

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 9 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.

Contents

GENERAL INFORMATION	1
Introduction.....	1
Our Values	1
Academic Excellence.....	1
Student Progress.....	1
Student Support.....	2
Curriculum	2
Career Planning.....	2
CURRICULUM OVERVIEW	3
Year 9 CURRICULUM OFFERINGS 2026	4
English	5
Mathematics.....	7
Science	9
History	11
Geography.....	13
Health and Physical Education	15
Health and Physical Education Extension.....	17
Spanish	19
Spanish Immersion	21
Graphical Design.....	23
Design and Industrial Technology	24
Engineering	25
Fashion and Design	26
Specialist Mathematics.....	27
Visual Arts	29
Music.....	30
High Performance Music.....	31
Dance	32
Dance Academy	33
Drama.....	35
Food Specialisation.....	37
Engineering Excellence Program	38
Economics and Business	40
Digital Technologies.....	41
Media Arts	42
Football Academy.....	44



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 instil the essence of what makes us unique. Every teacher, every student and every visitor to Murrumba State Secondary College will be expected to embrace these values and be proud to champion them.

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 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.

Students study subjects aligned to the Australian Curriculum. Students will participate in a selection of mandated and elective subjects which are designed to prepare students for success. All our students study Mathematics, English, Science, Health & Physical Education and History in Year 9.

Please note the subject specific information contain in this document is correct at the time of publishing, however is subject to change, especially with the transition to the Australian Curriculum Version 9.

Career Planning

From Year 7, students begin investigating career options as part of planning for the direction their future education will take. 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.

Part of this process includes students completing their Junior Education and Training plan. These plans require students to reflect on their progress so far, and identify future areas of interest and planning the subject selections for year 10 around these interests and their areas of success.



CURRICULUM OVERVIEW

Year 9 Standard Timetable			
Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
English – 3 lessons			
Mathematics – 3 lessons			
Science – 3 lessons			
Health and Physical Education – 3 lessons		History – 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			
Mathematics Extension – 3 lessons			
Science Extension – 3 lessons			
History – 3 lessons		Health and Physical Education – 3 lessons	
Engineering Excellence – 3 lessons			
Elective 1 – 3 lessons		Elective 2 – 3 lessons	

Spanish Immersion Timetable			
Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
English – 3 lessons			
Mathematics Immersion – 3 lessons			
Science – 3 lessons			
Health and Physical Immersion – 3 lessons		History Immersion – 3 lessons	
Spanish Immersion– 3 lessons			
Elective 1 – 3 lessons		Elective 2 – 3 lessons	

***Note, for students in Football/Dance Academy and Spanish Academy, they will complete History as an elective and not in Spanish Immersion. HPE will be covered in Dance or Football Academy and therefore will not be through Spanish Immersion.**

Football Academy Timetable			
Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
English – 3 lessons			
Mathematics – 3 lessons			
Science – 3 lessons			
Football Academy (HPE) – 3 lessons			
History – 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			
Science – 3 lessons			
Health and Physical Education – 3 lessons		History – 3 lessons	
High Performance Music – 3 lessons			
Elective 1 – 3 lessons		Elective 2 – 3 lessons	

Dance Academy Timetable			
Semester 1		Semester 2	
Term 1	Term 2	Term 3	Term 4
English – 3 lessons			
Mathematics – 3 lessons			
Science – 3 lessons			
Dance Academy – 3 lessons			
History – 3 lessons		Elective 1	
Elective 2		Elective 3	

Year 9 CURRICULUM OFFERINGS 2026

The Arts	Technologies	Humanities	Health and Physical Education	Mathematics	LOTE	Entrepreneurship and Innovation
<ul style="list-style-type: none"> • Dance • Drama • Music • Visual Art • Media Art 	<ul style="list-style-type: none"> • Graphical Design • Fashion • Digital Technologies • Design and Industrial Technologies • Engineering • Food Specialisation 	<ul style="list-style-type: none"> • Geography 	<ul style="list-style-type: none"> • Health and Physical Education Extension 	<ul style="list-style-type: none"> • Specialist Mathematics 	<ul style="list-style-type: none"> • Spanish 	<ul style="list-style-type: none"> • Economics and Business



English

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.

Assessment Outline:

	Course Outline	Assessment Summary
Term One	Exploring Perspective in Persuasive Texts	Paragraph Response Multimodal Speech
Term Two	Exploring a novel that reflects Ethical Dilemmas	Written Analytical
Term Three	Exploring Ethical Issues in Teen Film	Short Story Magazine Article
Term Four	Exploring Social Issues in a Drama Text	Character Monologue

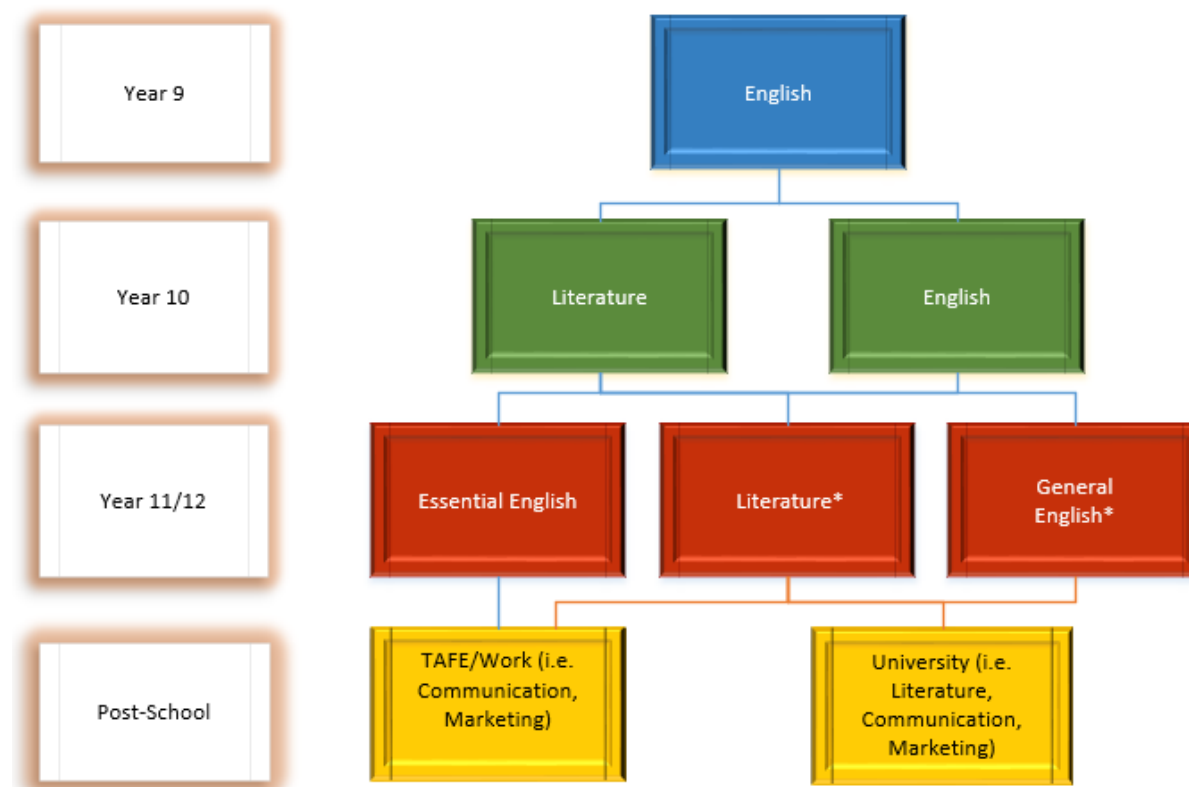
Cost (if any): Refer to the Fee Matrix on the College website.

Materials:

- Students will be required to have three ruled exercise books;
- Pens, pencils, ruler, eraser;
- Pearson English Homework Program (available through the College)



Future Pathways:



Mathematics

Outline of the subject:

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.

In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Assessment Outline:

	Course Outline	Assessment Summary
Unit 1	Irrational Numbers; Surface Area and Volume; Scientific Notation; Index Laws	Portfolio of Tasks
Unit 2	Similarity; Trigonometry	Mathematical Modelling Task
Unit 3	Algebra	Examination
Unit 4	Probability Statistics	Probability Investigation

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

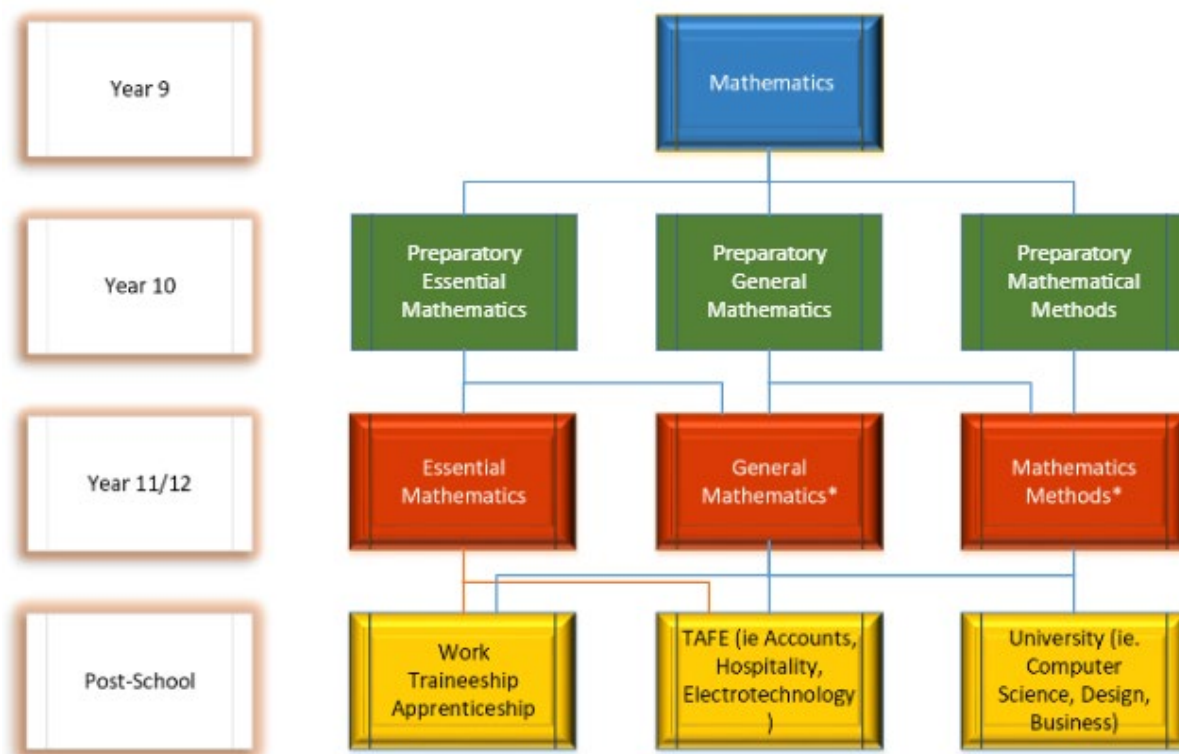
- **Materials:**
- Students will be required to have:
- Students will be required to have an exercise book for classwork and one for homework;
- eTextbooks (provided via the Student Resource Scheme);
- Scientific calculator;
- Pens, pencils, ruler, eraser;
- Graph Paper

MATHEMATICS EXTENSION:

Students in the Engineering Excellence Program, in addition to their core studies in mathematics, will engage in an extension mathematics 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:



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.

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.

Assessment Outline:

	Course Outline	Assessment Summary
Term One	It's Elementary Life: Atomic structure and radioactivity	Exam
Term Two	Energy on the Move Chemistry	Data test Student experiment
Term Three	Body systems & reproduction	Exam
Term Four	Changing Earth	Research Task

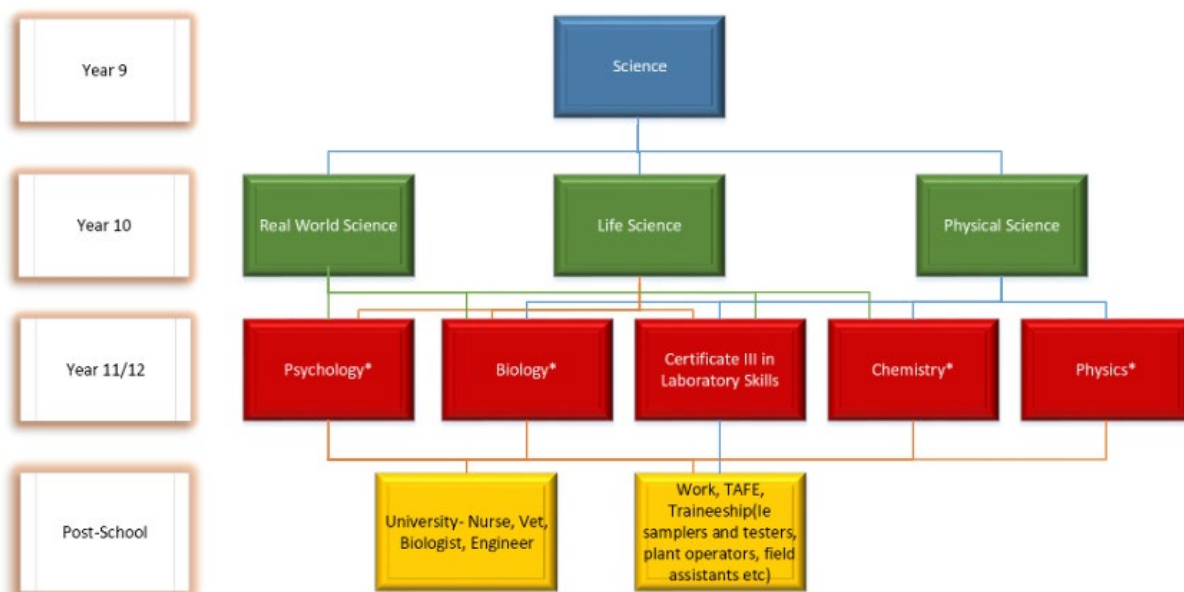
Cost (if any): Refer to the Fee Matrix on the College website.

Materials:

- Students will be required to have an exercise book for classwork and one for homework;
- eTextbooks (provided via the Student Resource Scheme);
- Scientific calculator;
- Pens, pencils, ruler, eraser;
- USB



Future Pathways:



History

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?

Assessment Outline:

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

	Course Outline	Assessment Summary
Unit One	Industrial Revolution	Historical Essay based on Research
Unit Two	World War One	Short Response to Stimulus Exam

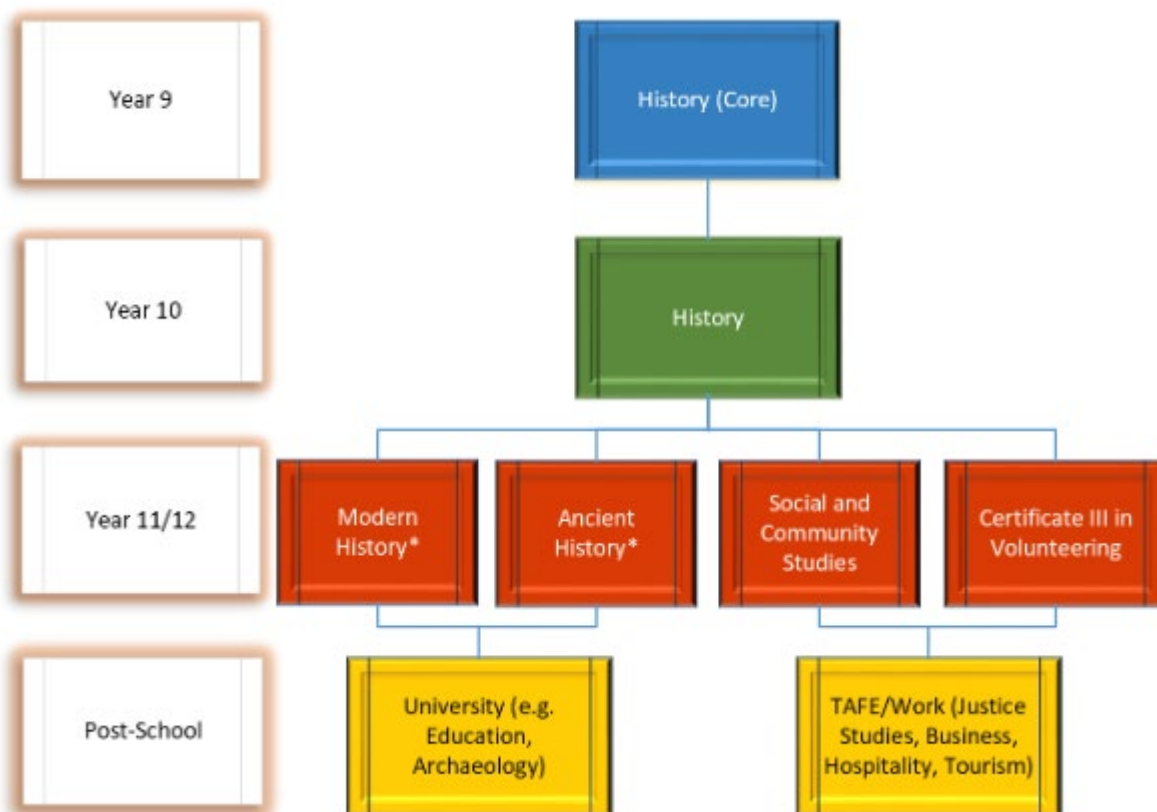
Cost (if any): Refer to the Fee Matrix on the College website.

Materials:

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



Future Pathways:



Geography

Outline of the subject:

Geography in Year 9 is offered as a semester-long elective subject. Students studying Geography will complete two units of study: 'Biomes and food security' and 'Geographies of interconnections'. Geography provides opportunities for students to investigate, analyse and explain the characteristics of the places that make up our world.

The 'Biomes and food security' unit focuses on the different biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security.

'Geographies of interconnections' focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

The following geographical inquiry questions provide a framework for developing students' knowledge, understanding and skills:

- What are the causes and consequences of change in places and environments, and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Assessment Outline:

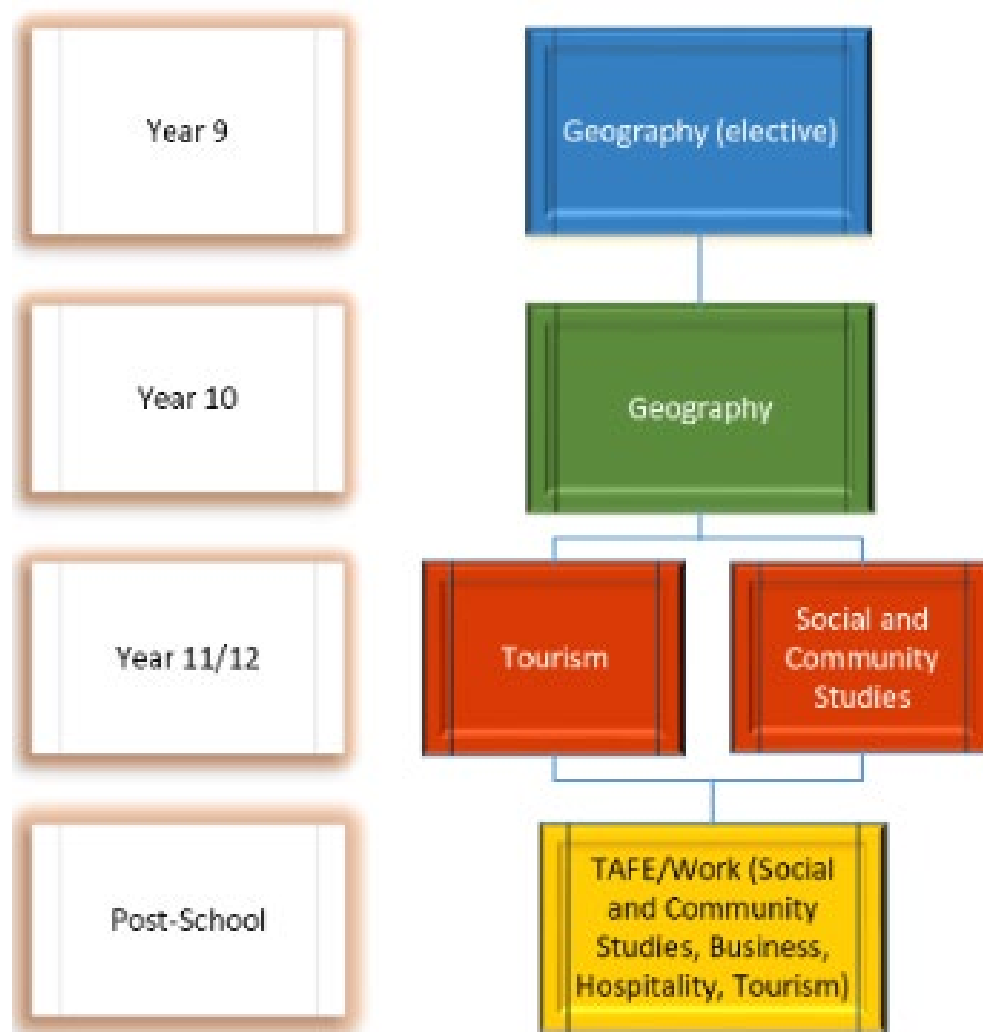
The curriculum program is subject to change with the transition to Australia Curriculum version 9.0.

	Course Outline	Assessment Summary
Unit One	Biomes and food security	Exam
Unit Two	Geographies of interconnections	Project

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



Future Pathways:



Health and Physical Education

Special Requirements:

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

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.

Assessment Outline:

	Course Outline	Assessment Summary
Unit One	Health Unit: Decision Making & Drug Use Physical Unit: Team Building Games	Theory Assessment – Portfolio Practical Assessment – Performance
Unit Two	Health Unit: Mental Health & Well-being Physical Unit: Invasion Games	Theory Assessment – Investigative Report Practical Assessment – Performance
Unit Three	Health Unit: Puberty & Sexuality Physical Unit: Striking & Fielding Games	Theory Assessment – Exam Practical Assessment – Performance

This subject consists of 3 lessons per week for 1 semester. The course is divided in to ONE practical and TWO theory lessons per week.

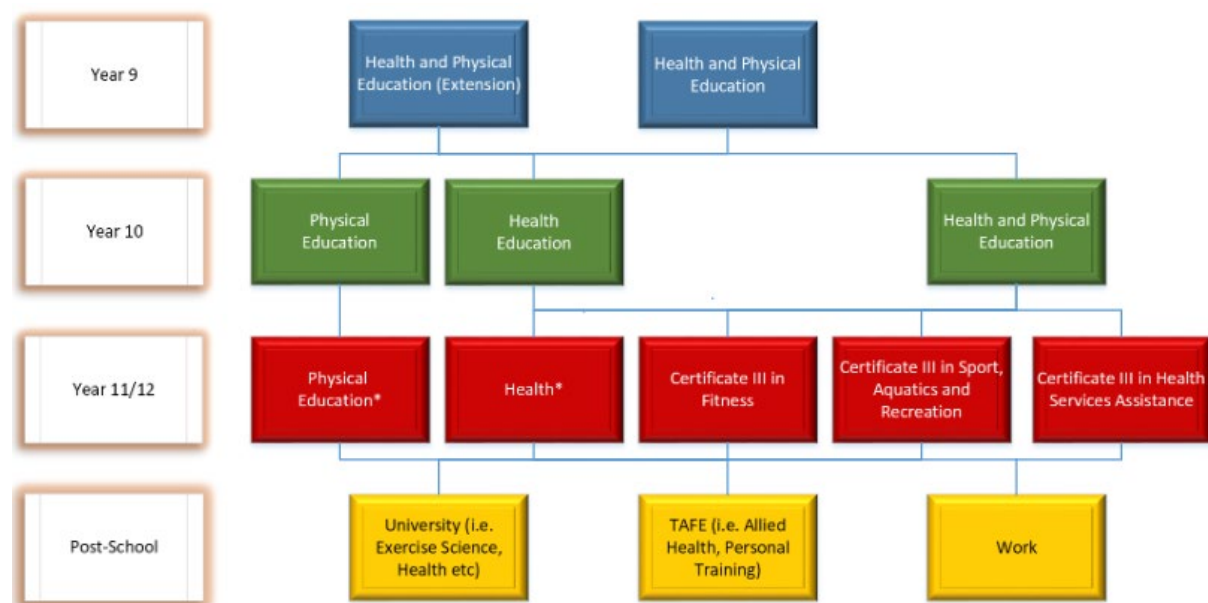
The course aims to:

- 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

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.

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 three lessons per week. The course is structured with one practical lesson and two theory lesson each week.

Assessment Outline:

	Course Outline	Assessment Summary
Term One	Health Unit - Energy Systems Practical Unit – (Fitness, Touch Football & Volleyball)	Theory Assessment – Exam Practical Assessment –Performance
Term Two	Health Unit - Tournament Organisation Practical Unit –Tournament Planning & Participation	Theory Assessment – Project Practical Assessment –Performance

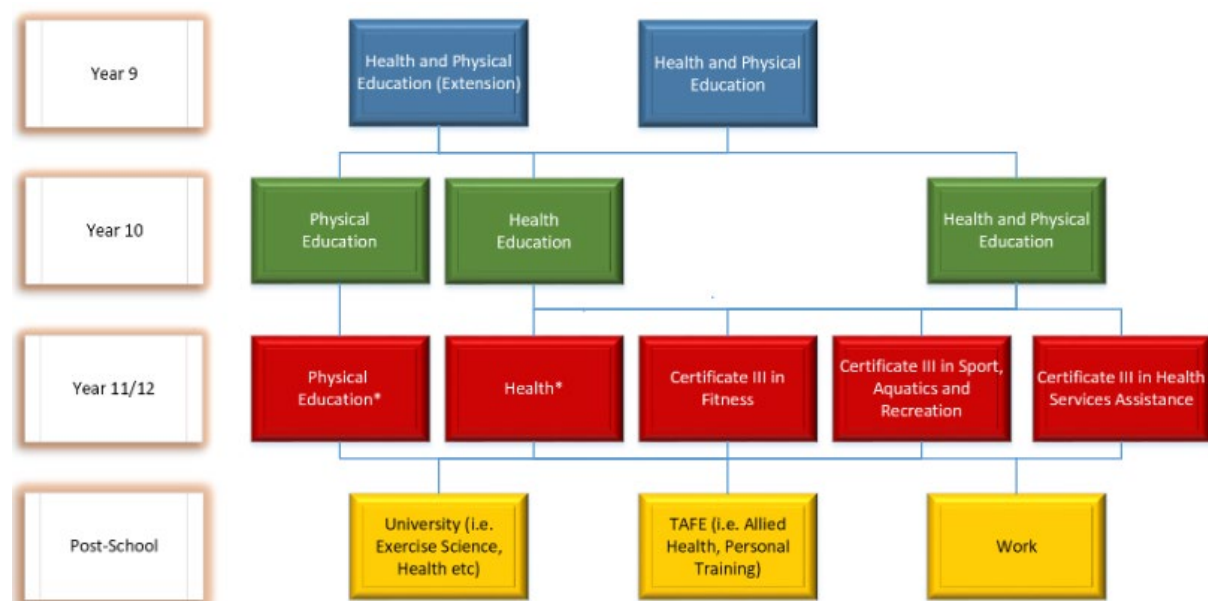
The course aims to;

- 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: Nil

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 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 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 Murrumba State Secondary College, 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. A range of units are explored to build on existing knowledge including travel, and the language necessary to "survive" in a Spanish speaking country, 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.

Year 9 Spanish language study is designed to enable students to utilise the skills they have developed throughout junior secondary language learning. 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.

Assessment Outline:

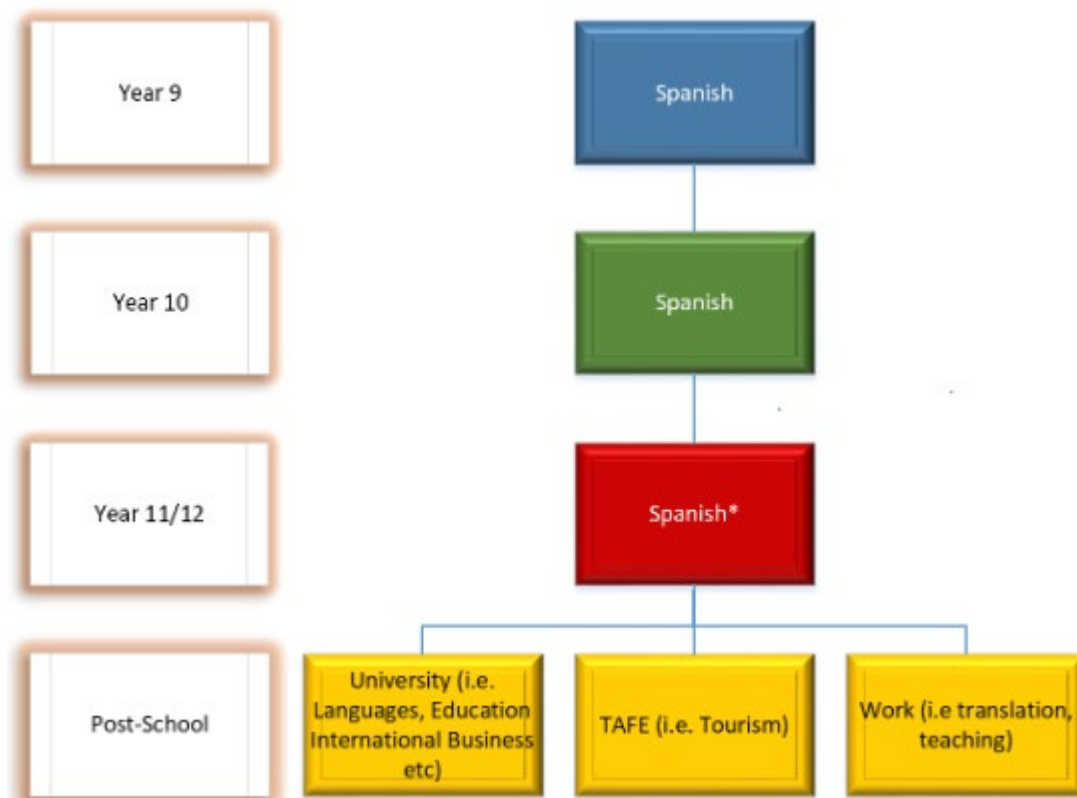
The curriculum program is subject to change with the transition to Australia Curriculum version 9.0.

	Course Outline	Assessment Summary
Unit One	Travel	Extended Spoken Response
Unit Two	Everyday Scenarios – Survival Skills	Response to Stimulus – Listening and Reading Exam

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



Future Pathways:



Spanish Immersion

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

Outline of the subject:

In addition to their compulsory LOTE (Spanish) class, Immersion students will also learn Mathematics, Access, Humanities and HPE in Spanish (at least 80% of the courses). 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.

Students will complement their Spanish language elective with another elective Spanish Technology. This course focusses on using technology to develop language, communicative and 21st century skills, building knowledge and understanding useful throughout senior studies, university and in the workforce.

Assessment Outline:

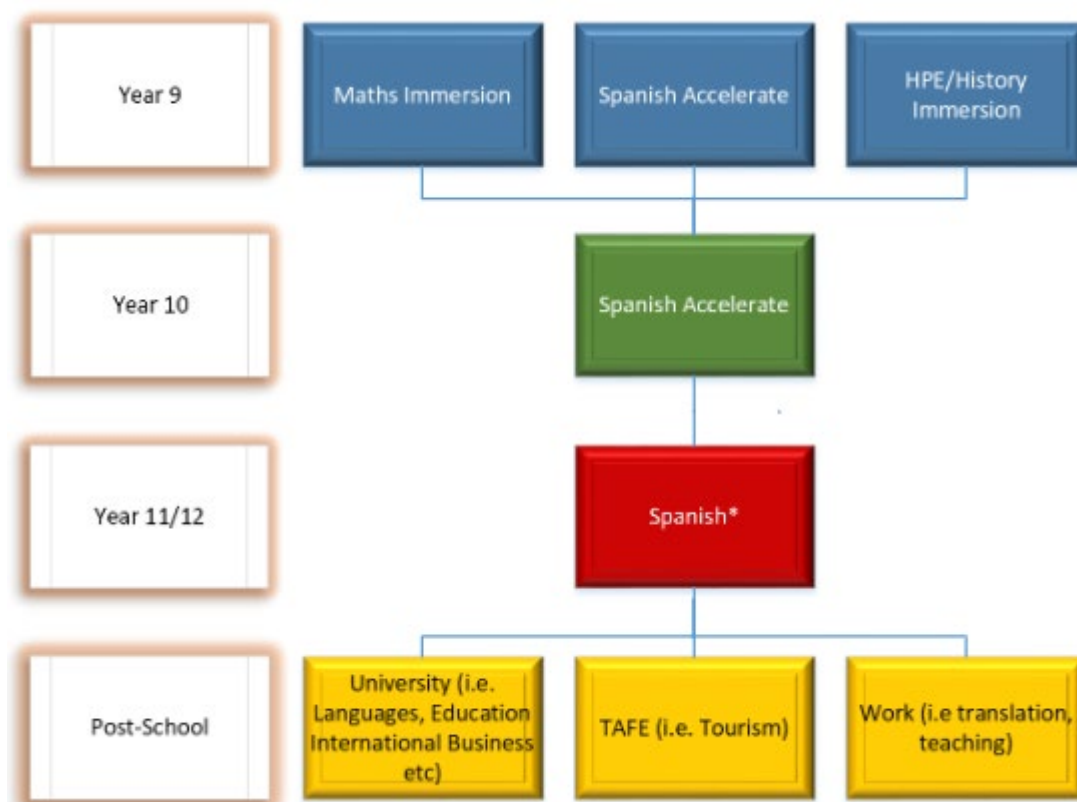
The curriculum program is subject to change with the transition to Australia Curriculum version 9.0.

	Course Outline	Assessment Summary
Unit One	Travel	Extended Spoken Response
Unit Two	Everyday Scenarios – Survival Skills	Response to Stimulus – Listening and Reading Exam

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



Future Pathways:



Graphical Design

Outline of the subject:

This subject focuses strongly on the design process & the use of traditional and Computer Aided Design to generate design solutions to given problems. The knowledge and skills attained will enable the student to analyse problem needs and opportunities in order to generate proposed designs as possible solutions to given problems. The students will be introduced to CAD software with the emphasis on 3D Modelling as a means of producing high fidelity prototypes of their designs.

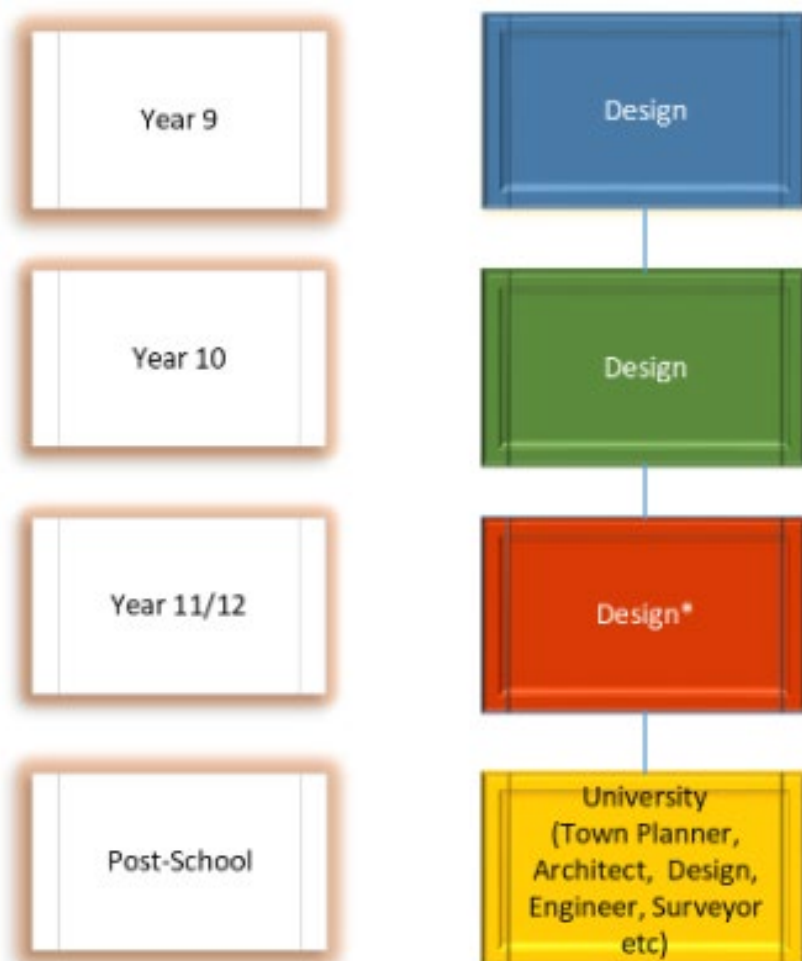
This course develops design thinking and skill through contextual learning in the settings of Industrial Graphics and Built Environment

Assessment Outline:

	Course Outline	Assessment Summary
Term One	Industrial Graphics	Toy Design Folio
Term Two	Built Environment	Housing Design Folio

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

Future Pathways:



Design and Industrial Technology

Outline of the subject:

Product Design is a unit in which students experience and learn a range of practical workshop skills and procedures coupled with the latest in CNC processes. Students learn about the design process, while using CAD to add design features to constructed products made throughout the units.

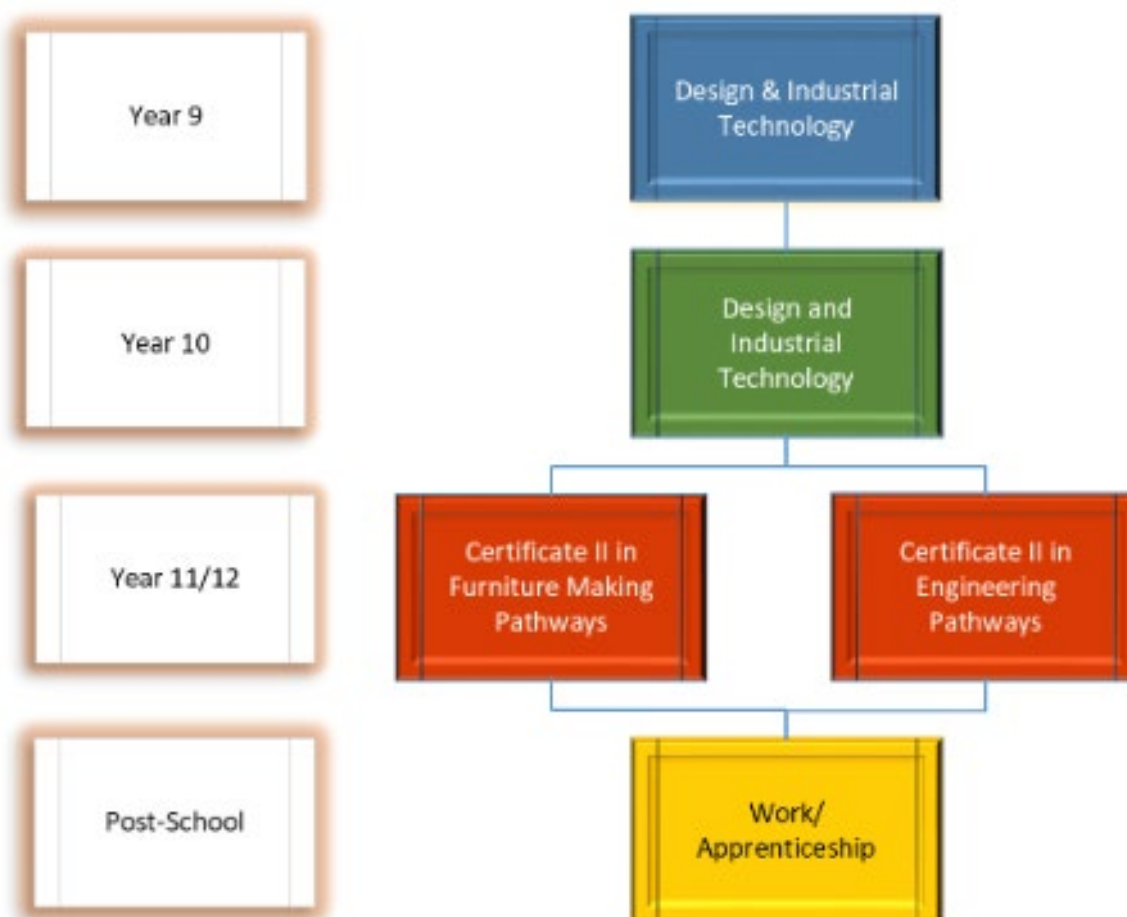
Before commencing work in the workshop students must complete the required safety induction units which introduce them to workshop safety procedures and safe operating procedures for equipment used in the environment.

Assessment Outline:

	Course Outline	Assessment Summary
Term One	Product Development- Wood	Production Folio and Product
Term Two	Design Product Development – Metal and Plastics	Production Folio and Product

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

Future Pathways:



Engineering

Outline of the subject:

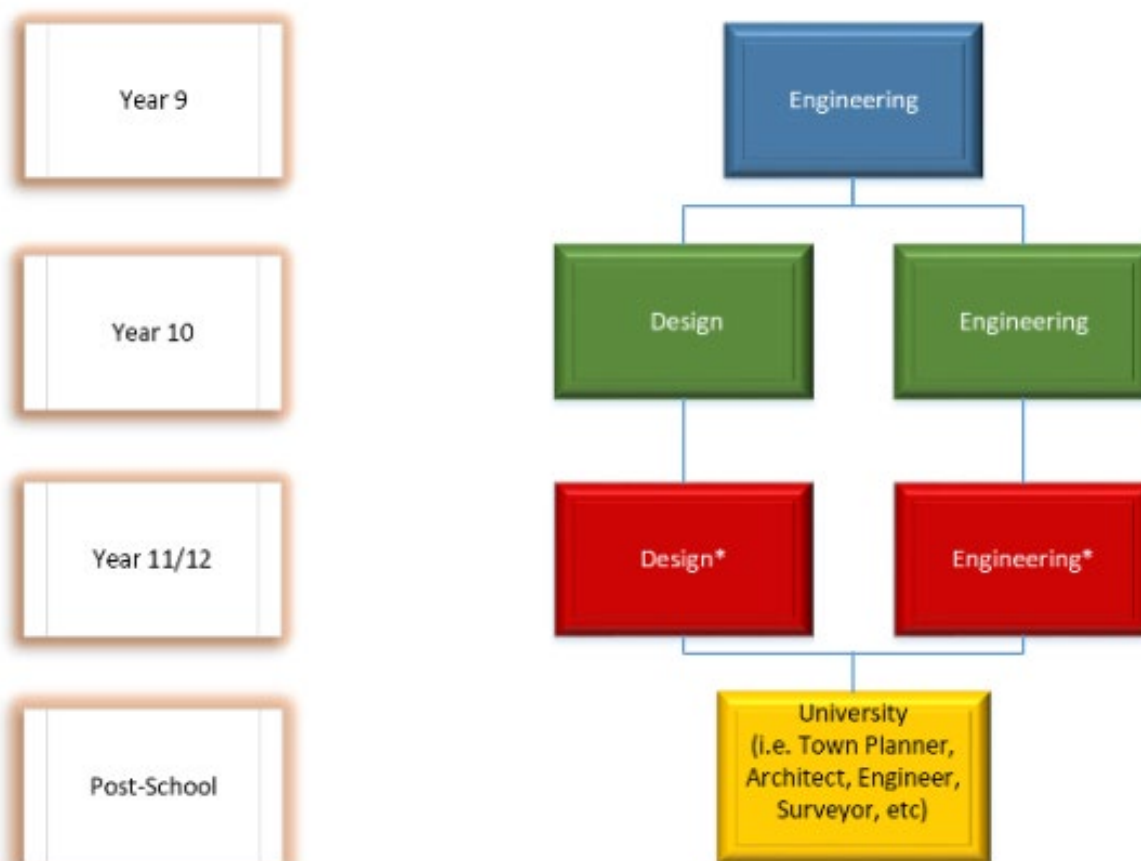
Students will use the design process to develop knowledge and skills in the following key areas of material selection, simple machines, aerodynamics, and Control Systems. As a result, they will design, produce, test, race and evaluate a model of a high-performance racing car. Students will utilize the 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.

Assessment Outline:

	Course Outline	Assessment Summary
Term One	Aerodynamics	Investigation Folio
Term Two	Projectile Motion	Investigation Folio

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

Future Pathways:



Fashion and Design

Outline of the subject:

Fashion and Design is focused on a broad range of traditional, contemporary and innovative textiles that typically involve an extensive use of innovative technologies. 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 Year 10 Fashion and Design subject and the Applied Fashion Design and Technology in year 11 and 12.

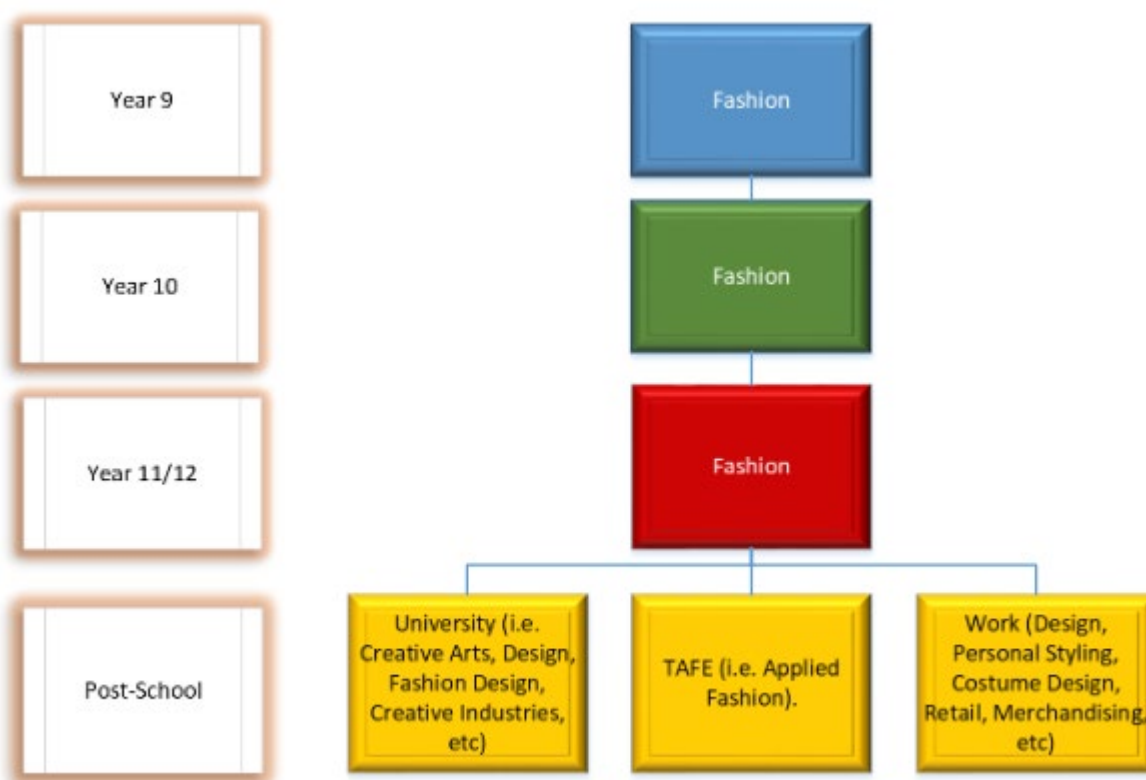
Assessment Outline:

	Course Outline	Assessment Summary
Term One	Textile Innovations – Tote bag	Design Folio & Product
Term Two	Fashion Design Challenge – Hoodies	Design Folio & Product

Assessment Schedule and Topics May Change

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

Future Pathways:



Specialist Mathematics

Prerequisites/Special Requirements: Recommended to be a minimum B in Year 8 Mathematics.

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 core Mathematics.

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.

Assessment Outline:

	Course Outline	Assessment Summary
Term One	Unit 1: Number Theory 1 Unit 2: Coding and Cryptography	Unit 1: Exam
Term Two	Coding and Cryptography continued Unit 3: Language of Proof	Unit 2: Mini-PSMT Unit 3: Exam

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

Materials:

Students will be required to have:

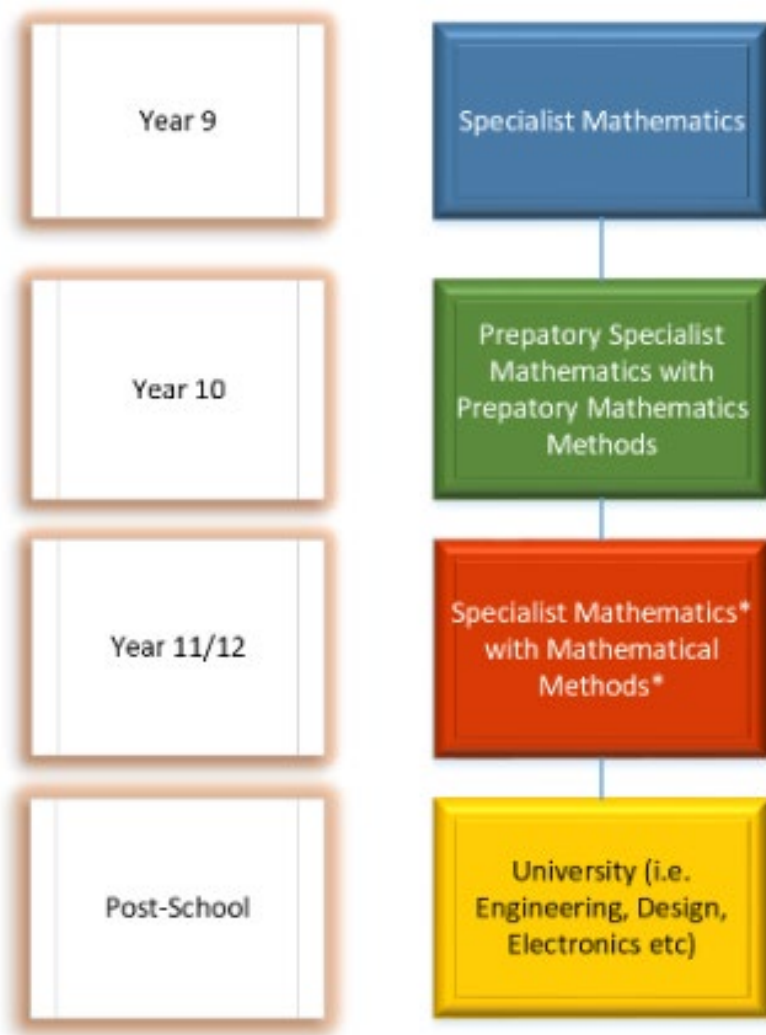
- Two ruled exercise books - one for classwork and one for homework;
 - Scientific calculator (Texas TI-30XB);
 - Pens, pencils, ruler, eraser, highlighters;
- NB: A laptop is not required but will be beneficial

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

- Electronic notes and relevant eTextbook chapters;
- TI-Nspire CAS graphics calculators where required



Future Pathways:



Visual Arts

Outline of the subject:

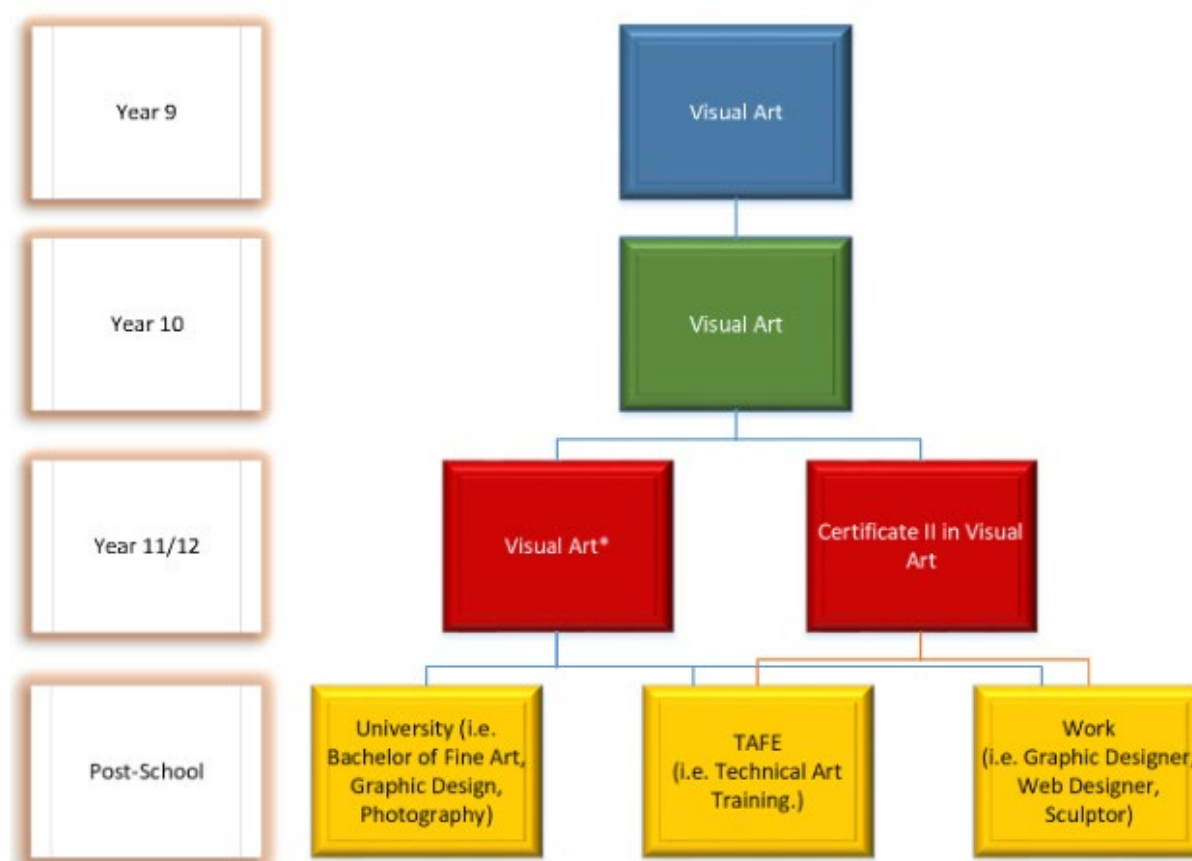
This course introduces students to the process of designing and making artwork in response to design problems. The focus in this subject is on students creating, responding, presenting, reflecting and appraising images and objects. They develop their understanding of the art elements and concepts of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

Assessment Outline:

	Course Outline	Assessment Summary
Term One	Drawing/Painting/ceramics/time- based	Practical Task: Still Life Folio
Term Two	Printmaking	Practical Task: My Animal Phobia/ My Animal Totem/Insectology Written Task: Artist Study

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

Future Pathways:



Music

Prerequisites/Special Requirements: Nil

Outline of the subject:

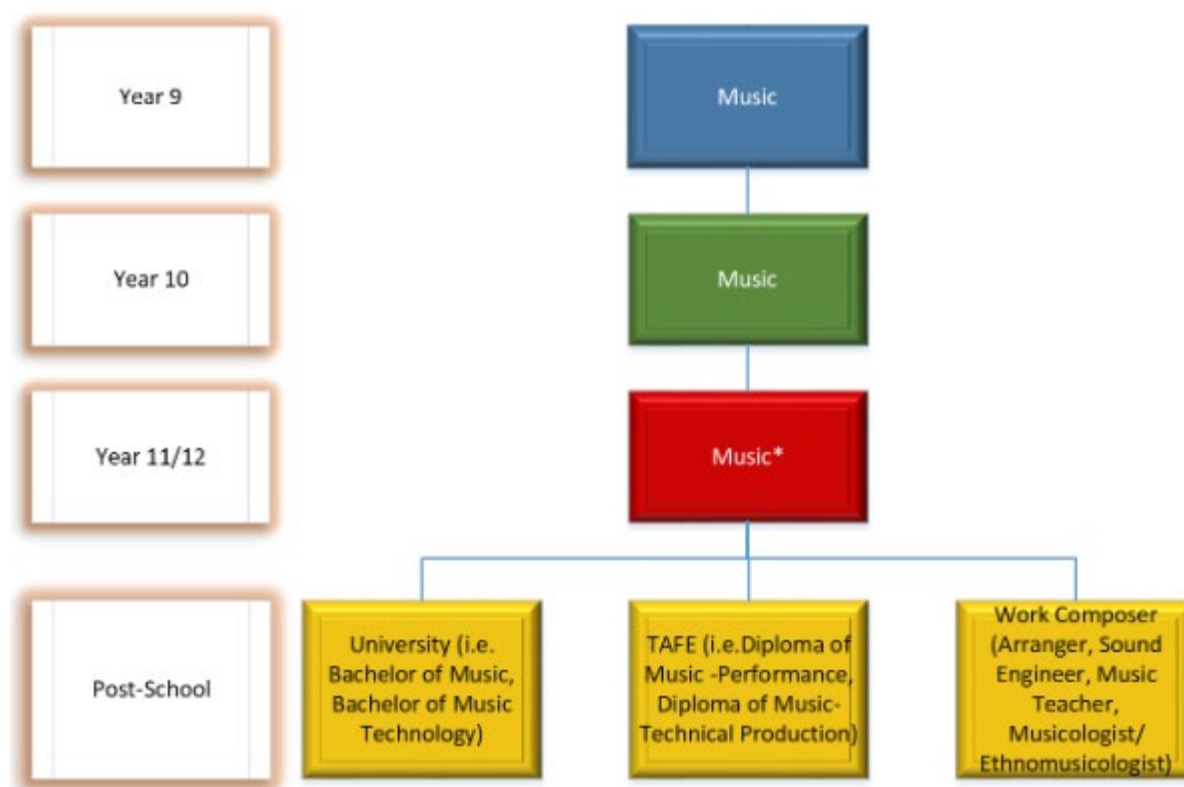
This subject will introduce students to the three major components of Music: Musicology, Composition, and Performance. Students will study a variety of musical genres ranging from world music to 21st Century art music. Music focuses on students making music and developing the ability to think and express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

Assessment Outline:

	Course Outline	Assessment Summary
Term One	Music Through The Ages	Musicology Exam and Performance
Term Two	Film Music	Composition with Written Statement

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

Future Pathways:



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:

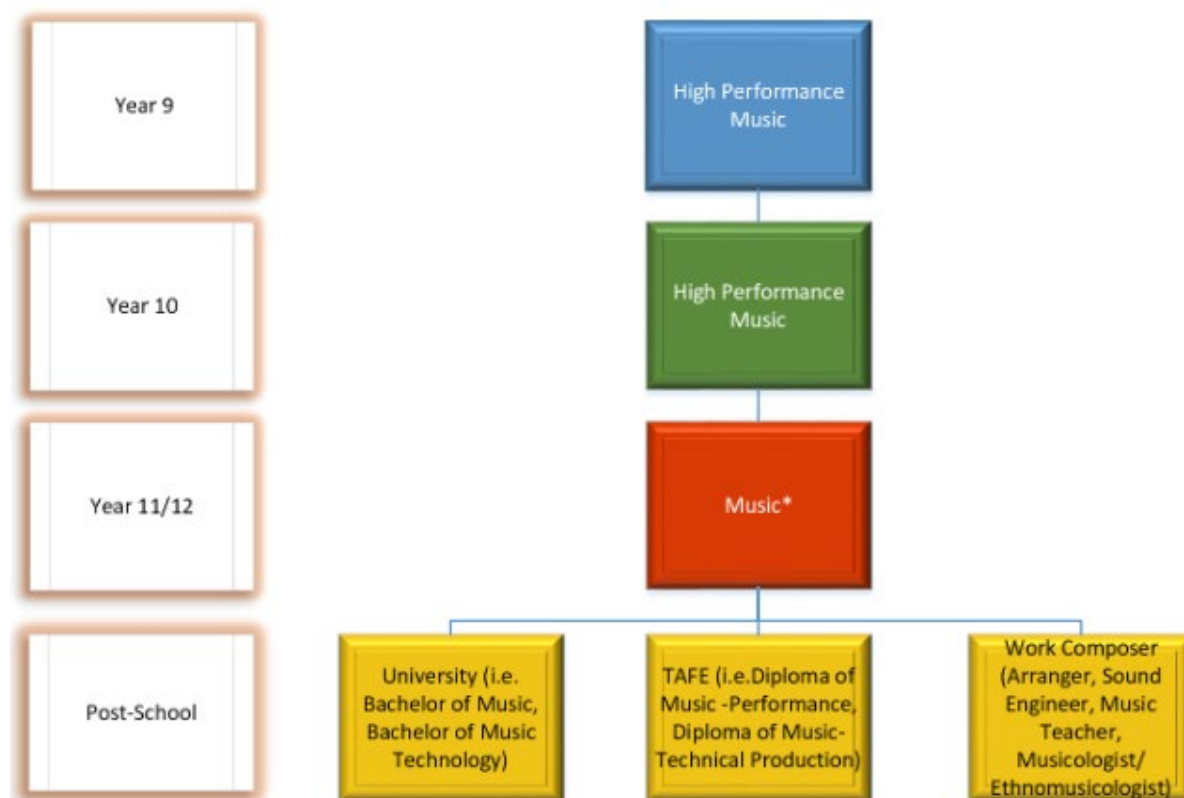
High Performance Music is designed to assist in the development of students' all-round musicianship as well as using their passion for music to enhance their academic success. A strong emphasis will be placed on both the practical and theoretical side of music and offer students many opportunities to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

Assessment Outline:

	Course Outline	Assessment Summary
Term One	Back to the Future	Performance
Term Two	Back to the Future	Composition
Term Three	Music of the Stage	Exam
Term Four	Like a Version	Project integrated performance and composition

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

Future Pathways:



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.

Outline of the subject:

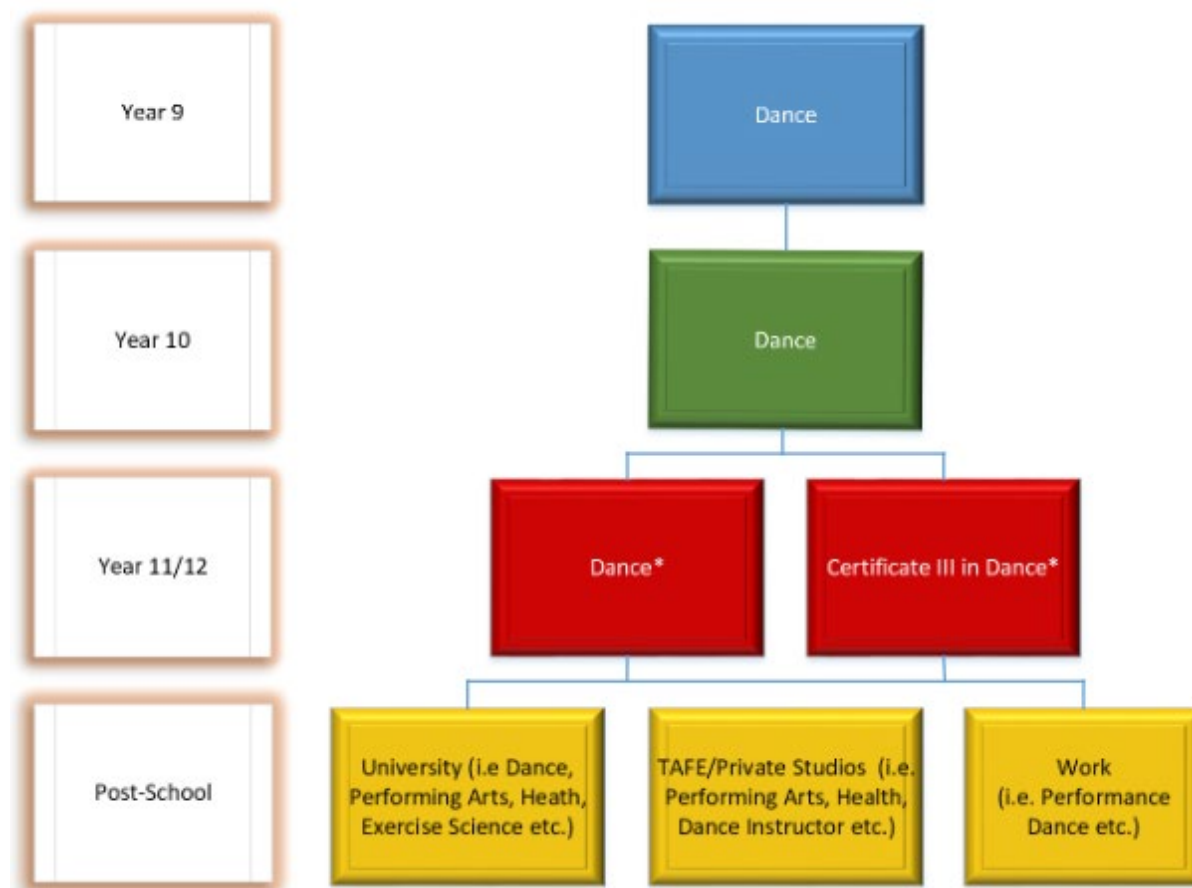
Dance allows you to express yourself in a way other subjects cannot, through movement. Students have the opportunity to perform as individuals and as part of an ensemble in a variety of styles. It also gives students the chance to create and explore their own personal movement style. Dance teaches students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

Assessment Outline:

	Course Outline	Assessment Summary
Term One	Hip-Hop and Stepping	Performance Task Choreography Task
Term Two	Lyrical	Choreography Task Appreciation Task

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

Future Pathways:



Dance Academy

Prerequisites:

- Successful audition in Dance Academy (If new enrolment for Year 9 program)
- Current enrolment in Dance Academy program from Year 7 & 8 program.
- Participation in program is reviewed each semester with student maintaining high Effort and Behavior throughout the year.

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

Outline of the subject:

Students will focus on the development of technical and expressive skills through the performance of different dance styles (EG: Jazz, Hip Hop, Musical Theatre, Contemporary, Lyrical). They will have the opportunity to work with MSSC staff and industry professionals to improve their performance skills. Students will analyse own and other's performances to evaluate strengths and weaknesses.

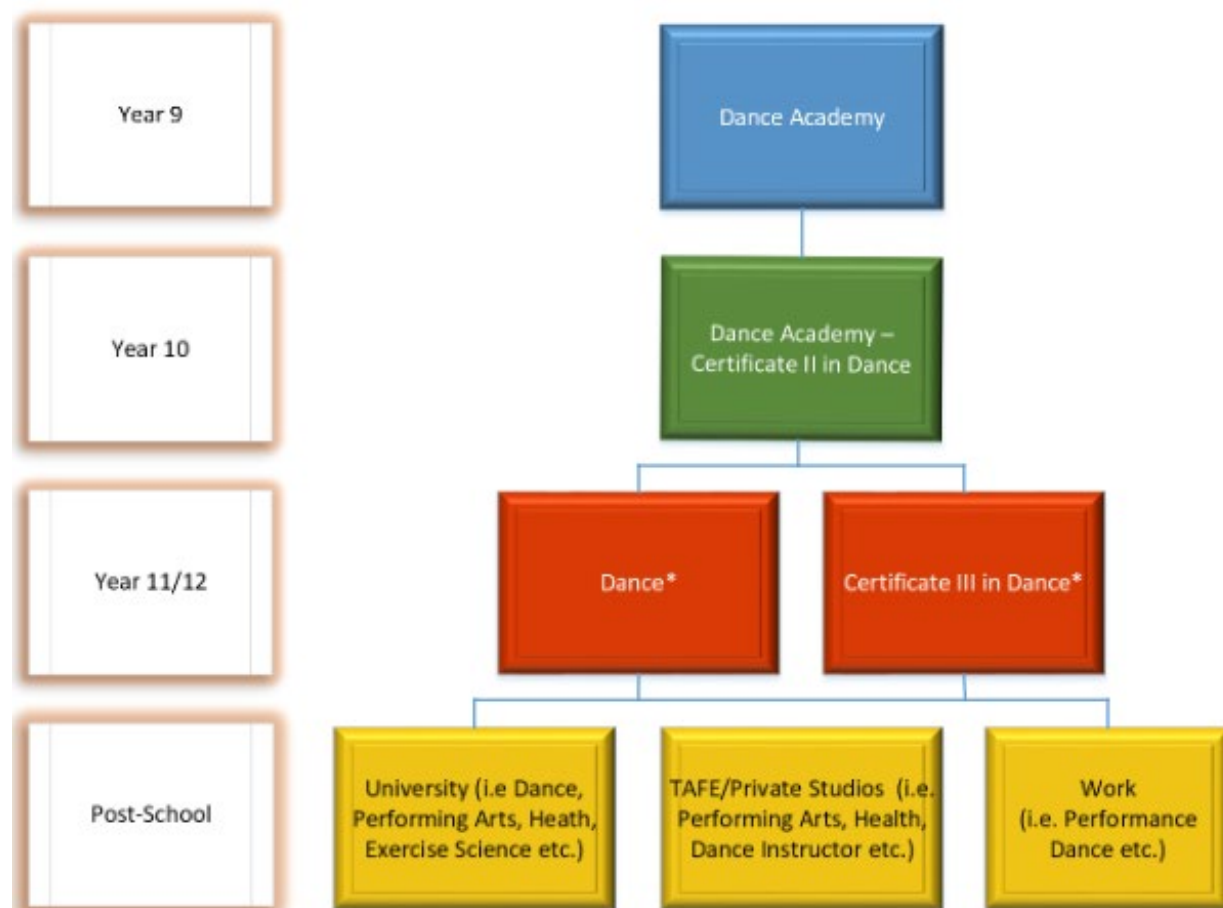
Assessment Outline:

	Course Outline	Assessment Summary
Term One	Dance Style-	1) Individual performances
Term Two	Expressive Skills	completed in groups
Term Three	Technical Skills (Including industry workshops)	2) Small group choreography in selected styles
Term Four	Reflect on performer	Individual analysis of performances

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



Future Pathways:



Drama

Prerequisites: Nil

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.

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. 21st Century skills will be an integral part of the course and student development. 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.

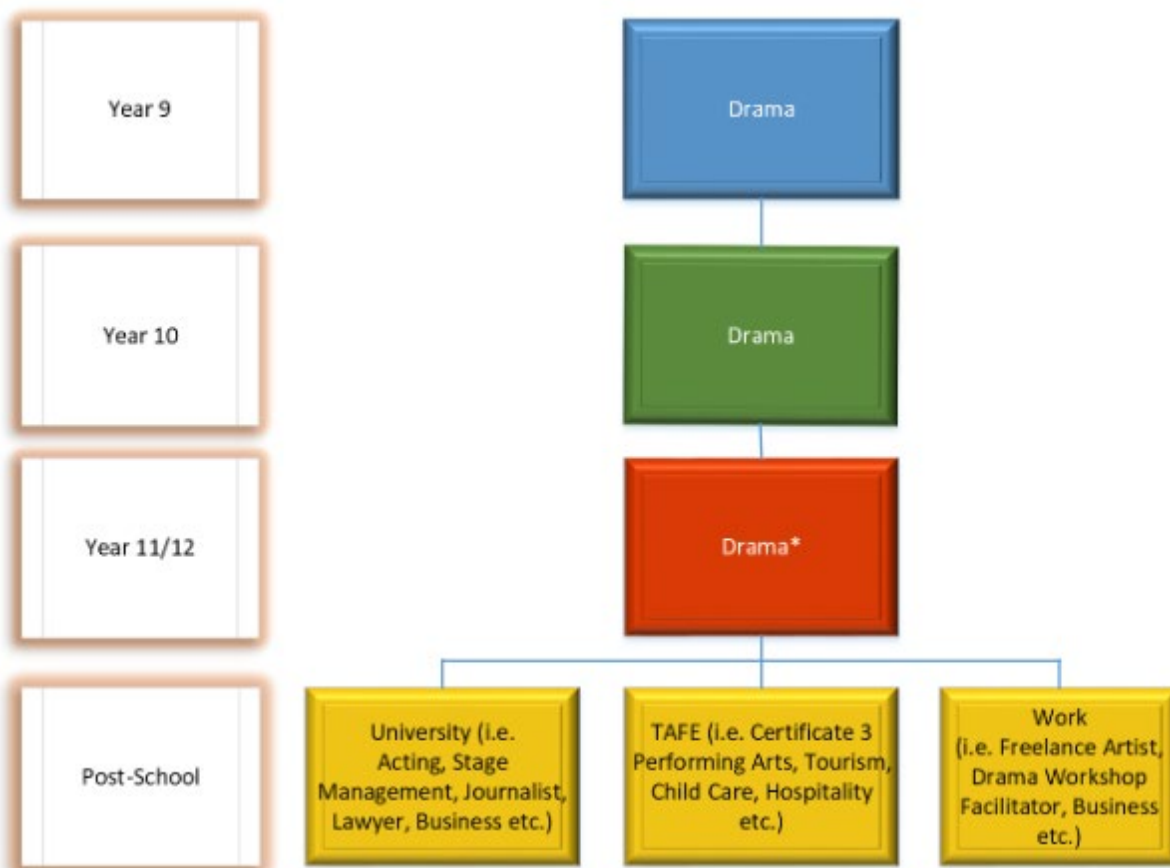
Assessment Outline:

	Course Outline	Assessment Summary
Term One	The Actors Voice	Performance
Term Two	The Actors Body	Devising- Small Group Analytical Essay

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



Future Pathways:



Food Specialisation

Prerequisites/Special Requirements: Nil

Outline of the subject:

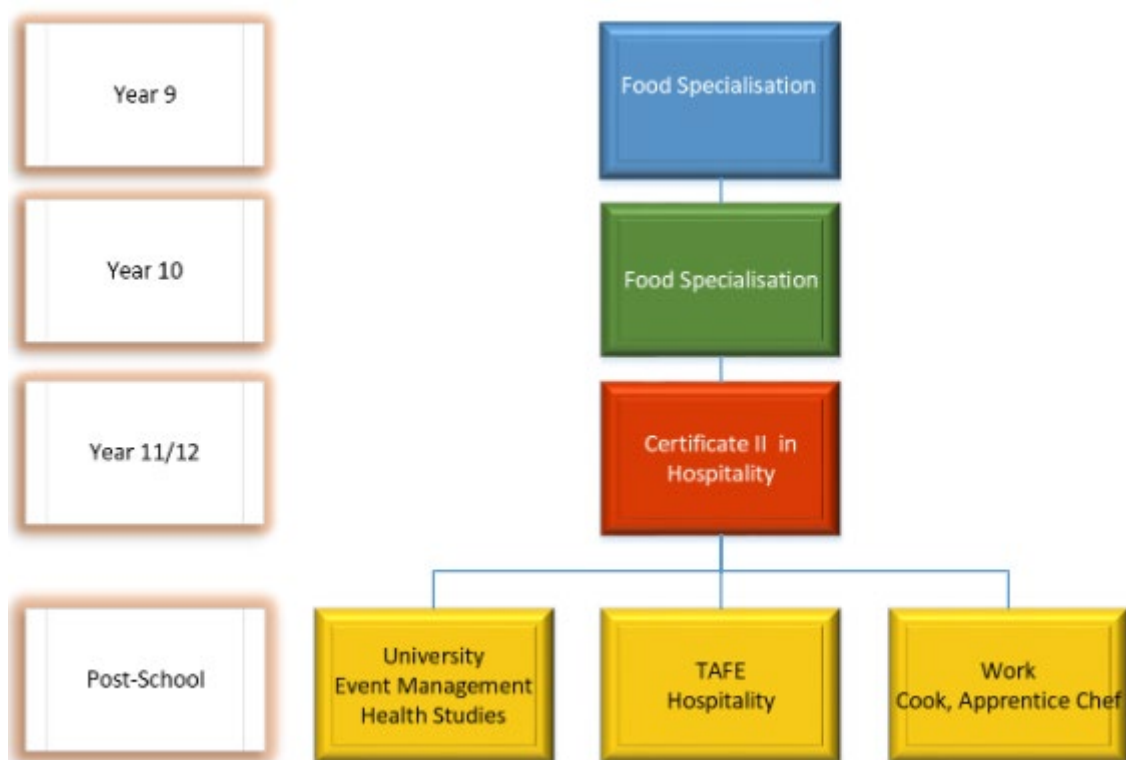
The Food and Nutrition program places emphasis on developing students' knowledge and independent skills in cookery, safety and hygiene. Students aim to gain an understanding of appropriate work methods and the use of equipment and utensils as well as recognizing the importance of good nutrition throughout life. This course will further develop skills and knowledge of kitchen operations and nutrition in preparation for further studies in Certificate I, II and III Hospitality.

Assessment Outline:

	Course Outline	Assessment Summary
Term One	The Culture of Food	Theory Examination
Term Two	Food development	Practical Cookery Demonstrations

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

Future Pathways:



Engineering Excellence Program

Prerequisites/Special Requirements:

- Current enrolment and satisfactory progress in Year 8 EEP OR Expression of Interest in enrolment package
- High performance in HAST exam (which incurs a non-refundable fee)
- High academic achievement in maths and science
- Participation in program is reviewed each semester

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.

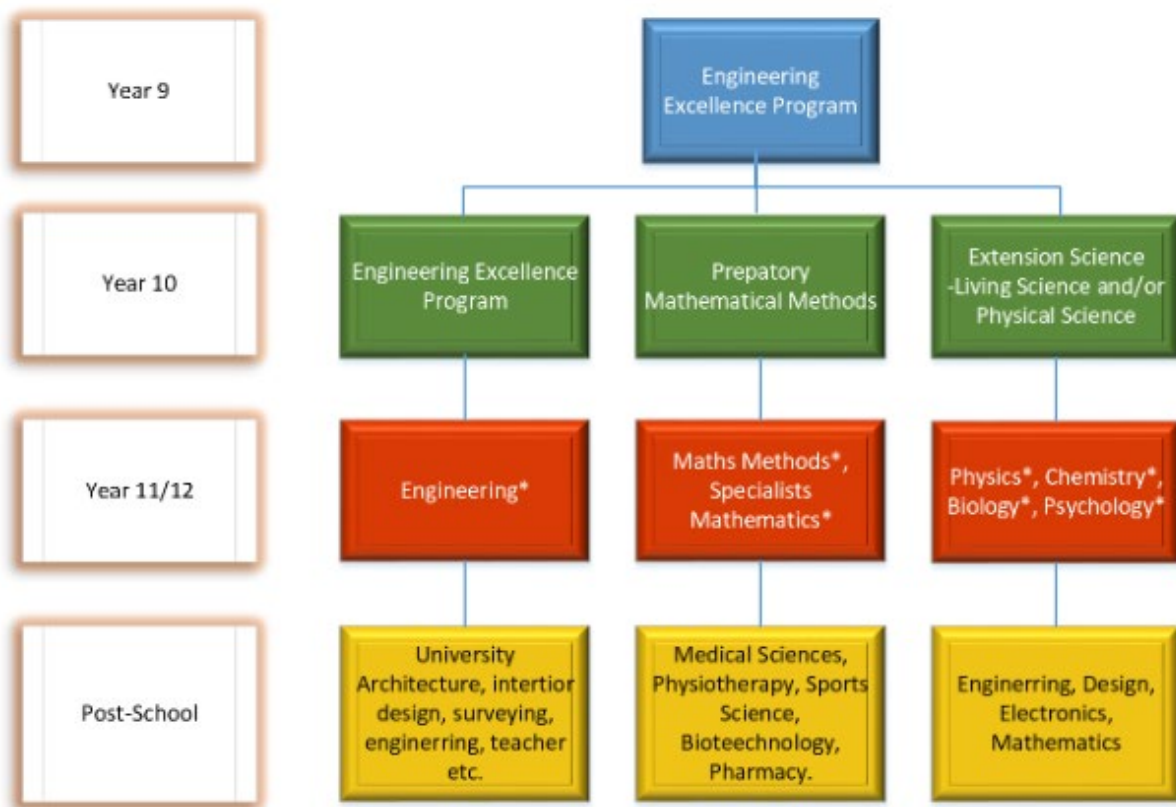
Cost (if any): Refer to the Fee Matrix on the College website.

Materials:

- Scientific calculator;
- Pens, pencils, eraser, ruler;
- USB;
- Ruled exercise book.



Future Pathways:



Being part of the Engineering Excellence Program in Junior Secondary will provide students with an exceptional opportunity to prepare themselves for studies in the Senior school and then onto tertiary studies. Some of the possible career pathways this program could lead to include: Engineering, Architecture, Design, Medical Sciences, Physiotherapy, Sports Science, Biotechnology, Pharmacy and any career in the Science, Engineering or Medical fields.

Economics and Business

Prerequisites/Special Requirements: Nil

Outline of the subject:

This subject focuses on business and economic systems, business procedures, enterprise and work environments. The course aims to develop students' enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society. Students are encouraged to develop and apply an entrepreneurial mindset and skills to come up with original ideas in response to identified needs and shortfalls, and the ability to act on them. The skills developed include taking the initiative, intuitive decision making, networking, identifying opportunities, creative problem solving, innovating, strategic thinking and personal effectiveness. Economics and Business also provides a practical and theoretical basis for senior subjects such as Legal Studies, Certificate IV in Justice and the Diploma of Business.

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

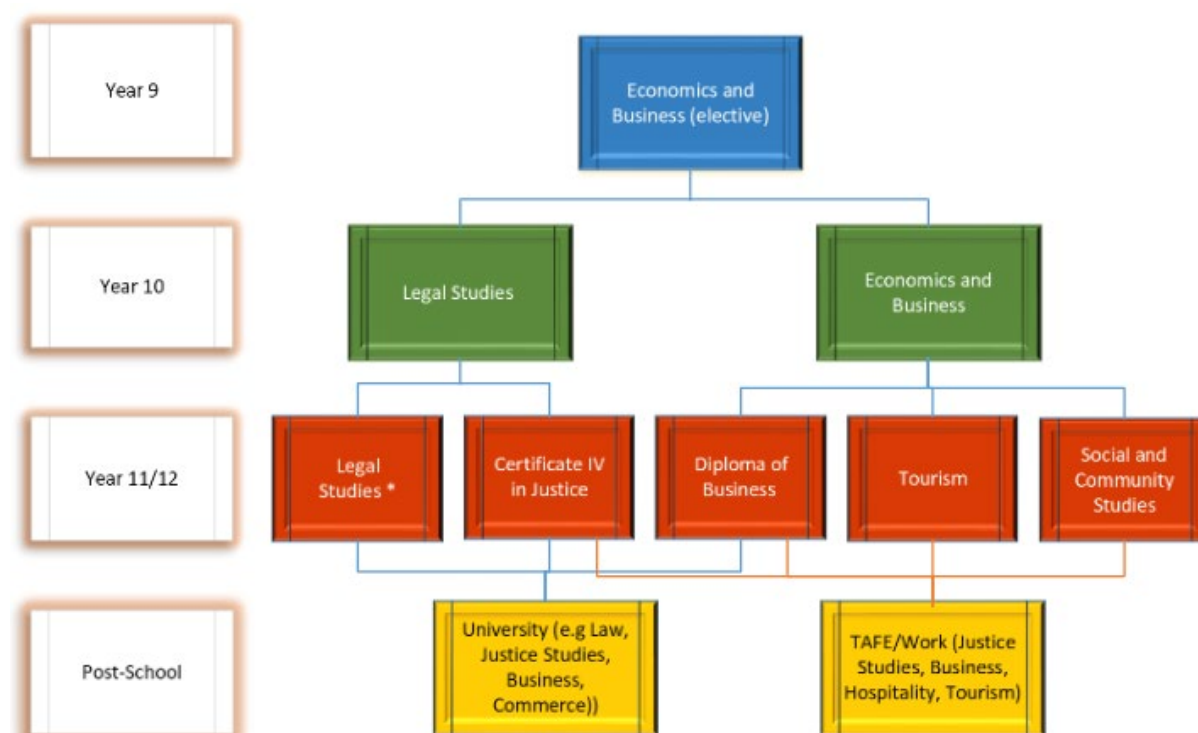
Assessment Outline:

	Course Outline	Assessment Summary
Term One	Competition in the Global Economy	Feasibility Report
Term Two	\$20 Boss Program	Business Report

Assessment Schedule and Topics May Change

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

Future Pathways:



Digital Technologies

Prerequisites/Special Requirements: Nil

Outline of the subject:

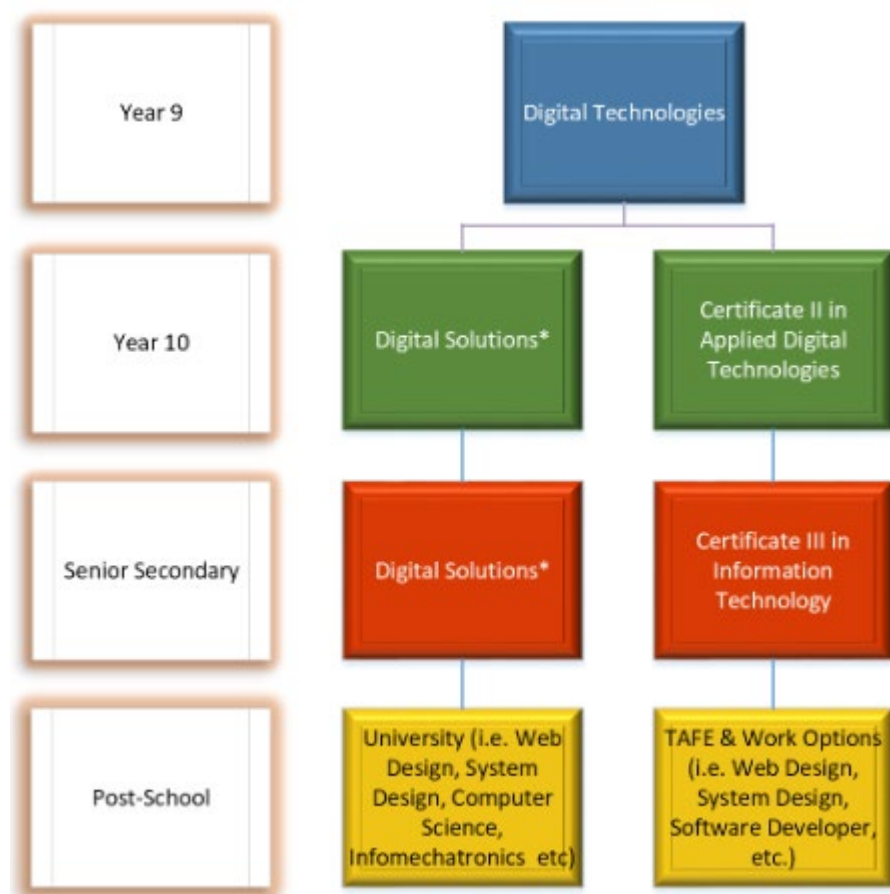
Digital Technologies will have a digital programming and coding focus that will build on previous skills and knowledge learning year 8 Design & Technology units. The course will develop students' abilities to solve digital problems through the creation of digital developed solutions including web and game development. This course will prepare students for future studies in ATAR oriented pathway of Digital Solutions or Certificate II/III Information Technology non – ATAR options.

Assessment Outline:

	Course Outline	Assessment Summary
Term One	App Development	Development Project
Term Two	Web Development	Development Project

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

Future Pathways:



Media Arts

Prerequisites/Special Requirements: Students are required to have their own SD card.

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.

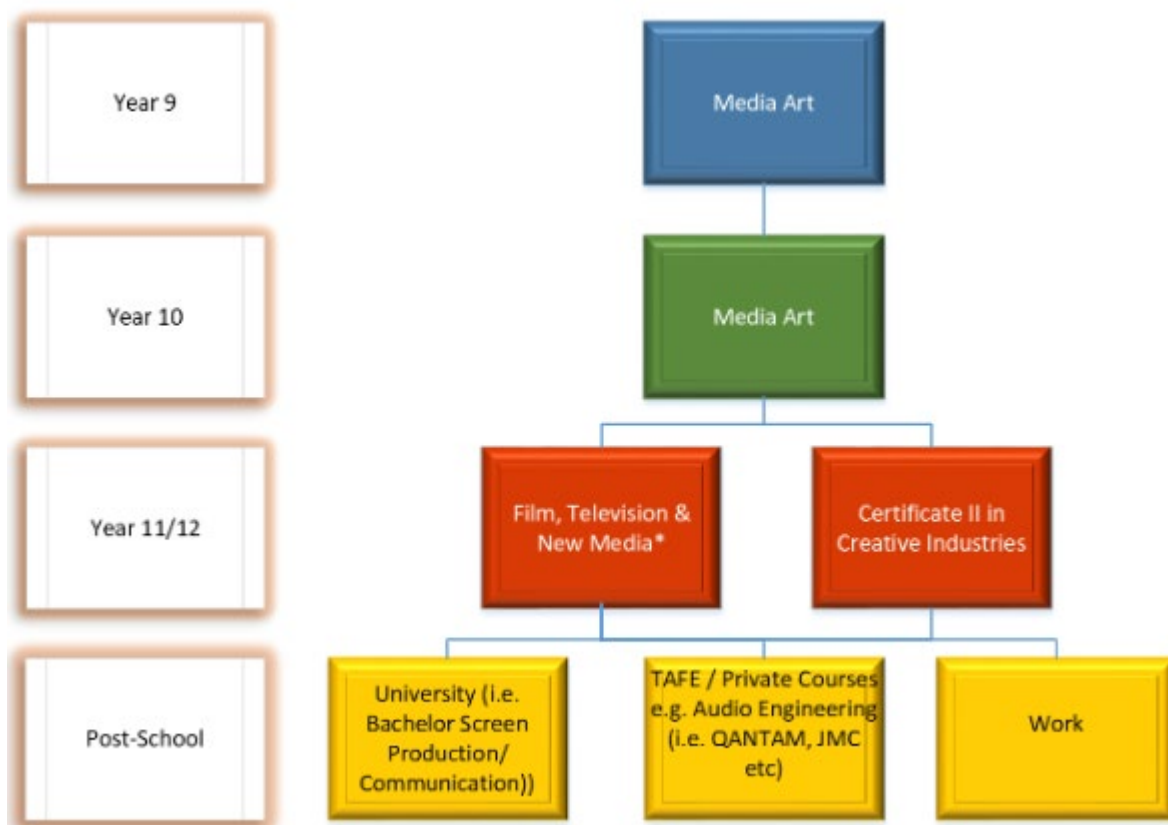
Assessment Outline:

	Course Outline	Assessment Summary
Term One	From Animation to After Effects: This unit challenges students creatively through a practical exploration of stop-motion animation, editing and post production. The students will connect the theme of their animation to Indigenous Culture.	Students are to individually design and create an animation including sound design. The storyline for the film should draw on or integrate an Indigenous theme or story - perhaps a Dreamtime story or a connection that is important to Indigenous people. Analysis of an Indigenous text
Term Two	Ready Steady Shoot Topics – The techniques and influences of short cinematic films, Marketing, advertising and promotion. The students will work through the processes of designing and producing a short cinematic film. They will also examine the influences and techniques of various forms of advertising and its prevalence in society.	Individually designing and producing a Range of short cinematic films including an advert and short film clip. The students will also conduct an analysis of an advert.

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



Future Pathways:



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, refereeing and administration.

Assessment Outline:

	Course Outline	Assessment Summary
Term One	Health Unit: Decision Making & Drug Use Physical Unit: Football/Futsal	Theory Assessment – Portfolio Practical Assessment – Football Development
Term Two	Health Unit: Mental Health & Well-being Physical Unit: Football/Futsal	Theory Assessment – Investigative Report Practical Assessment – Football Development
Term Three	Health Unit: Puberty & Sexuality Physical Unit: Football/Futsal	Theory Assessment – Exam Practical Assessment – Football Development
Term Four	Health Unit: Skill Acquisition Physical Unit: Football/Futsal	Theory Assessment – Portfolio Practical Assessment – Football Development

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



Future Pathways:

