



# BERWICK COLLEGE

## 2024 CURRICULUM GUIDE

### JUNIOR SCHOOL

*Berwick College aims to prepare each person for diverse pathway choices and to make a successful transition into further education, training, and employment.*

# Berwick

## C O L L E G E



## 2024 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

Assistant Principal:

Assistant Principal:

Assistant Principal:

Assistant Principal:

Junior School Leader:

Applied Learning:

Careers & VET Leader:

High Achievers’ Program:

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THE ARTS

HEALTH AND PHYSICAL EDUCATION

HUMANITIES

SCIENCE

TECHNOLOGY

LOTE

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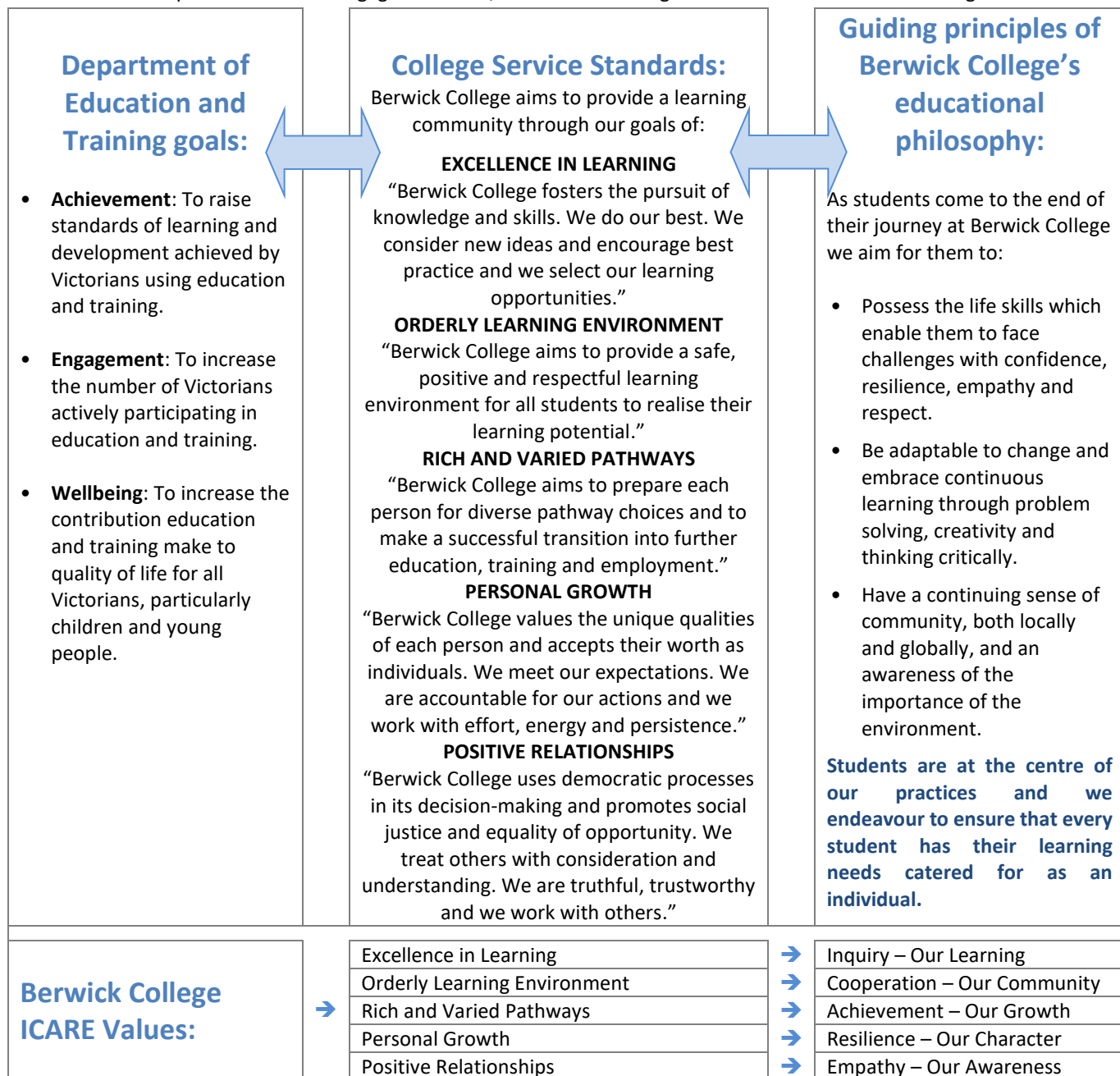
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# INTRODUCTION

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

## Our Vision and Philosophy

All members of the Berwick College community work together towards the realisation of the College principles, values and goals. Berwick College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our College recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The Curriculum Committee guides curriculum development across whole school programs and aims to develop curriculum that engages students, maximises learning outcomes and stimulates learning.



# 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
07LIT Literacy Plus	08LIT Literacy Plus		10LIT Literature	11LIT Literature	12LIT Literature
				11EAL01 English as an Additional Language	12EAL01 English as an Additional Language
		09LPL Literacy Plus	10LPL Literacy Plus	11VML Vocational Major Literacy	12VML Vocational Major Literacy
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	08PEM Physical Education	09PEM Physical Education	10PEM Physical Education	11PEM Physical Education Units 1 & 2	12PEM Physical Education Units 3 & 4
	08GOL Game of Life	09PG1 Body and Soul			
		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 9	
				11VMP Vocational Major Personal Development	12VMP Vocational Major Personal Development
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 <b>Geography</b> of Biomes and Interconnections and <b>History</b> – Australia and the Modern World	10GEO Geography – Contrasts in Living Conditions	11GEO Geography Units 1 & 2	12GEO Geography Units 3 & 4
			10HIS History – Fascists and Freedom Fighters	11HIS History 20 <sup>th</sup> Century Units 1 & 2	12HIS History Revolutions Units 3 & 4
		09BUS Commerce and Society	10BUS Business Basics	11BUS Business Management Units 1 & 2	12BUS Business Management 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
			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
				11VMW Vocational Major Work Related Skills	12VMW Vocational Major Work Related Skills

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	10MAM Maths Methods	11MAS Specialist Maths Units 1 & 2	11MAM Maths Methods Units 1 & 2	12MAS Specialist Maths Units 3 & 4
				11MAM Maths Methods Units 1 & 2		12MAM Maths Methods Units 3 & 4
				11MAG General Maths Units 1 & 2		12MAG General Maths Units 3 & 4
			10MAG General Maths	11MAF Foundation Maths Units 1 & 2		12MAF Foundation Maths Units 3 & 4
				11VOM VCE Vocational Major		12VOM VCE Vocational Major
				11MAF Foundation Maths Units 1 & 2		12MAF Foundation Maths Units 3 & 4
			10MAC Consolidated Maths	11VMN VCE Vocational Major Numeracy		12VMN VCE Vocational Major Numeracy
		09NPL Numeracy Plus		10NPL Numeracy Plus		
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
Students will be allocated two elective subjects each semester from Technology – completing the four electives over two years.		09FG2 Product Design & Technology – Textiles (Fashion Garment)	10DTP Product Design & Technology – Textiles (Pyjama Party)	11DTT Product Design & Technology Soft Materials - Textiles Units 1 & 2	12DTT Product Design & Technology Soft Materials - Textiles Units 3 & 4
		09FO1 Eat for Life	10FO1 Food Technology - 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		
		09WOO Product Design & Technology - Wood	10DTW Product Design & Technology- Wood	11DTW Product Design & Technology - Hard Materials (Wood) Units 1 & 2	12DTW Product Design & Technology - Hard Materials (Wood) Units 3 & 4
		09SYA Systems Technology - Automotive	VET Options Available – see page 9		
			10SYE Systems Technology - Electronics	VET Options Available – see page 9	
		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
		09DIT Digital Technology	10DIT Digital Technology		
THE ARTS					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Students will be allocated two elective subjects each semester from The Arts – completing the four electives over two years.		09ART Art	10ART Art	11ART Art Creative Practice Units 1 & 2	12ART Art Creative Practice Units 3 & 4
		09PHO Photography	10PHO Photography	11APM Art Creative Practice – Photomedia Units 1 & 2	12APM Art Creative Practice – Photomedia Units 1 & 2
		09VCD Visual Communication Design	10VCD Visual Communication Design	11VCD Visual Communication Design Units 1 & 2	12VCD Visual Communication Design Units 3 & 4
		09MED Media	10MED Media	11MED Media Units 1 & 2	12MED Media Units 3 & 4
		09MUS Music	10MUS Music	11MUS Music Performance Units 1 & 2	12MUS Music Performance Units 3 & 4
		09DRA Drama Characterisation & Role Play	10THE Theatre Production	11THE Theatre Studies Units 1 & 2	12THE Theatre Studies 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

# VOCATIONAL AND APPLIED LEARNING

Vocational and applied learning incorporates the teaching of skills and knowledge in the context of 'real life' experiences. It allows students to discover how to apply what they have learned by doing, experiencing and relating acquired skills to the real world. Students can also include Vocational Education and Training (VET) as part of their vocational and applied learning. VET studies allow students to:

- Gain a nationally recognised qualification in a specific industry, or credit towards one
- Contribute towards the completion of their VCE certificate or VCE Vocational Major
- Study through school-based apprenticeships and traineeships, which are often paid positions.

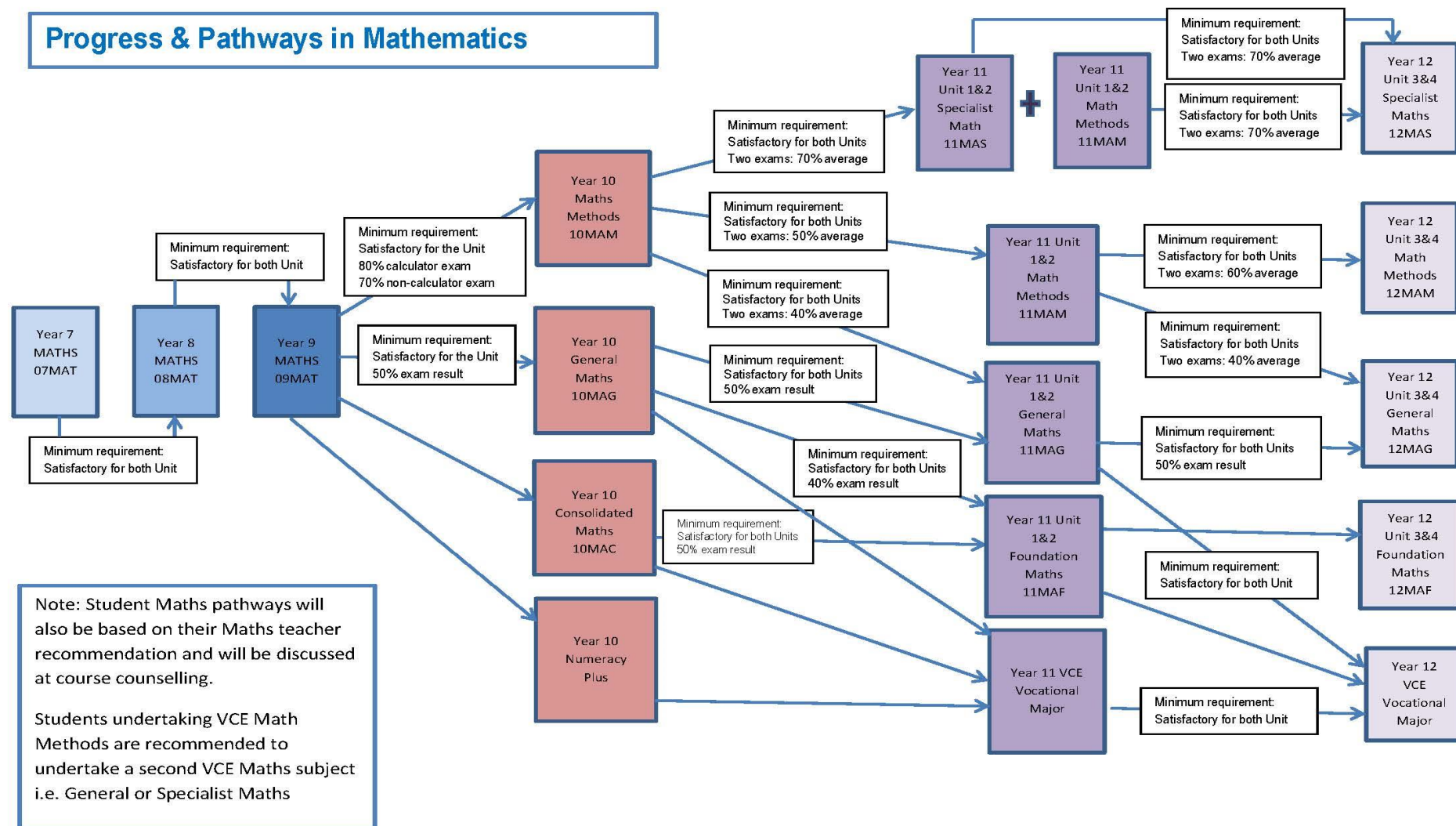
VET is optional in VCE but essential in VCE Vocational Major. For year 10 students this is an accelerated option and will require the following pre-requisites for entry; interview and/or literacy/numeracy test.

Some examples of VCE VET programs students can undertake are below.

Timetabled as an elective (two-year courses)					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				11VA1 VET Automotive (1 <sup>st</sup> Year)	
				11VC1 VET Construction (1 <sup>st</sup> Year)	
				11VCS VET Community Services	
				11VEET VET Electrotechnology	
				11VSR VET Sport and Recreation	
				11VB1 VET Business (1 <sup>st</sup> Year)	
				11VB2 VET Business (2 <sup>nd</sup> year)	
				11VD1 VET Dance (Units 1&2)	
				12VD2 VET Dance (Units 2&3)	
				11VVA VET Visual Arts	
Blocked on Wednesday or Friday (two-year courses)					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				VECP1 VET Construction (1 <sup>st</sup> year)	
				VECP2 VET Construction (2 <sup>nd</sup> year)	
				VEET1 VET Electrotechnology (1 <sup>st</sup> year)	
				VEET2 VET Electrotechnology (2 <sup>nd</sup> year)	
				VETSR VET Sport and Recreation	
				VEAM1 VET Automotive (1 <sup>st</sup> year)	
				VEAM2 VET Automotive (2 <sup>nd</sup> year)	



# PROGRESS & PATHWAYS IN MATHEMATICS



# COURSE PLANNING INFORMATION YEARS 7–9

## Year 7 and Year 8

Students do not choose an elective at year 7 and 8.  
Students will be allocated two elective subjects each semester from The Arts and Technology Domains.

English	Compulsory
Indonesian/Literacy Plus	Compulsory/Select Entry
Mathematics	Compulsory
Health and Physical Education	Compulsory
Humanities	Compulsory
Science	Compulsory
Technology	Product Design & Technology - Wood
	Digital Technology
	Food Technology
	Product Design & Technology - Textiles
The Arts	Art
	Drama
	Music
	Digital Art
Dance Academy **	Select Entry
Basketball Academy **	Select Entry
High Achievers' Program *	Select Entry



\* A subject contribution applies to this subject/program  
\*\* An extra-curricular contribution applies to this program

## Year 9

Students choose six electives for the year, three electives must include one elective from The Arts, one elective from Health and Physical Education and one elective from Technology with the other three electives selected from the 'Other Elective' category which includes Indonesian.

English/Literacy Plus	Compulsory/Select Entry
Humanities	Compulsory
Mathematics/Numeracy Plus	Compulsory/Select Entry
Science	Compulsory
Dance Academy **	Select Entry
Basketball Academy **	Select Entry
High Achievers' Program *	Select Entry

The Arts Electives	Technology Electives
Art *	Product Design & Technology – Textiles (Fashion Garment) *
Photography *	Eat for Life *
Visual Communication & Design *	Product Design & Technology - Wood *
Drama *	International Food *
Media	All Things Metal
Music (Whole year - two electives)	Systems Technology – Automotive *
Dance Academy	Digital Technology *
Recreational Dance *	Discovering IT *

Health & Physical Education	
Core PE	Adolescence, Health & First Aid
Outdoor Education *	
Body and Soul	Basketball Academy (Whole year- two electives)
Individual Activities *	

Other Electives	
Art *	Product Design & Technology – Textiles (Fashion Garment) *
Photography *	Eat for Life *
Visual Communication & Design *	Product Design & Technology - Wood *
Drama *	International Food *
Media	Recreational Dance *
Music (Whole Year - two electives)	All Things Metal
Outdoor Education *	Systems Technology – Automotive *
Core PE	Digital Technology
Body and Soul	Discovering IT
Individual Activities *	Commerce
Indonesian (Whole Year - two electives)	Adolescence, Health & First Aid

\* A subject contribution applies to this subject/program  
\*\* An extra-curricular contribution applies to this program

## YEAR 7 COURSE OVERVIEW



## ENGLISH

### English

#### 07ENG

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

##### Semester 1

In Semester 1, students work on developing their capacity to be confident and competent readers by working through our Effective Reading program of study. Students also work to consolidate and extend their understanding of the mechanics of language by composing texts in instructional and informative styles and by drafting and editing their writing to improve fluency and accuracy.

##### Semester 2

In Semester 2, students focus on the comprehension and analysis of texts, including a film text and a novel. Students are provided with opportunities to write in response to texts, further building their capacity to workshop their written skills through drafting and editing.

## HIGH ACHIEVERS' PROGRAM

Reference: Page 26

### 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 visit rules of the English language surrounding grammar, spelling and punctuation.

## HEALTH & PHYSICAL EDUCATION

### 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.

## BASKETBALL ACADEMY

Reference: Page 25

## 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 21<sup>st</sup> 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 will consolidate students’ primary school mathematical knowledge and understanding.

It will provide a foundation for furthering their mathematical skills through project work, digital technologies and problem solving. Emphasis is placed upon efficient calculator use, developing a good work ethic through class tasks, as well as cooperative group work. There is a focus on developing knowledge of numbers through various activities including investigations, times tables activities and problem-solving tasks. Topics include Whole Numbers, Integers and the Cartesian Plane, Statistics, Measurement, Algebra and Equations.

##### Semester 2

This unit builds on the skills and understandings 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 investigations, PAT Testing and NAPLAN style questions. Topics include Fractions, Decimals and Percentages, Geometry, Probability and Number Properties and Patterns.

## 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 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. Students take a hands-on approach to explore different types of simple machines.



They model how the relative positions of the Earth, the Sun and the Moon affect phenomena on Earth.

## YEAR 7 AND 8 TECHNOLOGY & THE ARTS

Students will be allocated two subjects from Technology and two subjects from The Arts for the year.

### TECHNOLOGY

#### 07/08 TEC

Over the 2 years of Year 7 and 8, classes will move through a rotation of 4 technology subjects (2 each year). These are Food Technology, Product Design & Technology - Textiles, Product Design & Technology - Wood and Digital Technology.

In **Food Technology** students will make a variety of food products that help model nutritious eating. They will also learn about food hygiene and how to work in the kitchen and follow a recipe in a safe and organised manner. Students will also be investigating, designing, producing and evaluating a two-course meal to be prepared at home and evaluated by the family

In **Product Design & Technology - Textiles**, students will learn about different sustainable fabrics and will investigate, design and create a range of textile products using a variety of hand construction techniques, whilst following the Product Design Process. They will explore fabric painting, embellishment and construction techniques that will be incorporated into the design solution of a product.

In **Product Design & Technology - Wood**, students will learn to work safely with materials such as wood and metal. They will develop skills in using tools and machinery to help design and create a range of items. These may include simple items to develop the necessary foundational hand skills that will lead to more comprehensive skills in year 9. In conjunction with the practical components, they plan and design a folio outlining different technology processes.

In **Digital Technology** students will gain a greater understanding of the digital world. 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.

## THE ARTS

### Art

#### 07/08 ART

Using traditional methods of art making, students will investigate, enhance, and critique the fundamentals of art using the creative process. Students use a range of starting points to develop real, imaginary, and abstract ideas.

By researching other artists and the world around them, students will discover a wide variety of ways of using different materials to make art. Students cover the two dimensions; creating and making and exploring and responding. They learn how to represent themes and concepts as well as expressing reactions, considering the approach of different cultures and times. Students will develop skills in composition, colour mixing, texture and brush techniques and begin to 'see' the world in an entirely new way.

### Digital Art

#### 07/08 DAR

Using contemporary art making practices this subject combines the mediums of photography, media, and animation. Students are introduced to the fundamentals of digital art through photography, animation and film making. Students create still and moving pieces of digital art as they develop their skills in the use of IT programs that are favoured by professional artists working in the field of digital art and media such as Adobe Photoshop, Premiere Pro, and Illustrator.

Experiment with the secrets behind special effects such as green screening, while learning about the principles and processes involved in stop-motion animation and claymation.



## Drama

### 07/08 DRA

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.

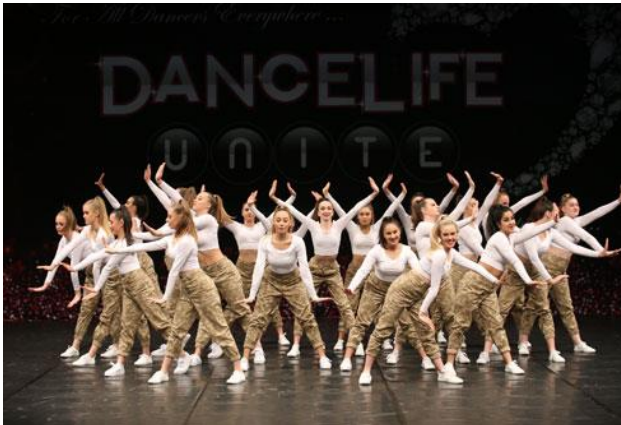
## Music

### 07/08 MUS

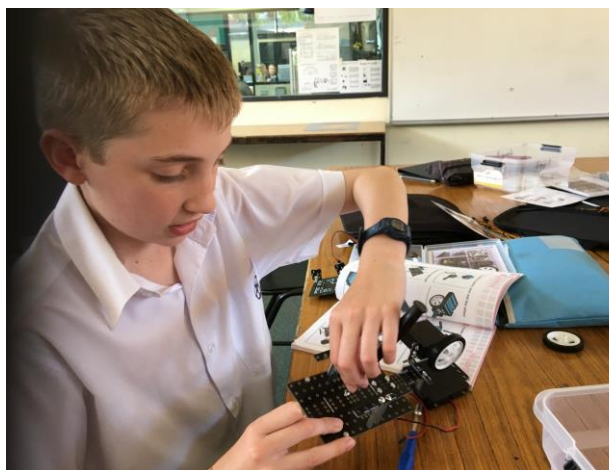
This unit develops skills and explores in more detail the elements of music studied in Year 7. Students study theory topics covering formal notation, scales and intervals; complete a research task on song analysis including structure and instrumentation and rehearse and perform two works in a group context.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

## DANCE ACADEMY

Reference: Page 25



## YEAR 8 COURSE OVERVIEW



## ENGLISH

### English

#### O8ENG

##### Semester 1

In semester 1, students extend their ability to craft effective pieces of writing through a study of mentor texts on the topic of 'Heroes'. Students explore texts that examine traditional heroes such as those featured in Greek myth, comic book superheroes and also heroic actions undertaken by members of the general public, armed services, police or the fire brigade. A range of text types and features are read and examined whereby students are tasked with analysing key features and drawing inspiration from these features in the creation of their own texts. Students further build their capacity in the mechanics of language by utilising the drafting and editing process, focussing on the use of correct spelling, accurate punctuation and vocabulary acquisition. Students explore persuasive features of texts and prepare their own spoken text – a speech, debate or Ted Talk – to share with the class.

##### Semester 2

In semester 2 students explore and respond to the novel, *The Outsiders*, analysing key features such as construction, plot, setting, characterisation, ideas/concerns and language choices. Students draw connections between their world and the world of the text. Assessment comprises analytical responses to the novel and to a film text, the selection of which is to be negotiated with the class teacher.

### HIGH ACHIEVERS' PROGRAM

Reference: Page 26

## Year 8: Literacy Plus

#### O8LIT

**Reading/Viewing** - Students will focus on the ability to read text, process text 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.

##### 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 Tim 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.

## HEALTH & PHYSICAL EDUCATION

### Physical Education

#### O8PEM

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 25

## 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 Wondernesia 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.

## MATHEMATICS

### Year 8: Mathematics

#### 08MAT

##### Semester 1

This unit will build upon the skills and understandings developed in Year 7 and seeks to consolidate and extend students' knowledge of mathematical concepts. Students will be involved in problem-solving activities, investigations and the use of digital technologies. Emphasis is placed upon efficient calculator use, strengthening the students' abilities to interpret worded problems as well as non-calculator methods to solve mathematical questions. There is a focus on developing the Victorian Curriculum strands through various activities including PAT testing and NAPLAN-style questions. Topics include Statistics, Rational Numbers and Integers, Financial Maths, Measurement and Rates and Ratios.

##### Semester 2

This unit builds on the skills and understandings developed in Semester 1 and seeks to consolidate and extend students' knowledge of mathematical concepts. Students will be involved in problem-solving activities, investigations and the use of digital technologies. 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 PAT Testing and NAPLAN-style questions. Topics include Algebra, Equations, Probability and Straight-Line Graphs.

## 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 analyse the relationship between structure and function of various organs 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 COURSE OVERVIEW



## ENGLISH

### English

#### 09ENG

##### Semester 1

In semester 1, students extend their ability to craft effective pieces of writing through a study of mentor texts on the topic of 'Horror – real and imagined'. Students are able to explore genres such as gothic horror and the supernatural but may also focus on societal fears and individual phobias. Students explore a range of text types and features, analysing construction and other critical elements of the writing process, utilising these features in the creation of their own texts. Students further build their capacity in the mechanics of language by drafting and editing, focussing on correct spelling, accurate punctuation and vocabulary acquisition. Students explore persuasive features of texts (written and spoken) and prepare their own oral text – a speech, debate or Ted Talk – to share with the class

##### Semester 2

In semester 2, students explore and respond to the set novel, *The Giver*, analysing key features such as construction, plot, setting, characterisation, ideas/concerns and language choices. Assessment comprises analytical responses to the novel and to a film text, the selection of which is to be negotiated with the class teacher.

### Literacy Plus

#### 09LPL

The study of year 9 Literacy Plus focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective.

Students will be supported to write fluently and confidently. Texts studied will be drawn from a wide range of contexts and be focused on participating in the workplace and community. Text types include media texts, multimodal texts, texts used in daily interactions, and workplace texts.

## HIGH ACHIEVERS' PROGRAM

Reference: Page 26

## HEALTH & PHYSICAL EDUCATION

### Physical Education

#### 09PEM

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.

### 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 contribution applies to this unit**

### Body and Soul

#### 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 contribution 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.

**An expression of interest is required if you would like to complete this subject.**

**A subject contribution 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 25

## 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.

## MATHEMATICS

### Year 9: General Mathematics

#### 09MAT

##### Semester 1

This unit will build upon the skills and understandings developed by students from Year 8 and seek 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 pathway and course selection focus. Students will be involved in problem-solving applications including NAPLAN-style questions and investigation tasks.

Further development of a sound work ethic is encouraged through class tasks and homework, as well as co-operative group work.

Emphasis is placed upon efficient use of a scientific calculator as well as strengthening students' abilities to interpret worded problems and use non-calculator methods to solve mathematical tasks. Topics include Pythagoras' Theorem and Trigonometry, Linear Equations, Probability and Financial Maths. Students will sit an end of semester exam. See the Maths flow chart for pathways and requirements.

##### Semester 2

This unit builds on the skills and understandings 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 problem-solving applications and investigations. Further development of a sound work ethic is encouraged through class tasks and homework, 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 Statistics, Linear Relations, Indices and Measurement. 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 career's advisor and their Year 9 Maths class teacher prior to making subject selection. Students will be placed in an appropriate Year 10 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 80% on the calculator exam and 70% on the non-calculator exam in 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 and representations 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 also explore different types of chemical reactions and investigate acids and bases in nature. They explain natural radioactivity in terms of atoms and energy change.

In Physics students explain how electricity and electromagnetism work. They use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain magnetism and how this can be applied in the generation of electricity.

## TECHNOLOGY

### Product Design & Technology – Textiles 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 fashion garments. Students will also investigate occupational health and safety in the Fashion Industry and

evaluate and implement OHS practices within the textile classroom setting.

#### 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 contribution 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.

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

## Product Design & Technology - 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/toolbox and a passive speaker. Safe workshop practices are an integral part of the course.

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

## Year 9: Digital Technology

In Digital Technology students will gain a greater understanding of the digital world. 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.

### 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 surveying techniques, create graphs to analyse information, and present their findings online. 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

Discover the exciting world of software! Learning the structure of software, such as menu navigation, is vital for success in today's digital world. Have fun exploring how software is applied in different areas of our lives. The software covered in this unit ranges from audio & video editing, imaging, 3D modelling, digital animation and spreadsheets.

Explore the transition to Binary (0's & 1's) and learn to appreciate the components of a computer, including inputs, outputs and how they work.

How many jobs can Artificial Intelligence take over? Is your Smart TV listening to your conversations? How do you feel about mind reading computers? Challenge yourself by examining a range of controversial issues in IT that affect our daily lives.

**A subject contribution 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

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

**A subject contribution 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 Art Creative Practice.

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

## Visual Communication Design

### 09VCD

The Visual Communication and Design course challenges students with diverse design projects that cover the three primary design industries: Industrial Design, Environmental Design, and Communication Design. With various media, methods, and materials at their disposal, students explore the design process and incorporate design terminology into their annotations. They learn digital media tools like Adobe Illustrator while honing their manual drawing skills. Through observational, visualization, and presentation sketches, students develop their final design concepts, tackling challenging projects like:

- Perspective Drawing
- 3D Printing
- Laser Cutting.

The course requires research, drawing, planning, and presentation, and both the design process and workbook contribute to the final assessment.

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

## Media

### 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 contribution applies to this unit.**

## DANCE ACADEMY

Reference: Page 25



# 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 will link 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 program 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 focuses on individual pathways, 21st Century learning and the creation of a professional resume and portfolio. As well as learning from industry experts at the College, students will engage in an extensive dance program including professional workshops, excursions and incursions, and performances within the College as well as in the local and wider community. Each and every student will be provided with a rich and meaningful experience that aims to excite and motivate them to reach their creative passions. Students also have the opportunity to take part in a dance study tour to New York every two years, as well as competing in an interstate, national dance competition.

**.An extra-curricular contribution 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/](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.

**An extra-curricular contribution applies to this program.**







## HIGH ACHIEVERS' PROGRAM (HAP) YEARS 7-9

### IGH ACHIEVERS' PROGRAM (HAP) YEARS 7-9

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.

**A subject contribution applies to this program.**

### English High Achievers' Program

#### 07ENG

##### Semester 1

In Semester 1, High Achievers' students work on extending their capacity to be confident and competent readers by working through our Effective Reading program of study. Students also work to develop their understanding of the features of different text types by composing texts in instructional and informative styles. They work on adding sophistication to their writing by drafting and editing, focussing on key elements such as vocabulary choice and fluent expression.

##### Semester 2

In Semester 2, students focus on the comprehension and analysis of texts, including a film text and a novel.

Students are provided with opportunities to write in response to texts, carefully considering audience and purpose.

### Year 8: English High Achievers' Program

#### 08ENG

##### Semester 1

In Semester 1, the year 8 High Achievers' course supports students to consolidate and extend their ability to craft a range of written and spoken texts.

Students study a range of text types within the framework of 'Relationships' inclusive of prose, poetry and visual media such as pieces of art. They use the features of these texts to create their own pieces of writing that demonstrate depth of ideas and a focus on the use of sophisticated vocabulary. Students will then explore a range of spoken texts, analysing how different features assist the speaker to communicate meaning and to position an audience. The semester finishes with students preparing and delivering their own spoken text on a topic of their choice.

##### Semester 2

In Semester 2, High Achievers' students analyse and respond to the novel, *Alice in Wonderland*. They explore how the author creates meaning through purposeful language choice and students will then demonstrate their understanding by writing, drafting and editing analytical responses. The semester finishes with students viewing and analysing a film text, the choice of which may be negotiated with the class teacher. Students demonstrate their own capacity to communicate meaning and impact a readership by writing a review of the film.

### English High Achievers' Program

#### 09ENG

##### Semester 1

In Semester 1, the year 9 High Achievers' course supports students to consolidate and extend their ability to craft a range of written and spoken texts. Students study a range of text types within the framework of 'Gothic horror' inclusive of short fiction and poetry. They use the features of these texts to create their own pieces of writing that demonstrate depth and breadth of ideas and sophisticated use of vocabulary. Students then consolidate their ability to analyse the features of a play, Shakespeare's *Romeo and Juliet* or *Macbeth*. Students closely analyse the language and construction of the play and have the option to compare the play to many contemporary versions of the text such as 'Westside Story'. Students will compare and contrast the different ways the texts communicate meaning in a spoken text to share with their peers.

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## **Semester 2**

In Semester 2, High Achievers' students analyse and respond to a novel. They explore how the author creates meaning through purposeful language choice and then demonstrate their understanding by writing, drafting and editing an analytical essay in response to a set topic. The semester culminates in students studying a range of opinionative texts such as transcripts of speeches, feature articles and letters to the editor, where they consider the purpose of persuasive language and how written and visual language is used to position a target audience.