumes and work with existing costume stock and materials to costume the main cast and ensemble. Students pitch their design ideas to the production team and selected designs go into scaled production. They take on assigned roles in the costume production team and develop a range of advanced technical skills.



- Costume design
- patternmaking
- Working with clients
- Systems to support scaled production, roles and responsibilities
- Advanced techniques - assembly line production
- Applying and documenting the design process to produce textile solutions

### Fashion Marketing and Merchandising

In this unit, students explore current fashion trends and traditional clothing production cycles. They research and develop a clothing brand for an identified target market and design a range of sleepwear for this group. Students develop technical skills using commercial patterns to create sleepwear and digital design skills using Adobe Illustrator to create production drawings.

- Marketing, dissemination of fads and trends
- Design and promotion of sleepwear
- Processing of synthetic textile fibres: polyester



- Use and modification of commercial patterns
- Costing and economies of scale
- Advanced sewing techniques - buttonholes, piping
- Applying and documenting the design process to create complex textile solutions

## Circularity and Reimagination

In this unit, students look to the future as they explore circular design and production systems. They explore the use of resources and how design can be used to minimise the environmental impact of textile production.

They develop a clothing product or an accessory using reclaimed resources and apply sustainable production processes to create a bespoke product.

- Properties and characteristics of fibres and fabrics
- Recycling and upcycling textile waste
- Impact of fast fashion
- Designing for a client
- Industry and consumer approaches to textile waste
- Advanced sewing techniques - fabric creation
- Applying and documenting the design process to create bespoke textile solutions

## Engineering Technology

### Year 8

In this unit, students explore street style and the evolution of the hoodie. They examine the social impact of fashion trends and how design can balance individual and collective identity through customised wardrobe staples. Students develop technical skills working with stretch fabrics and use a variety of machines to create their own branded hooded sweatshirts.

- Elements and principles of design
- Commercial clothing production
- Technical skills - working with stretch fabrics, overlocking
- Processing of natural textile fibres: wool
- Applying and documenting the design process to create textile solutions

### 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 <ul style="list-style-type: none"> <li>• structural and civil engineering</li> <li>• 3D design and printing</li> </ul>	Water and Power <ul style="list-style-type: none"> <li>• electrical circuits</li> <li>• generating renewable energy</li> <li>• providing sustainable water</li> <li>• humanitarian engineering: solving problems for developing communities</li> </ul>
Engineering B: Out Of This World	Space Engineering and Mechatronics <ul style="list-style-type: none"> <li>• space missions</li> <li>• electronics</li> <li>• robotics</li> </ul>	It Is Rocket Science <ul style="list-style-type: none"> <li>• spacecraft propulsion</li> <li>• modelling rocket flight</li> <li>• constructing and testing model rockets</li> </ul>

## Information Technology

### Year 7 Digital Technologies – Creating Digital Solutions

The Year 7 Digital Technologies course is developed from the Australian Curriculum and delivered through the MYP framework. 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. In Year 7, students learn about digital systems including binary numbers and how we use data to solve problems. Students work collaboratively on a digital design project and use a variety of applications to create digital solutions for our school community.

- Digital systems and organisation
- Investigating digital solutions
- Microbits and block coding
- Data representation
- Digital privacy and security

### 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. They 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.

## 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.

## 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 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.

## 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 (RTO 91369). It has qualified assessors to deliver the following courses:

#### Hospitality

- Certificate I in Hospitality

#### Business Administration

- Certificate II in Workplace Skills

#### Sport, Recreation & Leadership

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

#### Mentoring Program

- Certificate I in Active Volunteering
- Certificate II in Active Volunteering

## 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, Business Administration, Mentoring and Sport, Recreation and Leadership 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 or possible entry into university.

## RTO 91369 - TRUSTEES FOR CATHOLIC EDUCATION OFFICE ARCHDIOCESE OF CANBERRA & GOULBURN

Merici College operates under RTO 91369 and is 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	BSB20120	Certificate II in Workplace Skills
Hospitality	SIT10222	Certificate I in Hospitality
Sport, Recreation and Leadership	SIS20122	Certificate II in Sport and Recreation (SOA)
Active Volunteering	CHC14015 CHC24015	Certificate I in Active Volunteering Certificate II in Active Volunteering

## Business Administration

### Year 10

It is recommended that students begin their Business Administration studies at the level of Certificate II in Workplace Skills 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 – Business Administration 1

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 Administration 2

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 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 addition to this, the students will have the opportunity to gain a certificate in Sports First Aid, and a Level 0 in Cricket Coaching.

## RELIGIOUS EDUCATION (CORE ALTERNATIVE AND ELECTIVE)

### 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

The Merici Mentor program works with students with a disability from Black Mountain School and students in the Introductory English Centre at North Ainslie Primary School.

As a transition into the work force, young people with a disability volunteer to work once a week at Merici College. A dedicated team of Year 10 students give their time, two or three 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.



At the Introductory English Centre, Mentors work with students from non-English speaking backgrounds who have recently moved to Australia by listening to them read, playing games and participating in classroom activities.

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 successful completion of their course they will receive a Certificate II in Active Volunteering.

### Behavioural Science

The Behavioural Science elective seeks to provide students with a solid foundation of skills and knowledge in the areas of Psychology and Sociology. The course starts with an introduction to research methods and explores four main units:

- Term 1 Human Communication and Relationships
- Term 2: Consciousness
- Term 3: Media and Beauty
- Term 4: Health

This course runs for the whole year and sits within the IB Subject Group of Individuals and Societies. Content from the Australian Curriculum for Science and Physical and Health Education has been selected to ensure that it aligns with the level of knowledge and skills expected in Year 10 for students.

The course involves some theoretical study about society and individuals as well as some practical exercises in class, such as keeping a sleep diary and performing observations and other activities.

## 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.

Angela's Angels
Art Club
Arts and Culture Council
Cross-Age Tutoring
Dance Troupe
Debating
Defence
Duke of Edinburgh
Equestrian
Gaming Club
Golf
iC (includes Book Club, Cosy Café, Digital Detox, Chess Club)
Languages Buddies
Merici Magazine
Music
Narragunnawali
Production Crew – includes Stage Crew and Tech Team
Sailing (Marist/Merici)
Sew for Community
Snow Sports
Social Justice
Sport (includes Basketball, Netball, Volleyball, Rowing)
Student Representative Committee (SRC)
Sustainability at Merici (SAM)
Taekwondo
Transitions Team
Vocal Group

## CO-CURRICULAR MUSIC

### Instrumental and Vocal Opportunities

At Merici College, students have the opportunity to participate in private instrumental sessions to learn a musical instrument or sign with one of our vocal tutors, during school hours on campus. Individual tutors rates may vary, but average around \$40-\$45 per half hour lessons. Lesson times are rotated to allow for flexibility with school timetabling.

Instrumental Tutors:

- Woodwind – flute, clarinet and saxophone
- Brass – Trumpet, trombone, French horn and tuba
- Guitar and bass guitar
- Strings – violin, viola, cello and double bass
- Piano and keyboard
- Voice



### Instrumental Music Groups

We also offer a wide variety of instrumental and vocal opportunities which include:

- String Ensemble
- Vocal Group
- Merici Band
- Guitar Group

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.

For all enquiries about co-curricular sport and other co-curricular clubs and activities, please contact our Co-Curricular Facilitator, Susan Anderson (email [susan.anderson@merici.act.edu.au](mailto:susan.anderson@merici.act.edu.au)).

Currently the College offers the following co-curricular sport activities:

Basketball, Netball, Volleyball, Rowing, AFL, Hockey
Futsal
Fitness Club
Snowsports
Duke of Edinburgh
Marist/Merici Sailing Club
Equestrian

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

### 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](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.