2016 Junior Handbook & Course Outlines
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PASTORAL CARE
Pastoral care in the College seeks to foster growth in students in partnership with parents, families, community agencies and the Church. A formal Pastoral Care program is developed each year to address contemporary and emerging adolescent issues and to support learning through the Academic Welfare Tracking component of the program. Each year this program is guided by the College theme and a selection of the Principles of Powerful Learning that are reflected in the program. Senior students assist in providing administrative support to teachers, delivering supervised lessons, building relationships and by engaging in discussions with younger students.

The House System
When a student enters the College she is placed into one of the six Houses. The Houses have been named after a significant location associated with one of the six religious orders that taught in the College when it was established in 1959 and each House fosters the charism of their religious order and founder. Each House has a dedicated House charity which enables the students to contribute to the broader community through social justice activities. Pastoral Care classes in each House are vertically streamed, comprising students from each year group in order to encourage a sense of belonging and continuity for students and their families. They are the nucleus for forming a working relationship with each student, providing ongoing pastoral support and leadership opportunities. Students remain in the same Pastoral Care class, often with the same Pastoral Care Teacher throughout their years in the College. Each House also has a House Coordinator who ensures that students have access to any additional support that they may require.

While the Pastoral Care system operates formally through the House system, it is not restricted to this program. Pastoral care is integral to the mission of Merici College, which aims to:
• engender wellbeing, belonging and security
• affirm the dignity and worth of the individual
• assist in personal growth to full potential
• provide relationships of care and support
• encourage growth and expression of compassion, tolerance and reconciliation.

Houses
POWERSFUL LEARNING AND POWERFUL TEACHING

'Ve should turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned.' John Holt (John Holt, 1923-1985)
Merici College is an innovative school where students embrace their learning and excel. One of Merici College’s educational goals is to imbue students with a lifelong love of learning. Students who develop a love of learning and the ability to apply what they’ve learned to new and challenging situations will be well equipped to face the many challenges of life.

**A culture of dynamic learning**

The Merici Principles of Powerful Learning are the product of an ongoing dialogue about best practice in teaching and learning. They are designed around three aspects of the College. Firstly, at the heart of the Powerful Learning Principles are the values of the College, based on Gospel values. Secondly, on this foundation we place the Culture of Dynamic Learning, a culture in which staff, students and parents work together to ensure learning is fostered. And thirdly, staff have developed and refined a series of processes that are effective teaching and learning.

**Best practice teaching and learning**

The Principles of Powerful Learning are a blueprint for best practice teaching and they underpin all aspects of teaching strategies, from lessons in the classroom to assessment and beyond. They are a set of principles which have been tested against local and national directions. As a staff we embed the Powerful Learning Principles in our documentation, our professional development, our professional dialogue and most importantly, in our classrooms. This ongoing initiative across the school results in quality education for our students.

**COUNSELLING SERVICE**

Merici College utilises counselling personnel from CatholicCare. The counselling service is available as part of the Pastoral Care system of the school. The role of the Counsellor is to focus on the emotional, social and educational wellbeing of Merici students.

As well as individual sessions with students during school time, the Counsellors work with families, consult with parents, carers and teachers and carry out some group work. For long term therapy, the Counsellors will also refer students and families to specialist services and professionals when appropriate.

The two Counsellors at Merici College have skills in areas such as child development, the assessment and treatment of a range of mental health problems and social and interpersonal relationships.

The Counsellors welcome contact with students having difficulty with some part of their life, whether or not it affects their schoolwork. The problem does not have to be a big one. It is better to seek help sooner than later.

If something is interfering with a student’s learning or affecting their general wellbeing, then contact with a counsellor may be appropriate. Referrals to the Counsellors come from teachers, parents, family members, students themselves and other services outside the school.

Some typical concerns include:

- Depression
- Anxiety and fears
- Anger issues
- Family conflict
- Loss and grief
- Peer relationships
- Separation, divorce and stepfamilies
- Stress
The Counsellors may also be involved in a range of other activities including:
- Running support and therapy groups with students
- Consultation with staff
- Parent education
- Referrals to other agencies or specialists
- Policy development
- Community liaison

Counsellors are available throughout the week, with the exception of Wednesday afternoons.

**DIGITAL COMMUNITY AGREEMENT**

**What is the Merici Digital Community?**

Merici’s approach to managing student and staff use of technology, formed after extensive research and community consultation, has evolved into us seeing ourselves as the ‘Merici Digital Community’. This enables us to manage the needs of our students and promotes their responsibility to become efficient, highly enabled, users of technology.

Students, parents and staff are all members of this inclusive community and being a member means that we all agree to support the following key principles:

1. Protect yourself
2. Respect yourself
3. Protect others
4. Respect others
5. Protect intellectual property
6. Respect intellectual property
7. THINK TWICE
“In the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA 2008) recognises that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.”

Information and Communication Technologies at Merici

Merici College supports a wide range of technologies. Through experience we have found the value in investing in the very best available technology to enable the latest suite of applications to work at full capacity in our various subject areas. This digital environment is important to prepare our students with the experience and skills that are now a norm for most households and expected of a modern 21st Century workforce. One concrete goal is that all our Year 10 students achieve a nationally recognised vocational certificate: Certificate I in Information, Digital Media and Technology.

With twenty years of experience in delivering ICT to students through our Laptop Program, Merici has recently updated its capacity to an industry mapped wireless network that has been carefully designed to handle the load of our 2015 Bring Your Own Device (BYOD) program. Merici has about 300 24” touch screen all-in-one desktop computers in computer labs and flexible learning spaces and six portable laptop trolleys available for in-class use. We have a purpose built, on-site repair facility and a team of dedicated IT staff.

Bring Your Own Device - BYOD

In 2015, Merici College moved to a Bring Your Own Device (BYOD) program. BYOD is a technological trend in both the educational and corporate worlds. The objective of the BYOD program is to engage students using their own devices to achieve learning in the classroom with technology and to enable them to continue learning anywhere, anytime.

All students are required to have a laptop (not a tablet, phone or smart device - these may be used to supplement creativity, but not as the major item). We publish minimum specification on the websites. BYOD is designed to give you, as students and families, freedom to make technology choices that suit you and your circumstances, while enabling your daughter to integrate with Merici’s digital platform.

The College continues to provide a Laptop service, whereby we offer families the opportunity to purchase a school approved laptop through a service provider and we deliver ongoing technical support.

All students and parents must read and sign their Digital Community Agreement before being allowed to use any electronic device in class.

Learning and ICT

Students are able to:
• develop high level skills
• use ICT as a tool in relevant and challenging ways which are fully integrated into the curriculum - laptops are not used simply to replace exercise books
• link their learning with the outside world through moderated Internet access
• develop co-operative learning skills
• be challenged and motivated to learn in new ways, and
• have immediate access to technology in class and for research and homework at recess, lunch and at home.
When it comes to the use of the technology in the classroom it is important to recognise the increasingly diverse nature of the method of application in each subject area. From the Arts and Media to Science and Physical Education from History and Mathematics to the Languages, technology plays a role in shaping how lessons are prepared and communicated both in the classroom and online via our Learning Management System (LMS), known as Moodle. Moodle becomes a shared interactive environment for the class where the opportunities for communication and collaboration are significantly enhanced through students’ ongoing access. Students complete much of their work on their laptops, but there are times where the use of the laptop may not be appropriate, e.g. exercises in handwriting, spelling tests.

**Moodle**

Moodle provides a Virtual Learning Environment. Used extensively across the College, it is a tool for communication and organisation and allows student access to school files from any location with Internet access. Every class at Merici College has a Moodle page, which is accessed through a student’s Merici username and password. Moodle also enhances the Parent-Teacher-Student partnership in student education, so Moodle passwords are considered a ‘family’ password and students are expected to logon for their parents when required. Depending on the way classes have been structured by the teacher, students will have access to:

- subject specific documents, for example assessment outlines, major work tasks and assignments
- class notice board with message or Internet links from the teacher
- class calendar
- electronic learning activities which enable students to submit work on-line
- on-line discussion forums and journals
- class email from the teacher

**INCLUSIVE EDUCATION**

Merici College believes that all students can learn and acknowledges different learning styles. We encourage students to take responsibility for their own learning and we attempt to develop enthusiasm, enjoyment and love of learning. This encompasses all students, irrespective of differing abilities, and we ensure that all students have the opportunity to be educated with their peers; accepting each other as persons with gifts that enrich the whole community. The Inclusive
Education Team promotes inclusive practices that strive for the spiritual, physical, emotional and intellectual development of all students.

While the standard classroom employs progressive and effective techniques to provide for mixed abilities, the College also acknowledges the specific needs of students requiring enhanced learning opportunities.

Students with identified learning difficulties may have been identified through:
- Information from parents
- NAPLAN results
- Information as part of the transition from Primary School to High School
- Information from class teachers
- May be a Student with a Disability (as identified by the Catholic Education Office as required by the Australian Government definition)

Skilled teachers and assistants provide specialist support for students requiring help with basic skills and those who need to be challenged beyond the normal requirements of classroom activities.

The support and extension provided to students with special needs may consist of one or more of the following:
- Modified assessment
- Differentiated curriculum
- Individual Education Programs
- Teacher-Assistant time
- Collaborative teaching and learning
- Computer technology

**Enrolment Policy**

Parents or guardians of Students with a Disability (as identified by Catholic Education as required by the Australian Government definition) are required to have a panel meeting to determine their level of need. The panel consists of:
- The Principal
- The Learning Support Teacher
- Parent/s and child
- Other professionals if required.

**Other Avenues of Support**

Merici College also offers specialised programs that are designed to help students develop more effective learning, social and organisational skills.

**Merici hUb**

Students can be booked into the Merici hUb, by their classroom teacher, to receive help and support in organisation, researching and undertaking assignments. This operates on a Monday, Tuesday and Wednesday.
Merici Homework Centre

All students who are experiencing difficulties with their studies, or in need of additional support with assessment, are encouraged to access homework assistance in the Homework centre that runs after school in the iC, Monday to Thursday 3.30 – 4.30pm. Students need to be booked in via the Inclusive Education Coordinator.

Academic Tracking (AWT)

Pastoral Care Teachers meet regularly with their pastoral class and individually meet with members of their Pastoral Care class. They track academic progress of all students. Working in partnership with the student’s teachers and various Coordinators, AWT can highlight to the Inclusive Education Team the need for additional support or intervention.

Cross Age Tutoring

Cross age tutoring is available from students in Years 10, 11 and 12 for students in the junior years. Senior students are paired with junior students according to academic interests and needs. Students may meet before school, at lunch time or after school.

JUDITH FOLLETT INFORMATION CENTRE: iC

A staff of Teacher Librarians and Library Assistants who are knowledge providers, actively supporting and nurturing both formal and informal learning.

Opening Hours
Monday to Thursday: 8.30 am – 5.00 pm (closed Monday recess)
Friday: 8.30 am – 4.00 pm

The Physical Environment

A flexible learning area with twenty desktop and twenty laptop computer workstations and a flexible learning area facilitating individual, group and class learning

A multimedia learning area with thirty computer workstations, active board and full data projection facilities

A small group room with active board and full data projection facilities which can be used for a variety of teaching and learning experiences

A Reading Lounge surrounding the fiction collection and providing a wonderful reading space for students in both lesson and recreational time. All junior classes have regular reading periods in this area

The Resources

Extensive print resources – fiction and non-fiction books, magazines, newspapers, serials/periodicals which support the curriculum and recreational reading.
The Virtual iC
Merici College LibGuides – accessed via the College web page and Moodle. These give access to digital and electronic resources – Oliver online catalogue, World Book Encyclopaedia, Facts on File, ClickView videos, online magazines, ebooks and study guides.

General Services
Books available for a two week period
Kobo E readers with extensive e-book libraries, available for borrowing
Video and DVDs available for viewing in the iC and from home
Scanning
Printing
Photocopying
Periodicals available one week loan period

Co-Curricular
Cosy Reading Café on Wednesday lunchtimes. Students are permitted to eat their lunch in the iC whilst reading in the Reading Area. A hot chocolate is also provided in the winter terms.

The Lunch Bunch – iC Book Club. The club meets on Tuesdays at lunchtime in friendship or year groups - we choose a book to read together and meet weekly to discuss.

ABORIGINAL CONTACT OFFICER
Merici College has an Aboriginal Contact Officer, who provides an essential link between the College and students of Aboriginal and Torres Strait Islander heritage and their families.

The Aboriginal contact officer coordinates tutoring for Aboriginal and Torres Strait Islander students in literacy and numeracy and works with students and their families to ‘close the gap’ for this group of students. This officer may be contacted on 6243 4159.

Programs
The RAP Action group is call Narragunnawali which means ‘Alive, wellbeing, coming together’ in the Ngunnawal language.

The Narragunnawali Mob seeks to create an environment where the community experiences indigenous Australian culture and gives opportunity to Aboriginal and Torres Strait Islander students to celebrate their heritage, to highlight positive experiences, acknowledge the past and develop relationships with the local Ngunnawal people. The Narragunnawali Mob is also known by its shorter name the Merici Mob.

Reconciliation is about equal and respectful relationships between Australians with and without Aboriginal and Torres Strait Islander backgrounds. Reconciliation is for all members of our Merici community, students, families and staff from all cultural backgrounds.
DEFENCE TRANSITION MENTOR
At Merici College we are fortunate to have a significant number of students from Defence families. To facilitate the transition into College life we have a Defence Transition Mentor (DTM).

The role of the Defence Transition Mentor is to support the Defence School Transition Aide Program and assist young people from Australian Defence Force (ADF) families as they progress through their secondary schooling years.

The objective of the program is to ensure that all ADF students achieve the highest educational outcome during their latter schooling years. This is achieved through mentoring personal and social wellbeing, furthering educational pursuits, offering guidance when required and supporting these aspiring young adults during times of parental absence.

CURRICULUM
The ACT has school-based curricula developed under the ACT curriculum framework, Every Chance to Learn, and also following the ACT implementation schedule for Australian Curriculum subjects developed by ACARA. Within these expectations for teaching and learning of specific content and skills, Merici aims to give students choice through an elective program. The junior curriculum is structured so that subjects can be selected to give as wide an experience to students as possible.

Merici is constantly reviewing its course structures and subject offerings. Additional information will be released in 2015, which may impact the offerings detailed below. The latest updates will be provided at during interviews and information evenings.
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 can realise their potential and live life to the fullest.

At Merici College, all Religious Education units are academic subjects where students come to a critical understanding of faith based on the Archdiocese of Canberra and Goulburn Religious Education Syllabus Treasures New and Old, Stages 4 and 5. An exception occurs in Year 7, Semester 1 where Who We Are is taught. This is an enculturation unit designed by the staff of 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 help out at Black Mountain School as part of their units on Prophets and the Gospel of Luke. Year 10 students have the option of working as Mentors with young people with disability in our Merici Mentor program, as an alternate Religious Education program. Students’ academic work focusses on social justice and their work as Mentors. In Year 12, most students choose to continue to study Religious Studies as an academic subject, but also have a choice of completing a community service unit.

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 method of delivery. The program differentiates activities depending on the year levels. It also provides an opportunity for vertical integration as students from different year levels work together on particular projects. eg. Year 12 working with Year 8 students in the preparation and presentation of the Year 8 Retreat Day.
Students study the following units in Years 7-10:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who We Are</strong> (Introductory Unit)</td>
<td><strong>God of Covenant</strong></td>
<td><strong>God of the Prophets</strong></td>
<td><strong>God of Life</strong></td>
</tr>
<tr>
<td>Students explore and participate in the</td>
<td>Describes the relationship of God and God’s</td>
<td>Examines the role of prophecy in the Christian tradition</td>
<td>Articulates a Christian understanding of suffering and death</td>
</tr>
<tr>
<td>religious and spiritual traditions of Merici College.</td>
<td>and God’s people in the Old Testament.</td>
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<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td><strong>God of Stewardship</strong></td>
<td><strong>Jesus the Teacher</strong></td>
<td><strong>Jesus in Luke</strong></td>
<td><strong>Jesus and Discipleship</strong></td>
</tr>
<tr>
<td>Investigates a range of cultural expressions of God’s stewardship of creation.</td>
<td>Investigates how the first disciples provide models for modern day disciples.</td>
<td>Identifies the message of Jesus as recorded in Luke’s Gospel</td>
<td>Explores the relationship between Jesus’ action and the call to social action in the Church.</td>
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<tr>
<td><strong>Jesus in History</strong></td>
<td><strong>Early Church</strong></td>
<td><strong>Church History</strong></td>
<td><strong>Church &amp; Other Faiths</strong></td>
</tr>
<tr>
<td>Examines the historical and cultural influences on Jesus of Nazareth.</td>
<td>Explores significant changes in Christianity in the early church</td>
<td>Investigates significant historical events which have shaped the Australian Church.</td>
<td>Investigates a range of religious beliefs.</td>
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<tr>
<td><strong>Catholic Church</strong></td>
<td><strong>Prayer and Sacramentality</strong></td>
<td><strong>Prayer and Eucharist</strong></td>
<td><strong>Prayer and Spirituality</strong></td>
</tr>
<tr>
<td>Identifies and describes essential features of Catholic belief.</td>
<td>Explores the place of Sacraments in the life of the Christian community</td>
<td>Explains the significance of the Eucharist in the life of the Catholic community.</td>
<td>Explores how the Catholic tradition contributes to personal spirituality</td>
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</tr>
<tr>
<td><strong>Ways of Praying</strong></td>
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<tr>
<td>Identifies the influence of culture on spirituality and prayer.</td>
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</tbody>
</table>
YEAR 7 INTEGRATED HUMANITIES (IH)

In Integrated Humanities, students experience an integrated approach to the disciplines of English, History and Geography (see also sections on History and Geography). 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. It 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

Students are introduced to the concepts, terminology and skills they require in order to study English, History and Geography from the Australian Curriculum at secondary school level. Students study the ancient past, exploring how historians and archaeologists investigate history. They also explore Ancient Australia and an ancient Asian society. Students examine the reasons ancient peoples decided where to live and extend their study to the concept of liveability in modern times and how it is measured and perceived.

Semester 2

Students study an ancient Mediterranean culture of Rome, Greece or Egypt. Students broaden their area of study, exploring human impact on world environments, and societies and civilisations from the past. They investigate how water was used by ancient societies and compare and contrast how water is used today. 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.

Across the year, students study at least two novels as well as learning language conventions and exploring other forms of English literature, such as studying film as text. One lesson a week is scheduled in the Information Centre for silent reading to encourage a love of reading and to extend students’ literacy skills. In Integrated Humanities, the highest priority is given to students developing their literacy and information access skills.

Integrated Humanities occupies the equivalent of two subjects on the timetable and students study with the same teacher for this extended time. This assists the building of positive relationships between the student and teacher. It enables the teacher to get to know the child’s strengths and weaknesses, and to be well placed to challenge them to improve their skills.
YEAR 7 INTEGRATED MATHS AND SCIENCE (IMS)

In Year 7, students study Integrated Maths and Science. Our curriculum is designed to meet the needs of the Australian Curriculum covering the application of Science concepts for understanding, inquiry skills and as a human endeavour. In Mathematics the curriculum is designed for proficiency in understanding, fluency, problem solving and reasoning in the content areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Students study two semester units that encompass key ideas from both subject areas, with integration of concepts wherever possible. The linking of these subject areas is done explicitly through thematic units so that students recognise the connections between number and the working of the world around them. In addition, the integrated curriculum allows flexibility in setting class activities, students potentially have fewer teachers, and all classes run in laboratories providing flexible learning spaces and access to equipment and resources. Integrated Maths and Science runs on two lines of the school timetable, equivalent to two subjects.

Theme based units are one semester in length for Year 7.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Putting It In Proportion</td>
</tr>
<tr>
<td>2</td>
<td>From Local to Global</td>
</tr>
</tbody>
</table>

Throughout their studies, students are given a wide variety of experiences, many of which are open-ended investigations that encourage the development of observation, inference and problem solving. Students learn general strategies and how to effectively use technology to solve problems. The reading, interpretation and drawing of tables and graphs are also explicitly taught. Opportunities for learning outside the classroom are embraced through excursions, guest speakers and other similar events.
ENGLISH

Students at Merici study English as a separate subject in 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. The Australian Curriculum is the basis of all units of study and all elements of the achievement standard for each year group are covered thoroughly.

- 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.

Regular assessment ensures that students and parents are kept informed about progress. Teachers are conscious of the need to develop and maintain students’ confidence in their abilities as well as challenging students to extend their skills and experiences.
**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 complete their reading at home. Sometimes these texts will be linked to assessment items such as an oral presentation that analyses the text, or an in-class assessment.

**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 giant cake to celebrate the Bard’s birthday.

The Merici English programs are not limited to the classroom. Students are encouraged to pursue interests and talents through the many opportunities offered in the co-curricular program.

**Debating and Public Speaking**
Merici College has a strong representation in the ACT debating competition for the Murray trophy. 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. Staff build a strong rapport with the teams they coach.

**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. We also have College competitions such as our short story competition in Semester One and a poetry competition in Semester Two.

With the encouragement of their classroom teachers, students in Years 8 and 9 enter the Sydney Morning Herald Write now! Competition.

There is a Writers’ Club at Merici which meets each Tuesday lunchtime. At meetings students work on their own writing or enter competitions. We also have visiting speakers several times a year and students work on developing their creative writing skills. The Writers’ Club is a dynamic and supportive forum that allows students to develop their creativity and share their ideas with others.
MATHEMATICS
At Merici, students study Mathematics as part of the Integrated Mathematics and Science program in Year 7 and as an individual subject from Year 8.

At Merici College we strongly believe that all students can acquire the mathematical skills, understandings and attitudes that they will need to be successful in their careers and daily lives. The curriculum is carefully designed to ensure that all students experience success, excitement and challenge at their individual level of competence in Mathematics. The staff is an experienced and innovative team of teachers who are dedicated to educating girls in this core subject. Teacher focus on creating an environment where students are encouraged to learn Mathematics through active participation and investigation.

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

Years 8 and 9
Students study courses developed from the Australian Curriculum. 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 10
All students complete the standard Year 10 component of the Australian Curriculum. In addition, students can elect to complete the Year 10A component of the Australian Curriculum that prepares them for higher level Tertiary units in Years 11 and 12.
Enrichment activities are provided and all students can participate in the Australian Mathematics Competition, the University of New South Wales Mathematics Competition and the Maths Challenge for Young Australians. Enthusiastic and talented students are also invited to represent Merici College at Mathematics Days during the year.

**Technology**

All students use calculators with the preferred model being the *Casio fx–82 AU plus* which is sold at the school. Many students in Years 7 to 10 use their laptops in the Mathematics classroom. Students have access to an online program, MangaHigh, 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 that are available through the Moodle page. This can be accessed from school or home via the Merici homepage.

**Learning Assistance**

Some students may require extra help in mathematics and assistance is provided in a number of ways; in-class support from Inclusive Education Support Assistants, Cross-Age tutoring and the lunch-time tutoring sessions held every Tuesday. Students are encouraged to seek assistance with any aspect of their Mathematics learning.
SCIENCE
The study of Science aims to develop students’ innate curiosity of the world around them and enhance their appreciation and understanding of the many ways in which Science plays a role in their daily life. Teaching and learning in Science offers an opportunity for students to appreciate the role of Science in society and the way it contributes to their personal, environmental, cultural and economic well-being.

Through the study of junior Science at Merici College, students become empowered to act knowledgeably and responsibly in an increasingly scientific society. They will be equipped to distinguish between evidence and opinion and make informed and responsible decisions about scientific issues. Merici College also prepares students for continuing study of Science at College and Tertiary levels.

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

Junior Science Curriculum
At Merici, all students from Years 7-10 are introduced to all the branches of Science; Biology, Chemistry, Earth Science, Astronomy and Physics, in integrated theme-based units based on the Australian Curriculum. Students may also choose to study Sustainability as an elective in Years 9 and/or 10.

The cross curriculum priorities of Sustainability, Aboriginal and Torres Strait Islander histories and cultures, and Asia and Australia’s engagement with Asia are explored in all units and year levels.

Technology, in the form of computing, scientific equipment and the study of the science underlying technology, is integrated into all courses.
Theme based units are one semester in length.

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>How does It Work?</td>
<td>What’s Changing?</td>
</tr>
<tr>
<td>9</td>
<td>Feel the Energy!</td>
<td>Breaking It Down &amp; Building It Up</td>
</tr>
<tr>
<td>10</td>
<td>Where Did I Come From?</td>
<td>Where Are We Going?</td>
</tr>
</tbody>
</table>

Students at Merici College have the opportunity to experience:

- Inquiry-based learning
- Practical work: designing and conducting experiments, individually and in collaborative groups
- Modelling
- Open-ended investigations
- 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 using temperature, motion or conductivity sensors to collect data, DVDs, the internet and CD-ROMs as sources of information, computers for recording, manipulating and presenting information
- Peer tutoring/student presentations

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

They may also choose to participate in extra curricula activities offered by the Science Department such as the Merici Science Series or video conferencing with other schools and scientific institutions.

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

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

Students also have the opportunity to participate in the Rio Tinto Big Science Competition (Years 7 to 10), a Forensics Camp (Year 8), Science and Engineering Challenge (Years 9 and 10) and Science Olympiad (Year 10). Students are invited to participate in the ICAS Science Competition, the Australian National Chemistry Quiz and encouraged to undertake projects through the CSIRO's CREST program.
HISTORY
The History course at Merici is based on the Australian Curriculum content and development of skills. In Year 8, students participate in an incursion where they are transported to Medieval Europe and participate in activities such as medieval dancing, archery, cooking and creating authentic art works. In Years 9-10 we make use of resources in the local area such as the War Memorial and films and media to enhance learning in the classroom.

Year 7
The Year 7 History course introduces students to the ancient world – 60,000 BC (BCE) – c.650 AD (CE) – and spans from the earliest human communities to what many historians consider to be the end of the ancient period. A key focus of this course is the development of cultural practices and organised societies and the similarities and variations that occurred over time and in different places. Additionally, the legacies of these societies evident in the modern world are considered.

The course has been developed using two units based on the depth studies: Investigating the Ancient Past, The Asian World and The Mediterranean World. The electives chosen from the depth studies aim to provide a balance of time and place across the ancient world as well as fundamental skills for later studies in history.

Year 8
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.

The overview content is reflected in the two depth studies and addresses key features of the medieval world (including the social structure of the Vikings and feudal Medieval Europe, voyages of discovery to the Americas and the characteristics of great civilisations such as Japan and/or the Khmer Empire).
Year 9
This 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 Year 10 History course provides opportunities for students to understand key events that 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 structure of two separate units covered each year. The 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 field trips and subsequent analysis and reflection in the following lessons.

Year 7
Unit One: Water in the World
• The classification of environmental resources and the forms that water takes as re resource
• The ways that flows of water connect places as it moves though the environment and the way this affects places.
• The quantity and variability of Australia's water resources compared with those in other continents.
• The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa.
• The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region.
• The causes, impacts and responses to an atmospheric or hydrological hazard.

Unit Two Place and Liveability
• The factors that influence the decisions people make about where to live and their perceptions of the liveability of places
• The influence of accessibility to services and facilities on the liveability of places
• The influence of environmental quality on the liveability of places
• The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places
• The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe
Year 8
Unit One Landscapes and Landforms

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

Unit Two Changing Nations

- The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region.
- The differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences.
- The reasons for and effects of internal migration in Australia.
- The reasons for and effects of internal migration in China.
- The reasons for and effects of international migration in Australia.
- The management and planning of Australia’s urban future.

Year 9
Unit One Biomes and Food Security

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

Unit Two Geographies of Interconnections

- The perceptions people have of place, and how this influences their connections to different places.
- The way transportation and information and communication technologies are used to connect people to services, information and people in other places.
- The ways that places and people are interconnected with other places through trade in goods and services, at all scales.
• The effects of the production and consumption of goods on places and environments throughout the world and including a country from North–East Asia.

• The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places.

Year 10
Unit One Environmental Change and Management
• The human-induced environmental changes that challenge sustainability.
• The environmental worldviews of people and their implications for environmental management.
• The Aboriginal and Torres Strait Islander peoples’ approaches to custodial responsibility and environmental management in different regions of Australia.
• Select ONE of the following types of environment as the context for study: land, inland water, coast, marine or urban. A comparative study of examples selected from Australia and at least one other country should be included.
• The application of human–environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated.
• The application of geographical concepts and methods to the management of the environmental change being investigated.
• The application of environmental, economic and social criteria in evaluating management responses to the change.

Unit Two Geographies of Human Wellbeing
• The different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places.
• The reasons for spatial variations between countries in selected indicators of human wellbeing.
• The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands.
• The reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region.
• 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.
PHYSICAL EDUCATION, HEALTH AND BEHAVIOURAL SCIENCES

The Merici College PHABS Department are facilitators of lifelong learning, with a particular focus on health and well-being. As active role-models, we promote physical activity as a way to achieve balance in our lives. Through fun, inclusion and enjoyment we nurture young women to become physically educated with skills and activities to keep them healthy, rather than solely focus on the competitive sporting environment. Staff encourages critical thinking and self-reflection to enable our students to reach their full potential. We promote fair play and develop values that encourage a safe learning environment where all members of our community can contribute their strengths and improve their weaknesses. Our Health focus empowers students with knowledge and allows them to develop skills in order to make appropriate decisions with confidence regarding their well-being. PHABS enables students to make informed decisions about health, physical activity, lifestyle and life planning.

Units are grouped together in Year 7-8 and 9-10 bands to meet the requirements set out in the Australian Curriculum.

Health Program

The Health program through Year 7 to 10 includes the following:

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong></td>
<td>Health and Fitness, Who Am I?</td>
</tr>
<tr>
<td><strong>Year 8</strong></td>
<td>Decision Making, Body Image</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
<td>Drug and Mental Health, Human Sexuality</td>
</tr>
<tr>
<td><strong>Year 10</strong></td>
<td>Power, Rights and Relationships, SJA Senior First Aid Certificate or Road Ready</td>
</tr>
</tbody>
</table>

In Year 9 and 10, students elect from the list above in any order to maximise their learning depending on the issues that are facing them at the time.

Physical Education Program

The Physical Education program through Years 7 to 10 includes the following:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitting 1</td>
<td>Hitting 2</td>
<td>Ball Sports</td>
<td>Sport Education in Physical Education Program 2</td>
</tr>
<tr>
<td>Kicking</td>
<td>Sport Education in Physical Education Program 1</td>
<td>Team Sports</td>
<td>Racquet Sports</td>
</tr>
<tr>
<td>Catching/Throwing</td>
<td>Invasion Games</td>
<td>Striking Games</td>
<td>Football Codes</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Recreational Games</td>
<td>RSG</td>
<td>Electives</td>
</tr>
<tr>
<td>Athletics</td>
<td>Athletics</td>
<td>Athletics</td>
<td>Athletics</td>
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<tr>
<td>Fitness XC</td>
<td>Fitness XC</td>
<td>Fitness XC</td>
<td>Fitness XC</td>
</tr>
</tbody>
</table>
ELECTIVES
A range of electives will be on offer for students in Years 7-10 in 2016. New electives based on the requirements of the Australian Curriculum are being phased in. Full details of any requirements about what students must select will be finalised during 2015.

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 forms by the due date.

Selections are made via subject selection online.

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

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

Students choosing Vocational subjects in Year 10 need to be aware that if they choose to continue to study the subject in Year 11 it is counted as a Minor only on their Year 12 certificate. This may provide an alternative pathway for additional study at CIT. Technology also has a vocational component, but as the course is not continued into Year 11 and 12, it does not have an impact on senior subjects.
## Electives and Core Unit Alternatives Offered by department

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>COORDINATOR</th>
<th>SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXPRESSIVE ARTS</td>
<td>Mrs MJ Logan</td>
<td>• Visual Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Drama</td>
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<tr>
<td></td>
<td></td>
<td>• Media Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Music</td>
</tr>
<tr>
<td>GLOBAL STUDIES</td>
<td>Mr J. Cave</td>
<td>• Consumer Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Food Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hospitality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Information Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Textiles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Business Administration</td>
</tr>
<tr>
<td>LANGUAGES</td>
<td>Ms A Martiniello (Facilator)</td>
<td>• French</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Italian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Japanese</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mandarin</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>Ms J Aboud</td>
<td>• Sustainability</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core Unit Alternatives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>Mr R Higginbotham</td>
<td>• Sports and Recreation</td>
</tr>
<tr>
<td>RELIGIOUS EDUCATION</td>
<td>Mrs L. Henderson</td>
<td>• Black Mountain Partnership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Merici Mentors</td>
</tr>
</tbody>
</table>

Note that both Religious Education (RE) and Physical Education (PE) offer core unit alternatives in Year 10 only. These units replace the core subjects for a semester (RE) or the year (PE). Students are selected by these Departments based on the quality of their written applications. Students will be advised of the processes for application through their core classes.
## Electives and Core Unit Alternatives Offered by Year Level

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of electives to be chosen</th>
<th>Duration of electives</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>4</td>
<td>Term</td>
<td>Visual Arts&lt;br&gt;Dance&lt;br&gt;Drama&lt;br&gt;Music&lt;br&gt;Food Technology&lt;br&gt;Textiles</td>
</tr>
<tr>
<td>Year 8</td>
<td>2</td>
<td>Semester</td>
<td>Visual Arts&lt;br&gt;Dance&lt;br&gt;Drama&lt;br&gt;Music&lt;br&gt;Consumer Education&lt;br&gt;Food Technology&lt;br&gt;Information Technology&lt;br&gt;Textiles</td>
</tr>
<tr>
<td>Year 9</td>
<td>2</td>
<td>Year</td>
<td>Visual Arts&lt;br&gt;Dance&lt;br&gt;Drama&lt;br&gt;Media Arts&lt;br&gt;Music&lt;br&gt;Consumer Education&lt;br&gt;Food Technology&lt;br&gt;Information Technology&lt;br&gt;Textiles&lt;br&gt;Mandarin&lt;br&gt;Japanese&lt;br&gt;Black Mountain Partnership&lt;br&gt;Sustainability</td>
</tr>
<tr>
<td>Year 10</td>
<td>2</td>
<td>Year</td>
<td>Visual Arts&lt;br&gt;Dance&lt;br&gt;Drama&lt;br&gt;Media Arts&lt;br&gt;Music&lt;br&gt;Business Administration&lt;br&gt;Consumer Education&lt;br&gt;Food Technology&lt;br&gt;Hospitality&lt;br&gt;Information Technology&lt;br&gt;Textiles&lt;br&gt;Technology&lt;br&gt;French&lt;br&gt;Italian&lt;br&gt;Japanese&lt;br&gt;Merici Mentors&lt;br&gt;Sustainability&lt;br&gt;Sports and Recreation</td>
</tr>
</tbody>
</table>

Under review, 2015

Students can select any of the Year 9 electives. In Year 10, the second elective is allocated from the four preferences based on fulfilling the requirements of Every Chance to Learn and the Australian Curriculum. When students choose for Year 10, they will need to ensure that, if they haven’t already done so, they pick an arts or a technology subject.

### GENERAL SUBJECTS

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Education</td>
</tr>
<tr>
<td>French</td>
</tr>
<tr>
<td>Mandarin</td>
</tr>
<tr>
<td>Italian</td>
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<tr>
<td>Japanese</td>
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</tbody>
</table>

### DESIGN & TECHNOLOGY SUBJECTS

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Tech (Year 9)</td>
</tr>
<tr>
<td>Hospitality V (Year 10)</td>
</tr>
<tr>
<td>Information Tech</td>
</tr>
<tr>
<td>Business Admin V (Year 10)</td>
</tr>
</tbody>
</table>

### ARTS SUBJECTS

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Visual Arts</td>
</tr>
<tr>
<td>Media Arts</td>
</tr>
<tr>
<td>Textiles</td>
</tr>
</tbody>
</table>
EXPRESSIVE ARTS

2016 marks an interesting time for curriculum in the area of the Arts, with the implementation of the Australian Curriculum in the 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 throughout primary school with opportunities for students to specialise in one or more Arts subjects from the beginning of secondary school. Creative and artistic skills are incorporated into the teaching and learning programs designed for students.

Year 7

Students are offered the opportunity to select an integrated arts unit which will allow them to begin to understand the technical and creative possibilities of each area of the Arts. Integrated subjects may include:

- Drama / Music
- Visual / Media Arts
- Dance / Drama
- Music / Dance
- Media Arts / Music

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

Year 8

Students have the opportunity to engage in at least one area of the Arts per semester, with even greater opportunities for students to extend their skills and deepen their understanding of the creative process as well as the context within which the artists’ work.

Dance

Students examine the role of popular dance in our society today as well as investigate the historical perspectives of the Jazz and Hip Hop styles. Students will use specific language when analysing and evaluating. They will also have choreographic opportunities to create dance works where they will explore the elements of dance and choreographic devices.

Please note, Merici prides itself on a very strong Dance program which is supported by many performance opportunities throughout the year. Students who have an interest or extensive understanding of dance are strongly encouraged to participate in any of the co-curricular opportunities for dance as well as considering being a part of the Merici Dance Troupe.
Drama
Drama challenges all students to begin to develop confidence and self-awareness, taking risks in order to grow as a performer. Students develop presentation, organisation and technical skills through improvisation games, group devised performances with a focus on the genre of comedy and the main elements of Drama. Performers are also supported and encouraged to create their own plays and characters by working with short scripts and performances in collaboration with other students.

Please note, there are many performance opportunities throughout the year for students who have an interest in the dramatic arts. Any student interested in pursuing these opportunities is strongly encouraged to take part in the many opportunities offered for performance.

Media Arts
Media focuses on the overall medium of communication through the understanding and application of skills associated with print media as well as digital media (newspapers, magazines, blogs etc). Students are supported and encouraged to present their understanding through the production of a variety of print and digital media.

Music
Music is an area which allows students to study a wide range of music from different cultures genres and to have the opportunity to perform and compose using drums, piano, guitar, tuned and un-tuned percussion. Students are also supported and encouraged to pursue their own development of skills associated with an instrument of their choice.

Please note, 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 bands.

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

Year 9
Students are offered the opportunity to continue to develop a deeper understanding, exploration and application of their chosen field of the Arts over two semesters.

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

Please note, Merici prides itself on a very strong Dance program which is supported by many performance opportunities throughout the year. Students who have an interest or extensive understanding of dance are strongly encouraged to participate in any of the co-curricular opportunities for dance as well as considering being a part of the Merici Dance Troupe.
Drama
Drama students are offered the opportunity to discover and develop their performance and technical skills through a variety of classic and modern dramatic styles. Through the experience of musical theatre as well as popular play styles, students are encouraged to examine their own development by adapting the unique styles of acting, song and dance as well as the chance to engage more specifically with set and costume. Students are also encouraged to create their own plays focussing on themes relevant to their own ideas and interests. They will work together to create thought-provoking issue based theatre in a variety of innovative settings and venues.

Media Arts
Media sees the continuance of skill development in communications through sound and radio as well as through comics, cartoons and animation. In Semester 1, students are offered opportunities to engage with new technologies to develop their ideas through radio broadcasts and digital podcasts. In the second part of the year, students focus on communication through visual means by producing satirical comics, the examination of cartoon as a social commentary and more specifically through animation. Students are encouraged and supported in their personal interests through these mediums and are provided with many opportunities to display and broadcast their work. Furthermore, students are expected to critically analyse a variety of media and communications through written responses allowing them to see the depth of skill required to produce media products in an ever-increasing technological world.

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 2 semesters (classical, popular, film and television etc), 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.

Please note, 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 bands.
**Visual Arts**

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

**Year 10**

In year 10, students are encouraged to refine their skills to develop a deeper understanding, exploration and application of their chosen field of the Arts over two semesters.

**Dance**

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

*Please note, Merici prides itself on a very strong Dance program which is supported by many performance opportunities throughout the year. Students who have an interest or extensive understanding of dance are strongly encouraged to participate in any of the co-curricular opportunities for dance as well as considering being a part of the Merici Dance Troupe.*

**Drama**

Students studying Drama are provided with a variety of creative and technical opportunities to deepen the exploration of their own styles and interests in dramatic performance. In Semester 1, particular emphasis on dramatic performance and styles from around the world is offered through the study of masks and make-up effects. Students engage in a variety of performance skills and devices which draw on the cultural importance of other nations in terms of dramatic interpretation and performance. Students will also be exposed to a range of scripts and stories to highlight the ways masks and make-up can be used in performance. In semester 2, students focus
on ensemble play-building and documentary theatre through the development of a play for a live performance. Students draw on their collaborative skills and individual input in the play-building process through technical and administrative areas such as direction; stage management; scriptwriting; set, costume and prop design as well as lighting and sound, culminating in a public performance towards the end of term 4.

Please note, there are many performance opportunities throughout the year for students who have an interest in the dramatic arts. Any student interested in pursuing these opportunities is strongly encouraged to take part in the many opportunities offered for performance.

Media Arts
Media focuses strongly on the visual means of communication through the close study of photography and film-making. Students develop and extend their skills in electronic media through photo manipulation, digital sound production, filming and the editing of their own media products. Over the course of the year, students use a variety of different technologies and software programs to produce their work allowing them to extend their skills across a wide range of mediums. Furthermore, through the investigation and analysis of professional media products, students learn to express their understanding of the practical application of the codes and conventions of media as tool of communication.

Music
Music allows students to further refine 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.

Please note, 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 bands.

Visual Arts
Students selecting Visual Arts are provided with extended opportunities to refine and deepen their application of artistic skill through the expression of spiritual and self-identity. This is achieved through a variety of responses to the exploration of a range of artistic works. Students are offered the opportunity to communicate their ideas through more formal written communication of visual literacy and terminology developed through their practical experiences. Students are encouraged to bring a spirit of adventure to their study through their self-directed learning and expression.
The Global Studies Department at Merici College offers the following elective subjects:

- Business Administration
- Consumer Education
- Food Technology
- Hospitality
- Information Technology
- Technology
- Textiles

**Business Administration**

**Year 10**

It is recommended that students begin their Business Administration studies at the level of Certificate II in Business and work towards Certificate III in Business, meeting BSSS accreditation policies and Training Package requirements. 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 organize data.
- implement procedures to send, receive and manage electronic mail and collaborate online.
- create simple spreadsheets, produce simple charts and select and prepare resources.
- process financial forms and applications, prepare and process banking documents and petty cash documents, process petty cash transactions and prepare and process invoices for payments to creditors and/or debtors.
- demonstrate basic keyboard skills using touch typing techniques to the level of speed and accuracy required for this level of responsibility.
- demonstrate work skills within a business environment using effective communication skills.
- understand the basic principles of customer service in the workplace.
**Consumer Education**

**Year 8**
Students discover the characteristics of a commercial society, investigate the role of money and financial institutions and income and wealth. Students learn through reading, research, debating, role-plays and reporting.

**Semesters 1 and 2 - Money, Money, Money**
During this unit, students will study the commercial and economic environment of Australia and its impact on the community.

<table>
<thead>
<tr>
<th>TOPIC ONE: Introduction to commercial systems</th>
<th>TOPIC TWO: Money matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to Consumer Education</td>
<td>a. Barter - advantages and disadvantages</td>
</tr>
<tr>
<td>• Needs and wants</td>
<td>b. Early forms of money</td>
</tr>
<tr>
<td>• Goods and services</td>
<td>c. Present forms of money</td>
</tr>
<tr>
<td>• Types of production - primary, secondary, tertiary, quaternary, quinary</td>
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<tr>
<td>• Flow diagram of production process</td>
<td>• Functions of money</td>
</tr>
<tr>
<td>• Production Game - Specialisation and interdependance</td>
<td>• Characteristics of money</td>
</tr>
<tr>
<td>• Distribution chain.</td>
<td>• Overseas currency and exchange rates</td>
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<td></td>
<td>• History of banking</td>
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<td></td>
<td>• Functions of banks</td>
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<td></td>
<td>• Different financial institutions</td>
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<td></td>
<td>• Transactions traditional and modern</td>
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<td></td>
<td>• Reconciliation with bank statements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOPIC THREE: Earning an income</th>
<th>TOPIC FOUR: Extension research activity - Consumer issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Definition of income and wealth</td>
<td>Individual investigation and reporting on the monitoring and evaluation of consumer products that highlights the variation of quality and price across various brands.</td>
</tr>
<tr>
<td>• Types of income</td>
<td></td>
</tr>
<tr>
<td>• Haves and have nots - the distribution of income in Australia.</td>
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</tbody>
</table>

**Years 9 and 10**
The units offered in Consumer Education give the students an opportunity to understand and investigate many features that make up the fabric of Australian society.

**Semester 1 – Legal Eagles**
In this unit students investigate the significance of laws, the structure of the legal system and the impact of different laws on society. By the end of this unit students should be able to:

- demonstrate a knowledge and understand of
  - Australia’s court system
  - sources of law
  - civil and criminal law
- locate, research and analyse relevant information
- interpret data in a variety of forms
- communicate effectively in written and oral form.
<table>
<thead>
<tr>
<th><strong>Students learn about</strong></th>
<th><strong>Students learn to</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Need for Laws</strong></td>
<td>• explain need for laws in society</td>
</tr>
<tr>
<td>• why we have laws?</td>
<td>• examine the rules and regulations applied in schools and families and differences of laws in societies.</td>
</tr>
<tr>
<td>• types of rules, customs etiquette</td>
<td>• examine characteristics.</td>
</tr>
<tr>
<td>• effective laws</td>
<td>• different societies and cultures.</td>
</tr>
<tr>
<td>• systems of law through history</td>
<td>• identify history of law in Australia.</td>
</tr>
<tr>
<td>• history of Australian law</td>
<td>• increasing complexity of law</td>
</tr>
<tr>
<td><strong>Sources of Law</strong></td>
<td>• examine how a bill becomes a law using a contemporary example</td>
</tr>
<tr>
<td>• statute law</td>
<td>• investigate the difference between judgement law and parliament made law using cases</td>
</tr>
<tr>
<td>• common law</td>
<td>• identify examples of delegated legislation</td>
</tr>
<tr>
<td>• delegated legislation</td>
<td>• distinguish between the role of federal and State responsibilities under the constitution.</td>
</tr>
<tr>
<td>• constitution</td>
<td><strong>Australian Court System</strong></td>
</tr>
<tr>
<td><strong>Types of Law</strong></td>
<td>• investigation of Australian court system</td>
</tr>
<tr>
<td><strong>Criminal law</strong></td>
<td>Magistrate’s Supreme and High Court visit and examination of roles of three courts</td>
</tr>
<tr>
<td>• types of crime</td>
<td>• jury service and advantages and disadvantages of juries</td>
</tr>
<tr>
<td>• establishing a criminal offence</td>
<td><strong>Civil Law</strong></td>
</tr>
<tr>
<td>• mens rea, mens actus</td>
<td>• identify range by media folio construction</td>
</tr>
<tr>
<td><strong>After a crime has been committed</strong></td>
<td>• distinguish the elements of a crime</td>
</tr>
<tr>
<td>• participants in a crime</td>
<td>• establish the different levels of responsibility for criminal offences</td>
</tr>
<tr>
<td>• police investigation</td>
<td>• individuals rights</td>
</tr>
<tr>
<td>• procedures of a trial</td>
<td>• mock trial participation</td>
</tr>
<tr>
<td>• types of sanctions</td>
<td>• discuss appropriate punishment for range of crimes</td>
</tr>
<tr>
<td><strong>Civil Law</strong></td>
<td><strong>Investigation of other areas of Law as time and interest dictates</strong></td>
</tr>
<tr>
<td>• contract law</td>
<td>• investigate the process of contract law</td>
</tr>
<tr>
<td>• law of tort negligence, trespass, nuisance, defamation</td>
<td>• use legal cases to discuss situations where institutions can be found negligent, nuisance, trespass and defamation</td>
</tr>
<tr>
<td>• remedies for a tort</td>
<td>• examine remedies</td>
</tr>
<tr>
<td><strong>Investigation of other areas of Law as time and interest dictates</strong></td>
<td>• identify elements and main issues in various areas of law</td>
</tr>
<tr>
<td>• family law</td>
<td>• consumer law</td>
</tr>
<tr>
<td>• human rights</td>
<td>• teenagers and the law</td>
</tr>
</tbody>
</table>
#### Semester 2 - Business World

In this unit students will research business structures, the stock market and the influence of government on business. By the end of this unit students should be able to:

- demonstrate a knowledge and understand of
  - the role of both business and government in the commercial environment
  - the different types of business organisations
  - role of stock market in Australia
- locate, research and analyse relevant information
- interpret data in a variety of forms
- communicate effectively in oral and written form.

<table>
<thead>
<tr>
<th>Students learn about</th>
<th>Students learn to</th>
</tr>
</thead>
<tbody>
<tr>
<td>what is a business</td>
<td>• barnstorm definition</td>
</tr>
<tr>
<td>review production process</td>
<td>• construct flow diagram</td>
</tr>
<tr>
<td>types of production – primary, secondary, tertiary, quaternary, quandary industry</td>
<td>• classify producers activity</td>
</tr>
<tr>
<td>role of stock market in Australia</td>
<td>• matching activities</td>
</tr>
<tr>
<td>ownership of business – sole trader, partnership, companies co-operatives, franchises</td>
<td>• research assignment</td>
</tr>
<tr>
<td>expansion and growth of business</td>
<td>• identification of advantages and disadvantages of different ownership structures and apply Leo’s story</td>
</tr>
<tr>
<td>current issues in business – technology, globalisation</td>
<td>• examine some current issues</td>
</tr>
<tr>
<td>role of stock exchange and participation in Stock Exchange Game</td>
<td>• group collaboration in ASX sharemarket gam</td>
</tr>
<tr>
<td></td>
<td>• research and construct an investment strategy and evaluate its success</td>
</tr>
<tr>
<td></td>
<td>• select appropriate mix of investments and modify decisions</td>
</tr>
<tr>
<td>Government in the business world – levels and areas of responsibility</td>
<td>• Identify State and Federal Government responsibilities</td>
</tr>
<tr>
<td>Government as a regulator, competitor and supporter of business</td>
<td>• Examine and identify the Government in the business world as a regulator, competitor and supporter of business</td>
</tr>
</tbody>
</table>

#### 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**

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
- Demonstrations and practical tasks

Year 9

Semester 1 - You and Your Food
The unit examines the changing nutritional needs of individuals as they progress through the life cycle with an emphasis on the adolescent and teaches students to make good food choices based on those needs. Students will experiment and develop skills in baking a variety of products and studying the properties that are important in food preparation.

- Stages of growth: adolescents
- Stages of growth: adults/elderly
- Good food choices
- Nutrition and baked food products
- Understanding ingredients.

Semester 2 - Entertain Me
This unit focuses on the planning and preparation required to entertain at home, ranging from dinner parties and simple brunches to canapé’s for sophisticated cocktail parties. The students examine the many factors involved in successful entertaining including invitations, menu planning and recipe costing. The unit also investigates etiquette, themes, value, seasonality, guest demographics, dietary requirements, order of service, skill and equipment in relationship to entertaining.

- Nutrition and food models
- Food and our body
- Special dietary needs
- Nutrition and the life cycle

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 Ten 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.
Semester 1 and Semester 2 - An Introduction to Hospitality

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 Nation Training Packages.

SITXFS101 use hygienic practices for food safety
SITXWHS101 participate in safe work practices
TLIE100SA carry out basic workplace calculations
SITHCCC103 prepare sandwiches
SITHCCC101 use food preparation equipment
BSBWOR203B work effectively with others
SITXCCS101 provide information and assistance
SITHCCC102 prepare simple dishes

These units of competency will be taught in a hospitality environment and will enable skills development. Part of the practical component of this course will be assessed in the school canteen. Students are able to use the industrial kitchen and the canteen to gain competency in these units. The course is aimed at teaching students to improve their organisational skills whilst ensuring they work in a safe and hygienic manner to produce food for public consumption.

Information Technology

Year 8

Semester Unit - Working with Digital Technologies

This is an elective subject. Students study computer systems and are offered an introduction to computer programming and Media. Students develop skills in the manipulation and presentation of data, be introduced to new information and terminology, develop skills in self-directed work practices and develop an understanding of some ethical issues like security, privacy, use of resources and equity of access.

The Information Technology course in Year 8 follows the Digital Technologies Australian Curriculum, which is designed to assist students to experience a variety of Information Technology areas such as animation, web design, simple video editing and programming.

Each task makes use of problem solving, converting an idea to an end product and the use of data. Collaboration, communication, creativity and project management skills are introduced which in turn are transferable to other subject areas.

The focus of the Year 8 Information Technology course is on skill development and most tasks are of a practical nature. It provides a sound basis for further studies of Information Technology in Years 9 and 10 where topics include computer game design, multimedia, animation, robotics, the wearing of technology, the creation of information systems and programming.
Topics
Introduction to computer Based Systems and Components
- Hardware – input and output systems and components
- Software - Operating Systems Applications and Utilities
- Peripherals

Introduction to Programming
- Programming concepts: control structures, sequence, decisions, loops, boundary conditions
- Implement and modify existing programs with a programming language
- Program Design: pseudo code and program code

Presentation of data
- Evaluate accuracy of data
- How data is transmitted and secured
- How text, images and audio are represented in binary

Years 9 and 10
The Information Technology course in Years 9 & 10 follow the Digital Technologies Australian Curriculum and comprises of elective units. The course is designed to allow students to complete either one or two years of Information Technology at Year 9 and Year 10. There are no prerequisites for any units. Each task makes use of problem solving, converting an idea to an end product and the use of data. Collaboration, communication, creativity and project management skills are reinforced which in turn are transferable to other subject areas and the student’s personal environment.

Students may choose from a range of units including Robotics; Microworlds Programming – Tracking the Turtle; Introduction to Animation and Action Scripting; Spreadsheets, Databases; Programming with Visual Basic (A); Programming with Visual Basic (B); Webpage Design and the WWW (A); Webpage Design (B); Multimedia; and Computer Game Design. Year 10 students also have the option of doing a Special Project.

Units offered in either Year 9 or Year 10:

Programming through Game Design: Students master the essential concepts and skills of programming through the creation of interactive games using a variety of software including Game Maker, Flash and other general programming languages.

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.

There is one unit available in Year 10 to allow students who have high-level information technology skills to negotiate their own special project. A small number of students may choose to design their own unit in consultation with the Global Studies Coordinator and their class teacher. Normally this unit would only be available in Semester 2, Year 10.

Units in Years 9 and 10 articulate into the Year 11/12 Information Technology course. Although there are no prerequisites for the Year 11/12 course, students may become familiar with some of the basic concepts introduced.

Assessment is made up of class work, projects, and research tasks. Typically students complete a portfolio of class exercises and either one or two assignments each semester. Weightings for each assessment type vary with each unit but are usually within the 25% to 34% ranges.
The Technology of Publications

Year 10
Semester 1 - Technology of Publications 1
The purpose of this unit is to enable students to take ownership of school publications. It is cross-curriculum course that demands superior knowledge and skills in many areas including technology, IT, English and photography. The students will edit articles for Building Futures; they will produce pages for Building Futures, the Merici Yearbook and will oversee the entire process from production meetings to finished product for both publications. Students will be responsible for photographically recording all school events.

Students will begin by studying successful magazine design and understanding essential qualities of good design. They will then learn to layout magazine pages following existing templates. Students will be able to anticipate school events and to successfully record them. They will learn simple Photoshop techniques to enhance photos and will learn how to make images and words print ready. Students will organize the writing of articles as well as proof reading and editing articles written by others. Students will be introduced to InDesign software program.

Semester 2 - Technology of Publications 2
Students will begin continue learning InDesign and Photoshop skills. They will discover the practicalities of the layout and design of both Building Futures and yearbook spreads. Individuals will be responsible for designing and producing a number of double page spreads for the yearbook. The semester sees a continuation of the editing, photography, Photoshop and public relations activities. The course should help create very skilled and independent workers, some of whom may even become work ready. This course is an excellent introduction to Graphic Design.

Textiles

Year 7
Term Unit - Fun with Fabrics
This is an introductory study of Textiles. Students develop basic sewing skills, including use of equipment and construction of a variety of textiles articles.

Year 8
Semester Unit - Ready, Steady, Sew
During this unit students will investigate the range of fibres and fabrics available for use in textiles. Students will make effective use of material resources and equipment, and make and appraise textile articles. Students will develop skills in garment construction using woven and knitted fabrics utilising a range of machines. Technology used in the manufacture of clothes and the use of felted fabrics will be investigated and applied.
Students will use the design process to produce sleepwear using knitted and woven fabrics. They will examine the historical development of women’s underwear and sleepwear and the modern methods of their construction. Students will also examine the construction techniques required for toys.

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>CONTENT</th>
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<tbody>
<tr>
<td>Design</td>
<td>• Understanding the design process</td>
</tr>
<tr>
<td></td>
<td>• PJ design including applique</td>
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<tr>
<td></td>
<td>• Toy design</td>
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<tr>
<td>Labels and swing tags</td>
<td>• Design process</td>
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<td></td>
<td>• Care labeling for specific fabrics</td>
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<td></td>
<td>• Recognition of fabric types</td>
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<tr>
<td>Garment construction</td>
<td>• Lingerie or PJs</td>
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<td></td>
<td>• Techniques suitable for satin fabrics</td>
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<tr>
<td></td>
<td>• Use of knitted and woven fabrics</td>
</tr>
<tr>
<td>Construction of toys</td>
<td>• Toy design and safety</td>
</tr>
<tr>
<td></td>
<td>• Techniques suitable for toy manufacture</td>
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<tr>
<td>Fibre study</td>
<td>• Silk</td>
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<tr>
<td>Pattern work</td>
<td>• Altering patterns</td>
</tr>
<tr>
<td>History</td>
<td>• History of lingerie or toys</td>
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</tbody>
</table>
Semester 2 - Quilts! Quilts!! Quilts!!!
During this unit students will study a range of methods used in making textile items, including patchwork, quilting and appliqué. Students will make a quilt during the semester. Students will also study the history of quilts and experience excursions and presentations of quilts made by a variety of experts.

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</tr>
<tr>
<td></td>
<td>● Study of patchwork, appliqué, and quilting</td>
</tr>
<tr>
<td></td>
<td>● Selecting suitable fabrics</td>
</tr>
<tr>
<td></td>
<td>● Theory of colour</td>
</tr>
<tr>
<td></td>
<td>● Computer aided design programs</td>
</tr>
<tr>
<td>Quilt construction</td>
<td>● Specialist equipment</td>
</tr>
<tr>
<td></td>
<td>● Construction techniques</td>
</tr>
<tr>
<td></td>
<td>● Patchwork, appliqué and quilting techniques</td>
</tr>
<tr>
<td></td>
<td>● Suitable finishes e.g. binging</td>
</tr>
<tr>
<td></td>
<td>● The importance of labeling</td>
</tr>
<tr>
<td></td>
<td>● Cleaning and caring for quilts</td>
</tr>
<tr>
<td>Fibre study</td>
<td>● Wool</td>
</tr>
<tr>
<td>History</td>
<td>● History of quilts</td>
</tr>
</tbody>
</table>

Year 10
Semester 1 - Fabulous Fabrics
During this unit students will investigate and increase their knowledge of fibres and fabrics available for use in textiles. Students will develop sewing skills using speciality, woven fabrics. Commercial patterns will be used and altered according to fit and students will develop an understanding of the technology and resources used in garment production.

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>● Understanding the design process</td>
</tr>
<tr>
<td></td>
<td>● Garment design</td>
</tr>
<tr>
<td></td>
<td>● Fashion trends and styles</td>
</tr>
<tr>
<td>Labels and swing tags</td>
<td>● Using the design process to create swing tags and labels</td>
</tr>
<tr>
<td></td>
<td>● Care labeling for specific fabrics</td>
</tr>
<tr>
<td>Garment construction</td>
<td>● Shirt or dress</td>
</tr>
<tr>
<td></td>
<td>● Features of a shirt or dress</td>
</tr>
<tr>
<td></td>
<td>● Suitable construction techniques</td>
</tr>
<tr>
<td></td>
<td>● Use of commercial patterns</td>
</tr>
<tr>
<td></td>
<td>● Use and types of interfacing</td>
</tr>
<tr>
<td>Construction of textile items using recycled materials</td>
<td>● Using the design process to create an item using recycled materials</td>
</tr>
<tr>
<td></td>
<td>● Embellishments</td>
</tr>
<tr>
<td></td>
<td>● Lining textile items</td>
</tr>
<tr>
<td>Fibre study</td>
<td>● Linen</td>
</tr>
</tbody>
</table>
**Semester 2 - It’s a Colourful World**

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

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>• Using the design process&lt;br&gt;• Appling colour to cloth&lt;br&gt;• Elements and principles of design&lt;br&gt;• Design textile items incorporating colouration and embellishments</td>
</tr>
<tr>
<td>Colouring Fabrics Using Dyes and Fabric Paints</td>
<td>• Types of dyes&lt;br&gt;• Techniques for dyeing fabrics&lt;br&gt;• Techniques for printing on fabrics&lt;br&gt;• Silk painting</td>
</tr>
<tr>
<td>Adding colour to Fabrics Using Embellishments</td>
<td>• Embellishment techniques&lt;br&gt;• Items for embellishing, appliqué, sequin, puff paints, buttons, ribbons and others</td>
</tr>
<tr>
<td>Practical Construction</td>
<td>• Application of colouration and embellishments to make a garment or item of individual choice</td>
</tr>
<tr>
<td>Fibre Study</td>
<td>• Synthetics&lt;br&gt;• Blended fibres</td>
</tr>
</tbody>
</table>
LANGUAGES
Learning a second language will help students to a better understanding of their own language. It will assist students to develop skills, which they can use in many other areas. It will enable 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. It will provide students with the basic skills of communication in their language. As the world grows smaller, 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 Year 7 and Year 8, the study of a language is compulsory for all students and they are offered a choice of four languages. In Year 7 students choose from French, Chinese, Italian and Japanese for study over the two years. The same skills are required to learn any language. Students indicate one first choice from both an Asian and a European Language and a reason for their choice. We will try our utmost to give students either their European or Asian first choice. While this cannot be guaranteed, there is a strong possibility this will be the case. This process will ensure students are well matched for the language of their choice, considering their background experience and their motivation for studying the language. Prospective students and parents are welcome to contact the Languages Facilitator to discuss their choices on 62434159.

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

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

In Year 9 the study of a language may continue or another elective chosen in its place. Students choosing to continue in their language over Years 9 and 10 will be given consideration over other elective requirements to study a technology/art subject.

The study of languages in Years 9 and 10 allows students to achieve a solid foundation on which to “survive” and possibly build, at some future time. Basic rules of grammar are reinforced, so that more complex rules will be more readily accessible. Risk-taking is encouraged. Cultural aspects of the country are studied in greater depth and students are expected to use the target language as much as possible. It is generally expected that students who elect to continue their language study will do so for both Year 9 and 10. Students studying a language in Year 9 are eligible to take part in overseas tours.

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

Excursions to live performances, movies and displays are organised when these are available. Students visit exhibitions and performances when available and may visit restaurants, cafes or cook as part of their language studies.
Students may be encouraged to correspond with pen friends or via Internet and guest speakers are invited to give students an opportunity to hear native speakers relate first-hand experiences. It is also possible to host exchange students from their country, even if students are not able to go overseas themselves. Study tours are organised on a rotating basis across the Languages.

The College is involved in a number of exchange programs that allow students to host an overseas student or attend an exchange. Apart from private exchange schemes, we are involved in a sister school arrangement with Kagoshima Sacred Heart College in Japan and also send to and receive from exchange students from Italy. Students have the opportunity to travel to Japan as a group to visit our sister school and to Italy as exchange students to live with an Italian family for 8 weeks. Study Tours have been organized to Italy, France, New Caledonia and Japan and usually occur every second year.

**Chinese**

**Year 9**

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

**Year 10**

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

**French**

**Year 9**

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

**Year 10**

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

Year 9
Students in Italian cover the following topics: buying and serving food and beverages, living arrangements, school life, going to a party or celebration and health and fitness. As part of the socio-cultural component of the course, students explore the café scene, the importance of knowing one’s city/town, differences in schooling between Italy and Australia and Italians’ attitudes to health and the importance of the Mediterranean diet.

Year 10
Students in Italian cover the following topics: Italian history and the Renaissance, driving in Italy and how to get a car license, careers and future plans. As part of the socio-cultural component of the course students will study tourism and holidaying in Italy.

Japanese

Year 9
Japanese study will cover the following topics: Hiragana, personal information, sickness and health, invitations, eating out, a festival, shopping and fashion parade. For the socio-cultural component of the course, students explore Japanese games, after-school activities and Japanese manners.

Year 10
Japanese study will include the following topics: weather, on-going actions, giving instructions, daily routine, seasons, stating reasons, what one can do, asking and giving permission, street directions, part-time job and media. For the socio-cultural component of the course, students explore the history of Australia-Japan relationships and Japanese housing and associated manners.
SCIENCE (Elective)

Sustainability

Year 9 and 10
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 School’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. The units that students will study are Food and Energy in Year 9 and Consumption and Transport in Year 10. The 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.
BLACK MOUNTAIN PARTNERSHIP (Religious Education Core Alternative)
Year 9, Semester 1 or 2
As part of Year 9 Religious Education students are given the opportunity to engage in a partnership with Black Mountain School, a specialist secondary school for students with an intellectual disability, which supports students to reach their maximum potential and independence. Girls in Year 9 can apply for one of approximately 20 positions. Students then visit, build relationships and help out at Black Mountain School once a week for a semester, during their RE class.

This partnership enhances the units the girls study in RE, focussing on the work of modern prophets and the compassionate focus of Luke’s Gospel. Girls engaged in the Black Mountain School partnership complete one alternative assessment task which relates specifically to the work they do at Black Mountain School.

MERICI MENTORS (Religious Education Core alternative)
Year 10 - one semester or the whole year.
In Year 10 students are able to continue working with young people with high needs within the Religious Education program. As a transition into the work force young people with a disability volunteer to work once a week at Merici College. A small, dedicated team of Year 10 girls give their time one day each week to work as mentors with these young people. The Mentors prepare a work program for each day and work alongside the volunteers at a range of tasks including cooking, cleaning, gardening, office skills, recycling, maintenance of sporting equipment and looking after the school chickens. The Year 10 students complete an independent unit in Religious Education with their assessment focussing specifically on their work as Mentors and social justice.
CERTIFICATE II SPORT AND RECREATION (Physical Education Core Alternative)
Year 10 Semester 1 and 2
This course is a 2 year course which students in Year 10 can elect to begin. The unit will enable students to achieve units of competency recognised by the BSSS and the National Training Organisation Packages (Vocational Education). Throughout the two years, students will cover four units:

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

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

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.

There is an annual camp which focuses on leadership, team building activities, event management, and exposure to outdoor recreational activities. This enables students to demonstrate an ability to work cohesively in a sport and recreational environment.
CAREERS AND VOCATIONAL EDUCATION AND TRAINING

Careers and VET (Vocational Education and Training) at Merici College is concerned with giving students opportunities to explore the variety of pathways available to them as they make the transition through Years 7-10, College and beyond.

The three major areas of focus for the department are: Career Education, Vocational Education and Work Experience.

Vocational Education

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

VET Courses at Merici College

- **Hospitality**
  - SIT30712 Certificate III in Hospitality
  - SIT10212 Certificate I in Hospitality
  - SIT20312 Certificate II in Hospitality (Kitchen Operations)
  - SIT20213 Certificate II in Hospitality

- **Business Administration**
  - BSB20112 Certificate II in Business
  - BSB30112 Certificate III in Business

- **Fashion Design**
  - LMT21707 Certificate II in Applied Fashion Design and Technology

- **Information Technology**
  - ICA10111 Certificate I in Information, Digital Media and Technology
  - ICA20111 Certificate II in Information, Digital Media and Technology

- **Sport & Recreation**
  - SIS20313 Certificate II in Sport and Recreation

- **Library Services**
  - CUL20111 Certificate II in Information and Cultural Services

- **Media**
  - CUF20107 Certificate II in Creative Industries (Media)

- **Mentoring Program**
  - CHC10212 Certificate I in Active Volunteering

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

What are VET courses?

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

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

VET courses are available in a variety of areas such as Business Administration, Hospitality, Information Technology, Fashion and Design, Sport, Fitness and Administration, Information and Cultural Services, Media and Volunteering.

**What qualifications and certificates will I get at the end of my VET course?**

Most VET courses lead to an AQF Certificate I or II, depending on the units of competency students have achieved in the course. Some courses may lead to partial completion or a full completion of a Certificate III. If students have not achieved all of the competencies or where the particular Certificate, they will receive a Statement of Attainment that will list the competencies they have achieved. Qualification will be recognised across Australia by other education and training institutions.

Students will also receive unit credit towards their Year 12 Certificate. Units of study in VET courses will be counted towards the study requirements for the award of the Year 12 Certificate. VET courses will appear with your subjects on the Certificate.

It is also possible for students to complete apprenticeships while at school. These involve the study of relevant VET courses and paid part-time work in the 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.

**School Based New Apprenticeships (ASBAs)**

Students may take the opportunity to undertake an apprenticeship whilst still completing their Year 12 Certificate. Currently students are undertaking ASBAs in Hairdressing, Retail, Sport & Recreation, Business Administration, Child Care and Aged Care.
**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 enrol in any of these activities during the Activities Expo held during the school time. Co-curricular activities offered to all students include:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Staff Member Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela’s Angels</td>
<td>Maria Tolfree, <a href="mailto:maria.tolfree@merici.act.edu.au">maria.tolfree@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Animal Welfare</td>
<td>Stephen Powell, <a href="mailto:stephen.powell@merici.act.edu.au">stephen.powell@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Band: Junior Band, Senior Band, Jazz Band, Choir, String Ensemble, College Musical Band, Orchestra</td>
<td>Beth Way, <a href="mailto:beth.way@merici.act.edu.au">beth.way@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Cosy Cafe</td>
<td>Tracey Kent, <a href="mailto:tracey.kent@merici.act.edu.au">tracey.kent@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Cross-Age Tutoring</td>
<td>Helen Maybin, <a href="mailto:helen.maybin@merici.act.edu.au">helen.maybin@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Debating</td>
<td>Nikki Passchier, <a href="mailto:nikki.passchier@merici.act.edu.au">nikki.passchier@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Dance Troupe</td>
<td>Laura Pearce, <a href="mailto:laura.pearce@merici.act.edu.au">laura.pearce@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Drama</td>
<td>Alison Bogg, <a href="mailto:alison.bogg@merici.act.edu.au">alison.bogg@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Duke of Edinburgh Scheme</td>
<td>David Rodda, <a href="mailto:david.rodda@merici.act.edu.au">david.rodda@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Film and Anime Club</td>
<td>Matthew Reynolds, <a href="mailto:matthew.reynolds@merici.act.edu.au">matthew.reynolds@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Fitness Club</td>
<td>Mark Chifley, <a href="mailto:mark.chifley@merici.act.edu.au">mark.chifley@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Gaming Club</td>
<td>Oliver Barlow, <a href="mailto:oliver.barlow@merici.act.edu.au">oliver.barlow@merici.act.edu.au</a></td>
</tr>
<tr>
<td>The Lunch Bunch –Book Club</td>
<td>Ann Blakey, <a href="mailto:ann.blakey@merici.act.edu.au">ann.blakey@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Merici Mentors</td>
<td>Louise Henderson, <a href="mailto:louise.henderson@merici.act.edu.au">louise.henderson@merici.act.edu.au</a></td>
</tr>
<tr>
<td>College Musical</td>
<td>MJ Logan, <a href="mailto:mj.logan@merici.act.edu.au">mj.logan@merici.act.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Alison Bogg, <a href="mailto:alison.bogg@merici.act.edu.au">alison.bogg@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Narragunnawali</td>
<td>Antonietta Martiniello, <a href="mailto:antonietta.martiniello@merici.act.edu.au">antonietta.martiniello@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Social Justice</td>
<td>Sonia Conte, <a href="mailto:sonia.conte@merici.act.edu.au">sonia.conte@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Sport (Basketball, Futsal, Netball, Rowing, Snowsports and Volleyball)</td>
<td>Andrew Blakey, <a href="mailto:andrew.blakey@merici.act.edu.au">andrew.blakey@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Sport (Soccer)</td>
<td>PC Fothergill, <a href="mailto:pc.fothergill@merici.act.edu.au">pc.fothergill@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Sport (Hockey)</td>
<td>Mark Chifley, <a href="mailto:mark.chifley@merici.act.edu.au">mark.chifley@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Sport (Water Polo)</td>
<td>Gerard Ryan, <a href="mailto:gerard.ryan@merici.act.edu.au">gerard.ryan@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Student Representative Council (SRC)</td>
<td>Sonia Conte, <a href="mailto:sonia.conte@merici.act.edu.au">sonia.conte@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Sustainability</td>
<td>Phil Raso, <a href="mailto:phil.raso@merici.act.edu.au">phil.raso@merici.act.edu.au</a></td>
</tr>
<tr>
<td>Writers’ Club</td>
<td>Janell Jones, <a href="mailto:janell.jones@merici.act.edu.au">janell.jones@merici.act.edu.au</a></td>
</tr>
</tbody>
</table>
Co-curricular Music

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

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

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

Instrumental Ensembles
Instrumental ensembles currently offered at Merici are:

- Senior Band
- Junior Band
- Jazz Band
- String Ensemble
- Choir
- Orchestra

Instrumental Ensembles are currently free of charge and are conducted before or after school or at lunchtimes.

All of Merici’s musicians are given opportunity to perform for live audiences, including evening concerts, liturgical celebrations, whole school gatherings, assemblies, Bridge Restaurant, aged care homes, Floriade, busking, eisteddfods and interstate tours.
Co-Curricular Sporting opportunities

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

We do this through the development of life skills such as camaraderie, leadership, and cooperation. Merici College endeavours to instil 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.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Convenor</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend Netball-CNA</td>
<td>Laura Withers</td>
<td><a href="mailto:laura.withers@merici.act.edu.au">laura.withers@merici.act.edu.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>62434100</td>
</tr>
<tr>
<td>Weekend Basketball</td>
<td>Andrew Blakey</td>
<td><a href="mailto:andrew.blakey@merici.act.edu.au">andrew.blakey@merici.act.edu.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>62434118</td>
</tr>
<tr>
<td>Fitness Club</td>
<td>Mark Chifley</td>
<td><a href="mailto:mark.chifley@merici.act.edu.au">mark.chifley@merici.act.edu.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>62434164</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Andrew Blakey</td>
<td><a href="mailto:andrew.blakey@merici.act.edu.au">andrew.blakey@merici.act.edu.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>62434118</td>
</tr>
</tbody>
</table>

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.

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 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.

**Interschool Competitions**

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

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