



Merrimac
State High School
Gold Coast, Australia

Pride in Excellence

**JUNIOR SECONDARY
CURRICULUM BOOKLET**

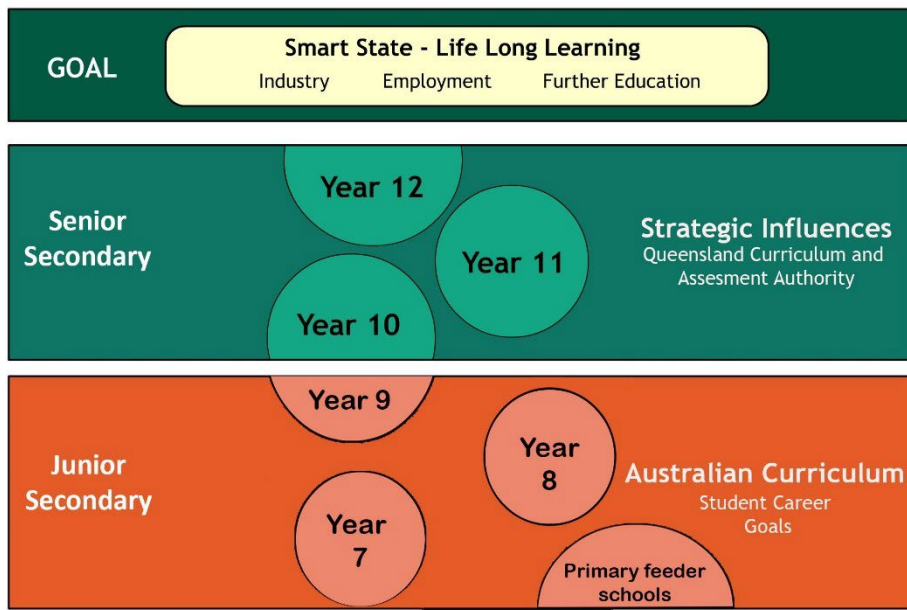
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COMMITMENT TO QUALITY

Merrimac State High School has a proud tradition of developing fine young Australians who contribute significantly to the local and global communities in which we live. Our school has a commitment to quality curriculum and quality teaching and learning.

Learning Framework



Our learning framework reflects our commitment to quality curriculum design through a seamless responsiveness to the needs of our students, community, industry and government.

At Merrimac State High School, we actively work to prepare students for their future through focussing on skills for successful participation in the 21st Century.

AUSTRALIAN CURRICULUM

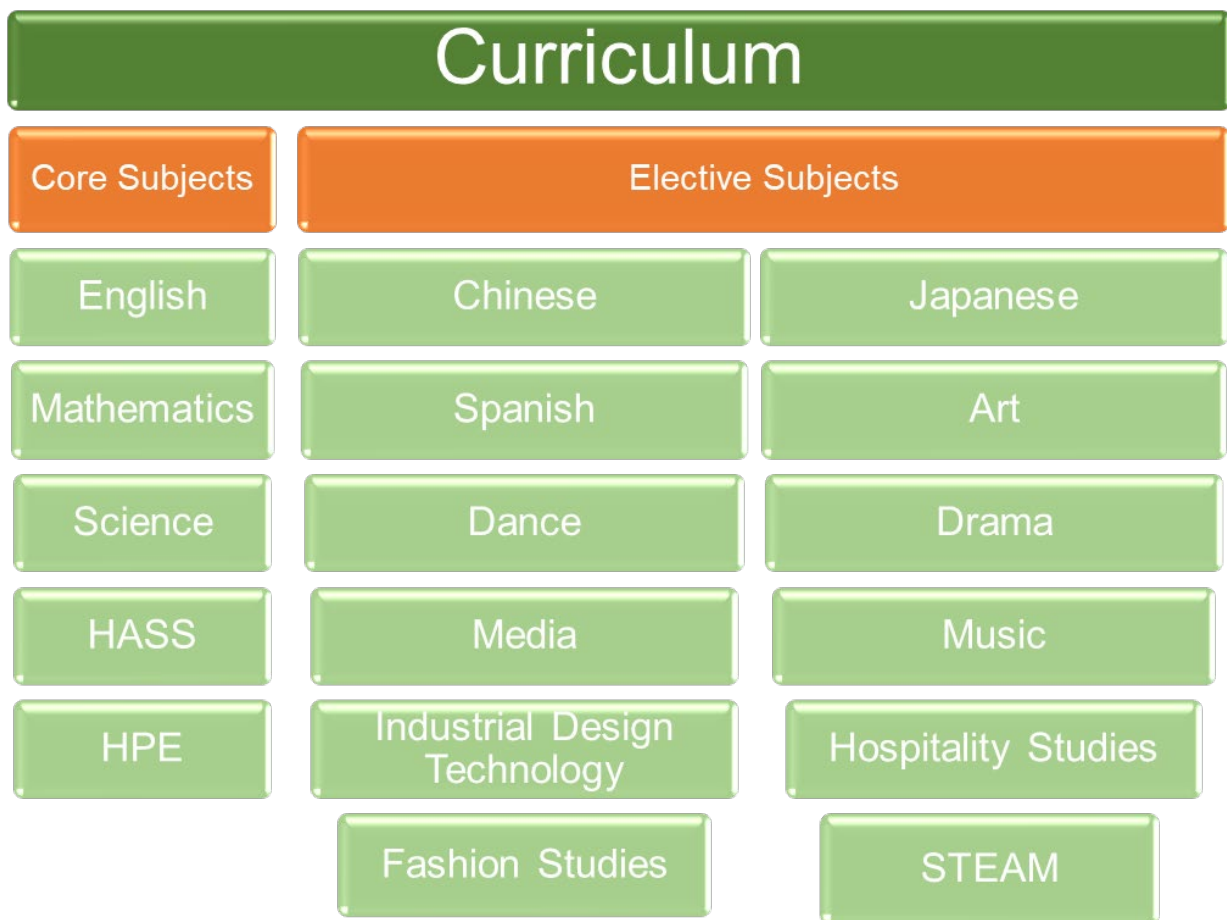
The Year 7, 8 and 9 curriculum is delivered through 8 Key Learning Areas (KLAs) to ensure students receive a challenging, engaging and comprehensive education. The Australian Curriculum describes what young Australians should learn as they progress through schooling. It is the foundation for their future learning, growth and active participation in the Australian community. It sets out essential knowledge, understanding, skills and capabilities and provides a national standard for student achievement in core learning areas.

To this end, students have the opportunity to study a wide range of subjects and this experience will assist them to choose subjects wisely now and in the future.

The website www.merrimacshs.eq.edu.au and school publications contain extensive information and contact details to assist both your student and you. It is here that you will learn more about the Uniform, Enrolment Management Plan detailing the residential zone for attending Merrimac High, Scholarships, Selective Entry Summit Programs for Excellence, Special Education Services, Instrumental Music and school sport.

CURRICULUM STRUCTURE

Our curriculum is structured to provide a seamless learning experience from Year 7 to 9.



2023 STUDENT RESOURCE SCHEME

Whilst the cost of providing instruction, administration and facilities for the education of a student at a state school is met by the State, **a parent is directly responsible for providing the student with textbooks and other resources for a student's use while attending school.**

As a service to assist parents with the cost of these educational resources, Merrimac State High School has chosen to operate a Student Resource Scheme (the Scheme). The purpose of the Scheme is to provide parents with a cost-effective alternative to purchasing textbooks, resources, consumables and/or materials from elsewhere, through reduced prices gained from the school's bulk purchasing processes.

The Student Resource Scheme enables a parent to enter into written agreement with the School that, in return for payment of a specified annual participation fee, provides for the participating student's temporary use of prescribed textbooks and other resources and/or for the purchase by the parent of consumables and materials for the student's use. Participation in the Scheme is **voluntary**, and no obligation is placed on a parent to participate. A parent's decision to participate is based on consideration of the value afforded by the Scheme. The Merrimac State High School Resource Scheme provides excellent value for money. A parent who does not wish to join the Scheme is responsible for providing the student with the items that would otherwise have been provided to the student by the Scheme to enable the student to engage with the curriculum.

STUDENT RESOURCE SCHEME FEE 2023						
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Student Resource Scheme – Payment per student	\$360	\$360	\$360	\$450	\$450	\$450
School Building Fund – Voluntary Payment to the P&C	\$20	\$20	\$20	\$20	\$20	\$20

*Student Resource Scheme Fees may change from year to year. Families will be invoiced their student's annual fee which will identify the appropriate amount for the relevant year and year level.

SELECTIVE ENTRY SUMMIT PROGRAM

STEAM ACADEMY

YEAR LEVEL	Year 7, 8 and 9
DURATION	Three Years (if commencing in Year 7)
WHY STUDY?	STEAM Academy students study Critical Thinking and Robotics. Information Technology is embedded in their curriculum utilising laptops.

COURSE OUTLINE	Year 7 - 9	LEARNING EXPERIENCES
STEAM (Science, Technology, Enterprise, the Arts and Mathematics) education and skills development play an important role in our educational vision for the future. Fostering education in these areas ensures that today's students can generate and test new ideas and contribute to the scientific developments and innovations of tomorrow. Increasing society's capacity in this area will also contribute to job creation and provide solutions to social concerns such as medical, environmental and engineering breakthroughs. Authentic learning is an important foundation of the STEAM Academy and is enhanced by links with industry and tertiary partners; these real-life contexts will assist students with career choices.		<p>In this program, students will participate in learning experiences designed to:</p> <ul style="list-style-type: none"> • Develop critical thinking, inquiry and problem-solving skills • Enhance their ability to work at both the abstract and creative levels • Promote team work and communication skills. <p>The shift to, and emphasis on collaborative learning and creativity will best prepare these students for success in the 21st century. Experiences include enrichment days, competitions and guest speakers.</p>

FUTURE PATHWAYS Students must achieve at a high level in STEAM.

CONSIDERATIONS STEAM Academy students will continue into Academic based subjects in Year 10 and to an ATAR in Years 11 and 12

FURTHER ADVICE	Chris Wood Daniel Ricardo Paul Gray Ben Cramp	EMAIL	cwood78@eq.edu.au drica5@eq.edu.au pgray14@eq.edu.au bcram16@eq.edu.au
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ACADEMIC SUMMIT

YEAR LEVEL Year 7, 8 and 9

DURATION Three Years (if commencing in Year 7)

WHY STUDY? Academic Summit students study an extension English, Math, Science and HASS curriculum and Philosophy and Reason.

COURSE OUTLINE	Year 7 - 9	LEARNING EXPERIENCES
<p>The Academic Summit Program is specialised for students who have been recognised as high achievers. The program focuses on learning needs of gifted and highly competent students who are capable of working at a significantly faster pace and in greater depth than their age peers. Students will be supported and encouraged to participate in a variety of extracurricular challenges in areas such as Critical Thinking and Enterprise to test their skills against their peers and gain experience in applying their knowledge and skills in new and different settings. Learning experiences will continually promote leadership, self-confidence and problem solving. The use of laptop computers will enable the learning for Academic Summit students to be more individualised and also provide access to teachers and resources outside of normal school hours. Engagement in online learning will be an integral part of this academic program.</p>	<p>In this program, students will participate in learning experiences designed to: -</p> <ul style="list-style-type: none"> • develop thinking, enquiry and problem-solving skills • enhance their ability to work at both the abstract and creative levels • promote team work and communication skills • The shift to, and emphasis on collaborative learning and creativity will best prepare these students for success in the 21st century <p>Experiences include enrichment days, guest speakers and competitions e.g. Enterprise Challenge, cardboard challenge, Young Change Agents and the Buy Smart Competition.</p>	

FUTURE PATHWAYS Students must achieve at a high level in all subjects

CONSIDERATIONS Academic Summit students will continue into ATAR in Years 11 and 12

FURTHER ADVICE Chris Wood
Jenna Moore
Kay Simpson

EMAIL cwood78@eq.edu.au
jmoor344@eq.edu.au
ksimp112@eq.edu.au

PHILOSOPHY AND REASON

FACULTY	Humanities and Social Science
YEAR LEVEL	Year 8 and 9
DURATION	6 Months
WHY STUDY?	Academic Summit students study an extension English, Math, Science and HASS curriculum and Philosophy and Reason.

COURSE OUTLINE:	Year 8 & 9	LEARNING EXPERIENCES
<p>Philosophy and Reason: Throughout the course students will be introduced to a variety “real life” and relevant topics in today’s society, which incorporate theoretical and practical activities. Students will examine topical issues both at global and local perspectives. In addition, students will learn how to develop high order thinking skills and respond to issues and arguments in a variety of contexts. The skills developed in this course can be applied across all high school subjects and prepare students for university courses.</p> <p>Year 8 – Topics</p> <ul style="list-style-type: none"> • Case study investigation – Enterprise Effectiveness • Sustainability/Financial Literacy Project- home grown v store purchased (Herb plant growing) • Debating • Sustainable business – Merrimac market Day <p>Year 9 – Topics</p> <ul style="list-style-type: none"> • Critical Thinking – “using the internet” • Debating – Global and local issues • Entrepreneurial mindsets • Sustainable business – Merrimac Market Day 		<p>In this program, students will participate in learning experiences designed to: -</p> <ul style="list-style-type: none"> • develop thinking, enquiry and problem-solving skills • enhance their ability to work at both the abstract and creative levels • promote team work and communication skills • The shift to, and emphasis on collaborative learning and creativity will best prepare these students for success in the 21st century <p>Experiences include enrichment days, guest speakers and competitions e.g. Enterprise Challenge, cardboard challenge, Young Change Agents and the Buy Smart Competition.</p>

ASSESSMENT	Objective/Short Answer Response, Response to Stimulus Exam, Research Tasks. Students will be given numerous opportunities to demonstrate learning outcomes throughout the duration of the course using the following assessment techniques: Class and group tasks Computer generated tasks - Informational Brochure Presentation (multimodal or poster)
FUTURE PATHWAYS	Senior Subject include Legal Studies, Economics, Modern History, Tourism, Social and Community Studies and Philosophy. Future Pathways include study and employment in Art, Architecture, Archaeology, Law, Politics, Government, Education, Travel and Hospitality, Media Studies, Social Sciences, Foreign Affairs, Defence, Teaching, Journalism, Environmental Studies, Engineering
FURTHER ADVICE	Kay Simpson
EMAIL	ksimp112@eq.edu.au

SPORT SUMMIT

FACULTY	HPE
YEAR LEVEL	Year 7, 8 and 9
DURATION	Three Years (if commencing in Year 7)
WHY STUDY?	Students selected for Sport Summit are given the opportunity to further their passion of sport and fitness within their curriculum studies. Additional physical performance opportunities are provided to students to deepen their understanding and challenge students in the local community.

COURSE OUTLINE	Year 7 - 9	LEARNING EXPERIENCES
The Sport Summit program follows the HPE Australian Curriculum, with students engaged in units of study designed around both the 'personal, social and community health' and the 'movement and physical activity' strands. Units of study are delivered within a sport context to better engage students and provide relevancy for comprehension across various students' unique sporting backgrounds. A strong focus across all sport summit classes includes teamwork, collaboration, sportsmanship, leadership and resilience.		<p>In this program, students will participate in learning experiences across a range of contexts including;</p> <p>Anatomy and physiology, principles of training for sport performance, sport psychology, use of drugs in sport, biomechanics, sports first aid and injury prevention, sports nutrition, personal development and relationships, and the principles of coaching and officiating.</p> <p>Cross training across a variety of sporting activities including gymnastics, sports aerobics, aquatic activities (e.g., swimming, learn to surf and sailing), self-defence and team and individual sports.</p>

FUTURE PATHWAYS Senior Physical Education and Health courses, university studies in Exercise Science, Physiotherapy, Dietetics, Sports Management, Sports Psychology, PE Teaching, Fitness Instructor

FURTHER ADVICE Chris Eisenhuth **EMAIL** ceise6@eq.edu.au

DANCE SUMMIT

FACULTY	Arts
YEAR LEVEL	Year 7, 8 and 9
DURATION	Three Years (if commencing in Year 7)
WHY STUDY?	Students selected for the Dance Excellence Summit will be given the opportunity to excel in the performance and curriculum study of dance. In addition to our students' curriculum studies, Merrimac Dance Excellence students will also study The Australasian Dance Association (ADA) syllabus. Merrimac SHS is proud to be the only High School in Australia to offer this program to their dance students. This professional link is separate to the curriculum and provides the students with a recognised award for their dance skills. As Dance Summit is a skills-based pursuit, it is recommended they study it for the full year.

COURSE OUTLINE	Year 7	LEARNING EXPERIENCES
<p>Unit 1 FUNctions of Dance Dance is the art form in which human movement becomes the medium for sensing, understanding, and communicating ideas, feelings, and experiences. Dance has its own content, vocabulary, skills, and techniques, which must be understood and applied to be proficient in the art. Dance is a tool for creativity for young people and exploring the Functions is a great starting point!</p> <p>Unit 2 FUNctions of Dance Dance is filled with aesthetic values that expounds on the cultural heritage of a community. Students will continue to hone their skills using the Ritual function of dance by understanding Multi Cultural Dance.</p> <p>Unit 3 Just Dance Creating dance for all to enjoy becomes an ever-increasing opportunity. By understanding the dance video game 'Just' Dance' students can see how they too can make dance for everyone. This unit also starts the process of becoming competent in ADA dance technique and knowledge</p>		<p>Students will perform a teacher taught Artistic/Jazz routine for presentation at dance competitions AND Students will pull apart the Functions of Dance and be able to analyse its fundamentals</p> <p>Students will perform a teacher taught Ritual/Cultural routine for presentation at dance competitions and Multi-Cultural Night</p> <p>Students create their own Just Dance routine AND ADA Learn and Refine set technique</p>

syllabus. Students also analyse Dance to interpret meaning.		
COURSE OUTLINE	Year 9	LEARNING EXPERIENCES
<p>Unit 1 Multicultural Hip hop dance culture began during the late 1960's and early 1970's, originally inspired by the movements of African dancing, Hip-hop incorporates aspects of dance while integrating music and complex movements to form artistry. Students also examine the history of a selection of world dance styles. They will focus on a fusion of styles and create a routine for an opportunity to perform on Multi-Cultural night and competitions.</p> <p>Unit 2 Fosse Bob Fosse was a dancer and choreographer who, with his distinct style, reshaped the aesthetics of modern musical theater. When you see a Fosse dance move, you know it's a Fosse move. Think curved shoulders, turned-in knees, bowler hats, punctuated hand movements, finger snaps, sideways shuffling and, yes, jazz hands.</p> <p>Unit 3 Dance for Film Through creation, this unit will focus on how dance is used in the medium of film and on screen. They will explore the technical development of dance films and understand the many elements to create the end product.</p> <p>Unit 4 Bangarra As a final link in dance from Junior to Senior, students look at Bangarra – a dance theatre group that is used in General Dance external exams, that is used as a mirror to society and has been presented on the world stage. Their work is an exploration of political and social comment made through dance. Bangarra always presents thought provoking movement that has been studied in dance classes since 1989.</p>		<p>Students will perform a teacher taught Hip Hop dance routine for presentation at dance competitions.</p> <p>AND</p> <p>Students will create a Multicultural Fusion dance.</p> <p>Students will perform a teacher taught Jazz routine for presentation at dance competitions.</p> <p>Students will create, film and edit their dance film.</p> <p>Students will use movement to create and communicate a message that makes a political/social comment.</p> <p>AND</p> <p>Students will analyse a dance piece by Bangarra.</p>

FUTURE PATHWAYS

Dance is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions. The demand for creativity in employees is rising in a world of rapid technological change. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

FURTHER ADVICE Karyn Trill

EMAIL ktril2@eq.edu.au

MUSIC SUMMIT

FACULTY	Arts
YEAR LEVEL	Year 7, 8 and 9
DURATION	Three Years (if commencing in Year 7)
WHY STUDY?	It is well documented through neuroimaging that the study of music improves cognitive development and is one of the few activities that stimulates both sides of the brain. Students selected for the Music Excellence Summit will be given the opportunity to excel in music performance, composition and musicology. In addition to these traditional approaches, students will also gain an insight into audio production techniques both in a studio a live setting. Music is a language that communicates meaning across a variety of forums including; movies, cartoons, advertising, video games to name a few. The music excellence program allows students to be creative, innovative and work as part of a team; these core skills are highly valued across a huge number of applications.

COURSE OUTLINE	Year 7	LEARNING EXPERIENCES
<p>Let's play - The focus of this learning experience is to teach students how to apply instrumental and rehearsal techniques on their chosen instrument. They will explore a variety of genres to open doors that align with what is pleasing to the ear.</p> <p>Music genres - This unit allows students to gain an understanding in a variety of music genres through composing using computer software. With the recent improvements in technology everyone can learn how to make music.</p>		<p>Students will have the opportunity to explore their own interests by selecting an instrument (including voice) and a song to work toward their goals and perform part of a song. They may perform solo or part of a group.</p> <p>Students will compose music to fit a genre of their choosing. They will learn to apply harmony, melody, structure and rhythm to create a modern song in line with their interests. A solid grounding in the use of loops, MIDI and audio recording will be gained through making music.</p>
COURSE OUTLINE	Year 8	LEARNING EXPERIENCES
<p>Feel the Rhythm - In this unit students will understand and apply elements of percussion. It includes the study of tribal rhythms including our own first nations people. They will learn to manipulate tempo, rhythm, syncopation and working as part of a team through playing and composing.</p> <p>20th Century Music -This unit is designed to give students a deep understanding of how music has evolved through the 1900's. With the invention of electricity and computers, music changed significantly. Through understanding and learning this great evolution we can better understand the</p>		<p>Students will learn to play percussion instruments and read traditional and contemporary notation. They will perform a variety of rhythms styles as part of a group and program beats using composing MIDI software.</p> <p>Students will perform music that represents a style from the 1900's either solo or part of an ensemble. This gives students great choice due to the variety of genre's that evolved throughout the century. The evolution of Jazz, Rock'n'Roll, Electronica, Disco, Pop, Metal and</p>

possibilities and further innovate through our own practice.	hip-hop allow students to explore their performance capabilities.
COURSE OUTLINE Year 9	LEARNING EXPERIENCES
<p>Music production & sound design - Music production is a skill that is versatile across many applications. If you hear music live, on TV, in a movie or in a video game a sound engineer is needed to sculpt the sound. This unit is designed to give students an understanding of modern music and sound production.</p> <p>Multi-media music - This unit focuses on creating music for a specific purpose; to reinforce a moving image. In today's world, music is used to convey meaning across a variety of forums including; movies, cartoons, advertising and video games.</p>	<p>Students will use apply sound engineering skills in a variety of settings including studio and a live setting. They will have access to famous bands raw recordings and have an opportunity to re-mix and master them. Students will assume the role of both performer and sound engineer.</p> <p>Students will learn to create music to suit a chosen moving image such as a film clip or video game. They will engage with a variety of composition techniques such as; pitch intervals, chordal tone, tempo, structure and timbre to convey the emotion of the chosen moving image to strengthen its effect on the audience.</p>

FUTURE PATHWAYS

Music Excellence is a subject suited to students who love music and are interested in developing skills to help them achieve happiness and success in their lives. This program is designed to cater for the diverse applications required of musicians in a modern world as well as give a strong grounding if students choose to go to tertiary studies either as a performer, composer/song write, educator, engineer, journalism just to name a few.

Summit student are equipped with skills that enable them to apply for music for the vast applications of music in today's world.

FURTHER ADVICE

Karyn Trill

EMAIL

ktril2@eq.edu.au

KEY LEARNING AREAS (KLA):

THE ARTS

THE ARTS

FACULTY The Arts

YEAR LEVEL Year 7, 8 and 9

DURATION Three Years (if commencing in Year 7-9)

WHY STUDY? Studying The Arts allows a student to express himself/herself creatively through a variety of medium and technology. Students develop skills in creative thinking, problem solving, teamwork, informed perception and appreciating different cultures. It develops fine motor skills and higher order thinking. It also prepares the student to handle a challenging world and nourishes creativity. The Arts comprises of five Arts subjects – Dance, Drama, Media, Music and Visual Arts. In Yrs 7 & 8 students will study one year of Creative Arts (an integration of Visual Art and Media) and one year of Performing Arts (an integration of Drama, Music and Dance) or they may have the opportunity to study Music. In Yr 9 students will be able to specialise in one of the five Art subjects.

COURSE OUTLINE	Year 7	LEARNING EXPERIENCES
<p>DRAMA</p> <p>Unit 1 Improvisation This unit helps students to be creative thinkers and think on their feet. Students will study the elements of Drama and perform throughout the unit.</p> <p>Unit 2 Scripted Text As a class, students will explore a scripted text, creating and developing characters and together stage a polished performance. Costumes, makeup, staging, props, lighting, action!</p> <p>DANCE</p> <p>Unit 1 FUNctions Of Dance Dance is a tool for creativity for young people and exploring the Functions is a great starting point! In this unit students will understand the functions of dance – Ritual, Social, Artistic. They will participate in basic popular dance technique classes to develop and realise technical and stylistic skills and experiment with choreographic devices.</p>	<p>Students will understand the elements of drama and improvisation. We will develop acting and stage skills along with confidence and teamwork with their peers.</p> <p>Students will work cohesively to block and stage scripted texts.</p> <p>Students will choreograph a small group dance similar to the game 'Just Dance' AND Students will perform a teacher taught Ritual/Cultural routine for presentation at dance competitions/events in the school community</p>	

<p>Unit 2 Just Dance Hip hop dance evolved from hip hop culture and hip hop music. It borrows elements from a number of different styles like African dance, tap, and ballet. Hip hop dance began as a freestyle dance performed in the streets by dance crews, mostly to hip hop music. It is Popular dance that changes with each generation</p> <p>MUSIC</p> <p>Feel the Rhythm - In this unit students will understand and apply elements of rhythm. They will learn to manipulate tempo, rhythm, syncopation and working as part of a team through rehearsals and creating rhythm.</p> <p>Lets make some magic - The aim of this unit is to provide students a grounding in pitch intervals, texture, melody, timbre, harmony and structure. This is an introduction to music composition using computer technologies. Through music composition students learn how to be creative and innovative with music and a deep insight into how music is made is gained.</p> <p>MEDIA</p> <p>Unit 1 Spark Students will learn to and understand the functions of sound – score, ambience and special effects. Students are given pictures/ descriptors and they recreate sounds and music/themes using garage band and creative foley recordings.</p> <p>Unit 2 Flash Students are introduced to photography learning about aperture, shutter & ISO as well as filmmaking terms. They are given film soundtrack/ openers and their task is to recreate and edit pictures. They are introduced to Premier Pro editing software.</p>	<p>Students will perform a teacher taught Hip Hop routine for presentation at dance competitions/events in the school community</p> <p>Students will learn to play percussion instruments and read traditional and contemporary notation. They will perform a variety of rhythms including tribal, latin and contemporary styles as part of a group and program beats and rhythms using composing software. Students are shown how to create rhythmic patterns and drum beats.</p> <p>Students apply their knowledge of the musical elements to create a music composition using instruments computer software. They will learn how to compose music aligned with the genre or genres they are interested in. Students will have the opportunity to listen to a variety of music and gain an understanding of how it is made to help inform their own creative choices.</p> <p>Students create representations of the world and explore, make and interpret stories about people, ideas and the world around them using communications technologies.</p>
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<p>VISUAL ART</p> <p>Unit 1 Our County- Now and Then This unit provides students with the opportunity to discover and create works by exploring Australian art. Students will learn how to communicate as artists using the elements of art.</p> <p>Unit 2 Whamm! This unit will introduce students to the principles of art. The inspiration for this unit comes from the Pop Art movement. Students will develop their understanding of popular culture and how this is used in artmaking.</p>	<p>Students will learn about the Elements of Art to design and make Contemporary and Traditional Australian inspired drawings and prints.</p> <p>Students create a series of bright, bold mixed media art works. Developing their understanding of the elements and principles of art and how they work in conjunction with one another.</p>
<p>COURSE OUTLINE Year 8</p>	<p>LEARNING EXPERIENCES</p>
<p>DRAMA</p> <p>Unit 1 Theatre Sports and Improvisation Students will engage in fast paced and fun theatre sports designed to developed acting and stage skills. Improvisation and street theatre will extend and develop their skills further for public performance.</p> <p>Unit 2 Scripted text Beginning with process drama students will devise a class scripted text which will be rehearsed and performed on stage. All scripting, staging, costuming and props will be student devised and directed.</p> <p>DANCE</p> <p>Unit 1 Digital Dance Throughout the years, Video Film Clips have set the bar for musicians and paved the way for MTV, VMAs, ARIAs. Embodying a past video film clip, students will understand their past and move towards their future</p> <p>Unit 2 Musical Theatre Face The triple threat. A performer needs to be rounded. Singing Dancing and Acting. Musical Theatre enables the performer to tell a story. Students will understand make up application practices and create a folio of shots depicting their learning. By understanding dance and make up creation, students can paint a whole picture of dance.</p>	<p>Continuing to extend on roles and relationships students will develop their acting skills, confidence and teamwork with their peers. Who is our class comedian?</p> <p>Working cohesively students will engage in all aspects of developing, creating, writing, performing and directing their own class devised scripted text.</p> <p>Students will learn a teacher taught Video Film clip repertoire and produce their own Dance Film incorporating the learned dance.</p> <p>Students will create a make-up look, presented in a folio of shots, for a teacher taught Musical Theatre routine to be presented at dance competitions/events in the school community</p>

MUSIC

Unit 1 Let's play

The focus of this learning experience is to teach students how to apply instrumental and rehearsal techniques on their chosen instrument. They will explore a variety of genres to open doors that align with what is pleasing to the ear.

Unit 2 Re-mix a lot

This unit allows students to gain an understanding in a variety of music genres through composing using computer software. With the recent improvements in technology everyone can learn how to make music and re-mix existing popular compositions

MEDIA

Unit 1 Lights Up

Students are introduced to Lighting – stage and screen. This is a hands-on, interactive and collaborative group writing a short script and creating a storyboard and designing lighting templates. They learn story structure, and film making terms.

Unit 2 Tell

Working in groups students learn to collaborate, script, plan, storyboard, produce, shoot and edit a documentary film – “Self Portrait”.

VISUAL ART

Unit 1 A Parallel Universe

Students explore the Contemporary artworks of Giger. By developing an understanding of his works students will then create their own imaginative artworks inspired by his process.

Unit 2 Behind the Mask

Students will investigate the concept of Symbolism and how this is used to express ideas in art. Students will explore the idea of identity gaining further understanding of self and others.

Students will have the opportunity to explore their own interests by selecting an instrument (including voice) and a song to work toward their goals and perform part of a song. They may perform solo or part of a group.

Students will learn how to create re-mixes of popular songs to suit a genre of their choosing. They will learn to apply harmony, melody, structure and rhythm to create a modern song in line with their interests. A solid grounding in the use of loops, MIDI and audio recording will be gained through making music.

Students create representations of the world and explore, make and interpret stories about people, ideas and the world around them using communications technologies.

Students learn how to use and manipulate dry media to create a 2D tonal artwork. Think supernatural, biomechanical, out of this world imagery.

Students learn the foundations of 3D artmaking through the medium of clay. Students will create a ceramic ‘Mask’ that showcases symbolism related to one’s self.

COURSE OUTLINE	Year 9	LEARNING EXPERIENCES
<p>DANCE</p> <p>Dance for Film Video didn't kill the radio star, it paved the way to move music onto our TV screens. Students will be involved in a focused study of dance video clips, learning how to make video representations of our lives and the popular culture in which we live.</p> <p>Bangarra Finally, dance becomes an exploration of political and social comment. As a final link in dance from Junior to Senior, students look at Bangarra – a dance theatre group that is used in General Dance external exams, that is used as a mirror to society and has been presented on the world stage. Their work is an exploration of political and social comment made through dance. Bangarra always presents thought provoking movement that has been studied in dance classes since 1989</p> <p>DRAMA</p> <p>Performance Improvisation This unit provides students with the opportunities to explore the nature of a story and the conventions of Improvisation through creating and performing.</p> <p>Scripted Text This unit examines, in depth, how perceptions shape dramatic outcomes.</p> <p>Collage Drama Learn how items, words or even images can evoke symbolic meaning in your everyday life. Exploring contemporary staging and blocking students will push the boundaries and create a collage drama.</p> <p>MEDIA</p> <p>Exploring Photography through Digital Portraits Students will develop the knowledge and skills required to identify shot types and develop preparation routines used in capturing</p>		<p>Students will create, film and edit their dance film.</p> <p>Through the manipulation of the elements of dance and own choreographic style, students will use movement to communicate a message that makes a political/social comment. AND Students will analyse a dance piece by Bangarra.</p> <p>Students learn the art of performance. Using their acquired knowledge and skills they will create a performance from a pretext.</p> <p>Students will learn how to interpret, and perform from a script that will create an impact for social change.</p> <p>Students will perform a symbolic performance that will convey meaning through body movement, sounds and mixed media.</p> <p>Students will manipulate and create images through the employment of the tools of Adobe Photoshop.</p>

appropriate images to create Digital Portraits.

Film Making using Photoshop & Premiere Pro.

Students will learn how to use Photoshop to create DVD covers and explore digital art from an Indigenous perspective as well as create a short film.

MUSIC

Multi-media music

This unit focuses on creating music for a specific purpose; to reinforce a moving image. In today's world, music is used to convey meaning across a variety of forums including; movies, cartoons, advertising and video games.

Be a Star !!!

This unit is designed to allow students listen to music they like and develop skills that allow them to perform a version of their favourite song. An understanding of how various artists convey meaning in music is fundamental to any good performance. A deep insight performance and instrument technique will be gained.

VISUAL ART

Waterworld

This unit explores our natural environment above and below the sea. Students will investigate the diverse and interesting ecosystems of the ocean and its surroundings to inspire a collection of multiple works.

Snack Attack

This unit explores the works of Pop artist Claes Oldenburg and his famous oversized sculptures of popular everyday items. Students will learn and create in a bright and interesting manner.

Students will develop the knowledge and skills required to create a design using Adobe Photoshop & Premiere Pro.

Students will use images and learning how to edit using Adobe Photoshop through fun and engaging lessons.

Students will learn to create music to suit a chosen moving image such as a film clip or video game. They will engage with a variety of composition techniques to convey the emotion of the chosen moving image.

Students will select an instrument (including voice) and songs of their choosing to study. Students are given time a tutelage to help them in their aspirations of learning an instrument: this includes drumming. They may perform solo, part of a group to build their ability no matter the level of skill.

Students will focus on natural, organic shapes and forms to create and make a folio of works that include: Digital Photography, drawing, printmaking, and painting.

Students will create large oversized 3D artworks based on popular food. Students will use recycled materials and employ multiple techniques and skills in their creations.

ENGLISH

ENGLISH

FACULTY

English

YEAR LEVEL

Year 7, 8 and 9

DURATION

Three Years (if commencing in Year 7)

WHY STUDY?

English is a compulsory course for all students.

COURSE OUTLINE	Year 7	LEARNING EXPERIENCES
<p>Term 1 – ‘Belonging’...</p> <p>Novel study – <i>Wonder</i> Students will read a class novel which explores social, moral and ethical issues. They will understand and employ a variety of language features and text structures used in narratives to engage audiences. Through an in-depth study, students will explore representations of individuals, groups and events from the novel, examining aesthetic and structural devices used by the author to analyse representations of teens that position audiences and privilege particular viewpoints.</p> <p>Term 2 – Villain, Victim or Hero?</p> <p>Novel study – <i>Ned Kelly</i> Students will read the novel Carol Wilkinson’s ‘<i>Black Snake</i>’ and a variety of texts in order to understand who Ned Kelly is, as well as the context of Colonial Australia. Students will explore various perspectives of Ned Kelly and understand how language and persuasive devices are used to influence audiences.</p> <p>Term 3 – Speaking for Change Students will examine a variety of persuasive speeches on social issues, analysing how language features influence an audience. They will also analyse non-verbal and complimentary features of speeches, to determine how these stylistic devices are used to reinforce the message. Students will need to consider varied perspectives and interpretations of texts, engaging in critical analysis.</p> <p>Term 4 – Power of Poetry Students will explore and analyse multiple poems that address a variety of social issues,</p>		<p>By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.</p> <p>Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.</p>

<p>examining how poetic devices construct particular social messages and deliberately position audiences. Students will engage in a detailed analysis of the poetic devices and audience positioning, examining the invited reading.</p>	
<p>COURSE OUTLINE Year 8</p>	<p>LEARNING EXPERIENCES</p>
<p>Term 1 – Myths & Legends Novel study – <i>Percy Jackson and the Lightning Thief</i> Students will read a class novel which explores myths and legends. They will understand and employ a variety of language features and text structures used in narratives to engage audiences. Through an in-depth study, students will explore representations of individuals, groups and events from the novel, examining aesthetic and structural devices used by the author to analyse representations of teens that position audiences and privilege particular viewpoints.</p> <p>Term 2 – Gender Stereotypes Students will explore representations of gender found within Disney cartoon movies, and further how this influences society. Students will also examine a range of Disney texts in order to develop an understanding of how images represent particular groups in society, and how these texts position readers.</p> <p>Term 3 – The Australian Voice Students read a variety of poems which create representations of Aboriginal peoples’ and Torres Strait Islander peoples’ histories and cultures. They will analyse the text structures and language features that create these representations and position audiences. The unit focuses on a close examination of the way peoples, cultures, history and identity are represented to convey ideas and values surrounding Indigenous experience.</p> <p>Term 4 - Are you ‘Ready for This?’ Students examine the television drama series ‘Ready for This’ to understand how texts are constructed and meaning is created through combinations of modes and media. Students investigate the implied meanings of episodes, evaluating the aesthetic features. They</p>	<p>By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.</p> <p>Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.</p>

<p>identify, analyse and explain text structures, language and visual features that convey particular perspectives and representations. The unit also examines differing character viewpoints on ethical and moral dilemmas raised in the text.</p>	
COURSE OUTLINE	LEARNING EXPERIENCES
<p>Year 9</p> <p>Term 1 – Australian Experiences Students view and read a variety of texts that create explore representations or people, places and histories. They will analyse and evaluate the text structures and language features that create these representations and how they position audiences. The unit focuses on a close examination of the way Australian peoples, cultures and histories are represented to convey ideas and values surrounding the Australian identity.</p> <p>Term 2 – Introducing Shakespeare Students will study a variety of Shakespeare’s literary classics. They will analyse the central themes explored and consider which text is more effective in delivering a message.</p> <p>Term 3 – Dystopian World Novel study – <i>The Giver</i> Students read Lois Lowry’s novel – <i>The Giver</i> which explores a dystopian world. Students will engage in an in-depth study of the novel and listen to, read and view additional literary texts to examine how authors present different perspectives on issues. They will examine stylistic devices and aesthetic features which influence an audience.</p> <p>Term 4 – Navigating Celebrity Students will study a variety of texts with a focus on feature writing in print, broadcast and electronic media. They will understand and analyse the concept of ‘celebrity’ and the use of social media in modern society</p>	<p>By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.</p> <p>Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.</p>

ASSESSMENT

Students will complete written and spoken assessment items and literacy tests

FUTURE PATHWAYS

Year 10 level in English and Literature

FURTHER ADVICE

Jenna Moore

EMAIL

jmoor344@eq.edu.au

HEALTH & PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION

FACULTY	HPE
YEAR LEVEL	Year 7, 8 and 9
DURATION	Three Years (if commencing in Year 7)
WHY STUDY?	To maintain health and well-being it is important for students to gain a good understanding of physical fitness, nutrition, healthy lifestyle and promoting respectful relationships with others. HPE provides opportunities for students to explore a wide range of topics within these contexts.

COURSE OUTLINE	Year 7	LEARNING EXPERIENCES
<p>Unit 1 - Jump in and Get Active, Struck Out, and Swim for Fitness</p> <p>In this unit students will evaluate the benefits of regular physical activity. They will analyse the varying determinants on physical activity participation and examine sedentary behaviours and their impact on health and wellbeing, to recommend strategies for increasing physical activity in daily routines.</p>		<p>Students engage in a variety of learning experiences that explore the social, emotional and cognitive health benefits associated with being physically active (including the impact on health-related and skill-related components of fitness). In addition, students will participate in striking and fielding games (T-ball, softball, and Sofcrosse), and will learn and apply a range of swimming and survival skills, as well as participate in a range of fitness tests to evaluate their personal physical fitness</p>
<p>Unit 2 – Eat for Life, Hoops! And Grassy Games</p> <p>In this unit students investigate the Australian Guide to Healthy Eating to examine food groups and recommendations for healthy eating.</p> <p>Students examine food labels and nutritional information on packaging and develop strategies for planning and maintaining a healthy, balanced diet.</p>		<p>Students engage in a variety of learning experiences about interpreting nutritional health information. In addition, students will participate in court sports (basketball and netball) and field invasion games demonstrating specialise movement skills in a variety of situations, and explore a range of strategies to solve movement challenges during game play.</p>
COURSE OUTLINE	Year 8	LEARNING EXPERIENCES
<p>Unit 1 - Jump in and Get Active, Struck Out, and Swim for Fitness</p> <p>In this unit students will evaluate the benefits of regular physical activity. They will analyse the varying determinants on physical activity participation and examine sedentary behaviours and their impact on health and wellbeing, to recommend strategies for increasing physical activity in daily routines.</p>		<p>Students engage in a variety of learning experiences that explore the social, emotional and cognitive health benefits associated with being physically active (including the impact on health-related and skill-related components of fitness). In addition, students will participate in striking and fielding games (T-ball, softball, and Sofcrosse), and will learn and apply a range of swimming and survival skills, as well as participate in a range of fitness tests to evaluate their personal physical fitness</p>

<p>Unit 2 – Eat for Life, Hoops! And Grassy Games In this unit students investigate the Australian Guide to Healthy Eating to examine food groups and recommendations for healthy eating.</p> <p>Students examine food labels and nutritional information on packaging and develop strategies for planning and maintaining a healthy, balanced diet.</p>	<p>Students engage in a variety of learning experiences about interpreting nutritional health information. In addition, students will participate in court sports (basketball and netball) and field invasion games demonstrating specialised movement skills in a variety of situations, and explore a range of strategies to solve movement challenges during game play.</p>
<p>COURSE OUTLINE Year 9</p>	<p>LEARNING EXPERIENCES</p>
<p>Unit 1 - Water Safety and Resuscitation In this unit, students engage in a variety of learning experiences to strengthen and maintain water safety in the local community. They examine CPR and first aid practices within and outside of aquatic environments, and plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk.</p>	<p>Students engage in a variety of learning experiences that explore water safety. They examine and apply CPR and first aid practices within and outside of aquatic environments, including performing shallow and deep-water rescues of a variety of casualties, and includes the use of an Automated External Defibrillators to maximise chance of survival. Within this, students demonstrate movement skills in a variety of aquatic situations.</p>
<p>Unit 2 – Respectful Relationships and Sport Education Program (SEPEP) In this unit, students engage in a variety of learning experiences that examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships. Students propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities.</p>	<p>Students engage in a variety of learning experiences that help them to understand the nature of consent and respect, and develop skills to take individual and collective action and responsibility for self and others.</p> <p>Students will participate in a SEPEP program developing comprehension and skills within a variety of roles within the sport industry. Students demonstrate movement skills in a variety of situations, depending on the SEPEP program chosen by their class.</p>

ASSESSMENT

- Exams (unseen)
- Project – Folios
- Investigation – Inquiry
- Practical and performance

FUTURE PATHWAYS Health or Sport related careers

FURTHER ADVICE Chris Eisenhuth

EMAIL ceise6@eq.edu.au

HUMANITIES AND SOCIAL SCIENCE

HASS

FACULTY	Humanities and Social Science
YEAR LEVEL	Year 7, 8 and 9
DURATION	Three Years (if commencing in Year 7)
WHY STUDY?	This compulsory Social Science course will be delivered according to the Australia National Curriculum with the aim of preparing students for their Senior studies.

Students will be involved in a process of inquiry in History and Geography units which will require them to gather, interpret and analyse information from a variety of sources. Students will develop skills in interpretation, decision making, research and communication as well as practice all the skills that make up the Cognitive Elements that are tested in the ATAR in Years 11 and 12. Students will make better decisions, both in the present and future, as members of our society as they learn to extend both their written and oral communication skills.

COURSE OUTLINE	Year 7	LEARNING EXPERIENCES
<p>Investigating the Ancient Past</p> <p>In this study, students will investigate the following question:</p> <ul style="list-style-type: none"> How do we know about the ancient past? <p>This unit seeks to identify the tools, techniques and methods used by historians and archaeologists to investigate history, and the range and nature of sources that can be utilised in an historical investigation. It investigates a historical mystery from Ancient Australia that has challenged historians and archaeologists, and examines the importance of and controversies surrounding the conserving of past remains.</p> <p>The Mediterranean World – Ancient Rome</p> <p>In this study, students will investigate the following questions:</p> <ul style="list-style-type: none"> Why and where did ancient Rome develop? What emerged as the defining characteristics of ancient Rome? What is the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)? What are the key features of ancient societies (farming, trade, social classes, 		<p>History students develop knowledge and understanding of the past in order to appreciate themselves and others, to understand the present and to contribute to debate about planning for the future. Through comparative historical analysis and critical appraisal of evidence, history contributes to an active and informed democratic citizenship.</p>

<p>In this study, students will examine the following topics through a process of geographical inquiry:</p> <p>i) Landforms and Landscapes</p> <ul style="list-style-type: none"> • Different types of Landforms and landscapes • Locations • World Geography • Topography – Antarctic mountains • Cross sections • How do different land uses affect the landscape? • What are the impacts? • What can be done to lessen the impacts (sustainability)? <p>ii) Reshaping the Nation</p> <ul style="list-style-type: none"> • Urban lifestyles • Characteristics of an area • Cultural diversity • Liveability of their community • Sustainability 	<p>Geography emphasises the role of the environment in supporting human life, the important inter-relationships between people and environments, and the different understandings of these relationships. Gathering evidence from a range of sources such as art, architecture, archaeological digs, artefacts, fiction, non-fiction, poetry, music, drama, movies, television, coins, stamps, posters, media, and computers.</p>
<p>COURSE OUTLINE Year 9</p>	<p>LEARNING EXPERIENCES</p>
<p>In this study, students will examine the world from 1750 to 1918, including the rapid changes in the way people lived, worked and thought. Topics covered include:</p> <p>i) Making of a Nation (Australia and Asia)</p> <ul style="list-style-type: none"> • Changes caused by the Industrial Revolution • Impacts of these changes • Settlement and frontier conflict between European settlers and Aboriginal and Torres Strait Islander peoples • Experiences of non-Europeans • Life at turn of twentieth century • Early legislation – Federal government • Different interpretations of history <p>ii) The Industrial Revolution</p> <ul style="list-style-type: none"> • Changes caused by the Industrial Revolution • Impacts of these changes <p>iii) The Modern World & Australia</p> <ul style="list-style-type: none"> • Causes of the war • Reasons for Australia’s participation • Where Australian forces fought • Significance of selected battles • Campaigns 	<p>Gathering evidence from a wide range of sources such as art, architecture, archaeological digs, artefacts, fiction, non-fiction, poetry, music, drama, movies, television, coins, stamps, posters, media, computers</p> <p>Responding to inquiry questions</p> <p>Drafting hypotheses</p> <p>Creating timelines</p> <p>Participating in debates and class discussions</p> <p>Oral and written communication</p> <p>Computer and internet usage</p>

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| <ul style="list-style-type: none"> • Impact of war on home front - conscription • The Anzac Legend | |
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ASSESSMENT

Objective/Short Answer Response ,Response to Stimulus Exam, Research Tasks
 Students will be given numerous opportunities to demonstrate learning outcomes throughout the duration of the course using the following assessment techniques:
 Class and group tasks
 Computer generated tasks - Informational Brochure
 Presentation (multimodal or poster)

FUTURE PATHWAYS

Senior Subject include Legal studies, Economics, Modern History, Tourism, Social and Community Studies and Philosophy.
 Future pathways include study and employment in Art, Architecture, Archaeology, Law, Politics, Government, Education, Travel and Hospitality, Media Studies, Social Sciences, Foreign Affairs, Defence, Teaching, Journalism, Environmental Studies, Engineering

FURTHER ADVICE

Kay Simpson

EMAIL

ksimp112@eq.edu.au

PHILOSOPHY AND REASON

FACULTY	Humanities and Social Science
YEAR LEVEL	Year 8 and 9
DURATION	6 Months
WHY STUDY?	<p>Throughout the course students will be introduced to a variety “real life” and relevant topics in today’s society, which incorporate theoretical and practical activities. Students will examine topical issues both at global and local perspectives. In addition, students will learn how to develop high order thinking skills and respond to issues and arguments in a variety of contexts.</p> <p>The skills developed in this course can be applied across all high school subjects and prepare students for university courses.</p>

COURSE OUTLINE: Year 8 & 9	LEARNING EXPERIENCES
<p>Year 8 – Topics</p> <ul style="list-style-type: none"> • Case study investigation – Enterprise Effectiveness • Sustainability/Financial Literacy Project- home grown v store purchased (Herb plant growing) • Debating • Sustainable business – Merrimac market Day <p>Year 9 – Topics</p> <ul style="list-style-type: none"> • Critical Thinking – “using the internet” • Debating – Global and local issues • Entrepreneurial mindsets • Sustainable business – Merrimac Market Day 	<p>In this program, students will participate in learning experiences designed to: -</p> <ul style="list-style-type: none"> • develop thinking, enquiry and problem-solving skills • enhance their ability to work at both the abstract and creative levels • promote team work and communication skills • The shift to, and emphasis on collaborative learning and creativity will best prepare these students for success in the 21st century <p>Experiences include enrichment days, guest speakers and competitions e.g. Enterprise Challenge, cardboard challenge, Young Change Agents and the Buy Smart Competition.</p>

ASSESSMENT	<p>Objective/Short Answer Response ,Response to Stimulus Exam, Research Tasks</p> <p>Students will be given numerous opportunities to demonstrate learning outcomes throughout the duration of the course using the following assessment techniques: Class and group tasks Computer generated tasks - Informational Brochure Presentation (multimodal or poster)</p>
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FUTURE PATHWAYS	<p>Senior Subject include Legal studies, Economics, Modern History, Tourism, Social and Community Studies and Philosophy.</p> <p>Future pathways include study and employment in Art, Architecture, Archaeology, Law, Politics, Government, Education, Travel and Hospitality, Media Studies, Social Sciences, Foreign Affairs, Defence, Teaching, Journalism, Environmental Studies, Engineering</p>
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FURTHER ADVICE	Kay Simpson	EMAIL	ksimp112@eq.edu.au
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LANGUAGES

CHINESE

FACULTY Languages

YEAR LEVEL Year 7, 8 and 9

INCOMPATIBLE SUBJECTS Spanish

DURATION Compulsory language lesson once a week during Year 7.
If chosen as Elective duration is 6 Months.

WHY STUDY? Learning another language enables you to develop mental flexibility and problem solving strategies. An ability to speak Chinese will enhance your career opportunities for a variety of pathways.

COURSE OUTLINE	Year 7 - 9	LEARNING EXPERIENCES
<p>Chinese is the dominant language in Asia. Skills in Mandarin Chinese will give students an advantage in the future. Merrimac has extensive links to China and students of Chinese have unparalleled opportunities to use and improve their Chinese.</p> <p>China has been identified as the source of our next wave of tourists. Thus Chinese speakers will be much sought after for jobs on the Gold Coast in the near future.</p> <p>Chinese studies include:</p> <p>A range of cultural texts, stories, songs, movie clips and novels relating to various topics</p> <p>Students need to be willing to participate in classroom activities and interact with others using their LOTE (Chinese) skills.</p>	<ul style="list-style-type: none"> • Vocabulary building • Story asking • Movie/picture talks • Role playing • Song studies • Cultural readings • Writing and speaking • Excursion & Incursions <p>*Year 9 Students will be offered an opportunity to work towards achieving a VET CERT II in Chinese Applied language at the cost of \$400. To complete this course, they will need to continue into Year 10.</p>	

ASSESSMENT Tests in skills areas of reading, writing, speaking and listening.

ADDITIONAL COSTS No additional costs. Merrimac SHS is an awarded Confucius Classroom so compulsory excursions are covered by the Confucius Institute funding.

FUTURE PATHWAYS Business, Law, Finance, Tourism, Education

CONSIDERATIONS Many universities give an advantage to students who have studied a foreign language. Many employers also give preference to students who have studied a foreign language.

FURTHER ADVICE Joanna Filmer

EMAIL jvfil0@eq.edu.au

SPANISH

FACULTY LOTE

YEAR LEVEL Year 7, 8 and 9

DURATION Compulsary language lesson once a week during Year 7.
If chosen as Elective duration is 6 Months.

WHY STUDY? Learning another language enables you to develop mental flexibility and problem solving strategies. The ability to speak Spanish will enhance your career opportunities for a variety of pathways.

COURSE OUTLINE	Year 7 - 9	LEARNING EXPERIENCES
<p>Spanish is the official language of 21 countries and is the second most widely spoken language in the world. The constant economic growth in Latin American countries mean that Spanish is also increasingly important as a language of business trade and tourism.</p> <p>Spanish studies include: a range of cultural texts, stories, songs, movie clips and novels relating to various topics.</p> <p>Students need to be willing to participate in classroom activities and interact with others using their LOTE (Spanish) skills.</p>		<ul style="list-style-type: none">• Story asking• Movie talks• Picture talks• Song studies• Breakout boxes• Cultural readings• Vocabulary building

ASSESSMENT Tests in skills areas of reading, writing, speaking and listening

ADDITIONAL COSTS e.g. Excursions No compulsory excursions. Restaurant visit may be optional

FUTURE PATHWAYS Business, Law, Finance, Tourism, Education

CONSIDERATIONS Many universities give an advantage to students who have studied a foreign language. Many employers also give preference to students who have studied a foreign language.

FURTHER ADVICE Joanna Filmer **EMAIL** jvfil0@eq.edu.au

JAPANESE

FACULTY	LOTE
YEAR LEVEL	Year 7
INCOMPATIBLE SUBJECTS	Chinese and Spanish or Tutorial Support
DURATION	Compulsory language lesson once a week during Year 7. If chosen as Elective duration is 6 Months.
WHY STUDY?	Learning another language enables you to develop mental flexibility and problem solving strategies. The ability to speak Japanese will enhance your career opportunities for a variety of pathways. Japan remains one of Australia's major economic partners and therefore learning Japanese gives you a greater advantage in various employment sectors in the future. Japan is a popular tourist destination for families, especially the ski resorts in winter.

COURSE OUTLINE	Year 7	LEARNING EXPERIENCES
<p>COMPULSORY Students will investigate different areas within Japanese culture over the course of the year.</p> <p>Units of Study:</p> <ul style="list-style-type: none"> • Japanese festivals and traditions • Japanese popular culture (manga, anime), • Japanese Food and its history (obento, sushi) • Travel around Japan. <p>ELECTIVE The topics are the same as the mandatory course but are taught at a deeper level to develop and consolidate student's skills in all four linguistic areas of writing, reading, listening and speaking.</p>		<p>Experiential learning:</p> <ul style="list-style-type: none"> • Building a Diorama to teach about a Japanese Festival or tradition • Japanese food cooking class – create an obento with cultural meaning • Creating a digital / or hand drawn anime / manga character with story board • Creating a video/social media blog to promote travel in Japan <p>All students will be working towards building a growing vocabulary and script development to enable them to grow in confidence in their skills of speaking, reading, writing and listening.</p>

ASSESSMENT Formative and Summative assessment in skills areas of reading, writing, speaking and listening.

ADDITIONAL COSTS e.g. Excursions No compulsory excursions. Students are encouraged to be involved with the Study Tour Programs with students from Japan when they visit our school as it gives them an excellent opportunity to interact with Japanese students.

FUTURE PATHWAYS Business, Law, Finance, Tourism, Education

CONSIDERATIONS Many universities give an advantage to students who have studied a foreign language. Many employers also give preference to students who have studied a foreign language.

FURTHER ADVICE Joanna Filmer

EMAIL jvfil0@eq.edu.au

MATHEMATICS

MATHEMATICS

FACULTY Mathematics

YEAR LEVEL Year 7, 8 and 9

DURATION Three Years (if commencing in Year 7)

WHY STUDY? 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, and Statistics and Probability.

At this year level: **Understanding** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles; **Fluency** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms; **Problem Solving** includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue; **Reasoning** includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

COURSE OUTLINE	Year 7 - 9	LEARNING EXPERIENCES
By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.		Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

ASSESSMENT: 1 examination per term and a problem-solving task.
Skills report via Mathspace.

Class and homework may also be used for assessment purposes
Year 10 Specialist, Methods, General, Essential.

FUTURE PATHWAYS

FURTHER ADVICE Paul Gray

EMAIL pgray14@eq.edu.au

SCIENCE

SCIENCE

FACULTY	Science
YEAR LEVEL	Year 7, 8 and 9
DURATION	Three Years (if commencing in Year 7)
WHY STUDY?	Science provides opportunities for students to develop an understanding of scientific concepts and processes, the skills used to develop scientific knowledge, and the application of science in our lives. This compulsory Science course will be delivered in accordance with the Australian National Curriculum.

COURSE OUTLINE	Year 7	LEARNING EXPERIENCES
<p>Working Like a Scientist This unit provides students with the opportunity to gain key investigative skills that they will require to successfully complete their Science course of study</p> <p>Water – Waste Not, Want Not Students will learn about the water cycle and how mixtures can be separated using different techniques. They will consider how separation techniques are used in industry and water treatment and recycling.</p> <p>Exploring the Biosphere Students will learn how organisms are classified based on their physical characteristics. They will then go on to explore the roles that organisms play in their environments, particularly regarding feeding relationships.</p> <p>Roller Coasters This unit will allow students to explore the effect of forces and energy on roller coasters. They will then apply their understandings during the process of designing a model roller coaster.</p> <p>Heavenly Bodies and Sensational Seasons During this unit students will examine the relationship between the Earth, moon and sun and use their understandings to explain natural phenomena such as eclipses, tides and seasons.</p>		<p>The introductory unit of this course will engage students in practical activities that enhance their ability to plan investigations, safely conduct an experiment, and gather and analyse data.</p> <p>Students will use these skills to conduct water audits and plan investigations about the solubility of substances in water. They will explore how water is used in their community.</p> <p>Organism interactions in a variety of environments will be explored, and the impact that human activity on these interrelationships will be discussed.</p> <p>Students will then consider how scientific understandings about force and motion have resulted in improvements in the safety of rollercoasters.</p> <p>Students will complete this course by gaining a deep understanding about weather and the seasons and will learn how climate and seasons impact plant and animal activity, including human endeavours.</p>

COURSE OUTLINE	Year 8	LEARNING EXPERIENCES
<p>Energy – It’s Everywhere! In this unit students explore and classify different forms of energy. They will investigate different energy transfers and transformations and the efficiency of these processes. Students will then apply these understandings when investigating the transformations and efficiency of machines.</p> <p>Chemistry of Common Substances Students explore matter at a particle level and examine how our current scientific knowledge has evolved as the result of the work of a number of scientists over time. Students will distinguish between chemical and physical changes. They will investigate simple chemical reactions using common substances, and will investigate the use of chemical testing to evaluate the properties of everyday items.</p> <p>Building Blocks of Life During this unit, students identify cells as the basic units of living things, and recognise their specialised structures and functions. Students will learn the structure and function of the circulatory and respiratory systems and will investigate how they work together to ensure organisms survive during periods of physical activity.</p> <p>Rock My World Students explore different types of rocks and the minerals of which they are composed. They will explore the processes involved in the formation and weathering of rocks. Students will learn how useful rocks and minerals are located, extracted and processed for use. They will use this knowledge to assist them to analyse the impact that mining activities have on the environment.</p>	<p>Students will engage in practical activities that enhance their understanding of energy forms. They build and modify a Rube-Goldberg machine in order to observe the practical uses of energy and explore ways to improve the efficiency of simple machines.</p> <p>Students will gain an understanding of the nature of particles and how these particles behave during physical and chemical changes. They will apply these understandings when investigating the best material to utilise for a commercial product.</p> <p>The structure of cells will be explored as a basis for understanding how living things carry out key survival processes. The function circulatory and respiratory systems will be investigated in order for students to gain an understanding of how these systems interact to ensure organism survival.</p> <p>Students will gain an understanding of the processes involved in the formation and weathering of different types of rock. They will evaluate the environmental impact of human mining activities.</p>	
COURSE OUTLINE	Year 8	LEARNING EXPERIENCES
<p>My Life in the Balance During this unit students will learn how body systems interact in order to maintain internal balance. The cardiovascular and immune systems will be considered in depth to understand how humans respond to disease.</p> <p>The Changing Earth During this unit students explore the development of the theory of plate tectonics and utilise their knowledge to explain tectonic phenomena.</p>	<p>Students will explore how the cardiovascular and immune systems interact to respond to disease. They will evaluate the advantages and disadvantages of modern medical techniques to assist the immune system to prevent and cure disease.</p> <p>The development of current understandings about plate tectonics will be explored. Students will utilise their knowledge about plate boundaries and continental drift in order to explain tectonic events such as volcanic</p>	

<p>Making Waves During this unit students will explore the Electromagnetic Spectrum to gain an understanding of wave models. They will investigate heat transfer and gain an understanding of the properties of waves within the context of light and sound.</p> <p>Chemical Patterns Students will take an in-depth look into the structure of atoms and will gain an understanding that chemical reactions are the result of interactions between atoms. They will investigate exothermic and endothermic reactions, and patterns in the reactions of acids and alkalis.</p> <p>Ecosystems in Balance In this unit the key features of ecosystems will be examined. Students will explore the interactions between biotic and abiotic factors within an ecosystem and will consider how pollution due to human activity will impact on these interactions.</p>	<p>eruptions and earthquakes.</p> <p>Students will engage in a variety of practical activities relating to heat, light, and sound in order to explore the properties of waves. They will apply their understandings whilst investigating how heat is transferred.</p> <p>Acids, alkalis, and exothermic and endothermic reactions will be explored through practical work in order to assist students to gain an understanding about chemical interactions. The knowledge that they gain from their experimental work will enable them to investigate how reactions can be utilised in real-life contexts.</p> <p>Students will learn how to identify the key features of an ecosystem and will explore how living organisms interact with their environment. They will explore how human activity will affect the interactions between biotic and abiotic features of natural habitats.</p>
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ASSESSMENT	Student Experiments, Examinations, Research investigations, Data Tests
ADDITIONAL COSTS	Excursions as required.
FUTURE PATHWAYS	This Science course lays the foundation for future study in Senior and Tertiary Science. It will also equip students to understand the Science processes involved in everyday life.
CONSIDERATIONS	Sound Achievement in Year 9 is a pre-requisite for study in all areas of Year 10 Science.
FURTHER ADVICE	Ben Cramp EMAIL bcram16@eq.edu.au

STEAM

STEAM

FACULTY	STEAM
YEAR LEVEL	Year 7 and 8
DURATION	6 months
WHY STUDY	Are you good at or do you enjoy all aspects of computer science? This course is designed for future IT professionals and offers a wide range of activities including but not limited to: robotics, coding, relational data systems and ethical practice.

COURSE OUTLINE	Year 7 & 8	LEARNING EXPERIENCES
Digital Solutions is a complex intellectual discipline which deals with the way's information is gathered, structured, represented, sorted, assessed, manipulated and communicated.		<p>Students will be engaged in learning activities including the following:</p> <ul style="list-style-type: none">• Designing and developing Information Systems• Designing algorithms for programs and then translating these algorithms into different programming languages to develop applications or games.• Developing an understanding of Artificial Intelligence and Robotics through the use of Lego Robotics Kits• Developing an understanding of Computer Systems both hardware and software.• Understanding the social and ethical implications of Information Technology

ASSESSMENT Students will be required to complete three assessment items a semester which include: research reports, written and practical exams, project work and writing tasks.

Students may need to purchase an Arduino kit approx. \$50

It is essential that students have access to a computer with internet access for the duration of the course, as much of the coursework will be made available online.

FUTURE PATHWAYS Future studies in areas of Information Technology (Degree or Diploma courses) leading into areas such as Systems Analysis and Design, Software Engineering, Games Programming and Development and Robotics and Automated Systems. Possibility to study at University level whilst at Merrimac SHS.

FURTHER ADVICE Daniel Ricardo **EMAIL** drica5@eq.edu.au

TECHNOLOGY

INDUSTRIAL DESIGN AND TECHNOLOGY

FACULTY	Business and Design Technology
YEAR LEVEL	Year 7
DURATION	Students will have the opportunity to complete two semester units
WHY STUDY?	In Design and Technologies students engage in a design process. They generate, develop and evaluate ideas and design, produce (make) and evaluate products, services and environments in a range of technologies contexts in home, community and global settings. Students take action and make ethical decisions about technologies, considering legal, economic, environmental and social implications. They learn about the process of design as well as different technologies contexts. They realise (make) solutions by working technologically using technologies processes and production involving their hands, tools, equipment and digital technologies, using natural and fabricated materials.

COURSE OUTLINE	Year 7	LEARNING EXPERIENCES
DESIGN TECHNOLOGY – IDT		<p>Students will create designed solutions by</p> <ul style="list-style-type: none"> • Investigation • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing <p>Using Industrial workshop</p>
<p>Engineering principles & systems Analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions</p> <p>Materials & Tech specialisation Investigate the ways in which products, services and environments evolve locally, regionally and globally and how completing factors including social, ethical and sustainability consideration are prioritised in the development of technologies and designed solutions for preferred future.</p>		
FOOD & FIBRE/ TEXTILE PRODUCTION – HPJ		<p>Students will create designed solutions by</p> <ul style="list-style-type: none"> • Investigation • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing <p>Using Domestic Kitchens</p>
<p>Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable.</p>		

COURSE OUTLINE	Year 8	LEARNING EXPERIENCES
<p>INDUSTRIAL DESIGN & TECHNOLOGY – IDT</p> <p>Engineering principles & systems Analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions</p> <p>Materials & Tech specialisation Investigate the ways in which products, services and environments evolve locally, regionally and globally and how completing factors including social, ethical and sustainability consideration are prioritised in the development of technologies and designed solutions for preferred future.</p> <p>FOOD TECHNOLOGY - HPJ</p> <p>Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. Analyse how food is produced when designing managed environments and how these can become more sustainable.</p> <p>FASHION STUDIES</p> <p>Fashion has a practical focus where students learn through doing as they engage in a design process to plan, generate and produce fashion items. Students investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.</p>	<p>Students will create designed solutions by:</p> <ul style="list-style-type: none"> • Investigation • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing <p>Using Industrial workshops</p> <p>Students will create designed solutions by:</p> <ul style="list-style-type: none"> • Investigation • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing <p>Using Domestic Kitchens</p> <p>Students safely develop their technical skills on a sewing machine and they will learn basic construction techniques. Students will investigate fabric construction and characteristics and they will use an understanding of knit and woven fabrics to design, produce and evaluate pajamas using a commercial sewing pattern.</p> <ul style="list-style-type: none"> • Sewing machine use • Garment construction • Construction Techniques • Commercial Patterns • Fabric construction • Characteristics of Fabrics • Knits vs wovens 	

BUSINESS

To further develop an understanding of business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Explore the characteristics of successful businesses and consider how entrepreneurial behaviours contributes to business success. Setting goals and planning to achieve these goals is vital for individual and business success. The emphasis is on personal, community, national or regional issues or events.

Students will investigate

- Relationships between consumers and producers in the market
- Personal, and organizational planning for the future (business and consumers)
- Financial Literacy
- Enterprise behaviour that contributes to successful business

ASSESSMENT

Folio
Practical activities
Design portfolio

**FUTURE
PATHWAYS**

Year 9 Food, Fashion, Business and Industrial Technology and Design.

FURTHER ADVICE

Lisa Cowderoy

EMAIL

lcowd1@eq.edu.au

FASHION STUDIES

FACULTY Business and Design Technology

YEAR LEVEL Year 9

DURATION 6 Months

WHY STUDY? Fashion has a practical focus where students learn through doing as they engage in a design process to plan, generate and produce fashion items. Students investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

COURSE OUTLINE	Year 9	LEARNING EXPERIENCES
<ul style="list-style-type: none">• Elements and Principles of Design• Fashion Illustration• Sewing Machine use• Garment Construction• Sustainable and Ethical Fashion• Wearable Art		Explore the world of wearable art/fashion. Students will explore the future of fashion design by studying the Elements and Principles of design and will apply these to illustrations and fashion products. Creative Skills will be developed through the construction of wearable art that makes a statement about sustainable and ethical fashion using reclaimed textiles/materials.

ASSESSMENT Project - Design Folios
Product - Garment Construction

FUTURE PATHWAYS Year 10–12 Fashion Studies
Certificate courses in Fashion or Related job
Fashion pathways such as dressmaker, pattern maker, wardrobe supervisor, stylist, footwear designer, fashion journalist, jewellery and accessory design, movie/theatre costume design, visual merchandising, fashion illustrator etc.

FURTHER ADVICE Lisa Cowderoy

EMAIL lcowd1@eq.edu.au

Lisa Cowderoy **EMAIL** lcowd1@eq.edu.au

FOOD TECHNOLOGY

FACULTY Business and Design Technology

YEAR LEVEL Year 9

DURATION 6 Months

WHY STUDY? The Food Technology component will see students learn basic food preparation skills. This will help them prepare for everyday life and leisure, while providing them with a strong foundation for students wishing to pursue a career in any aspect of the food industry, from production to teaching or hospitality. Students will receive both theoretical and practical experience in all units of work. They will use a range of technology and processes to investigate, design and produce food and/or menus while evaluating and reflecting on the processes used to produce food in society.

COURSE OUTLINE	Year 9	LEARNING EXPERIENCES
<ul style="list-style-type: none">• Food hygiene & kitchen safety• Introduction to Food Technology• Best Breakfasts• Lunches• Delightful dinners• The 6 Nutrients		<p>Students have practical lessons during all units of work to develop cooking skills. These areas of cooking include snacks, breakfasts, lunches and dinners. Students will design a swirly scone, a healthy burger, and a preserve with label.</p> <p>While students are involved in these practical lessons, they are exposed to and experience a range of technology to develop different cooking and preparation methods. Students are also asked to put their knowledge into practice by writing a magazine article about the importance of breakfast for teenagers, a persuasive essay about sugar in the diet and an information report about sustainable living.</p>

ASSESSMENT Practical cooking and folios

FUTURE Year 10–12 Hospitality, Year 11 and 12 Certificates in Hospitality

PATHWAYS Related job opportunities include:
Hospitality practices

FURTHER ADVICE Lisa Cowderoy

EMAIL lcowd1@eq.edu.au

INDUSTRIAL TECHNOLOGY & DESIGN

FACULTY	Business and Design Technology
YEAR LEVEL	Year 9
DURATION	6 Months
WHY STUDY?	In this course students will gain a deeper understanding of the design process and manufacturing techniques through structured units of work.

COURSE OUTLINE	Year 9	LEARNING EXPERIENCES
<p>Students further develop their knowledge of manufacturing techniques while working with timber, sheet metal and other materials. As well as learning to use hand tools, students gain experience in the use of power tools and some static machines with a high emphasis on safety. Students will develop design solutions and communicate their ideas using fundamental graphics techniques, including the use of Computer Aided Drafting (CAD).</p> <p>Topic include:</p> <ul style="list-style-type: none"> • Timber manufacture • Sheet metal manufacture • Graphic communication • Dragster design and manufacture 		<p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> • Knowledge and understanding • Investigating and designing • Producing • Evaluating • Reflecting <p>Assessment tasks will be varied to ensure engagement of student body. Possible types of assessment include:</p> <ul style="list-style-type: none"> • Practical work • Written design activities • Theory workbooks

ASSESSMENT	Unit theory booklets including feedback self-assessment. Practical projects
FUTURE PATHWAYS	Building and Construction, Senior Industrial Technology Skills Engineering Skills

FURTHER ADVICE	Lisa Cowderoy	EMAIL	lcowd1@eq.edu.au
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BUSINESS

FACULTY	Business and Design Technology
YEAR LEVEL	Year 9
DURATION	12 Months
WHY STUDY?	<p>Business activity affects the daily lives of everyone as they work, spend, save, invest, travel, and play. It influences jobs, incomes, and opportunities for personal enterprise. Business has a significant effect on the standard of living and quality of life of individuals, and on the environment in which they live and which future generations will inherit.</p> <p>Young people need to understand how business functions, the role it plays in our society, the opportunities generated, the skills required, and the impact it can have on their own lives and on society, today and in the future. Students develop knowledge, practices and approaches to critically analyse business and legal situations, confidently meet their needs and wants and respond to business opportunities.</p> <p>Students will learn, in contexts that are familiar, practical and relevant, at a time they need to gain a degree of independence in accumulating and managing finances, making decisions about choosing products and services.</p>

COURSE OUTLINE	Year 9	LEARNING EXPERIENCES
Business activity affects the daily lives of everyone as they work, spend, save, invest, travel, and play. It influences jobs, incomes, and opportunities for personal enterprise. Business has a significant effect on the standard of living and quality of life of individuals, and on the environment in which they live and which future generations will inherit.		<ul style="list-style-type: none">• Product Design and Marketing• Money Management• Business Venture – \$20 Boss Challenge

ASSESSMENT Exams and Assignments
Practical activities

FUTURE PATHWAYS Diploma of Business
Cert II Business

FURTHER ADVICE Lisa Cowderoy

EMAIL lcowd1@eq.edu.au