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GENERAL INFORMATION

INTRODUCTION

Murrumba State Secondary College is recognised 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 instill 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 are 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 7 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 mandated subjects (i.e. there are no elective subjects) and will participate in learning experiences in the core areas of Mathematics, English, Science, Social Sciences, Health and Physical Education and Languages Other than English (LOTE) as well as completing subjects from Technology and The Arts areas.

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.

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

ENGLISH

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline:

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 7 students communicate with peers, teachers, individuals and groups in a range of face-to-face and online/virtual environments. They listen to, read, view, interpret, evaluate and perform 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.

At Murrumba State Secondary College, the year 7 English course consists of three lessons per week.

Brief Course and Assessment outline:

<table>
<thead>
<tr>
<th>Unit Outline</th>
<th>Assessment Summary</th>
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</thead>
<tbody>
<tr>
<td>Unit One</td>
<td>Autobiography</td>
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<td></td>
<td>Multimodal Presentation</td>
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<tr>
<td>Unit Two</td>
<td>Literary Memoirs</td>
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<td></td>
<td>Written Memoir</td>
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<td>Media Texts</td>
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<td>Analytical Exam</td>
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<td>Unit Four</td>
<td>Motivational Speaking</td>
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<td>Persuasive Speech</td>
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<td>Unit Five</td>
<td>Australian Literature</td>
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<td></td>
<td>Imaginative Recount</td>
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<tr>
<td>Unit Six</td>
<td>Poetry</td>
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<td></td>
<td>Reflective Journal/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.
Pens, pencils, ruler, eraser
Pearson English Homework Program (available through the college)

Future Pathways:
MATHEMATICS / MATHEMATIC EXTENSION (EEP only)

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.

Students in the Engineering Excellence Program are also enrolled in Mathematics Extension. These students complete a similar program to the core classes but are extended in both depth and breadth of the content covered. They complete two-thirds of the core assessment pieces as well as completing extension only assessment.

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 1</strong></td>
<td></td>
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<tr>
<td>Unit 1: Statistics &amp; Probability</td>
<td>Report</td>
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<tr>
<td>Unit 2: Measurement &amp; Geometry</td>
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<td><strong>Term 2</strong></td>
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<tr>
<td>Unit 3: Numbers, Fractions &amp; Percentages</td>
<td>Exam</td>
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<tr>
<td>Unit 4: Algebra</td>
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<tr>
<td><strong>Term 3</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 5: Probability &amp; Measurement</td>
<td>Exam</td>
</tr>
<tr>
<td>Unit 6: Numbers, Ratios &amp; Algebra</td>
<td></td>
</tr>
<tr>
<td><strong>Term 4</strong></td>
<td></td>
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<tr>
<td>Unit 7: Numbers &amp; Financial Maths</td>
<td>Exam</td>
</tr>
<tr>
<td>Unit 8: Linear &amp; Non-Linear relationships &amp; Statistics</td>
<td></td>
</tr>
</tbody>
</table>
**Course Outline**

**Assessment Summary**

**Term 1**
- Unit 1: Statistics & Probability
- Unit 2: Measurement & Geometry

**Term 2**
- Unit 3: Numbers, Fractions & Percentages
- Unit 4: Algebra

**Term 3**
- Unit 5: Probability & Measurement
- Unit 6: Numbers, Ratios & Algebra

**Term 4**
- Unit 7: Numbers & Financial Maths
- Unit 8: Linear & Non-Linear relationships & Statistics

**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
* Graph paper
* Scientific calculator (Texas TI-30XB)
* Pens, pencils, ruler, eraser

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

**Future Pathways:**

**Junior Secondary**
- Mathematics
  - Year 10 Mathematics
    - Essential Mathematics (formally Pre-Vocational)
    - General Mathematics (formally Mathematics A)
  - Work Traineeship/ Apprenticeship

**Senior Secondary**
- Mathematics
  - Year 10 Extension Mathematics (as part of the Enigneering Excellence Program)
  - A in Year 9 Mathematics or B in Year 9 Extension Mathematics or to refer Specialist Mathematics below
  - Year 10 Specialist Mathematics with 10 Extension Mathematics
    - and B in Year 10 English
  - Mathematics Methods (formally Mathematics B)
  - Specialist Mathematics (formally Mathematics C)

**University**
- University (Engineering, Design, Electronics, Maths, etc)

**Post-school**
- A in Year 9 Mathematics and B in Year 10 English
- A in Year 9 Mathematics or B in Year 9 Extension Mathematics or to refer Specialist Mathematics below
- Year 10 Specialist Mathematics with 10 Extension Mathematics

**NB:** The prerequisite for Senior Specialist Mathematics (formally Mathematics C) is Year 10 Specialist Mathematics to ensure students have accessed the foundation knowledge that is required for success in this subject. Mathematics Methods is the companion subject to Senior Specialist Mathematics and similarly Year 10 Extension Mathematics is the companion subject to Year 10 Specialist Mathematics.
SCIENCE

Prerequisites: 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)

This program consists of two lessons per week for the entire year.
### Course Outline

<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment</th>
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</thead>
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<td>Classification and Ecology</td>
<td>Research Task</td>
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<td>Term 2</td>
<td>Water, Mixtures &amp; Separation</td>
<td>Student Experiment</td>
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<td>Term 3</td>
<td>Investigating Forces &amp; Simple machines</td>
<td>Data Test</td>
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<td>Term 4</td>
<td>Heavenly bodies &amp; Sensational Seasons</td>
<td>Exam</td>
</tr>
</tbody>
</table>

### Cost:

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 in the Engineering Excellence Program, in addition to their core studies in science, will engage in an extension science program. 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.
Future Pathways:

- Junior Science & Extension Science (within the Engineering Excellence Program)
  - Senior Biology
  - Senior Chemistry
  - Senior Physics
    - Nurse, Vet, Environmental Scientist
    - Industrial Chemist, Pharmacist, Medicine
    - Radiographer, Engineer

- Junior Secondary
- Senior Secondary
- Post-school
HISTORY

Prerequisites / Special requirements: 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 Junior Secondary Students. The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

Key inquiry questions:
1. How do we know about the ancient past?
2. Why and where did the earliest societies develop?
3. What emerged as the defining characteristics of ancient societies?
4. What have been the legacies of ancient societies?

Materials:
Students will be required to have two ruled exercise books.
Pens, pencils, ruler, eraser
Brief Unit/Assessment Outline:

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<thead>
<tr>
<th>Unit</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
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<td>The Mediterranean World: Rome</td>
<td>Multimodal Research Project</td>
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<tr>
<td>Unit 2</td>
<td>The Ancient World: China</td>
<td>Response to Stimulus Exam</td>
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<tr>
<td>Unit 3</td>
<td>Investigating the Ancient Past</td>
<td>Formative Assessment</td>
</tr>
</tbody>
</table>

Future Pathways:

- History
  - Ancient History
  - Modern History
- Geography
- Legal Studies
- Civics
- Modern/Ancient History
- University (i.e. Education, Archaeology, etc)
- TAFE / Work (Justice studies, Business, Hospitality, Tourism, Defence Force, etc)
HEALTH AND PHYSICAL EDUCATION

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.

This program consists of two lessons per week for three terms. For one term this is reduced to one lesson per week (alternating with Spanish). Lessons are equally divided in to practical and theory learning experiences.

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:

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<th>Unit 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
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</thead>
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<td>Practical Assessment</td>
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<td>Health Unit</td>
<td>Written Assessment</td>
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<td></td>
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<tr>
<td>Unit 2</td>
<td>Practical Activities</td>
<td>Practical Assessment</td>
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<tr>
<td></td>
<td>Health Unit</td>
<td>Written Assessment</td>
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<tr>
<td>Unit 3</td>
<td>Practical Activities</td>
<td>Practical Assessment</td>
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<td></td>
<td>Health Unit</td>
<td>Written Assessment</td>
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<tr>
<td>Unit 4</td>
<td>Practical Activities</td>
<td>Practical Assessment</td>
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</table>

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

Junior HPE

Senior PE, Senior Health, Recreation Studies, VET pathways Cert II / III

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)

Junior Secondary

Senior Secondary

Post-school

www.murrumbassc.eq.edu.au
SPANISH

Prerequisites/Special requirements: Nil

Description / Outline of the subject:

Language studies focus on developing language proficiency and promote intercultural understanding. Studying a language better equips students to engage with others and participate fully in an increasingly globalised world. By studying another language, students gain access to other people’s ideas and ways of thinking as well as enable them to become interested in and respectful of other cultures. Studying languages allows students to develop social and cognitive skills that will help them in other areas of the curriculum. Furthermore, acquiring knowledge of languages other than English will help to improve students’ future employment and economic opportunities. Students learning European languages expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.

At MSSC, the decision was made to offer students the chance to study the second most spoken language in the world: Spanish. As such, students here at the college have an opportunity to increase their economic potential on a global scale. In an increasingly globalised world, this can only be viewed as a progressive way forward and we are proud to be able to offer such an opportunity.

The language programme is a sequential programme of study for all junior students and, working in collaboration with the neighbouring primary school, includes units of study designed for year 6. A variety of work units are embarked upon such as the exploration of everyday life through objects, clothing and food to more complex studies of the grammar of the Spanish language: vocabulary, reading, writing and listening skills. All of these skills are developed to enable students to move from junior to senior language studies at school and from there on to further education in the tertiary sector or in to the world of work.

Brief Unit/Assessment Outline:

The Year 7 Spanish program is designed to develop students’ skills in reading, writing and listening. This year, they will be assessed on these skills in a more rigorous manner and will need to display those skills on a number of occasions. In addition to their core assessment pieces in terms 1, 2, 3 and 4, the students develop a ‘standalone’ research task as based on their knowledge of the cultural aspects of Spanish life. This unit is a two week unit which is rotated through the different classes between Terms 1 and 3.
### Course Outline

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<tr>
<th>Unit 1</th>
<th>About Me</th>
<th>Reading and Writing</th>
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</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>My Family</td>
<td>Writing and Speaking</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Our House</td>
<td>Listening and Reading</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Going Shopping</td>
<td>Listening and Speaking</td>
</tr>
</tbody>
</table>

**Cost:**
Refer to the Fee Matrix on the College Website.

**Future Pathways:**

- Junior LOTE
- Senior LOTE
- University (i.e. Honour Classes, Spanish for Research, etc.)
- TAFE (i.e. Tourism)
- Work (Teaching, Translation etc.)
- Post-school
- Junior Secondary
- Senior Secondary
SPANISH ACCELERATION

Prerequisites/Special requirements:
Entry via the application process which includes an interview.

Description / Outline of the subject:

In addition to their compulsory LOTE (Spanish) class, Acceleration students will also learn History in Spanish (at least 50% of the course). Students will have the opportunity to explore history in Spanish and English, developing high levels of language proficiency. The program will offer a greater depth of exposure to the study of language, culture and Studies of Society and Environment. Challenging opportunities will occur that will nurture independent learning. The program provides students with opportunities to gain proficiency across the four macroskills: Speaking; Listening; Reading and Writing in the target language and improved understanding of the English language.

Brief Unit/Assessment Outline:

<table>
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<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
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<tr>
<td>About Me</td>
<td>Writing and Reading</td>
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<tr>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>My Family</td>
<td>Writing and Speaking</td>
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<td>Unit 3</td>
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<tr>
<td>Our House</td>
<td>Listening and Reading</td>
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<td>Unit 4</td>
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<tr>
<td>Going Shopping</td>
<td>Writing and Speaking</td>
</tr>
</tbody>
</table>
Cost:
Refer to the Fee Matrix on the College website.

Future Pathways:
SPANISH IMMERSION

Prerequisites/Special requirements:
Interview and Results

Description / Outline of the subject:
An Immersion Program provides acceleration students with the deepest possible exposure to a second language and culture. In the program students in Years 8-10 receive 50-60% of the curriculum in the second language. Key Learning Areas such as Maths, SOSE and Food Technology Studies, are taught in the second language.

The Spanish Immersion Program develops:
- a very high level of language proficiency, linguistic skills and intercultural understanding
- cognitive processes needed in other areas of learning
- resilience and confidence through personal enrichment and challenges
- enhanced listening and thinking skills
- improved study skills, self-discipline, motivation and confidence
- more flexible and creative problem-solving skills
- an increased understanding of how languages work, including an improved understanding of the English language
- improved career and travel opportunities both in Australia and overseas
- a positive group identity leading to improved relationships amongst students and also their teachers
- strong partnerships with parents, teachers & the wider community
- effective life learning experiences
- understanding of others & raises awareness of other cultures

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
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</thead>
<tbody>
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<td>Unit 1</td>
<td>Recreation</td>
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<td></td>
<td>Writing Exam</td>
</tr>
<tr>
<td>Unit 2</td>
<td>In my neighbourhood</td>
</tr>
<tr>
<td></td>
<td>Listening and Reading Exam</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Life in my neighbourhood</td>
</tr>
<tr>
<td></td>
<td>Speaking Exam</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Travel Planning</td>
</tr>
<tr>
<td></td>
<td>Reading Exam</td>
</tr>
</tbody>
</table>
Cost:
Refer to the Fee Matrix on the College website.

Future Pathways:
APPLIED TECHNOLOGY

Prerequisites/Special Requirements (if any): Nil

Description / Outline of the subject:

Applied Technology is a multi-disciplinary unit. This unit will develop broad industry skills with a focus on design and engineering. Students will engage with Robotics, CNC equipment and industry standard CAD software to develop an understanding of design parameters and processes.

Through the experiences and challenges of ‘working technologically’, students develop a range of associated knowledge, practices and dispositions. They draw on and expand their understandings of technology and its characteristics to create products to meet real-life and lifelike challenges. In so doing, students become confident, critical designers and users of technology.

Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td></td>
</tr>
<tr>
<td>Unit 1 Graphics</td>
<td>Classwork Folio and Assignment</td>
</tr>
<tr>
<td>Unit 2 Robotics</td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td></td>
</tr>
<tr>
<td>Unit 2 Robotics</td>
<td>Design Journal</td>
</tr>
<tr>
<td>Unit 3 Product Design</td>
<td>Product and Design Folio</td>
</tr>
</tbody>
</table>

Years 7 and 8 Applied Technology are core units that prepare students for further study in the area of Industrial Technology. Industrial Technology offers three pathways of learning into Year 9 which enables students to prepare further for senior study in either an academic or vocational strand.

Students in Year 7 engage in learning in the following subject areas:
1. Graphics and Design – An Introduction to the basic concepts of computer aided design.
2. Engineering (Robotics)- Will provide students an opportunity to gain an understanding of the underlying concepts and principles of engineering in its broadest sense. It relates to the study of materials, engineering mechanics, control systems and the way technology has affected industry and society. Students will focus on robotics and material design.
3. Industrial Technology and Design- Is a topic in which students use the design process to develop knowledge and skills in a range of workshop practices and procedures.
In all strands students are challenged to:
- design and develop products in response to needs, wants or opportunities
- engage with industry standard Computer Aided Design packages
- use Computer Numerically controlled CNC machinery to produce exciting projects
- consider appropriateness and contexts as they initiate, design, use, modify, and reflect on products of technology

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

**Future Pathways:**

- Year 7/8 – Industrial Technology & Design
- Year 9 - Graphics
- Year 9 - Engineering Technology
- Year 9 – Product Design
- Graphics/Engineering
- Graphics/Engineering
- VET Certificate Furnishing/Manufacturing/Technology Studies
- University (Architecture, Design, Surveying, Engineering, Teacher, etc)
- University (Architecture, Design, Surveying, Engineering, Teacher, etc)
- Product Design, Industrial Design Surveying, Engineering, Teacher, etc)
The ARTS

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline of the subject:

During year 7 The Arts, students will participate in 4 rotations. These rotations consist of 5 week blocks where students get a sample of each of the art strands in The Creative Industries - Dance, Visual Arts, Drama and Film. This is an exciting program where students get to create, respond and present their work to their peers in a safe and supportive environment.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th></th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Choreographing and manipulating movement</td>
<td>Practical task 1</td>
</tr>
<tr>
<td>Drama</td>
<td>The Elements of Drama</td>
<td>Practical task 2</td>
</tr>
<tr>
<td>Film and Media</td>
<td>Film creation</td>
<td>Practical task 3</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Understanding tone and texture</td>
<td>Practical task 4</td>
</tr>
</tbody>
</table>

Cost:

Refer to Fee Matrix on the College website.
Future Pathways:

- Junior Art
  - Film
    - University Bachelor of Fine Art, Graphic Design, Photography
  - Drama
  - Visual Arts
    - TAFE Technical Art Training
  - Dance
    - Work
      - Graphics Designer
      - Web Designer
      - Sculptor

- Junior Secondary
- Senior Secondary
- Post-school

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Year 7 High Performance Music

Prerequisites/Special Requirements: Audition

Outline of the subject:
High Performance Music is designed to assist in the development of students’ allround musicianship as well as using their passion for music to enhance their academic success. A strong emphasis will be placed on both the practical and the theoretical side of music and offer students many opportunities to develop their skills, providing students in the Murrumba areas access to specialised teaching and performance opportunities. All students are to complete and application and audition to successfully enter into this program.

All HPM Program students will be a member of at least one of our college ensembles: Murrumba Singers, Big Band, String Ensemble or Wind Symphony.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Musical Theatre</td>
</tr>
<tr>
<td></td>
<td>Aural Skills Assessment</td>
</tr>
<tr>
<td></td>
<td>Musicology Assessment</td>
</tr>
<tr>
<td></td>
<td>Performance Assessment</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Program Music</td>
</tr>
<tr>
<td></td>
<td>Composition Assessment</td>
</tr>
<tr>
<td></td>
<td>Performance Assessment</td>
</tr>
<tr>
<td></td>
<td>Musicology Extended Written</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Popular Music</td>
</tr>
<tr>
<td></td>
<td>AMEB Theory Exam</td>
</tr>
<tr>
<td></td>
<td>Performance Assessment</td>
</tr>
</tbody>
</table>

Cost:
Refer to Fee Matrix on the College website.

Future Pathways:

Yr 7 HPM

Yr 8 HPM

Yr 9 HPM

Yr 10 HPM

Senior OP Music

Music in Practice

Junior Secondary

Senior Secondary
Music

Prerequisites/Special Requirements: Nil

Brief Description/Outline of the subject:
This Subject allows students to experience practical music-making skills in the performance disciplines of voice, keyboard and guitar. In small-group lessons once per fortnight for 70 minutes students acquire basic performance skills to perform individually or in small groups. Throughout all units we embed music theory and knowledge into student focused activities and games. In term 4, students will be exploring composition through the use of digital means.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Folk Music</td>
<td>Singing Performance, Aural Skills and Theory exam</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Percusive Sounds</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Keyboard/Guitar</td>
<td>Performance, Aural Skills and Theory exam</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Digital Music</td>
<td>Digital Composition</td>
</tr>
</tbody>
</table>

Cost:

Refer to Fee Matrix on the College website.
Future Pathways:

- Junior Music
  - Diploma of Music (Performance)
  - Diploma of Music Industry (technical)
  - Composer/Arranger
  - Performer
  - Sound Engineer
  - Music Teacher
  - Musicologist/ Ethnomusicologist

- University
  - Bachelor of Music
  - Bachelor of Music Technology

- TAFE

- Work
  - Bachelor of Music Technology

- Post - school

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ENGINEERING EXCELLENCE PROGRAM

Prerequisites/Special Requirements (if any):

Expression of Interest in enrolment package
High performance in HAST exam which has a non-refundable fee
High academic achievement in maths and science
Evidence of College Values in student during interview
Participation in program reviewed at the end of 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 junior course, the student will engage with a variety of different units which may include Robotics, Design, Engineering, Sustainability, Food Technology, Environmental Engineering, Polymers, Biotechnology and Forensic Science.

Cost:
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:

Engineering, Architecture, Design, Medical Sciences, Physiotherapy, Sports Science, Biotechnology, Pharmacy and any career in the Science, Engineering or Medical fields.
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 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

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Practical assessment</td>
</tr>
<tr>
<td>Practical activities</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>Practical assessment Exam</td>
</tr>
<tr>
<td>Practical activities</td>
<td></td>
</tr>
<tr>
<td>Laws of the Game</td>
<td></td>
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<tr>
<td>Unit 3</td>
<td>Practical assessment</td>
</tr>
<tr>
<td>Practical activities</td>
<td></td>
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<tr>
<td>Unit 4</td>
<td>Practical assessment Journal</td>
</tr>
<tr>
<td>Practical activities</td>
<td></td>
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<tr>
<td>Goal setting</td>
<td></td>
</tr>
</tbody>
</table>

Cost:

Refer to the Fee Matrix on the College website.
Future Pathways:

Junior HPE

Senior HPE VET Certificate Option

University (i.e. Human Movement Studies, Exercise Science, etc)
TAFE (i.e. Personal training, etc)
Work (Gym instructor, fitness industry, etc)

Junior Secondary

Senior Secondary

Post-school
GEOGRAPHY

Prerequisites/Special Requirements: 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 do people’s reliance on places and environments influence their perception of them?
2. What effect does the uneven distribution of resources and services have on the lives of people?
3. What approaches can be used to improve the availability of resources and access to services?
Brief Unit Outline:

Throughout the course, students will study:

- **Water in the World** which focuses on water as an example of a renewable environmental resource. The unit examines the many uses of water and its scarcity. Water in the World develops students’ understanding of the concept of environment including the ideas that the environment supports and enriches human and other life and that the environment has its specific hazards.

- **Place and Liveability** which focuses on the concept of place through an investigation of liveability. The unit examines factors that influence liveability and how it is perceived and that spaces are planned and managed by people. Place and Liveability develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning.

**Cost:**
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:**