OUR KEY VALUES AND RIGHTS

At Footscray City College, everyone in the school community is valued and we all deserve to be treated fairly and with respect. Our key values reflect those ideas and we wish everyone to uphold them so that all in the school can be treated fairly, with respect and that all can be safe.

OUR KEY VALUES ARE:

ACHIEVEMENT

RESPECT

RESPONSIBILITY

From those three key values come a set of basis key rights that are fair and applicable to everyone. Because we believe in Achievement, Respect and Responsibility, the following key basic rights also apply 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 that we all make a positive contribution
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Year 9 Program</td>
<td>Pages 7 - 10</td>
</tr>
<tr>
<td>Year 9 Core Curriculum</td>
<td>Pages 11 - 15</td>
</tr>
<tr>
<td>Electives</td>
<td>Pages 16 - 28</td>
</tr>
<tr>
<td>Arts selections</td>
<td>Pages 16 - 19</td>
</tr>
<tr>
<td>Technology selections</td>
<td>Pages 20 - 24</td>
</tr>
<tr>
<td>Further elective selections - English /Hums / LOTE/Science/ PE and Health Selections</td>
<td>Pages 25 - 29</td>
</tr>
<tr>
<td>Futures Centre Projects</td>
<td>Pages 30 - 35</td>
</tr>
</tbody>
</table>
THE YEAR 9 PROGRAM

The Year 9 Program at Footscray City College allows students to choose a range of subjects that suit their interest as well as following the curriculum defined by the Victorian Essential Learning Standards.

Every subject in the Year 9 program presents curriculum based upon a central VELS discipline and includes a number of dimensions from the other strands. This allows students to experience a holistic approach to learning that reflects the way that skills and knowledge are developed and applied in the real world. There is also an emphasis upon Civics and Citizenship through the Community Action & City Experience.

Year 9 presents an opportunity for students to choose a large part of their course, so they should take care to think not just about 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/guardians.

ASSESSMENT AND REPORTING

Assessment is an essential and ongoing component of student learning at the College. A wide range of assessment strategies are used across the College curriculum. Assessment is used to determine what has been learnt, to inform the next stage of learning and to foster independent and reflective self-assessment. Each subject has a series of Assessment Tasks that provide assessment of the learning that has occurred during the semester.

Year 9 students are required to present an oral report on their learning to their Personal Learning Pathways teacher and parents in a three way Conference during Term 3.

Teachers report on student achievement and progress four times a year. The College provides Interim Reports and conducts Parent-Teacher Interviews at the end of Terms 1 and 3. More detailed reports based on state-wide curriculum standards are provided at the end of Terms 2 and 4.

COLLEGE PROMOTION POLICY

At the end of each semester a written report regarding achievement in all subjects is issued to students. The report contains an S/N mark to show an overall pass or fail for each semester unit. In Years 7-10, student can only fail one assessment task and still pass the unit. More than one fail and the student has failed the unit.

Any Year 9 student who fails 6 or more semester units will need to undergo a review process to assess whether the student progresses into the following year.
THE YEAR 9 PROGRAM

YEAR 9 WEEKLY PROGRAMS

Assessment is an essential and ongoing component of student learning at the College. A wide range of assessment strategies are used across the College curriculum. Assessment is used to determine what has been learnt, to inform the next stage of learning and to foster independent and reflective self-assessment. Each subject has a series of Assessment Tasks that provide assessment of the learning that has occurred during the semester.

Teachers report on student achievement and progress four times a year. The College provides Interim Reports and conducts Parent-Teacher Interviews at the end of Terms 1 and 3. More detailed reports based on state-wide curriculum standards are provided at the end of Terms 2 and 4.

YEAR 9 SUBJECTS

<table>
<thead>
<tr>
<th>CORE CURRICULUM</th>
<th>50 MINUTE LESSONS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or EAL (English as an Additional Language)</td>
<td>4 - Full year subject</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 - Full year subject</td>
</tr>
<tr>
<td>Humanities</td>
<td>5 - Semester long subject</td>
</tr>
<tr>
<td>Science</td>
<td>5 - Semester long subject</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3 - Semester long subject</td>
</tr>
<tr>
<td>Health Education</td>
<td>3 - Semester long subject</td>
</tr>
<tr>
<td>Sport Education</td>
<td>2 – A different Sport each term</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARTS/TECHNOLOGY AND ELECTIVES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>3 - Semester long subject</td>
</tr>
<tr>
<td>Technology</td>
<td>3 - Semester long subject</td>
</tr>
<tr>
<td>Elective choice from full range</td>
<td>3 – Semester long subject</td>
</tr>
<tr>
<td>Elective choice from full range</td>
<td>3 – Semester long subject</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FUTURES CENTRE PROJECTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Action &amp; City Experience</td>
<td>6 - Semester long subject</td>
</tr>
<tr>
<td>Student selected project</td>
<td>6 - Semester long subject</td>
</tr>
</tbody>
</table>

PERSONAL LEARNING PLAN AT YEAR 9

Students in Year 9 work in the area of Personal Learning as part of the Futures Centre and Careers program.

Personal Learning Planning covers the VELS Personal Learning domain. This domain focuses on providing students with the knowledge, skills and behaviours to be successful, positive learners at school and throughout their lives.

Personal Learning Planning activities encourage students to develop responsibility for their own learning. They are supported in understanding what it means to learn, who they are as learners and how emotions affect learning. Students will also develop skills in planning, monitoring and revising their work, and reflecting on and improving their approach to learning.
HOMEWORK

Homework is an important part of the educational program delivered at FCC. Students are expected to do regular homework as well as self-directed study. Self-directed study should include revision of work covered in class. The recommended times for homework and self-directed study at Year 9 is 1½ -2 hrs / five nights a week.

It is highly recommended that a student’s home study program also include regular reading of self-selected texts (novels, etc.) for approximately 30 minutes at least five nights a week. Students should develop a regular weekly schedule for homework and home study. The homework/study planner in the Student Diary can assist in the planning of the schedule. Students should allow themselves some regular times for relaxation and recreational activities.

The Homework Club runs after school from 3.10 to 4.30 from Monday to Thursday in the College Library. It is supervised by one or more teachers able to assist students to complete homework tasks. Students are encouraged to attend if they require extra support, and/or a quiet place to complete homework.

BOOKLISTS

The college booklists are distributed to students at the end of each year. Booklists are also available from the College website.

www.footscray.vic.edu.au

CHARGES AND CONTRIBUTIONS

The College Council has set amounts that parents are asked to contribute towards the cost of providing the range of activities students engage in during their subjects. These amounts are detailed in the attachment to the subject selections and parents and students are asked to consider this carefully when selecting a program for the year.

STUDENT LEADERSHIP AND STUDENT REPRESENTATIVE COUNCIL

The SRC is the elected student body of the College. It meets regularly to discuss matters that are significant to students and to ensure that students are involved in the College decision-making processes. SRC representatives are members of the Curriculum Policy Committee and College Council.

INSTRUMENTAL MUSIC PROGRAM

The instrumental music program operates by withdrawing students out of classes on a rotational basis once a week. Free tuition is offered in a wide range of instruments as well as instrument hire. Students in this program also have many opportunities to participate in performances within the college and local community. Please see Paul Dooley if you are interested in joining this program.
INTEGRATION

Students who have been assessed as eligible to receive funding from the Disability and Integration Program will be provided with a range of supports outlined in an Individual Learning Plan. Support will vary according to the level of funding and individual student needs, but may include Teacher Aide support in class and modification of learning tasks and assessment. This program is coordinated by the leading Teacher for Special Needs.
English

In a range of formal and informal contexts, students explore and respond to a variety of themes, genres and forms. Through reading, writing, speaking and listening, students analyse different texts including print and digital media, novels, poetry, plays and films. Key tasks involve students developing a collection of writing, reading and interpreting texts and engaging in forums based on spoken language. Activities allow students to extend their literacy strategies in order to deal with increasingly challenging texts.

ASSESSMENT TASKS

- Writing Folio
- Reading and Responding to texts
- Persuasive Language
- Oral presentation
- Independent Reading

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 speaking, listening, reading and writing. As students range from beginners onwards, their level of development varies, and hence the assessment tasks they complete will also vary.

ASSESSMENT TASKS

- Students may complete the following assessment tasks: oral response activities including texts, written responses, cloze exercises, grammar exercises, analysis of articles, ICT activities, character analysis.

Health education

STUDENTS WILL LEARN TO:

- Identify and describe a range of social and cultural factors that influence the development of personal identity and values.
- Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and relationships.
- Describe mental health issues relevant to young people.
- Compare and evaluate perceptions of challenge, risk and safety.
- Demonstrate understanding of appropriate assertiveness and resilience strategies.
- Analyse positive and negative health outcomes of a range of personal behaviours and community actions.
- Identify the health services and products provided by government/ non-government bodies and analyse how these can be used to support the health needs of the young.
- Identify and describe strategies that address trends in the nutritional status of Australians.
- Analyse and evaluate factors that affect food consumption in Australia.

ASSESSMENT TASKS

- Data Analysis
- Written Report
- Health Promotion Project

REQUIREMENT - FCC Health and PE Flexibook available from booklist
Humanities

At Year 9, students study the modern world and Australia, with a focus on the years 1750 to 1918. Students examine how new ideas and technological developments contribute to change in this period. Further looking into the origin, development, significance and long-term impact of imperialism. World War I will be a key study area, where students learn about Australia's involvement in the war.

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 and practising their numerical skills. Students at this year level are encouraged to participate in the Maths Talent Quest and Westpac Maths Competition.

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.

WORKING MATHEMATICALLY: Efficient use of scientific calculators and graphing calculators; continuing use of computers; using conventional mathematical language and symbolic expressions to communicate clear and logical accounts of mathematical activities.

ASSESSMENT TASKS

- Skill Exercises – including homework book
- Tests
- Problem Solving Assignments
Physical Education

IN PHYSICAL EDUCATION STUDENTS

• Develop proficiency of movement and manipulative skills
• Implement ways to improve performance
• Identify potential conflict and employ strategies to avoid/or resolve it.
• Provide constructive feedback to others and use it to improve future performances.
• Participate in peer teaching with a focus on skill development.
• Describe how they respect and clearly articulate on the effectiveness of learning in a team.
• Apply their knowledge and skills to explore community based Sport and Recreation Activities.

ASSESSMENT TASKS

• Practical Participation & Portfolio of Laboratory Reports & Fitness Assessment
• Theory Assignments & Written Research Report

REQUIREMENT

• FCC Health and PE Flexibook available from booklist
• Appropriate clothing

Sport Education

Sport Education provides students with the opportunity to play a variety of sports in the local and wider community and allows them to experience managing the cooperative and competitive requirements of those sports. The subject consists of 2 periods per week with students selecting a different sport each term. Some sports require the hire of an outside facility and therefore have a weekly cost. These will be kept to a minimum and outlined each term before final sport selections are made. Sports are offered according to availability of venue, staff and according to the season. Sports 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 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 & a small theory component on rules
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 about how the values and needs of contemporary society can influence the focus of scientific research.

ASSESSMENT TASKS

- ICT Research & Project
- Practical Reports
- Tests
- Workbook

MATERIALS AND EQUIPMENT

- Science Quest 9 – eBook
- Netbook
- Writing Materials (including pen, paper and folder or exercise book, pencil, ruler)
- Homework Diary
- USB memory stick
- Earphones
STUDENTS MUST SELECT AT LEAST ONE ART ELECTIVE

Art

This study provides students with the opportunity to further develop their own creativity. In this subject 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 work of artists in association with folio tasks and develop an appreciation of Art and Culture through the study of selected artists.

ASSESSMENT TASKS

- Folio Activities assessed progressively
- Painting, Drawing, Printmaking & 3D works
- Written research and analysis tasks

Dance

Students will be involved in practical activities during classes. They will learn and perform a group dance work and be involved in the choreography and performance of a solo/duo/small group dance work. Students will complete research into and analysis of a dance from other cultural backgrounds. Students will learn to look critically at the processes involved in choreographing, refining and performing their own choreography.

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 learn skills in digital animation, digital drawing and digital photography applying the tools and techniques of Photoshop Elements and Flash Animation. Each student completes a series of skill building exercises and makes a product exploring a theme in each area. Students learn to design and plan for the making of their products and to document the decisions they have made and the skills they have developed. Students also learn about the work of artists working in the digital environment. They complete worksheets and research tasks.

ASSESSMENT TASKS

- Folio Tasks
- Workbook activities
Drama

Students are welcomed into the FCC theatre with a variety of warm up activities, skills workshops and improvisation activities. After developing these basic skills the class is given a hands on introduction to clowning, comedy and physical theatre. Students develop their own “Clown” and study the history behind clowns and comedy. Term two sees the introduction of stagecraft (lighting, costume, makeup, sound, etc.). Students put on their own performance to an audience, applying their performance and stagecraft skills. Students keep a drama journal throughout the semester and reflect on skills learnt and how a performance is created and refined.

ASSESSMENT TASKS

• Research Assignment
• Presentation of a “stock” Commedia character
• Presentation of a devised performance
• Journal

Music

Students will develop skills in ensemble playing, music language and aural recognition, listening and responding to music and creative music production. A focus for some of the activities will be the Blues.

ASSESSMENT TASKS

• Music Language & Aural Skill - Ensemble
• Blues Research Task
• Creative Music Production

Photography

Students will use photographic materials to creatively explore a range of techniques including photograms, sunprints, chemograms 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

Visual Communication is a truly global language. It is about communicating ideas, information, solutions, feelings and more using drawings, images and graphics. There are a variety of internationally accepted drawing conventions which are studied and practised to allow students to develop ideas and solutions to specific visual needs. Students apply a design process and consider design elements and principles in the development of their productions. Traditional freehand and instrumental drawing skills are demonstrated along with the use of specialised ICT software and equipment to expand students range 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

The Bakery

Students will be introduced to a chef’s life 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 Plans and Evaluations
• Productions using a design brief
• Research Tasks, Short answer responses

BOSB - Bring Back The Old

Students create new garments and artworks combining old and new fabrics. They also explore complementary art techniques such as tie-dying, felting and jewellery making to create works of their own design.

ASSESSMENT TASKS

• Fabric construction folio task
• Fabric manipulation folio tasks
• Mixed media activities
• Research tasks on historical and contemporary fashion

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
Design & Technology: Wood Tech

This unit is largely a “hands on” project based experience where students learn how to design and make products using a range of design and technology processes. Students 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

• Project Work
• Project Folio
• Research Assignment
• Final Test

Foods of the World

Students will be taken on a cultural voyage of diverse cuisines from all around the world. Each week students examine a new country and complete an investigation-based task, followed by a production that is rich in authentic ingredients and processes. The investigations each week form the basis of the portfolio. Some of the countries students will investigate are: Italy, Greece, Mexico, Spain, France, Thailand and The Middle East.

ASSESSMENT TASKS

• Research Assignment
• Productions
• Portfolio

Flight

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

ASSESSMENT TASKS

• Workbook
• Project Models
• Research Assignment
• Test
Information Technology

The regular use of computers plays an increasing part in daily life. This course develops student's skills in Desktop Processing, PowerPoint and Spreadsheets and there will be the opportunity for both individual and group projects. Students develop their awareness of file management and the theory involved in using computers. The skills developed in this course will be applicable across the curriculum. This subject provides a direct pathway to Information Technology in years 11 & 12. It sets the foundation for a career in Information Technology by allowing students to gain valuable skills required to produce professional tasks in all aspects of computing.

ASSESSMENT TASKS

- Office tutorials
- PPT presentation
- Research assignment
- Web assignment

Systems Technology: MOTOR TECHNOLOGY

This subject is offered to enable students to develop an understanding of the construction and application of electric and small internal combustion motors. Students investigate the application of electric motors in various devices such as DVD players, Washing Machines, Inkjet Printers, Mobile Phones and more. They disassemble and reassemble an electric bike and an electric scooter. The basic parts and function of a single cylinder petrol engine will also be studied. Students compare the design similarities and operational differences between a small engine and the engine of a motor car. Students get hands-on experience working with a variety of workshop tools to disassemble, reassemble and test one or more single cylinder petrol engines. They also determine the fuel consumption rate of an engine by data logging and analyse performance graphs. The electromechanical knowledge gained from this course is recommended for Systems Technology studies in Year 10 and beyond.

ASSESSMENT TASKS

- Work Sheet Tasks
- Class Work
- Research Assignment
- Tests
This course is designed for Year 9 students to develop analytical and problem solving skills in the context of electronics and control circuitry. Students are introduced to the world of robotics using LEGO robots along with basic skills and knowledge in electronics, soldering and programming.

**THEORY TOPICS INCLUDE:**

- Identification and anatomy of robots,
- Mechanical power and its transfer.
- Technological systems used in the construction of a basic robot.
- Introduction to simple Control Systems
- Computer Controlled Technology
- Industrial Robots and their application
- Special purpose robots such as service robots, unmanned aerial vehicles, space robots, welding robots, military robots, underwater robots, ASIMO etc.
- Micro-controllers.
- Robots and Humanoids.
- CAD/CAM Technology and application in CNC Milling Machines.
- Artificial Intelligence (AI).
- Video information on ASIMO, use of sensors in robotics, service robots, industrial robots, assembly robots, painting robots, fighting robots and many more.

Practical sessions involve the construction of LEGO Robots using assembly drawings; Robolab programming, testing and modification; robotic challenges like racing, wrestling, hill climbing and tunnel inspection; and the design and development of a line tracking robot.

**ASSESSMENT TASKS:**

- Project Work
- Project Folios
- Research Assignment
- Semester Test
FURTHER ELECTIVE SELECTIONS

Year nine handbook 2014
Students may select up to TWO further electives, including additional Arts/Technology electives.

LOTE is offered as TWO semesters which equals two electives.

**Advanced Algebra**

Advanced Algebra provides an extension of the concepts taught in Algebra in year 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 course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses. This subject will lead on to Advanced Algebra at year 10 and VCE Mathematics.

**ASSESSMENT TASKS**

- Skills Exercises
- Major Project
- Assignments
- Worksheets

**Creative Writing**

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**

- Published folio of 3 pieces in at least 2 styles using variety of publishing methods
- Oral presentation of an original piece
- Research assignment.

**Game making**  
(TECHNOLOGY/ARTS)

This course covers curriculum primarily in the Arts-media and Visual Arts field. Additionally, it covers some aspects of Science, Mathematics and Information & Communications Technology [ICT]. It involves exploring games and game making processes; the game making industry; the maths and science to do with game making along with practical game building sessions. It also involves game review presentations.

**ASSESSMENT TASKS**

- Major Game Project
- e portfolio
- Research Assignments
- Game Review Presentations
**Going Ballistic (Science)**

Recommended for students thinking of attempting VCE Physics. Students investigate rocketry and the Newtonian physics behind the launch of a rocket. They will calculate payload, maximum altitude and range using mathematical formulae as well as constructing and launching their own solid fuel cell rockets.

Students will 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 nano-tubes.

Students develop their own space project by designing, constructing and presenting in teams some aspect of aerospace materials technologies contributing to our efforts to explore and colonise space.

**ASSESSMENT TASKS**

- Classwork
- Space Project
- Rocket Building and Launch
- Astronomy Research

---

**Italian**

**SELECT FOR WHOLE YEAR (TWO ELECTIVES) - LANGUAGES**

This is a year 9 language and culture course. Immersion in the language and culture of Italy will be a key feature of this elective. Emphasis will be on speaking, listening, writing and reading skills.

**ASSESSMENT TASKS**

- Writing and reading activities
- Oral Presentations
- Research Activities
- Vocabulary and grammar tests
- Listening and speaking activities

---

**Japanese**

**SELECT FOR WHOLE YEAR (TWO ELECTIVES) - LANGUAGES**

This is a year 9 language and culture course. Immersion in the language and culture of Japan will be a key feature of this elective. Emphasis will be on speaking, listening, writing and reading skills.

**ASSESSMENT TASKS**

- Writing and reading activities
- Oral Presentations
- Research Activities
- Kanji and Vocabulary Tests
- Listening and speaking activities
Physical Education - Invasion Games

Invasion games are competitive team games in which the purpose is to invade the opponents territory while scoring points and keeping the opposing team’s points to a minimum, and all within a certain time period. These include sports where the 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. Invasion games are the most strategic types of games with many transferable skills.

This encompasses a wide range of sports including:

- Football
- Rugby
- Basketball
- Lacrosse
- Hockey
- Soccer
- Handball

Students:

- Develop proficiency of movement and manipulative skills
- Implement ways to improve performance
- Implement fair play and good sporting behaviours
- Learn and practice strategies and tactics
- Use complex verbal and non-verbal cues in a wide range of communication forms

Assessment Tasks:

- Practical participation (teamwork, fair play, cooperation, persistence, appropriate attire)
- Theory component: including Sport Analysis - Written report
- Planning and Development of a Short Coaching Unit

Physical Education - Mind, Body & Soul

In this elective, students will explore the complex factors of social, emotional, physical, spiritual and cognitive health and how to incorporate them into a balanced lifestyle. Students will learn the advantages of physical health by participating in a range of theory & practical activities including:

- Cardio fitness - e.g. Aerobics, Zumba and Spin classes
- Core strength training - e.g. Yoga, Pilates and Body balance
- Relaxation techniques - e.g. Meditation

Students will learn the responsibilities associated with developing greater independence in making choices toward social interactions, nutritional benefits and overall well-being.

Curriculum Aims:

- Social, emotional, physical, spiritual and cognitive effects on personal well being
- Positive and negative health outcomes of personal behaviours and community actions
• Social and cultural factors that influence the development of personal identity and values
• The rights and responsibilities associated with developing greater independence, including those related to relationships and personal well being
• Health knowledge and promotion which acknowledges the social reality of young people.
• An understanding of appropriate assertiveness and resilience strategies to promote self esteem
• Strategies that address trends in nutritional status of young people within the local environment
• The benefits of living an active balanced lifestyle by collaborating mental, physical and social health

ASSESSMENT TASKS

• Practical participation (teamwork, fair play, cooperation, persistence, appropriate attire)
• Theory component:
• Developing a dietary plan
• Modern social issues essay
• Planning and development of a balanced fitness routine

Sporting excellence (HEALTH/P.E.)

In this project you will develop your physical/game skills in several chosen sports. You will participate in tournaments, take on a key leadership role within a team and study the history, rules and tactics of a sport. You will also develop units in coaching these sports and teach these units to Primary School students. The units will include a practical and theory component, including coaching ethics, lesson structure and delivery. You will also participate in a swimming unit.

ASSESSMENT TASKS

• Lesson Plan Implementation
• Presentation of Coaching Unit
• Interaction with Junior Sport Students
• Participation and Team Work
FUTURE CENTRE PROJECT SELECTIONS

The Futures Centre presents Year 9 students with an exciting and varied program aimed at preparing them for success in future communities. The program incorporates a range of projects that involve students in an inquiry approach to learning in ‘real-life’ situations and purposes. The projects incorporate ICT elements that enable students to develop the tools to transform their learning and enrich their learning environment.

Students in Year 9 study one Project each semester:
One of these projects is the compulsory Community Action & City Experience Project
The other project is selected by students from offerings of faculties across the College

FUTURES CENTRE PROJECT OFFERINGS

Community Action & City Experience

(Compulsory for one semester Except for students who select BIG HISTORY)

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). Participation in these activities will assist students who are completing the Duke of Edinburgh Award

LOCAL INVESTIGATION

After completing a local tour, students will identify and research a local issue of interest to be presented at 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 ‘All Stars’ fitness 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 independence, trust, responsibility and connectiveness as the key drivers.

ASSESSMENT TASKS

Community Service

- Complete 2 modules in Understanding Disabilities and Diversity and communicating with people with disabilities.
- Complete a humanitarian assignment.
- Organise an activity to be shared with a wider audience E.g. Wheel chair day, picnic or luncheon for a community group.
• Complete reflective task to form part of a class display.

LOCAL INVESTIGATION
• Present the findings of their investigation at Maribyrnong Town Hall.

CITY EXPERIENCE
• Completion of tour modules.
• Completion of investigation with a presentation to a wider audience.
• Participation in Skate mentoring program and completion of module on Community Participation as a pre requisite for students receiving their Young Ambassador (Silver) Certificates
• Reports written on excursions. e.g. Asylum Seekers Resource Centre.
• A full folio of the experience maintained.
• Plan, shop and prepare a communal lunch for the group.

Participate in exercise and relaxation tasks based at Flagstaff Gardens and the Tan at the Alexandra Gardens.

AND

Students complete ONE project from the following cross faculty selections

Art Adventure (ARTS)
Students will visit different locations for inspiration in making art (such as the beach, city and the country.) They will learn to use many different art materials to make art inspired by visits to these locations. Art media will include paints, screen printing on fabric and different surfaces, dry point, lino cuts, ceramics, mosaics and murals. Students will explore the idea of public art – making their art into murals to decorate the College walls.

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

Big History
Be part of the exciting international Big History Pilot (BPP) that FCC was selected to be part of. It is currently sponsored by Bill Gates, and in 2013 will be trialled by 22 Australian schools and up to 25 US schools. The Big History course looks at 13.7 billion years from the Big Bang to modern times. It is an online learning program where you and your teacher will have access to world class content and curriculum through cutting edge software. The program is also supported by a range of university experts and educators from Australia and the US. The course is divided into 10 investigation based units. It is recommended for anyone interested in an intellectual challenge, and an interest in exploring big themes and ideas through fun and engaging ways of learning.

ASSESSMENT TASKS
• Conducting investigations
• Critical analysis and evaluation
• Oral and/or multimedia presentation
CSI - Forensic Science  **(SCIENCE)**

Research and analyse the role forensic science plays in society (crime, natural disasters etc.) and the different ways it is portrayed in a range of media.

Investigate and practise various forensic science techniques including:

- Fingerprinting
- Plaster casting
- Blood spatters
- Hair and fibre analysis
- Face Recognition software
- DNA extraction
- Blood detection (Luminol)

**ASSESSMENT TASKS**

- Practical Activity Reports
- Research assignments
- Excursion reports

---

**Gardeners and Chefs  **(TECHNOLOGY/SCIENCE)**

The purpose of this project is to teach students the importance of eating slow foods as opposed to fast foods. They work in conjunction with the Horticulture teacher where they 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 of eating unprocessed foods and the skills involved in the preparation of them.

The students will cover topics such as seasonal produce and bottling tomato sauce. Preserving foods such as pickled cucumbers and making herbed bread in flowerpots. 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 and on a sweeter note, students will use fresh honey in a variety of recipes.

**ASSESSMENT TASKS**

- Research Assignments
- Enterprise Diary
- Portfolio

**COMPULSORY ACTIVITIES** - Excursions to Victoria Market and Botanical Gardens
Hot docs journalism  (HUMANITIES/ENGLISH)

Documentary film has become an important method of alerting our community about important issues. In this project you will learn what makes a good documentary film. You will select an issue important to you and in small teams, learn the techniques and skills involved in planning, filming and editing your own documentary.

**ASSESSMENT TASKS**

- Media research
- Story research
- Production Plan
- Digital filming and editing

Myth busters  (SCIENCE)

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? You will investigate and research the science behind a wide range of cultural and scientific myths to discover the truth. Many can be tested out with practical experiments and others can be investigated by consulting the experts in the field. Can all of these stories be true, or are they just waiting for you to BUST them? Learn a wide range of historical and scientific skills and cover vast areas of knowledge as you join the Myth Busters to test the tall tales of past and present.

**ASSESSMENT TASKS**

- Practical activities and reports
- Multimedia assignment and demonstration/presentation.

Outdoor Adventure

This subject offers practical and theory units in Outdoor Adventure. Students will have the opportunity to enhance individual skills in swimming, surfing, indoor rockclimbing, river and ocean kayaking and camping. There is a strong focus on developing an appreciation for the natural environment and theory based units covering topics such as values of outdoor education, leadership skills, safety in the outdoors and the psychology of adventure. This subject leads into Year 10 Outdoor Education.

**ASSESSMENT TASKS**

- Swimming
- Camp Skills
- Adventure Activities
- Folio
Roadie to Rock star

Roadie to Rock Star is designed to cover a broad range of musical areas and give students a chance to sample the music industry, exploring the worlds of songwriters, rock bands, 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 to gain important skills in areas including; Music language and stage craft; Song-writing and arranging; Rehearsal and Performance; Music History & Styles Analysis; Recording & Production (Including a CD and full demo package).

ASSASSEMENT TASKS

- Song-writing folio, Rehearsal activities, Research project on music production, Production of recordings
- Broadcasting activities, Evaluation of recordings and performances.

What if? FILM MAKING (ARTS)

Students will investigate Australian film making and Australian films. They will analyse story elements, conventions and production techniques that Australian filmmakers employ to make effective films on the social and cultural issues for both national and international markets. Students will learn techniques from designing and planning film production, story telling, organization and technical skills and develop and produce, write and direct an Australian film for public screening.

- Assessment Tasks
- Folio
- Individual Research Task
- Major Film Task