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GENERAL INFORMATION

INTRODUCTION

Murrumba State Secondary College is recognized as the first choice education provider for families in the Murrumba Downs community. We are creating a college where every young learner develops a sense of belonging and is inspired to shape their preferred future.

The college motto learning for life provides a focused mantra that is so much more than words on an emblem. It conveys the meaning of why we are here and that for which we strive. It will be woven into the very fabric of our culture.

We will achieve our vision because,
•  we have a strong foundation of values that are touchstones for everything we do
•  we have an unrelenting focus on quality outcomes for students
•  we deliver a world-class education

OUR VALUES

Our college values are the beacon that guide our students and instil the essence of what makes us unique. Every teacher, every student and every visitor to Murrumba State Secondary College will be expected to embrace these values and be proud to champion them.

Respect - Pride - Resilience - Community - Quality Learning

These values form the very heart of our new school, and we will be recognised amongst the greater community for:
•  Respect - showing respect for self, for the dignity of others, our school, our world
•  Pride - celebrating excellence and sharing our successes
•  Resilience - picking ourselves up in the face of adversity, refocusing and never giving in
•  Community - forming strong networks as active citizens in a global community
•  Quality Learning - our passion for learning and desire to grow

ACADEMIC EXCELLENCE

Each student is encouraged to achieve their personal best and to develop a sense of pride in themselves, the College and their community. As well as enhanced in-class learning opportunities, students have the opportunity to pursue areas of individual interest and to develop a high level of competency by participating in a range of activities provided by the College and by external providers such as tertiary institutions and professional associations.
STUDENT PROGRESS AND TRACKING

Students will receive a report on their progress 4 times a year. The report indicates the grade achieved in each subject, as well as the student’s progress in relation to behaviour, effort and homework completion. Each student’s progress is monitored closely and parents are contacted regularly by teachers and the student services team so that they may be aware of the progress being made. If individual students encounter difficulties with their learning, parents/caregivers are contacted before the formal reporting period. Parents are welcome to contact the school at any time if they are concerned about their child’s progress.

STUDENT SUPPORT

Specialist Services
To support student progress and development, Murrumba State Secondary College has access to various onsite and visiting educational specialists. Your permission for referral, testing or support will be sought where a teacher considers that your child would benefit from these services. You may also request support through the class teacher if you have a specific concern regarding your child's social, emotional or educational needs.

A Guidance Officer provides counselling and assessment support. Students and parents/guardians are welcome to access our Guidance Officer by appointment. Learning Support Staff will be engaged in designing programs of enrichment or learning support as required and working with students within classrooms and in small groups.

Special Education Teachers will work with students who have special needs, designing Individual Education Programs and inclusive strategies to best meet individual student needs.

A College Chaplain provides support to students, staff and parents of the College community and is an integral part of the counselling and support services.

Youth Health Nurse
A school-based Youth Health Nurse provides general health-related information and advice to students and is available by appointment.

These specialists work in partnership with parents, classroom teachers, teacher aides and specialist agencies to ensure that we provide our students with a diverse and responsive supportive College environment.
JUNIOR SECONDARY CURRICULUM

Murrumba State Secondary College’s Year 10 curriculum represents a sequence of carefully planned and balanced learning experiences designed to meet the current and future needs of our students. It is grounded in student focused educational philosophy and practice, responsive to individual student needs, as well as being rich in real-life significance. Our curriculum is focused around a student’s active investigation of our world. Through investigation, students will interpret, interact and influence the world they live in. At the core of our curriculum is the focus on literacy, numeracy and ICTs.

Our students will be studying the Australian Curriculum for Mathematics, English, Science and History.

Students will participate in a selection of mandated and elective subjects which are designed to prepare students for success in their senior studies during Years 11 and 12.

CAREER PLANNING

From Year 7, students begin investigating career options as part of planning for the direction their future education will take. They will be guided by various teachers in planning and mapping individual pathways.

During Year 10, students will be involved in the SET planning process which will involve students, parents and the College mapping out individual senior school pathways for every student. Each child will investigate career options, further study pathways and vocational options and plan a detailed, structured pathway to reach their goals.

ACADEMIC ENRICHMENT

Murrumba State Secondary College provides a number of different avenues for academic enrichment. On top of in-class differentiation, the College provides small group extension and enrichment programs, as well as a range of co-curricula and extra curricula activities which are run before and after school and at lunchtimes.
SUBJECT INFORMATION

MATHEMATICS

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline of the subject:

Learning mathematics creates opportunities for all Australians. The Mathematics Curriculum provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. This subject is intended for students who require General Mathematics or Essential Mathematics in Senior.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One</td>
<td>Unit 1: Consumer Arithmetic</td>
<td>Report</td>
</tr>
<tr>
<td>Term Two</td>
<td>Unit 2: Statistics 1</td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Number and Algebra</td>
<td></td>
</tr>
<tr>
<td>Term Three</td>
<td>Unit 3: Statistics 2</td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Pythagoras’ Theorem and Trigonometry</td>
<td></td>
</tr>
<tr>
<td>Term Four</td>
<td>Unit 4: Measurement Probability</td>
<td>End of Year Exam</td>
</tr>
</tbody>
</table>

Cost (if any):

Refer to the Fee Matrix on the College website.
Materials:

Students will be required to have:
* Two ruled exercise books - one for classwork and one for homework
* Scientific calculator (Texas TI-30XB)
* Graph paper
* Pens, pencils, ruler, eraser

Students will be provided (via the Student Resource Scheme) with access to:
* eTextbooks
* MyMaths online (Homework Program used)

Future Pathways:
MATHEMATICS EXTENSION

Prerequisites/Special Requirements (if any): At least an ‘A’ level of achievement in Year 9 Mathematics.

Brief Description / Outline of the subject:

Learning mathematics creates opportunities for all Australians. The Mathematics Curriculum provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The extension class includes the 10A content from the national curriculum. This subject is intended for students who require Mathematics Methods in Senior.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Term One</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Term One</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 1: Algebra 1</td>
<td>Report</td>
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<tr>
<td></td>
<td>Sketching Functions</td>
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<td></td>
<td>Term Two</td>
<td></td>
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<tr>
<td></td>
<td>Unit 2: Pythagoras’ Theorem and Trigonometry</td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Algebra 2</td>
<td></td>
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<td></td>
<td>Term Three</td>
<td></td>
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<tr>
<td></td>
<td>Unit 3: Probability and Statistics</td>
<td>Exam</td>
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<tr>
<td></td>
<td>Term Four</td>
<td></td>
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<tr>
<td></td>
<td>Unit 4: Algebraic Review</td>
<td>End of Year Exam</td>
</tr>
</tbody>
</table>

Cost (if any):

Refer to the Fee Matrix on the College website.
Materials:

Students will be required to have:
* Two ruled exercise books - one for classwork and one for homework
* Scientific calculator (Texas TI-30XB)
* Graph paper
* Pens, pencils, ruler, eraser

Students will be provided (via the Student Resource Scheme) with access to:
* Graphics calculator (TI-Nspire)
* eTextbooks
* MyMaths online (Homework Program used)

Future Pathways:
SPECIALIST MATHEMATICS

Prerequisites/Special Requirements (if any): Minimum A in Year 9 Mathematics and companion Year 10 Extension Maths.

Brief Description / Outline of the subject:

Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. Specialist Mathematics is an additional subject for students who enjoy mathematics and want to explore mathematical content that is not available in Mathematics or Mathematics Extension.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, logical reasoning, analytical thought and problem-solving skills. Students will engage in a variety of topics, responding to familiar and unfamiliar situations while employing mathematical strategies to make informed decisions and solve problems efficiently.

This subject is intended for students who require Specialist Mathematics in Senior.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
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</thead>
<tbody>
<tr>
<td><strong>Term One</strong></td>
<td></td>
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<tr>
<td><strong>Unit 1: Matrices</strong></td>
<td></td>
</tr>
<tr>
<td>Rational and Irrational Numbers</td>
<td>Report</td>
</tr>
<tr>
<td><strong>Term Two</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2: Euclidean Geometry and Proofs</strong></td>
<td>Exam</td>
</tr>
<tr>
<td><strong>Term Three</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 3: Advanced Trigonometry</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced Algebra and Sketching</td>
<td>Exam</td>
</tr>
<tr>
<td>Functions</td>
<td></td>
</tr>
<tr>
<td><strong>Term Four</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4: Factor and Remainder</strong></td>
<td></td>
</tr>
<tr>
<td>Theorems</td>
<td>End of Year Exam</td>
</tr>
</tbody>
</table>
Cost:
Refer to the Fee Matrix on the College website.

Materials:
Students will be required to have:
* Two ruled exercise books - one for classwork and one for homework
* Scientific calculator (Texas TI-30XB)
* Graph paper
* Pens, pencils, ruler, eraser
Students will be provided (via the Student Resource Scheme) with access to:
* Student notes and electronic resources
* Graphics calculator (TI-Nspire)
* MyMaths online (Homework Program used)

Future Pathways:
ENGLISH

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline of the subject:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

At Murrumba State Secondary College, the Australian Curriculum: English forms the basis for the core studies for all students within the English department. The curriculum allows for the students to develop their skills in the important basics of mastering the meaningful use of the English language – spelling, punctuation and grammar – as well as the ability to improve other skills such as the analysis of different text types and presenting their ideas to an audience.

In Year 10, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments.

Students listen to, read, view, interpret, evaluate and create a range of spoken, written and multimodal texts. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop critical understanding of the contemporary media, and the differences between media texts.
### Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Unit Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Literature</td>
<td>Short Story</td>
</tr>
<tr>
<td>Poetry</td>
<td>Poetry Analysis</td>
</tr>
<tr>
<td>Shakespeare</td>
<td>Persuasive Speech</td>
</tr>
<tr>
<td>Shakespeare</td>
<td>Imaginative Transformation</td>
</tr>
<tr>
<td>Documentary Film</td>
<td>Analytical Speech</td>
</tr>
</tbody>
</table>

**Cost (if any):**

Refer to the Fee Matrix on the College website.

**Materials:**

Students will be required to have two ruled exercise books.
Pens, pencils, ruler, eraser

**Future Pathways:**
HISTORY

Prerequisites/Special Requirements (if any): Nil

Brief Description of the subject:

History is a disciplined inquiry into the past that develops students’ curiosity and imagination. It develops understanding of cultural, social and political events, processes and issues that have shaped humanity from earliest times. It enriches our appreciation of how the world and its people have changed, and the significant continuities that exist into the present. In this way, the study of history enables students to contribute more effectively to creating the future.

Historical study is based on the evidence of the remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. It develops transferable skills associated with the process of historical inquiry, including the ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively.

At Murrumba State Secondary College, the Australian Curriculum: History forms the framework for the courses of study for all Humanities students.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development.

Key inquiry questions:
1. How did the nature of global conflict change during the twentieth century?
2. What were the consequences of World War II? How did these consequences shape the modern world?
3. How was Australian society affected by other significant global events and changes in this period?

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One</td>
<td></td>
</tr>
<tr>
<td>World War II</td>
<td>Short Response to Historical Stimulus Exam</td>
</tr>
<tr>
<td>Term Two</td>
<td>Research Assignment</td>
</tr>
<tr>
<td>Term Three</td>
<td>Multimodal Research Assignment</td>
</tr>
</tbody>
</table>
Cost (if any):
Refer to the Fee Matrix on the College website.

Materials:
Students will be required to have two ruled exercise books.
Pens, pencils, ruler, eraser

Future Pathways:
GEOGRAPHY

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline of the subject:
Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

Key inquiry questions:
1. How can the spatial variation between places and changes in environments be explained?
2. What management options exist for sustaining human and natural systems into the future?
3. How do worldviews influence decisions on how to manage environmental and social change?

Brief Unit Outline:
Throughout the course, students will study:
• Environmental Change and Management which includes an overview of environmental functions that support life and the major challenges to their sustainability.
• Geographies of Human Wellbeing which examines the different concepts and measures of human wellbeing and the causes of global differences in these measures between countries.

Cost (if any):
Refer to the Fee Matrix on the College website.

Materials:
Students will be required to have two ruled exercise books.

Pens, pencils, ruler, eraser
Future Pathways:

Year 10 Geography

- Ancient/Modern History
- Geography
- Social and Community Studies

Senior Secondary

- University (i.e. Education, Archiology, etc)
- University (i.e. Education, Archiology, etc)
- TAFE / Work (Justice studies, Business, Hospitality, Tourism, Defence Force, etc)

Post-school
SCIENCE

Prerequisites/Special Requirements (if any): Nil

Special Requirements: Students will be expected to participate safely in laboratory lessons and will be required to wear impervious shoes and other protective equipment (such as goggles, provided by the college) as directed by the teacher.

Brief Description / Outline of the subject:

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

(The Australian Curriculum Version 3.0 dated Monday, 23 January 2012; p3)

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One</td>
<td></td>
</tr>
<tr>
<td>Unit 1: Moving Along</td>
<td>Research Task</td>
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<tr>
<td>Term Two</td>
<td></td>
</tr>
<tr>
<td>Unit 2: Blueprints of Life and It’s Evolution</td>
<td>Data Test</td>
</tr>
<tr>
<td>Term Three</td>
<td></td>
</tr>
<tr>
<td>Unit 3: Chemistry Isn’t Magic</td>
<td>Student Experiment</td>
</tr>
<tr>
<td>Term Four</td>
<td></td>
</tr>
<tr>
<td>Unit 4: From Global Systems to the Universe</td>
<td>Exam (Year)</td>
</tr>
</tbody>
</table>

Cost (if any):

Refer to the Fee Matrix on the College website.

Materials:

Students will be required to have an exercise book for classwork and one for homework. eTextbooks (provided via the Student Resource Scheme)

Scientific calculator

Pens, pencils, ruler, eraser

USB
SCIENCE EXTENSION:

Students wishing to study any of the board subjects in the science faculty in the senior school (Physics, Chemistry and Biology) would be advised to study Science Extension in year 10. Students wishing to study Physics in senior year must study extension maths. Students in the Engineering Excellence Program will automatically engage in Science Extension through their participation in the EEP. Through these studies, students will be immersed in the curriculum at a deeper level, engaging in experiences wider to those in the core studies. This extension program will ultimately prepare students for studies in science in the senior years and beyond.

The requirement for entry into Science Extension will be an A or a B in year 9 Science.
ENGINEERING EXCELLENCE PROGRAM

Prerequisites/Special Requirements (if any):

Current enrolment and satisfactory progress in 9 EEP OR Expression of Interest in enrolment package
High performance in HAST exam (incurs a non-refundable fee)
High academic achievement in Maths and Science
Selection interview
Participation in the program is reviewed each semester.

Brief Description / Outline of the subject:
The Engineering Excellence Program aims to provide successful applicants with an extension from their core studies into the Science, Technology, Engineering and Mathematics fields. These studies will then pave the way for students to move into Senior Engineering, Mathematics and Science subjects at the College with the aim to continue on in these areas at a university level.

Throughout the course, the student will engage with a variety of different units which may include Marine Engineering, Medical Engineering, Dynamics and Structural Analysis.

Cost (if any):

Refer to the Fee Matrix on the College website.

Materials:

Scientific calculator
Pens, pencils, eraser, ruler
USB
Ruled exercise book
Future Pathways:

Being part of the Engineering Excellence Program in Junior Secondary will provide students with an exceptional opportunity to prepare themselves for studies in the Senior school and then onto tertiary studies. Some of the possible career pathways this program could lead to include:

Architecture, Design, Medical Sciences, Physiotherapy, Sports Science, Biotechnology, Pharmacy and any career in the Science, Engineering, Medical fields or Engineers without Borders.
CERTIFICATE I HOSPITALITY

Certificate I in Hospitality Prerequisites/Special Requirements (if any):

Nil

Brief Description / Outline of the subject:

This qualification reflects the role of individuals who wish to participate in a range of routine and predictable hospitality work activities. They work under close supervision by trade qualified staff and are given clear directions to complete tasks.

This preparatory qualification provides individuals with knowledge and skills for initial work, community involvement and further learning.

Job roles

This qualification provides a pathway for full time or part time work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, cafes and coffee shops.

<table>
<thead>
<tr>
<th>Term One</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SITXFSA101 Use hygienic practices for food safety</td>
<td>Competency based training and Assessment</td>
</tr>
<tr>
<td>Term Two</td>
<td>SITHCCC103 Prepare Sandwiches</td>
<td>Competency based training and Assessment</td>
</tr>
<tr>
<td></td>
<td>SITXWH5101 Participate in safe work practices</td>
<td></td>
</tr>
<tr>
<td>Term Three</td>
<td>BSBWOR203B Work Effectively with Others</td>
<td>Competency Based training and Assessment</td>
</tr>
<tr>
<td>Term Four</td>
<td>SITHFAB203 Prepare and serve non-alcoholic</td>
<td>Competency Based training and Assessment</td>
</tr>
<tr>
<td></td>
<td>SITXCCS101 Provide information and assistance</td>
<td></td>
</tr>
</tbody>
</table>
The order of assessment may change

**Cost (if any):**
Refer to the Fee Matrix on the College website.

**Future pathways from the qualification**

After achieving Certificate I in Hospitality, individuals can progress to a Certificate II or III in Hospitality offered over the course of year 11 & 12. This will allow the individual to progress to a wide range of other qualifications in hospitality and broader service industries.
PHYSICAL EDUCATION EXTENSION

(pathway for Senior OP PE)

Prerequisite (if any): Minimum ‘B’ achievement in Year 9 HPE

Special requirements: Students must be prepared to participate fully in all practical activity lessons. Students must have a hat for all practical activities.

Description / Outline of the subject:

Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognizes the importance of physical activity in the lives of individuals and groups in our society. HPE extension offers elite athletes an opportunity develop a deeper understanding of specific training techniques to improve their performance. The course is designed to provide students with an introduction to Senior Physical Education. Practical and theoretical lessons will be integrated, with practical lessons structured to develop a further understanding of the theoretical concepts. Practical lessons will be tailor made for athletes with a specific focus on speed and agility, endurance, strength and power and body conditioning. A strong emphasis is placed on creating the complete athlete that is successful in both their academic and sporting endeavours.

This program consists of two lessons per week. The course is structured with one practical lesson and one theory lesson each week.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One</td>
<td>Sports Psychology</td>
<td>Exam</td>
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<tr>
<td></td>
<td>Futsal</td>
<td>Practical assessment</td>
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<td></td>
<td>Netball</td>
<td></td>
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<tr>
<td>Term Two</td>
<td>Figueroa’s Framework</td>
<td>Multi modal presentation</td>
</tr>
<tr>
<td></td>
<td>Basketball</td>
<td>Practical assessment</td>
</tr>
<tr>
<td></td>
<td>Athletics</td>
<td></td>
</tr>
<tr>
<td>Term Three</td>
<td>Training Programs</td>
<td>Training program design</td>
</tr>
<tr>
<td></td>
<td>Touch</td>
<td>Practical assessment</td>
</tr>
<tr>
<td></td>
<td>Weight training</td>
<td></td>
</tr>
<tr>
<td>Term Four</td>
<td>Biomechanics</td>
<td>Assignment</td>
</tr>
<tr>
<td></td>
<td>Golf</td>
<td>Practical assessment</td>
</tr>
<tr>
<td></td>
<td>Badminton</td>
<td></td>
</tr>
</tbody>
</table>
The course aims to;

• teach the extension skills, rules, strategies and tactics of a wide variety of activities.
• give each student the opportunity to succeed as an athlete
• have each student participate actively in all course components; targeting lessons at students specific requirements
• develop an attitude of sportsmanship and fair play.
• provide opportunities for leadership and to show the advantages of friendship, co-operation and communication developed in a physical activity situation.

Cost (if any):
Refer to the Fee Matrix on the College website.

Future Pathways:

University (i.e. Human Movement Studies, Exercise Science, Nursing, Physiotherapy, Teaching)
TAFE (i.e. Personal Training, Allied Health, Outdoor Recreation, Fitness.
Work (Gym instructor, fitness industry, coach, etc)
HEALTH AND PHYSICAL EDUCATION

Prerequisites (if any): Nil

Special requirements:
Students must be prepared to participate fully in all practical activity lessons. Students must have a hat for all practical activities.

Description / Outline of the subject:
Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognizes the importance of physical activity in the lives of individuals and groups in our society. HPE offers students opportunities to develop knowledge, understandings, processes and skills necessary to make informed decisions about their physical wellbeing and health.

The course aims to;
- teach the basic skills, rules, strategies and tactics of a wide variety of activities.
- give each student the opportunity to develop skills to their full potential.
- have each student participate actively in all course components; those requiring input as an individual and as a member of a team
- develop an attitude of sportsmanship and fair play.
- provide opportunities for leadership and to show the advantages of friendship, co-operation and communication developed in a physical activity situation.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One Practical Activity Health Unit</td>
<td>Practical assessment Written Assessment</td>
</tr>
<tr>
<td>Term Two Practical Activity Health Unit</td>
<td>Practical assessment Written Assessment</td>
</tr>
<tr>
<td>Term Three Practical Activity Health Unit</td>
<td>Practical assessment Written Assessment</td>
</tr>
<tr>
<td>Term Four Practical Activity Health Unit</td>
<td>Practical assessment Written Assessment</td>
</tr>
</tbody>
</table>

Cost (if any):
Refer to the Fee Matrix on the College website.
Future Pathways:

- **Junior HPE**
  - Senior HPE
    - University (i.e. Human Movement Studies, Exercise Science, Nursing, Physiotherapy, Teaching)
    - TAFE (i.e. Personal Training, Allied Health, Outdoor Recreation, Fitness)
    - Work (Gym instructor, fitness industry, etc)
  - Senior Secondary
    - Post-school
GRAPHICS

Prerequisites/Special Requirements: Nil

Brief Description / Outline of the subject:

Graphics involves the sketching; computer aided drafting (CAD) and presentation of 2 dimensional and 3 dimensional objects using a variety of industry standard techniques and processes. Students develop solutions to graphical communication challenges for a range of audiences using a range of visual media and viewing systems. They develop visual literacy as they view, read, comprehend and generate graphical presentations and consider what can be seen and how people interpret what is seen.

Graphics has three core areas of study:

Business Graphics
Built Environment
Production Graphics

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One</td>
<td></td>
</tr>
<tr>
<td>Production Graphics</td>
<td>Visual Folio</td>
</tr>
<tr>
<td>Term Two</td>
<td></td>
</tr>
<tr>
<td>Business Graphics</td>
<td>Visual Journal Exam</td>
</tr>
<tr>
<td>Term Three</td>
<td></td>
</tr>
<tr>
<td>Built Environment</td>
<td>Visual Folio</td>
</tr>
<tr>
<td>Term Four</td>
<td></td>
</tr>
<tr>
<td>Self-Chosen Core topic extension task</td>
<td>Visual Journal Exam</td>
</tr>
</tbody>
</table>

Assessment Schedule and content may change

Cost (if any):

Refer to the Fee Matrix on the College website.
Future pathways from the qualification

Graphics is useful for most higher education courses, commercial and TAFE courses. Most practical orientated courses have some form of Graphical content in them. Some of the more obvious fields of higher education requiring Graphics are Industrial and Graphic Design, Engineering, Drafting, Architecture, Art, Teaching and Surveying.
TECHNOLOGY STUDIES

Prerequisites/Special Requirements: Nil

Brief Description / Outline of the subject:
Technology Studies requires students to address situations where a solution to a problem is desired. In addressing the problem, students will use a design methodology/process and consider optional and available resources when appropriate. All pertinent safety requirements must be considered with students conforming to occupational health and safety standards.

The nature of Technology Studies will require students to adopt an integrated approach in working towards solutions to a design problem. This integration will ensure that students study Design Process and Safety, while considering all the pertinent resources and constraints.
Please note that the order of assessment may change.

Cost (if any):
Refer to the Fee Matrix on the College website.
ENGINEERING TECHNOLOGY

Prerequisites/Special Requirements: Nil

Brief Description / Outline of the subject:

Engineering Technology is a subject that develops students' knowledge of how to gain an understanding of the underlying concepts and principles of Engineering. By studying related contexts, and applying principals to practical situations, students develop their understanding of Engineering concepts and the Industry.

It is concerned with those concepts related to the study of materials, engineering mechanics and its applications, control systems and the way technology has affected industry and society. Integrated throughout the areas of study is the development of communication skills suited to engineering. The course draws upon the fundamental principles of science and technology, encouraging a positive interest in the translation of theory into practice. In Engineering Technology, students are required to undertake a variety of activities such as testing of materials, formulation of problems, analysis of engineering solutions, modelling solutions and prototyping.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One</td>
<td>Underlying concepts</td>
<td>Assignment Exam</td>
</tr>
<tr>
<td>Term Two</td>
<td>Materials</td>
<td>Engineering Report</td>
</tr>
<tr>
<td>Term Three</td>
<td>Engineering mechanics</td>
<td>Robotics Folio</td>
</tr>
<tr>
<td>Term Four</td>
<td>Engineering and society</td>
<td>Engineering Report</td>
</tr>
</tbody>
</table>

The order of assessment may change

Cost (if any):

Refer to the Fee Matrix on the College website.
**FURNISHINGS**

Certificate I in Furnishing

**Prerequisites/Special Requirements:** Nil

**Brief Description / Outline of the subject:**

The student’s goal will be to complete all required units of competency to appropriate industry standard by the end of the year, leading to the award of a nationally recognised qualification: AQF Certificate 1 in Furnishing. Students who do not meet the requirements for the full certificate will receive a Statement of Attainment for those units in which they have demonstrated competency.

The course is project-based and comprises a number of specific but inter-related units of competency, in which students have to demonstrate their competency to appropriate industry standard. Skills and underpinning knowledge developed by students are assessed through practical and theoretical activities. Students build on the skills acquired in Year 9 and begin modular and basic construction of furniture.

Students will attend excursions to Industry (off campus) as part of course requirements.

<table>
<thead>
<tr>
<th>Course Outline and Units of Competency</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term One</strong></td>
<td></td>
</tr>
<tr>
<td>Focus - health, safety, workplace skills, communicating, working in a team and the development of SWP/SOP skills and practical skills. MSAENV272B Participate in environmentally sustainable work practices</td>
<td>Project 1 - Bread board Competency Based Training and Assessment</td>
</tr>
<tr>
<td><strong>Term Two</strong></td>
<td></td>
</tr>
<tr>
<td>MSAPMOHS100A Follow OHS and procedures MSAPMOPS101A Make measurements MSAPMSUP102A Communicate in the workplace MSAPMSUP106A Work in a team MSFF1001 Complete a basic furniture finishing product</td>
<td>Project 2 - Cheval mirror Competency Based Training and Assessment</td>
</tr>
<tr>
<td><strong>Term Three</strong></td>
<td></td>
</tr>
<tr>
<td>Focus - Development of SWP/SOP and project management skills Term 2 units plus: MSFFM1001 Construct a basic timber finishing product</td>
<td>Project 3 - Team project Competency Based Training and Assessment</td>
</tr>
<tr>
<td><strong>Term Four</strong></td>
<td></td>
</tr>
<tr>
<td>Focus - Development of SWP/SOP skills and project management skills Term 3 units plus: MSFFM1002 Operate basic woodworking machines</td>
<td>Project 4 - Team project Competency Based Training and Assessment EXAM</td>
</tr>
</tbody>
</table>
Cost (if any):
Refer to the Fee Matrix on the College website.

Disclaimer: VET qualifications will only be offered if the College obtains registration and has the appropriate physical and human resources to deliver the course under AQF guidelines. If the school loses access to these resources, the school will provide enrolled students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel the course prior to commencement if it is unable to meet requirements. NOVEMBER 2014: All VET information correct at time of publication but subject to change.
ENTERPRISE EDUCATION

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline of the subject:

Year 10 Enterprise Education students will expand and develop their understanding from year 9. Year 10 Enterprise Education prepares students for senior subject Business Organisation and Management (BOM)

Enterprise Education offers students opportunities to engage in and understand a range of administrative practices through real-life situations and business simulations. Students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies. In an increasingly dynamic and global society, it is important for young people to be able to make informed and rational decisions about business organisation and management. Business is pervasive, and study of this subject sets a foundation for success irrespective of future pathways. Enterprise Education focuses on business and economic systems, business procedures, enterprise and work.

<table>
<thead>
<tr>
<th>Term One</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nature of Business Organisations and Management</td>
<td>Assessment Item 1</td>
</tr>
<tr>
<td>Term Two</td>
<td>Introduction to the Stock Exchange/ASX Share market Game</td>
<td>Assessment Item 2</td>
</tr>
<tr>
<td>Term Three</td>
<td>Management Analysis and Interpretation of Reports Managerial Decision Making</td>
<td>Assessment Item 3</td>
</tr>
<tr>
<td>Term Four</td>
<td>Entrepreneurship and Small Business Marketing</td>
<td>Assessment Item 4 Assessment Item 5</td>
</tr>
</tbody>
</table>

Assessment Schedule and content may change

Cost (if any):
Refer to the Fee Matrix on the College website.
University
Event Management
Business, Law, Accounting

BOM
Business Studies
Legal Studies
Accounting

TAFE
Business Book keeping
ParaLegal, Finance

Work
Lawyer, Accountant, finance officer, Business.

Enterprise education

Year 10

Senior Secondary

Post - School

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INFORMATION & COMMUNICATION TECHNOLOGY

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline of the subject:

Year 10 ICT students will expand and develop their understanding from year 9. Year 10 ICT prepares students for two senior subject offerings, Information Technology Systems (ITS) and Information Processing and Technology (IPT).

Information Processing and Technology is an academic computer science course which investigates the nature of information processing and the functions of associated technology. The Emphasis of the course is on problem solving in the broad sense of planning and designing software, rather than on the use of particular applications.

Information Technology Systems (ITS) is a practical discipline within a theoretical framework drawn from design industries. ITS helps prepare students to meet the requirements of and respond to rapidly evolving technologies within creative design, information technology and digital media generally.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One Digital Still Imaging (Graphic Design), Website Design and Development</td>
<td>Assessment Item 1</td>
</tr>
<tr>
<td>Term Two Human-computer interaction</td>
<td>Assessment Item 2</td>
</tr>
<tr>
<td>Social and ethical issues.</td>
<td>Assessment Item 3</td>
</tr>
<tr>
<td>Term Three Project Development Skills</td>
<td>Assessment Item 4</td>
</tr>
<tr>
<td>Term Four Problem Solving and Software and system engineering</td>
<td>Assessment Item 5</td>
</tr>
<tr>
<td></td>
<td>Assessment Item 6</td>
</tr>
</tbody>
</table>

Cost if any:

Refer to the Fee Matrix on the College website.
VISUAL ART

Prerequisites/Special Requirements (if any):

Engagement in Visual Art in year 9 is highly recommended. It is an expectation that students will have some practical skill in drawing.

Brief Description / Outline of the subject:

The year 10 Visual Art Course extends on student’s knowledge of the process of designing, and making artwork, in response to design problems. The focus in this subject is on students creating, presenting, reflecting and appraising images and objects. They develop their understanding of the arts elements and principles of design throughout this course of study.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th></th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One</td>
<td>Portraiture</td>
<td>Practical folio</td>
</tr>
<tr>
<td>Unit Two</td>
<td>Pop Art</td>
<td>Practical task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theory task</td>
</tr>
<tr>
<td>Unit Three</td>
<td>Painting</td>
<td>Practical task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theory task</td>
</tr>
<tr>
<td>Unit Four</td>
<td>Our place, our world</td>
<td>Practical task</td>
</tr>
</tbody>
</table>

Cost (if any):

Refer to the Fee Matrix on the College website.

Materials:

It is expected that students have these materials:
2B and 4B pencils
Eraser
A4 visual art journal (110gsm cartridge paper)
Watercolour pencils
FILM, TELEVISION & NEW MEDIA

Prerequisites/Special Requirements (if any):

Film Televisions and New Media Arts involves creating representations of the world and telling stories through communication technologies such as television, film, video, newspapers, radio, video games, the Internet and mobile media. Film Television and New Media Arts connects audiences, purposes and ideas exploring concepts and viewpoints through the creative use of materials and techniques. Like all art forms, Media Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Students who have an interest in film and television production, sound engineering, lighting, design, new media, journalism and marketing may be attracted to Media Art. “Media Art” offers one of the most exciting fields for the development of creativity, educational challenges, social awareness and critique. With an emphasis on practical assessment this course offers students many opportunities including excursions, seminars with film-makers, competitions and extension projects.

The ‘information’ and ‘Creative’ industries are already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set only to increase, given that moving-image media plays an increasingly prominent part in our work and leisure. In today’s world, it is essential that students are equipped with the necessary critical and creative skills to become discerning members of society. The Year 10 Course focuses on discovering Cinematography and Mise-en-scene, the students analyse the Film Noir Movement and Work.

The Year 10 Course focuses on discovering Cinematography and Mise-en-scene. The students analyse the Film Noir Movement and Work individually within a small production groups to research, design and produce a scene from a prominent Film Noir Film. Then, as a small production group, recreate a film scene shot for shot just as the experts made it. Throughout the course we investigate media ownership, institutions, censorship and classifications and the impact it has of media.

In semester Two the students discover Surrealism, Art house and Experimental film movements. With this knowledge and understanding they will individually produce a short film focusing on multi-format, multimedia and editing and post production. Throughout the process learning how to build from an initial idea through the design process and production to post production.

In Film, Television and New Media we encourage students to Thin, Question, Create and Communicate. This is evident in the third unit where we look at news, views and Indigenous perspectives in and through the media.
**Course Outline**

<table>
<thead>
<tr>
<th>Unit One</th>
<th>Copy Cat Film Maker Film Genres study Remaking a scene exactly as the original filmmakers intended Cinematography study and critique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Film Genre and Cinematographer Vodcast Scene design and remake</td>
</tr>
<tr>
<td>Unit Two</td>
<td>Art House Film Production Pre-production, (script, screenplay, storyboard, budget) Composition (camera decisions) Sound design (sound scape, Foley sound) Mise-en-scene including lighting Editing and post production</td>
</tr>
<tr>
<td></td>
<td>Individual Short Art House Film design Creating a Short Art House Film Cinematographer Podcast</td>
</tr>
<tr>
<td>Unit Three</td>
<td>News and views IndigdenousPerspectives</td>
</tr>
<tr>
<td></td>
<td>Individual response to an article</td>
</tr>
</tbody>
</table>

**Cost (if any):**

Refer to the Fee Matrix on the College website.

**Future Pathways:**

[Diagram showing pathways to Junior Secondary, Senior Secondary, Post - School]
DANCE

Prerequisites/Special Requirements (if any):

Dance is a subject which requires physical performance and movement. Full participation in all practical and theoretical components in the course is required. Appropriate clothing is required for all practical lessons. It is an expectation that, where possible, students are participating in extra-curricular activities and performances which showcase the Creative Industries.

Brief Description / Outline of the subject:

Dance allows you to express yourself in a way other subjects cannot, through movement. Students have the opportunity to perform as individuals and as part of an ensemble in a wide variety of styles. It also gives students the chance to create and explore their own personal movement style. Dance teaches students to use higher order thinking by completing extended written work. Students have to think critically, research topics, communicate effectively and interpret and evaluate movement.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
</table>
| Unit One | Ritual Dance  
Develop understanding of ritual dance movement characteristics  
Develop techniques of a variety of ritual dances  
Choreograph a ritual dance in small groups | Performance Choreography |
| Unit Two | Popular Dance  
Analysis of a popular dance  
Study of variety of dance styles within popular dance  
Choreograph a popular dance in small groups | Appreciation Choreography |
| Unit Three | Contemporary  
Contemporary dance technique  
Analysis of contemporary dance piece | Performance Appreciation |
| Unit Four | Independent study to prepare for Senior Dance  
Create choreography with specific intent | Individual choreography |

Cost (if any):

Refer to the Fee Matrix on the College website.
Materials:
Black tights or pants suitable for dance
Sports shirt
A4 ruled book

Future Pathways:
DRAMA

Prerequisites/Special Requirements (if any):

There are no prerequisites however students wanting to choose Drama need to be confident in front of a public audience of peers or the community.

Brief Description / Outline of the subject:

Year 10 Drama gives students the ability to extend their prior knowledge of the subject while also providing opportunities for new students to build skills and techniques. Students will delve into a world of creativity and challenges by exploring published text, self-devised scripts and working with audiences of their peers as well as students in their younger primary years. Year 10 drama allows for students to enhance their writing skills in performance analyses and script writing. Students will be engaged throughout the course of study as we go on a journey through children’s theatre and into Australian Gothic.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Unit One</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children’s Theatre</td>
<td>Presenting- Performance for young people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forming- Children’s theatre workshop</td>
</tr>
<tr>
<td>Unit Two</td>
<td>Realism</td>
<td>Presenting/forming: composition of own work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responding- Analysis of Realism</td>
</tr>
<tr>
<td>Unit Three</td>
<td>Collage/Documentary Drama</td>
<td>Forming- Ideas performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Responding- Actor’s Journal</td>
</tr>
<tr>
<td>Unit Four</td>
<td>Australian Gothic Theatre</td>
<td>Forming- Script writing- extended scene from text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presenting- Scripted Performance from published text.</td>
</tr>
</tbody>
</table>

Cost (if any):
Refer to the Fee Matrix on the College website.

Materials:
Standard "stage blacks"- Black Shirt & Black long pants/ leggings
A4 exercise book.
Display folder
USB
MUSIC

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline of the subject:

This subject will solidify students knowledge on the three major components of Music: Musicology, Composition, and Performance. Students will study a variety of musical genres ranging from Jazz, Blues, music of the stage and 21st century music. Music focuses on developing musicianship skills, creativity, confidence and talent. Students are taught and encouraged to be able to express thoughts and feelings in sound. Through immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify and respond to the elements of music.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One</td>
<td>Jazz and Blues (one semester)</td>
</tr>
<tr>
<td>Unit Two</td>
<td>Music of the Stage</td>
</tr>
<tr>
<td>Unit Three</td>
<td>21st Century Music “Like a Version”</td>
</tr>
</tbody>
</table>

Cost (if any):

Refer to the Fee Matrix on the College website.

Materials:

For this subject students require the following materials:
Manuscript book (music book)
Pencil and eraser
Course Outline

Assessment Summary

Unit One
Jazz and Blues (one semester)
- Musicology Exam
- Performance Composition

Unit Two
Music of the Stage
- Musicology Task

Unit Three
21st Century Music
- "Like a Version"
- Composition
- Performance

Senior Music

University
Bachelor of Music
Bachelor of Music Technology

TAFE
Diploma of Music (performance)
Diploma of Music Industry (technical production)

Work
Composer / arranger
Performer, Sound Engineer, Music
Teacher, Musicologist / ethnomusicologist
Music therapist

Junior Music

Junior Secondary

Senior Secondary

Post - School

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SPANISH

Prerequisites/Special Requirements (if any):

Students at this level should have gained at least a C in their report card during their semester of study in Year 9. However, students who had exposure to other Romance languages (Italian, Romanian, Portuguese, can gain entry to study in this subject.

Brief Description / Outline of the subject:

Spanish belongs to the family of Romance languages, derived from Latin; it has many lexical and structural connections with English as well as other European languages. As result of this relationship, knowledge of Spanish can facilitate the learning of other languages from the Romance family, such as Catalan, Galician, Italian, French, Portuguese and Romanian.

Distinctive characteristics and features of the Spanish language are foundational to how the language is taught and learnt in schools. The close correspondence between the written and spoken forms of Spanish facilitates spelling and the development of literacy in general, as well as speaking and listening skills. Students at MSSC learn Spanish using the essential four-macro-skills of language learning: Speaking, Listening, Reading & Writing skills.

During the course of study, students will have many learning opportunities to enhance their language skills, such as communicating via the Internet with other Spanish learners and speakers to develop reading and writing skills in the target language. Students will access up-to-date information about Spanish-speaking countries and communities to enhance classroom learning. They will also have the opportunity to use their language skills to model authentic communicative situations. Students will develop skills to make associations between texts, sounds and images to support understanding of the target language. Such opportunities will enhance and develop student language acquisitions which will further support their future studies for their senior subjects.

The course aims at:

- Equipping students with the necessary skills for senior LOTE study
- Improving students communicative language skills
- Enhancing students Cultural understanding
- Improving students ICT & language literacy skills
- Making linguistic connections to improve own language learning and understanding.
- Involving learners in holistic tasks where they meet real communication needs as they learn about themselves and their world.

Brief Course/Assessment Outline:

“... achieving proficiency in other languages is one of the great learning experiences in the human condition … the compelling reasons for learning languages reside in the intellectual enrichment of the individual learner ‘ a better understanding of the world, Australia’ s place in it, and the many communities within Australia. (Australian Language and Literacy Council, 1996, Language Teachers: The Pivot of Policy, Australian Government Publishing Service, Canberra, p 3).
**Course Outline**  

<table>
<thead>
<tr>
<th>Unit One</th>
<th>My house is your house</th>
<th>Reading and Writing Exam</th>
</tr>
</thead>
</table>
| Unit Two                  | My neighbourhood: country vs. city  
My Family                  | Speaking Assignment  
Reading and Writing Exam |
| Unit Three                | Work and Play          | Listening and Speaking Exam |
| Unit Four                 | Famous People          | Listening and Speaking Assignment |

**Assessment Summary**

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**Cost (if any):**

Refer to the Fee Matrix on the College website.

**Materials:**

Students will require their normal stationery equipment such as pen, coloured pencils, ruler, as well as two exercise books with ruled margin, preferably one for each semester.
SPANISH IMMERSION

Why Study Spanish Immersion?
Students who learn Spanish perform better on standardized tests since more than 50% of modern day English words trace their origins to Spanish. This means that Spanish has a relatively quick learning curve which boosts a students confidence. There are more Spanish speakers than English speakers in the world. There are 500 million Spanish speakers in the World, the purpose of the course is to communicate with others and develop greater understanding of the world around them. Students will travel to a Spanish speaking country and put their language skills into practice. Other proven benefits of the Spanish Immersion study include: Enhanced Cognitive Skills - Immersion students typically develop greater cognitive flexibility, demonstrating increased attention control, better memory, and superior problem solving skills as well as enhanced understanding of their primary language. The Immersion program provides students with ample opportunities to use Spanish in key learning areas such as History and Geography.

Is this subject an elective?
Yes
Full Year

Prerequisites/Special Requirements (if any):
Aimed at continuing Immersion students, students with prior skills/ Enthusiastic, studious language learners. Through invitation and successful expression of interest entry.

Brief Description / Outline of the subject:
The Spanish Immersion course has been devised to enhance students’ ability and confidence to engage in everyday Spanish conversations and activities. Students will further develop their language skills by participating in the four macroskills of language: listening, speaking, reading and writing class activities. The year 10 Spanish Immersion course not only focuses on elements of language such as grammar, functions and vocabulary, but also aims to increase students’ awareness and understanding of the Spanish culture and better prepare students for Spanish Senior studies.

Brief Course/Assessment Outline:

<table>
<thead>
<tr>
<th>Unit One</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>My house is your house</td>
<td>Reading and Writing Exam</td>
</tr>
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<td></td>
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<tr>
<td>Unit Two</td>
<td>My neighbourhood: country vs. city My Family</td>
<td>Speaking Assignment Reading and Writing Exam</td>
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<tr>
<td>Unit Three</td>
<td>Work and Play</td>
<td>Listening and Speaking Exam</td>
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<tr>
<td>Unit Four</td>
<td>Famous People</td>
<td>Listening and Speaking Assignment</td>
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</tbody>
</table>
Cost (if any):

Refer to the Fee Matrix on the College website.

Materials:

Students will require their normal stationery equipment such as pen, coloured pencils, ruler, as well as two exercise books with ruled margin, preferably one for each semester.

Future Options:

Language study gives you the opportunity to enhance your global career prospects in many areas, for example: Professional Interpreting and Translating, Communication and Trade Consultants, Airline Personnel, Teaching, Media Correspondents, Film and Television, Multinational Corporations, International Research Services, Marketing, International Law and Diplomacy.

Future Pathways:

Spanish Co-Curriculum opportunities (Immersion 8-10)

- Modern Language Teachers’ Association of Queensland Posters and Stories Competitions
- Modern Language Teachers’ Association of Queensland University of Sunshine Coast Spanish Speech Contest
- Visit to University - Spanish related activities
- Spanish Cultural Excursion - Authentic Experiences.
Legal Studies

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline of the subject:
Year 10 Legal studies students will expand and develop their understanding from year 9 Enterprise Education.

Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes.

Through the investigation of legal issues you will develop high-order thinking skills, including analysing, evaluating and justifying and will learn using case studies and scenarios.

Brief Unit/Assessment Outline

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit One</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction To Legal Studies</td>
<td>Assessment Item 1</td>
</tr>
<tr>
<td></td>
<td>Assessment Item 2</td>
</tr>
<tr>
<td><strong>Unit Two</strong></td>
<td></td>
</tr>
<tr>
<td>Sports Law</td>
<td>Assessment Item 3</td>
</tr>
<tr>
<td><strong>Unit Three</strong></td>
<td></td>
</tr>
<tr>
<td>Technology and the Law</td>
<td>Assessment Item 4</td>
</tr>
<tr>
<td></td>
<td>Assessment Item 5</td>
</tr>
<tr>
<td><strong>Unit Four</strong></td>
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<tr>
<td>Human Rights</td>
<td>Assessment Item 6</td>
</tr>
</tbody>
</table>

Assessment Schedule and content may change

Cost (if any):
Refer to the Fee Matrix on the College website.
FOOTBALL ACADEMY

Prerequisites: Via Expression of Interest and Skill Selection

Special requirements: Students must be prepared to participate fully in all practical activity lessons. Students must have a hat for all practical activities.

Description / Outline of the subject:

The Football Academy is designed to assist in the development of your child as a football player as well as using their passion for Football to enhance their academic success. A strong emphasis will be placed on creating student athletes who succeed in both their academic and sporting endeavours. The Academy will provide students in the Pine Rivers area access to specialised coaching and opportunities to enhance their football skills, tactical awareness and fitness.

The Football Academy provides unique theoretical and practical components that aim to create the complete footballer.

This program consists of two lessons per week. The course is structured with one practical lesson and one theory lesson each week.

The course aims to:
Provide opportunities for MSSC students to develop their football skills with individualised and specialised coaching
Develop as a student athlete – students who achieve in both academic and sporting endeavours
Use the Football Academy to enhance students application in other academic subjects
Integrate theoretical and practical work that will improve the students understanding about how to improve as a footballer

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
</table>
| Unit 1 | Practical activities
       | Exercise Physiology
       | Practical assessment    | Exam                     |
| Unit 2 | Practical activities
       | Training Programs
       | Practical assessment    | Assignment               |
| Units 3| Practical activities
       | Individual Performance Analysis
       | Practical assessment    | Multi-modal presentation |
| Units 4| Practical activities
       | Individual Performance Analysis
       | Practical assessment    | Exam                     |

Cost:
Refer to the Fee Matrix on the College website.
CUA20615 - Certificate II in Music Industry

- Does this subject contribute to an OP? NO (VET QUALIFICATION)
- How many credits does this subject contribute towards the QCE? 4 credits

Overview:
The entertainment industry has always been a fascinating and exciting place to work. As citizens of a society that continues to embrace and interact with the products of this industry. Exciting career opportunities exist including; sound engineers, lighting designers, multimedia creators, or vision designers - From our televisions, concerts, live shows and even pop up displays, we are surrounded by entertainment.

This Certificate II course provided by COSAMP (College of Sound and Music Production), offers a world leading, practical, industry relevant and engaging student experience.

On completion of the course, students will be able to use their CERT II in Music Industry (Sound Production) as a pathway to continue studying the CERT III course offered in Year 11 and 12.

The ‘Information’ and ‘Creative’ industries are already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set only to increase, given that moving-image media plays an increasingly prominent part in our work and leisure.

This course involves the students accessing the COSAMP online sites, learning from industry experts and completing individual media-rich lessons including online tasks. The students will also respond to video tutorials and interviews from industry experts and work in a virtual classroom. This course is also highly practical as the students learn how to use the lights and sound equipment in the Performing Arts Complex and other entertainment and visual equipment.

It is encouraged that students simultaneously study Film, Television and New Media or Music along with this Certificate and be involved in the Murrumba Technical Stage Crew to take full advantage of the opportunities of this course.

Cost:
Refer to the Fee Matrix on the College website.

What is CUA20615 - Certificate II in Music Industry?
Certificate II in Music Industry is an area of study for students who enjoy or have an interest in the Backstage / Technical side of the Entertainment or Performance Industries.

Students will:
- Gain understanding and ability with a range of production equipment including; sound mixing and lighting consoles, vision mixers, various microphones, cameras and other production hardware.
• Develop skills and knowledge to work in the production and entertainment industry in a generalist capacity.
• Develop necessary knowledge and skills to plan, organise, set up, operate and bump out a variety of equipment for an array of performance styles.
• Develop knowledge and skills to manage risks and hazards, respond to emergencies and manage first aid situations.

What makes a student suited to CUA20615 - Certificate II in Music Industry?
Students who achieve success in Certificate II in Music Industry are those who:
• Enjoy being creative.
• Enjoy learning and using a variety of professional equipment and programs from sound mixing desks, lighting consoles, theatre lights, microphones, iMac desktops and interfaces.
• Enjoy participating in a range of sound, lighting, vision and entertainment based media production, creation and design.
• Are mature, responsible, self-directed, enthusiastic and resilient learners.
• Understand the need for and are able to follow safety procedures and guidelines.
• Are able to work with others and are able to lead and manage small groups.
• Enjoy and can work reliably with a variety of people.
• Are interested in a career in the creative, entertainment or production industries.

What do students study in this subject and how are they assessed?

Total number of units = 8
3 core units plus
5 elective units of which:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
<td>Core</td>
</tr>
<tr>
<td>CUAIND201</td>
<td>Develop and apply creative arts industry knowledge</td>
<td>Core</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
<td>Core</td>
</tr>
<tr>
<td>CUASOU201</td>
<td>Develop basic audio skills and knowledge</td>
<td>Elective</td>
</tr>
<tr>
<td>UASOU202</td>
<td>Perform basic sound editing</td>
<td>Elective</td>
</tr>
<tr>
<td>CUASOU303</td>
<td>Repair and maintain audio equipment</td>
<td>Elective</td>
</tr>
<tr>
<td>CUASTA202</td>
<td>Assist with bump in and bump out of shows</td>
<td>Elective</td>
</tr>
<tr>
<td>CUADIG202</td>
<td>Develop digital imaging skills</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Disclaimer: VET qualifications will only be offered if the College obtains registration and has the appropriate physical and human resources to deliver the course under AQF guidelines. If the school loses access to these resources, the school will provide enrolled students with alternate opportunities to complete the course and the related qualification. The school retains the right to cancel the course prior to commencement if it is unable to meet the requirements.

All VET information correct at the time of publication but subject to change.
Certificate I in Active Volunteering (CHC14015)

Does this subject contribute toward an OP?  
\( \times \) NO (VET QUALIFICATION)

How many credits does this subject contribute towards the QCE?  
2 credits

What is Certificate III in Active Volunteering?

Students will develop an understanding of the concepts of service learning, volunteering and community work through engagement with the community both within and external to the college. They will learn how to identify an area of need within the community and plan a program that will enable them to utilise their knowledge and skills for the benefit of others.

Students develop a range of skills through the course which include:
- Building work and real world skills, experience and confidence that is required in today’s workplaces
- Add value to their school studies and develop employability skills
- Learn to transition from school to life in employment and further study and the community
- Develop workplace networks.

What makes a student suited to Certificate I in Active Volunteering?

Students who achieve success in Certificate I in Active Volunteering are those who:
- Are interested in helping others
- Have a range of knowledge and skills that are in demand in the community
- Are mature, responsible and enthusiastic

What do students study in this subject and how are they assessed?

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>Code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCDIV001</td>
<td>Work with diverse people</td>
<td></td>
</tr>
<tr>
<td>CHCVOL001</td>
<td>Be an effective volunteer</td>
<td></td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td></td>
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<tr>
<td>BSBCHM201</td>
<td>Communicate in the workplace</td>
<td></td>
</tr>
<tr>
<td>SISXCAI007</td>
<td>Assist with activities not requiring equipment</td>
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</tbody>
</table>

Students then also engage in a Service Learning project of their own design within the local community.

Students are assessed through:
- Group work
- A theoretical component
- 20 hours of volunteer work
- Observation
- Practical
- Case studies
- Project work
- Short-answer assessment
What prerequisites must students meet in order to take this subject?
There are no prerequisites for this course.

What pathways or options could this subject lead into after Year 12?
- Further community and volunteer work
- Increased employability skills
- Social work
- Youth work

What is the cost of this subject and is there specific equipment to buy?
Refer to the Fee Matrix on the College Website.
The cost of this subject changes according to student numbers and is passed on directly to the College from Volunteering Queensland.

How do I find out more about this subject?
Please contact Erin Dance, Leader of Learning Senior Secondary
Phone: 3490 3222  Email: ehanl19@eq.edu.au

Additional Information
Students will be able to progress into the Certificate III in Active Volunteering qualification in Years 11 and 12. Please note Volunteering Queensland will be the Registered Training Organisation for this certificate course, with teachers from Murrumba State Secondary College delivering the course materials to students. Students will be required to complete volunteer work (off campus) as part of the certificate requirements.

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MAY 2017: All VET information correct at time of publication but subject to change.