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Department of Education and Training
CRICOS Provider Code 00861K
OUR KEY VALUES AND RIGHTS

OUR KEY VALUES

At Footscray City College our key values are:

ACHIEVEMENT
• A culture of achievement and the pursuit of personal excellence in learning
• Development of the full potential of the individual student, including their intellectual, creative, social, emotional and physical aspect
• Development of skills, attributes and confidence to meet the challenges of the future

RESPECT
• Respect for others, the environment and self
• Respect for learning
• Respect for each other’s differences and talents
From these three key values come a set of basic rights that are fair and applicable to everyone

**OUR KEY RIGHTS ARE**

- Students and teachers have the right to do as much work as possible
- Students and teachers have the right to feel comfortable and safe
- Students and teachers have the right to expect we all make a positive contribution

**RESPONSIBILITY**

- Responsibility for one’s learning
- Responsibility to work cooperatively and productively with others
- Responsibility to actively to engage in the community caring for others and the environment
THE YEAR 9 PROGRAM

The Year 9 Program at Footscray City College allows all students to choose from a range of subjects that suit their individual interests as well as comprehensively covering the key knowledge and skills as defined by the Victorian Curriculum.

The Subjects in the Year 9 Program present curriculum drawn from the 8 Learning Areas of the Victorian Curriculum (English, Mathematics, Science, Humanities, the Arts, Technology, Health/Physical Education and Languages) as well as incorporating the 4 Cross Curricula Capabilities of Critical/Creative Thinking, Ethical, Intercultural and Personal/Social.

Year 9 presents an opportunity for students to choose a large part of their course so they should take care to think about not just their interests, but also areas of strength and potential.
This handbook should be read carefully by students and subject selection must also be discussed with parents/carers.

### YEAR 9 SUBJECTS

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<thead>
<tr>
<th>Core Curriculum</th>
<th>50 minute lessons per week</th>
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<td>English or EAL (English as an Additional Language)</td>
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<td>Physical Education</td>
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<tr>
<td>Health Education</td>
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<tr>
<th>Arts/Technology and Electives</th>
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<td>Technology</td>
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<td>Elective choice from full range</td>
<td>3 – Semester long subject</td>
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<td>Elective choice from full range</td>
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<th>Futures Centre Projects</th>
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<td>Community Action (Both Civics and Sustainability)</td>
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YEAR 9 CORE CURRICULUM
ENGLISH

In Year 9 students will read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues. Students will produce, in print and digital forms, texts for a variety of purposes, including speculating, hypothesising and reflecting. Students will also express creative and analytical responses to texts, themes and issues. They will develop skills in the key modes of English; reading, writing, speaking and listening.

ASSESSMENT TASKS

- Writing Tasks
- Reading Tasks
- Speaking Tasks
- Listening Tasks

ENGLISH AS AN ADDITIONAL LANGUAGE

Students read a variety of texts and write in a variety of styles for different audiences, study issues and develop responses, and participate in a range of oral activities based on the set texts and issues. The emphasis is on strengthening skills in speaking, listening, reading and writing. As students range from beginners onwards, their level of development varies and hence the assessment tasks they complete may also vary.

ASSESSMENT TASKS

- Writing Folio
- Issues Response
- Text Analysis Exercises
- Oral Presentations

HEALTH EDUCATION

Students will identify and describe a range of social and cultural factors that influence the development of personal identity and values in contemporary Australia. Identification and explanation of the rights and responsibilities associated with developing greater independence will be explored, including those rights and responsibilities related to sexual matters and relationships.

An investigation of the major mental health and food consumption/nutritional issues relevant to young people will be made as well as an identification of the provision of health services provided by government/non-government sectors and how these can be used to support the physical and mental health needs of youth.

Students will also compare, contrast and evaluate their perceptions of challenge, risk and safety. This will lead to demonstrated understandings of appropriate assertiveness and resilience strategies in a range of personal behaviours and community actions.

ASSESSMENT TASKS

- Essay
- Party Safe Assessment
- Classwork Portfolio
HUMANITIES

Students will study the modern world and Australia, with a focus being between the years 1750 to 1918. Students will examine how new ideas and technological developments contributed to societal change in this period. Further investigations into the origin, development, significance and long-term impact of imperialism will be made. World War I will be a key study area, where students will learn about Australia’s involvement in the conflict.

ASSESSMENT TASKS

• Research Assignments
• Oral presentation
• Extended writing task

MATHEMATICS

In Year 9, students begin to develop their ability to analyse problems while furthering their conceptual understanding of numerical skills. Students will undertake increasingly efficient use of scientific and graphing calculators, continue their use of computers as well as their use of conventional mathematical language and symbolic expressions.

Areas of study include:

Number: Irrational numbers and basic operations with surds; negative indices and scientific notation; use of ratios in scale drawing.

Space: Construction and properties of 2D and 3D figures; congruency; similarity. Probability: long-run proportion; compound events; simulation; measures of centre and spread; box plots and dot plots

Measurement, Chance and data: Length, area and volume relationships involving triangles, quadrilaterals, circles, prisms and pyramids; Pythagoras’ Theorem; trigonometric ratios and solving right-angled triangles.

Structure: Expanding products of linear factors; factorising quadratic expressions; linear, quadratic and simultaneous linear equations; graphs of linear and quadratic functions.

ASSESSMENT TASKS

• Project
• Skill Exercises – including homework book
• Tests
• Problem Solving Assignments
PHYSICAL EDUCATION

Students in Year 9 Physical Education will undertake a course of study designed to develop their proficiency in movement and manipulative skills via engagement in a wide range of organised physical activities. As students participate in the activities they will learn to implement ways of improving their performance. A key element of performance analysis will be peer analysis where constructive feedback is offered to other students and this feedback is used to improve future performances. Students will also participate in peer teaching with a focus on skill development. Students will then be expected to clearly articulate how they benefited from the effectiveness of their learning. Students will also be required to apply their knowledge and skills to explore community based Sport and Recreation Activities.

ASSESSMENT TASKS

- Practical Participation
- Theory Portfolio
- Individual analysis of fitness testing

SPORT EDUCATION

Sport Education provides students with the opportunity to participate in a variety of sports in the local and wider community. Undertaking sport allows students to experience and follow the cooperative and competitive requirements of those sports. Students select a different sport each term and sports are offered according to the availability of venue and staff as well as taking account of the season. Sports that are usually offered include: tennis, baseball, softball, netball, table tennis, football, soccer, hockey, cricket, badminton, volleyball, rowing and basketball. More recreational activities are also offered including roller blading, martial arts and ten-pin bowling. Team oriented sports compete in round-robin competitions against other schools in the region at the end of terms 1-3.

ASSESSMENT TASKS

- Participation in the sport
- Theory component based upon an understanding of the rules of the sport being undertaken.
SCIENCE

Throughout Year 9 Science students further their understanding of the atom as the ‘building blocks of the universe’. They will learn how atomic instability results in the release of radiation and consider some of the benefits and dangers of natural radiation.

Students will explore local and national marine, aquatic and terrestrial ecosystems and develop their understanding of ecosystems as communities of interdependent organisms and abiotic components of the environment. They will learn about the impact human activities are having upon the environment and what this means for individual organisms. For example, they will explore the link between burning fossil fuels, ocean acidification and loss of coral on Australia’s shores. In doing so they will further their understanding of chemical reactions. Students will also investigate how matter and energy flow through these ecosystems.

Students will discover that scientific understanding, including models and theories relating to the environment and Earth’s geological processes are contestable and are refined over time through a process of review by the scientific community. They will also learn how the values and needs of contemporary society can influence the focus of scientific research.

ASSESSMENT TASKS

- ICT Research & Project
- Practical Reports
- Tests
- Workbook
In Year 9 students will undertake four elective units (two per semester).

Each elective will run for three periods a week for a semester.

Of the four electives, one must be an Arts Elective, one must be a Technology elective and the remaining two electives can be chosen from any curriculum area.
STUDENTS MUST SELECT AT LEAST ONE ART ELECTIVE

ART

This study provides students with the opportunity to further develop their own creativity. In Art, students will be introduced to and taught the technical skills of drawing and observation. Students will use a variety of media to produce a folio of personal artworks involving Drawing, Painting, Printmaking and 3D construction. Students will be introduced to the works of artists in association with folio tasks and develop an appreciation of Art and Culture through the study of selected artists.

ASSESSMENT TASKS

- Folio of drawing, construction and paintings
- Visual diary
- Written research and analysis tasks

DANCE

Students will be involved in both practical and theoretical activities during classes. They will learn and perform a group dance work and also be involved in the choreography and performance of a solo/duo/small group dance work. Students will complete research and analysis of a dance from another cultural background. Students will also learn to critically recognize and evaluate the processes involved in choreographing/learning, refining and performing both their own choreography and the choreography of others.

ASSESSMENT TASKS

- Performance of Learnt Group Work
- Performance of solo/small group choreography
- Dance in Other Cultures assignment
- Write up of Choreographic process
DIGITAL ART

Students will learn skills in digital animation, digital drawing and digital photographic editing applying the tools and techniques of Adobe Photoshop CS6 and Flash CS6 animation software. Each student completes a series of skill building exercises and then uses various themes to develop 2D digital art and animations. Students learn to design and plan for the making of their products as well as documenting the decisions they have made and the skills they have developed. Students will also learn about the works of artists from the field of digital art.

ASSESSMENT TASKS

- Folio Tasks
- Research Tasks

DRAMA

In this unit, students will continue to develop their improvisational and expressive skills (including voice, gesture, facial expression, body movement and stillness and silence) through a variety of practical activities. They will use stagecraft (such as sound, costume, lighting and publicity) to interpret play scripts. Students will develop, rehearse and present and ensemble performance to an audience. They will produce a design folio/research task and respond to a live performance.

ASSESSMENT TASKS

- Ensemble Performance
- Research Tasks
- Folio
- Responding to a performance

MUSIC

Students will develop and enhance skills in creative music production, ensemble playing, music language and notation, aural recognition and listening to music of various genres.

ASSESSMENT TASKS

- Rehearsing and Performing
- Creative Music Production
- Musicianship
- Listening Tasks
PHOTOGRAPHY

Students will use photographic materials to creatively explore a range of techniques including photograms, sunprints and pinhole photography. The course also includes an introduction to the diversity of photography in society, the analysis of selected artworks using the elements and principles of design.

ASSESSMENT TASKS

- Photographic darkroom tasks
- Visual analysis tasks

VISUAL COMMUNICATIONS

In this unit students will be introduced to the notion of visual communications being a truly global language. Students will learn about communicating ideas, information, solutions and feelings through drawings, images and graphics. A variety of internationally accepted drawing conventions are studied and practised in order to allow students to develop ideas and solutions to specific visual needs. Students will apply a design process and consider design elements/principles in the development of their productions. Traditional freehand and instrumental drawing skills are utilized along with the use of specialised ICT software and equipment in defining and producing their presentations.

ASSESSMENT TASKS

- Pictorial Drawings Collection
- Technical Drawing Package
- CAD Project
- Project Folio
- Test
TECHNOLOGY ELECTIVE SELECTIONS

STUDENTS MUST SELECT AT LEAST ONE TECHNOLOGY ELECTIVE

BAKERY

Students will be introduced to the life of a chef in a commercial bakery kitchen. The focus of the unit is preparation of products made from cereals. In practical sessions students will expand their food preparation skills in preparing a range of baked products as well as designing recipes for a bakery. The theory sessions will cover the functional properties of ingredients, testing and tasting new foods. Students will learn to investigate, design, produce and evaluate a variety of flour based products. Topics will include food hygiene, different types of breads, cakes, slices, muffins savoury items and biscuits using different processes.

ASSESSMENT TASKS

- Design Brief
- Practical Activities
- Research Tasks
**CAD/CAM [COMPUTER AIDED DESIGN & MANUFACTURING]**

This unit provides students with a range of design briefs increasing in complexity to allow them to develop skill and understanding of how to design products using Computer Aided Drawing [CAD] software. Some of the designs can then be manufactured using CNC or computer controlled machinery. Dedicated 3D modelling software allows students to design various parts and assemble them on screen. Experience in Computer Aided Machining [CAM] and 3D rapid prototyping are also features of this course.

**ASSESSMENT TASKS**

- CAD tutorials
- Research Assignment
- Project Work
- Project Folio
- Test

**CODING & APP DESIGN**

This course introduces students to programming in the java script coding language and the creation of small web based applications (apps). This introductory course places a heavy emphasis on understanding the principles of computer programming (coding) and revealing those items that are universal to all computing and programming languages. Students will program in an environment created by Code.org called App Lab that allows the user to write javascript programs with click and drag blocks and/or text typing. The unit begins with students solving problems with classic turtle style programming, focusing on the power of procedural abstraction and personal expression with code. After learning some basics of programming with the turtle, we gradually blend in elements more commonly seen in apps, like buttons and text inputs, images and so on, teaching programming from an event driven perspective. The course concludes with students creating a small app of their own to share with friends and family.

**ASSESSMENT TASKS**

- Programming and Information System Tests
- App Design Portfolio

**DESIGN & TECHNOLOGY: WOOD**

This unit provides students with a primarily project based experience where they will learn how to design and make products using a range of design and technological processes. Students will learn how to assess and control risks, describe and quantify materials before using tools and machinery to manufacture projects made predominantly from timber. CAD software and wood machining including CNC machining are also features of the unit.

**ASSESSMENT TASKS**

- Practical Skills Project
- Project Folio
- Research Assignment
- Safety Assignment
FOOD TECHNOLOGY

The study of food technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. They will learn to plan healthy meals according to the Australian Guide to Healthy Eating, the revised Healthy Eating Pyramid and the Dietary Guidelines for Australians. They will look at the influences on our food choices including culture, sustainability, seasonality, food intolerances and allergies.

ASSESSMENT TASKS

- Design Briefs
- Portfolio of Weekly Production Evaluations
- Research Assignment
- Practical Activities

FOODS OF THE WORLD

Students will be introduced to a diversity of cuisines from around the world. Each week students will examine a new country and complete an investigation-based task, followed by the preparation of a food production that is rich in authentic ingredients and processes. The weekly investigation will form the basis of their portfolio. Some of the countries students will investigate are: Italy, Greece, Mexico, Spain, France and Thailand as well as the region of The Middle East.

ASSESSMENT TASKS

- Research Assignment
- Productions
- Portfolio
- Cultural Celebration Presentation

FLIGHT

Students will learn the basic principles of flight and some of the technology involved in the construction of flying machines. They also develop technical skills to construct balsa wood models of aeroplanes using working drawings and templates. Models constructed may include: a hand line controlled, motorised flying model aeroplane and a 450mm wing-span glider. Students will be introduced to the Microsoft Flight Simulator program and learn to fly remote control helicopters. The program includes an excursion to the RAAF Museum at Point Cook, followed by a two-hour aircraft observation at Tullamarine Airport.

ASSESSMENT TASKS

- Workbook folio
- Project Models
- Research Assignment
- Test
Students may select up to TWO further electives, including additional Arts/Technology electives. Languages (Italian and Japanese) are offered as TWO semesters which equals two electives.

**ACTIVE GIRLS (HEALTH/PHYSICAL EDUCATION)**

This is a girls only Health and Physical Education elective for Year 9 students interested in pursuing a healthy and fit lifestyle. In this unit students will learn how to develop specific goals and write up sport specific fitness programs in line with these goals. Students will investigate various physical activities to promote overall health, as well as engage in a variety of these activities and develop their skills, knowledge and behaviours for enhancing safe participation within these activities. They will take on a variety of roles and responsibilities in both team and individual sports in a variety of different sporting contexts. Students will develop their sporting knowledge and skills through a “Game Sense” approach to physical education. The girls will be challenged to use the “Change It” approach for a number of sports, with a focus on strategies, tactics and maximum inclusion.

**ASSESSMENT TASKS**

- Research Tasks including a “Change it” project
- Participation in Group & Individual Practical Tasks including planning and instructing a fitness session
- Planning and Development of Sports Programs and Workshops
ADVANCED ALGEBRA (MATHEMATICS)

The Advanced Algebra unit provides an extension of the concepts taught in Algebra through Years 7 and 8. Topics covered will include equations and inequalities, coordinates and graphs, general functions, polynomial and rational functions, exponential and logarithmic function, trigonometric functions of angles and of real numbers, analytic trigonometry, systems of equations and sequences and series. Graphing calculator skills will be taught and used extensively in this course. Throughout this unit students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future mathematical courses.

ASSESSMENT TASKS

- Skills Exercises
- Major Project
- Assignments
- Worksheets
- Tests

CREATIVE WRITING (ENGLISH)

In this unit students will explore a wide range of text genre and writing styles to use as models for their own writing. They will be encouraged to experiment with a range of styles and genre. Students will be challenged to understand and use a range of literary devices to create particular effects. They will also share and publish their work using a range of media both print, digital and imagery in order to gain understanding of audience and purpose.

ASSESSMENT TASKS

- Folio of Published Works
- Oral presentation of an original piece
- Research assignment

FINANCIAL LITERACY (MATHEMATICS)

Financial literacy is the ability to make informed judgments and to take effective decisions regarding the use and management of money. In today’s world of increasingly complex financial decisions, financial literacy may be considered a vital skill for all.

You will learn the basics of financial literacy and banking in this course. Topics covered include: earning an income, budgeting, importance of spending plans, non-traditional financial services, being an informed consumer, buying stocks (playing the Stock Market Game), sell strategy, investing in education, planning for the future, planning for retirement, purchasing your first car, purchasing your first home, buying a home versus renting, taxes and tax planning, life insurance options, health insurance, property insurance, estate planning, and keeping money in perspective, understanding the financial impact and consequences of gambling, banking and financial services, savings and investing, understanding loans and borrowing money.

ASSESSMENT TASKS

- Skills Exercises
- Major Project
- Assignments
- Worksheets
- Portfolio - Stock Market Game
GAME MAKING (TECHNOLOGY/ARTS)

This unit will combine elements from Media, Visual Arts, Science, Mathematics and Information & Communications Technology (ICT). The focus of study will be upon exploring computer based games and game making processes as well as an overview of the game making industry. The mathematical and scientific skills relevant to the game making industry will be introduced along with practical game building sessions. The unit will also involve students presenting review presentations of selected current computer based games.

ASSESSMENT TASKS

• Major Game Project
• e portfolio
• Research Assignments
• Game Review Presentations

GOING BALLISTIC (SCIENCE)

Students will investigate rocketry and the Newtonian physics relevant to the launch of a rocket. The mathematical formulae applicable to the calculation of payload, determining maximum altitude and range will be introduced. Practical skills in the constructing and launching their own solid fuel cell rockets will also be covered.

Students will also investigate how Australian scientists are contributing to the development of materials and technologies for space exploration including plasma propulsion, scram jet technology and the space elevator using carbon nanotubes. Students will develop their own space project by working collaboratively in a team to design, construct and present a project focusing on an aspect of aerospace materials technologies that contributes to our efforts to explore and colonise space.

ASSESSMENT TASKS

• Design Report
• Practical Work (Rocket Construction)
• Space Project and Presentation
• Astronomy Research

ITALIAN (LANGUAGES) SELECT FOR WHOLE YEAR = TWO ELECTIVES.

Italian at Year 9 has a dual focus, covering both the language and culture of Italy. The course covers a range of relevant and interesting learning experiences to build on students’ prior knowledge of Italian, while developing skills in reading, writing, speaking and listening. Topics covered include school life, arranging a party and the lives of Italian teenagers. Students are exposed to a range of text types in order to communicate about their personal world, while enhancing their understanding of modern Italian lifestyles.

ASSESSMENT TASKS

• Written blog task
• Oral presentations
• Workbook activities
• Listening comprehension tasks
• Vocabulary and grammar tests
FURTHER ELECTIVE SELECTIONS

JAPANESE  (LANGUAGES) SELECT FOR WHOLE YEAR = TWO ELECTIVES.

Japanese at Year 9 has a dual focus, covering both the language and culture of Japan. The course covers a range of relevant and interesting learning experiences to build on students’ prior knowledge of Japanese, while developing skills in reading, writing, speaking and listening. Topics covered include daily routines, describing people and visiting a restaurant. Students are exposed to a range of text types in order to communicate about their personal world, while enhancing their understanding of modern Japanese lifestyles.

ASSESSMENT TASKS

- Written task
- Oral presentations
- Workbook activities
- Listening comprehension tasks
- Unit Tests

INVASION GAMES  - (HEALTH/PHYSICAL EDUCATION)

Students will both study and participate in a variety of invasion games. Invasion games are competitive team games in which the purpose is to invade the opponent’s territory while scoring points and keeping the opposing team’s points to a minimum within a designated time period. These sports will vary between those where a ball is being carried or caught across a line, thrown or shot into a target, or struck with a stick or foot into a specific target area. The unit is designed so that students can develop proficiency of movement and manipulative skills, enhance their sporting tactics, improve their sporting performance and further their use of fair play and good sporting behaviours. Games that will be incorporated into this unit include; football, rugby, basketball, lacrosse, hockey, soccer and handball.

ASSESSMENT TASKS

- Practical participation (teamwork, fair play, cooperation, persistence, appropriate attire)
- Planning and Development of a Short Coaching Unit
- Sports Assignment
PLAYING WITH MATHS (MATHEMATICS)

In this elective, students get a chance to play with mathematics that doesn't often get discussed in high school classes. They will learn how to count to infinity and beyond, then how to zoom into the number line to understand its properties and then zoom in further to explore infinitesimal numbers. Students will get to create and play with fractals in 2D and 3D, as well as see how they are used in the study of natural systems. Students will explore how different cultures have represented numbers and then study how binary arithmetic works by creating mechanical logic circuits.

Throughout this course, students will develop critical thinking skills, mathematical thinking skills and an appreciation for the place of mathematics in human culture. While the basic mathematical skills of arithmetic, algebra and geometry will not be the focus of the course, they will be exercised and the skills learnt will assist in further mathematical studies. All of the content studied will allow for a wide range of prior skill levels.

ASSESSMENT TASKS

- Unit Tests
- Assignments
- Projects and Presentations

SPORTING EXCELLENCE (HEALTH/PHYSICAL EDUCATION)

In this unit students will develop their physical, tactical and leadership skills in several chosen sports. Students will participate in tournaments, take on a key leadership role within a team and study the history, rules and tactics of a sport. Students will also develop coaching units in these sports and deliver their coaching units to local Primary School students. The units will include a practical and theory component, including coaching ethics, lesson structure and delivery.

ASSESSMENT TASKS

- Research Tasks
- Planning and Implementation of Sports Workshops and Coaching Sessions
- Practical Participation and Team Work
STEAM FOR GIRLS
(SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATHS)

This elective sets out to offer girls an opportunity to engage in projects that involve some Science, Technology, Engineering, Art and Maths thinking. The STEAM fields of knowledge are regarded as being the skill sets required for future employment in our ever changing society. Participation rates by females in these fields of employment have declined in recent years and the country needs energetic and skilled young women to fill the jobs of the future.

This course is project based where students design and make solutions to a series of design briefs that increase in complexity. They develop skill and understanding of how to design solutions using Computer Aided Drawing [CAD] software, coding and then construct artefacts using computer controlled machinery such as 3D printers, laser cutters and more.

ASSESSMENT TASKS

- CAD tutorials
- Research Assignment
- Project Work
- Project Folios
In Year 9 students will complete TWO projects. Each project runs for FIVE lessons in ONE DAY each week for one semester.

A COMMUNITY ACTION project is compulsory for all Year 9 students.

In addition to a Community Action project all students will complete ONE further Project from the list on the following pages.
COMMUNITY ACTION (CIVICS)

(COMMUNITY ACTION IS COMPULSORY FOR ONE SEMESTER. THIS IS ONE OF THE OPTIONS)

COMMUNITY SERVICE

This project focuses on students developing values of caring, giving and respect by working with people who are at some disadvantage and in need of special care. It is centred on the local community. Students will participate in a range of workshops which will prepare them for their community service placement. At the completion of this unit students will be awarded Young Ambassador Certificate (SCOPE) and Community Action Certificate (Red Cross).

LOCAL INVESTIGATION

After completing a local tour, students will identify and research a local issue of interest to be presented at the City of Maribyrnong Town Hall.

CITY EXPERIENCE

The City School Experience will be based in our city classroom during project days over a 6 week period. Students will participate in a wide range of activities which are based on city familiarisation, exploration of wider issues, furthering their participation in community service and present a weekly radio program and explore health and lifestyle issues. The skate mentor program will be used to enhance personal development, goal setting and mentoring skills. Much of the program will be based on independent group work which uses the four pillars of independence, trust, responsibility and connectiveness as the key drivers.

ASSESSMENT TASKS

COMMUNITY SERVICE

• Humanitarian Project
• Community Service Reflection and SCOPE modules

LOCAL INVESTIGATION

• Local Investigation Folio and Presentation.

CITY EXPERIENCE

• Comprehensive City Experience Folio
COMMUNITY ACTION (STEAM/SUSTAINABILITY)

(COMMUNITY ACTION IS COMPULSORY FOR ONE SEMESTER. THIS IS ONE OF THE OPTIONS)

This project will offer students an opportunity to engage in projects for the local community that involve some Science, Technology, Engineering, Art and Maths thinking. The STEAM fields of knowledge are regarded as being the skill sets required for future employment in our ever changing society.

This course is project based where students design and make solutions to a series of community based design briefs with an overarching theme of “sustainability”. They develop skill and understanding of how to design creative solutions using digital technologies, engineering principles, underpinned by scientific and mathematical knowledge. They will construct artefacts and projects using a wide range of technologies including some emerging technologies.

LOCAL INVESTIGATION

After assessing a local community need, students will negotiate a design brief and design solutions to the brief to satisfy the local need.

COMMUNITY PROJECT EXPERIENCE

- Community projects could include:
  - Small wind farm projects
  - Sustainable garden installations
  - Public art installations [sculptures]
  - Bicycle banks
  - Recycling systems

ASSESSMENT TASKS

- Skill Development exercises
- Research Assignments
- Project Work
- Project Folios
PROJECT SELECTIONS
Students complete ONE project from the following selections

ART ADVENTURE (ARTS)
Students will learn to use different materials to make art inspired by images of famous public artworks. Art tasks will include painting and drawing, ceramics and mosaics. Students will explore the idea of public art – making their art into murals to decorate the College.

ASSESSMENT TASKS
- Developmental Folio
- Major practical task
- Research task

CSI - FORENSIC SCIENCE (SCIENCE)
Students will study the scientific, legal and analytical role that forensic science plays in society (crime, natural disasters etc.) A study of the different ways forensic science is portrayed in a range of media will also be undertaken. Investigation and practical work involving a variety of relevant techniques will be an integral component of the project. Techniques such as fingerprinting, plaster casting, blood splatter analysis, hair and fibre analysis, facial recognition software, DNA extraction and blood detection will be covered. Students will also investigative selected case studies in crime scene investigative procedures.

ASSESSMENT TASKS
- Practical Activity and Excursion Reports
- Research assignments
- Multimedia Assignment

GARDENERS AND CHEFS (TECHNOLOGY/SCIENCE)
In this project students will learn the skills and benefits of producing their own food. Students will undertake work in the Environmental Science Centre where they will grow the herbs and vegetables that are then cooked in the kitchen. The focus is on the growing and preparation of organic foods and the enjoyment and health benefits obtained from eating fresh unprocessed foods. Students also learn the skills required in plant propagation and harvesting as well as the resultant cooking and food preparation skills. The students will cover topics such as growing seasonal produce with preservation techniques such as bottling and pickling. Free-range products such as chicken and eggs are used in various recipes as well as designing and making a gourmet sausage. Students will make their own cheese they will also use fresh honey in a variety of recipes. First-hand knowledge from experts in the field will be gained by excursions to both the Victoria Market and Botanical Gardens.

ASSESSMENT TASKS
- Practical Kitchen Work
- Recipe Evaluation Portfolio
- Practical Gardening Work and Works Diary
HOT DOCS JOURNALISM  (HUMANITIES/ENGLISH)

In this project students will learn what makes a good documentary film. Documentary film has become an important method of alerting our community about important issues. Students will select an issue important to themselves and in small teams learn the techniques and skills involved in planning, filming and editing their own documentary film. Throughout the project students will work with a professional mentor who will apply their experience and expertise to assist the student groups in the planning and production of their documentary film. Films created in the Hot Docs project are regularly entered into number of Melbourne film festivals. Numerous festival awards have been won by films created in the Year 9 Hot Docs project.

ASSESSMENT TASKS

- Writing Folio
- Team Participation
- Film Making Skills Activities
- Finished Documentary Film

MYTH BUSTERS  (SCIENCE)

In this project students will investigate and research the science behind a wide range of cultural and scientific myths to discover the truth. Many myths can be tested with practical experiments and others can be investigated by consulting the experts in the field. Are all our cultural and scientific myths true, or are they just waiting to be ‘busted’? Students will learn a wide range of historical and scientific skills and cover vast areas of knowledge as they act as scientific Myth Busters to test the tall tales of past and present. Why does bread always fall with the buttered side down? Is it for the same reason that cats always fall on their feet? Can drinking too much cola dissolve your teeth? Myths about natural phenomenon, both modern and ancient abound, but how many are based upon fact?

ASSESSMENT TASKS

- Practical activities and reports
- Multimedia assignment
- Class Projects

OUTDOOR ADVENTURE

This project offers practical and theory units in outdoor adventure and environmental awareness. There is a strong focus on developing an appreciation for nature and theory based units covering topics such as values of outdoor education, leadership skills, safety in the outdoors and the psychology of adventure. Students will have the opportunity to enhance individual skills in swimming, surfing, indoor rock climbing, river and ocean kayaking and camping. Outdoor Adventure provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value the natural environment.

ASSESSMENT TASKS

- Research Assignment
- Camp Skills
- Adventure Activities
- Folio
SCREEN AND FILM PRODUCTION (ARTS)

Students will investigate Australian films and film making. They will analyse story elements, conventions and production techniques that Australian film makers employ to reflect Australian social and cultural issues for both national and international markets. Students will learn techniques for designing and planning a film production story. They will also learn the organisational and technical skills required to develop, produce, write, direct and edit an Australian film for public screening.

ASSESSMENT TASKS

- Folio
- Individual Research Task
- Major Film Task

ROADIE TO ROCK STAR (ARTS/MUSIC INDUSTRY)

This project is designed to provide students with an opportunity to sample the music industry in breadth, exploring the worlds of songwriters, performers, record companies and recording studios. Working individually and in groups, students will write, perform and record original and covered music to be showcased across the school and in the community. They will also study and complete tasks on a wide range of musical subjects such as music language, music history, music style analysis, stage craft, song-writing, arranging, rehearsal and performance techniques. Students will also record and produce a CD and full demo package.

ASSESSMENT TASKS

- Song-writing folio,
- Rehearsal activities,
- Research project on music production,
- Production of recordings
- Community performance