

# Year 9 & 10 **HANDBOOK**



**LIFE ■ LOVE ■ LEARN**

## Mission Statement

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The College's Mission – LIFE, LOVE, LEARN – defines our core purpose in creating an inspirational and holistic learning culture that celebrates and acknowledges the wonderful gift of life and the uniqueness of every child. Our Christian learning community is inspired by and dedicated to love, care and compassion.

We seek to educate the whole child, ensuring that every student is nurtured and encouraged to grow in the important character qualities that will serve them for a lifetime of positive engagement with their community. We educate our students to understand the importance of Compassion, Courage, Humility, Honour, Integrity and Wisdom. These six important College virtues represent the character qualities that we seek to develop in our students.

## Subject Information

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The proportion of time dedicated to English and Mathematics reflects the guidelines laid down in the National Curriculum.

The course provides the core subjects required to lead on to both Australian Tertiary Admissions Rank (ATAR) and Vocational Education and Training (VET) senior subjects.

Year 10 is a transitional year from Junior Secondary School to Senior Secondary School. This means that Year 10 students will be considered Senior Secondary School students.

Students are required to complete 4 core subjects:

- English
- Mathematics
- Science
- History/Geography

### **Electives:**

Electives have been broken up into Semesters, covering both Year 9 and 10 to prepare students for Senior. Note that students may choose to swap an elective subject at the beginning of the year or semester, but not mid-semester.

Subjects in italics are by invitation.

Students also participate in Chapel, Christian Living (2 lessons), Careers (1 lesson) and PGP (2 lessons of sport and/or enrichment activities). These subjects are not assessed.

## **Christian Living**

Christian Living endeavour's to provide the academic learning of the College Values. In Year 10 students are involved in a survey of both the Old and New Testaments. Care is taken to link the historical events chronologically and include an investigation of the inter-testamental period. This survey gives students clarity as to the historical authenticity of the Bible. It also allows the connection between different parts of the Bible to be revealed.

We also examine the events of the early church culminating in the establishment of the Biblical Canon. Over the year students are encouraged to reinterpret seemingly difficult parts of the Bible and the context in which they were written.

## **Mission**

Students also have the opportunity to serve by being involved with Chapel, G-Force (reaching out through drama), WeCare4U (helping the elderly) and other mission activities, for example, raising funds for various missions.

Every second-year students have the opportunity of being directly involved with a mission organisation either in Australia or overseas.

## **Careers**

'Careers' helps prepare students for work in the real world by assisting them with information regarding the different career paths along with preparing students to be ready for work experience during Term 3.

Students are required to make contact with employers for interviews as they would if they were attending a real job interview, they are given a set of questions for the interview to assist them which helps prepare them for their placement. Students are followed up at the placement by staff and once complete, employers are asked to evaluate their student. After placement students are required to follow-up with thank you letters.

# **Core Subjects**

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## **ENGLISH**

English is the subject area in which students learn to make and share meaning and come to appreciate Godly principles for communication and relationships. They will have the opportunity to experience the enjoyment of our language through a variety of media while promoting 'real' language for 'real' purposes.

Year 9 Units of Work include:

- Poetry
- Science Fiction
- Romeo and Juliet
- The Hobbit

Year 10 Units of Work:

- News Reporting
- Peace Child (novel study / persuasive orals)
- Macbeth (Play Study)
- Animal Farm (Novel Study)

## **GENERAL MATHEMATICS**

Mathematics is a tool that can be used at personal, civic, professional and vocation levels. Students will develop their problem-solving skills and enhance their cognitive thinking which prepares them for when challenges arise. They will not only improve their abilities to identify patterns and solve puzzles but will communicate their understanding through verbal and written means.

All students will take part in General Mathematics and those who want to pursue Advanced Mathematics may do so as this is an elective course (refer to the Subject topic later in the Handbook). Advanced Mathematics is available as an elective only in Year 10.

Mathematics is organised into three sections known as strands:

- Statistics and Probability
- Measurement and Geometry
- Number and Algebra

Types of Assessment will include:

- Unit Tests
- Investigations
- Quizzes
- Online skill enhancement support program.

## **SCIENCE**

The study of Science aims to provide students with an opportunity to investigate ways scientists approach problems which pertain to the living world, and the process, which may lead to the discovery of new knowledge and understanding.

Science can provide students with a deeper knowledge and an enhanced aesthetic appreciation of God's created world. Science is taught not just to gain knowledge but to gain wisdom.

Year 9 Units of Work include:

- Matter and Chemical Change
- Biological Systems and Disease.
- Energy, Electricity, Force and Machines (Light, Heat and Electromagnetic Radiation)
- Earth's Atmosphere, Structure and Space Science

Year 10 Units of Work include:

- Biological Systems (DNA and Genetics, Creation Vs Evolution),
- Chemical Systems (The Periodic Table, Chemical Reactions),
- Physical Sciences (Motion and Energy)
- Earth and Space Sciences (Geological Time, The Universe, Global Systems).

Assessment will include:

- Student Experimental reports
- Research Assignments which support or disprove a claim
- Exams from content across the semester

## **HISTORY & GEOGRAPHY**

This subject is composed of History and Geography. History is viewed as God's story in which we play a vital role, and Geography helps us to explore how to be trustworthy stewards in God's creation. This subject helps students to learn from events in the past and make a positive contribution to the world around them.

Year 9 Units of Work include:

- The Industrial Revolution
- World War I
- Biomes and Food Security
- Geographies of Interconnections

Year 10 Units of Work include:

- World War II
- The Globalising World: Migrant Experiences
- Environment, Change and Management (Reef Study)
- The Geographies of Human Well-Being

Assessment will include:

- Geographical Reports
- Essays
- Response to Stimulus
- Multimodal displays and presentations

## **Elective Subject Information**

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### **HEALTH AND PHYSICAL EDUCATION**

HPE is made up of both theoretical and practical units. Practical units include Volleyball, Fitness, Touch Football, Basketball and Flag Football (American Football without the helmets and pads). Theoretical units include 'My Social Responsibility', Fitness Training Programming, Biomechanics and Cultural connections.



Practical units are student-led where students learn to coach, captain, referee and manage their own teams and competitions. Students learn to become active members of their community and investigate the role that sport and physical activity have in a healthy society.

#### Grade 9

- 'Drug Awareness' and 'Strike Out'
- 'Fitness' and Basketball
- 'Looking After Myself and Others' and 'Games We Play'
- 'Respectful Relationships' and Volleyball

#### Grade 10

- 'My Social Responsibility' and 'Keep it Up'
- 'Sharing Community - Fitness and 'Communities on the Move' - Practical Fitness
- 'Biomechanics' and 'Space Invaders'
- 'Cultural Connections' and 'Be The Quarterback'

### **DIGITAL TECHNOLOGIES**

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the Senior Secondary years.

By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

### **DRAMATIC ARTS**

#### Year 9 and 10

In Drama, students learn the following twentieth-century skills: creativity, collaboration, communication and critical thinking. For this reason, it is a great transference subject, as the skills learnt in Drama can be transferred and applied in other subjects as well as in the workplace. Drama allows students to express themselves as they realise their artistic potential and gain the confidence to create, perform, analyse and evaluate performance. Through ensemble and individual practice, students will gain an understanding of the conventions of performance styles and elements of drama. They will also learn about stagecraft and skills of performance, including the effective use of voice, gesture and body language. Students will also study the history of forms and styles, as well as the practitioners who invented them. Drama enables students to gain an insight into human emotions and actions and to use their own performances to achieve purposes, such as to entertain, inform, educate and challenge audiences.

Types of Assessment include:

- Creating (Forming)
- Performing
- Analysing and evaluating

Year 9 Units include:

- Movement in Drama, including Laban's techniques as well as the conventions of Physical Theatre
- Conventions and techniques used in acting for film. A study of musical theatre, especially the musical *My Fair Lady*.
- Conventions of Melodrama, including a study of how tension of the task was manipulated in the film *Lemony Snicket*
- Collage Drama, including episodic structure, preparing students for Political Theatre in Senior Drama.
- An understanding of the dramatic languages is taught in every unit throughout Year 9.

Year 10 Drama

In Year 10 Drama, students will continue to develop their skills of performance, using their body language and voices to present plays and other dramatic pieces to an audience. They learn how to analyse and evaluate professional live performances or recorded live performances. In preparation for Senior Drama, they learn directorial skills, including how to pitch a directorial vision. They learn how the elements of drama and conventions of Theatre styles are manipulated and combined to create dramatic action which makes dramatic meaning for audiences. Students also learn some performance skills through playing drama games.

Year 10 Units include:

- Comedy - comparing characters from modern sitcoms to Commedia Dell' Arte characters, improvisation, stand-up comedy and stock characters.
- Elizabethan Theatre -Shakespeare's *Much Ado About Nothing*
- Realism - study of Realism plays such as Arthur Miller's *Death of a Salesman* & *Boy Overboard*. Also, touch on Magical Realism.
- Skills of directing and pitching a directorial vision for an excerpt from a Realism play.

## MUSIC

A certain level of prerequisite musical experience is needed to succeed at this level so prior musical experience will be taken into account.

Freshwater Christian College recognises that music is an integral part of life and society. Students are encouraged to enjoy and participate in music in their school, community and personal endeavours.

Enjoy a variety of musical experiences including developing skills on the instrument of your choice, creating your own music, exploring music technology and being involved in solo and group performances in a whole range of styles. Assessment requires performance, composition and written tasks.

A certain level of prerequisite musical experience is needed to succeed at this level so prior musical experience will be taken into account.

Year 9:

- Around the World - Uncover the amazing variety of music in our world's many cultures.
- Lights, Camera, Music! - Music has a powerful role in and function in the entertainment industry.
- Classic Hits - Delve back in time to the music of ages past.
- Aussie Aussie Aussie! - Our very own Australian artists are doing amazing things in today's music scene

Year 10:

- Pioneers of Rock - Rock music has a fascinating history and has evolved into many styles and genres.
- Movie Madness - Find out how music can portray stories, emotions and characters in movies
- All that Jazz - Jazz music entered the music scene and revolutionised it for generations to come
- Re-Inventions – Taking music and transforming it into another style is your aim for this unit!

## JAPANESE

Japanese aims to build on a student's prior knowledge of the language to enable them to communicate in Japanese in a variety of situations. Students will participate in activities that will improve their ability to comprehend and compose Japanese while learning about the Japanese culture. The fundamental aim of Japanese Language study in Year 9 and 10 is communication. This is achieved through the equal practice of the four macro skills of Listening, Speaking, Reading and Writing.

Assessment will include:

Students will be assessed in the four areas of listening, speaking, reading comprehension and writing. This will be done by dialogue performances, tests in listening comprehension, reading comprehension, and writing tasks including designing either a multimedia game or a creative board game.

***Prerequisite for Year 9: Students must have completed and passed Year 8 Japanese.***

***Prerequisite for Year 10: Students must have completed and passed Year 9 Japanese***



The study of Japanese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

Units within this subject will include expressions related to special occasions, descriptions of people, appearance, anime, school, and aches and pains. The focus in these units turns to learning detailed grammatical expressions for everyday conversations.

Students will increase their knowledge of the writing systems and develop their speaking and listening skills in rehearsed and unrehearsed situations. I-Pads will be frequently used to enhance student's ability to communicate in the language and create friendships with native students of Japan.

Assessments will cover the four macro skills of language using IT including listening, speaking, reading and writing.

Practical tasks will include a visit to a Japanese restaurant, cooking, online conversations, calligraphy, origami and conversations with native speakers.

## **CONTEMPORARY ART**

Contemporary Art is a pre-Senior Visual Art subject. Equipping students with the skills and knowledge required for Senior Art. Students continue to learn how to research and respond to their own works and works of others. The making component invites students to manipulate and exploit everyday items to form thought-provoking artworks. Some units are semester-long, such as 'Plastic Fantastic' (Yr 9) and 'Denim Dabba' ( Yr 10 ).

Types of Assessment will include:

- Research tasks
- Visual Diary development and documentation
- Folios – experimentation and making artworks

Units of work include:

Years 9:

- 'Plastic Fantastic'- Students choose a charity that they wish to help raise awareness of. Using the charities logo colour they research, design and develop a complete wearable art outfit using plastic materials.
- 'Patterned Pets' - Students research and experiment using techniques developed by American Artist Heather Galler. Students then paint their family pet using bold colours and patterns in a similar way to Galler.
- 'Avocado Wars' or 'Too Much' Students respond to a given stimulus, they research and create an individualized response to the set stimulus. Students can choose to work within any medium and they choose to respond to the stimulus in a way that is meaningful to them.

Years 10:

- 'Denim Dabba'- Students learn Shibori dying techniques. By deconstructing and bleaching recycled denim jeans students create 3 Dimensional artworks, this can be but is not limited to Wearable Art. Students must respond to and represent their chosen culture in some way.
- 'Elongation' – Students are given stimulus about extending ourselves emotionally, they select one way in which they relate to or need to extend themselves. Then they need to implement the physical notion of elongation. They can choose to present their artwork in any medium and any style.
- 'Is there a real you?' Students respond to given stimulus which is a TED Talk, they research and create an individualized response to the set stimulus. This is very closely modelled off the senior curriculum. This unit emphasizes on experimentation rather than project completion.

## **STUDIO ARTS**

Types of Assessment will include:

- Research tasks
- Visual Diary development and documentation
- Folios – experimentation and making artworks

Year 9

### **Drawing Fundamentals - Semester 1**

Learn the basic techniques of drawing using a variety of materials such as ink, charcoal, pencil and graphite. Discover your ability to draw portraits, still life/object drawing as well as learning the fundamentals of composition, anatomy, colour, light, tone and perspective. Develop your skills in observation drawing from real-life objects or an image so you can draw with confidence and skill.

### **Painting Fundamentals –Semester 2**

In this course, you will learn to plan, sketch and create a painting on canvas using acrylic paints. Discover colour mixing skills, application techniques including a variety of brush strokes. Create a painting from both a still life arrangement (real-life objects) and from a photograph. Learn to compose a painting with tone, texture and perspective while developing your own style.

## Year 10

### Ceramics – Semester 1

This course is a practical introduction to ceramics and is designed for students who have an interest in working with clay. Students can design and create functional and aesthetic ceramic pieces. While learning a variety of techniques, students will be guided through each project with the freedom to express their individuality.

Students will:

- develop 'hand building' techniques using coils and slabs
- Learn surface decoration such as carving, high relief and low relief and texture
- Oxide/ glaze their projects, and learn about the method used to fire their works
- Experience wheel throwing on a potter's wheel

### Sculpture – Semester 2

This course introduces students to sculpture by working with a variety of materials including found objects and mixed media. Students will learn the sculptural art practice called 'Assemblage', which is a process of using found materials in a creative and experimental way to produce an artwork.

This course introduces students to sculpture by working with a variety of materials including found objects and mixed media. Students will experiment with the sculptural practice called 'Assemblage' and will be given the opportunity to be creative in a hands-on studio setting.

## **BUSINESS AND ECONOMICS**

Business and Economics education involves the development of the knowledge, skills, attitudes, beliefs and values that will inform and encourage students to participate in economic and business activities personally, locally, nationally, regionally and globally.

It explores the dimensions of economics and business that infuse daily life. If young Australians are to actively participate in their community, it is essential they develop an understanding of the effects that economic and business decisions have upon daily life.

Students develop technology skills and a capability to develop creative and imaginative solutions to productivity, economic wellbeing, ethical decision-making and global citizenship.

Types of Assessment include:

- Written assignments
- Research reports
- Group work (collaborative decision-making, communication, reflection and response)
- Practical reports (based on case studies and real-life examples).

## **DESIGN AND TECHNOLOGY Subjects**

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

Three subjects are included in Design and Technology: Design, Industrial Technology Design and Food Technology and Textiles.

### **Industrial Technology Design**

In Year 10, students study the use of bandsaw, compound mitre saws and plunge routers. They learn to use Sketch-up Make a 3D computer design tool. They investigate design, critical thinking and conducting trials and tests. Their productions include a bird feeder, a toolbox, a truss bridge and a coffee table. Assessment is by assignment and production evaluation.

### **Food Textiles Technology**

#### **Love Our Country**

Cooking and sewing from our cultural heritage. From Irish soda bread to pavlova, from tapestries to soft furnishings, this assessed subject will include design and technology with flare. LOC will bring you frivolity when slurping spaghetti and gelato, and will assist you to see the impact of the world's influence on Australia's cuisine and tourism, to create a room with charm, and discover and prepare the elements of a resort menu. Inspiration from history that's set our nation apart ... and tastes and looks good too, OY!

#### **Love Our Outdoors**

Cooking and sewing for a healthy lifestyle. From BBQs to sports drinks, from camping to picnics, this assessed subject will include design and technology with fresh air. Love Our Outdoors will bring you fun when creating campfire damper and BBQ delights and will assist you to see the importance of healthy living, diet, exercise and creative solutions to survival in the outdoor environment. Physical fitness for life ... and Man vs Wild eat your heart out!

Year 9 - Units are aimed to integrate the use of food and textiles materials while following the technology process.

- Resort and Menu Design Project (Culture and Travel context)
- Recycling and Environmental Design (Retail context)

## **\*LITERACY SUPPORT**

(Subject by invitation only)

This elective will enable students who struggle with various facets of English – reading, writing, comprehension, spelling, grammar and punctuation - to be given intensive support in their areas of difficulty or weakness.

This subject will use guided reading sessions, SRA comprehension exercises, spelling instruction in the more commonly misspelled words (e.g. to, too, two; there, their, they're; principal, principle) including mnemonic devices to facilitate easier memorisation, and the rudiments of correct grammar. Students will be able to bring along current assignments and learn how to self-edit and improve their own work.

## **ADVANCED MATHEMATICS**

This is an elective subject.

Students will continue studying Core Maths and if they choose, will be able to undertake Advanced Mathematical topics in this class. This subject is specifically designed as a pathway for Specialist Maths. It is only available in Year 10 for students who are attaining a B- or greater in Year 9.

## **\*INTRODUCTION TO CHILDREN'S SERVICES**

(Subject by invitation only)

Introduction to the Certificate III in Early Childhood Education and Care will teach students how to care for children, nurture their development and make sure their environment is safe and supportive. Students will learn how to use a national learning framework, regulations and quality standards to support the education and care of children from birth to school age.

This course is the minimum requirement to be able to work in a Childcare setting. Students will have the opportunity to complete practical time in Childcare centres and gain on the job experience. Educating and caring for young children in a variety of early childhood settings including daycare, childcare centres, family daycare, kindergartens and preschool all fall under the courses and qualifications in the childcare spectrum. Early childhood education in childcare settings, often referred to as long daycare, is an integral part of preparing them for school.

This qualification covers workers who use organisational policies, procedures and individual children's profiles to plan activities and provide care to children, facilitating their leisure and play, enabling them to achieve their developmental outcomes. Depending on the setting, workers may work under direct supervision or autonomously.

## Year 9 2021 Subject Choices Form

Student Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Signature: \_\_\_\_\_

### Core subjects

All students will participate in:

- English (5 periods per week)
- Mathematics (5 periods per week)
- History and Geography (4 periods per week)
- Science (4 periods per week)

### Elective subjects

*Please provide your preferences for each line (1-3). Note that you may not get your first preference dependent upon student numbers and available spaces.*

Line 1	Selection	Line 2	Selection	Line 3	Selection
Business & Economics		Art		Food & Textiles Technology	
Health & Physical Education		Digital Technologies		Industrial Design & Technology	
Music		Drama		Japanese	
Design				Studio Arts	

### Non-assessable subjects

All students will participate in:

- Chapel - weekly praise and worship service with the school worship band
- PGP - 2 lessons of physical activity, sport and/or enrichment activities
- Christian Living – 1 lesson per week
- Pastoral Care – 1 lesson per week

*Subjects are accurate at the time of printing however based on student choice, may not be offered as-is and are subject to change.*





## **PATHWAYS TO A PURPOSEFUL FUTURE**

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