Year 9/10 Elective Handbook 2013
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INTRODUCTION

Giving students choice is an essential element in promoting good study habits while, at the same time, making courses of study interesting and challenging. The junior curriculum is structured so that subjects can be selected to give as wide an experience to students as possible.

Year 9 and 10 students continue to study six compulsory subjects, including one semester each of Geography and History. Two subjects are opened up for students in Years 9 and 10 to select electives for a full year. While it is encouraged, students are no longer required to continue with the study of a language. The ACT Curriculum, Every Chance to Learn, dictates requirements that must be met through the Merici elective program. How this affects students' selection of electives is detailed in the next section. Note that both Religious Education (RE) and Physical Education (PE) offer core unit alternatives. 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.

Curriculum structure in Years 9 and 10

<table>
<thead>
<tr>
<th>Subject</th>
<th>(continued from Year 8)</th>
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</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>(continued from Year 8)</td>
</tr>
<tr>
<td>English</td>
<td>(continued from Year 8)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>(continued from Year 8)</td>
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<tr>
<td>Science</td>
<td>(continued from Year 8)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>(continued from Year 8)</td>
</tr>
<tr>
<td>Geography and History</td>
<td>A semester of each in each year</td>
</tr>
<tr>
<td>Core unit alternatives (nominated by faculties)</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Religious Education</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Select TWO Elective subjects for study</td>
</tr>
</tbody>
</table>

It is important that students read this Elective Handbook and think about the subjects they would most like to study. Subject selection should always be based upon interest and ability so that motivation is maintained throughout the course of the year.

Most students will receive their first elective preference (limited in some cases by class size and time of request). The second elective is allocated on fulfilling the requirements of Every Chance to Learn, the order of receipt of the Subject Selection Sheet AND availability of the elective after first round preferences are allocated. Students may be allocated later preferences if their second preference is filled on the first round or they are not meeting the curriculum requirements.

Students who return their subject selection sheets late reduce the likelihood of getting their preferred choices. There is very limited opportunity to change after electives have been allocated, particularly for electives that are in demand. **Remember you are making a selection for a year. Students need to select very carefully in the first instance and return forms by the due date.**

*Only under exceptional circumstances would an elective be changed at the end of the semester. Not achieving a high grade in an elective is not grounds to request a change. Resilience is needed: Work with the teacher to see how you can improve in the next semester.*
REQUIREMENTS FOR CHOOSING ELECTIVES

The ACT Curriculum, *Every Chance to Learn*, has the requirement for all students to study financial literacy, cultural understanding, technology and the arts within a two year period. We are meeting the financial literacy requirement by offering targeted units through History and Geography. All students will learn cultural understanding through a tailored English course. To meet the arts and technology requirements students MUST complete at least one arts and one technology elective unit over the course of the two years (Years 9 and 10).

Students can select any of the Year 9 electives. However, when they 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. It is worth noting that “technology” is a broad learning area, incorporating the subjects listed below. Some subjects have been formulated to meet the curriculum requirements of both arts and technology in order to maximise student choice. There are also subjects that do not fall into these two compulsory categories.

These selections are made for year 9 and 10 via subject selection online.

<table>
<thead>
<tr>
<th>ARTS</th>
<th>TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art &amp; Design</td>
<td>Art &amp; Design</td>
</tr>
<tr>
<td>Media Studies</td>
<td>Media Studies</td>
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<tr>
<td>Textiles</td>
<td>Textiles</td>
</tr>
<tr>
<td>Drama</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Music</td>
<td>Sustainability</td>
</tr>
<tr>
<td>Dance</td>
<td>Technology (Y10)</td>
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<tr>
<td></td>
<td>Food Technology (Y9)</td>
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<tr>
<td></td>
<td>Hospitality (Y10)</td>
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<tr>
<td></td>
<td>Business Administration (Y10)</td>
</tr>
</tbody>
</table>

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 Yr 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>EXPRESSIVE ARTS</td>
<td>Mrs S. Birch-Marston</td>
<td>• Art &amp; Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dance</td>
</tr>
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<td></td>
<td></td>
<td>• Drama</td>
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<tr>
<td></td>
<td></td>
<td>• Media Studies</td>
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<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>
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<td>• Hospitality</td>
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<td>• Information Technology</td>
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<td>• Textiles</td>
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<tr>
<td></td>
<td></td>
<td>• Business Administration</td>
</tr>
<tr>
<td>LANGUAGES</td>
<td>a/c Ms A Prosperi</td>
<td>• French</td>
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<tr>
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<td>• German</td>
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<td>• Italian</td>
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<td></td>
<td></td>
<td>• Japanese</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>
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<tr>
<td></td>
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<td>• Merici Mentors</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>Ms J Aboud</td>
<td>• Sustainability</td>
</tr>
</tbody>
</table>
# YEAR 9/10 ELECTIVE SUBJECTS

## ART AND DESIGN

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>EXPRESSIONISM TO ABSTRACTION</th>
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<tbody>
<tr>
<td>Duration:</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Year Level:</td>
<td>Year 9</td>
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</tbody>
</table>

**CONTENT**

Students in Year 9 are continuing to develop a greater awareness of their place at school and in the wider community. They are beginning to look towards their own future responsibilities and possibilities.

Expressionism to Abstraction provides an opportunity for students to study expression and abstraction in artworks and apply this learning to making their own artworks. It also integrates the study to the movements Abstractionism and Expressionism.

**KEY FOCUS**

Students develop knowledge of and use specific visual language focus in order to show their ideas about the thematic approach to work. For example, abstraction, stylization or cropping, might form the basis of an expressionistic gestural painting. The expressive power and meaning of colour will be investigated.

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<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>REALITY AND THE WORLD OF DREAMS</th>
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<tbody>
<tr>
<td>Duration:</td>
<td>Semester 2</td>
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<tr>
<td>Year Level:</td>
<td>Year 9</td>
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</tbody>
</table>

**CONTENT**

Realism and the World of Dreams provide an opportunity for students to study this theme through discussion of appropriate artworks and apply this learning to making their own artworks. It also integrates the study to the movements Realism and Surrealism. Students develop a knowledge and use of specific visual language in order to show their ideas about the thematic approach to work. For example, realistic techniques and approaches to making art, 1 and 2 point perspective, tonal modelling and other drawing techniques that are then developed further in the examination of Surrealistic techniques in painting, collage and 3D work. Students will be guided through an understanding of the use of disparate images to express their own ideas.

**KEY FOCUS**

Students will complete a series of teacher-directed works including 2D, 3D, work, and then use the unit theme to create their own artwork in a chosen medium. In this unit students also begin to develop the skills needed to research and write about artists and artworks. They begin to learn the organisational skills necessary to document and reflect upon their ideas and feelings in completing a Visual Arts Process Diary. Students need to be hard-working, show some organisational skills and a spirit of adventure to achieve their best in Art and Design.
UNIT TITLE | ENVIROMENTS
---|---
Duration: | Semester 1
Year Level: | Year 10

CONTENT:
*Environments* provide an opportunity for students to study this theme through discussion of appropriate artworks and apply this learning to making their own artworks. It also integrates the study of a broad range of artists from different eras who have used environments as inspiration for the development of their artworks. Students develop a knowledge and use of specific visual language in order to show their ideas and understanding of the theme. Students will be guided in their understanding and development of a variety of techniques in observational drawing, painting, mixed media, collage and sculptural forms to make artworks. These are then developed further in the examination of artworks and the use of disparate images to express their own ideas.

KEY FOCUS
Students will complete a series of teacher-directed works including 2D, 3D, work, and then use the unit theme to create their own artwork in a chosen medium. In this unit students also develop the skills needed to research and write and speak about artists and artworks. They learn and use the organisational skills necessary to document and reflect upon their ideas and feelings in completing a Visual Arts Process Diary.

UNIT TITLE | ME AND MY PLACE
---|---
Duration: | Semester 2
Year Level: | Year 10

CONTENT
*Me and My Place* provides an opportunity for students to study this theme through discussion of appropriate artworks and apply this learning to making their own artworks. It also integrates the study of a broad range of artists from different eras who have used aspects of self-portraits and particular spaces as inspiration for the development of their artworks. (Margaret Preston, Grace Cossington-Smith, Stella Bowen.) Students develop a knowledge and use of specific visual language in order to show their ideas and understanding of the theme. Students will be guided in their understanding and development of a variety of techniques in observational drawing, painting and sculptural forms to make artworks. These are then developed further in the examination of artworks and the use of disparate images to express their own ideas.

KEY FOCUS
Students will complete a series of teacher-directed works including 2D, 3D, work, and then use the unit theme to create their own artwork in a chosen medium. In this unit students also develop the skills needed to research and write and speak about artists and artworks. They learn and use the organisational skills necessary to document and reflect upon their ideas and feelings in completing a Visual Arts Process Diary.

Students need to be hard-working, show good organisational skills and a spirit of adventure to achieve their best in these units.
# DANCE

## DANCE IN MUSICAL THEATRE

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>CONTENT</th>
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<td>Duration: Semester 1</td>
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<td>Year Level: Year 9</td>
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**CONTENT**

*Dance in Musical Theatre* provides an opportunity for students to study the history of Musical Theatre and the many dance styles which appear in film and stage musicals. Students perform sequences and routines taught to them by their teacher in a range of popular styles, such as: jazz, tap, cabaret and any other style which is relevant to the musical/song chosen. This unit provides opportunities for students to develop skills in appreciation – description, interpretation, discernment of form and evaluation. Students will apply these skills in written contexts during their research of musicals past and present. Students will use specific dance language when discussing and writing about dance. Students also have choreographic opportunities in a duet or small group situation to create dance works to musical theatre music of their choice. In choreographing, students explore the elements of dance composition, choreographic and structuring devices such as repetition, retrograde, form, canon and unison and how to incorporate and use a prop.

## CONTEMPORARY DANCE

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>CONTENT</th>
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<td>Duration: Semester 2</td>
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<td>Year Level: Year 9</td>
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</table>

**CONTENT**

*Contemporary Dance* provides an introduction to all aspects of contemporary dance and students will perform, choreograph and research work in the contemporary style. Students perform contemporary sequences and routines which have been taught to them by their teacher. This unit provides opportunities for students to continue to develop skills in appreciation – description, interpretation, discernment of form and evaluation. Students will apply these skills in written contexts, using specific dance language when they have the opportunity to research a pioneer of contemporary dance. Students also have choreographic opportunities in solo, duet and small group situations to create dance works in the contemporary style. In choreographing, students explore the elements of dance composition and include choreographic devices. Students will experiment with different stimuli for dance including words, poems, emotions, colours, themes, narrative.

## CONTINUING CONTEMPORARY DANCE

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>CONTENT</th>
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<td>Duration: Semester 1</td>
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<td>Year Level: Year 10</td>
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</tbody>
</table>

**CONTENT**

*Continuing Contemporary* provides an opportunity for students to study modern dance in greater detail and apply this learning to choreographing their own compositions. Students perform sequences and routines taught to them by their teacher using contemporary style. This unit provides opportunities for students to examine contemporary dance companies from around the world (both current and historical) and identify their contribution to dance and analyse major dance works relating to that company. Students use specific dance language when presenting
their research in an oral presentation. Students also have choreographic opportunities in a duet and a group to create dance works to instrumental music of their choice. In choreographing, students explore the elements of dance composition, choreographic devices and how to incorporate a prop, a length of fabric or a scarf.

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>STAGE FRIGHT!</th>
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<tr>
<td>Duration:</td>
<td>Semester 2</td>
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<tr>
<td>Year Level:</td>
<td>Year 10</td>
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</tbody>
</table>

**CONTENT**

*Stage Fright* provides an opportunity for students to study the performance and technical aspects of dance as related to live performance in a theatre. Students perform sequences and routines using a variety of dance styles, such as, jazz, hip hop, contemporary. This unit provides opportunities for students to examine dance related injuries and explore strategies to prevent injuries and research exercises for rehabilitation. Students use specific dance language referring to the injury and anatomical terminology when presenting their research. Students also have choreographic opportunities as a whole class to create a dance work to present at the Ausdance Youth Festival at the Canberra Theatre, as well as a solo composition in the dance style of their choice and to music of their choice. In choreographing, students explore the elements of dance composition and choreographic and structuring devices.

**DRAMA**

Drama is a subject that allows students to explore themes and ideas from the world around them. It challenges them to engage in enjoyable and creative experiences. Drama challenges all students to develop themselves and take risks in order to grow as a student and as a performer, to develop presentation, organisational and technical skills and to promote team building and self-esteem.

Students begin developing drama skills through improvisation workshops including Theatre-sports, devising their own plays and scripts and presenting scripted performances. Students also have opportunities to develop in the Theatre Arts aspects of Drama, such as Lighting, Technical Production and Design. Students have the opportunity to extend themselves and experience the joy of artistic expression in a supportive and inspiring environment.

**Drama is CHALLENGING~ INSPIRING~ REWARDING and FUN!!**
UNIT TITLE: THE SERIOUSNESS OF FOOLING

Duration: Semester 1
Year Level: Year 9

CONTENT
This unit explores comedy and provides the springboard for individual and ensemble performance work through a study of its development styles and comedians. Students will develop an understanding of comedy and its significance in societies from ancient times to the present.

Students should be able to develop the ability to:
- Present roles from scripted plays or student devised work appropriate to the dramatic form of comedy, both individually and in groups
- Structure dramatic action using elements and conventions appropriate to the selected style of comedy performance
- Analyse and interpret comedy styles to inform their own work
- Appreciate dramatic works and dramatic ideas and reflect on their individual work and that of others

UNIT TITLE: OUR DRAMATIC WORLD

Duration: Semester 2
Year Level: Year 9

CONTENT
In this unit students focus on the art form of drama and its use of powerful and complex means of communication in Australasian cultures. They investigate and interpret issues and themes which will culminate in performances of both scripted and self-directed pieces and learn about different types of performance spaces.

Students should understand and develop skills in:
- Generates and communicates ideas in a variety of ways, from many starting points.
- Understands the main features of a Theatre and the different types of performance spaces used in a variety of cultural contexts.
- Develops and broadens their appreciation of the dramatic process and reflects on their work and the work of others.
- Recognises and explores Australasian cultural and social issues and themes through devising dramatic ideas, explorations of characters and in performance.

UNIT TITLE: CLASSICAL THEATRE

Duration: Semester 1
Year Level: Year 10

CONTENT
This unit emphasises the dramatic and theatrical forms of classical plays. Students will develop an understanding of the history of Theatre, including the structures of plays and the works of various playwrights from classical times.

Students should be able to develop the ability to:
- Perform in a range of styles and genres conveying different emotions and effects.
- Work constructively with others to shape dramatic presentations and perform with sincerity and depth.
- Appreciate dramatic works and dramatic ideas and reflects on their individual work and that of others.
- Analyse and interpret scripts in both past and present context.
UNIT TITLE: MODERN DRAMA PRODUCTION & PERFORMANCE

Duration: Semester 2
Year Level: Year 10

CONTENT
This unit acts as a bridge to Senior Drama and provides opportunities for students to perform in front of a live audience. The process of producing a play, from selecting and/or devising a play, to casting, technical production, rehearsing and learning lines is a fulfilling, challenging and often difficult activity, which is ultimately rewarding as seen in the final result.

Students should be able to develop the ability to:
- Explore and shape dramatic presentations to understand the modern drama form.
- Appreciate dramatic works and dramatic ideas and reflect on their individual work and that of others.
- Develop an understanding of the general principles of play production and processes of developing a production.
- Present roles from scripted plays appropriate to the selected form of modern drama.

MEDIA STUDIES

UNIT TITLE: CARTOONS, COMICS AND ANIMATION

Duration: Semester 1
Year Level: Year 9

CONTENT
Through this unit, students are able to begin to understand the processes used in the production of cartoons, comics and animation. They will gain understandings of the codes and conventions of these media and apply them to their own media products. Students develop an appreciation of how cartoons, comics and animation are used to comment on personal, social and Christian issues.

What is the Media?
Students will investigate the role of the Media in communicating ideas and information about the world in which they live.

Students should develop an understanding of the different codes and conventions of cartoons and animation.

Practical Exercises:
Topics could include pamphlets, cartoons and comic strip techniques; zoetrope’s or flip books and the theory of animation. Students will be given the opportunity to plan, produce and evaluate their own material exploring different aspects of the print media.

Students create their own cartoon characters, comic strips and simple animations using traditional and digital techniques. Students do not require a high level of knowledge of drawing as the course gives a comprehensive overview of cartooning techniques.
In the second semester of Year 9, students study the unit *Sound and Radio*, examining the techniques of radio and sound production, including studies of radio station, broadcasting, interviewing and news reading techniques, and the appropriate use of traditional sound equipment. The students will write and produce radio plays, advertisements, news presentations and interviews using audio mixers, microphones and a variety of sources to create multi-layered productions.

**CONTENT**

Through this unit, students are able to begin to understand the processes used in the production of sound and radio. They will gain understandings of the codes and conventions of these media and apply them to their own media products. Students develop an appreciation of how sound and radio is used to comment on personal, social and Christian issues.

**Introduction to Audio Mixing and Sound Dubbing**

Students will develop an understanding through practical and theoretical exercises of the requirement of these techniques and the use of recording and digital sound equipment.

**Codes and Conventions of Sound and Radio**

Students should develop an understanding of the different codes and conventions of the sound and radio media.

**Practical Exercises**

Students will be given the opportunity to plan, produce and evaluate their own material exploring different aspects of radio and sound in the development of a major project; e.g. radio play or radio announcing in groups and individually.

Students selecting this course must have demonstrated responsible behaviour in class and have a strong commitment to working with specialist equipment with the utmost care.
UNIT TITLE: INTRODUCTION TO DIGITAL PHOTOGRAPHY

Duration: Semester 1  
Year Level: Year 10

During the first semester the students study the unit *Introduction to Photography*. This includes the creative use of digital cameras, image manipulation and photographic editing software. Students learn the codes and conventions of photography, including design and composition, study and analyse the images of others and produce images to be printed, for use in presentations, and to be incorporated with sound to produce atmospheric soundscapes.

CONTENT

Through this unit of work, students are able to begin to understand the processes used in the production of media products, specifically images, sound and text, in their own society and in other societies. They will gain understanding of the codes, conventions and technical processes used in the production of images, sound and text. This will be done with an aim to foster an understanding of how they make up an important part of, and have a significant impact on, modern society in a practical, theoretical and spiritual context.

Practical Exercises

Topics could include the use of digital cameras and the combination of sound and image in presentations.

Please note: Students may be asked to use their own digital cameras with parental permission. Students are not, however, expected to purchase extra equipment. Some school cameras are available for the students to use in class time but cannot be borrowed.

UNIT TITLE: COMMUNICATION IN THE MEDIA

Duration: Semester 2  
Year Level: Year 10

*Communication in the Media* explores the ways that information is communicated to specific audiences. Students will explore the techniques of propaganda and how they are applied in the media context, particularly in advertising and the impact that their use has on society and the individual. Students will analyse media products and create their own video, sound and photographic products.

CONTENT

Students will:

- Create media products using a variety of techniques and mediums.
- Gain confidence in the use of video, photographic and sound editing equipment and software.
- Use video, sound and photographic equipment to demonstrate understanding of the codes and convention of the media, photography, sound and advertising.
- Investigate and analyse the codes and conventions of media and advertising and its influence on society and the individual and create media products that demonstrate understanding of propaganda and its relationship to advertising.
- Design, script and present a variety of media products and present an oral or written analysis of a media product.

Practical Exercises

Topics could include the use of a digital camera and photo manipulation techniques and the combination of sound and image in PowerPoint presentations.

Students selecting this unit should have some experience in the use of digital sound and photographic equipment and knowledge of ICT gained in Years 7, 8, 9 and Semester 1 Year 10.
Year 9 and 10 students will have the opportunity of studying 4 units over a period of 2 years. There are 6 units available in the music course. Selection of units offered will be at the discretion of the teacher based on a rotation system to cover the 2 year period.

### UNIT TITLE | ART MUSIC
--- | ---
Duration: | Semester
Year Level: | Year 9 or 10

**CONTENT**
This unit explores art music, sometimes referred to as ‘classical music’. Students will have opportunities to:

- Perform vocal and instrumental ensemble and solo works, chamber music orchestral excerpts and arrangements, well known classics and new favourites.
- Compose using the formulae of the great composers.
- Unfold history through music.

Opportunities exist for excursions.
All students will specialise on one instrument for performances.

### UNIT TITLE | FIFTEEN MINUTES OF FAME
--- | ---
Duration: | Semester
Year Level: | Year 9 or 10

**CONTENT**
This unit explores the origins and development of popular music. Students will have opportunities to:

- Perform music of different genres – Australian, British and American rock, gospel, folk, protest music, rock/pop/reggae.
- Compose songs based on a theme – protest song, ballad, dance music, etc.
- Research the development of popular music of the 20th and 21st Centuries.

Opportunities exist for excursions.
All students will specialise in one instrument for performances.

### UNIT TITLE | JAZZ IT UP
--- | ---
Duration: | Semester
Year Level: | Year 9 or 10

**CONTENT**
This unit explores the history and development of Jazz. Students will opportunities to:

- Perform vocal and instrumental pieces in different jazz styles – blues, Ragtime, Dixieland, big band, bebop, gospel, etc
- Compose blues songs and write music using jazz chords
- Trace the history of jazz from Africa to the rest of the world.

Opportunities exist for excursions.
All students will specialise on one instrument for performances.
UNIT TITLE LIGHTS! CAMERA! ACTION!
Duration: Semester
Year Level: Year 9 or 10

CONTENT
This unit explores music of film, television and radio.

Students will have opportunities to:
- Perform music used in films, radio themes, jingles and advertisements.
- Compose jingles for television and radio advertisements
- Write music for movie scenes
- Research the history of film music and analyse the music used in movies.

Opportunities exist for excursions.
All students will specialise on one instrument for performances.

UNIT TITLE OPENING NIGHT
Duration: Semester
Year Level: Year 9 or 10

CONTENT
This unit explores music of the theatre and stage.

Students will opportunities to:
- Perform arias, recitatives and chorus numbers from musicals, stage shows and light operas
- Create their own operetta or musical
- Research the history of stage music, musicals and operas

Opportunities exist for excursions.
All students will specialise on one instrument for performances.

UNIT TITLE SING A SONG
Duration: Semester
Year Level: Year 9 or 10

CONTENT
This unit explores vocal music and Students will have opportunities to:
- Perform songs from different eras – folk, gospel, jazz, rock, pop, light opera, etc
- Learn the art of harmony singing
- Write original songs
- Research the development of different vocal techniques.

Opportunities exist for excursions.
All students will specialise on one instrument for performances.
CONSUMER EDUCATION

UNIT TITLE: THE CLEVER CONSUMER

Duration: Semester  
Year Level: Year 9/10  

CONTENT

TOPIC ONE Distribution Chain

- From producer to consumer  
- Types of retail stores  
- Buying goods and services without going to shops  
- Selling methods employed by retailers.

TOPIC TWO Marketing and Advertising

- What is marketing?  
- Market research  
- Marketing strategies  
- Purposes of advertising  
- Types of advertising: informative and persuasive advertising  
- Advertising techniques and strategies  
- Advertising expenditure in Australia  
- Regulation of advertising  
- Labelling and packaging - deception and regulation.

TOPIC THREE Consumer Rights and Responsibilities

- Basic rights and responsibilities  
- Contract law introduction  
- Consumer complaints - the steps to resolution  
- Writing a letter of complaint  
- Consumer assistance - bodies which help.

UNIT TITLE: LEGAL EAGLES

Duration: Semester  
Year Level: Year 9/10  

CONTENT

- The need for laws:  
  How laws dominate our lives  
  Types of rules  
  Objectives of laws  
  Systems of law throughout history  
  History of Australian law  
  Increasing complexity of law  

- The Australian court system:  
  The Australian court system/structure  
  Participants in the legal system  
  Juries  
  Provision of legal services  

- Sources of Law  
  How laws are made

Types of Law - Criminal/Civil

- Criminal Law  
  Types of crimes  
  Establishing a criminal offence  

- Civil law  
  The law of tort  
  Negligence, nuisance, trespass and defences  
  Remedies for tort

- Family and the law  
  Law of contract  
  Definition of family  
  Marriage - requirements/restrictions  
  Domestic abuse  
  Parents and children/ obligations/ responsibilities  
  Family Law Act  
  Divorce - areas of dispute  
  Success/failure of family law legislation
• **Consumer law**
  Consumer sovereignty
  Consumer rights
  Consumer justice – Small Claims Tribunal

• **After a crime has been committed**
  Participants in a crime
  The police investigation
  Bail/surety
  Procedures in a magistrate court hearing
  Trial by jury
  Appeals
  Types of sanctions

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>MANAGING YOUR WORLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration:</td>
<td>Semester</td>
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<tr>
<td>Year Level:</td>
<td>Year 9/10</td>
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</tbody>
</table>

**CONTENT**

In this unit students study two core topics, ‘Buying a Car’ and ‘Employment Implications and Issues’ then undertake research into a commercial issue.

**Topic One - Buying A Car**

- Factors to consider
- Buying a new car versus buying a used car
- Features, test drive, fair prices, trade-ins, important checks
- Cash or credit for the purchase
  - Types of credit
  - Sources of credit
  - Security
  - Deposits and contracts
- Expenses in owning a car
  - Running costs and fixed costs
  - Registration and third party
  - Motor vehicle insurance
  - Licence

**Topic Two – Employment Implications and Issues**

- Working conditions
- Payment for work
- Awards, Certified Agreements and AWAs
- Workplace protection
- Trade unions
- Employer’s responsibilities
- Employee responsibilities
- Current industrial issues

**Topic Three - Individual Research Topic**

In preparation for requirements of Year 11/12, study this process topic has been introduced. They will produce a business report format, following guidelines given to students. All research needs to be fully sourced with a correct bibliography style.
UNIT TITLE: THE BUSINESS WORLD

Duration: Semester
Year Level: Year 9/10

CONTENT
- Types of production - primary, secondary, tertiary, quaternary, quinary industries.
- The Australian market - introductory demographics (size, age, structure, income, household characteristics), effect on business.
- Classification of businesses - type of ownership, size, type of industry, role in the market.
- Ownership of business - sole trader, partnership, companies, co-operatives, franchises.
- Expansion of business - reasons for expansions, methods of expansion (horizontal integration, vertical integration, diversification, mergers, and takeovers).
- Current issues in business - technology and computers, automation, changing labour force patterns.
- Government in the business world, producer and employer, the public sector.
- Aims of government and ways of achieving these, e.g. tariffs, quotas, price regulations, subsidies, embargoes, decentralisation, and taxation.
- Government intervention in business, regulations e.g. zoning, discrimination, environment.
- Privatisation of government businesses, deregulation and asset selling.
- The role of the stock exchange.
- Participation in the Stock Exchange Game, a national competition run by the ASX.

UNIT TITLE: FOOD TECHNOLOGY

Duration: Semester 1
Year Level: Year 9

CONTENT
This unit focuses on nutrition and the role of food in providing nutrients for energy, growth and repair. The unit also examines the changing nutritional needs of individuals and teaches students to make good food choices based on those needs.

- Nutrition and food models
- Food and our body
- Special dietary needs
- Nutrition and the life cycle
- Stages of growth.
UNIT TITLE: YOU AND YOUR FOOD

Duration: Semester 2  
Year Level: Year 9

CONTENT

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.

HOSPITALITY

UNIT TITLE: AN INTRODUCTION TO HOSPITALITY

Duration: Semester 1 and Semester 2  
Year Level: Year 10

CONTENT

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.

SITXOHS02A  Follow workplace hygiene procedures
SITXOHS01A  Follow health, safety and security procedures
SITHCC001A  Organise and prepare food
SITHCC002A  Present food
TDTE597B  Carry out basic workplace calculations
SITHCC007A  Prepare sandwiches
SITHCC006A  Prepare appetizers and salads

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

Duration: Semester
Year Level: Year 9 or 10

CONTENT
The Information Technology course in Years 9 & 10 comprises of a number 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.

Units offered in either Year 9 or Year 10:

- **Vector and Raster Graphics**: Students produce creative and attractive artwork using a variety of software including Adobe’s Illustrator and Photoshop, and the open source applications Inkscape and the GIMP.

- **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, Klik n Play and Flash.

- **Robotics and Python Programming**: Students learn programming using two technologies – Lego Mindstorms and the open source Python language.

- **Flash Cartoon Animation**: Students master complex animation techniques to create broadcast ready animations using Adobe Flash.

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, research tasks and tests (both practical and theory). 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 following ranges:
The purpose of this unit is to enable students to take ownership of school publications. It is a 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, and will oversee the entire process from production meetings to finished product. Students will be responsible for photographically recording all school events and also for printing pictures to display in school areas.

CONTENT
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. They will print and display photographs. Students will be introduced to InDesign software program.

UNIT TITLE: TECHNOLOGY OF PUBLICATIONS
Duration: Semester 2
Year Level: Year 10

CONTENT
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.
UNIT TITLE: SOFT AND SILKY

Duration: Semester
Year Level: Year 9

CONTENT
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.

FOCUS AREA | CONTENT
---|---
Design | • Understanding the design process  
| | • Lingerie design  
| | • Toy design  
Labels and swing tags | • Design process  
| | • Care labeling for specific fabrics  
| | • Recognition of fabric types  
Garment construction | • Lingerie or PJs  
| | • Techniques suitable for lingerie  
| | • Use of knitted and woven fabrics  
Construction of toys | • Toy design and safety  
| | • Techniques suitable for toy manufacture  
Fibre study | • Silk  
Pattern work | • Altering patterns  
History | • History of lingerie or toys

UNIT TITLE: QUILTS! QUILTS!! QUILTS!!!

Duration: Semester
Year Level: Year 9

CONTENT
During this unit students will study a range of methods used in making textile items, including patchwork, quilting and appliquéd. 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.

FOCUS AREA | CONTENT
---|---
Design | • Understanding the design process  
| | • Study of patchwork, appliqué, and quilting  
| | • Selecting suitable fabrics  
| | • Theory of colour  
| | • Computer aided design programs  
Quilt construction | • Specialist equipment  
| | • Construction techniques  
| | • Patchwork, appliqué and quilting techniques  
| | • Suitable finishes e.g. binging  
| | • The importance of labeling  
| | • Cleaning and caring for quilts  
Fibre study | • Wool  
History | • History ofquilts
UNIT TITLE: FABULOUS FABRICS

Duration: Semester
Year Level: Year 10

CONTENT
During this unit students will investigate and increase their knowledge of fine 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>
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</thead>
<tbody>
<tr>
<td>Design</td>
<td>• Understanding the design process</td>
</tr>
<tr>
<td></td>
<td>• Shirt 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>
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<tr>
<td></td>
<td>• Care labeling for specific fabrics</td>
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<tr>
<td>Garment construction</td>
<td>• Shirt</td>
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<td></td>
<td>• Features of a shirt</td>
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<tr>
<td></td>
<td>• Suitable construction techniques</td>
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<td></td>
<td>• Use of commercial patterns</td>
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<td></td>
<td>• Use and types of interfacing</td>
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<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>
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<tr>
<td></td>
<td>• Lining textile items</td>
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<tr>
<td>Fibre study</td>
<td>• Linen</td>
</tr>
</tbody>
</table>

UNIT TITLE: IT’S A COLOURFUL WORLD

Duration: Semester
Year Level: Year 10

CONTENT
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>
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</thead>
<tbody>
<tr>
<td>Design</td>
<td>• Using the design process</td>
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<td></td>
<td>• Appling colour to cloth</td>
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<td></td>
<td>• Elements and principles of design</td>
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<tr>
<td></td>
<td>• Design textile items incorporating colouration and embellishments</td>
</tr>
<tr>
<td>Colouring Fabrics Using Dyes and Fabric Paints</td>
<td>• Types of dyes</td>
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<tr>
<td></td>
<td>• Techniques for dyeing fabrics</td>
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<td></td>
<td>• Techniques for printing on fabrics</td>
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<td></td>
<td>• Silk painting</td>
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<tr>
<td>Adding colour to Fabrics Using Embellishments</td>
<td>• Embellishment techniques</td>
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<tr>
<td></td>
<td>• 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</td>
</tr>
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<td></td>
<td>• Blended fibres</td>
</tr>
</tbody>
</table>
BUSINESS ADMINISTRATION

UNIT TITLE: BUSINESS ADMINISTRATION 1
Duration: Semester 1
Year Level: Year 10

VET COMPETENCY BASE UNIT CAN CARRY OVER INTO Year 11

CONTENT
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.
- 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.
- Contribute to occupational health and safety in the workplace, hazard identification and risk control.
- Participate in the improvement of environmental work practices.
- Understand the basic principles of customer service in the workplace.
- Create and present simple electronic presentations.

UNIT TITLE: BUSINESS ADMINISTRATION 2
Duration: Semester 2
Year Level: Year 10

CONTENT
By the end of this unit, students should be able to:

- Collect and process information and maintain information systems.
- Organize work schedules, complete work tasks and review performance of work.
- Select, use and maintain technology and process and organize data.
- Receive, and distribute incoming mail, collect and dispatch outgoing mail and organize urgent and same day deliveries.
- 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.
Students may choose to continue their study of French, German, Italian or Japanese, as languages become an elective in Years 9 and 10. This allows for the composition of the language classes to become more cohesive in terms of motivation, although not necessarily in terms of ability. Nonetheless, students at this stage are expected to invest more time and effort into their language study.

Year 9 and 10 work is intended to prepare students for the possibility of senior study. However, from 2013, German will not be offered as a senior subject at Merici. In Senior College, students will be able to continue with French, Italian and Japanese or commence with beginning Mandarin. The study of languages in Years 9 and 10 is also intended to allow 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. Skills development, in preparation for college, continues to be 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.

ITALIAN

In Year 9 and 10, 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. A 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.

GERMAN

In Year 9, German students cover the following topics: towns and houses, descriptions of people and clothes, shopping, weather, modes of transport, food and prices. They talk about what they can and cannot do. Cultural studies include research on famous German speakers, regional festivals and more detailed study of some states and towns, especially Austria and Bavaria. More complex grammatical concepts are introduced.

In Year 10, German students cover the following topics: earning money and part-time jobs, helping around the house, excursions, holidays and travel. They learn how to talk about past events and what they have to, want to and are allowed to do. Cultural studies include research on Berlin and the history of the Berlin Wall, teenage life in Germany, Switzerland and Germans in Australia. Greater emphasis is placed on grammatical accuracy and expansion of vocabulary, as students become more independent users of the language.

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.

FRENCH

In Year 9, students in French cover the following topics: holiday plans, talking about a theme park, telling the time, home life and working on a farm. They learn how to use the future tense, ordinal numbers and adjectives. As part of the socio-cultural component of the course, students explore
some of the more popular summer vacation activities in France such as boating along the Canal du Midi and participating in a Tennis Camp.

**Year 10**, students in French cover the following topics: shopping for clothes, buying food, leisure activities and holiday jobs. They learn how to use the past tense, the comparative forms of adjectives, the imperfect tense and direct object pronouns. As part of the socio-cultural component of the course, students continue to explore some of the more popular summer vacation activities in France such as visiting Parc Asterix and Futuroscope.

At the end of this course, a student might expect to achieve the following levels.

**Year 9**

**Oral communication**…a student
- Interacts for a variety of communicative purposes using an expanded range of language, taking account of some aspects of context and audience

**Responding**…a student
- Reads/listens to a range of texts containing some complex language and provides responses that incorporate the appropriate features of a limited range of text-types

**Writing**…a student
- Writes texts, drawing on an expanding repertoire of language to meet the demands of a widening range of communicative purposes.

Students in Year 9 may elect to begin a new or a second language by joining a Year 7 class in that language. They are assessed on the outcomes for the Year 7 course.

Students in Year 9 and above are eligible to participate in the overseas study tours offered every three years.

**Year 10**

**Oral communication**…a student
- Interacts for a variety of communicative purposes using an expanded range of language, taking account of some aspects of context and audience

**Responding**…a student
- Reads/listens to a range of texts containing some complex language and provides responses that incorporate the appropriate features of a limited range of text-types

**Writing**…a student
- Writes texts, drawing on an expanding repertoire of language to meet the demands of a widening range of communicative purposes.
PHYSICAL EDUCATION

UNIT TITLE: SPORT AND RECREATION (SPORTS FITNESS AND ADMINISTRATION)

CERTIFICATE II SPORT AND RECREATION

Duration: Year 10 Semester 1 and 2

2 year course – option of completing additional competencies in own time at CIT Bruce to gain a Certificate III in Fitness

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. Throughout the two years, students will cover four units – Sports Industry, First Aid and Training, Fitness, Sports Coaching and Management of Recreation Programs.

CONTENT

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Type</th>
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<tbody>
<tr>
<td>BSBCM202A</td>
<td>Organise and complete daily work activities</td>
<td>Core</td>
</tr>
<tr>
<td>SRXFAD001A</td>
<td>Provide first aid</td>
<td>Core</td>
</tr>
<tr>
<td>SRXGCS002A</td>
<td>Deal with client feedback</td>
<td>Core</td>
</tr>
<tr>
<td>SRXINU001A</td>
<td>Develop knowledge of the sport and recreation industry</td>
<td>Core</td>
</tr>
<tr>
<td>SRXOHS001B</td>
<td>Follow defined Occupational Health and Safety policies and procedures</td>
<td>Core</td>
</tr>
<tr>
<td>SRCCRD002B</td>
<td>Apply the principles of community development to community recreation work</td>
<td>Stream</td>
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<tr>
<td>SRCCRO002B</td>
<td>Respond to clients at risk</td>
<td>Stream</td>
</tr>
<tr>
<td>SRCCRO003B</td>
<td>Apply point of sale handling procedures in a recreation setting</td>
<td>Stream</td>
</tr>
<tr>
<td>SRXCAI001B</td>
<td>Assist in preparing sport and recreation session for participants</td>
<td>Stream</td>
</tr>
<tr>
<td>SRXCAI002B</td>
<td>Assist in conducting sport and recreation sessions for participants</td>
<td>Stream</td>
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</tbody>
</table>

Plus a number of Elective Competencies relevant to the specific units selected

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 days, fitness sessions and coaching various population groups. They will learn about risk management, OH&S and policies and procedures applicable to the industry. Additional to this, the students will gain certificates in Sports First Aid, Level 1 in Coaching and undertake a coaching course run by the AIS that will give them the opportunity to gain work part time at the institute. There is an annual camp which focuses on team building activities and exposure to outdoor recreational activities.
**RELIGIOUS EDUCATION**

**UNIT TITLE:** BLACK MOUNTAIN PARTNERSHIP

**Duration:** Semester 1 or 2  
**Year Level:** Year 9

**CONTENT**

As part of Year 9 Religious Education students are given the opportunity to engage in a partnership with Black Mountain School, which is a secondary school that provides innovative and engaging learning programs for students with high support needs. 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 alternate assessment for 50% of their course, which relates specifically to the work they do at Black Mountain School.

**UNIT TITLE:** MERICI MENTORS

**Duration:** Semester 1 or 2  
**Year Level:** Year 10

**CONTENT**

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 food preparation, cooking, gardening, office tasks, cleaning, carrying etc. The Year 10 students complete an independent unit in Religious Education with their assessment focussing specifically on their work as mentors and social justice.
UNIT TITLE: SUSTAINABILITY

Duration: Semester
Year Levels: Year 9 and 10

CONTENT
In this elective students will explore their attitudes, expand their knowledge about sustainability issues and apply learned skills within their family and school community. Students will experience a hands-on approach through the design and continual development of Merici’s new kitchen gardens, working in collaboration with the canteen to plan and supply produce. In addition to this, students will develop an understanding of energy efficiency, carbon footprints, horticulture and biodiversity and have a significant input into Merici’s sustainable future.

THE KEY FOCUS
The key focus of this elective is the application of knowledge to create a clear path to a more sustainable future locally, nationally and globally.