

BERWICK COLLEGE

2022 CURRICULUM GUIDE

JUNIOR SCHOOL

Improving the Learning



Berwick

COLLEGE

2022 JUNIOR SCHOOL 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"

Overarching Motto

Berwick College's motto is "Crescam". Taken from the Latin verb "crescere", the term crescam means "I will grow" and reflects our commitment that every person "shall grow".

Principal:	Ms. Kerri Bolch
Assistant Principal:	Mr. Andrew Barker
Assistant Principal:	Ms. Alison Birkett
Assistant Principal:	Mr. James Doble
Assistant Principal:	Ms. Cassandra Marinopoulos
Junior School Leader:	Ms. Michelle Lewis
Applied Learning:	Mr. Julian Walton
Careers VET & Business Partnerships:	Ms. Karen Crawley
High Achievers' Program:	Ms. Kylie Duncan

Student Learning Leaders

CHISHOLM	Mr. Neil Gould and Ms. Lucy Horbach
DUNLOP	Ms. Rebecca Hann and Mr. Jake Uhlenberg
FLYNN	Mr. Vaughan Chaplin and Mr. Adam Nettleingham
FROST	Mr Matthew Oke and Ms. Alex Rees
HOLLOWS	Ms. Deana Mihalos and Ms. Marnie Platt
KENNY	Mr. Gavin Watson and Ms. Melissa Zuccolo
MONASH	Mr. Paul Roberts and Ms. Rebekah Hirst
O'DONOGHUE	Mr. Jesse Nugent and Ms. Bree Villella

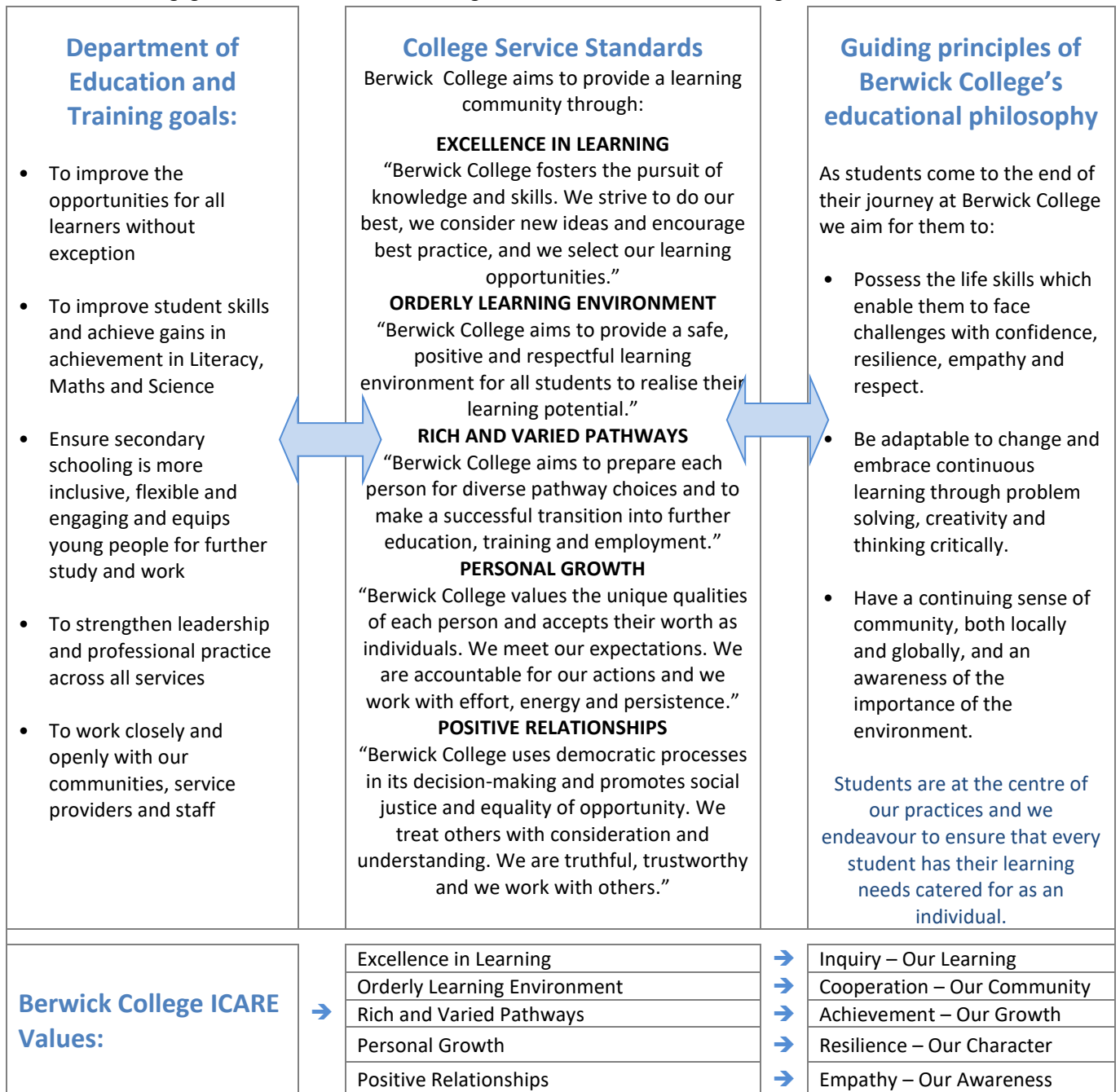
Domain Leaders

ENGLISH	Ms. Virginia Danahay
MATHEMATICS	Ms. Caitlin Besim
THE ARTS	Mr. Dale Ackermann
HEALTH AND PHYSICAL EDUCATION	Ms. Melissa Stokes
HUMANITIES	Mr. Kane Armistead and Mr. Mark Mitchell
SCIENCE	Ms. Michelle Berwick
TECHNOLOGY	Ms. Carla Diaz
LOTE	Ms. Sasha Lanyon

LEARNING AT BERWICK COLLEGE

THE CURRICULUM LEADERSHIP TEAM

All members of the Berwick College community work together towards the realisation of the College philosophy, vision, values and goals. The Curriculum Leadership team guides curriculum development across whole school programs and aims to develop curriculum that engages students, maximises learning outcomes and stimulates learning.



Students are at the centre of our practices

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

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 – JUNIOR SCHOOL

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
07LIT Literacy Plus	08LIT Literacy Plus		10LIT Literature	11LIT Literature	12LIT Literature
			10ENL English Language	11ENL English Language	
				11EAL01 English as an Additional Language	12EAL01 English as an Additional Language
High Achievers' Program	High Achievers' Program	High Achievers' Program	10HAE High Achievers' Program		

HEALTH AND PHYSICAL EDUCATION					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
07PEM Physical Education			10ASR ADVANCE Surf Rescue	11PEM Physical Education Units 1 & 2	12PEM Physical Education Units 3 & 4
	08PEG Physical Education Girls	09PEG Core Physical Education Girls	10PEG Core Physical Education Girls		
		09PG1 Body and Soul Girls			
	08PEB Physical Education Boys	09PEB Core Physical Education Boys	10PEB Core Physical Education Boys		
		09IA1 Individual Activities	10ESS Exercise and Sport Science		
		09HHD Adolescence, Health & First Aid	10HHD Advanced Health and Human Development	11HHD Health and Human Development – Units 1 & 2	12HHD Health and Human Development – Units 3 & 4
		09OES Outdoor Education	10OES Outdoor Education	11OES Outdoor Environmental Studies – Units 1 & 2	12OES Outdoor Environmental Studies – Units 3 & 4
			10PEF Personal Fitness	VET Options Available – see page 6	
			10GOL Game of Life COMPULSORY		
Basketball Academy	Basketball Academy	Basketball Academy	Basketball Academy	Basketball Academy	
07BBA	08BBA	09BBA	10BBA	11BBA	

HUMANITIES

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
07HUM You Rock You Rule	08HUM Global Perspectives	09HUM Geography of Biomes and Interconnections and History – Australia and the Modern World	10GE1 Geography – Environment 10GE2 Geography - Contrasts	11GEO Geography Units 1 & 2	12GEO Geography Units 3 & 4
			10HI1 History – Battles 10HI2 History – Rights & Freedom	11HIS History 20 th Century Units 1 & 2	12HIS History Revolutions Units 3 & 4
				11ACC Accounting Units 1 & 2	12ACC Accounting Units 3 & 4
			10LAW Law and Order	11LEG Legal Studies Units 1 & 2	12LEG Legal Studies Units 3 & 4
		09BUS Commerce and Society	10BUS Business Basics	11BUS Business Management Units 1 & 2	12BUS Business Management Units 3 & 4
			10PHI Philosophy	11PHI Philosophy Units 1 & 2	12PHI Philosophy Units 3 & 4
			10POL Politics, People and Power	11POL Australian and Global Politics Units 1 & 2	12POL Global Politics Units 3 & 4

LANGUAGES OTHER THAN ENGLISH (LOTE)

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
07IND Indonesian	08IND Indonesian	09IND Indonesian	10IND Indonesian	11IND Indonesian Units 1 & 2	12IND Indonesian Units 3 & 4

MATHEMATICS

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
07MAT Maths	08MAT Maths	09MAT Maths	10MAG General Maths	11MAG General Maths Units 1 & 2	12MAF Further Maths Units 3 & 4
			10MAM Maths Methods	11MAM Maths Methods Units 1 & 2	12MAM Maths Methods Units 3 & 4
				11MAS Specialist Maths Units 1 & 2	12MAS Specialist Maths Units 3 & 4
			10MAC Consolidated Maths		

SCIENCE

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
07SCI Science	08SCI Science	09SCI Science	10BIO Biology	11BIO Biology – Units 1 & 2	12BIO Biology – Units 3 & 4
			10CHE Chemistry	11CHE Chemistry Units 1 & 2	12CHE Chemistry Units 3 & 4
			10EVS Environmental Science	11EVS Environmental Science Units 1 & 2	
			10PHY Physics	11PHY Physics Units 1 & 2	12PHY Physics Units 3 & 4
			10PSY Psychology	11PSY Psychology Units 1 & 2	12PSY Psychology Units 3 & 4

TECHNOLOGY

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
07TEC Technology	08FG1 Fashion Garment	09FG2 Fashion Garment	10DTP Textiles: Pyjama Party	11DTT Textiles Units 1 & 2	12DTT Textiles Units 3 & 4
Students will be allocated a TECHNOLOGY elective in Semester 1 and/or Semester 2 07DIT Digital Technology is compulsory at Year 7	08PD1 Product Design	09PD2 Product Design	VET Options Available – see page 6		
	08FOO Eat in or Takeaway	09FO1 Eat for Life	10FO1 Catering	11FOO Food Technology Units 1 & 2	12FOO Food Technology Units 3 & 4
		09FO2 International Food	10FO2 Food for the Future		
			10FO3 Cook For Your Life		
	08WOO Design Wood	09WOO Design Wood	10DTW Technology Design Wood	11DTW Wood Technology Units 1 & 2	12DTW Wood Technology Units 3 & 4
	08DMT Creative Metals	09DMT All Things Metal	VET Options Available – see page 6		
	08SYT Systems Technology	09SYA Systems Technology Automotive	VET Options Available – see page 6		
		09SYM Systems technology mechatronics and integrated	10SYE Electronics	VET Options Available – see page 6	
		09ITD Discovering IT	10ITR Reality Bytes	11ITC Applied Computing Units 1 & 2	12ITA Data Analytics Unit 3 & 4
			10ITP Inside Programming		12ITS Software Development Units 3 & 4
07DIT Digital Technology (compulsory)	08DIT Digital Technology	09DIT Digital Technology	10DIT Digital Technology		

THE ARTS

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
07ART Art	08ART Art	09ART Art	10ART Art	11ART Art Units 1 & 2	12ART Art Units 3 & 4
Students will be allocated an ART elective in Semester 1 and/or Semester 2	08SCU Sculpture	09SCU Sculpture		11SAG Studio Arts (General) Units 1 & 2	12SAG Studio Arts (General) Units 3 & 4
		09PHO Photography	10PHO Photography	11SAP Studio Arts (Photography) Units 1 & 2	12SAP Studio Arts (Photography) Units 3 & 4
	08VCD Visual Communication Design	09VCD Visual Communication Design	10VCD Visual Communication Design	11VCD Visual Communication Design Units 1 & 2	12VCD Visual Communication Design Units 3 & 4
	08DRA Drama	09DRA Drama Characterisation & Role Play	10THE Theatre Production	11THE Theatre Studies Units 1 & 2	12THE Theatre Studies Units 3 & 4
	08MED Media	09MED Media - Film Studies	10MED Media	11MED Media Units 1 & 2	12MED Media Units 3 & 4
	08MUS Music	09MUS Music	10MUS Music	11MUS Music Performance Units 1 & 2	12MUS Music Performance Units 3 & 4
		09RDA Recreational Dance			
Dance Academy 07DAN	Dance Academy 08DAN	Dance Academy 09DAN	Dance Academy 11VD1 VET Dance Units 1 & 2	Dance Academy 11DAN VCE Dance Units 1 & 2	Dance Academy 12DAN VCE Dance Units 3 & 4

FLEXIBLE LEARNING PROGRAM

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
		09FLP Flexible Learning Program	10FLP Flexible Learning Program	VCAL Applied Learning (Intermediate)	VCAL Applied Learning (Senior)

Program Overview Reference: Page 26

VOCATIONAL EDUCATION & TRAINING (VET)

Vocational Education and Training programs in the VCE or VCAL allows students to include vocational studies within their senior secondary certificate. Each qualification provides an opportunity for students to develop an awareness of the world of work and develop employability skills that will contribute to their career development journeys. Students undertake nationally recognised training from nationally accredited training packages which contribute to their VCE or VCAL. **VET is optional in year 10 and VCE but essential in VCAL.**

Some VET programs can provide students with an ATAR contribution. The number of VCE units and the ATAR contribution available varies from program to program. More information about programs offering a study score can be located at www.vcaa.vic.edu.au/Pages/vet/programs/scoredasses.aspx

Timetabled as an elective

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				11VA1 VET Automotive (1 st Year)	
				11VC1 VET Construction Pathways (1 st Year)	
				11VCS Vet Community Services	
				11VOR VET Outdoor Recreation	
				11VB1 VET Small Business (1 st Year)	
				11VB2 VET Small Business (2 nd year)	
				11VD1 VET Dance (Units 1&2)	
				12VD2 VET Dance (Units 2&3)	
				11VVA VET Visual Arts	

Blocked on Wednesday or Friday

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				VEAF1 VET Applied Fashion Design & Technology (1 st year)	
				VEAF2 VET Applied Fashion Design & Technology (2 nd year)	
				VECP1 VET Construction Pathways (1 st year)	
				VECP2 VET Construction Pathways (2 nd year)	
				VEET1 Vet Electrotechnology (1 st year)	
				VEET2 Vet Electrotechnology (2 nd year)	
				VETOR VET Outdoor Recreation	
				VEAM1 VET Automotive (1 st year)	
				VEAM2 VET Automotive (2 nd year)	





Head Start is a new initiative from the Victorian State Government to increase the number of students undertaking high quality, Certificate III Apprenticeships and Traineeships, while still completing their senior secondary studies through flexible arrangements.

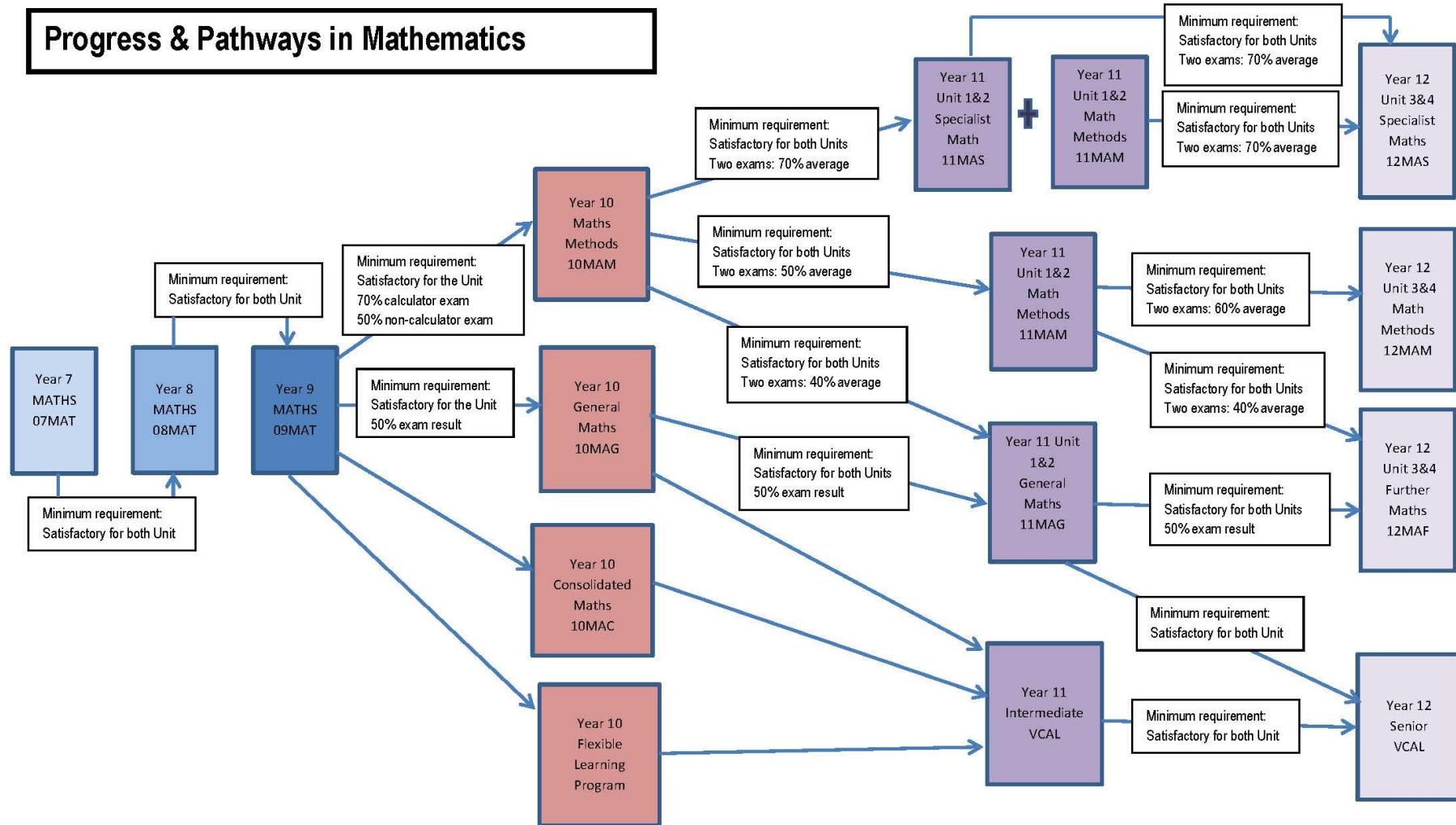
Head Start Apprenticeships and Traineeships is a:

- high quality pathway with more time spent on the job
- ensure students complete VCE/VCAL alongside their apprenticeship/traineeship
- focus on key qualifications in high-demand industries with strong employment pathways
- provide intensive support to students and employers through Head Start staff, all the way through the program

What are the benefits?

- employers are enabled to train and mentor young apprentices and trainees who are ready for work, and who will also have higher levels of literacy, numeracy and employability skills;
- the number of qualified apprentices and trainees in growing trades and industries

PROGRESS & PATHWAYS IN MATHEMATICS



Curriculum planning information years 7–9

Year 7

English	Compulsory
Mathematics	Compulsory
Science	Compulsory
Humanities	Compulsory
Digital Technology	Compulsory
Indonesian	Compulsory
Literacy Plus	Select Entry
Health and Physical Education	Compulsory

Students will study a variety of ART & TECHNOLOGY subjects throughout the year.
Students do not choose an elective at Year 7.

Dance Academy	Select Entry
Basketball Academy	Select Entry
High Achievers' Program	Select Entry

Year 8

English	Compulsory
Mathematics	Compulsory
Science	Compulsory
Humanities	Compulsory
Indonesian	Compulsory
Literacy Plus	Commences Semester 1
Health and Physical Education	Compulsory

The Arts Electives	Technology Electives
Art	Eat in or Takeaway
Sculpture	Design Wood
Visual Communication & Design	Creative Metals
Drama	Systems Technology
Media	Digital Technology
Music	Fashion Garments
	Product Design

Other Electives	
Art	Fashion Garments
Sculpture	Eat in or Takeaway
Visual Communication and Design	Design Wood
Drama	Creative Metals
Media	Systems Technology
Music	Digital Technology
	Product Design

Students will Select four (4) Units for the year - two (2) per semester: **one (1) Arts Elective, one (1) Technology Elective and two (2) other electives** from the Art and Technology lists. Student cannot choose a subject twice.

Dance is a whole year subject, this will make up two (2) units. Students will ONLY choose from the Other electives list.

Dance Academy	Select Entry
Basketball Academy	Select Entry
High Achievers' Program	Select Entry

Year 9

English	Compulsory
Mathematics	Compulsory
Science	Compulsory
Humanities	Compulsory

The Art Electives	Technology Electives
Art	Fashion Garments
Sculpture	Eat for Life
Photography	Design Wood
Visual Communication & Design	International Food
Drama	Systems Technology
Film Studies	All things Metal
Music (Whole Year)	Automotive
Dance Academy	Digital Technology
Recreational Dance	Discovering IT
	Product Design

Health & Physical Education	
Core PE Girls	Adolescence, Health & First Aid
Core PE Boys	Basketball Academy (Whole Year)
Body and Soul	Outdoor Education
Individual Activities	

Other Electives	
Art	Fashion Garments
Sculpture	Eat for Life
Photography	Design Wood
Visual Communication & Design	International Food
Drama	Systems Technology
Film Studies	All things Metal
Music (Whole Year)	Automotive
Outdoor Education	Digital Technology
Core PE Boys	Discovering IT
Body and Soul	Commerce
Individual Activities	Core PE Girls
Adolescence, Health & First Aid	Product Design
Indonesian (Whole Year)	

Flexible Learning Program (FLP)	
English (Literacy)	Humanities
Mathematics (Numeracy)	Science
Inquiry based learning (IBL)	
Any four (4) electives from the 'other electives list'	

Students will Select six (6) Units for the year - three (3) per semester: **one (1) Arts Elective, one (1) Technology Elective, one (1) Physical Education Elective and three (3) other electives**. Student cannot choose a subject twice.

Dance, Indonesian, Music and Basketball are whole year subjects, this will make up two (2) units out of the six (6) units required.

Dance Academy	Arts Elective
Basketball Academy	PE Elective
High Achievers' Program	Select Entry
Flexible Learning Program	Select Entry

YEAR 7 SUBJECTS

ENGLISH

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

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.

Literacy Plus

07LIT

Throughout the year, students focus on the ability to read, write and understand texts. There is an emphasis on the behaviours that support reading and the strategies that promote comprehension, including vocabulary knowledge. Students plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features. They look at the stages within the writing process and understand that paragraphs are a key organisational feature of written texts. They re-visit rules of the English language surrounding grammar, spelling and punctuation.

High Achievers' Program

Reference: Page 25

HEALTH & PHYSICAL EDUCATION

Physical Education - Mixed

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.

Basketball Academy

Reference: Page 24

HUMANITIES

'Water' we waiting for?

07HUM

Semester 1:

In Year 7 Humanities, students complete Geography with direct links to Economics and Business. Geography students learn the essential geographic skills and concepts such as BOLTSS to help build their understanding of why maps are still essential in the 21st century. In the study of water scarcity, students investigate the water cycle and also look at local, regional and global issues such as the South African Water crisis to better understand what it means for places to be considered 'water rich' or 'water poor'. Liveability allows students to understand why where people live affects their access to essential services, food, shopping, sports / arts facilities and certain jobs. Students investigate the cost of living between rural / remote areas and metropolitan areas, using digital technologies to explore the world around them and see what liveability factors make a place more or less liveable.

Walking like an Egyptian

Semester 2:

In Year 7 Humanities, students complete History with direct links to Civics and Citizenship. Students investigate the Ancient Past and look at how historians and archaeologists investigate History. Students study Ancient Egypt, focusing on developing key historical vocabularies and look at the curse of Tutankhamun and the role that the afterlife played

In Egyptian society. Finally, the Asian World depth study gives students a chance to develop their understanding of Ancient China. They explore continuity and change through looking at how Ancient Chinese inventions have shaped the world we live in today. Students complete a final unit on Ancient Rome where they look at Julius Caesar and the role that democracy has played from the ancient to the modern world. Students compare political systems and understand the reasons why Ancient Rome was one of the most advanced societies in the last 2000 years.

LANGUAGES OTHER THAN ENGLISH - Indonesian

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 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’.

MATHEMATICS

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. 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.

SCIENCE

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

TECHNOLOGY

07TEC

Students will be allocated a Technology elective in Semester 1 and /or Semester 2

Digital Technology

07DIT

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

THE ARTS

Students will be allocated an ART elective in Semester 1 and/or Semester 2

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.

Dance Academy

Reference: Page 24

YEAR 8 SUBJECTS

ENGLISH

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 and extend their vocabulary when descriptively establishing settings and characterisation.

Year 8: Literacy Plus

08LIT

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%

Semester 2

Students compose and analyse written and spoken persuasive texts that explore a range of contemporary Australian issues. 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 extend their ability to critically and analytically read and respond to fictional texts when they are introduced to a comparative study of Lewis Carroll's 'Alice's Adventures in Wonderland' and Time Burton's 'Alice in Wonderland'. This unit asks students to compare the plot, characters, themes and ideas in both texts and allows them to start considering the deliberately constructed nature of the text and the role of text type in how a story is told. Students concentrate on improving the accuracy and coherence of their writing as they refine their planning, drafting and proof reading skills.

High Achievers' Program

Reference: Page 25

HEALTH & PHYSICAL EDUCATION

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.

Basketball Academy

Reference: Page 24

HUMANITIES

Developing Cultural Empathy

08HUM

Semester 1:

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. Students learnt about the lives of Medieval Europeans and how feudalism was the dominant social structure at the time. They discovered the fascinating impacts of the Black Death and compared this with a modern day pandemic. Students then learnt that from the dark ages, came a period of enlightenment as the artworks and inventions in the Renaissance inspired not only the Teenage Mutant Ninja Turtles names, but also helped human societies develop and become more educated. After having covered European history, students learnt that Polynesia refers to much more than New Zealand and experienced rich cultural insights, learning about wayfinding, languages, song and dance with emphasis on the Haka being a Polynesian cultural practice has different meanings depending on who and where it is performed. Students learnt the difference between cultural appropriation and cultural appreciation by learning that the cultural practices that are different to theirs, should not be impersonated.

'Aint' No Mountain High Enough

Semester 2:

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 Landforms and Landscapes with particular focus on Mt. Everest. This helps set the scene to discuss economic, cultural, geographical and historic references. Students learn about the exploitation of the Sherpa industry and investigate the true cost of tourism and culture.

Their assessment involves students working together to organise a hypothetical tour group to base camp, with an emphasis on being culturally respectful and environmentally friendly. Students contrast this aspect of tourism with the recent banning of walking on Uluru. Students investigate Changing Nations in the Asia Pacific region and investigate the way that pandemics influence trade and economies.

LANGUAGES OTHER THAN ENGLISH - Indonesian

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. Students view the travel series Wondersnesia and conduct research in order to gain insight into the cultural experiences available in Indonesia.

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. Through researching traditional housing and developing a homestay advertisement or blog, students explore Indonesian traditional lifestyles and culture. 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.

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

MATHEMATICS

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.

SCIENCE

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.

TECHNOLOGY

Year 8: Fashion Garment

08FG1

The focus for this unit, students will create a garment (Item of clothing). They will explore a variety of fabric printing, embellishment and construction techniques that will be incorporated into the design solution of a garment. Using the design process students will become familiar with the factors that go into making a fashion garment, allowing students to develop their creative and machine sewing skills to produce a variety of fashion garments.

Course Outline;

- How to adapt creative ideas outlined in the design brief.
- How to problem solve using the design process.
- How to investigate, variety of fabrics and fashion inspirations.
- How to choose appropriate styles.

- How to apply a variety of printing, embellishments and garment constructions.
- How to use a commercial pattern.
- How to construct a fashion garment.
- How to evaluate and reflect on processes learnt.

Year 8: Product Design

08PD1

The focus for this unit is designing a product for an intended user. Students will investigate, design and create a range of textile products using the sewing machine, whilst following the Design Process.

Course Outline;

- Learn how to follow a design brief.
- Develop relevant research and visualisations.
- Learn how to use a variety of communication methods with their intended product user.
- Learn how to develop design options and working drawings.
- Learn how to use machinery safely.
- Lastly, use evaluation criteria to reflect on the design process.

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

A subject charge applies to this unit.

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

Digital Technology

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

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.

THE ARTS

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.

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.

Visual Communication and Design

08VCD

In Visual Communication and Design students are exposed to a range of design projects that reflect the three core design industries – Industrial Design, Environmental Design and Communication Design. Students use a range of media, methods and materials to explore the design process whilst including design terminology in their annotations. Students are exposed to digital media such as Adobe Illustrator and are beginning to develop their manual drawing skills which includes technical drawing (isometric and third angle orthogonal).

They complete projects such as Going Banapples, From Here to There, Little Pig Little Pig, The Found Thing. These projects allow students to develop a portfolio of work which provide a strong foundation for Year 9 Visual Communication Design.

Drama

08DRA

In this subject, students will be introduced to character building and development, through role-play workshops, group devised and scripted plays. Drama genres are also covered such as, comedy, melodrama, suspense and non-naturalistic performance styles. The unit is designed to build confidence levels and develop each student's ability to collaborate and to analyse and evaluate their own work and the work of others.

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.

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 and rehearse and perform two works in a group context. Students will be expected to attend school organised performances/workshops.

Dance Academy

Reference: Page 24

Year 9 Subjects

ENGLISH

English

09ENG

Semester 1

Students investigate the advantages and disadvantages of social media before producing a persuasive essay to convince a target audience. Students also explore and examine the features of a film text. This area of study allows students to produce a creative response to the film, continuing to develop their creative writing skills from earlier years. Students also 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.

High Achievers' Program

Reference: Page 25

HEALTH & PHYSICAL EDUCATION

Core 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 and muscular systems, as well as national physical activity guidelines and drugs in sport.

Individual Activities

09IA1

This subject aims to introduce and develop skills in a variety of individual (non-team game) and team sports. Content includes ten pin bowling, tennis, golf, bike riding, self-defence, skate park activities and personalised fitness program. Some of the striking sports include badminton, racquetball, bat-tennis, table tennis, indoor and outdoor cricket, softball, baseball and hockey. Theory work is associated with the above activities and also includes elements of coaching, and skill acquisition.

A subject charge applies to this unit

Body and Soul – Girls Only

09PG1

Body and soul is a subject for students who are interested in not only improving their physical health, but also their spiritual and mental health. The subject focuses on various holistic practices with the aim to provide students with the skills and knowledge required to promote life-long healthy habits. The topics in this unit include:

- The development of personal and social identity
- Body image and eating disorders
- Understanding social media and celebrity influencers health advice
- Nutrition and diet culture
- Health issues in developing nations

Students participate in a range of practical activities including Zumba, Massage, Yoga, Pilates, Meditation, Mindfulness, Tai Chi and Aerobics.

A subject charge applies to this unit.

Outdoor Education

09OES

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, first aid, use of environment and leisure time (including minimising environmental impact and risk management). Theory work is associated with all practical activities and directly assists students with their understanding of environments and skills required for said practical activities. Students will also investigate and gain specific knowledge about the marine and coastal environments which they will be immersed in. Through this unit, students will begin to engage with indigenous histories and culture.

A subject charge applies to this unit

Adolescence, Health & First Aid

09HHD

In this theory unit, students are introduced to a variety of concepts relating to adolescence, choices and the understanding of 'health' across the lifespan. Students will participate in a variety of topics including: First Aid (in simple and complex emergencies). This will be completed via lessons in CPR, scenario-based situations, and treatment of minor and major injuries. Our Nutrition topic is based on actionable information that can be used to make good choices in everyday life (including micronutrients, macronutrients, food labels and food selection models). During our risk-taking topic, students will explore the dangers around drugs, alcohol and risk taking during adolescent years. Our final topic investigates relationships and sexuality. Students will understand concepts of consent, sexualised media and advertising, gender stereotypes, human sexuality, pregnancy and sexually transmitted infections.

Basketball Academy

Reference: Page 24

HUMANITIES

Year 9: Geography and History

09HUM

Geography of Biomes and Interconnections

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.

Australia and the Modern World

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 and Society

09BUS

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

LANGUAGES OTHER THAN ENGLISH - Indonesian

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

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MATHEMATICS

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 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 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 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

TECHNOLOGY

Fashion Garment

09FG2

The focus for this unit, students will create an item of clothing (garment). They will explore a variety of fabric printing, embellishment and construction techniques that will be incorporated into the design solution of a garment. Using the design process students will become familiar with the factors that go into making a fashion garment, allowing students to develop their creative and machine sewing skills to produce a variety of fashion garments. Students will also investigate current global issues surrounding sustainability in the Fashion Industry.

Course Outline;

- How to adapt creative ideas outlined in the design brief.
- How to problem solve using the design process.
- How to investigate, variety of fabrics and fashion inspirations.
- How to choose appropriate styles.
- How to apply a variety of printing, embellishments and garment constructions.
- How to use a commercial pattern.
- How to construct a fashion garment.
- How to evaluate and reflect on processes learnt.

A subject charge applies to this unit.

Product Design

09PD2

The focus for this unit is designing a product for an intended user. Students will investigate, design and create a range of textile products using the sewing machine, whilst following the Design Process. Students will also investigate current global issues surrounding sustainability within the textiles industry.

Course Outline;

- Learn how to follow a design brief.
- Develop relevant research and visualisations.
- Learn how to use a variety of communication methods with their intended product user.
- Learn how to develop design options and working drawings.
- Learn how to use machinery safely.
- Lastly, use evaluation criteria to reflect on the design process.

A subject charge applies to this unit.

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.

International Food

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.

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.

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.

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.

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: 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.

Year 9: Discovering IT

09ITD

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

- 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!
- Use 3D sketching to create a model of a skate park, grandfather clock, house or just use your imagination.

A subject charge applies to this unit.

THE ARTS

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

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.

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.

Photography

09PHO

In this unit students use a range of and digital compact and SLR cameras, developing their composition and technical photographic skills. Students work on exploration briefs that will require them to research and develop ideas, coming up with work plans and following these through to

completion. Students will learn about photographic genres, photographic history and explore the work of professional photographers. Art production, art appreciation, the workbook and an examination all contribute to assessment. This unit is designed to develop skills used in year 10 Art Photography and VCE Studio Arts Photography.

A subject charge applies to this unit.

Visual Communication Design

09VCD

In Visual Communication and Design students are exposed to a range of design projects that reflect the three core design industries – Industrial Design, Environmental Design and Communication Design. Students use a range of media, methods and materials to explore the design process whilst incorporating design terminology through their annotations. Students are exposed to digital media such as Adobe Illustrator and are continuing to develop their manual drawing skills. They work through a range of observational, visualization and presentation sketches to present final design concepts. Projects include: Perspective Illustration, Skateboard Design, Design Elements and Principles, Product Design.

A subject charge applies to this unit.

Characterisation and Role Play

09DRA

Students explore acting and performance skills in detail, as well as beginning to work with (off stage) stagecraft design areas such as, costume, make up, set, props, lighting and sound. The ability to transform into believable characters is explored through the use of different sources, including personal experiences, themes and issues based on scripted plays, improvisation and stimulus. Students will plan, rehearse and participate in a small production that is performed during the semester.

A subject charge applies to this unit.

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.

Music

09MUS

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

This unit continues to develop the skills used as a performer. It examines the influence of instruments, dynamics, tempo and roles on the character of pre-recorded music. It also develops skills in performance, theory and aural, and introduces creative composition. This is a performance based unit and requires students to play, or take up a musical instrument.

Recreational Dance

09RDA

Students will take part in a variety of dance classes and activities, suitable for a more recreational level of dance compared to the Dance Academy elective. The focus of the unit is to introduce students to the Jazz, Hip Hop, Ballet & Contemporary/Lyrical styles. Fitness aspects such as Zumba and Pilates will also be explored. Students will learn dance terminology and begin to analyse dance routines, as well as learning how to safely warm up their bodies for activity. This unit is designed to develop skills and terminology used in VET Dance and VCE Dance.

A subject charge applies to this unit.

Dance Academy

Reference: Page 24

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/ 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, 21st 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.

A subject charge applies to this program.

BERWICK COLLEGE BASKETBALL ACADEMY



Year 7, 8 & 9: Basketball Academy 07BBA, 08BBA, 09BBA

Enrolment is by selection only. Please refer to 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.

A subject charge applies to this program.

High Achievers' Program (HAP) Years 7-10

Enrolment is by application only. Please refer to 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.

English High Achievers' Program

07ENG

Semester 1

Students commence their study of Secondary English by completing a range of introductory tasks and activities that help students orient themselves at Berwick College. The '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

Semester two centres around the theme of 'imaginary worlds' with students studying the film 'Coraline' and the novel 'The Hobbit' by J.R.R Tolkien. Through these texts, students will continue to extend their reading and comprehension abilities as well as their analytical and creative writing skills, through exposure to a range of

different text structures. As well as continuing to work on their written communication skills students are given the opportunity to further develop their verbal communication skills through formative and summative assessments such as an invention pitch. Their study of Coraline also provides students with the opportunity to explore a range of text modalities including stop motion animation.

Year 8: English High Achievers' Program

08ENG

Semester 1

Students begin the year by analysing a novel focusing on the characters, themes and plot and have the opportunity to build on both their analytical and creative writing skills. Students then undertake a unit on Shakespeare's Sonnets, which not only gives them an opportunity to engage with Shakespeare's language, but also to experiment with the structural and literary elements of this form of poetry. Students then will undertake a study of documentaries as a film type. They will learn about film techniques and the common elements of storytelling through documentaries and then will apply this knowledge in a group assignment that sees them creating their own documentary.

English High Achievers' Program

09ENG

Semester 1

In year 9 students are introduced to the different text and assessment types that they will likely see in both VCE English and Literature. Students continue their study of Shakespeare this semester as they study the play 'Romeo and Juliet'. Students are introduced to the structural elements of a drama as they consider the historical significance and thematic elements of the play. Students also undertake an author study of Edgar Allan Poe, introducing them to the structural elements of short fiction and allowing them to continue to enhance their critical, analytical and creative writing skills. Students continue to develop their oral and persuasive skills through engaging in debates on a variety of contemporary issues.

Semester 2

This unit allows students the opportunity to expand on their ability to compare and contrast a novel and film to further develop their critical thinking capacities. Students are introduced to argument analysis and are taught to identify and analyse the arguments and written and visual language of different modes of media texts such as articles, blogs and speeches.

The focus in semester two is on students practicing their writing skills and being able to accurately employ the different required essay structures while deepening the discussion in each paragraph to analyse the authors intended effect on the audience while preparing students for Senior School.

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.

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.

A subject charge applies to this program.