Religious Education

The Role of the School in Young People's Education in Faith
Home, school and local church each have a distinctive role to play in young people's education in faith. While the home provides the fundamental spiritual and moral baseline for young people, their spiritual lives can be enhanced by participation in the life and worship of a local religious community and this can be built upon and enhanced by religious education at school.

The formal classroom religion curriculum, the liturgical and prayer life of the school, retreats and religious camps, pastoral care and the ethos of the school all contribute to young people's education in faith.

The formal classroom religion class is especially concerned with giving young people a knowledge and understanding of their own religious faith tradition. It also helps young people to learn how to think critically about religious and social issues.

The prayer life and the liturgical life of the school are to help students become familiar with Catholic religious practices and to help develop the religious and prayer dimensions of their own lives. The practice of prayer and liturgy is complemented by the study of these areas in the formal religion curriculum.

Prayer and Liturgy
The celebration of the liturgy of the Eucharist is a fundamental part of the religious life of the school. In addition to special celebrations of the Mass, which involve the whole school community, there are celebrations of liturgy at class and year levels. The development of young people's capacity to join in the liturgy meaningfully is enhanced by a liturgical education through the formal religion curriculum.

Religion teachers arrange a program of liturgies, involving class members in the planning and celebration of these prayer services.

Retreat Programme
The Retreat programme is an integral part of the Religious Education Programme and the College actively encourages all students to take part in them to further their personal and faith development. The retreat programme provides students with the opportunity to:

• Take time to reflect and find an experience of God in their lives - in their families, at school, with our friends, in their communities and within themselves.
• Build on the positive relationships between students and between teachers and students.
• Spend time exploring important issues in their lives.
• Develop a sense of community on Retreat whereby they can experience the special significance of celebration through liturgy.
• Take time to thoughtfully and prayerfully reflect on life and concerns they may have.
• Remove the demands of study and timetables to allow time-out for personal reflection.
• Observe the ways they can apply Retreat outcomes to everyday life.
• To link the relevance of their concerns to the insights given through Gospel stories and reiterated in the life and values proclaimed by Jesus.

Aims of the Religious Education Program
The aim of the formal Religious Education curriculum is to enable students to become well educated in their own religious tradition.

* To help students to clarify their own religious thinking and attitudes.
* Religious Education makes a valuable contribution to young people's growth toward moral autonomy and spiritual maturity.
* To help students develop a knowledge and understanding of religion which has been an integral part of the life of people throughout recorded history.
* To develop a familiarity with terms that will help students understand and express religious concepts.
Course Content
The study of Religion at each year level is based on the Awakenings Religious Education Curriculum as issued by the Catholic Diocese of Ballarat. Awakenings is a developing program which has its core eight organising strands. Each of these strands is covered within Years Seven to Ten Religious Education course at MRC.

* God
* Jesus Christ
* Church
* Christian Prayer
* Religion and Society
* Scriptures
* Christian Life
* Sacraments

The Year 9 course will cover the following strands and units of work:

- Sacraments: Eucharist, the source of life.
- Scripture: Who is Jesus?
- Church: The Church in Australia. The Sisters of Mercy.
- Christian Prayer: Relationship with God through prayer and meditation

The Year 9 Retreat is run by Chris Doyle who comes to the College from NSW every year. His input is invaluable and students respond to his work in a very positive manner.

The Year 10 course will cover the following strands and units of work:

- God: Stewardship towards the environment
- Jesus Christ: Death and New Life.

The Year 10 students also take part in a Christian outreach program which enables them to move out of the classroom and experience the opportunity to work with others within the wider community. The students select from a wide range of placements available eg. Aged care facilities, adult learning centres, primary schools and day care facilities. Each student will spend an afternoon each week for approximately eight weeks working with the clients at these facilities. This work forms the basis for reflection, sharing and learning about the wider ministry of the church in the world.

Year 10 students are given the opportunity to experience a retreat, which allows them to discover more about themselves and the issues, which will become part of their life experience. For this reason, students are taken in separate gender groups for an overnight retreat.

Timetable Structure
Religious Education is a Core Subject at Year 9 and Year 10 and is timetabled for 4 periods a fortnight.

Level of Achievement
There are two forms of assessment:

1. Outcomes
Based on the decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

- (S) – Satisfied the outcome
- (N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
English

Rationale
In English, students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. In accordance with VELS objectives, the Year Nine and Ten course requirements work towards the achievement of Level Six by the end of Year 10. All students are assisted in their learning by the use of varied and stimulating programs. English is concerned with a wide range of texts and media in print and electronic forms, including imaginative literature, popular fiction and nonfiction, personal writing, commercial and workplace texts, everyday communication, plays, film and other multimedia texts. The English Domain has three dimensions:

• Reading
• Writing
• Listening and speaking

Course Content
Reading
At Level 6 students read, view, analyse and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives. They also read, view and analyse and discuss informative and argumentative texts, such as current affairs and news articles, features, editorials, documentaries and reviews. They identify the multiple purposes for which texts are created. They explain how texts are shaped by the time, place and cultural setting in which they are created. They compare and contrast the typical features of particular texts. They synthesise information from different texts to draw conclusions.

Listening and Speaking
At Level 6 students analyse critically the relationship between texts, contexts, speakers and listeners in a range of situations. When engaged in discussion, they compare ideas, build on others’ ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue. In their presentations, they make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations. They draw on a range of strategies to listen to and present spoken texts, including note-taking, combining spoken and visual texts, and presenting complex issues or information imaginatively to interest an audience.

Writing
At Level 6 students write sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution. They select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information. They compose a range of other texts, such as feature articles or web pages. They plan and deliver presentations, sequencing and organising complex ideas, and proofread and edit their own writing for accuracy, consistency and clarity.

Timetable Structure
English is a core subject at Year 9 & 10 and is allocated 9 periods per fortnightly cycle.

Level of Achievement
There are two forms of assessment:

1. Outcomes
   Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
   (S) – Satisfied the outcome
   (N) – Not satisfied the outcome.

2. Assessment Tasks
   Graded level of achievement ranging from outstanding to ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Rationale
Mathematics involves various practices that take place day to day in communities around the world. Aims for essential learning in mathematics include developing useful mathematical and numeracy skills for successful general employment and functioning in society, solving practical problems in mathematics, especially industry and work based problems. The students develop an understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as discipline - its big ideas, history, aesthetics and philosophy. As students work towards the achievement of Level 6 standards in Mathematics, they extend their use of mathematical models to a wide range of familiar and unfamiliar contexts. They recognise the role of logical argument and proof in establishing mathematical propositions.

Strands
The proficiency strands Understanding, Fluency, Problem solving and Reasoning are an integral part of mathematics content across the three content strands.
* Number and Algebra
* Measurement and Geometry
* Statistics and Probability

The proficiencies reinforce the significance of working mathematically within the constant and describe how the content is explored and developed.

Course Content at Year 9
* Number Skills
  * Pythagoras’ Theorem
  * Algebra
  * Linear Equations
  * Measurement
  * Statistics
  * Linear and Non-linear Graphs
  * Trigonometry
  * Probability

Course Content at Year 10
* Indices
* Linear algebra
* Co-ordinate Geometry
* Simultaneous Equations & Inequalities
* Trigonometry
* Quadratic Expressions
* Quadratic Equations
* Functions
* Probability
* Statistics
* Measurement
* Financial Mathematics

Timetable Structure
Mathematics is a core subject at Year 9 & 10 and is allocated 9 periods per fortnightly cycle.

Level of Achievement
There are two forms of assessment:
1. Outcomes
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit of study.
(S) – Satisfied the Outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
These tasks assess a student’s level of achievement for each unit of study ranging from outstanding to ungraded.

For Satisfactory Completion
Students must achieve and “S” in all outcomes to satisfactorily complete the semester.

Future Opportunities
* VCE Mathematics
Science

Rationale
A fundamental goal for science education at Mercy Regional College is to stimulate, respond and nourish curiosity, wonder and questioning. Science education at Mercy Regional College aims to develop students who are capable of engaging in informed debate about science and its applications. It provides opportunities for students to develop the skills and understanding appropriate to service and good citizenship. It also encourages students to articulate science values and accept the ethical principles embedded in science research. It enables all students to appreciate the significance of science for the long-term future of our society. The values of respect for the environment (living and non-living), opinions and ideas of others, honesty in collecting and presenting data and evidence. These values explore and encourage debate about the relationship between science, society and technology. Students are made aware of safe practices and are encouraged to act responsibly when conducting investigations. As students progress through their schooling they develop skills in the safe use of scientific apparatus, the safe handling of living and non-living organic materials and correct use and disposal of chemicals.

Course Content
The science course is structured in way that enables students to work towards achieving the AusVELS standards for Science. These standards are organised into three dimensions: Science understanding, Science as a human endeavour, Science inquiry skills.

Topics covered at Year 9 include:
- Homeostasis
- Electricity (measurement and devices)
- Chemical Energy
- Light and Sound
- Microbiology
- Ecosystems
- Forensics

Topics covered at Year 10 include:
- Chemistry in Society
- Chemical Reactions
- The Mysterious Universe
- Issues in Science (Ethics)
- Motion and Forces
- Genetics
- Natural Selection

Timetable Structure
Science is a core subject at Years 9 and 10. The period allocation at Year 9 is 8 periods per fortnightly cycle. The period allocation at Year 10 is 8 periods per fortnightly cycle.

Level of Achievement
There are two forms of assessment

1. Outcomes
Based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit
(S) – Satisfied the outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded for Assignments, Practical Reports, Topic Tests and end of Semester Exam.

For Satisfactory Completion
Students must achieve a ‘S’in all outcomes to satisfactorily complete the semester

Future Opportunities
- V.C.E Biology, Chemistry, Physics, Agriculture and Psychology
Rationale
In the Health component of this subject students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They describe mental health issues relevant to young people. They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions.

The Physical Education component of this course aims to encourage understanding of the need for physical activity and the benefits of a physically active life. The course therefore exposes the students to a diverse range of outdoor and indoor sports. The knowledge, understanding and skills gained in these sports will assist the students in making informed choices about their future activity patterns. The same assessment procedures will apply from Year 7 to 10. The course is mainly of a practical nature, however assessment will be covered on all theoretical topics. These include Nutrition, Skills Acquisition, Fitness and Body Systems.

Course content at Year 9
Theory:
* What is health?
* Health dimensions
* Health across lifespace
* Identity / Self esteem
* Sport, recreation and games
* Sporting heros
* Women in sport
* Sport and the media

Practical:
The students participate in a range of activities including the following:
* Aerobics, Basketball, Handball, Lacrosse, Athletics, Fitness Testing, Minor Games, Table Tennis, Speed Ball, Badminton, Tennis, Soccer, Swimming,

Course Content at Year 10
Theory:
* Mental health and surrounding issues
* Risk taking behaviour and safety
* Healthy Eating and Exercise
* Training Programs
* Anatomy and Physiology

Practical
The students participate in a range of activities including the following:
* Swimming, Athletics, Fitness testing, Cross Country, Fitness; aerobics, circuit, Volleyball, Tennis, Netball/Korfball, Football Codes, Cricket

Timetable Structure
Health & PE are core subjects at Year 9 and 10. Health & PE are combined and given a 6 period allocation at Year 9. Health & PE are combined and given a 7 period allocation at Year 10.

Level of Achievement
There are two forms of assessment:

1. Outcomes
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.

Future Opportunities
V.C.E. Physical Education
V.C.D. Health and Human Development
At repudiae corpori percipere tem voluptamenque lab iunt quibus. Anihit rem excerum quias aut expel ius.
History & Geography

Rationale
History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Geography is the study of physical and human environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions. Students’ evolving understanding of their world provides a basis for evaluating strategies for the sustainable use and management of the world’s resources.

Course content at Year 9

History: The Making of the Modern World.
The course provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power.

Geography
Students develop knowledge about the operation of one of the major natural systems that are part of the biosphere and atmosphere. They investigate the interaction of human activities with the natural environment.

Course content at Year 10

History: The Modern World and Australia
The course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development.

Geography
Students build on the knowledge acquired in Year 9 to develop skills which evaluate the factors contributing to the development of issues such as global warming and climate change, land degradation and desertification, and air and water pollution. Identifying strategies to address them and explore ways of managing them.

Timetable Structure
History & Geography is a core subjects at Year 9 and 10. History & Geography are combined and given a 8 period allocation at Year 9. History & Geography are combined and given a 7 period allocation at Year 10.

Level of Achievement
There are two forms of assessment:

1. Outcome
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.

Future Opportunities
V.C.E. History
V.C.E. Geography
V.C.E. Legal studies
Active Learning Program

Rationale
The Active Learning Program is a subject that allows all year nine students at Mercy Regional College to participate in a variety of exciting programs. Each subject area has a day allocated, where they can organise and plan an activity for the entire year level. These activities are designed to assist students their learning in that subject area and well as having a fun and interactive learning experience. As well as being activity based, students also complete theory tasks relating to what they are completing for each of the domain days to assist with their understanding.

The eight domains that are involved in the Active Learning program are Religious Education, Science, Physical Education, English, Humanities, Mathematics, Technology and Art.

Course content at Year 9
The structure of the Active Learning Program is dynamic which means subject content can change from year to year. For example, a domain area may organise certain activities one year but adjust or change what they do with their domain day the following year depending on success, student feedback, location and costs. The Learning Activities completed in class will depend on what is incorporated in each Domain Day.

Timetable Structure
Active Learning Program is a Core Subject at Year 9 and is allocated 2 periods (100 minutes) per fortnightly cycle. In addition to this allocation students also complete 8 days outside the classroom completing the Domain Days.

Level of Achievement
Assessment is dependent upon what activities are being done in the Domain Days however students are assessed in the following areas.

- Participation and Effort
- Learning Activity Tasks
- Working in Teams

There are two forms of assessment:
1. Outcome
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
   (S) – Satisfied the outcome
   (N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Rationale
The students initiate personal short-term and long-term learning goals and negotiate appropriate courses of action to achieve them. Students allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks, including learner-directed projects, within set time frames. They identify and refine the strategies they use to study, organise and revise their work.

They explore barriers to achieving positive relationships, especially between groups with differing values and beliefs, and discuss the importance of empathy. They explore strategies that they and others could use to overcome these barriers, and practise using such strategies and reflecting on their effectiveness.

They explore strategies to manage peer influence and to develop positive relationships with a wide range of peers, gaining confidence in stating clearly their own views and opinions, and the rationale for these. They develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts. They learn to recognise when conflict, including conflict in workplaces, is likely to occur, and learn to be proactive in initiating strategies to avoid and/or resolve it. Students analyse vocational pathways and education and training requirements and identify possible career paths and opportunities. They demonstrate skills required for moving from school to employment or further education. Throughout the year, students will complete work based module in preparation for work experience in Year 10 - Week 3, Term 1.

Course Content at Year 9
* Health & Sexuality.
* Developing Positive Relationships & Peer Influence on Decision Making - including risk taking behaviours, effects of drugs and alcohol.
* Career Pathways and Work Education - preparation for work experience, resume writing and career exploration.
* Financial Literacy - Does money make you happy? Managing your money when you leave home, budgeting, saving and how to be financially savvy.

Timetable Structure
Personal Development is a Core Subject at Year 9 and is allocated 4 periods per fortnightly cycle. This program is included in the Year 9 Integrated Project Day.

Level of Achievement
There are two forms of assessment:
1. Outcome
   Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
   (S) – Satisfied the outcome
   (N) – Not satisfied the outcome

2. Assessment Tasks
   Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.

Future Opportunities
V.C.E Health & Human Development
Career Development/ Pathways
Students beginning Year 9 at Mercy Regional College in 2013 are moving into a new phase of their education. This is the first opportunity that students have to select their own learning path. In Years 7 and 8, students are exposed to a broad range of learning environments developing literacy and numeracy skills. They have also had a good opportunity to develop practical skills in the block subject area.

Electives are subjects that students choose themselves. Next year they have a wide choice of units from which to choose. Each unit will run for one semester and will be studied for 4 periods per fortnight. Students will complete four units over the year, two in the first semester and two in the second semester.

How do I choose which subjects to do?
You must choose subjects in which you are interested. If you don’t think that you will like a subject then don’t choose it! You have a wide choice of things to do so take care to select carefully.

However, Students must have completed by the end of the year a minimum of:
• 1 x Technology Units (eg. Food Tech, Woodwork, Textiles, Media, Computer Applications)
• 1 x Arts Unit (Art, Graphic Design, Music, Drama)

When choosing subjects only consider what you want to do! It doesn’t matter what your friends are doing, they may not like all the same things that you do, so don’t consider them when picking subjects. You must not consider subjects because of the teacher, as you do not know who will be teaching a subject next year.

Why do I label subjects in order and preference?
The chance of you obtaining your first choice depends on the number of students who want to do that subject. Students who return forms promptly will be given preference.

Will all subjects run?
This depends on students’ choices. There may be some subjects, which very few students choose.
If this is the case then these subjects may not run.

When must I hand my form in?
Your form will be due back by ??????. Make sure that you sit down with your parents and discuss your possibilities. Your parents must then sign your form. The final allocations will not be known until later in the term. As this takes a lot of organisation for staff we need to start as early as possible.

Any Questions
If parents or students have any questions relating to the Year 9 electives program, please feel free to contact Mrs. Leanne Carpenter - Head of Learning & Teaching (Middle) or Mr Chris Grant - Director of Learning & Teaching.

Electives offered at Year 9 include the following:
* Agriculture/Horticulture
* Art
* Art Journaling and Scrap Booking
* Computer Applications
* Dance
* Drama
* Electronics
* Food Technology
* Football
* Graphic Design
* Introduction to French
* Music
* Textiles
* Woodwork

Timetable Structure
Students complete two electives per semester, each elective is allocated 4 periods (in doubles) per fortnight.
Year 9 Electives

Introduction to French

Subject Outline:
For Students to gain an introduction to the French Language, and French Culture

Learning Activities:
• Listening to and reading simple texts in French
• Completing reading comprehension activities
• Participating in role-plays and other speaking activities
• Writing about personal information and routines
• Playing interactive language games
• Keeping a vocabulary list and grammar notes
• Participating in French role-plays and interviews
• Completing regular vocabulary and grammar quizzes and tests
• Watching audio-visual material related to Paris
• Using technology tools for learning and communication.

Football

This unit covers all areas of football and all areas of learning. Content in the Football Unit will include the following areas and domains.

English - Write a report on a game, commentate a game
Mathematics - Statistics
Physical Education - Coaching / fitness
Food Technology - Food for sport
Information Technology - Game analysis
Science - Biomechanics and Sports Science
Humanities - History of Australian Rules
Football
Careers - Careers in AFL

Level of Achievement

There are two forms of assessment:

1. Outcomes
Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
(S) – Satisfied the outcome
(N) – Not satisfied the outcome

2. Assessment Tasks
Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Agricultural Science

Rationale
In this unit students study local agricultural and horticultural operations and the factors that influence them, including those of historical, environmental, social and economic nature. Our main thrust at Mercy is to provide as wide an agricultural/horticultural experience as possible. This is achieved by taking many excursions to existing enterprises and seeing them in operation. The emphasis is on getting involved and “having a go”.

To this end, students participate in several community garden projects.

Course Content
- The weather and its effect on local pasture growth patterns
- Basic animal husbandry
- Pests and diseases and how local farmers work to counter their damage
- Propagation of plants
- Various forms of fertilizers and soil types

Electronics

Rationale
Through the study of electronics the students at Mercy Regional College will identify basic electronic components used in the electronics industry and in their investigations use this equipment to construct their own devices. They will use simple circuits to observe the effects of combining electronic components. They understand the link between electricity and magnetism in devices such as motors, microphones and speakers. They research new technological developments in electronics and investigate the benefits and disadvantages associated with these.

Course Content
- Identifying and investigating the basic components of Electronics
- Identifying and using simple circuits
- Investigating common electronic equipment and devices
- Constructing electronic devices
- Investigating New Technologies in Electronics

Level of Achievement
There are two forms of assessment:
1. Outcomes
   Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
   (S) – Satisfied the outcome
   (N) – Not satisfied the outcome

2. Assessment Tasks
   Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Year 9 Art Electives

Art

Rationale
Students use a variety of starting points to work with the art elements and principles in the creation of their own artworks. They generate and extend their ideas through research into the elements of art and a variety of art genres and styles. Students explore personal beliefs and opinions about social, historical and cultural issues to develop subject matter for their work. Students identify and analyse visual characteristics within particular styles, periods and media, and learn how these have developed.

Course Content
- Painting and drawing
- Light Studies
- Masks
- Print making
- Design Elements
- Art Theory

Graphic Design

Rationale
Students use a visual communication production process to respond to a range of briefs representative of different fields of practice such as information, environmental and product design. Students learn to define the communication need, purpose and audience of a given brief by exploring the client-designer relationship. Students develop their understanding of the conventions and standards of technical, architectural and orthogonal drawing. They use freehand, instrumental and computer drawings and explore the use of mixed media in their two- and three-dimensional drawings.

Students use appropriate terminology to support their personal evaluations of the aesthetic qualities of visual communications. They consider the appropriateness, effectiveness and subtleties of design for a specific purpose and audience.

Course Content
- Introduction to the Design Process
- Two and Three dimensional drawings
- Perspective Drawing
- Rendered Drawings

Art Journaling & Scrap Booking

Methods
Art journaling is a visual journal it is about the creative process of pulling together colour, words and images as you wish on a page to express yourself.

You can use collage techniques, stamp images, photos, vintage photographs, magazine images, painting and sketching.

After students learn and experiment with different methods they would start their journal under a theme or topic of their choice.

At the end of the unit students would have produced a journal book, showing their creative images and expression of their thoughts.

Level of Achievement
There are two forms of assessment:
1. Outcomes
   Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
   (S) – Satisfied the outcome
   (N) – Not satisfied the outcome

2. Assessment Tasks
   Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
Year 9 Performing Arts Electives

**Drama**

**Rationale**
Students in Year Nine Drama develop ideas for drama from a variety of sources and create roles and characters in response to and in collaboration with others. They explore a range of dramatic forms such as mime, role-play, improvisation, and comedy to create images and convey meaning. Students structure drama by organizing the elements and applying appropriate skills, techniques and processes.

**Course Content**
- Mime improvisation
- Analysis of Dramatic works
- Application of dramatic techniques to structure a group presentation
- Historical dramatic styles
- Present drama exploring a range of themes, issues and ideas

aural perception skills through listening and performing. Students become increasingly familiar with the notation and arrangement of music through the course of their study in this subject.

**Course Content**
- Rehearse and perform works as an individual and in a group
- Exploring elements of Music
- Exploring a range of Musical Styles
- Continued development of the notation and arrangement of music

**Level of Achievement**
There are two forms of assessment:
1. Outcomes
   - (S) – Satisfied the outcome
   - (N) – Not satisfied the outcome
2. Assessment Tasks
   - Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.

**Music**

**Rationale**
In Year Nine Music, students create musical expressions as a composer, improviser and performer. They explore the elements of music and use a variety of skills and techniques to structure musical works using these elements. They explore a range of musical styles and genres and further develop their

**Course Content**
- Rehearse and perform works as an individual and in a group
- Exploring elements of Music
- Exploring a range of Musical Styles
- Continued development of the notation and arrangement of music

**Dance**

**Stage & Screen Musicals**
Regular weekly practice of dance skills to gain proficiency in a broad range of technical skills and to gain physical fitness.

Through both verbal teaching and practical exercises, the following aspects will be addressed:
- in-depth study of the Elements of Movement
- study of the dynamic qualities of SSSPVC to gain variations in the of Force and Flow of movement
- the concepts of Body Actions - GLEFTS
- the concepts of Unison; Contrast; Canon

[Image of students]
Computer Applications

Rationale
The Information Technology program at Mercy Regional College aims:
• To help students to develop a broad range of skills with a variety of computer software programs.
• To help students expand their problem solving skills, relevant to the software that they will have learnt about over the course of the year.
• To help students more fully develop an understanding of how computers are used in a business environment.
• To give students an insight into the programming languages that underpins the software used at Mercy.

The course at Year 9 is designed to develop the skills of the students participating in the course in the following areas of computer software as shown below under course content.

Course Content
• Word processing - using Microsoft Word and programming in Macros
• Spreadsheets - using Microsoft Excel and programming in Macros
• Web Design - using Dreamweaver and programming in HTML
• Databases - using Microsoft Access and programming using Queries
• Computer programming - an introduction using Visual Basic
• Computer graphics

Woodwork

Rationale
The students at Mercy Regional College design and construct a wood production piece to meet a particular purpose, whilst continuing to familiarise themselves with the appropriate equipment and machinery in the wood work room. The design process is used as a formal tool for the development of ideas. The production methods used in the workshop, enables students to apply their skills, ability and knowledge to construct their projects. They continue to discuss and follow safe work practices, and use design briefs to work through the technology process to continually review and improve their work. They explore the social and environmental implications of using various materials, and evaluate the properties of wood in their construction.

Course Content
• Garment Construction under the topic of night wear.
• Creative Project using mixed media techniques with their work being enhanced with embellishments such as beads, buttons, lace and threads.
• Transfer designs onto fabric by using a computer.

Textiles

Rationale
Year 9 Textiles students at Mercy Regional College learn more about a variety of materials and about the processes and equipment used to manipulate materials to produce garments and craft items. They devise a procedural plan in which they detail the materials to be used and the tools and processes to be adopted. Students construct products, models or prototypes to specifications and standards. They use a range of techniques and pieces of equipment that are appropriate, to specified levels of accuracy and precision. Students regularly check their progress and modify design when required using greater range of equipment and machines. Students continue to follow safe work practices, and develop a thorough knowledge and understanding of safety requirements both of the work area and of individual tools and pieces of equipment.

Course Content
• Garment Construction under the topic of night wear.
• Creative Project using mixed media techniques with their work being enhanced with embellishments such as beads, buttons, lace and threads.
• Transfer designs onto fabric by using a computer.

Food Technology

Rationale
• To provide a more advanced look at food and nutrition and health
• To develop a working knowledge of the nutritional value of food
• To plan balanced meals
• To develop a working knowledge of different utensils, preparation and cooking methods

Course Content
• Research and generate ideas in response to design briefs
• Plan and order food
• Select and work safely with a range of tools and equipment
• Identify evaluation criteria from design briefs and use them to justify design choices

Level of Achievement
There are two forms of assessment:
1. Outcomes
   Based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
   (S) – Satisfied the outcome
   (N) – Not satisfied the outcome
2. Assessment Tasks
   Graded level of achievement ranging from Outstanding to Ungraded.

For Satisfactory Completion
Students must achieve a “S” in all outcomes to satisfactorily complete the semester.
The Middle School Pathways Program booklet is available from the school website in the Student Handbooks section.

The Middle School 'Pathways Program' is an alternative to Year 9 and 10 'Mainstream'. While students are still required to study English, Mathematics and RE, they are encouraged to choose 'hands on' electives that would compliment their area of interest.

Students are also required to work one day a week (Year 10 only). This must be on the day set by the school. If the student is confident that they know the area they wish to pursue then if possible they should start an ASbA (Australian School based Apprenticeship). If a student is confident they would like to do a trade but is unsure to which one they may wish to do a SWP (Structured Work Placement) in a different area each term may be beneficial.

It is important to note that while the school will assist students in searching for either an ASbA or a SWP it is the students responsibility to ensure they have employment, as classes will not be timetabled for that day.

Students will also be required to begin a VET (Vocational Education and Training) subject. At Mercy we offer a number of VET subjects including:
- Hospitality
- Building and Construction
- Furnishing

There are many VET subjects offered at South West TAFE in Warnnambool, including, hairdressing, Media, Cisco, Beauty and Retail etc. that are also options.

As part of the 'Pathways' program, students will also take Personal Development Studies, which focus' on project work, building on Employability Skills.

The 'Pathways program has been designed to prepare students for entry into VCAL and/or the workplace.

While students who struggle in 'mainstream' classes often enjoy this ‘hands on' approach to study, it is in no way an 'easy option'. Students with little or no desire to complete work at school or out of school should not apply to do this course.

- Religious Education
- Literacy
- Numeracy
- Personal Development
- VET Certificate
- Work Placement/SBA (Year 10 only)
- VET Certificate at TAFE (Optional)

For further information, please see Ms Jo Williams or Mr Grant.
Learning to Care, Caring to Learn