

Facing adversity, refocusing
and persevering



RESPECT
RESILIENCE
ENGAGEMENT

Showing respect for
for the dignity of others,
our College, our world



Commitment
improvement
and the world

2026 YEAR 10 Curriculum Handbook



**MURRUMBA
STATE SECONDARY
COLLEGE**

Our engaged community, Learning for Life

DISCLAIMER: All information contained is accurate at the time of publication however subject to change.

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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 have created 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 is woven into the very fabric of our culture.

We 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.

These values form the very heart of our College, and are recognised amongst the greater community for:

- **Respect** – showing respect and dignity for self, others, our College, our community, our world
- **Resilience** – facing adversity, refocusing and persevering
- **Engagement** – commitment to my learning, improvement, my College and my community

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

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. Parents are contacted by College staff if concerns about progress are identified. Parents are welcome to contact the school at any time if they are concerned about their child’s progress.



Student Support

To support student progress and development, Murrumbidgee State Secondary College has access to various onsite and visiting educational specialists. The student support team at the College includes a school nurse, Chaplain, wellbeing professional, Youth Support Coordinators and Guidance Officers in addition to our Diversity and Inclusion Team. Parent/caregiver permission for referral, testing or support will be sought where a teacher considers that your child would benefit from these services. Parents and students may also request support through the class teacher or Pride Leaders for social, emotional or educational needs.

Our Diversity and Inclusion team work with students with a disability, as well as supporting students who require adjustments to support their engagement, learning and achievement. The Diversity and Inclusion team works with teachers across the College to develop target and intensive teaching and learning opportunities to support student growth and development.

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.

Curriculum

Murrumbidgee State Secondary College's Year 10 curriculum represents a sequence of carefully planned and balanced learning experiences designed to meet the current and future needs of our students. The intention of our Year 10 courses is to create a strong 'bridge' between Junior Secondary and Senior Secondary subjects. The year 10 subjects supportively introduce students to the assessment techniques and course specific cognitions required for successful engagement in the range of QCAA subjects available in Years 11 and 12. Students will gradually develop their understandings of the rigour and demands of these syllabi.

Students study subjects aligned to the Australian Curriculum and can undertake nationally recognised qualifications. Students will participate in a selection of mandated and elective subjects which are designed to prepare students for success in their senior studies during Years 11 and 12. Students will engage in Core Subjects of English and Maths; with a range of elective subjects then able to be chosen from the elective options.

Students can start access VET programs in year 10 through subject elective choices, school-based apprenticeship or traineeship, or through a registered training organisation like TAFE.

Please note the subject specific information contained in this document is correct at the time of publishing, however is subject to change.

Career Planning

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

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



CURRICULUM OVERVIEW

WHAT WILL YEAR 10 STUDENTS STUDY?

- Students will study one English Subject, one Mathematics Subject and ACCESS (including FSK20119 Certificate II Skills for Work and Vocational Placement).
- In addition, students will choose four electives for the year - they will have three lessons per week, per elective.
- Students will study their elective all year with a focus on an in-depth study in their chosen field.

Year 10 Standard Timetable			
Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
English – 3 lessons			
Mathematics – 3 lessons			
Elective 1 – 3 lessons			
Elective 2 – 3 lessons			
Elective 3 – 3 lessons			
Elective 4 – 3 lessons			

Engineering Excellence Timetable			
Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
English – 3 lessons			
Preparatory Mathematical Methods – 3 lessons			
An Science Extension – Life or Physical Science – 3 lessons			
Engineering Excellence Program– 3 lessons			
Elective 1– 3 lessons			
Elective 2 – 3 lessons			

Spanish Acceleration Timetable			
Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
English – 3 lessons			
Mathematics – 3 lessons			
Spanish – 3 lessons			
Elective 1 – 3 lessons			
Elective 2 – 3 lessons			
Elective 2 – 3 lessons			



Football Academy Timetable			
Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
English – 3 lessons			
Mathematics – 3 lessons			
Football Academy – 3 lessons			
Elective 1 – 3 lessons			
Elective 2 – 3 lessons			
Elective 3 – 3 lessons			

Dance Academy Timetable			
Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
English – 3 lessons			
Mathematics – 3 lessons			
Dance Academy (Certificate II in Dance) – 3 lessons			
Elective 1 – 3 lessons			
Elective 2 – 3 lessons			
Elective 3 – 3 lessons			

High Performance Music Timetable			
Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
English – 3 lessons			
Mathematics – 3 lessons			
High Performance Music – 3 lessons			
Elective 1 – 3 lessons			
Elective 2 – 3 lessons			
Elective 3 – 3 lessons			



Year 10 CURRICULUM OFFERINGS 2026

CORE SUBJECTS (COMPULSORY)	ELECTIVE SUBJECTS (SELECT ANY 4)
<ul style="list-style-type: none"> English Literature 	<p>The Arts</p> <ul style="list-style-type: none"> Dance Drama Music Visual Art Media Art <p>Technologies</p> <ul style="list-style-type: none"> Design Fashion Digital Solutions Design and Technologies Engineering Certificate II in Applied Digital Technologies <p>Humanities</p> <ul style="list-style-type: none"> Geography History Economics and Business Legal Studies <p>Health and Physical Education</p> <ul style="list-style-type: none"> HPE Physical Education Health Education <p>Mathematics</p> <ul style="list-style-type: none"> Specialist Mathematics <p>Science</p> <ul style="list-style-type: none"> Physical Science Life Science Real World Science <p>Languages</p> <ul style="list-style-type: none"> Spanish <p>Other</p> <ul style="list-style-type: none"> Certificate III in Early Childhood Education and Care <p>Academies</p> <ul style="list-style-type: none"> Football Academy Spanish Excellence High Performance Music Engineering Excellence Program Dance – Certificate II in Dance



PREREQUISITES FOR SENIOR SUBJECTS 2027

It is very important for students with their parents/caregivers to review the pre-requisite requirements for senior subjects as these are based on Year 10 subject choices and Semester 1 results. Please note these are indicative only and will be reviewed for 2027 due to the restructure of the year 10 program in 2026.

SUBJECT	MANDATORY	RECOMMENDED
General Mathematics	Minimum B result in Preparatory General Maths <u>or</u> minimum A in Preparatory Essential Mathematics* (*must attend bridging course in Year 10 Semester 2)	Minimum C result in English <u>or</u> Literature
Mathematical Methods	Minimum B result in Preparatory Mathematical Methods <u>or</u> minimum C in Specialist Mathematics <u>or</u> minimum A result in Preparatory Essential Maths* (*must attend bridging course in Year 10 Semester 2)	Minimum B result in English <u>or</u> Literature
Specialist Mathematics Required companion: Mathematical Methods	Minimum C result in Specialist Mathematics (MAS)	Minimum B result in English <u>or</u> Literature
Essential Mathematics	Nil.	
English	Minimum B result in English <u>or</u> Literature	Minimum A result in English <u>or</u> Literature
Literature	Minimum B result in English <u>or</u> Literature	Minimum A result in English <u>or</u> Literature
Essential English	Nil.	
Ancient History	Minimum B result in History Note: For students who did not study History in Year 10, minimum B result in English <u>or</u> Literature <u>and</u> previous results in History should show a minimum B.	Minimum B result in English <u>or</u> Literature
Modern History	Minimum B result in History, Note: For students who did not study History in Year 10, minimum B result in English <u>or</u> Literature <u>and</u> previous results in History should show a minimum B.	Minimum B result in English <u>or</u> Literature
Tourism	Nil.	
Social & Community Studies	Nil	
Legal Studies	Minimum B result in Legal Studies Note: For students who did not study Legal Studies in Year 10, minimum B result in English <u>or</u> Literature may be used instead	Minimum B result in English <u>or</u> Literature
Digital Solutions	Minimum B in Digital Solutions	Minimum B result in English <u>or</u> Literature <u>and</u> Minimum B result in Preparatory General Maths <u>or</u> C in Preparatory Mathematical Methods
Engineering	Minimum B in Engineering <u>or</u> Engineering Excellence Program <u>and</u> minimum C results in Preparatory Mathematical Methods Note: For students who did not study Engineering in Year 10, minimum B result in Physical Science may be used instead.	Minimum B result in Physical Science <i>Recommended companion subject: Mathematical Methods</i>
Design	Minimum B result in Preparatory General Maths <u>or</u> C in Preparatory Mathematical Methods <u>and</u> minimum B result in English <u>or</u> Literature	Minimum B result in Design



Fashion	Nil.	
Health Education	Minimum B result in Health & Physical Education <u>or</u> Health Education <u>or</u> Physical Education Note: For students who did not study any HPE subjects in Year 10, minimum B in English <u>or</u> Literature may be used <u>and</u> previous results in HPE should show a minimum B.	Minimum B in English <u>or</u> Literature
Physical Education	Minimum B result in Health & Physical Education <u>or</u> Health Education <u>or</u> Physical Education Note: For students who did not study any HPE subjects in Year 10, minimum B in English <u>or</u> Literature may be used <u>and</u> previous results in HPE should show a minimum B.	Minimum B in English <u>or</u> Literature
Sport and Recreation	Nil.	
Biology	Minimum B result in Life Science <u>or</u> Minimum B result in Physical Science <u>or</u> Minimum A result in Real World Science	<i>Recommended companions: General Maths and General English or Literature.</i>
Chemistry	Minimum B result in Physical Science <u>or</u> Minimum A result in Real World Science.	<i>Recommended companions: General Maths and General English or Literature.</i>
Physics Required companion: Mathematical Methods.	Minimum B result in Physical Science.	<i>Recommended companions: General English or Literature.</i>
Psychology	Minimum C result in Life Science <u>or</u> Minimum A result in Real World Science.	<i>Recommended companions: General Maths and General English or Literature.</i>
Spanish	Minimum C result in Spanish <u>or</u> Spanish Immersion <u>and</u> minimum C result in English or Literature .	Minimum B result in Year 10 Spanish <u>or</u> Spanish Immersion.
Dance	Minimum C result in English <u>or</u> Literature Note: Successful completion of this subject will require students to perform on stage in front of an audience.	Private Dance lessons
Certificate III in Dance	Certificate II in Dance <u>or</u> successful audition	Recommended companion: General Dance A moderate degree of physical fitness, endurance and flexibility is required
Drama	Minimum C result in English or Literature Note: Successful completion of this subject will require students to perform on stage in front of an audience.	Minimum C result in Drama or another Performing Arts subject.
Film, Television & New Media	Minimum C result in Year 10 English <u>or</u> Literature	
Music	Minimum C result in Music <u>or</u> High Performance Music. Note: Successful completion will require students to perform on stage in front of an audience.	Minimum C result in English <u>or</u> Literature Instrumental music lessons through the College or private music lessons A standard performance equivalent to AMEB Grade 3-4
Visual Art	Minimum B result in Visual Art	Minimum C result in English <u>or</u> Literature
Certificate II in Visual Arts	Nil.	
Certificate II in Hospitality	Special entry requirements may apply for this subject due to limited places.	A part time or casual job in the industry will help with mandatory placement hours.
Certificate III in Fitness	Nil.	
Certificate II + III in Sport Coaching (Football Academy)	Students must have participated in the Football Academy in Year 10.	



Certificate III in Sport, Aquatics and Recreation	Nil.	
Certificate III in Health Services Assistance	Nil.	
Certificate II in Engineering Pathways	Special entry requirements may apply for this subject due to limited places.	Minimum C result in Industrial Technologies and Design
Cert III in Active Volunteering	To complete mandatory hours of volunteering at Undurba SS, student must be able to obtain a Working with Children Blue Card.	Minimum satisfactory level for effort and behaviour across all subjects
Diploma of Business	Interview with Leader of Learning Complete a Language, Literacy, Numeracy and Digital (LLND) assessment prior to enrolment acceptance showing results at ACSF Level 3	It is recommended that students have achieved a minimum C grade in Year 9 and 10 English and an average effort grade of B across all subjects
Certificate III in Early Childhood Education and Care	Students must be able to obtain a Working with Children Blue Card.	
Certificate III in Information Technology	Nil	
Certificate II in Furniture Making (Pathways)	Special entry requirements may apply for this subject due to limited places.	Minimum C result in Industrial Technologies and Design
Certificate II in Creative Industries	Nil	
Certificate III in Laboratory Skills	Nil	Minimum C result in Real World Science
Certificate IV in Justice Studies	Completion of Language, Literacy, Numeracy and Digital assessment	An average effort grade of a B across all subjects



Preparatory Essential Mathematics

Prerequisites/ Special Requirements:

Subject Information:

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Course Overview:

	Course Outline	Assessment Summary
Unit One	Trigonometry Deductive Reasoning	Examination
Unit Two	Measurement Probability	Examination
Unit Three	Proportion and Scaling	Problem Solving and Modelling Task
Unit Four	Algebra Statistics Networks	Examination (A) Examination (B)
Unit Five	Bivariate Data	Problem Solving and Modelling Task

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

Materials:

Students will be required to have:

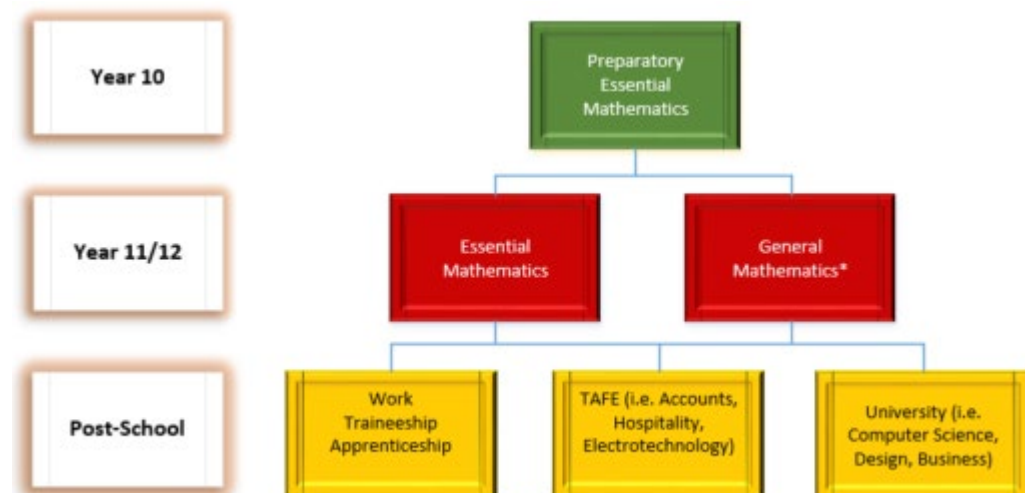
- Two ruled exercise books – one for classwork and one for homework
- Scientific calculator (Texas TI-30XB)
- Graph paper
- Pens, pencils, rulers, eraser, highlighters

Students will be provided via the Student Resource Scheme with access to:

- Student notes and electronic resources
- eTextbooks (provided via the Student Resource Scheme);



Future Pathways:



*Pre-requisite learning required

Preparatory General Mathematics

Prerequisites/ Special Requirements:

It is highly recommended that students have achieved a sound level of achievement (C) in year 9 mathematics.

Subject Information:

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

General Mathematics incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

This subject is a pre-requisite for students who require General Mathematics in Years 11 and 12.

Course Overview:

	Course Outline	Assessment Summary
Unit One	Trigonometry Deductive Reasoning	Examination
Unit Two	Proportion and Scaling	Mathematical Modelling Task
Unit Three	Measurement Probability	Examination
Unit Four	Bivariate Data	Problem Solving and Modelling Task
Unit Five	Networks Algebra (1) Algebra (2) Statistics	Examination (A) Examination (B)

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

Materials:

Students will be required to have:

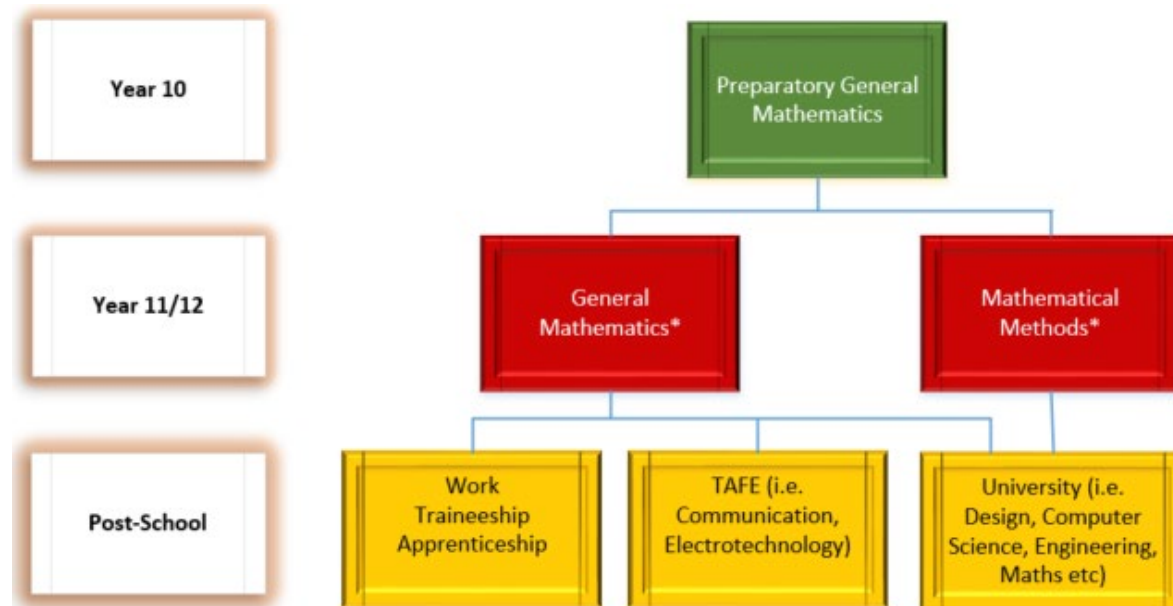
- Two ruled exercise books – one for classwork and one for homework
- Scientific calculator (Texas TI-30XB)
- Graph paper
- Pens, pencils, rulers, eraser, highlighters

Students will be provided via the Student Resource Scheme with access to:

- Student notes and electronic resources
- eTextbooks (provided via the Student Resource Scheme);



Future Pathways:



*Pre-requisite learning required

Preparatory Mathematical Methods

Prerequisites/ Special Requirements:

It is highly recommended that students have achieved a high level of achievement (B) in year 9 mathematics.

Subject Information:

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Students who undertake Mathematical Methods will see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

This subject is a pre-requisite for students who require Mathematical Methods in Years 11 and 12.

Course Overview:

	Course Outline	Assessment Summary
Unit One	Trigonometry Deductive Reasoning	Examination
Unit Two	Growth and Decay	Mathematical Modelling Task
Unit Three	Measurement Probability	Examination
Unit Four	Bivariate Data	Problem Solving and Modelling Task
Unit Five	Statistics Algebra (1) Algebra (2) Index Laws	Examination (A) Examination (B)

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

Materials:

Students will be required to have:

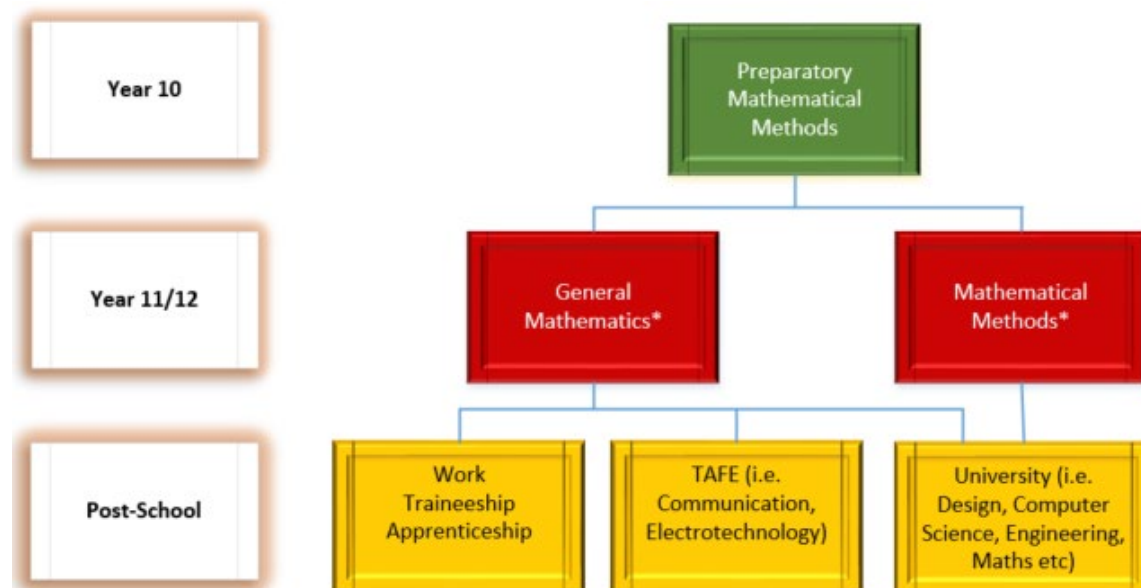
- Two ruled exercise books – one for classwork and one for homework
- Scientific calculator (Texas TI-30XB)
- Graph paper
- Pens, pencils, rulers, eraser, highlighters

Students will be provided via the Student Resource Scheme with access to:

- Student notes and electronic resources
- Graphics calculator (TI-Nspire)
- eTextbooks (provided via the Student Resource Scheme);



Future Pathways:



*Pre-requisite learning required

Specialist Mathematics

Prerequisites/Special Requirements:

It is highly recommended that students have achieved a high level of achievement (B) in year 9 mathematics.

Students studying Specialist Mathematics must also study Preparatory Mathematical Methods.

Subject Information:

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

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

This subject is a pre-requisite for students who require Specialist Mathematics in Years 11 and 12.

Course Overview:

	Course Outline	Assessment Summary
Unit One	Introduction to Functions	Examination
Unit Two	Introduction to Matrices	Problem-Solving and Modelling Task
Unit Three	Introduction to Vectors Number Theory	Examination
Unit Four	Introduction to Trigonometric Functions Introduction to Circle Geometry Complex Numbers and Surds	Examination

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

Materials

Students will be required to have:

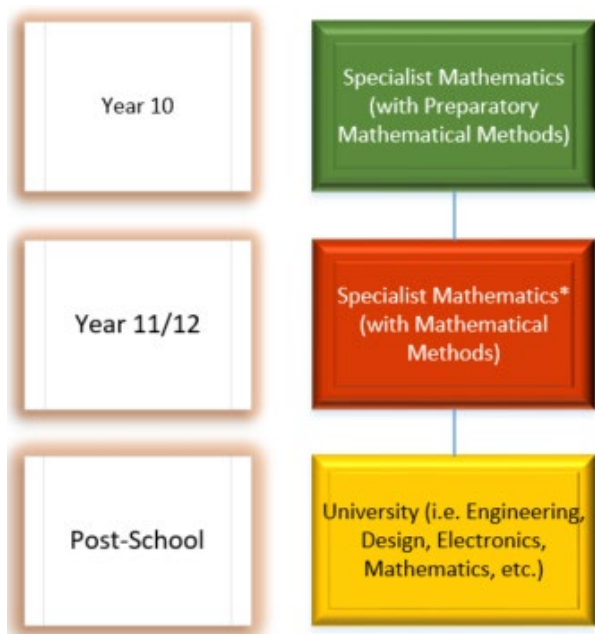
- Two ruled exercise books – one for classwork and one for homework
- Scientific calculator (Texas TI-30XB)
- Graph paper
- Pens, pencils, rulers, eraser, highlighters

Students will be provided via the Student Resource Scheme with access to:

- Student notes and electronic resources
- Graphics calculator (TI-Nspire)



Future Pathways:



*Pre-requisite learning required

English

Prerequisites/ Special Requirements: Nil

Subject Information:

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

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

In Year 10, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. Students listen to, read, view, interpret, evaluate and create a range of spoken, written and multimodal texts. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop critical understanding of the contemporary media, and the differences between media texts.

Subject Overview:

	Course Outline	Assessment Summary
Unit One	Australian Literature	Short Story
Unit Two	Poetry Analysis	Multimodal Speech
Unit Three	Exploring Shakespeare	Imaginary Speech Examination
Unit Four	Documentary Film	Feature Article

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

Materials

Students will be required to have three ruled exercise books, pens, pencils, ruler and eraser.

Future Pathways:



*Pre-requisite learning required



Literature

Prerequisites/ Special Requirements: It is compulsory for students to have a minimum high 'B' level of achievement in Year 9 English.

Subject Information:

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

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

Students listen to, read, view, interpret, evaluate and create a range of spoken and written texts. These include novels, poetry and dramatic performances.

Course Overview:

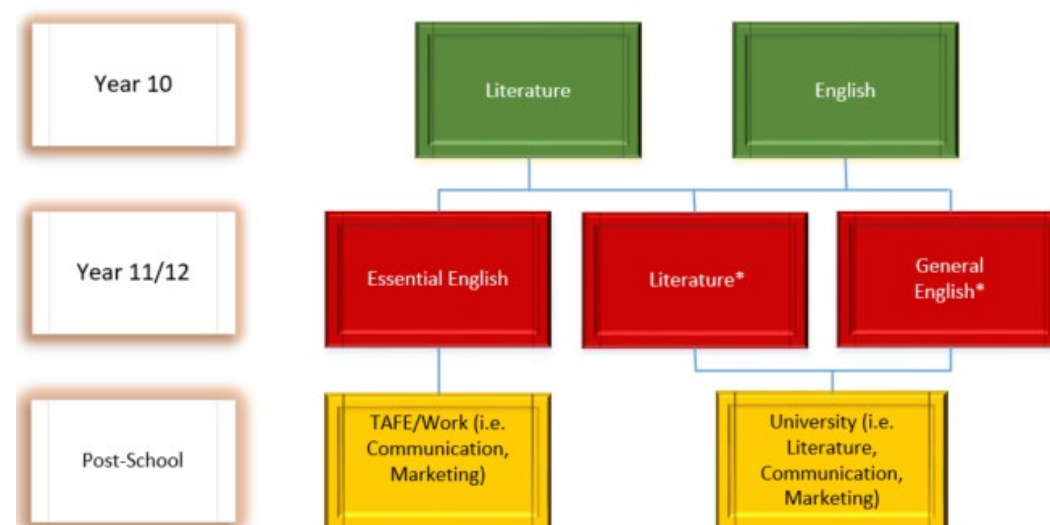
	Course Outline	Assessment Summary
Unit One	Drama Study	Analytical Essay
Unit Two	Poetry Study	Imaginative Monologue
Unit Three	Creative Writing	Panel Discussion Imaginative Writing
Unit Four	Novel Study	Analytical Essay

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 and eraser.

Future Pathways:



*Pre-requisite learning required



History

Prerequisites/Special Requirements: Nil

Subject Information:

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 Year 10 History students.

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

Key inquiry questions:

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

Course Overview:

The curriculum program is subject to change with the transition to Australia Curriculum version 9.0.

	Course Outline	Assessment Summary
Unit One	World War II	Examination: Essay in response to historical sources
Unit Two	Vikings	Examination: Short Response to Historical Sources
Unit Three	Rights and Freedoms	Independent Source Investigation
Unit Four	USA 1917-1945	Examination: Short Response to Historical Sources

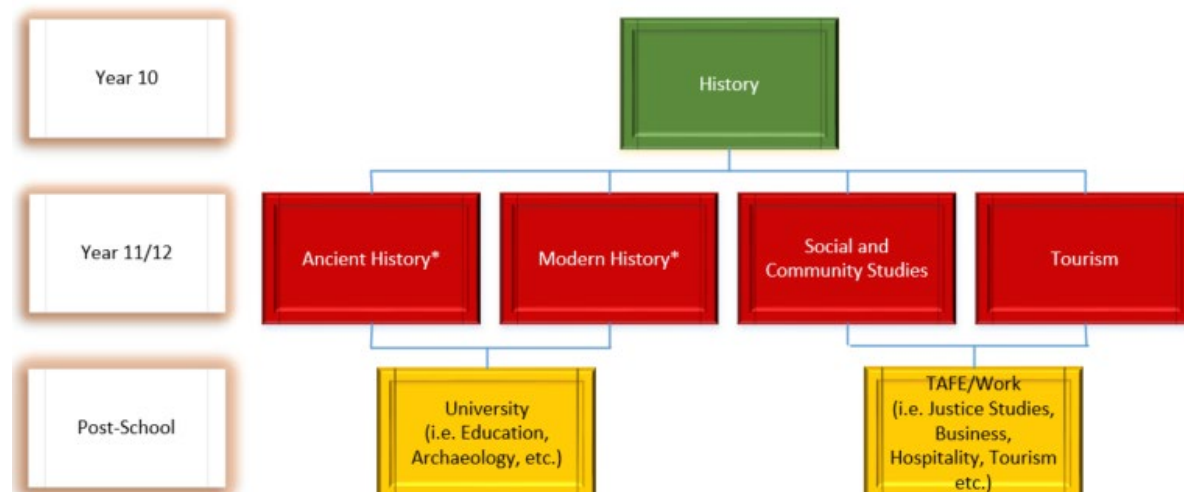
Cost (if any): Refer to the Fee Matrix on the College website.

Materials:

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



Future Pathways:



*Pre-requisite learning required

Geography

Prerequisites/Special Requirements: Nil

Subject Information:

Geography provides students with opportunities to develop a wide range of general skills and capabilities that can be applied in everyday life and at work. Through the study of Geography, students become informed and responsible members of their local and global communities. They learn to act ethically to sustain and improve natural and social environments and engage in the global community. Geography provides students the opportunity to study 2 sub-strands:

Environmental change and management – focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the chance to examine the causes and consequences of a change within a specific environment and the strategies to manage it.

Geographies of human wellbeing – focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.

Key inquiry questions:

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

Course Overview:

The curriculum program is subject to change with the transition to Australia Curriculum version 9.0.

	Course Outline	Assessment Summary
Unit One	Environmental Change and Management	Assessment 1: Exam
		Assessment 2: Investigation - Report
Unit Two	Geographies of Human Wellbeing	Assessment 3: Investigation
		Assessment 4: Exam

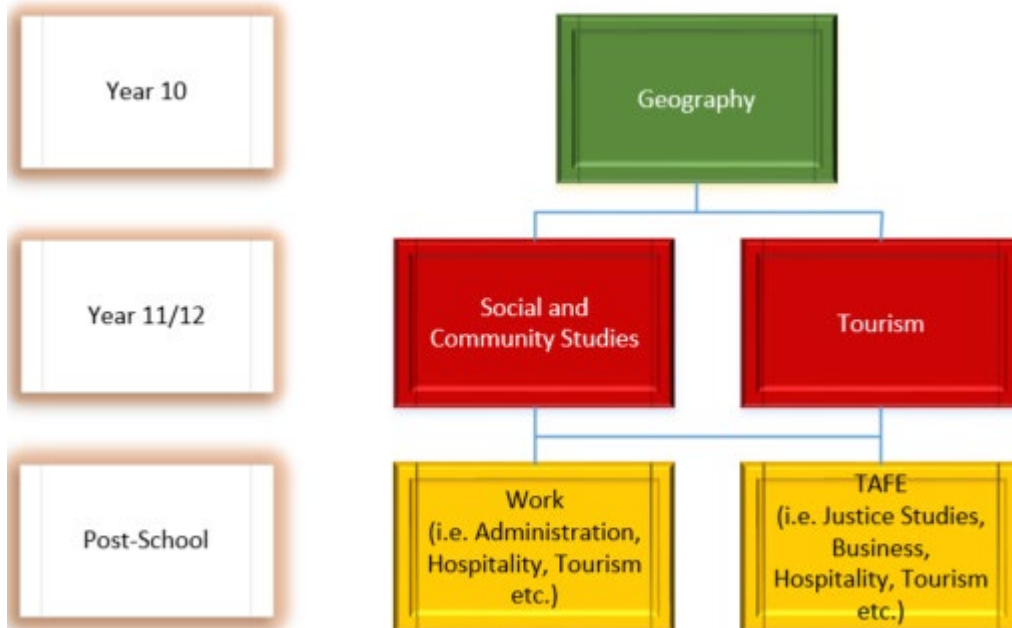
Cost (if any): Refer to the Fee Matrix on the College website.

Materials:

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



Future Pathways:



Real World Science

Prerequisites: Nil. It is recommended that students have achieved a C grade in Year 9 science.

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.

Subject Information:

Students will study one of the strands of science in each term in line with the Australian Curriculum. Hands-on activities, such as experiments and investigations, form an integral part of this course. Through these practical experiences, students will develop problem-solving skills that are transferable to new situations. They will also gain a deeper understanding of the nature of science, its limitations, and its role in society.

Real World Science is a dynamic and practical course that caters to students with diverse backgrounds, interests, and career aspirations. It provides a solid foundation for students who wish to explore vocational pathways beyond senior secondary schooling, including vocational education, training, or direct entry into the workforce.

Course Overview:

	Course Outline	Assessment Summary
Unit One	Physics – Motion & Newton's laws	Applied investigation
Unit Two	Biology – Inheritance & evolution	Portfolio of tasks
Unit Three	Chemistry – Trends in the periodic table & rate of reactions	Applied investigation
Unit Four	Earth Science – Origin of the universe & climate change	Portfolio of tasks

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

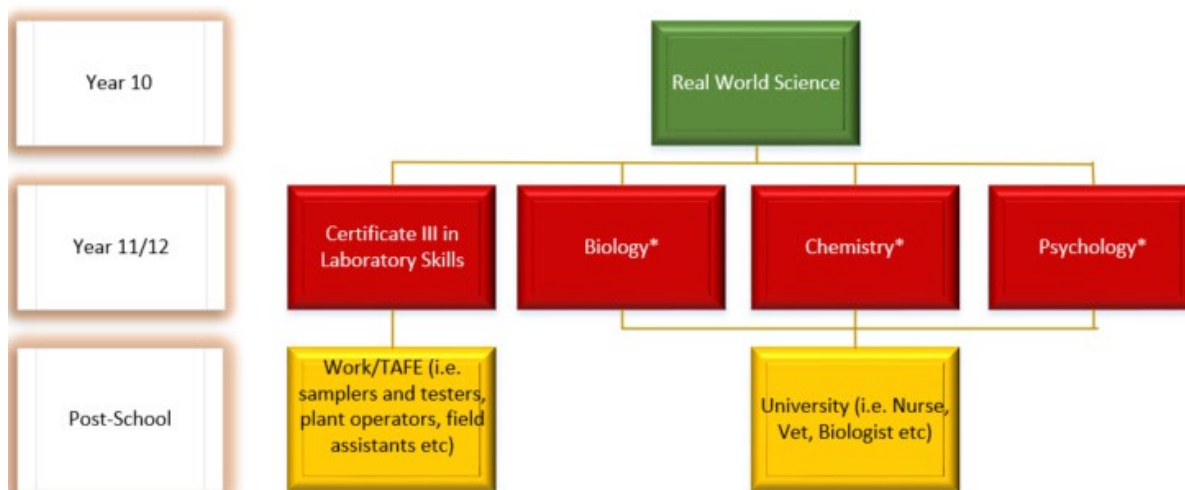
Materials:

Students will be required to have:

- Two ruled exercise books for classwork and homework;
- Scientific calculator;
- Pens, pencils, ruler and eraser;
- USB;
- E-textbook (provided via the Student Resource Scheme).



Future Pathways:



*Pre-requisite learning required

Physical Science

Prerequisites: It is compulsory for students to have a minimum high 'B' level of achievement in Year 9 Science.

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.

Subject Information:

Students will complete one semester each of Chemistry and Physics. During each semester, students will engage with content in units that initially align with the Australian Curriculum, before progressing to content that aligns with the corresponding senior general course. This approach aims to lay the foundations for some of the content covered in Year 11.

The assessments in this course mirror those of senior course, including a data test, student experiment, research investigation, and an exam.

It is recommended that students wishing to study Chemistry or Physics in senior school choose Physical Science in Year 10. Students wishing to study Physics or Chemistry in senior years must study Mathematics Methods Prep. Students in the Engineering Excellence Program must select either Physical Science or Life Science as part of their participation in the EEP.

Course Overview:

	Course Outline	Assessment Techniques
Unit One	Physics – Motion & Newton's laws	Experimental Investigation Data Test Research Task Examination
Unit Two	Chemistry – Trends in the periodic table & rate of reactions	
Unit Three	Physics – Energy of waves, light & sound	
Unit Four	Chemistry – Chemical Fundamentals: Structure, Properties and reactions.	

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

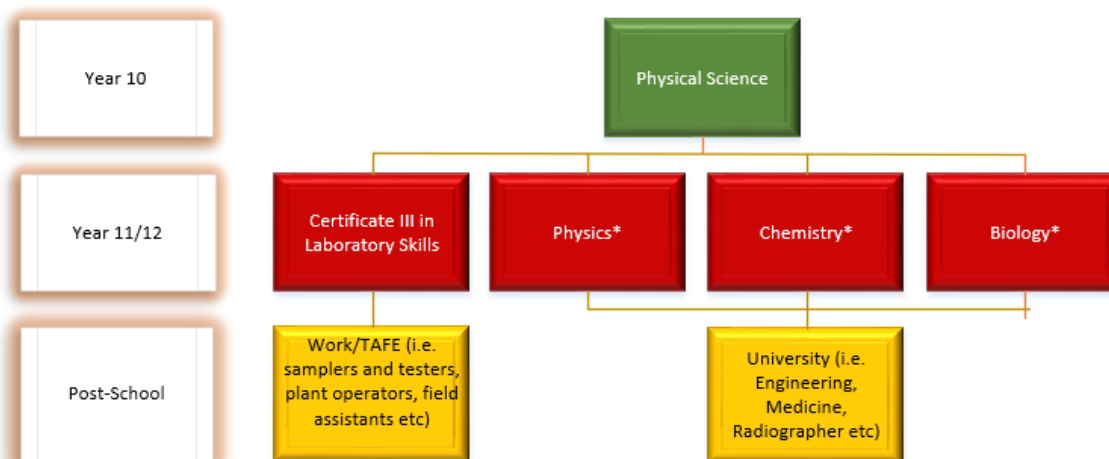
Materials:

Students will be required to have:

- Two ruled exercise books for classwork and homework
- Scientific calculator
- Pens, pencils, ruler and eraser
- USB
- E-textbook (provided via the Student Resource Scheme)



Future Pathways:



*Pre-requisite learning required

Life Science

Prerequisites: It is compulsory for students to have a minimum high 'B' level of achievement in Year 9 Science.

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.

Subject Information:

Students will complete one semester each of Biology and Psychology. During each semester, students will engage with content in units that initially align with the Australian Curriculum, before progressing to content that aligns with the corresponding senior general course. This approach aims to lay the foundations for some of the content covered in Year 11.

The assessments in this course mirror those of senior course, including a data test, student experiment, research investigation, and an exam.

It is recommended that students wishing to study Biology or Psychology in senior school choose Life Science in Year 10. It is recommended that students wishing to study Biology or Psychology in senior years study Mathematics General Prep. Students in the Engineering Excellence Program must select either Physical Science or Life Science as part of their participation in the EEP.

Course Overview:

	Course Outline	Assessment Techniques
Unit One	Biology – Inheritance & evolution	Experimental Investigation Data Test Research Task Examination
Unit Two	Psychology – Nervous System structure & function	
Unit Three	Biology – Cells, organelles & microscopes	
Unit Four	Psychology – Individual behaviours intelligences and conditioning	

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

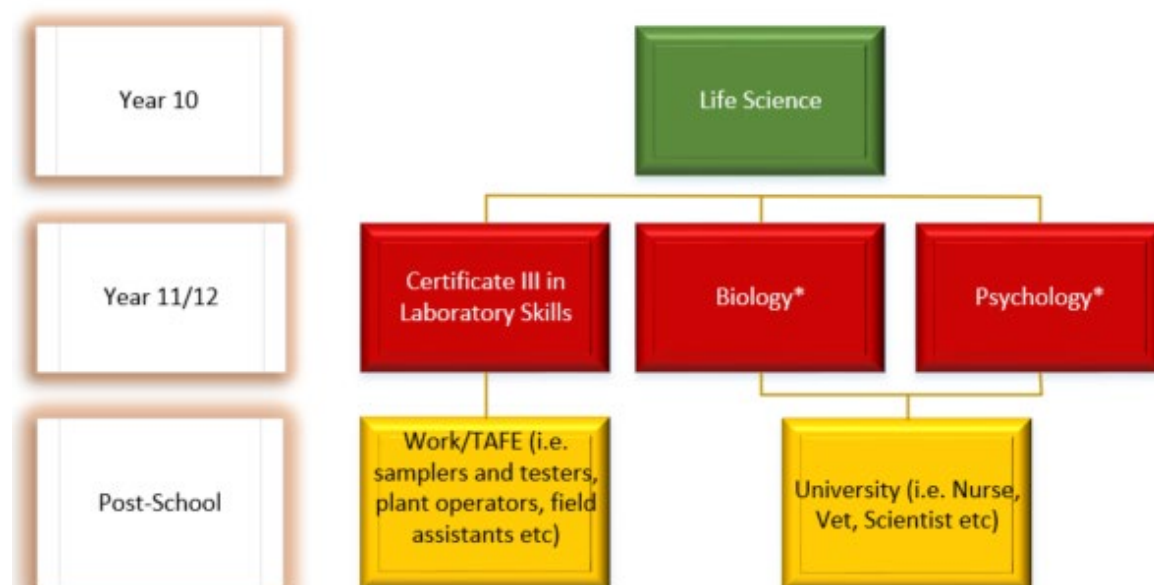
Materials:

Students will be required to have:

- Two ruled exercise books for classwork and homework
- Scientific calculator
- Pens, pencils, ruler and eraser
- USB
- E-textbook (provided via the Student Resource Scheme)



Future Pathways:



*Pre-requisite learning required

Engineering Excellence Program (EEP)

Prerequisites/Special Requirements:

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

Subject Information:

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

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

Being part of the Engineering Excellence Program in Junior Secondary will provide students with an exceptional opportunity to prepare themselves for studies in the Senior school and then onto tertiary studies. Some of the possible career pathways this program could lead to include: Architecture, Design, Medical Sciences, Physiotherapy, Sports Science, Biotechnology, Pharmacy and any career in the Science, Engineering, Medical fields or Engineers without Borders.

Cost (if any):

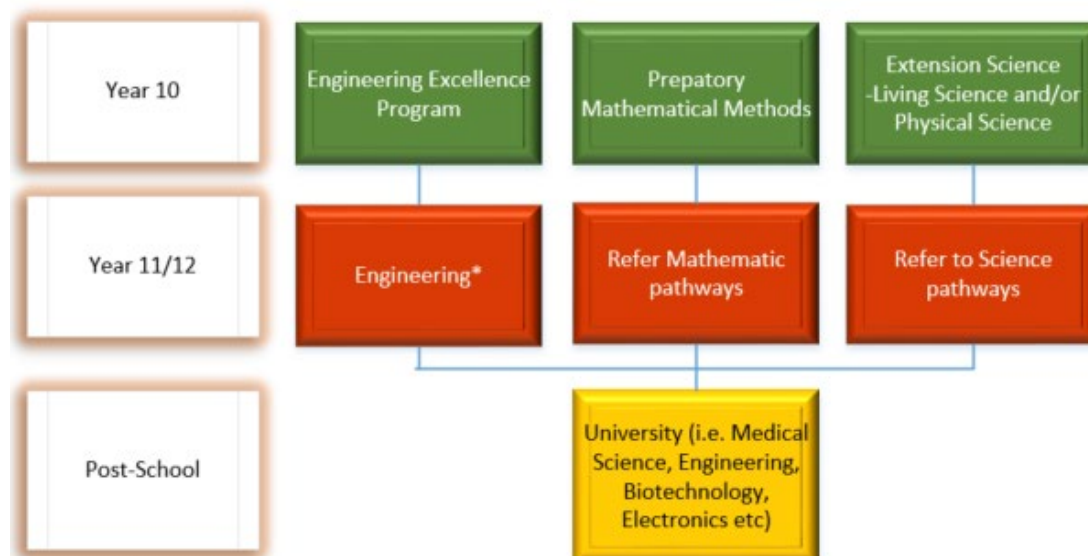
Refer to the Fee Matrix on the College website.

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

Materials:

- Scientific calculator
- Ruled exercise book, pens, pencils, eraser, ruler
- USB
- Device required as per MSSC BYOD specifications.

Future Pathways:



*Pre-requisite learning required



Health and Physical Education

Prerequisites: Nil

Special Requirements:

The year 10 HPE subject bridges experience requirements for senior HPE subject offering. Students must be prepared to participate fully in all practical activity lessons. Students must have a hat for all practical activities.

Subject Information:

Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognises 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 subject consists of 3 lessons per week for the Semester. The course has a mix of theory as well as practical units to be completed.

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 advantage of friendship, co-operation and communication developed in a physical activity situation.

Course Overview:

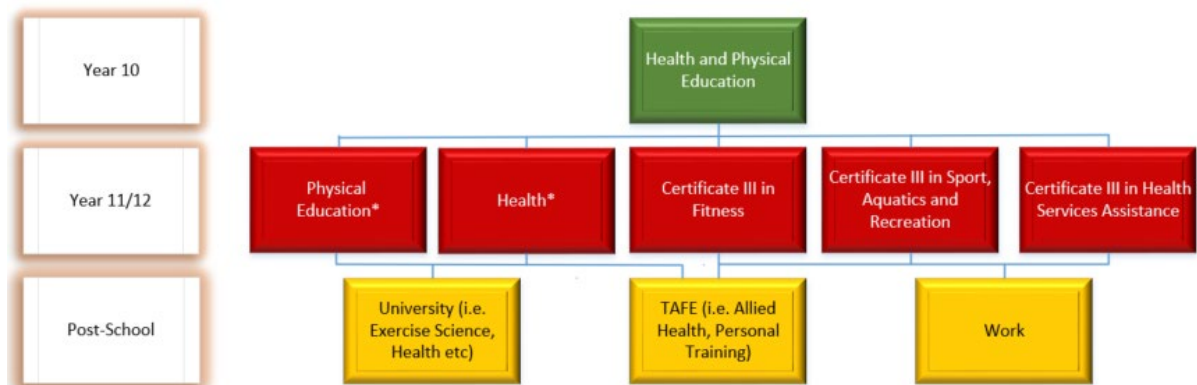
	Course Outline	Assessment Summary
Unit One	Health Unit: Resilience & Lifestyle Choices Physical Unit: Rhythmic Fitness	Theory Assessment: Exam Essay Practical Assessment: Performance
Unit Two	Health Unit: Conditioning for Sport (Nutrition) Physical Unit: Invasion Games	Theory Assessment: Research Assignment Practical Assessment: Performance
Unit Three	Health Unit: Fitness Physical Unit: Fitness Testing & Programming	Theory Assessment: Project Practical Assessment: Performance
Unit Four	Health Unit: Level Up - Sports Planning Physical Unit: Tournament Organisation	Theory Assessment: Project Practical Assessment: Performance

Cost (if any):

Refer to the Fee Matrix on the College website.



Future Pathways:



*Pre-requisite learning required

Physical Education

This subject is a pre-requisite for Physical Education in years 11 and 12.

Prerequisites:

- Minimum high (B) level of achievement in year 9 HPE or minimum sound (C) level of achievement in year 9 Extension HPE.
- For students who did not study HPE in semester 1, a pre-requisite of minimum B in English can be used in addition to previous B results in HPE.

Special Requirements:

Physical Education is an elective subject that will bridge pre-requisite knowledge for a pathway to year 11 and 12 General Physical Education. Students who choose Year 10 Physical Education must be prepared for theory-based learning with minimal practical components embedded into the learning program. Students must be prepared to participate fully in all practical lessons. Students must have a hat for all practical activities.

Subject Information:

Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognises the importance of physical activity in the lives of individuals and groups in our society. Physical Education offers elite athletes an opportunity to develop a deeper understanding of specific training techniques to improve their performance. The course is designed to provide students with an introduction to Senior Physical Education. Practical and theoretical lessons will be integrated, with practical lessons structured to develop a further understanding of 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.

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 student 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.

Course Overview:

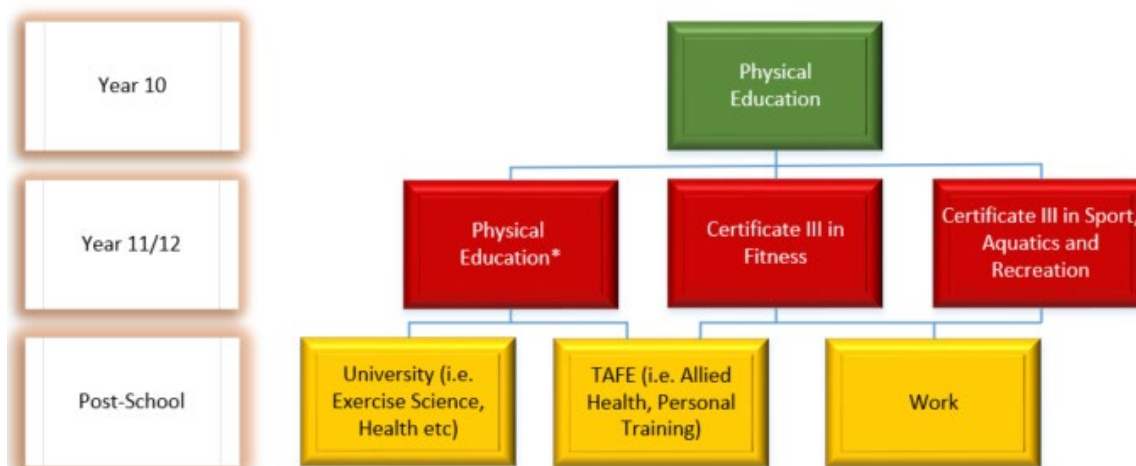
	Course Outline	Assessment Summary
Unit One	Biomechanics	Project
Unit Two		
Unit Three	Sport Psychology and Net/Court Sports	Investigative report
Unit Four	Equity and Access in Sport, Netball	In-class exam

Cost (if any):

Refer to the Fee Matrix on the College website.



Future Pathways:



*Pre-requisite learning required

Health Education

This subject is a pre-requisite for Health Education in years 11 and 12.

Prerequisites:

- Minimum high (B) level of achievement in year 9 HPE or minimum sound (C) level of achievement in year 9 Extension HPE.
- For students who did not study HPE in semester 1, a pre-requisite of minimum B in English can be used in addition to previous B results in HPE.

Special Requirements:

Health Education Extension is an elective subject that goes for the entire year in Year 10. This subject does not incorporate outdoor physical activity like HPE.

Subject Information:

Health Education offers students the opportunity to explore a range of different health issues that are both relevant to themselves as well as the communities they live in. This subject will focus on developing the skills students need to meet the academic rigour associated with Senior Health Education in Year 11 and 12. Students will also explore these health issues through various frameworks and theories that they encounter should they select Senior Health Education in Year 11 and 12.

The focus of this subject is preparing students for the academic and theoretical requirements of Senior health Education and this theory will be the focus. There are no outdoor practical lessons in Health and as such practical learning experiences will consist of activities in the classroom.

This program consists of two lessons per week.

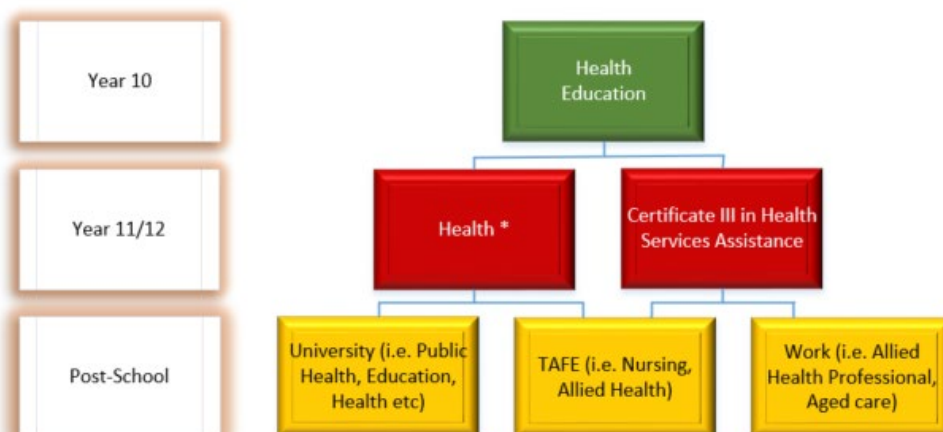
Course Overview:

	Course Outline	Assessment Summary
Unit One	Domestic Violence	Response to Stimulus (Exam)
Unit Two	Organ Donation	Action Research Report
Unit Three	Homelessness	Exam
Unit Four	Lifestyle Choices	Analytical Essay

Cost (if any):

Refer to the Fee Matrix on the College website.

Future Pathways:



*Pre-requisite learning required



Design

Prerequisites/Special Requirements: It is compulsory for students to have a minimum sound (C) level of achievement in Year 9 Maths and English.

Subject Information:

Students develop solutions to design and communication challenges for a variety of audiences using a range of visual media and viewing systems. They develop visual literacy as they view, read, comprehend and generate graphical presentations to design problems.

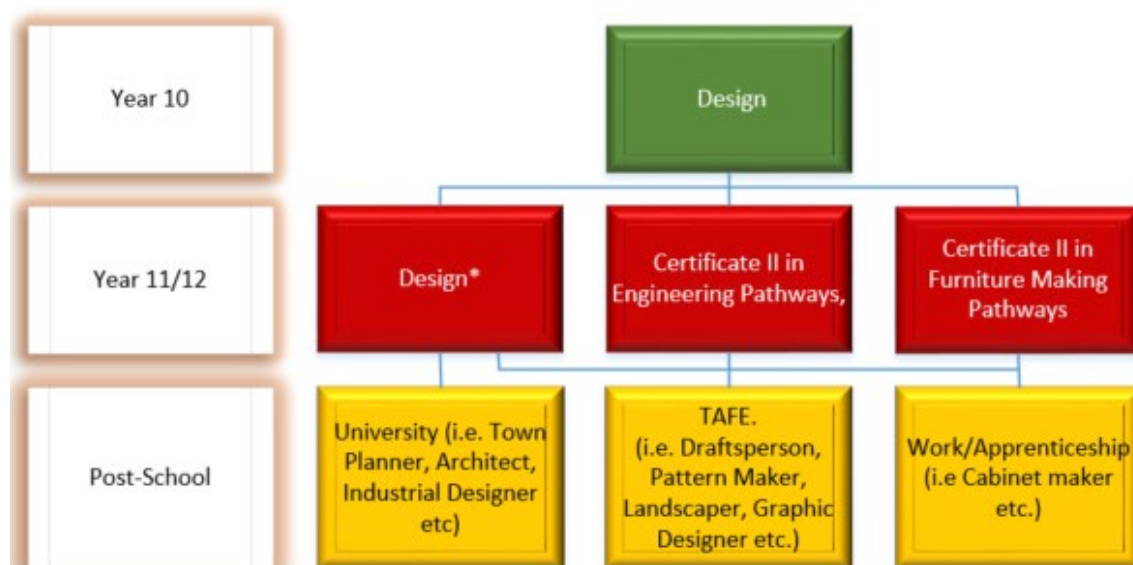
Course Overview:

	Course Outline	Assessment Summary
Unit One	Design in Practice	Design Folio
Unit Two	Commercial Design	Design Folio
Unit Three	Human Centered Design	Design Folio
Unit Four	Sustainable Design	Design Folio

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

Future Pathways:

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



*Pre-requisite learning required

Engineering

Prerequisites/Special Requirements: It is compulsory for students to have a minimum sound (C) level of achievement in Year 9 English and a minimum high (B) level of achievement in Year 9 Mathematics.

Subject Information:

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

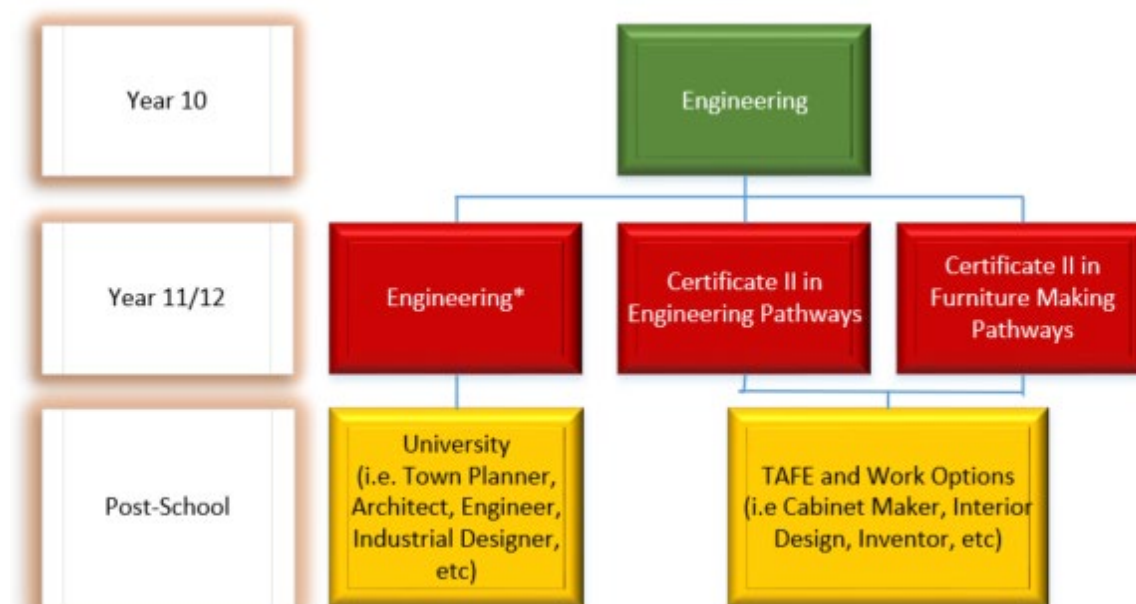
It is concerned with those concepts related to the study of materials, engineering mechanics and its applications, control systems, and the way technology has affected industry and society. Integrated throughout the areas of study is the development of communication skills suited to engineering. The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

Course Overview:

	Course Outline	Assessment Summary
Unit One	Simple Machines	Project
Unit Two	Forces in Motion	Project
Unit Three	Mechanical Advantage, Projectile Motion	Project
Unit Four	Statics and dynamics	Exam

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

Future Pathways:



*Pre-requisite learning required



Fashion

Prerequisites/Special Requirements: Nil

Subject Information:

The Fashion/Textiles strand is for students who enjoy the creativity and design aspects of fashion, as well as learning lifelong skills. This program is designed for the fashion-conscious student who would like to design and create original designs while learning both skills and techniques required for successful clothes designing. The students use a design methodology process to answer a design challenge.

Project based learning is an integral part of this subject, as students study textiles and innovation and apply skills to create original designs. This subject may lead to the Applied senior subject Fashion Studies.



Course Overview:

The two assessment strands are: Design and Technologies Knowledge and Understanding and Processes and Production skills.

Assessment will be based on any combination of the following:

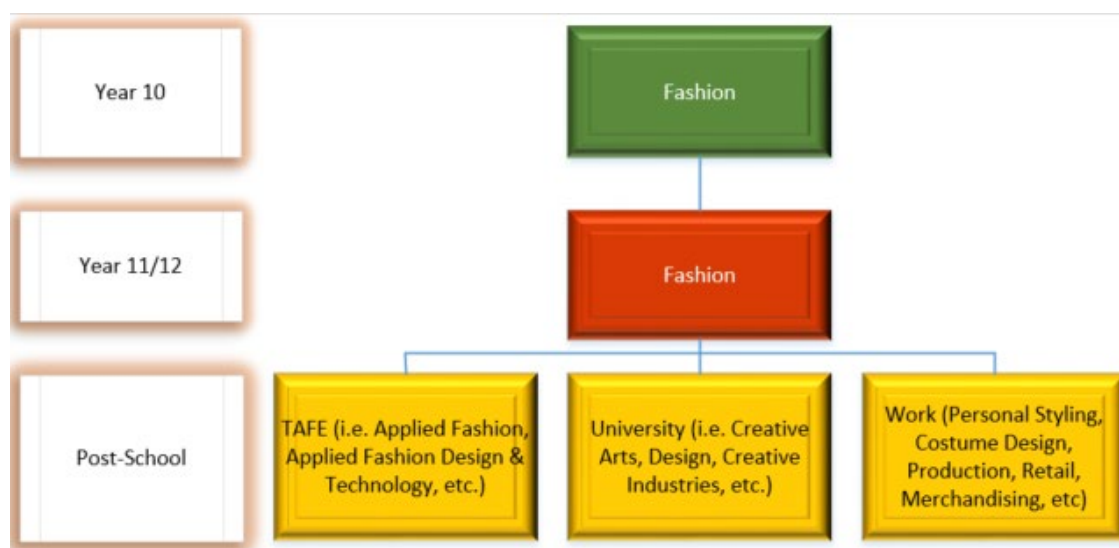
- Continuous practical activities
- Folio of work
- Research tasks
- Project based learning

	Course Outline	Assessment Summary
Unit One	Fashion Fundamentals	Research/Design Folio/ Product
Unit Two	Stretch Fabric	Research/Design Folio/ Product
Unit Three	Woven Fabric	Design Folio/Product
Unit Four	Design Challenge	Design Folio/Project

*The order of assessment may change

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

Future Pathways:



Design and Industrial Technologies

Prerequisites/Special Requirements: Special entry requirements may apply for this subject due to limited places.

Subject Information:

Students in Year 10 Design and Technologies will have the opportunity to learn skills in metalwork, woodwork and Industrial Graphics. This subject provides students with a 'taster' of the Senior Subject offerings to support their chosen future pathways. This subject is designed for the student who would like to design and create while learning both the skills and techniques required for this practical learning area. The students use a design methodology process to answer a design challenge in each of the focus areas.

Project based learning is an integral part of this subject and students will study Metalwork, Woodwork and Industrial Graphics and apply these skills to create original designs. This subject may lead to the following subjects at MSSC: Certificate II in Engineering Pathways, Certificate II in Furniture Making and Industrial Graphics.

Course Overview:

	Course Outline	Assessment Summary
Unit One	Woodworking skills	Research/Design Project
Unit Two	Metalworking skills	Research/Design Project
Unit Three	Industrial Graphics	Research/Design Project
Unit Four	Specialisation	Research/Design Project

*The order of units and assessment will change based on resourcing requirements.

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

Future Pathways:



Economics and Business

Prerequisites/Special Requirements: Nil

Subject Information:

In this subject, students analyse how economic indicators influence Australian Government decision-making. They explain ways that government intervenes to improve economic performance and living standards and processes that businesses use to manage the workforce and improve productivity. Students explore the importance of Australia's superannuation system and its effect on consumer and financial decision-making and factors that influence major consumer and financial decisions.

Course Overview:

	Course Outline	Assessment Summary
Unit One	Government and the Economy	Examination
Unit Two	Marketing	Assignment
Unit Three	Superannuation	Assignment
Unit Four	Business at Work: Managing People and Productivity	Examination

*The order of assessment and content may change

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

Future Pathways:



*Pre-requisite learning required

Digital Solutions

Prerequisites/Special Requirements: Nil

Subject Information:

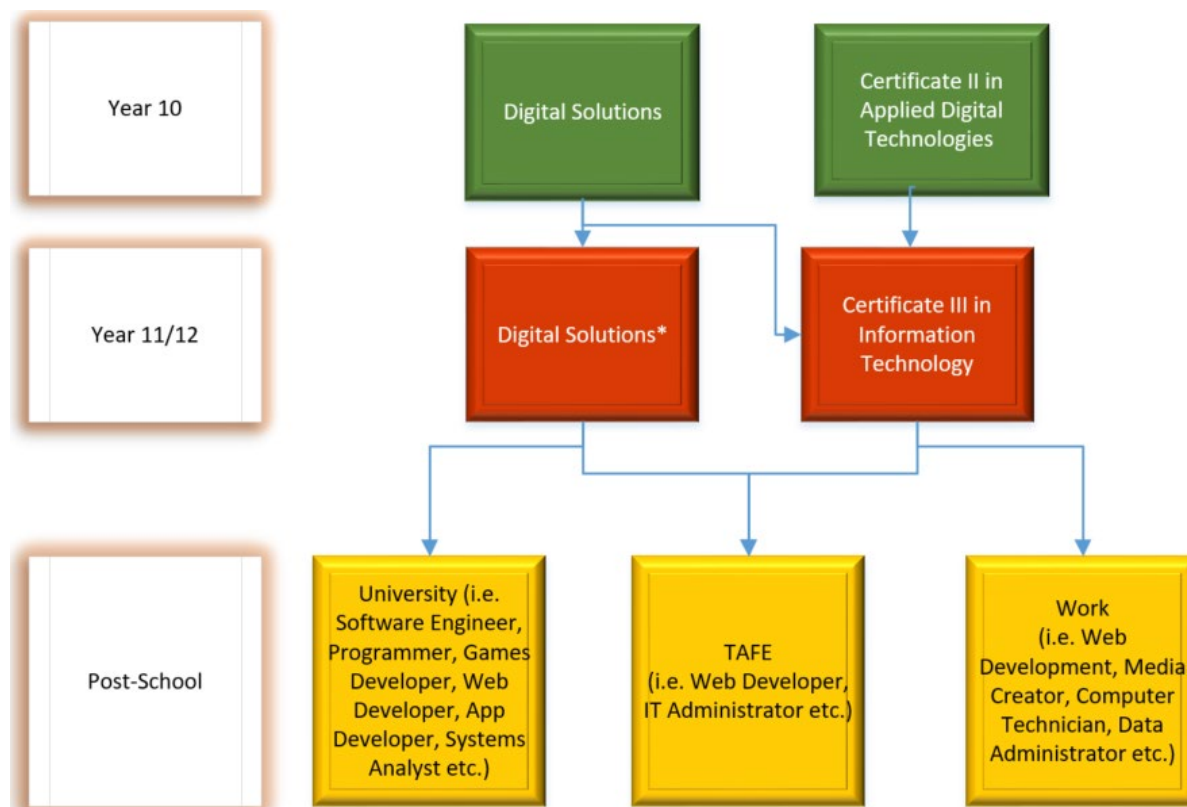
In Year 10 Digital Solutions students will expand and develop their understanding of topics covered in Year 9. This course will prepare students with key foundations to support success in future digital solution studies. The course will cover the core topics underpinning digital solutions such as data systems, web development including JavaScript and networking/security.

Course Overview:

	Course Outline	Assessment Summary
Unit One	Data Systems	Technical Proposal
Unit Two	Web Development	Digital Solution Project
Unit Three	Programming JavaScript	Digital Solution Project
Unit Four	Data, Security Networks	Extended Response

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

Future Pathways:



*Pre-requisite learning required



ICT20120 – Certificate II in Applied Digital Technologies

Prerequisites/Special Requirements: Nil

Subject Information:

This qualification provides a solid foundation in the skills and knowledge required for a career in the Information Technology industry. The course introduces key concepts in photography, computer hardware, document and spreadsheet creation, and explores advanced software features. Students will learn to use a range of applications and hardware effectively to achieve specific goals. The course also places a strong emphasis on IT security and ethical practices within the industry. Upon successful completion, students will have a deeper understanding of ICT principles and be able to apply them confidently in a variety of workplace settings. All training is delivered by qualified staff at the College, and the course includes both theoretical and practical components.

Course Units:

To attain a ICT20120 Certificate II in Applied Digital Technologies, 12 units of competency must be achieved:

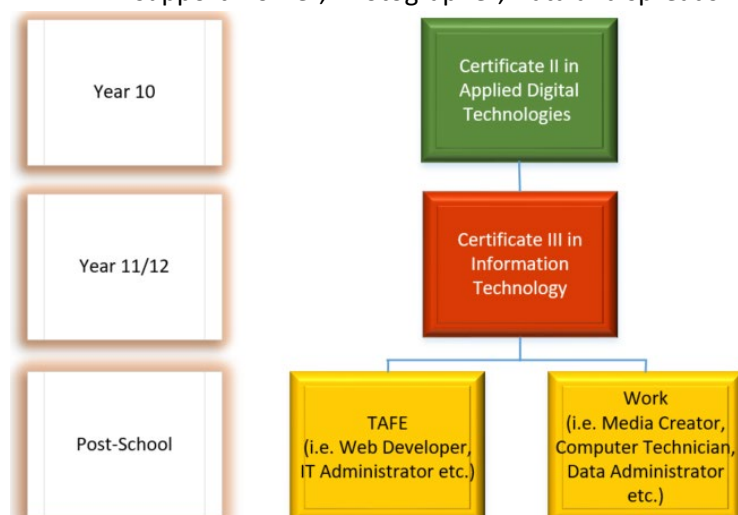
Unit Code	Unit Title
BSBSUS211	Participate in sustainable work practices
BSBWHS211	Contribute to the health and safety of self and others
ICTICT213	Use computer operating systems and hardware
BSBTEC202	Use digital technologies to communicate in a work environment
ICTICT214	Operate application software packages
ICTICT215	Operate digital media technology packages
BSBTEC101	Operate digital devices
ICTICT216	Design and create basic organisational documents
CUADIG212	Develop digital imaging skills
ICTSAS211	Develop solutions for basic ICT Malfunctions and problems
ICTICT226	Operate simple database applications
ICTSAS212	Record the requirements of client support requests

NOTE: Units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

Pathways

This qualification may articulate into:

- Higher qualification in Information Technology
- IT support worker, Photographer, Data and spreadsheet management



CHC30121 Certificate III in Early Childhood Education and Care

RTO number: 30380

Deception Bay State High School



Qualification description

This is an entry-level qualification for anyone wishing to commence a career in the early childhood sector. It provides students with an understanding of fundamental skills and knowledge relating to the care of children. Refer to training.gov.au for specific information about the qualification.

Duration and location

This course is a two or three-year course delivered on site or in partnership with Deception Bay State High School.

Course units

To attain a CHC30121 Certificate III in Early Childhood Education and Care, 17 units of competency must be achieved.

Unit Code	Title
CHCECE030	Support inclusion and diversity
CHCECE031	Support children's health, safety and wellbeing
CHCECE032	Nurture babies and toddlers
CHCECE033	Develop positive and respectful relationships with children
CHCECE034	Use an approved learning framework to guide practice
CHCECE035	Support the holistic learning and development of children
CHCECE036	Provide experiences to support children's play and learning
CHCECE037	Support children to connect with the natural environment
CHCECE038	Observe children to inform practice
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples culture
CHCECE055	Meet legal and ethical obligations in children's education and care
CHCECE056	Work effectively in children's education and care
CHCPRT025	Identify and respond to children and young people at risk
HLTAID012	Provide First Aid in an Education and Care Setting
HLTAID009	Provide Cardiopulmonary Resuscitation
HLTWHS001	Participate in workplace health and safety
CHCPRP003	Reflect on and improve own professional practice
HLTFSE001	Follow basic food safety practices
CHCDIV001	Work with diverse people

RTO obligation

The RTO will provide students with every opportunity to complete the training product. The RTO does not guarantee employment upon completion of this training product.

AQF documentation

Students who are deemed competent in all 19 units of competency will be awarded a Qualification and a Record of Results by Deception Bay State High School.

Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Entry requirements

Students must have a blue card for Working with Children prior to enrolment or commencement of training and have a desire to work with children.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification including:

- face-to-face instruction
- work-based learning
- guided learning

Fees

Students are enrolled as part-time at Deception Bay SHS. Fees for this course are \$200 paid to Deception Bay SHS. Partnership schools may require an additional administration fee.

Assessment

Assessment is competency based.

Units of competency are clustered and assessed in this way to replicate what occurs in a childcare centre as closely as possible.

Assessment techniques include:

- observation
- folios of work
- questioning
- third party reports from vocational placement
- written and practical tasks.

Work placement

Students must complete 160 hours of structured workplace learning in a regulated education and care setting. Certain units have practical work placement hours that are required to be completed before the student is deemed competent for the unit.

The school will assist in organising work placements for students. However, students may also source their own placements, which will need to be approved by the school RTO.

Pathways

This qualification may articulate into:

- Diploma of Early Childhood Education and Care
- Employment in the industry as a childcare assistant, nanny or after school hours care
- School-based Traineeship.

See other Community Services qualifications at training.gov.au.

Approval for advertising granted.



Visual Art

Prerequisites: Recommended sound (C) level of achievement in Year 9 Art.

Special Requirements:

Students in Visual Art will make and respond to artworks as both artist and audience. As such, there is an expectation that students will attend gallery visits as arranged by the College. Please note, this may incur a cost for students to attend.

Outline of the subject:

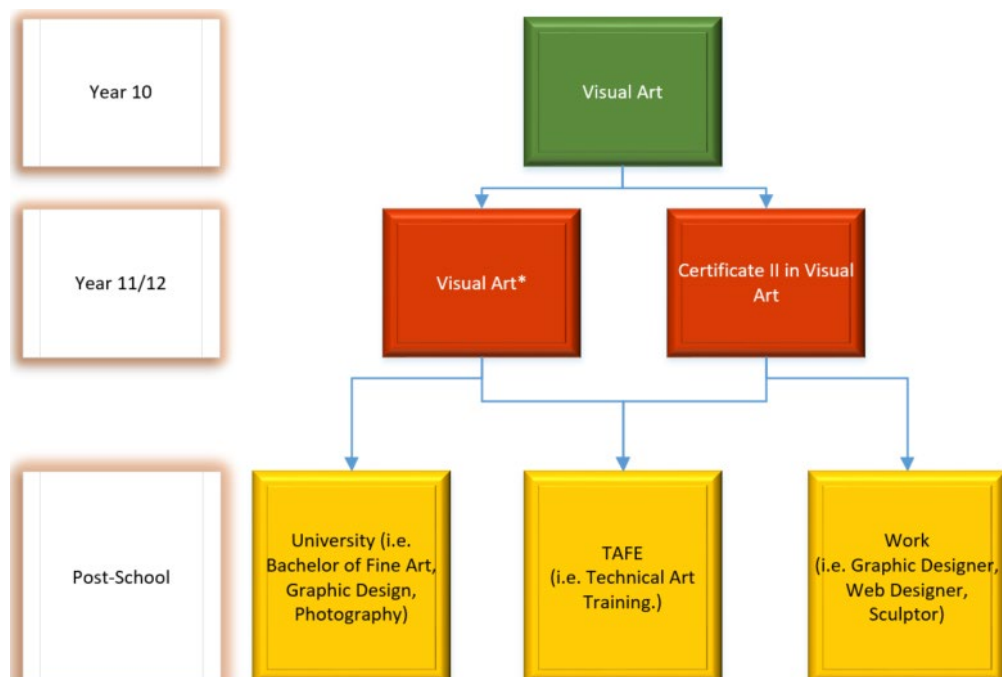
In Visual Art, students develop the conceptual capacity to develop a thought or idea and represent it visually. The Year 10 Visual Art Course extends on students' knowledge of the process of planning, designing, and making artworks, in response to design problems and sets the foundation for their senior pathway. Students will learn to appreciate artworks and understand the role of the artist in society across a range of cultures, times and locations. They develop their understanding of the arts elements and principles of design, throughout this course of study and in so doing, develop a personal aesthetic and build 21st Century skills including communication, problem-solving, innovation, and critical thinking.

Course Overview:

	Course Outline	Assessment Summary
Unit One	Surreal Scapes	Practical Task with supporting developmental folio
Unit Two	The Artist and the Sitter	Developmental Folio
Unit Three	The Artist and the Sitter portrait painting Investigation – The Artist and the Landscape	Project Project
Unit Four	Investigation	Multimodal/Report

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

Future Pathways:



*Pre-requisite learning required



Media Art

Prerequisites: Nil

Special Requirements:

Students are required to have their own SD card and headphones.

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.

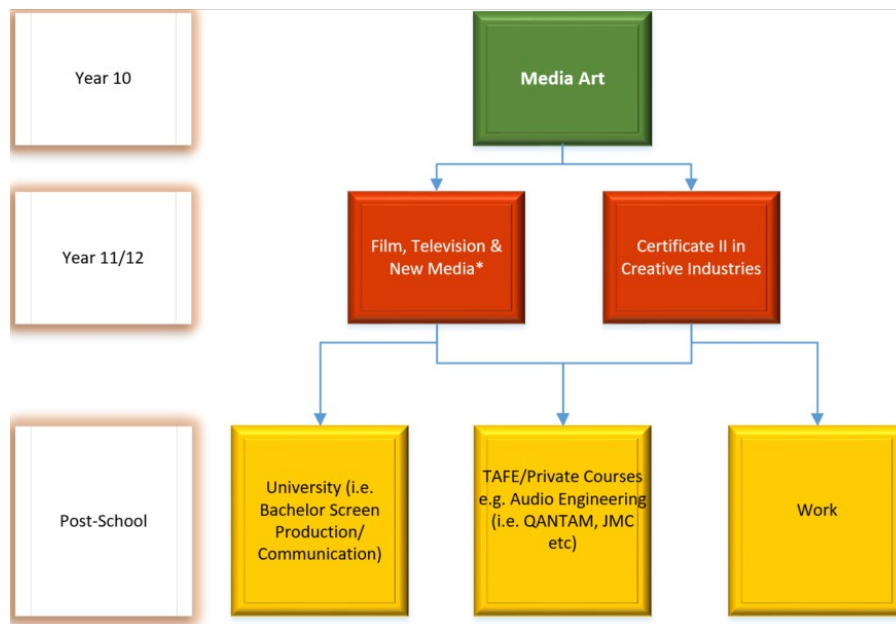
Course Overview:

	Course Outline		Assessment Summary
Unit One	The Creative Digital Photographer	Still Photo Folio	Practical and Written Response
Unit Two	Radio Dramas	Design and create own radio drama including sound recording and mixing.	
Unit Three	Views from the Sidelines	Music video clip using Art House Styles	Written response to Case Study Stimulus.
Unit Four	Messages through Pictures	Design and produce a short film	Includes a written component about the genre.

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



Future Pathways:



*Pre-requisite learning required

Dance Academy – CUA20120 Certificate II in Dance

RTO Provider: Murrumba State Secondary College **RTO Code:** 40758

Upon successful completion, this qualification will contribute up to 4 core credits towards the Queensland Certificate of Education.

Prerequisites:

- Successful audition in Dance Academy (If new enrolment for Year 10 program)
- Current enrolment in Dance Academy program from Year 9 program.
- Participation in program is reviewed each semester with student maintaining 'very good' or 'excellent' Effort and Behaviour throughout the year.

Special Requirements: Full participation in all practical and theoretical components is required. Appropriate clothing is required for all practical lessons.

Course Overview:

Dance Academy is a performance-based program where students will learn dance techniques, expression and composition specific to performances to live audiences at events. There will be a focus on techniques related to Jazz, Lyrical and Street Dance styles.

Assessment:

Assessment is competency based. Assessment techniques include; observations, questioning, written and performance tasks.

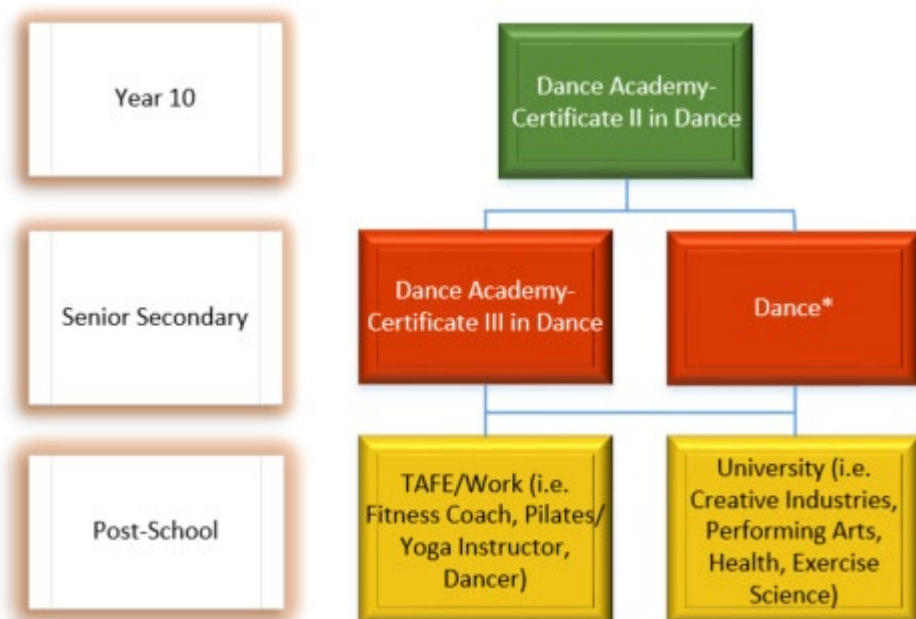
Units of Competency:

Unit Code	Unit Title	Core or Elective
CUADAN211	Develop basic dance techniques	Core
CUADAN212	Incorporate artistic expression into basic dance performances	Core
CUAIND211	Develop and apply creative arts industry knowledge	Core
CUAPRF211	Prepare for live performances	Core
CUAWHS111	Follow safe dance practices	Core
CUAWHS211	Develop a basic level of physical fitness for dance performance	Core
CUADAN210	Perform basic dance partnering techniques	Elective
CUADAN213	Perform basic jazz dance techniques	Elective
CUADAN218	Perform basic street dance techniques	Elective
CUADAN220	Perform basic lyrical dance techniques	Elective

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



Future Pathways:



*Pre-requisite learning required

Dance

Prerequisites/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. It is an expectation that, where possible, students are participating in extra-curricular activities and performances which showcase the Creative Industries.

Outline of the subject:

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

Course Overview:

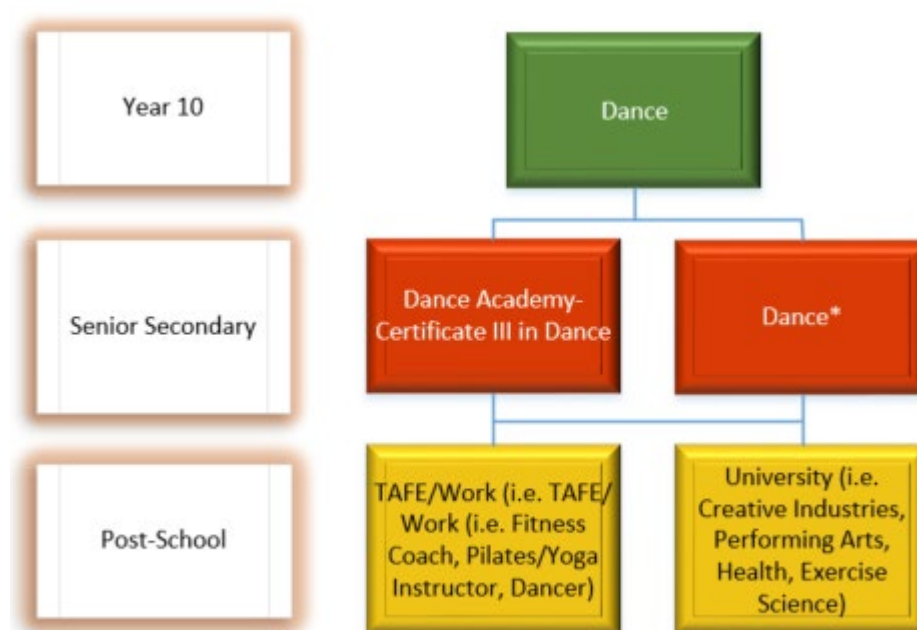
	Course Outline	Assessment Summary
Unit One	Popular Dance	Performance Choreography
Unit Two	Contemporary	Appreciation Performance
Unit Three	Ritual	Appreciation Choreography
Unit Four	Fusion	Project

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

Materials:

- Black tights or pants suitable for dance
- Sports shirt
- A4 ruled book

Future Pathways:



*Pre-requisite learning required



Drama

Prerequisites: Recommended sound (C) level of achievement in Year 9 Drama or another Creative Industry subject.

Special Requirements:

Drama is a rewarding, academic and practical subject that requires students to perform with confidence in front of peers and live audiences throughout the year. Some assessment tasks throughout the course of study will require students to attend live theatre performances as arranged by the college. Please note, this will incur a cost for students to attend.

Subject Information:

Students who study Drama are provided with enriched learning opportunities that build a range of skills including analytical thinking, problems solving, creativity and higher order thinking. For students, these skills are transferable to other subject areas (English, Science and History) and assist students in setting the foundation for their senior pathway.

Through Drama, students become critical observers of the world around them. Drama gives students the opportunity to build an understanding of political cultural and social perspectives as they explore a range of published texts and engage with authentic stimulus. In class workshops by guest artist, viewing live theatre, project work and performing a production for a live audience are some of the meaningful and unique learning experiences for students through this year course.

Students who study Drama are confident and challenged in a positive learning environment giving them skills to work in a team environment and engagement with 21st Century skills. Studying Drama allows students to develop a wide range of life skills including self-confidence, collaboration, empathy and critical and creative thinking. These skills give students an edge in pursuing a wide range of career paths beyond that of the performing arts and shapes them into 21st Century learners.

Course Overview:

	Course Outline	Assessment Summary
Unit One	Realism	Performance
Unit Two	Contemporary Realism	Analytical Essay
Unit Three	Gothic Theatre	Performance
Unit Four	Documentary Drama	Project

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

Future Pathways:



*Pre-requisite learning required



Music

Prerequisites/Special Requirements: Nil

Outline of the subject:

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

Course Overview:

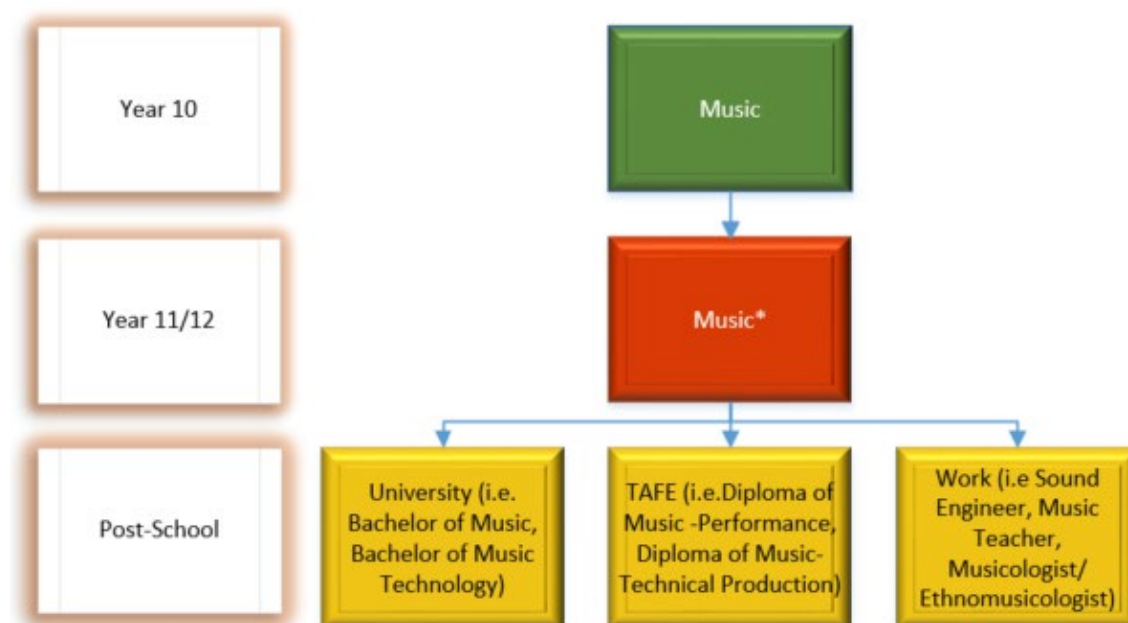
	Course Outline	Assessment Summary
Term One	Music and Meaning	Exam Extended Response
Term Two	Improvisation and Jazz	Performance with Statement
Term Three	World Music	Composition with Statement
Term Four	Music Innovations of the 20th Century	Integrated Project (Research Presentation and Composition or Performance with Statement

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

Materials: For this subject, students require the following materials;

- Manuscript book (music book)
- Pencil and eraser

Future Pathways:



*Pre-requisite learning required

High Performance Music

Prerequisites/Special Requirements:

Entry via the application process which includes an audition.

Students must be prepared to fully commit to both class requirements and their chosen performance ensemble.

Outline of the subject:

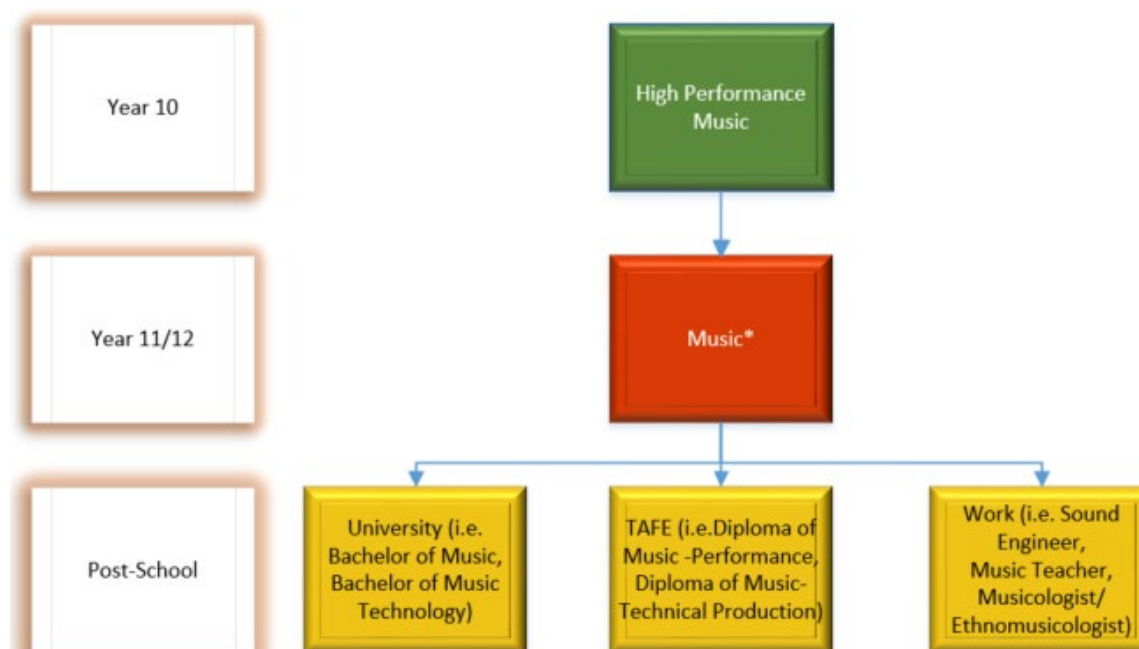
High Performance Music is designed to assist in the development of students' all-round musicianship as well as using their passion for music to enhance their academic success. A strong emphasis will be placed on both the practical and theoretical side of music and offer students many opportunities to 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 for successfully entry into this program.

Course Overview:

	Course Outline	Assessment Summary
Term One	Music and Meaning	Exam Extended Response
Term Two	Improvisation and Jazz	Performance Written Statement
Term Three	World Music	Composition with Statement
Term Four	Music Innovations of the 20th Century	Integrated Project (Research Presentation and Composition or Performance with Statement)

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

Future Pathways:



*Pre-requisite learning required

Spanish

Prerequisites/Special Requirements:

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

Outline of the subject:

Language studies focus on developing language proficiency and promote intercultural understandings. 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 ideas, stories, and ways of thinking from different people and places, developing an interest in, respect for and appreciation of other cultures. Studying languages allows students to develop social and cognitive skills that 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 on culture.

At MSSC, the decision was made to offer students the change 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. On an increasingly globalized 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 program is a sequential program of study for all junior students. A range of units are explored to build on existing knowledge including childhood, the environment, education and future plans, and technology and media., through the development of a variety of vocabulary and grammar structures., and listening, reading, writing and speaking 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 into the workforce.

Course Overview:

The curriculum program is subject to change with the transition to Australia Curriculum version 9.0.

Year 10 Spanish language study is designed to enable students to utilise the skills they have developed throughout junior school. They are assessed on their reading, writing and listening skills as 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.

	Course Outline	Assessment Summary
Unit One	Childhood	Extended Written Response
Unit Two	The Environment	Extended Spoken Response
Unit Three	Education and Future Plans	Combination Response to Stimulus
Unit Four	Technology and Media	Combination Response to Stimulus in English and Spanish

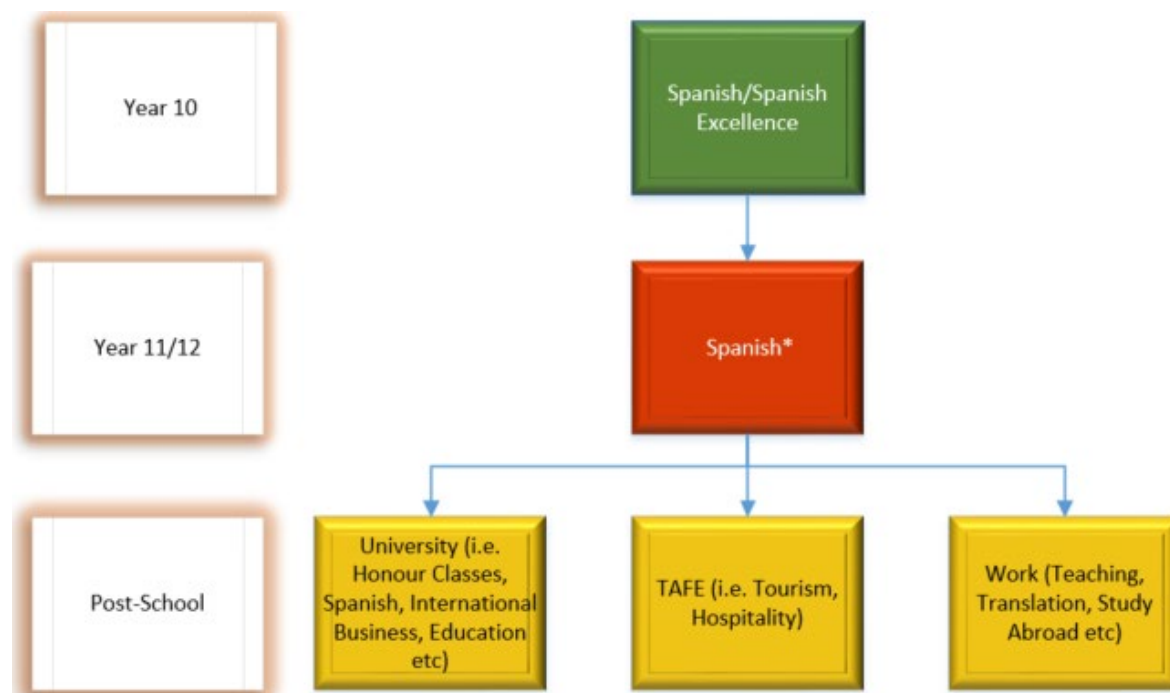
Cost (if any): Refer to the Fee Matrix on the College website.

Materials:

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



Future Pathways:



*Pre-requisite learning required

Spanish Excellence

Prerequisites/Special Requirements:

Entry via application process which includes an interview.

Outline of the subject:

In addition to their compulsory LOTE (Spanish) class, Spanish Immersion students will also learn Access, HPE and Humanities in Spanish. Students will have the opportunity to explore new vocabulary and grammar structures, developing high levels of language proficiency. The program will offer a greater depth of exposure to the Spanish language and provide challenging opportunities within a nurturing learning environment. The program provides students with opportunities to develop proficiency in the four macro skills: speaking, listening, reading and writing, in both Spanish and English.

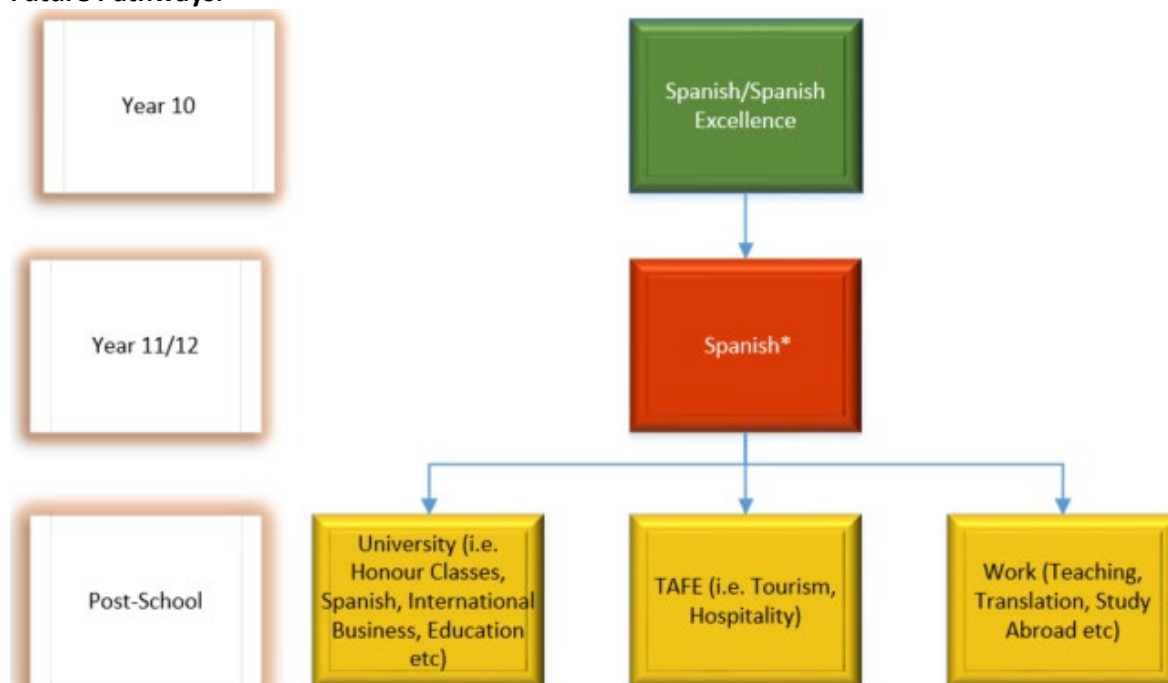
Course Overview:

The curriculum program is subject to change with the transition to Australia Curriculum version 9.0.

	Course Outline	Assessment Summary
Term One	Childhood	Extended Written Response
Term Two	The Environment	Extended Spoken Response
Term Three	Education and Future Plans	Combination Response to Stimulus
Term Four	Technology and Media	Combination Response to Stimulus in English and Spanish

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

Future Pathways:



*Pre-requisite learning required

Legal Studies

Prerequisites/Special Requirements: Nil

Outline of the subject:

Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes. This subject is highly analytical and operates on effective discussion of legal issues affecting students. A core focus of Legal Studies is to teach students how to construct an informed opinion and justify perspectives using evidence.

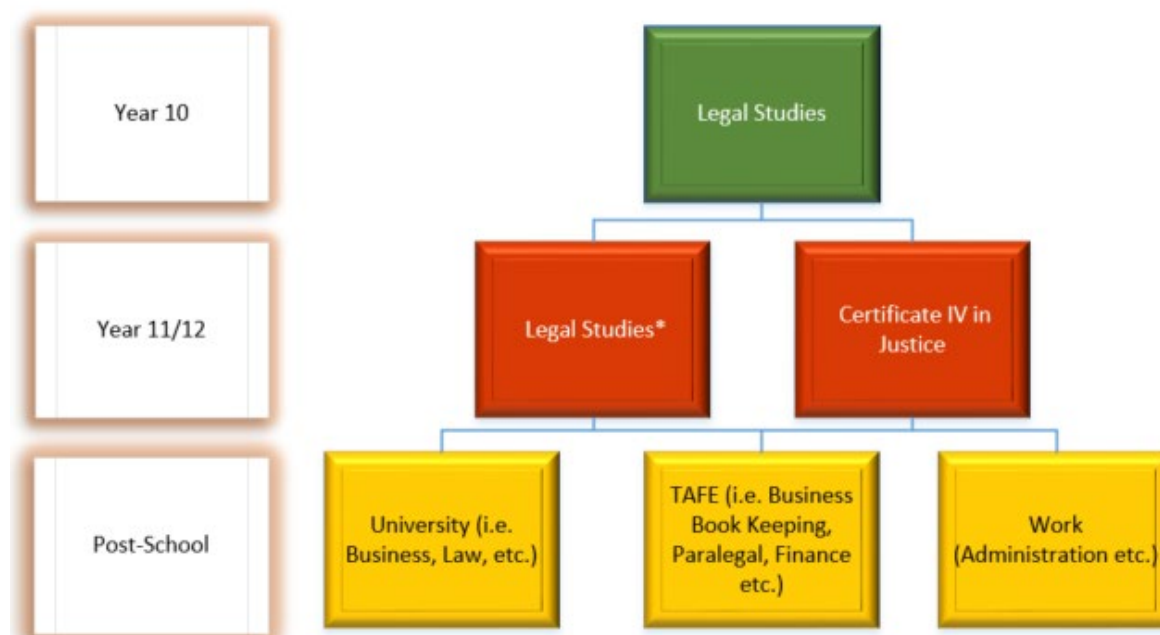
This subject will allow students to research the criminal justice system and human rights cases in Australia to determine where the rights of stakeholders are or are not considered and protected. Further, you will study miscarriages of justice to understand errors in the legal system and determine how to further improve the justice structures that exist in Australia. Through the investigation of legal issues, students will develop high-order thinking skills, including analysing, evaluating and justifying and will learn using case studies and scenarios. Legal Studies as a subject will challenge students to think about the world beyond themselves, while equipping students with the skills to make informed decisions and opinions. This subject equips students with the skills to effectively question and articulate themselves and further skills which are crucial for success in the 21st Century world of work.

Course Overview:

	Course Outline	Assessment Summary
Unit One	Law and Governance	Combination Response Examination
Unit Two	Human Rights from a legal perspective	Inquiry Report
Unit Three	Criminal Law - Drugs	Essay
Unit Four	Criminal Law	Examination

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

Future Pathways:



*Pre-requisite learning required



Football Academy

Prerequisites: Expression of Interest and successful trial.

Special Requirements:

Students must be prepared to participate in all practical lessons, including before school sessions where required. Students must conduct themselves in accordance with the Football Academy player code of conduct.

Outline of the subject:

The Murrumba State Secondary College Football Academy provides talented secondary-aged players a pathway to a career in football. The Football Academy employs a student-athlete model, where qualified and experienced staff work with the students to develop on- and off-field skills. The student-athlete model combines academic performance, with positive behaviour expectations and sporting performance to achieve success. This model has provided a range of positive outcomes, including youth international representatives and national championship winning teams as well as establish a number of high-profile links within the community Hyundai A-League club Brisbane Roar being one of example.

The Football Academy combines practical and theory lessons to develop a student-athlete, prepared for the demands of juggling athletic performance with academic studies. The practical lessons develop the technical base the players have upon joining the program, then progress to applying them within a team unit. The theory component has four pillars, student-athletes, football excellence, performance enhancement and human excellence.

The course aims to:

- Deliver best-practice learning experiences exposing the players to sessions focused on their technical, tactical, physical and mental development;
- Provide opportunities to represent the College, their District and Region in football and futsal with a desire to be successful;
- Provide a professional environment with appropriate effort and behaviour expectations, with associated positive and negative consequences; and
- Provide accreditation opportunities in the fields of coaching, referring, and administration.

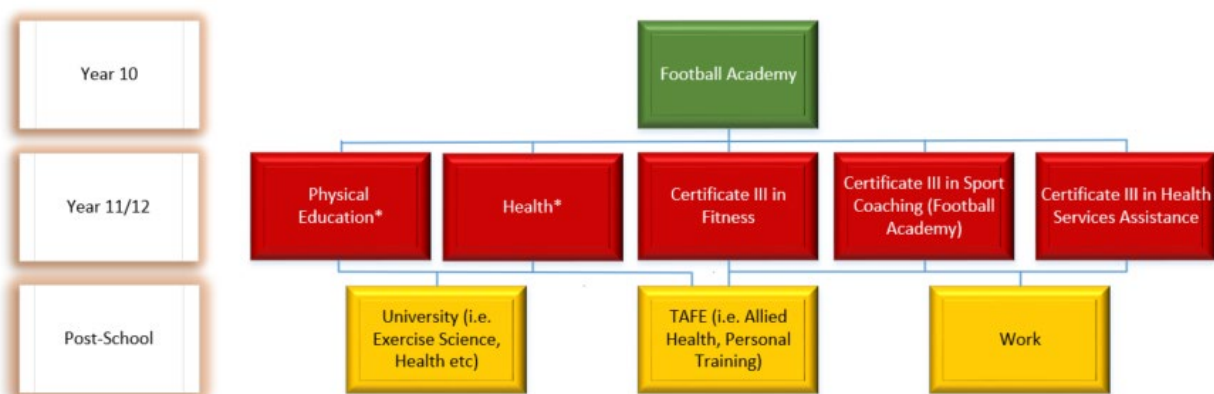
Course Overview:

	Course Outline	Assessment Summary
Unit One	Sport Psychology and Resilience	Football/Futsal Development
Unit Two	Healthy Lifestyles and Nutrition	Football Development
Unit Three	Football Fundamentals	Football Development
Unit Four	Football Fundamentals	Football Development

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



Future Pathways:



*Pre-requisite learning required

Food Specialisation

Prerequisites/ Special Requirements: Recommended sound (C) level of achievement in Year 9 Food Studies. Students are required to have their own containers to take their food with them in.

Subject Information:

This subject provides students with an engaging and practical introduction to the world of food, nutrition, and cooking. Throughout the course, students will explore how food choices are shaped by health, culture, the environment, and personal values. Students will discover how food preparation and presentation reflect identity, values, and traditions, while also learning to make informed, responsible decisions about the food they consume.

Students will build both practical skills and theoretical knowledge. In the kitchen, they'll learn key cooking techniques, safe food practices, and how to plan balanced meals that support a healthy lifestyle. The course covers topics like sustainable eating, dietary needs, food labels, and how marketing influences what we buy and eat. There's a strong focus on applying learning to real-life situations, helping students think critically and make smart, informed choices about food.

Students who have an interest in health, nutrition, hospitality, event planning, food tech, or the culinary arts may be drawn to this subject. It also encourages creativity, teamwork, and problem-solving. With plenty of opportunities for cooking challenges, cultural food activities, and project work, students will gain valuable skills and a taste of future career pathways in the food and hospitality industry.

Course Overview:

	Course Outline	
Unit One	Food Trends	Investigation of current food trends and influencing factors Project – Students will identify a current food trend and create a dish showcasing this food item/s
Unit Two	Foods for Special Occasions	Project – Students will design and create a menu for a special occasion, incorporating food intolerances/allergies
Unit Three	Fakeaway	Project – Students will choose a popular takeaway item, recreate a healthier version without compromising flavour, analyse nutritional content, choose and analysis packaging, marketing strategies
Unit Four	Chef's apprentice	Project - Foundational food-prep techniques toward refined plating and presentation, demonstrating growth in technical precision, creativity and critical reflection

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

Materials:



Future Pathways:

