



# BERWICK COLLEGE

2019 CURRICULUM GUIDE

JUNIOR SCHOOL

*Improving the Learning*



# Berwick

## C O L L E G E

### 2019 CURRICULUM GUIDE YEARS 7 – 9

Berwick College is known for its ability to provide individual curriculum programs that meet the varying needs of our students. It is a priority of the college that we support our students in their social, emotional and academic development, so that they are prepared to meet the challenges of an ever changing educational landscape.

**"All that we do is in the best interests of our students"**

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Principal:	Ms. Kerri Bolch
Assistant Principal:	Mr. Mark Woodbridge
Assistant Principal:	Ms. Alison Birkett
Assistant Principal:	Mr. James Doble
Assistant Principal:	Mr. David Busted
Senior School Leader:	Ms. Erin McCarthy
Applied Learning:	Mr. Julian Walton
VET and Careers:	Ms. Kate Rolls
High Achievers Program:	Ms. Cassandra Marinopoulos

#### Student Learning Leaders

CHISHOLM	Ms. Jocelyn Spinks and Ms Miranda Snowball
DUNLOP	Ms. Ashleigh Manning and Mr. Raf Kaplon
FLYNN	Ms. Michelle Lewis and Mr. Adam Nettleingham
FROST	Ms. Brodie Andersen and Ms Irena Arney
HOLLOWS	Ms. Deana Mihalos and Mr. Matthew Oke
KENNY	Ms. Jenny Hart and Ms. Rimma Campos
MONASH	Ms. Karen Crawley and Ms Rebecca Hann
O'DONOGHUE	Mr. Jesse Nugent and Ms. Rebecca Abernethy

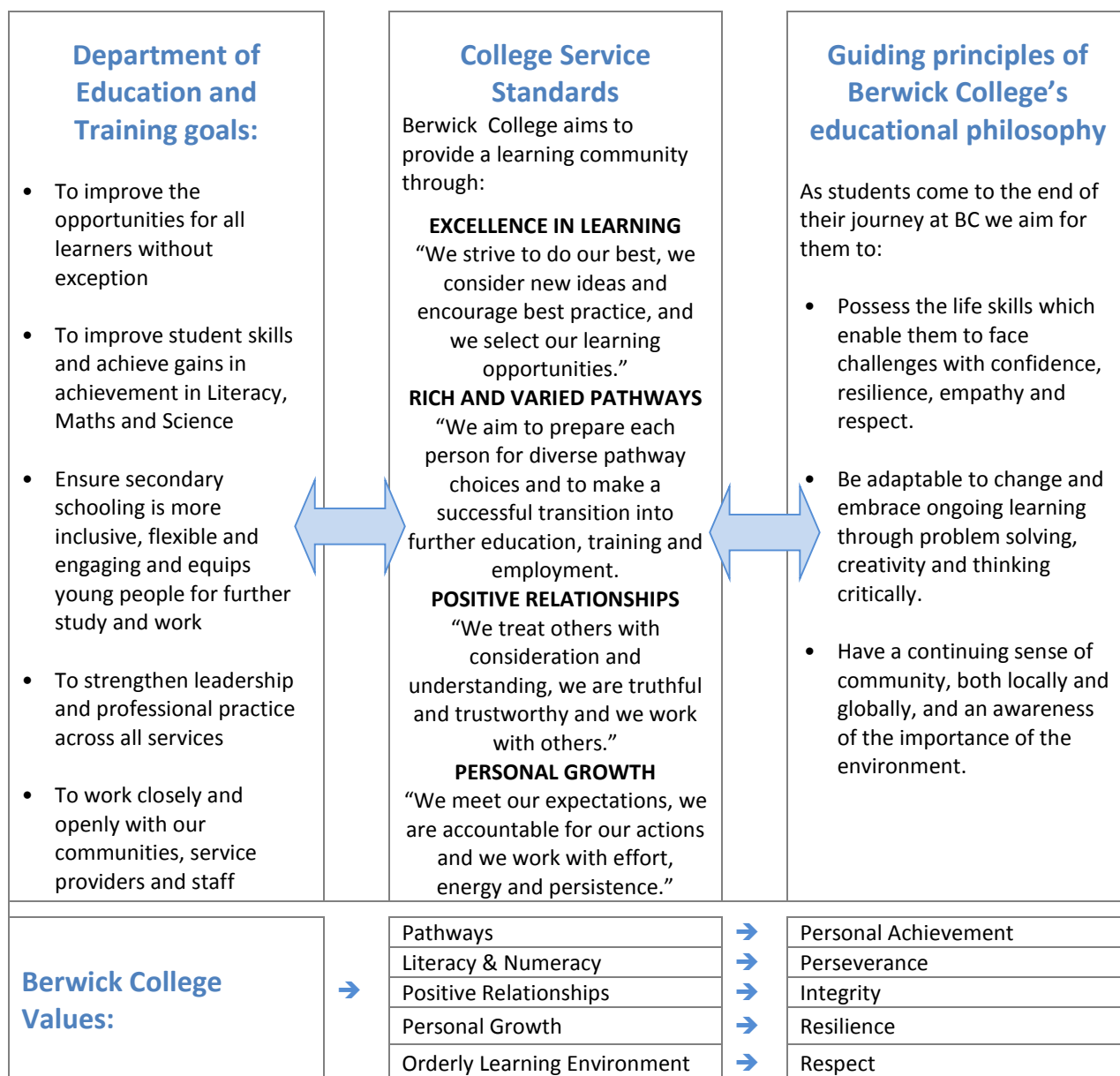
#### Domain Leaders

ENGLISH	Ms. Jessica Adams
MATHEMATICS	Ms. Melissa Baron
ARTS	Ms. Danni Vitalich
HEALTH AND PHYSICAL EDUCATION	Mr. Nick Costantino
HUMANITIES	Ms. Linda Bourke and Ms. Erin Silfo
SCIENCE	Ms. Kylie Duncan
TECHNOLOGY	Mrs. Carla Diaz
LOTE	Ms. Sasha Lanyon

# LEARNING AT BERWICK COLLEGE

## THE CURRICULUM LEADERSHIP TEAM

Our team guides curriculum development across whole school programs. To achieve our school values we aim to develop curriculum that engages students, maximises learning outcomes and stimulates learning.



## Students are at the centre of our practices

We endeavour to ensure that every student has their learning needs catered for as an individual.

### Personalisation

We link the key elements of our programs, policies and our processes to create settings where students and teachers know each other better.

### Community engagement

We communicate effectively with members of our college community and we network and develop partnerships locally and globally.

### Relational learning

We view all learning as relational. We focus on building relationships that support life-long learning.

*“All members of the Berwick College community work together towards the realisation of the college principles, values and goals.”*

## INTRODUCTION

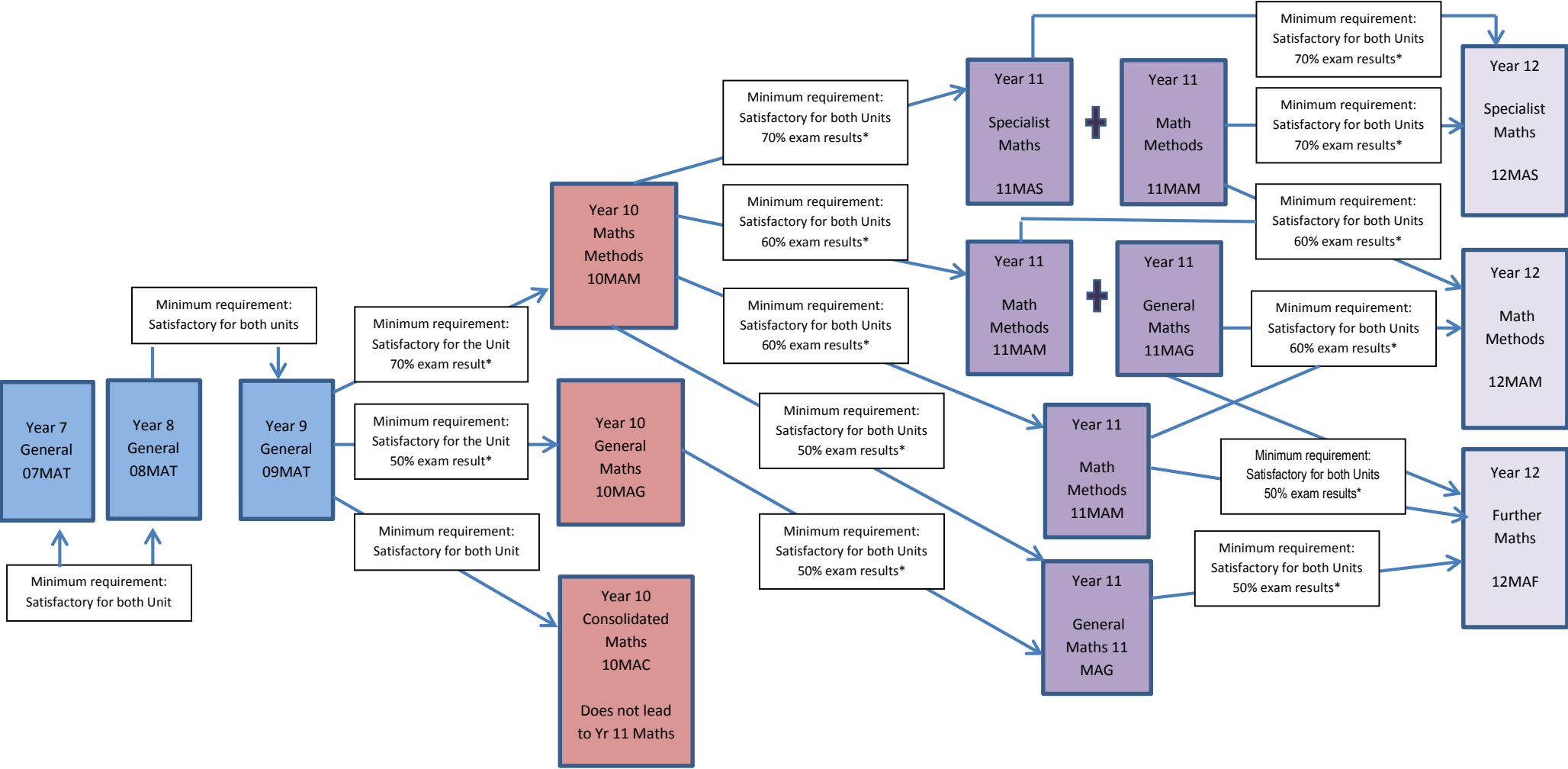
Berwick College is a school that prides itself on being able to offer a range of study options that enable us to personalise a student's timetable based on their individual needs. We hope the information contained in this guide provides assistance in choosing subjects into the senior years.

## SUBJECTS BY DOMAIN AND YEAR LEVELS

ENGLISH					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
07ENG English	08ENG English	09ENG English	10ENG English	11ENG English	12ENG English
			10LIT Literature	11LIT Literature	12LIT Literature
			10HAP English		
THE ARTS					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
07ART Art	08ART Art	09ART Art	10ART Art	11ART Art	12ART Art
				11SAG Studio Arts (General)	12SAG Studio Art (General)
	08SCU Sculpture	09SCU Sculpture			
	08AXT Art, fun and fabrics	09AXT Fabrics to Dye For	10AXT Textiles		
	08VCD Visual Communication	09VCD Visual Communication & Design	10DAD Drawing and Design 10VC1 Architecture in our Environment	11VCD Visual Communication and Design	12VCD Visual Communication and Design
			10VC2 Information, Communication and Marketing Graphics		
07PER Performing Arts	08DRA Drama	09DR1 Characterisation & Role Play	10DRA Theatre Production	11THE Theatre Studies	12Theatre Studies
Dance Academy	Dance Academy	Dance Academy	Dance Academy/Year 10 VET Dance 1 and 2	11DAN Units 1 and 2 VCE Dance	12DAN VCE Units 3 and 4 Dance
	08MED Media	09MED Film Studies	10MED Media	11MED Media	12MED Media
	08MUS Music	09MU1 Music 1	10MU1 Music 1	11MUS Music Performance	12MUS Music Performance
		09MU2 Music 2	10MU2 Music 2		
		09PHO Photography	10PHO Photography	11SAP Studio Art (Photography)	12SAP Studio Art (Photography)
HEALTH AND PHYSICAL EDUCATION					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
07PEM – Physical Education Mixed		09PM1 Outdoor Education Mixed	10PM2 Surf Rescue ADVANCE Mixed	11PEM Physical Education Mixed	12PEM Physical Education Mixed
	08PEG Physical Education Girls	09PEG Physical Education Girls	10PG2 Physical Education Girls	11OES Outdoor Education	12OES Outdoor Education
		09PG1 Health Me Girls	10PG1 Body and Soul Girls		
	08PEB Physical Education Boys	09PEB Physical Education Boys	10PB2 Physical Education Boys		
		09PB1 Racquet and striking sports Boys	10PB1 Individual Activities Boys		
		09PB2 Codes of the world Boys	10PM1 Superfit Boys		
			10BBA Basketball Academy	11BBA Basketball Academy	
		09HHD Adolescence, Health & First Aid	10GOL Game of Life <b>COMPULSORY</b>	11HHD Health and Human Development	12HHD Health and Human Development
			VET Outdoor Recreation	VET Outdoor Recreation	VET Outdoor Recreation
			VET Community Services	VET Community Services	VET Community Services

<b>LANGUAGES OTHER THAN ENGLISH (LOTE)</b>					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
07IND Indonesian	08IND Indonesian	09IND Indonesian	10IND Indonesian	11IND Indonesian	12IND Indonesian
				11GER German	12GER German
<b>SCIENCE</b>					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
07SCIE Science	08SCI Science	09 SCI Science	10BIO Biology and environmental science	11BIO Biology	12BIO Biology
			10CHP Chemistry	11CHE Chemistry	12CHE Chemistry
			10PHY Physics	11PHY Physics	12PHY Physics
			10PSY Introduction to Psychology	11PSY Psychology	12PSY Psychology
<b>MATHEMATICS</b>					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
07MAT Maths	08MAT Maths	09MAT Maths	10MAG General Maths	11MAG General Maths	12MAF Further Maths
			10MAM Maths Methods	11MAM Maths Methods	12MAM Maths Methods
				11MAS Specialist Maths	12MAS Specialist Maths
			10MAC Consolidated Maths		
<b>HUMANITIES</b>					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
07HUM	08HUM	09GEO Geography	10GEO1 Geography 10GEO1 Geography	11GEO Geography	12GEO Geography
		09HIS History	10HIS1 History 10HIS2 History	11HIS History 20 <sup>th</sup> Century	12HIS History Revolutions
		09COM Commerce	10LAW Law and Order	11LEG Legal Studies	12LEG Legal Studies
			10BUS Business Basics	VET Small Business	12BUS Business Management
				VET Business	VET Business
			10PHI Philosophy	11PHI Philosophy	12PHI Philosophy
				11ACC Accounting	12ACC Accounting
<b>TECHNOLOGY</b>					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
07DTT Designed by Me	08DTT It's in the Bag	09DTT Glamorous Gowns	10DTP Pyjama Party	11DTT Textiles	12DTT Textiles
			10DPS Fun in the Sun	VET Applied Fashion	VET Applied Fashion
07FOO Kids in the Kitchen	08FOO Eat in or Takeaway	09FO1 Eat for Life	10FO1 Catering	11FOO Food Technology	12FOO Food Technology
		09FO2 International Food	10FO2 Make Bake Decorate		
			10FO3 Cook For Your Life		
07DMT Design Materials and Systems	08DMT Creative Metals	All Things Metal	VET Engineering	VET Engineering	VET Engineering
	08SYT Systems Technology	09SYA Systems Technology Automotive	VET Automotive	VET Automotive	VET Automotive
		09SYM Systems technology mechatronics integrated	10SYE Electronics	VET Electrotechnology	VET Electrotechnology
	08WOO Design Wood	09WOO Design Wood	10DW1 Wood 1	11WOO Wood Technology	12WOO Wood Technology
			10DW2 Wood 2		
			VET Building and Construction	VET Building and Construction	VET Building and Construction
07DIT Digital Technology (compulsory)	08DIT Digital Technology (compulsory)	Year 9 Digital Technology	10ITR Reality Bytes	11ITY Computing	12ITA Information Technology Informatics
		09DIT Discovering IT	10ITP Inside Programming		12ITS Information and Software Development

# PROGRESS & PATHWAYS IN MATHEMATICS



Note: \* Students will have the opportunity to sit a supplementary exam if they don't achieve the required standard

## Curriculum planning information years 7–9

SUBJECT (area)	YEAR 7	YEAR 8	YEAR 9
English	Compulsory subjects at each year level		
Mathematics			
Science			

HUMANITIES			
History	All three units are delivered in year 7 and year 8		1 semester each
Geography			1 semester each
Commerce			Elective

LOTE (Languages other than English)		
Indonesian	For years 7 and 8	See Note**

HEALTH AND PHYSICAL EDUCATION		
Including health and human development and sport education	Compulsory subjects at each year level	See Note**

THE ARTS			
Performing arts	1 semester each		See Note**
Art	1 semester each		
Dance	Choose two units	See Note**	
Art sculpture			
Media			
Art textiles			
Visual Communication			
Drama			
Music			
Art photography			

DESIGN, CREATIVITY and TECHNOLOGY			
Design materials	1 semester each	Choose one unit	See Note**
Design food ... <b>OR</b>	1 semester each		
Design textiles... <b>OR</b>	1 semester each		
Design wood... <b>OR</b>	1 semester each		
Systems technology	1 Semester each		
Digital technology	1 semester each	Compulsory at Year7 and 8	

NOTE\*\* Year 9 students select six elective units (three per semester). They **must** choose one Art, one Physical Education and one Technology subject as a minimum. As LOTE is a year-long subject, students only need to choose five subjects if they continue with Indonesian. Only one Commerce and Information Technology are offered.

## THE ARTS

### Art and design

#### Year 7: Art

##### 07ART

Students use a range of starting points to develop real, imaginary and abstract ideas. In this course, students explore and communicate ideas using a range of media, materials and technologies. Students cover the two dimensions; creating and making, and exploring and responding. Students learn and explore a range of art forms. Including, but not limited to:

- Painting
- Drawing
- Visual communication
- Ceramics

All topics require research, drawing, planning and presentation. Art production, art appreciation and the workbook all contribute to assessment.

#### Year 8: Art

##### 08ART

In this unit students build on skills already undertaken in year 7. Students use a range of starting points to develop real, imaginary and abstract ideas. In this course students explore and communicate ideas using a range of media, materials and technologies. Students cover the two dimensions; creating and making, and exploring and responding. Students learn and explore a range of arts forms. They cover:

- Drawing from observation and the imagination
- Painting - colour mixing, painting styles
- Printmaking
- Street art

All topics require research, drawing, planning and presentation. Art production, art appreciation and the workbook all contribute to assessment.

#### Year 8: Sculpture

##### 08SCU

In this unit students build on skills already undertaken in year 7. Students use a range of starting points to develop real, imaginary and abstract ideas. In this course students explore and communicate ideas using a range of media, materials and technologies. Students cover the two dimensions of creating and making, and exploring and responding. Students learn and explore a range of arts forms. They cover:

- Assemblage
- Modelling
- Construction
- Carving

All topics require research, drawing, planning and presentation. Art production, art appreciation and the workbook all contribute to assessment.

#### Year 8: Art, Fun and Fabrics

##### 08AXT

Students use a range of starting points to develop real, imaginary and abstract ideas. In this course students explore and communicate ideas using a range of media, materials and technologies. Students cover the two dimensions of creating and making, and exploring and responding. Students learn about and explore a range of arts forms, with particular focus on textile mediums. They cover:

- Printing techniques—stencil and collagraph
- Fabric embellishments
- Hand painting and dyeing

All topics require research, drawing, planning and presentation. Art production, art appreciation and the workbook all contribute to assessment.

#### Year 8: Drawing and Design

##### 08VCD

This unit introduces students to graphic design. Students gain experience in the effective use of graphic elements of line, tone, texture, letter form, shape and colour to develop drawings using the graphic techniques of instrument drawing, freehand and rendering. A major design project and problem solving exercise will be undertaken using scanners, appropriate computer software and the Internet.

#### Year 9: Art

##### 09ART

Students use a variety of media, materials and technologies drawn from a range of contexts and prepare and present art works to different audiences. Students experiment with imaginative and innovative ways of using contemporary and traditional skills, techniques and processes. Students cover the two dimensions of creating and making, and exploring and responding. Students learn and explore a range of arts forms. They will cover:

- Drawing
- Painting
- Printmaking
- Digital art



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All topics require research, drawing, planning and presentation. Art production, art appreciation and the workbook all contribute to assessment.

**A subject charge applies to this unit.**

## Year 9: Sculpture

### 09SCU

Students use a variety of media, materials and technologies drawn from a range of contexts and prepare and present art works to different audiences. Students experiment with imaginative and innovative ways of using contemporary and traditional skills, techniques and processes. Students cover the two dimensions of creating and making, and exploring and responding. Students use a range of materials such as clay, plaster, wire, papier-mâché and 'found' objects. Student will learn and explore a range of different sculptural forms, including:

- Modelling
- Assemblage
- Carving
- Construction

All topics require research, drawing, planning and presentation. Art production, art appreciation and the workbook all contribute to assessment.

**A subject charge applies to this unit.**

## Year 9: Fabrics to Dye For

### 09AXT

Students use a variety of media, materials and technologies drawn from a range of contexts and prepare and present art works to different audiences. Students experiment with imaginative and innovative ways of using contemporary and traditional skills, techniques and processes. Students cover the two dimensions of creating and making, and exploring and responding. Students learn and explore a range of art forms. They cover a selection from:

- Theme boards
- Felting
- Creative embroidery
- Fashion in art
- Dyeing techniques
- Screen printing

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All topics require research, drawing, planning and presentation. Art production, art appreciation and the workbook all contribute to assessment.

**A subject charge applies to this unit.**

## Year 9: Visual Communication

### 09VCD

In this unit students gain experience in the effective use of design elements of line, tone, texture, type, shape and colour to develop concepts using the graphic techniques of instrumental, freehand as well as rendering. Students learn how to use digital methods such as Adobe Photoshop and Illustrator to create different design work. Students learn how to document and annotate their work and understand the importance of developing a design folio. Students complete written work on different designers and design. Production, appreciation, and an exam all contribute to assessment.

**A subject charge applies to this unit.**

## Year 9: Photography

### 09PHO

In this unit students develop basic darkroom practices associated with 35mm film SLR cameras. They also learn how to utilise film speeds, shutter speeds and apertures to create specific effects. Students learn to process their own films and print their photographs in the darkroom. Digital imaging is explored using Photoshop. Students learn about photographic genres, photographic history and explore the work of professional photographers.

All topics require research, drawing, planning and presentation. Art production, art appreciation and the workbook all contribute to assessment.

**A subject charge applies to this unit.**

## Performing Arts

### Year 7: Performing Arts

#### 07PER

This introductory unit allows the student to explore the range of performing arts offered at the school. Students will be involved in activities and exercises including:

- Dance

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- Drama
  - Media
  - Music

They work individually and collaboratively to build creative and technical dance works, and refine their choreographic skills through performance.

### **Year 8: Drama**

#### **08DRA**

Students will create drama using observation, research and personal experiences. They look at character and voice development and how to use them while creating plays, and analyse the role drama plays in society.

### **Year 8: Media**

#### **08MED**

This unit explores the creation and composition of video clips. Students examine the history of video clips and the techniques used in them. Students also plan and produce their own video clips. Students learn video camera operation, vision mixing and video editing.

### **Year 8: Music**

#### **08MUS**

This unit develops skills and explores in more detail the elements of music studied in Year 7. Students study theory topics covering formal notation, scales and intervals; complete a research task on song analysis including structure and instrumentation; undertake a composition task using appropriate technology; and rehearse and perform two works in a group context. Students will be expected to attend school organised performances/workshops.

### **Year 9: Characterisation and Role Play**

#### **09DR1**

Students explore acting and performance skills in detail. The ability to transform into believable characters is explored through the use of different sources including personal experiences, themes and issues based on improvisations, scripted scenes and monologues.

**A subject charge applies to this unit.**

### **Year 9: Film Studies**

#### **09MED**

This unit provides a critical approach to film. Using a genre approach, students will look at a variety of films, setting these in historical context. Students will also produce short videos to demonstrate what they have learnt about film-making techniques.

### **Year 9: Music 1**

#### **09MU1**

This unit concentrates on the skills developed and used as a performer. It examines the structure of music, harmony and form, the development of instruments and influence of other performers. It also develops skills in performance, aural activities and composition. This is a performance-based unit and requires students to play, or take up a musical instrument.

### **Year 9: Music 2**

#### **09MU2**

This unit is used to further develop skills in musicianship (solo and group performance). It develops skills in aural comprehension and introduces creative composition. It also examines the influence of professional performers on the student's own performance. This is a performance based unit and requires students to play, or take up a musical instrument.

## **ENGLISH**

### **Year 7: English**

#### **07ENG**

The year 7 English program aims to reinforce and develop the skills established in primary school using scaffolding and extending students to become competent in reading, writing, speaking and listening. Students are assessed regarding the main strands of English.

#### **Semester 1**

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Students commence their study of Secondary English by completing a range of introductory tasks and activities that help students orient themselves at Berwick College. 'Making the Change' unit encourages students to consider various changes that a person may experience in their life. Students also develop their understanding of narrative writing and produce creative pieces that contain the theme of change. To further develop their analytical writing, students read extended texts and produce essays that examine characters, themes and ideas. Persuasive writing is a focus, allowing students to incorporate a range of strategies in their writing to engage and convince a target audience.

### Semester 2

Students are encouraged to build their vocabulary during a descriptive writing unit. They develop their ability to use the five senses in their writing to help produce engaging texts. After reading a range of texts, students continue to extend their reading and comprehension abilities as well as their analytical essay writing skills. A study of film provides students with the opportunity to explore a range of text modalities including stop motion animation. This unit also builds on existing skills and knowledge pertaining to film techniques and narrative structures.

## Year 8: English

### 08ENG

#### Semester 1

Students engage with an instructional writing unit that aims to provide a foundation of knowledge regarding the stylistic features of informative texts. The unit concentrates on the development of clear and precise instructions as well as targeting a specific audience with a desired outcome. Students analyse a novel and build on their essay writing skills by examining the text's characters, themes and plot. Students present their knowledge on a range of topics in formal and informal oral presentations. Students compose written and spoken persuasive texts that explore a range of contemporary issues.

### Semester 2

Students have a variety of opportunities to expand their critical and analytical responses to novel, film and social or environmental issues. Students concentrate on improving the accuracy and coherence of their writing as they refine their planning, drafting and proof reading skills. Exploration of film, including characterisation, themes and techniques allows students to engage with multi-modal forms of communication. Students continue to develop their narrative writing skills by addressing fairy-tales within a contemporary framework and extend their vocabulary when descriptively establishing settings and characterisation.

## Year 8: Literacy Plus

**Reading/Viewing** - Students will focus on the ability to read text, process it, and understand its meaning. There will be an emphasis on the behaviours that support reading and the strategies that support a "good reader" to comprehend the meaning behind the text, including vocabulary knowledge as well as text comprehension.

**Writing** - Students will learn about how texts are made cohesive through the use of linking devices including pronoun reference and text connectives. They will explore how sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases. The students will re-visit rules of the English Language surrounding grammar, spelling and punctuation. They will look at the stages within the Writing Process (Pre-writing, Drafting, Revising, Editing and Publishing) and understand that paragraphs are a key organisational feature of written texts.

**Speaking/Listening** - Students will explore differences between the language of opinion and feeling. They will have an opportunity to plan, rehearse and deliver a presentation for a particular purpose.

#### Weightings

- Reading/Viewing – 35%
- Writing – 35%
- Speaking/Listening – 30%

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## Year 9: English

09ENG

### Semester 1

Students investigate the advantages and disadvantages of social networking before producing a persuasive essay to convince a target audience. Students explore and examine the features of the horror genre through reading horror short stories and viewing a teen-appropriate horror film. This study also allows students to produce a creative response that contains horror elements and the features of this genre. Students read and respond to a novel through composition of analytical responses to the text. Examination and analysis of characters, plot and passages of the text help to build students' knowledge of the structural requirements of essay writing.

### Semester 2

This unit allows students the opportunity to compare and contrast a novel and film to develop their critical thinking capacities. Students are introduced to the identification and analysis of persuasive strategies in advertisements and articles, allowing them to engage with a range of issues. Students are also exposed to the complexities of moral and ethical obligations pertaining to reality television through film, television programs and society's acceptance of this form of entertainment. The focus on accurate structure and clear expression aims to prepare students for Senior School.

## HEALTH & PHYSICAL EDUCATION

### Year 7: Physical Education

07PEM

Students develop fine motor skills in Physical Education classes with a focus on skill development and skill acquisition. Students participate in skill drills and modified games to develop their spatial awareness and skill execution across invasion, striking, and net and wall sports. Students also participate in a gymnastics program and athletics program, as well as fitness testing to develop their physical capacities. The health course in year 7 covers bullying, social media, puberty, smoking, and alcohol.

## Year 8: Physical Education

08PEG/08PEB

The year 8 Physical Education course includes motor skill development and sport and health education. Students continue to refine their motor skills, game knowledge, and offensive and defensive skills across a range of invasion, striking, and net and wall sports. In the sport education component students are placed into teams and participate in a round robin competition. All students participate in athletics, gymnastics, and cross country trials. A 'Player of the Day' award is given to students who display sportsmanship, excellent attitude and effort. The health course in year 8 covers the topics of self-esteem, anxiety, resilience, drugs and sex education.

## Year 9: Physical Education

### Racquet and Striking Sports - Boys

09PB1

Students develop skills and knowledge in a range of racquet and striking sports. Sports include but are not limited to badminton, squash, racquetball, bat-tennis, table tennis, indoor and outdoor cricket, softball, baseball, golf, hockey, and lacrosse. Theory work is associated with the above activities and also includes elements of coaching, and skill acquisition.

**A subject charge applies to this unit**

## Year 9: Codes of the World

09PB2

This course introduces students to the many and varied football codes from around the world. Sports include but are not limited to Australian Rules Football, soccer, rugby union, rugby league, Gaelic football, gridiron, futsal, and touch football. Theory work includes the various roles and tactics involved with each sport, as well as learning about the history of each sport.

## Year 9: Healthy Me – Girls only

09PG1

The focus on this unit is for girls to discover and participate in activities that will meet their individual

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needs. This unit includes a variety of alternative activities that branch out from core sports and focus on engaging in different ways to be physically active. Students participate in a range of activities including weight and circuit training, dance and aerobics, bowling, bike riding, Pilates, and yoga. Theory work is associated with the above activities and various other health topic areas. These include exploring the dimensions of health, an introduction to nutrition, community health, risk and harm, and coping with adversity.

**A subject charge applies to this unit**

## Year 9: Mixed Outdoor Education

### 09PM1

This unit introduces students to the concept of outdoor adventure and aims to develop initiative, leadership, teamwork, and responsibility through involvement in a variety of outdoor activities. The course includes adventure activities such as surfing, hiking, snorkelling, open water skills, and cycling. Other activities include initiative activities, bushcraft and cooking, river crossing, rope and knot skills, first aid, use of environment and leisure time (including minimising environmental impact and risk management). Theory work is associated with all practical activities.

**A subject charge applies to this unit**

## Year 9 Physical Education -Girls or Boys

### 09PEG/09PEB

Students advance their knowledge and skills of traditional physical education sports (striking, invasion, net and wall sports). Students develop an understanding for and implement offensive and defensive strategies, team formations, positions, and tactics into their performances. Theory classes in year 9 incorporate the skeletal, muscular, and circulatory systems.

## HEALTH EDUCATION

## Year 9: Adolescence, Health & First Aid

### 09HHD

#### Year 9 Adolescence, Health, and First Aid 09HHD

Adolescent health covers:

- Common drugs, alcohol, tobacco
- Analgesics and illegal drugs
- Media coverage of the above topics
- Sex education (STIs and contraception)
- Investigating common lifestyle diseases
- Diet and nutrition
- Body image and identity

First aid covers:

- Dealing with accidents and emergency situations
- Basic life support techniques: CPR, lateral position, transport of patient
- First aid techniques for fractures and sprains, asphyxia, cardiac arrest, haemorrhage, shock, burns and exposure, poisoning, bites and stings, epilepsy and unconsciousness
- Limitations on the first aider

This unit supports the 10INE Industry and Enterprise unit at the year 10 level.

## LANGUAGES OTHER THAN ENGLISH

## Indonesian

## Year 7: Indonesian “Kenalkan Saya”

### 07IND

**Semester 1:** This is an introduction to Indonesian language and culture, focusing on personal identity and friendship. Students learn to communicate through the four skills of speaking, listening, reading and writing. By the end of the semester students will be able to introduce themselves and ask and answer questions about personal details, likes and dislikes, describe their friends and the activities they like to do. They also learn to count to ten and greet others in a culturally appropriate manner. Students also have an opportunity to explore aspects of Indonesian culture that interest them, and develop responses that compare and contrast cultures.

**Semester 2:** Building on the skills and knowledge acquired in semester one, this unit introduces school life in Indonesia, and encourages students to compare their own experiences with those of their Indonesian peers. Students further develop the four macro skills, speaking, listening, reading and writing. By the end of the

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semester students can discuss school timetables and facilities, their social life and their favourite aspects of school. They also learn to give their address and use numbers greater than ten. The themes of friendship, family, patriotism and Indonesian sporting culture are explored through creative, researched responses to the film 'Garuda di Dadaku'.

## Year 8: Indonesian

### 08IND

#### Semester 1:

This unit further develops students' basic Indonesian communication skills, focusing on Indonesian food culture and family. By the end of the semester students will be able to use Indonesian to read, write about and discuss several aspects of eating out in Indonesia. These include planning to meet, ordering food and describing the smells and flavours of local dishes. They also learn to tell the time and describe their family. By researching an aspect of Indonesian food culture and developing a creative or informative video, students further their intercultural knowledge.

**Semester 2:** Building on the skills and knowledge acquired in semester one, this unit further develops language concerning family life and introduces holidaying in Bali as an area of study. By the end of the semester students will be able to use Indonesian to describe pets and discuss both Indonesian and Australian housing. They can also read, write about and discuss holiday plans as well as the tourist experience in Bali. Students compare and contrast their own travel experiences with those of peers and teachers who have travelled to Bali to further develop intercultural awareness. They also engage in popular Indonesian film culture by viewing the 2013 film *Mika*. The themes of family, friendship, and discrimination in Indonesia are explored through creative, researched responses to this film.

## Year 9: Indonesian

### 09IND

#### Semester 1:

This unit further develops students' Indonesian communication skills, focusing on shopping and

celebrations. By the end of the semester students are able to read, write about and discuss celebrating milestones in their lives and those of their Indonesian peers as well as the culture of shopping in Indonesia. They also learn to use informal language, bargain for souvenirs and clothing, give directions and create an invitation to a special occasion. By researching Indonesian customs and planning their own ceremony, students develop an appreciation for the historical and current significance of important Indonesian traditions.

**Semester 2:** Building on the skills and knowledge acquired in semester one, this unit further develops language concerning film, environmental issues, endangered animals and personal relationships. By the end of the semester students can read, write and express their opinions about films, environmental issues and the plight of the rare and endangered animals of Indonesia. Students have the opportunity to view a range of film texts and develop creative, researched responses to further develop their understanding of the above themes.

## Victorian School of Languages

The Victorian School of Languages also offer a range of language programs for students in years 1 - 12. Chinese, Hindi, Spanish and Swahili are currently offered at Berwick College. For more information visit [www.vsl.vic.edu.au](http://www.vsl.vic.edu.au)

## MATHEMATICS

### Year 7: Mathematics

#### 07MAT

##### Semester 1:

This unit consolidates students' Primary School mathematical knowledge and understanding. It provides a foundation for furthering their mathematical skills through project work and problem solving. Emphasis is placed upon learning to use the calculator efficiently, developing a good work ethic through class tasks and a regular homework program, as well as cooperative group work. There is a focus on developing knowledge of numbers through various activities including On-Demand Testing and NAPLAN-style tasks.

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Topics include Whole Numbers, Polygons, Solids and Transformations, Statistics, Number Properties and Patterns and Decimals

#### **Semester 2:**

This unit builds on the skills and understanding developed in Semester 1 and seeks to consolidate and extend students' knowledge of mathematical concepts. Students will be involved in project work and problem solving. Emphasis is placed on learning to use the calculator efficiently, further developing a good work ethic through class tasks and a regular homework program, as well as cooperative group work. There is a focus on developing knowledge of numbers through various activities including On-Demand Testing and NAPLAN-style tasks. Topics include Fractions and Percentages, Geometry, Algebra and Equations, Probability, Measurement and Algorithmic Thinking.

### **Year 8: Mathematics**

#### **08MAT**

##### **Semester 1:**

This unit builds on the skills and understanding developed in Year 7 and seeks to consolidate and extend students' knowledge of mathematical concepts. Students are involved in project work and problem solving. Further development of a sound work ethic is encouraged through class tasks and a regular homework program, as well as cooperative group work. Emphasis is placed upon efficient calculator use as well as strengthening the students' abilities to interpret worded problems as well as non-calculator methods to solve mathematical tasks. There is a focus on developing knowledge of number through various activities including on-demand testing and NAPLAN-style tasks. Topics include Directed Numbers, Fractions, Decimals and Percentages, Statistics, Ratios and Rates, Measurement and Pythagoras' Theorem and Algebra.

**Semester 2:** This unit builds on the skills and understanding developed in Semester 1 and seeks to consolidate and extend students' knowledge of mathematical concepts. Students are involved in project work and problem solving applications. Further development of a sound work ethic is encouraged through class tasks and a regular homework program, as well as co-operative group work. Emphasis is placed upon efficient calculator use as well as strengthening students' abilities to interpret worded problems as well as non-calculator methods to solve mathematical tasks.

There is a focus on developing students' knowledge of number through various activities including On-Demand Testing and NAPLAN-style tasks. Topics include Equations, Probability, Lines, Shapes and Solids, Straight Line Graphs and Transformation and Congruence.

### **Year 9: General Mathematics**

#### **09MAT**

**Semester 1:** This unit builds on the skills and understandings developed by students from Year 8 and seeks to consolidate and extend their knowledge of mathematical concepts. There is greater emphasis on how mathematical skills are used in all facets of our society and employment with a mathematical pathways and course selection focus. Students will be involved in project work and problem solving applications including NAPLAN-style tasks. Further development of a sound work ethic is encouraged through class tasks and homework assignments, as well as co-operative group work. Emphasis is placed on efficient use of a scientific calculator as well as strengthening students' abilities to interpret worded problems and non-calculator methods to solve mathematical tasks. Topics include Percentages and Money, Linear relations, Probability, Pythagoras' theorem and Trigonometry.

Students will sit an end of semester exam on the topics covered in Semester 1. See Maths flow chart for pathways and requirements.

**Semester 2:** This unit builds on the skills and understanding developed from Semester 1. The unit seeks to extend students' knowledge of mathematical concepts with an emphasis on how mathematical skills are used in all facets of our society and employment with mathematical pathways and course selection a focus. Students will be involved in project work and problem solving. Further development of a sound work ethic is encouraged through class tasks and homework assignments, as well as cooperative group work. Emphasis is placed upon efficient scientific calculator use as well as strengthening students' abilities to interpret worded problems and non-calculator methods to solve mathematical tasks. Topics include Measurement, Indices and Surds, Geometry, Statistics, and Algebra.

Students will sit an end of semester exam on the topics covered in semester 2. See the Maths flow chart for

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pathways and requirements.

Students should discuss their mathematical pathways with the careers advisor and their Year 9 class teacher prior to making subject selection. Students will be placed in an appropriate Mathematics unit based on their Year 9 Mathematics exam result and subject results for both semesters, their Year 9 Mathematics class teachers' recommendation and in consultation with the Mathematics Domain Leader.

To access Year 10 Consolidated Mathematics, students must successfully complete Year 9 Mathematics Semester 1 and Semester 2.

To access Year 10 General Mathematics, students must achieve 50% on both Year 9 Semester 1 and Semester 2 Mathematics exams and successfully complete Year 9 Mathematics Semester 1 and Semester 2.

To access Year 10 Methods, students must achieve 70% on both Year 9 Semester 1 and Semester 2 Mathematics exams and successfully complete Year 9 Mathematics Semester 1 and Semester 2.

## SCIENCE

### Year 7: Science

#### 07SCI

In this subject students are introduced to the many skills required of good scientists, including observing, analysing and recording experimental data. A great emphasis is placed on conducting experiments, investigating scientific phenomena and working safely in a laboratory. In Chemistry students will use the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances. They describe and apply techniques to separate pure substances from mixtures. In Biology students will analyse the relationship between structure and function of cells and they identify and classify living things. They explain how living organisms can be classified into major taxonomic groups based on observable similarities and differences. In Physics students will predict, represent and analyse the effects of unbalanced forces, including Earth's gravity, on motion. They model how the relative positions of Earth, the Sun and the Moon affect phenomena on Earth. Students learn to distinguish between different types of simple machines

### Year 8: Science

#### 08SCI

In Year 8 Science students build on their knowledge and skills developed during year 7. They extend themselves by planning their own experiments, identifying variables to be changed, measured and controlled. They explain how modifications to methods could improve the quality of their data and apply their scientific knowledge and investigation findings to evaluate claims made by others. In Biology students predict the effect of environmental changes on feeding relationships between organisms in a food web. They analyse the relationship between structure and function, organ and body system levels. In Chemistry they provide evidence for observed chemical changes in terms of colour change, heat change, gas production and precipitate formation.

In Physics students investigate different forms of energy and explain how energy transfers and transformations cause change in simple systems. They use examples to illustrate how light forms images. They use a wave model to explain the properties of sound.

In Geology students compare processes of rock formation, including the time scales involved, and analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.

### Year 9: Science

#### 09SCI

In Year 9 Science students learn to develop questions and hypotheses that can be investigated using a range of inquiry skills. They construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes. In Biology students study the nervous and endocrine systems and how they coordinate the functioning of the human body. They analyse how ecosystems function and respond to changes and investigate how energy is transferred through food webs and how matter is recycled through the environment. In Chemistry students investigate how similarities in the chemical behaviour of elements and



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their compounds and their atomic structures are represented in the way the periodic table has been constructed. They compare the properties of a range of elements representative of the major groups and periods in the periodic table. They explain natural radioactivity in terms of atoms and energy change. In Physics students explain the concept of energy conservation and model energy transfer and transformation within systems. They use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets.

## HUMANITIES

Our students are encouraged to travel through time and in virtual space to become aware of their rights, the law and their environment. They investigate unsolved ancient mysteries, visit gaols and courtrooms, goldfields, local suburbs and coastlines. They fight alongside soldiers at Gallipoli, build castles, investigate natural disasters and become budding entrepreneurs in the world of small business. Students have the opportunity to attend various excursions and incursions, for example, the police, Sovereign Hill, Coastal Environments, the Melbourne Law Courts and Parliament.

## Humanities

### Year 7: You Rock! You Rule

#### 07HUM

##### Semester 1:

In year 7 Humanities, students complete Geography and Economics and Business Units. Geography students learn to describe geographical processes that influence the characteristics of places. They study water and liveability to explain how people change places and environments. In the study of water, students look at local, regional and global issues. In Economics and Business, students plan, develop and complete inquiry-based questions about an economic or business issue, and complete an investigation.

##### Semester 2:

In year 7 Humanities, students complete History and Civics and Citizenship units. Students investigate the Ancient Past and look at how historians and archaeologists investigate History. Additionally Ancient Egypt is uncovered through key terminology such as beliefs, values, individuals, contacts and conflicts. Finally, the Asian World depth study gives students a chance to develop an understanding of the development and influence of a civilisation close to home. In the Civics and Citizenship Unit, students look at the rights and responsibilities that all Australians share and how we work together to shape our Nation.

## Year 8: Humanities: Global

### Perspectives

#### 08HUM

##### Semester 1:

In year 8 Humanities, students complete Geography, Economics and Business units. Students explain geographic processes that influence the characteristics of places. They identify geographically significant questions, use a variety of geographic media, observe and record information out in the field and analyse data to describe spatial patterns that impact on society. Students study Coastal Landforms and Management as well as Changing Nations in the Asia Pacific region. In Economics and Business, students plan, develop and complete inquiry-based questions about an economic or business issue, and complete an investigation. They investigate the rights and responsibility of consumers to achieve financial goals.

##### Semester 2:

In year 8 Humanities, students complete both History and Civics and Citizenship. In History they study from the end of the ancient period to the beginning of the modern period. The first depth study looks at Medieval Europe delving into the way of life, significant developments, roles of different social groups and hierarchical structure of society, architecture, crime and punishment, military and defence systems and the dominance of the Catholic Church.

Students also focus on the Black Death and its impact on medieval society. The second depth study focusses on the Spanish conquests of the Americas, particularly, the Aztecs and the destruction of their culture due to

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conquistadors. In the Civics and Citizenship Unit, students look at the rights and responsibilities that all Australians share and how we work together to shape our Nation. They have learnt to 'agree or disagree' after gaining an understanding of our political and legal systems. As informed citizens, they can promote the values of freedom, respect, compassion and equality.

## **Year 9: Geography of Biomes and Interconnections**

### **09GEO**

Students focus on investigating the role of the biotic environment and its role in food and fibre production. They examine the world's biomes, their alteration and significance as a source of food and fibre, and the challenges on expanding food production. In addition the Geography of Interconnections focuses on how people's choices and actions are connected throughout the world. We examine the interconnections through the products people buy and the effects their production has on places and their environments. Students will discover some of the technologies that have allowed us to travel, use the Internet, discover where our laptops, phones and tablets are made and increase communication to remote and rural communities globally.

## **Year 9: Australia and the Modern World**

### **09HIS**

This Unit provides students with an opportunity to study the history of 'the making of our modern world' from 1750 to 1918. Students cover the period of rapid change in the ways that people lived, worked and thought. They travel through History to investigate the movement of people, crime and convicts, the Gold Rush; Chinese diggers and racism on the goldfields, the White Australia policy and the impact that this had on indigenous Australians. Students will investigate and focus on the industrial revolution, slavery and convicts. The period 1750–1918 culminated in World War I 1914–1918, the 'war to end all wars'. Students will learn 'How the war is commemorated, the ANZAC legends and other forms of commemoration.

## **Commerce**

### **Year 9: Commerce and Society**

#### **09COM**

This unit allows students to examine the basic laws in our society that relate to young people as well as personal decision making and the business environment.

Areas of coverage include:

- Young people and the Law
- Young peoples' rights and responsibilities
- Being an active citizen
- Australia's Political System
- Australia's Place in the Global Community
- Participation in a Democracy and a Global Society
- Challenges and Safeguards to Australian Democracy
- Diversity and Identity
- Managing Personal Finance
- Increasing Financial Rewards
- Financial Risks and Scams
- Workplace Responsibilities
- Australia's Place within the Global Economy

## **DESIGN, CREATIVITY & TECHNOLOGY**

### **Design & Textiles**

#### **Year 7: Designed by Me**

##### **07DTT**

This unit introduces students to the exploration of processes and design, developing in the students an understanding of fabrics, fibres, dyes and printing techniques. Students will investigate design options, produce their own designs and evaluate their work.

Tasks may include:

- Transfer printing
- Stencil printing
- Hand embroidery
- Machine "test drive"
- Investigation assignment using a range of ICT methods
- Test

## Year 8: It's in the Bag

### 08DTT

The focus of this unit is creativity, familiarity with the sewing machine and the use of simple patterns. Students will respond to design briefs to develop and communicate their ideas and to produce their designs. They will evaluate their completed work. Computer-aided design and other digital technology is an integral part of this unit. Tasks may include:

- Investigation of fashion styles
- Machine licence "L plates"
- Boxer shorts
- Tie-dye
- Patchwork article
- Small article using recycled fabrics
- Test

## Year 9: Glamorous Gowns

### 09DTT

Students develop design solutions to problems posed in a design brief. Transfer printing and a range of fabric embellishments may be incorporated into the design solution. Domestic machines and overlockers are used. All finished articles are evaluated for their functional and aesthetic finish in relation to the design brief. Tasks may include:

- Investigation of commercial sleepwear designs
- Experimental sample bag
- Design and construct a satin gown
- Use of the computer for the development of design options
- Investigate materials and techniques
- Exam
- Presentation of a Design Folio

Some extra charge or individual purchase of fabric may be necessary. Students who have not studied Design Textiles in year 8 may select this unit. Students wishing to continue studies in this area are strongly advised to select it at this level.

**A subject charge applies to this unit.**

## Design and Wood

### Year 8: Design Wood

### 08WOO

This is an introductory course to wood technology. Students respond to various design briefs. They then plan, design, produce and evaluate selected models using different joining process. Projects may include a mounted wall plaque, storage container, lolly dispenser and cap or coat storage. Students complete a unit on computer aided drawing and design including using a laser cutter. Safe workshop practices are an integral part of the course.

**A subject charge applies to this unit.**

### Year 9: Design Wood

### 09WOO

Students are introduced to advanced levels of woodworking and construction techniques. Each student will use a range of tools, equipment and machines. They design and produce models such as a BBQ caddy, a fold up table, lidded container and other projects. Safe workshop practices are an integral part of the course.

**A subject charge applies to this unit.**

## Design Materials

### Year 7: Design Materials & Systems

### 07DMT

This course introduces students to a range of materials including wood, metal, plastic materials and systems technology. Students respond to a design brief by planning, designing and building a range of working projects using various tools and equipment. They investigate systems found in our local community. Their investigation assignment will be researched and presented with the aid of computers. Safe workshop practices are an integral part of the course.

### Year 8: Creative Metals

### 08DMT

This is an introductory course to metal and plastic materials and the safe and correct use of hand tools and equipment. Students respond to various design briefs, they design, plan and manufacture selected projects

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using different joining processes, advanced laser cutting technology and casting. Safe workshop practices are an integral part of the course.

## **Year 9: All Things Metal**

### **09DMT**

In this unit students extend their material forming skills. They design and construct decorative and functional objects using a range of tools, machines and portable equipment. Students have the opportunity to experiment with a range of materials and use advanced laser cutting technology. Safe workshop practices will be developed during the course.

**A subject charge applies to this unit.**

## **Design & Food**

### **Year 7: Design Food, kids in the kitchen**

#### **07FOO**

This unit introduces students to nutritional principles with the aim of enabling them to make informed decisions when selecting food. Students are introduced to a variety of foods and preparation techniques to enable them to produce appetising, simple meals and snacks. The content of the unit focuses on:

- Tools for guiding food selection; 'The Healthy Eating Pyramid'
- Safety and hygiene practices in the food technology centre
- Development of technical skills including learning new processes, measuring, using equipment and tools, using a recipe and basic microwave cookery
- Environmentally friendly uses of foods and associated products

### **Year 8: Design food, Eat in or Take Away**

#### **08FOO**

This unit aims to further develop the student's knowledge and skills in relation to nutrition and food preparation. It provides the opportunity for students to develop confidence and competence in the preparation

of a range of meals and snacks. The content of this unit focuses on:

- The functions of the major nutrients
- Analysing their own intake of food, using a nutritional guide.
- Investigating, designing, producing and evaluating a two-course meal to be prepared at home and evaluated by the family
- Safety and hygiene practices
- Producing a range of dishes and snacks which are furthering their development of the use of a range of preparation and cooking techniques
- Evaluating the aesthetic appeal of food using sensory analysis
- Investigating the processes and changes of key food commodities
- Raising awareness of environmental and consumer issues relating to packaging, food waste and resources associated with food production

### **Year 9: Design Food, Eat for Life**

#### **09FO1**

This unit encourages students to seek appealing yet healthy food alternatives. Students investigate the functions of the major nutrients and the role of these nutrients in preventing disease. The content of the unit focuses on:

- Use of the dietary tools in meal planning
- Development of skills in food testing, recipe modification and nutrient analysis
- Collecting data to develop better understanding of food choice
- Energy requirements, fats in food, hidden sugars, the role of fibre and diet related diseases
- Environmental awareness
- Preparation of a meal in response to a design brief, with a budgetary constraint
- Students analysing their own food intake using "The Australian Guide to Healthy Eating" and making recommendations to improve their food choices to use now and in the future.

- Students analysing the healthiness of the canteen menu and planning and preparing healthier alternatives

**A subject charge applies to this unit.**

## **Year 9: Design Food, International Foods**

09FO2

This unit aims to develop student’s technical skills whilst providing them with a study of the food culture in a range of countries. Students also develop an understanding of the factors which influence the availability of food around the world.

Focus of this unit:

- Students are encouraged to gain an appreciation of their cultural background
- Australian food habits— aboriginal culture and the influence of multiculturalism
- Each week we ‘travel’ to a different country studying and cooking the dishes from the countries we visit including Italy, China, Japan, France, Greece, India, Morocco, Thailand, Indonesia and Mexico
- Investigation involving a World Health Organisation program
- “Tell a story” of a spice, tool or custom, resulting in designing and production of a food product

**A subject charge applies to this unit.**

## **DIGITAL TECHNOLOGY**

### **Year 7 and 8: Digital Technology**

07DIT and 08DIT

Students plan and manage different phases of digital projects. Students define and address complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. Students design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the

relationships of real world data and data entities. Students create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities. Students define and troubleshoot real world problems, taking into account functional and non-functional requirements including interviewing technology users to identify needs. Students analyse simple compression of data and how content and data are separated from presentation.

## **SYSTEMS TECHNOLOGY**

### **Year 8: Systems Technology**

08SYT

This is an introductory course to simple mechanical and electrical systems. Students will investigate systems found in our local community and the environment. Students will plan, design and produce a range of working models using hand tools and laser cutting and engraving machines and also evaluate their productions for performance. Safe workshop practices are a very important part of the course.

## **DIGITAL TECHNOLOGY**

### **Year 9: Digital Technology**

09DIT

In this unit students will spend a term studying digital systems and data, and a term studying robotics. They investigate how data is secured, accessed and managed, along with how data is acquired, stored and presented. Students study bank security, surveying techniques, create graphs to analyse information, and present their findings online, in the form of a blog, forum or website. They break down a real world problem and create a digital solution in order to solve the problem, such as designing a traffic management system. Students study python code which is a scripting language used for many different purposes such as web applications and scientific research. Companies like Google, Facebook and Reddit all use Python in their infrastructure and web services. Students construct robots with remote controls (to study wireless connections), overlapping buttons (multi-functions), IR sensors (to make the bot run along a drawn line), servo motors and steering gear.

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## Year 9: Systems Technology, Mechatronics and Integrated

### 09SYM

This unit combines the fascinating study of aeronautical, mechanical, electrical and / or electronic systems. Students become familiar with construction techniques and control systems. They investigate, design and develop a range of models which perform certain tasks. Students evaluate the success of their models against the specifications of a design brief. They use hand tools, and a variety of materials to construct their models. Their models come to life with the use of computer software which students program to perform specific sequences of movement. Safe workshop practices are an integral part of the course.

**A subject charge applies to this unit.**

## Year 9: Systems Technology Automotive

### 09SYA

In this unit students gain an understanding of motor mechanics through the operation and maintenance of small two stroke and four stroke engines. The course consists of specific units of study in workshop safety, workshop practices, dismantling and assembly techniques, testing and measurement. Assessment will consist of assignments and production activities.

***Students must provide and wear overalls and sturdy leather footwear in the workshop***

**A subject charge applies to this unit.**

## INFORMATION TECHNOLOGY

### Year 9: Discovering IT

#### 09ITD

This course examines some of the major computer applications used in the world today.

Learn how to make mobile phone apps and test them on phones or an on-screen emulator.

- Learn some exciting Flash multimedia techniques such as key frame and tweened animations.

- Every workplace uses spreadsheets in some way. Find out how they do it!
- Develop a greater understanding of a range of technical terminology and concepts.
- Discover some of the amazing possibilities Photoshop offers when creating and editing images.
- Work as part of a team to create a radio show, including music and sound effects.
- Examine a range of current issues in IT that affect our daily lives.
- Explore various aspects of digital video recording and editing using Adobe Premiere. Learn how to apply a range of video effects to enhance the final production. Add and edit sound tracks for maximum impact!

## BERWICK COLLEGE DANCE ACADEMY



### Year 7, 8 & 9: Dance Academy

07DAN, 08DAN and 09DAN

Enrolment is by audition only. Please refer to [www.berwickcollege.vic.edu.au/dance-academy/](http://www.berwickcollege.vic.edu.au/dance-academy/) for further information.

The Berwick College Dance Academy (BCDA) is a full-time academic and dance program, which links students' educational pursuits with their performing arts interests. The program caters for passionate and aspiring artists, increases student engagement and improves student outcomes. It is designed to prepare students for VCE Dance, VET Dance and Theatre Studies, as well as the world of professional dance. The course looks at units such as safe dance practice, flexibility vs. warm up, anatomy of a dancer and nutrition.

BCDA caters for many styles of dance including Classical Ballet, Contemporary, Lyrical, Jazz, Tap, Musical Theatre and Hip-hop as well as options to undertake Music and Drama. Students will also study a range of core subjects that include Mathematics, English, Humanities, Physical Education, Science and LOTE.

The BCDA has a focus on individual pathways, 21<sup>st</sup> century learning and the creation of a professional resume and portfolio. As well as learning from an industry expert at the College, students will engage in an extensive dance program including professional workshops, excursions and incursions, performances within the College as well as in the local and wider community.

## BERWICK COLLEGE BASKETBALL ACADEMY



### Year 7, 8 & 9: Basketball Academy

07PEM, 08PEM, 09BB1 and 09BB2

Enrolment is by selection only. Please refer to [www.berwickcollege.vic.edu.au/basketball-academy/](http://www.berwickcollege.vic.edu.au/basketball-academy/) for further information.

The Berwick College Basketball Academy is aimed at providing an integrated academic pathway driven by young students sporting aspirations.

This elite program allows young student athletes to enhance and develop their sporting talent while concurrently receiving their secondary education. It is crucial to the Academy that the students' academic pursuits are the highest priority and that each student's interest and aspiration in sport assists them in achieving excellent results both academically and athletically.

Berwick College's Basketball Academy is committed to providing strong pastoral care for all students by monitoring academic performance and achievement, providing a unique, high quality specialised sports program and allowing students to achieve their full potential in their selected sport. Students will develop skills that will create opportunities for career development.

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## High Achievers Program (HAP)

### Years 7-10

Enrolment is by application only. Please refer to [www.berwickcollege.vic.edu.au/high-achiever/](http://www.berwickcollege.vic.edu.au/high-achiever/) for further information.

Berwick College's High Achievers Program (HAP) allows students to progress through school with their age peers, while ensuring they remain challenged with work appropriate to their abilities. Emphasis is placed on higher-order thinking skills, inquiry based learning, problem-solving and academic achievement. Involvement in musical performances and a community project are features of this program.

Students who show high academic capabilities and have high educational aspirations are particularly suited to this program. A selection examination is held in April for grade 6 students wishing to enter the program at year 7. This group will stay together in year 7 for all classes. At year 8 they will remain together for the core subjects of English, mathematics, science, history and geography, but will be in different groups for art, technology and physical education. At year 9 they will remain together for core subjects and will be encouraged to choose electives suited to their abilities.

## Year 9 Flexible Learning Program

Enrolment is by selection only. Please refer to <http://www.berwickcollege.vic.edu.au/alp-year-9-applied-learning-program/> for further information.

The Year 9 Flexible Learning Program offers students an alternative learning framework to enhance students' knowledge and skills across a range of different subjects. The program consists of 5 core subjects which include English, Maths, Humanities, Science, and Project. All of these subjects run for the duration of the year. Within each of these subjects there are two teachers per class, which reduces the teacher student ratio ensuring that the individual learning needs of each student are catered for. In addition to these five core subjects, students are able to choose 2 electives per semester. Below is a brief summary of each subject.

### English / Maths

The English and Maths curricula is derived from the Victorian Curriculum, however the emphasis is on the consolidation and development of key skills. Students are assessed on their capacity to demonstrate a range of literacy and numeracy skills using a variety of assessment methods that are tailored to the learning styles and needs of the individual student.

### Humanities

The Humanities curriculum runs for 3 periods a week for the duration of the year and covers a broad range of subjects including Geography, History, Civics and Citizenship, and Economics and Business. A term is dedicated to the delivery of each subject, and each subject is based on the Year 9 Victorian Curriculum.

### Science

Science in the Flexible Learning Program runs for 3 periods a week for the duration of the year and is divided into theory and practical sessions. The curriculum is modified to target the interests, ability levels, and learning styles of the students in the class.



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### **Inquiry Based Learning (IBL)**

Inquiry Based Learning is a 6 period program taught one day per week. The curriculum is designed around the interests of the students and provides the students with an interactive, hands-on learning environment. Students will frequently attend excursions to a range of locations which may include, but are not limited to the city, coastal environments, museums, external education providers, and not-for-profit organisations. The program is designed to complement the learning taking place in all other subject areas, and provide students with an opportunity to apply their knowledge in skill based settings.

### **Electives**

Year 9 FLP students still need to select two other electives per semester. Information on year 9 electives can be found in the junior school curriculum guide.