YEAR 9 Curriculum Handbook
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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 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 9 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 both mandated and elective subjects and will participate in learning experiences in the core areas of Mathematics, English, Science, Social Sciences and Health and Physical Education.

CAREER PLANNING

Throughout Year 9, students continue 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 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.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

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 9, students interact with peers, teachers, individuals and groups in a range of face-to-face and online/virtual environments. Students interpret, create, evaluate, discuss and perform a wide range of literary texts. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts. Students develop a critical understanding of the contemporary media, and the differences between media texts.

At Murrumba State Secondary College, the year 9 English course consists of at least three lessons per week.
Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Unit Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Representations of Australia</td>
<td>Persuasive Speech</td>
</tr>
<tr>
<td>2 Novel Study</td>
<td>Written Exposition</td>
</tr>
<tr>
<td>3 Speculative Fiction</td>
<td>Short Story</td>
</tr>
<tr>
<td>4 Drama</td>
<td>Interior Monologue</td>
</tr>
<tr>
<td>5 Film Study</td>
<td>Film Review</td>
</tr>
<tr>
<td>6 Poetry</td>
<td>Poetry Analysis</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
Pearson English Homework Program (available through the college)

Future Pathways:
MATHEMATICS / MATHEMATICS EXTENSION

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 one half 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term One</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 1: Perimeter, Area, Volume and Capacity</td>
<td>Report</td>
</tr>
<tr>
<td>Unit 2: Scale and Similarity</td>
<td></td>
</tr>
<tr>
<td><strong>Term Two</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 3: Rates, Ratios and Financial Maths</td>
<td>Exam</td>
</tr>
<tr>
<td>Unit 4: Probability</td>
<td></td>
</tr>
<tr>
<td><strong>Term Three</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 5: Statistics</td>
<td>Exam</td>
</tr>
<tr>
<td>Unit 6: Pythagoras’ Theorem and Trigonometry</td>
<td></td>
</tr>
<tr>
<td><strong>Term Four</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 7: Algebra</td>
<td>Exam</td>
</tr>
<tr>
<td>Unit 8: Year Review</td>
<td></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
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:

**Mathematics**

- Essential Mathematics (formally Pre-Vocational Mathematics)
- General Mathematics (formally Mathematics A)

**Year 10 Mathematics**

- Work: Traineeship, Apprenticeship
- Work: Traineeship, Apprenticeship / Entry into Non-Maths Uni Courses

**Extension Mathematics** (as part of the Engineering Excellence Program)

- A in Year 9 Maths
- and B in Year 10 English

**Year 10 Extension Mathematics**

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

**Year 10 Specialist Mathematics**

- Year 10 Specialist Mathematics with 10 Extension Mathematics
- Special Mathematics (formally Mathematics C)

**Senior Secondary**

- University (Engineering, Design, Electronics, Maths, etc)
- A in Year 9 Mathematics or B in Year 9 Extension Mathematics or refer Specialist
- A in Year 9 Mathematics or B in Year 9 Extension Mathematics or refer Specialist

**Post-school**

**Junior Secondary**

- A in Year 9 Mathematics and B in Year 10 English
- Specialist Mathematics (formally Mathematics C)

**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.

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>My Life in Balance</td>
<td>Data Test</td>
</tr>
<tr>
<td>Energy on the Move</td>
<td></td>
</tr>
<tr>
<td>Term Two</td>
<td></td>
</tr>
<tr>
<td>It’s Elementary Life: Reactions</td>
<td>Student Experiment</td>
</tr>
<tr>
<td>Term Three</td>
<td></td>
</tr>
<tr>
<td>It’s Elementary Life: Atomic structure and radioactivity</td>
<td>Research Task</td>
</tr>
<tr>
<td>Responding to Change</td>
<td></td>
</tr>
<tr>
<td>Term Four</td>
<td></td>
</tr>
<tr>
<td>Changing Earth</td>
<td>Exam (Semester)</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:

Whether you choose a career in Science or simply live in today's world, you need to be scientifically literate. You are only limited by your imagination! Be a Vet, Doctor, Technician, Repairperson, Computer Whiz, Food Technologist, Reporter, Builder, Electrician, Lawyer, Nurse, Engineer, Parent.

Whatever you want to be, you will need Science.
HISTORY
(Semester One)

Prerequisites/Special Requirements: Nil

Brief Description / Outline 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 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.

Key inquiry questions:
1. What were the changing features of the movements of people from 1750 to 1918?
2. What was the significance of World War One?

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One</td>
<td>Industrialisation</td>
</tr>
<tr>
<td>Term Two</td>
<td>World War One</td>
</tr>
<tr>
<td>Term Three</td>
<td>Making a Nation</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
(Semester Two)

Prerequisites/Special Requirements: Nil

Brief Description / Outline of the subject:

The Year 9 Geography curriculum provides a study of the complex interactions between people and their environments, to investigate the social, economic, environmental and cultural impacts of the physical world. Students will explore the skills of geography, the issues the world faces such as endangered species and sustainability, and the formation and impact of natural disasters. Their assessment tasks provide students with the opportunities to demonstrate their knowledge and understanding, their ability to investigate the issues, and to communicate effectively.

Key inquiry questions:
1. How are environments defined by spatial patterns, human and physical interactions?
2. What are the characteristics and processes of the natural world, including landforms, vegetation and climactic zones?
3. What are the interrelationships between human activities and physical environments?
4. How do communities balance economic, social, political and environmental factors through sustainable development, consumption and production?

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One</td>
<td>Geography of Interconnections</td>
</tr>
<tr>
<td>Unit Two</td>
<td>Biomes and Food Security</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
- Modern/Ancient History
- Legal Studies
- Civics

- University (i.e. Education, Archaeology, etc)
- University (i.e. Education, Archaeology, etc)
- TAFE / Work (Justice studies, Business, Hospitality, Tourism, Defence Force, etc)
HEALTH AND PHYSICAL EDUCATION

Prerequisites: 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.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One</td>
<td>Practical Assessment</td>
</tr>
<tr>
<td>Practical Activities</td>
<td>Written Assessment</td>
</tr>
<tr>
<td>Health Unit – Puberty Problem Solving</td>
<td></td>
</tr>
<tr>
<td>Term Two</td>
<td>Practical Assessment</td>
</tr>
<tr>
<td>Practical Activities</td>
<td>Written Assessment</td>
</tr>
<tr>
<td>Health Unit – Fit for Life</td>
<td></td>
</tr>
</tbody>
</table>

This subject consists of 2 lessons per week for 1 semester. The course is divided equally in to practical and theory lessons.

The course aims to:

- examine a range of personal and community Health issues.
- 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.
Cost (if any):
Refer to the Fee Matrix on the College website

Future Pathways:
HEALTH AND PHYSICAL EDUCATION EXTENSION

Subject: Health and Physical Education Extension

Prerequisites: Minimum ‘B’ achievement in Year 8 semester 2 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 to develop a deeper understanding of specific training techniques to improve their performance.

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>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One</td>
<td></td>
</tr>
<tr>
<td>Practical Activities</td>
<td>Practical Assessment</td>
</tr>
<tr>
<td>Training Programs and Energy Systems</td>
<td>Written Assessment</td>
</tr>
<tr>
<td>Term Two</td>
<td></td>
</tr>
<tr>
<td>Practical Activities</td>
<td>Practical Assessment</td>
</tr>
<tr>
<td>Theories of Skill Acquisition</td>
<td>Written Assessment</td>
</tr>
</tbody>
</table>

Assessment Schedule and Topics May Change
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:
SPANISH

Prerequisites/Special requirements (if any): 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:

Year 9 Spanish language study is designed to enable students to utilise the skills they have developed in throughout junior school. They are assessed on their reading, writing and listening skills at a much more rigorous level than before and are expected to indicate their ability to use their knowledge of the Spanish language and its culture in a meaningful way.

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One: My Daily Life</td>
<td>Writing and Reading Exam</td>
</tr>
<tr>
<td>Unit Two: At the Restaurant</td>
<td>Listening and Speaking Exam</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.) Hospitality
- Work (Teaching, Translation, Study Abroad etc.)
- Hospitality
- Study Abroad
- Junior Secondary
- Senior Secondary
- Post - school
SPANISH IMMERSION

Tecnología alrededor del mundo hispano/ Technology around the Spanish World

Brief description/ outline of the subject

The following course is aimed at year 9 Spanish immersion students. Through the use of technology, students will be able to communicate with pen-pals, exchanging info about an itinerary in a Spanish speaking country. Furthermore, create their own recording, editing information, creating surveys. Students will have the opportunity to access authentic material in Spanish and explore the Spanish web. Additionally, the course is designed to provide students with the necessary research skills needed to navigate the Spanish web, blogs in Spanish, as well as creating their own broadcast in Spanish. The course will further encourage students to improve and demonstrate their digital and language skills thus far.

Brief Unit Assessment outline

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Three</td>
<td>Written Essay</td>
</tr>
<tr>
<td>Young People and Social Media</td>
<td></td>
</tr>
<tr>
<td>Term Four</td>
<td>Multimodal Presentation</td>
</tr>
<tr>
<td>Culture and Tradition: Food in the Hispanic Work</td>
<td></td>
</tr>
</tbody>
</table>

Cost:

Refer to the Fee Matrix on the College website.

Language study using technology will provide students with the opportunity to enhance their global career prospects in many areas. Future careers and studies can include:

- Media correspondent
- Film, television and Media
- Griffith university: Spanish for professional purposes
- International Research Services
- Communication and trade consultant
- Translation
- Teaching
- Tourism marketing and Services
- Multinational corporations
Future Pathways:

- Junior LOTE
  - Senior LOTE
    - University (i.e. Honour Classes, Spanish for Research, etc.)
    - TAFE (i.e. tourism.) Hospitality
    - Work (Teaching, Translation, Study Abroad etc.)
  - Hospitality
  - Study Abroad

- Junior Secondary
- Senior Secondary
- Post-school
GRAPHICS

Prerequisites/Special Requirements (if any): Nil

Description / Outline of the subject:

This subject introduces students to the basic concepts of Computer Aided Design. The knowledge and skills attained will enable the student to produce simple CAD drawings and provide the basis for further studies in Graphics. The students will be introduced to CAD software with the emphasis on 3D Modelling.

This course develops graphical knowledge and skill through contextual learning in the settings of Product Design, Built Environment and Business Graphics.

Students in Year 9 engage in learning in the following subject areas; Built Environment- Students will discover what impacts effective design can have on the efficiency of a house. As well as learning how to engage effectively with Archicad to produce a 3D animated design of their house.

Product Design- Will provide students an opportunity to gain an understanding of the underlying concepts and principles of effective and efficient product design. Students will also develop their understanding of the importance of layout and advertising.

Graphics involves the sketching, 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 media, visual and viewing systems.

Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One</td>
<td>Classwork Folio and Assignment</td>
</tr>
<tr>
<td>Built Environment</td>
<td></td>
</tr>
<tr>
<td>Term Two</td>
<td>Classwork Folio and Assignment</td>
</tr>
<tr>
<td>Production &amp; Business Graphics</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Schedule and Topics May Change
Students in Year 9 engage in learning in the following subject areas;

1. Built Environment- Students will discover what impacts effective design can have on the efficiency of a house. As well as learning how to engage effectively with Archicad to produce a 3D animated design of their house.

2. Product Design- Will provide students an opportunity to gain an understanding of the underlying concepts and principles of effective and efficient product design. Students will also develop their understanding of the importance of layout and advertising.
Cost:
Refer to the Fee Matrix on the College website.

Future Pathways:
PRODUCT DESIGN

Prerequisites/Special Requirements (if any): Nil

Description / Outline of the subject:

Product Design is a unit in which students experience and learn a range of workshop skills and procedures coupled with the latest in CNC processes. Students learn about the design process, while using CAD to design an individual artifact. All work that students undertake is reflected directly in a design folio, which makes up the theoretical component of the course.

Before commencing work in the workshop students take part in a short unit introducing them to the ideas behind workplace health and safety.

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One Design Project 1- Plastics &amp; Mixed Materials</td>
<td>Design Folio/ Artefact</td>
</tr>
<tr>
<td>Term Two Design Project 2- FRP &amp; Mixed Materials</td>
<td>Design Folio/ Artefact</td>
</tr>
</tbody>
</table>

Assessment Schedule and Topics May Change

Cost (if any):

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

- Year 9 Product Design
  - Graphics
    - Graphics - OP
  - Technology Studies
    - Technology Studies - OP
  - Engineering Technology
    - Engineering Technology - OP

Junior Secondary

Year 10

Year 11 - 12
ENGINEERING

Prerequisites/Special Requirements/Cost (if any):
Refer to the Fee Matrix on the College website.

Description / Outline of the subject:

Students will use the design process to develop knowledge and skills in the following key areas of material selection, simple machines, aerodynamics, and Control Systems. As a result they will design, produce, test, race and evaluate a model of a high performance racing car. Students will utilize the schools CNC machines to produce their 3D model. Robotic Systems will be utilized to reinforce and test theoretical concepts. They are essential in developing logic and problem solving techniques. Engineering also involves developing an understanding of sketching, CAD and presentation of 2 dimensional and 3 dimensional objects using a variety of industry standard techniques and processes.

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>CO2 Racers</td>
<td>Classwork Folio and Assignment</td>
</tr>
<tr>
<td>Term Two</td>
<td></td>
</tr>
<tr>
<td>Robotics-Small Machines</td>
<td>Classwork Folio and Assignment</td>
</tr>
</tbody>
</table>

Assessment Schedule and Topics May Change

Students in Year 9 in both topics will engage in a discovery of;
• The design process
• Material selection
• Simple machines
• Aerodynamics
• Control Systems
• The Impact of Technology on Society
Future Pathways:

SPECIALIST MATHEMATICS

Prerequisites/Special Requirements (if any):
Minimum B in Year 8 Mathematics.
Students will be expected to compete in the Australian Mathematics Competition and the District Maths Tournament.

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. It’s companion subject is Mathematics Extension, which means students MUST do both subjects.

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.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term One</strong></td>
<td></td>
</tr>
<tr>
<td>History of Mathematics</td>
<td>Exam</td>
</tr>
<tr>
<td>Number Theory 1</td>
<td></td>
</tr>
<tr>
<td>Coding and Cryptography</td>
<td></td>
</tr>
<tr>
<td><strong>Term Two</strong></td>
<td></td>
</tr>
<tr>
<td>Coding and Cryptography continued</td>
<td>Assignment</td>
</tr>
<tr>
<td>Combinations and Permutations</td>
<td>Exam</td>
</tr>
<tr>
<td>Algebra</td>
<td></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)
- Pens, pencils, ruler, eraser
- A laptop is not required but will be beneficial

Student will be provided (via the Student Resource Scheme) with access to:
- Electronic notes and relevant etextbook chapters
- MyMaths online (homework program used)

Future Pathways:
VISUAL ART

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline of the subject:

The Year 9 Visual Arts Course introduces students to the process of designing and making artwork in response to design problems. The focus in this subject is on students creating, responding, presenting, reflecting and appraising images and objects. They develop their understanding of the art elements and concepts of design. Students get satisfaction and enjoyment from making images, objects and displaying them.

Brief Unit/Assessment Outline

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One</td>
<td>Drawing 1</td>
</tr>
<tr>
<td></td>
<td>Practical task 1</td>
</tr>
<tr>
<td>Unit Two</td>
<td>Printmaking 1</td>
</tr>
<tr>
<td></td>
<td>Practical task 2</td>
</tr>
<tr>
<td>Unit Three</td>
<td>Artist Study</td>
</tr>
<tr>
<td></td>
<td>Written task</td>
</tr>
<tr>
<td>Unit Four</td>
<td>Sculpture</td>
</tr>
<tr>
<td></td>
<td>Practical task 3</td>
</tr>
</tbody>
</table>

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

Future Pathways:
**VISUAL ART EXTENSION**

Prerequisites/Special Requirements (if any): Visual Arts Semester 1- Selection Folio

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

The Year 9 Visual Arts Course extends students ability in designing and making artwork in response to design problems. The focus in this subject is on students creating, responding, presenting, reflecting and appraising images and objects. They develop their understanding of the art elements and concepts of design. Students get satisfaction and enjoyment from making images, objects and displaying them.

**Brief Unit/Assessment Outline:**

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One</td>
<td>Drawing 2</td>
</tr>
<tr>
<td></td>
<td>Practical task 1</td>
</tr>
<tr>
<td>Unit Two</td>
<td>Printmaking 2</td>
</tr>
<tr>
<td></td>
<td>Practical task 2</td>
</tr>
<tr>
<td>Unit Three</td>
<td>Artist Study</td>
</tr>
<tr>
<td></td>
<td>Written task</td>
</tr>
<tr>
<td>Unit Four</td>
<td>Sculpture</td>
</tr>
<tr>
<td></td>
<td>Practical task 3</td>
</tr>
</tbody>
</table>

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

**Future Pathways:**

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**Junior Art**

- Visual Arts
- TAFE - Technical Art Training
- University Bachelor of Fine art, Graphic design, Photography

**Creative Arts**

- Work Graphic Designer
- Web Designer
- Sculptor

**Junior Secondary**

**Senior Secondary**

**Post - School**
YEAR 9 MUSIC

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline of the subject:
This subject will introduce students to the three major components of Music: Musicology, Composition, and Performance. Students will study a variety of musical genres ranging from world music to 21st Century art music. Music focuses on students making music and developing the ability to think and express themselves 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 Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 (1 semester)</td>
<td>Music Through The Ages</td>
</tr>
<tr>
<td></td>
<td>Musicology Exam, Performance, Composition</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Keyboard Skills</td>
</tr>
<tr>
<td></td>
<td>Performance</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Group Vocal Performance</td>
</tr>
<tr>
<td></td>
<td>Performance Aural Analysis Exam</td>
</tr>
</tbody>
</table>

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

Future Pathways:
MUSIC EXTENSION

Special Requirements: Nil

Prerequisites: Year 9 Music Semester 1 - ‘B’ for Achievement, Effort and Attitude

Brief Description / Outline of the subject:

This subject will extend students in the three major components of Music: Composition, Performance and Musicology. Music extension gives students the opportunity to further develop and extend their ability to think and express themselves in sound when responding, writing or performing music. Repertoire from various cultural and historical contexts will be explored in great depth to aurally and visually identify the elements of music.

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>Guitar Skills 2</td>
<td>Performance, Musicology, Composition</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Rock Ensemble</td>
<td>Performance</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Individual Performance Study</td>
<td>Performance Aural Analysis Exam</td>
</tr>
</tbody>
</table>

Cost:

Refer to the Fee Matrix on the College website.

Future Pathways:

Junior Music

Senior Music

University
Bachelor of Music
Bachelor of Music Technology

TAPE - Diploma of Music
(Performance)
Diploma of Music Industry (Technical Production)

Work
Composer/arranger
performer
Sound engineer
Music Teacher
Musicologist / ethnomusicologist

Post - School

Senior Secondary

Junior Secondary
YEAR 9 DANCE

Special Requirements:

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.

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 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.

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Hip-Hop and Stepping</td>
</tr>
<tr>
<td></td>
<td>Performance Task</td>
</tr>
<tr>
<td></td>
<td>Choreography Task</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Lyrical</td>
</tr>
<tr>
<td></td>
<td>Performance Task</td>
</tr>
<tr>
<td></td>
<td>Choreography Task</td>
</tr>
</tbody>
</table>

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

Future Pathways:

University
Bachelor Fine Arts (Dance)
Bachelor Fine Arts (Dance Performance)
Bachelor of Creative Industries
Bachelor of Creative Industries / Bachelor of Secondary Education

TAFE
Certificate III Performing Arts

Career
Performer, Choreographer, teacher, private instructor, dance critique

Junior Secondary
Senior Secondary
Post - School
DRAMA

Special Requirements:

Drama requires the ability to be self-motivated and to work as part of a collaborative team. It is a subject that requires confidence to perform in front of peers and a public audience to enable students to explore the Elements of Drama in different contexts. It is expected that students will actively take part in extra-curricular events within the school that showcase the Creative Industries.

Prerequisites: Nil

Brief Description / Outline of the subject:

Year 9 Junior Drama continues to build on the students understanding of the Elements of drama and how they are manipulated to create dramatic meaning. Drama teaches students the origins of performance by exploring different forms and styles. Students are required to devise their own performance, utilising the elements of drama and integrating performance technologies (lighting, sound) to enhance the dramatic meaning. To devise drama, students will draw on their own personal experiences and that of others from different cultural contexts. This encourages personal and social growth for the students as well as a broader understanding of the world around them. Students will critically evaluate experiences of drama making, performing and responding and analyse how meaning is created through dramatic action in different styles and forms.

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Creating Drama</td>
</tr>
<tr>
<td></td>
<td>Responding - Actors Journal</td>
</tr>
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<td></td>
<td>Performance - Group Devised</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Ritual Theatre</td>
</tr>
<tr>
<td></td>
<td>Performance Forming - folio</td>
</tr>
</tbody>
</table>

Cost:

Refer to the Fee Matrix on the College website.

Future Pathways:
FOOD STUDIES

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline of the subject:

This unit draws upon and extends the concepts learnt in Food Technology in year 8. The Food Technology program places emphasis on developing students' knowledge and Independent skills in the principles of cookery, safety and hygiene. Students aim to gain an understanding of appropriate work methods and the use of equipment and utensils as well as recognising the importance of good nutrition throughout life.

This semester focuses on “cooking basics” with practical cookery relating to basic skills and use of cooking equipment and a focus introduction to nutrition. Students will develop skills to independently select and create healthy meals based on sound nutritional choices.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students develop practical skills while producing quality food items</td>
<td>Formal Assessment Item 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 2</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students develop practical skills while producing quality food items - Nutrition Focus</td>
<td>Formal Assessment Item 3</td>
</tr>
</tbody>
</table>

The order of assessment may change

Cost (if any):

Refer to the Fee Matrix on the College website.

Future Pathways:
ENGINEERING EXCELLENCE PROGRAM

Prerequisites/Special Requirements (if any):

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

It is a requirement of the course that all successful applicants participate in a variety of competitions which will incur costs.

Part of the selection process for the Engineering Excellence Program is a high performance in the ACER HAST exam. This exam incurs a non-refundable fee.

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.
ENTERPRISE EDUCATION

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline of the subject:

Enterprise Education focuses on business and economic systems, business procedures, enterprise and work environments. Understandings of business are drawn from the fields of accounting, marketing, management, communications information communication technology, retail and administration. Enterprise Education also provides a practical and theoretical basis for senior subjects such as Accounting, Business Communication & Technologies (BCT), Legal Studies, Economics and Business Organisation and Management (BOM)

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
</table>
| Term 1  
Contemporary Business Environments and business organisation- Australian production. Enterprise Opportunities Entrepreneurs and business. | Formal Assessment Item 1            |
| Term 2  
Personal Finance- ASX Budgets Financial Records Management                  | Formal Assessment Item 2            |

Assessment Schedule and Topics May Change

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

Future Pathways:
INFORMATION COMMUNICATION TECHNOLOGY

Prerequisites/Special Requirements (if any): Nil

Brief Description / Outline of the subject:

ICT students will develop skills that extend to many facets of the multi-media industry. The subject provides students with the opportunity to sample software and projects undertaken by software developers in the real world. Students will develop specific skills in photo editing software and Game Production software. Students demonstrate their learning through the design and development of a range of graphic productions and games.

Brief 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>Image Editing and Theory</td>
<td>Formal Assessment 1</td>
</tr>
<tr>
<td>Animation</td>
<td>Formal Assessment Item 2</td>
</tr>
<tr>
<td>Term 2</td>
<td></td>
</tr>
<tr>
<td>Game Development</td>
<td>Formal Assessment 3</td>
</tr>
<tr>
<td>Web design</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Schedule and Topics May Change

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

Future Pathways:
MEDIA STUDIES

Prerequisites / special requirement: Nil

Brief Description / Outline of the subject:

The intention of this subject is to provide students with an insight into and practical hands on experience of the media. Through this course, students will gain an understanding that all media is constructed and what they see at the cinema, on television, in print media, on the radio and the Internet, are not representations of reality but "re-presentations of reality". They will become equipped with the skills to discern the truth from the re-presentation of reality. This knowledge, together with an understanding of how to analyse texts, assists in developing student awareness of the role of the media in our society and its power as a form of mass communication in today’s technological world.

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.

Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong> Remix film trailers: Topics – film trailers, film reviews, editing,</td>
<td>Writing a film review. Designing and creating a remix film trailer.</td>
</tr>
<tr>
<td>storyboarding, scripting.</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2</strong> News and Views: Topics - different viewpoints of news stories,</td>
<td>Comparing and contrasting a news item in Mass media, Print media and Online /</td>
</tr>
<tr>
<td>Online and Mass media, the rise and influence of Social media, the nature of</td>
<td>Social media. To be created using New Media techniques.</td>
</tr>
<tr>
<td>Print media, Broadcast media.</td>
<td></td>
</tr>
<tr>
<td><strong>Units 3 &amp; 4</strong> Music Video Clips: Topics – various stylised film making</td>
<td>Designing and producing a music video clip in a production group.</td>
</tr>
<tr>
<td>styles, lighting, manipulating image, various editing styles, use of equipment.</td>
<td>Analysis of a music video clip.</td>
</tr>
</tbody>
</table>

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

- Media Art
  - Film, Television & New Media
  - Certificate Courses
    - University
      - Griffith - BA Screen Production or Communication
    - TAFE
      - Southbank Institute of TAFE
    - Private Courses
      - School of Audio Engineering QANTAM
    - WORK

- Junior Secondary
- Senior Secondary
- Post - School
FILM, TELEVISION AND NEW MEDIA

Prerequisites / special requirement: Nil

Brief Description / Outline of the subject:

The intention of this subject is to provide students with an insight into and practical hands-on experience of the media. Through this course, students will gain an understanding that all media is constructed and what they see at the cinema, on television, in print media, on the radio and the Internet, are not representations of reality but “re-presentations of reality”. They will become equipped with the skills to discern the truth from the re-presentation of reality. This knowledge, together with an understanding of how to analyse texts, assists in developing student awareness of the role of the media in our society and its power as a form of mass communication in today’s technological world.

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Brief Unit/Assessment Outline:

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Course Outline</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remix film trailers: Topics – film trailers, film reviews, editing, storyboarding, scripting.</td>
<td>Writing a film review. Designing and creating a remix film trailer.</td>
</tr>
</tbody>
</table>

| Unit 2 | News and Views: Topics - different viewpoints of news stories, Online and Mass media, the rise and influence of Social media, the nature of Print media, Broadcast media. | Comparing and contrasting a news item in Mass media, Print media and Online / Social media. To be created using New Media techniques. |

| Units 3 & 4 | Music Video Clips: Topics – various stylised film making styles, lighting, manipulating image, various editing styles, use of equipment. | Designing and producing a music video clip in a production group. Analysis of a music video clip. |

Cost:

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

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<tr>
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<td>Practical activities</td>
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<td>Individual Performance Analysis</td>
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Cost:
Refer to the Fee Matrix on the College website.
YEAR 9 HIGH PERFORMANCE MUSIC

Prerequisites/Special Requirements (if any): Audition

Brief Description / Outline of the subject:
High Performance Music is designed to assist in the development of students’ all-round 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 theoretical side of music and offer students many opportunities to develop their skills, providing students in the Murrumba area access to specialised teaching and performance opportunities. All students are to complete an application and audition to successfully entry into this program.
All HPM Program students will be a member of at least one of our college ensembles: Murrumba College Choir, Big Band, String Ensemble or Wind Symphony.

Brief Unit/Assessment Outline:

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<td>Performance Assessment</td>
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</table>

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

Future Pathways:
Course Outline

Assessment Summary

Unit 1
Classical Music
Musicology Assessment

Unit 2
World Music
Composition Assessment

Performance Assessment

Units 3
Avante Garde
Musicology Assessment

Units 4
Music Technology
Performance Assessment