



St Francis Xavier College

Berwick, Officer and Beaconsfield

Curriculum Information

Berwick and Officer Campuses

**Years 7, 8 and 9
2023**

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Years 7, 8 and 9 Students – 2023

You are about to undertake your first years at St Francis Xavier College as a student of either the Berwick or Officer Campus. This time provides you with an opportunity to experience a range of new and interesting subjects, to immerse yourself in the various extra-curricular activities and to better understand yourself as a learner. Embrace each opportunity as you broaden your experiences and try new things.

The College offers students a Catholic education with a focus on offering purposeful and deliberate pathways for all students.

We have a focus on Positive Learning Partnerships and strive to foster a culture of positive education.

This document outlines the structure of the curriculum.

May you be suitably challenged and engaged throughout your time at Berwick and Officer Campuses.

Curriculum Structure

Year 7 Curriculum Structure 2023

The Year 7 Curriculum is based on the Victorian F-10 Curriculum.

Students experience the full breadth of the curriculum in Year 7 with some choice in areas of the curriculum

- The Religious Education learning program follows the curriculum structure set by the Diocese of Sale.
- There is a significant focus on literacy and numeracy with additional class time focussed on English and Mathematics.
- Students select from a range of introductory subjects from the Arts and Technology Learning Areas to allow them to experience subjects of interest and to explore their knowledge and skills.
- Students study Music for half a year and Digital Technologies for half a year. Students study an instrument and participate in an ensemble as part of Music.
- Students choose a language to study in Year 7, they will continue with this subject in Year 8.
- The Individual Support Program is available for students who require their learning program to be adjusted to support them with literacy intervention or general program support. Numeracy intervention is offered through the mathematics learning program.
- 'Hands on Learning' is a program run at both Berwick and Officer Campuses aimed at engaging students at school to help them discover their talents and experience success. This supportive program sees students grow in confidence and increase their sense of connection to school.
- Students participate in Camp in Year 7 to help them with the transition process.

Students are supported through the Care Group Program which focusses on:

- Student personal development being known deeply
- Student learning needs and progress being known deeply
- Students feeling a strong sense of connection to the College and their peers
- Students developing the skills of wellbeing through explicit instruction

Subjects studied in Semester 1

Religious Education

English

Mathematics

Science

Health and Physical Education

Humanities

Language Choice

Elective subjects – Arts and Design

Technology

Music or Digital Technologies

Care Group

Subjects studied in Semester 2

Religious Education

English

Mathematics

Science

Health and Physical Education

Humanities

Language Choice

Elective subjects - Arts and Design

Technology

Music or Digital Technologies

Care Group

Language Options

Arabic

Japanese

Spanish

Elective subjects (studied for one semester, two Art and two Tech options)

Drama

Food Technology

Textiles

Visual Art

Visual Communication Design

Wood Technology

Individual Support Program (ISP)

(Studied as an alternative to another subject in consultation with the Learning Adjustment Team leadership of the College)

ISP – Literacy (Year 7)

ISP – Program Support (Years 7, 8 and 9)

ISP – Numeracy (through the Mathematics program)

Year 8 Curriculum Structure 2023

The Year 8 Curriculum is based on the Victorian F-10 Curriculum.

Students experience a learning program which is broad but allowing for some choice with elective subjects included.

- The Religious Education learning program follows the curriculum structure set by the Diocese of Sale.
- There is a significant focus on literacy and numeracy with additional class time focussed on English and Mathematics.
- Student's study 4 electives:
 - 1 Arts based elective
 - 1 Design Technology based elective
 - 1 Digital Technologies based elective
 - 1 other elective from all options available
- Extension Academies are available (semester elective) for students who have a high level of interest in a particular area as well as performing above standard. An application process applies for admission into an Extension Academy. Students may negotiate to not study a compulsory elective subject if they study an Extension Academy subject.
- In order to meet student needs and offer more choice and flexibility within the learning program Religious Education and Extension Academy subjects are studied as classes with both Year 8 and Year 9 students included.
- Students will participate in a 5-day City Experience at the end of Term 4.
- 'Hands on Learning' is a program run at both Berwick and Officer Campuses aimed at engaging students at school to help them discover their talents and experience success. This supportive program sees students grow in confidence and increase their sense of connection to school.

The Individual Support Program is available for students who require their learning program to be adjusted to support them with literacy intervention, social skill intervention or general program support. Numeracy intervention is offered through the Mathematics learning program.

Students are supported through the Care Group Program which focusses on:

- Student personal development being known deeply
- Student learning needs and progress being known deeply
- Students feeling a strong sense of connection to the College and their peers
- Students developing the skills of wellbeing through explicit instruction

Subjects Studied in Semester 1

Religious Education
English
Mathematics or Advanced Mathematics (by invitation)
Science
Health and Physical Education
Humanities
Language
Elective 1
Elective 2
Care Group

Subjects Studied in Semester 2

Religious Education
English
Mathematics or Advanced Mathematics (by invitation)
Science
Health and Physical Education
Humanities
Language
Elective 3
Elective 4
Care Group

Religious Education Subjects

Core RE
Youth Ministry
Junior Cantabile

Arts Subjects

Dance
Drama
Media Arts
Media Arts - 3D Modelling and Animation
Music (can be studied both semesters – includes the study of an instrument)
Visual Art
Visual Communication Design

Design Technology Subjects

Electronics
Food
Horticulture
Textiles
Wood

Digital Technologies Subjects

Digital Technologies – Creative Digital Solutions

Digital Technologies – Digital Systems and Networks

Digital Technologies – Robotics

Extension Academies (By Application Only – Refer Key Selection Criteria)

Basketball

Health Sciences

Literature

Performing Arts

Philosophy

STEM (Science, Technologies, Engineering and Mathematics)

Sport

Visual Arts

Languages (continuing from Year 7)

Arabic

Japanese

Spanish

Individual Support Program (ISP)

(Studied as an alternative to another subject in consultation with the Learning Adjustment Team leadership of the College)

ISP – Literacy Skills (Years 8 and 9)

ISP – Literacy Program (Years 8 and 9)

ISP – Life Skills (Years 8 and 9)

ISP – Adjusted Humanities (Years 8 and 9)

ISP – Brick Social Skills Therapy (Years 8 and 9)

ISP – Program Support (Years 7, 8 and 9)

ISP – Numeracy (through the mathematics program)

Year 9 Curriculum Structure 2023

The Year 9 Curriculum is based on the Victorian F-10 Curriculum.

Students experience a learning program which is broad, however, allowing for a large degree of choice with elective subjects included.

- The Religious Education learning program follows the curriculum structure set by the Diocese of Sale.
- There is a significant focus on literacy and numeracy with additional class time focussed on English and Mathematics.
- The Inquiry and Project Based Learning subject is studied by students for half a year (alternating each semester with the third elective)
- Students study 5 electives:
 - 1 Arts based elective
 - 1 Design Technology based elective
 - 1 Digital Technologies based elective
 - 2 other electives from all options available
- Languages are electives for Year 9. If selected, the language needs to be studied both semesters. It must be the language studied in Year 8. To encourage students to study their language and still have a suitable number of elective subjects, students may negotiate to not study one compulsory subject.
- Extension Academies are available (semester elective) for students who have a high level of interest in a particular area as well as performing above standard. An application process applies for admission into an Extension Academy. Students may negotiate to not study a compulsory subject if they study an Extension Academy subject.
- To meet student needs and offer more choice and flexibility within the learning program some RE and Extension Academy subjects may be studied as classes with both Year 8 and Year 9 students included.
- 'Hands on Learning' is a program run at both Berwick and Officer Campuses aimed at engaging students at school to help them discover their talents and experience success. This supportive program sees students grow in confidence and increase their sense of connection to school.
- Students will participate in a 5-day outdoor expedition experience.

The Individual Support Program is available for students who require their learning program to be adjusted to support them with literacy intervention or general program support. Numeracy intervention is offered through the mathematics learning program.

Students are supported through the Care Group Program which focusses on:

- Student personal development being known deeply
- Student learning needs and progress being known deeply
- Students feeling a strong sense of connection to the College and their peers
- Students developing the skills of wellbeing through explicit instruction

Subjects Studied in Semester 1

Religious Education
English
Mathematics or Advanced Mathematics (by invitation)
Science
Health and Physical Education
Humanities
Elective 1
Elective 2
Elective 3
Care Group

Subjects Studied in Semester 2

Religious Education
English
Mathematics or Advanced Mathematics (by invitation)
Science
Health and Physical Education
Humanities
Elective 4
Elective 5
Inquiry and Project Based Learning subject
Care Group

Religious Education Subjects

Just Faith
Crossroads and Signposts
Creating God's Image
Faith in Action
Junior Cantabile

Arts Subjects

Dance
Drama
Media Arts
Media Arts – 3D Animation and Modelling
Music
Visual Art
Visual Communication Design

Design Technology Subjects

Electronics
Food
Horticulture
Textiles
Wood

Digital Technologies Subjects

Digital Technologies – Creative Digital Solutions
Digital Technologies – Digital Systems and Networks
Digital Technologies – Robotics

Extension Academies (By Application Only – Refer Key Selection Criteria)

Basketball
Health Sciences
Literature
Performing Arts
Philosophy
STEM (Science, Technologies, Engineering and Mathematics)
Sport
Visual Arts

Additional Year 9 Electives

Health and Physical Education: Fitness and Training
Humanities: Civics and Citizenship – Crime and Punishment
Humanities: Economics and Business
Humanities: Geography
Humanities: History - Australians at War
Languages: Arabic
Languages: Japanese
Languages: Spanish
Science: Into the Galaxy

*(Languages are studied for the full year and take the place of two Elective Subjects)
(Students studying a language may negotiate to not study another compulsory subject)*

Individual Support Program (ISP)

(Studied as an alternative to another subject in consultation with the Learning Adjustment Team leadership of the College)

ISP – Literacy Skills (Years 8 and 9)

ISP – Literacy Program (Years 8 and 9)

ISP – Life Skills (Years 8 and 9)

ISP – Adjusted Humanities (Years 8 and 9)

ISP – Brick Social Skills Therapy (Years 8 and 9)

ISP – Program Support (Years 7, 8 and 9)

ISP – Numeracy (through the mathematics program)

Year 7

Subjects

Year 7 - Religious Education

Overview

"I am the way, the truth and the life" (John 14:6), our College motto calls us to come to know Jesus as the model of discipleship and the way to God. Through the Gospel of Matthew, Year 7 students explore aspects of the College's faith tradition. They learn about the stories of Jesus and those who have followed his teachings to be part of his mission.

Topics

- Belonging and the SFX Community
- The Reign of God from David to Jesus
- Miracles and Parables
- Early Church Communities

Types of Assessment

- Folio
- Short answer responses
- Reflective Journal
- Creative responses

Future Directions

Students continue to study Religious Education as a Core Subject in Year 8. They also have the potential to enrol in elective courses: Youth Ministry or Cantabile.

Year 7 - English

Overview

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers, and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate, and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training, and the workplace.

In Year 7 English, students study a variety of different text types throughout the two semesters. Students create a range of imaginative, informative, and persuasive writing pieces. These may include narratives, procedures, performances, presentations, and reports. Students are encouraged to read a variety of texts including non-fiction, fantasy, speculative fiction, and historical genres.

Key learning areas in English include the modes of 'Reading and Viewing,' 'Writing,' and 'Speaking and Listening,' as well as the strands of language, literature, and literacy.

Units/Topics

- 'Identity and Belonging'
- Persuasive Writing
- Text Study – 'His Name Was Walter'
- Media Analysis

Assessment

- Creative Writing
- Oral Presentation
- Analytical Text Response
- Argument Analysis.

Future Directions

Core English Year 8 and 9, Literature Academy.

Year 7 - Mathematics

Overview

Year 7 students transition into high school mathematics where they develop and consolidate their numeracy skills in a variety of mathematical concepts from the Victorian Curriculum. Students are given the opportunity to learn at their own pace through the completion of mathematical modules, collaborative problem-solving tasks and discovery projects. Students are provided with many and varied opportunities to become confident, creative and effective communicators of Mathematics.

Units/Topics

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

Types of Assessment

- Average Growth Rate
- Semester Projects
- Rich Task Investigations
- Fortnightly Tests

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 8 Mathematics.

Year 7 - Science

Overview

The Science curriculum allows students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate in science-related careers.

Units/Topics

Introduction to Science
Mixtures
Resources
The Water Cycle

Food Chains and Food Webs
Classification
Earth in Space
Forces

Types of Assessment

- Practical Reports
- Topic Tests
- Research Tasks

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 8 Science.

Year 7 - Health and Physical Education

Overview

In Year 7, Health and Physical Education students are introduced to a variety of activities with the aim of developing basic physical skills such as strength, balance and hand/eye coordination. The specific outcomes of the program are to develop these basic skills, as well as fitness and positive sportsmanship. Students will participate in the following sports and activities: Netball, T-ball, Soccer, AFL, Minor Games, Volleyball, Cricket, Fitness, Cultural Games and Swimming. Students will also be exposed to a number of health-related topics and current local, national and world issues in their theory lessons.

Units/Topics

- Introduction to PDHPE
- Active Lifestyles
- Bullying
- Cyber Safety
- Mental Health
- Resilience
- Water Awareness
- Sun Safety

Types of Assessment

- Topic Tests
- Extended Responses
- Research Assessments
- Media Analysis Assessments
- Practical Assessments

Future Directions

Successful completion of Year 7 Health and Physical Education can lead to the Basketball Academy or the Sports Academy classes in year 8.

Year 7 - Humanities

Overview

Students study a Humanities program that consists of Geography, Economics and Business, Civics and Citizenship, and History. This combination of subjects will challenge students to gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

Units/Topics

- Geography: Water in the World & Place and Liveability
- Business and Economics: Local Business study & Financial Literacy
- Civics and Citizenship: Australia's Democracy, Citizenship, and National Identity
- History: Ancient Australia, Rome, and China

Assessment

- Inquiry research task
- Fieldwork report
- Oral presentation/class debate
- Source Analysis

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to year 8 Humanities and various Humanities electives, including Year 8/9 Philosophy Academy, Year 9 Crime and Punishment, Year 9 Economics and Business, and Year 9 History.

Year 7 - Languages: Arabic

Overview

Arabic is the official language of the Arab world, which includes 33 countries of the Middle East, North Africa and the Gulf region. Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions in the language. They use language conventions, vocabulary and sentence structures to greet and introduce themselves in Arabic. They demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Units/Topics

- Listening: Students will listen to an Arabic song and understand the greeting words in Arabic
- Reading: Students will circle the long vowels in a reading passage.
- Culture: Students will learn the different Arab cultures.
- Presentational Mode: In small groups: students will write a short conversation has all the words they learned and present it in class.
- Interpersonal Mode: Students will exchange their basic information they learned in this unit.

Assessment Tasks

Reading, Listening and Responding (Alphabet, Family members and Rooms of the house)
Speaking (Cultural assignments-Arabic Culture)

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 8 Arabic.

Year 7 - Languages: Japanese

Overview

This subject covers the study of the Japanese language. It focuses on the development of basic vocabulary, sentences patterns and alphabets. Through the study of Japanese language, students develop their skills in oral and aural language, reading and writing. Students also develop their ability to analyse and interpret comprehension tasks relating to themselves and others around them.

Units/Topics

- Unit 1- Greetings
- Unit 2- Classroom Instructions and numbers
- Unit 3- Nationality

Assessment

- Written Task: Manga reflection task
- Translating Task: Celebrity Introduction
- Speaking Task: Self-Introduction

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 8 Japanese.

Year 7 - Languages: Spanish

Overview

Spanish is spoken by approximately 500 million people across the world. Spanish is a Romance language, derived from Latin, and so has many connections with English. Knowledge of Spanish can facilitate the learning of other languages from the Romance family, such as Italian, French, Portuguese, and Catalan. In Year 7, students are introduced to the foundations of Spanish language. They learn to greet others and develop their confidence in holding introductory conversations. Students begin to understand and apply the rules of Spanish grammar, spelling, and pronunciation. They are introduced to key grammar concepts such as gender/number agreement and word order.

Units/Topics

- Numbers, greetings and introducing yourself and others
- Talking about where you live, parts of the house and likes and dislikes.

Assessments

- Written posters
- Presentations/Videos

Future directions

Satisfactory completion of Year 7 Spanish gives students a sound foundation to proceed to Year 8 Spanish.

Year 7 - Arts: Drama

Overview

This course introduces students to Drama and the fundamental skills required for the creation and presentation of performances. Students will develop their collaborative skills, working in groups to devise and perform original or scripted works, focusing on expressive skills, performance skills and character development. Students will view professional works and develop their literacy skills in the process of analysing, evaluating and describing the performances.

Units/Topics

- Performance skills
- Drama as an art form
- Developing character

Assessment Tasks

- Performance
- Drama Folio

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 8 Drama.

Year 7 - Arts: Music

Overview

Students develop skills to create, rehearse and perform music in both a solo and ensemble setting, as well as develop an understanding of the various elements of music and how to manipulate them to create their own compositions. Students develop a vocabulary of music-specific terminology which they can utilise in the analysis and evaluation of various musical performances.

Units/Topics

- Elements of Music
- Analysis of Music
- Music Composition
- Ensemble Skills

Assessment

- Group Performance
- Individual Performance
- Analysis
- Composition

Future Directions

Satisfactory completion of this subject will provide a sound foundation to proceed to Year 8 and 9 Music.

Year 7 - Arts: Visual Arts

Overview

This subject allows students to explore and develop a variety of artistic skills and practises. Students complete a number of small workshops using a variety of art materials and methods. Students will document their work through the use of a visual diary and annotations. Students will reflect upon their own art work and the work of professional artists. Artists and practices of influence will be from Torres Strait Islander Peoples, Aboriginal and Asia.

Units/Topics

Workshops may vary from the following:

- Painting
- Drawing
- Printmaking
- Mixed media
- Sculpture
- Art theory
- Art history

Assessment

- 4 different workshops
- Reflections and annotations

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 8 or 9 Art/VCD and on to senior school.

Year 7 - Arts: Visual Communication Design

Overview

Visual Communication Design (VCD) encourages and develops skills in designing products, spaces and graphics that are beautiful, useful and inspired by real life designers in the field. Students learn about the design elements and principles through practice and analysis of the designs of others.

Units/Topics

- Design Elements and Principles
- Graphic / Environmental / Industrial Design
- Typography
- Colour Theory

Assessment

- Graphic Design – Food truck/Logo
- Technical Drawing – One-point Perspective
- Product Design and Packaging Nets – Vinyl Characters

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed with Visual Communication Design as an elective in Year 8.

Year 7 - Design Technology: Food Studies

Overview

Food studies introduces students to the life skills specific to the preparation and production of food products based upon the healthy eating food models recommended by the Australian Government. Students develop a sense of pride, satisfaction and enjoyment from their ability to create food products.

Units/Topics

- Safety and hygiene
- Food production
- Following recipes
- The design process

Assessment Tasks

- Production Skills: opportunities to build and consolidate core skills over a variety of recipes

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 8 or 9 Food Studies and on to senior school.

Year 7 - Design Technology: Textiles

Overview

Textiles teaches students design and fabric construction skills. By following the design process, students apply their newly learned hand and machine sewing skill in a creative manner to produce a textile item. Students will complete theory components to familiarise them with textiles terminology and an understanding of how textiles are used in everyday living situations.

Units/Topic

- Hand sewing skills
- Machine sewing skills
- Investigation, research and design skills
- Analysis of textiles products
- Textiles terminology
- Selection and safe use of equipment

Assessment

- Design Solution: Project incorporating hand and machine sewing skills
- *OnGuard* Safety Modules
- Textiles Theory

Future Directions

- Technology- Textiles in Year 8, 9 and 10
- VCE units 1 & 2 and 3 & 4: Product Design and Technology

Year 7 - Design Technology: Wood

Overview

In this subject, students will learn about working safely in a workshop with different tools, be introduced to the design process and use these skills to create a product out of wood.

Students learn about safe workshop practices and the safe use of a range of woodworking hand tools and powered machinery. This understanding is reinforced through the successful completion of various safety exercises, tests and production tasks.

They are introduced to the design process and work within the constraint of a design brief to develop two and three dimensional designs. Students follow a logical sequence of production processes and learn to manufacture a product with hand tools and powered machinery. They are also expected to analyse and evaluate their finished products for performance, function and appearance.

Units/Topics

- Workshop Induction and Safety
- Pencil Box Project

Assessment

- Workshop Induction and Safety Tests
- Practical Project

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Design Technology: Wood in Year 8 and 9.

Year 7 - Digital Technologies

Overview

In Digital Technologies, students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. Students learn to safely and ethically exploit the capacity of information systems to create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

Units/Topics

- Networking
- Programming with Micro:bits
- Online safety

Assessment

- Data collection and analysis
- Visual representation of data
- Networks
- Coding
- Computer hardware and digital information

Future Directions

- Digital Technologies in Year 8, 9 and 10
- VCE units 1 & 2 and 3 & 4 Computing, VCE VET Information Technology.

Year 8 & 9

Religious

Education

Options

Year 8 Religious Education

Overview:

Through the Gospel of Matthew, students in Year 8 Religious Education continue to build on their knowledge of the life and mission of Jesus Christ by investigating how the Catholic faith can be realised in our local communities. Students investigate how Catholics are called to care for our common home and fulfil the reign of God but acting with kindness to the people around them. Year 8 students also start thinking about life's existential questions. To end the year, students study Advent and create an artistic representation to express their findings.

Topics:

- Stewardship (Laudato Si)
- Mission from Afar
- Questioning
- Creating God's Image

Types of Assessment:

- Creative Response
- Reflective Journal
- Cartoon Analysis
- Short-answer responses

Future Directions:

- Students continue to study Religious Education as a Core Subject in Year 9. They also have the potential to enrol in elective courses: Youth Ministry or Cantabile.

Year 9 Religious Education

Overview

Through the Gospel of Matthew, students in Year 9 Religious Education, students examine comparative theology, developing their understanding of world religions through investigating different spiritualities and the way both Catholics and other religious worldviews respond to global issues. Year 9s also investigate how inspirational people express commitment to their faith.

Topics:

- Global Perspectives
- Inspirational People
- Righteous Among Nations
- Spirituality

Types of Assessment:

- Research Task
- Interview and reflection
- Extended response
- Report

Future Directions:

- Students continue to study Religious Education as a Core Subject in Year 10 (Senior School). They also have the potential to enrol in elective courses: Youth Ministry or Cantabile.

Year 8/9 Youth Ministry

Overview:

In Year 8/9 Youth Ministry, students will experience the Catholic faith through a hands-on approach to leading Liturgy and Catholic celebration. Students will be supported to take responsibility for the liturgical life on their campus through the planning and delivery of Liturgies and other Catholic identity events. This course is an opportunity for students to develop their leadership skills and promote student voice in the faith life of the college. Students will explore recontextualization and dialogue with our diverse school community to create engaging and meaningful events. **Students in this subject will need to be committed beyond normal class time to help prepare and lead liturgies and events.**

Topics:

- Dialogue and telling the Christian story in our diverse school context
- Catholic spirituality, prayer and Liturgy
- Catholic social teaching principles
- Scripture – Matthew's Gospel

Types of Assessment:

- Planning and leading campus Liturgies or other events
- Creative response
- Research task

Future Directions:

- Students continue to study Religious Education as a Core Subject in Years 9 and 10. They also have the potential to enrol in elective courses: Youth Ministry or Cantabile.

Year 8/9 Cantabile

Overview:

In Year 8/9 Cantabile, students will be involved in both theory and practical classes, building their knowledge on servant leadership through music ministry in the school and wider community. The concepts studied will be reflected in the hymns prepared for and sung at Campus liturgical celebrations. Being part of Cantabile will mean that students will lead music ministry at a variety of school events, so will require out of hours commitment. Emphasis on breathing technique, musicianship and other performance skills will be explored.

Topics:

- Life and Mission of Jesus
- Servant Leadership
- Sacramental Church
- Liturgical Music

Types of Assessment:

- Performance
- Creative Response
- Research Task
- Reflective Journal

Future Directions:

- Students continue to study Religious Education as a Core Subject in Years 9 and 10. They also have the potential to enroll in elective courses: Youth Ministry or Cantabile.

Note:

Year 8/9 Cantabile and Youth Ministry require an application to be considered. Following selecting either of these subjects in your subject selections, you will receive an application form to complete.

Year 8 Core Subjects

Year 8 - English

Overview

In Year 8 English, students communicate with a range of audiences through many contexts. They look at the Australian Story and how they fit in. Students study a range of Literary texts. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Students will also study how to create Persuasive texts as well as analyse how others persuade.

Units/Topics

- Australian Story
- Persuasive Writing/Oral Presentations
- Text Response – The Outsiders
- Language/Media Analysis

Assessment

- Text Response
- Oral Presentation
- Creative Response
- Language/Media Analysis

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 9 English

Year 8 - Mathematics

Overview

Year 8 students continue to develop and consolidate their numeracy skills in a variety of mathematical concepts from the Victorian Curriculum. Students are given the opportunity to learn at their own pace through the completion of mathematical modules, collaborative problem-solving tasks and discovery projects. Students are provided with various opportunities to become confident, creative and effective communicators of Mathematics.

Units/Topics

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

Types of Assessment

- Average Growth Rate
- Semester Projects
- Rich Task Investigations
- Fortnightly Tests

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 8 Mathematics.

Years 8/9 - Advanced Mathematics

Overview

Year 8/9 students who are working above standard are invited by the College to participate in the 8/9 Advanced Mathematics course. Students are given the opportunity to learn at their own pace through the completion of mathematical modules, collaborative problem-solving tasks and discovery projects. Students are provided with many and varied opportunities to become confident, creative and effective communicators of Mathematics. Students who study this subject would expect to be at 8.25 Progression Point level for Number and Algebra at 1 August of the previous year.

Units/Topics

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

Types of Assessment

- Average Growth Rate
- Semester Projects
- Rich Task Investigations
- Fortnightly Tests

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 9 or 10 Advanced Mathematics.

Year 8 – Science

Overview

In this subject, students explore topics related to Biology, Physics, Earth Science and Chemistry. There is emphasis on the topics of Cells, Living Systems, Energy, Rocks, Physical and Chemical Change, as well as Elements and Compounds. Through the study of science students develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. In addition to the practical considerations, students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing so, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain scientific phenomena and draw evidence-based conclusions using scientific methods.

Units/Topics

- Cells and Living Systems
- Energy and Rocks
- Physical and Chemical Change
- Elements and Compounds

Types of Assessment

- Topic Tests
- Practical Investigations and Reports
- Research Tasks

Future Directions

- This unit leads to Year 9 Science and can lead to VCE Chemistry, Biology, or Physics.

Year 8 - Health and Physical Education

Overview

In Year 8 Health and Physical Education, students learn how to enhance their health, safety and wellbeing and to contribute to building healthy, safe and active communities. Throughout the course, students are involved in practical and theory-based classes where they learn to understand how our body works, changes and challenges of adolescences, movement skills and patterns, drug education and nutrition.

Unit/Topics

- Drugs and alcohol
- Changes and challenges
- Nutrition
- How my body works

Assessment

- Topic Tests
- Extended Responses
- Practical Assessment
- Research Assessment
- Case Study Assessments
- Fitness Testing

Future Directions

This unit can lead to Year 9 core Health and Physical Education, Year 9 Fitness and Training and Sport Academy

Year 8 - Humanities

Overview

Humanities includes Geography, Business and Economics, History and Civics and Citizenship. Humanities provides a framework for students to examine the complex processes that have shaped the modern world. Students learn to investigate responses to different challenges faced by humans and the environment.

Units/Topics

- **Geography:** Landforms and Landscapes, Changing Nations: Urbanisation
- **Business and Economics:** Entrepreneurship/Enterprising behaviours
- **Civics and Citizenship:** Democracy and Law in Action
- **History:** The Ancient to the Modern World, Medieval Europe (c.590-c1500)

Assessment

- Research Assessments
- Fieldwork task
- Source Analysis

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 9 Humanities, Year 9 History, Year 9 Crime and Punishment or Year 9 Business and Economics.

Year 8 - Languages: Arabic

Overview

Learners understand and use features of the Arabic sound and writing systems and make connections between spoken and written texts. They use appropriate pronunciation and intonation when communicating and interacting in a range of contexts and apply spelling rules when writing in Arabic script. Students use written and spoken Arabic to exchange information about their personal worlds and to express feelings, likes and dislikes.

Units/Topics

- Schools in the Arab world.
- Australia and the Arab world.
- Sports, family members, sentences using **هنا و هذه** or schools.

Assessment

- **Culture:** Students will compare the different ways of reply in the Arab world.
- **Reading and Responding:** (My family, describing themselves and others)
- **Speaking:** (Food and Food Pyramid)
- **Reading and Responding:** (Popular sport in the Arab world)

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 9 Arabic.

Year 8 - Languages: Japanese

Overview

This subject covers the study of the Japanese language. It focuses on the development of basic vocabulary, sentences patterns and all three alphabets. A focus on food, animals, hobbies and entertainment are the key components of Year 8 Japanese class. Through the study of Japanese language students develop their skills in oral and aural language, reading and writing. Students also develop their ability to analyse and interpret comprehension tasks relating to their daily lives.

Units/Topics

- Unit 4-Family
- Unit 5-Animals
- Unit 6-Food
- Unit 7-When is it?
- Unit 8- Hobbies
- Unit 9-Where to? Who with? How will we get there?
- Unit 10-What do you do?
- Unit 11- Let's see a movie
- Unit 12- How was it?

Assessment

- Translating Task- Family and Pets
- Reflection Task- Obento Assessment Task
- Writing Task- Calendar
- Speaking Task- Self- Introduction

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 9 Japanese.

Year 8 - Languages: Spanish

Overview

Students work both collaboratively and independently in Spanish, using modelled and rehearsed language to express meaning and interact with others. Students build their knowledge of Spanish spelling conventions to pronounce words with increasing accuracy and use intonation to distinguish between statements. Students read, view and listen to simple texts and reflect on intercultural perspectives when responding to them. They create and present their own texts, applying their knowledge of English grammar to Spanish, making connections with terms such as 'verb', 'adjective', noun' and 'agreement' that are used in English learning. They further their understanding concepts such as grammatical gender and verb conjugation, as well as specific Spanish writing conventions, such as inverted question and exclamation marks.

Units/Topics

- Term 1 – Describing yourself and others
- Term 2 – Speaking in present tense, talking about daily routines
- Term 3 – Going shopping, giving opinions
- Term 4 – The Spanish-speaking world, talking about places, weather and travel

Assessment

- Presentations
- Role plays
- Quizzes

Future directions

After Year 8, languages become an elective option. Satisfactory completion of Year 8 Spanish gives students a sound foundation to proceed to Year 9 Spanish.

Year 9

Core Subjects

Year 9 - English

Overview

Year 9 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Year 9 English builds on concepts, skills and processes developed in earlier year levels and introduces students to the analysis of how authors use language for different purposes.

Units/Topics

- Thematic Study – Conflict
- Text Study – Much Ado About Nothing
- Persuasive Language
- Multimodal Study

Assessment

- Creative Response on the theme of conflict
- Analytical Text Response
- Persuasive Writing – Oral Presentation
- Expository Response – Multimodal study

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed into Year 10 English, Year 10 Advanced English and Year 10 Literature.

Year 9 - Mathematics

Overview

Year 9 students continue to develop and consolidate their numeracy skills in a variety of mathematical concepts from the Victorian Curriculum. Students are given the opportunity to learn at their own pace through the completion of mathematical modules, collaborative problem-solving tasks and discovery projects. Students are provided with various opportunities to become confident, creative and effective communicators of Mathematics.

Units/Topics

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

Types of Assessment

- Average Growth Rate
- Semester Projects
- Rich Task Investigations
- Fortnightly Tests

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 8 Mathematics.

Years 8/9 - Advanced Mathematics

Overview

Year 8/9 students who are working above standard are invited by the College to participate in the 8/9 Advanced Mathematics course. Students are given the opportunity to learn at their own pace through the completion of mathematical modules, collaborative problem-solving tasks and discovery projects. Students are provided with many and varied opportunities to become confident, creative and effective communicators of Mathematics. Students who study this subject would expect to be at 8.25 Progression Point level for Number and Algebra at 1 August of the previous year.

Units/Topics

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

Types of Assessment

- Average Growth Rate
- Semester Projects
- Rich Task Investigations
- Fortnightly Tests

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 10 Advanced Mathematics.

Year 9 - Science

Overview

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Units/Topics

- Plate tectonics
- Body coordination
- Chemical reactions
- Electricity
- Ecosystems

Assessment

- Practical Investigations
- Research Tasks
- Tests
- Scientific Inquiry Tasks

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 10 Science electives

Year 9 - Health and Physical Education

Overview

In Year 9, Health and Physical Education students will be provided with the knowledge, skills and behaviours to assist them in developing and maintaining their own and others physical, mental, social and emotional health. In the practical setting, consistent activity is promoted to encourage positive and ongoing physical fitness behaviours and habits, as well as the ability to organise and conduct team sport competitions.

Units/Topics

- First Aid
- Respectful Relationships
- Nutrition
- Mental Health

Types Assessment

- Topic Tests
- Extended Responses
- Practical Assessments
- Media Analysis Assessments
- Case Study Assessments
- Fitness Testing

Future Directions

Successful completion of Year 9 Health and Physical Education can lead to Year 10 Physical Education and Fitness, Year 10 Health, Sport Education and Game Skills and the study of VET Sport and Recreation for both Netball and AFL.

Year 9 - Humanities

Overview

The Humanities course includes four main areas of study: Geography, Business and Economics, History and Civics and Citizenship. The study of Humanities will encourage and challenge students to gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

Units/Topics

- Geography: Biomes and Food Security
- Business and Economics: Australia and the Global Economy
- History: Industrial Revolution
- Civics and Citizenship: Australia's Legal System

Assessment

- Research Tasks
- Comparative Analysis
- Document Analysis

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 10 History: Australia in the Modern World, Year 10 History: Pop Culture, Year 10 History: Rights and Freedoms, Year 10 Business and Economics, Year 10 Geography or Year 10 Global Citizenship.

Year 9 - Inquiry Based Learning Project

Overview

Inquiry Based Learning is an opportunity for students to develop 21st century skills in collaborative and supportive environments. All Year 9 students study this subject for one semester. Inquiry Based Learning focuses on the explicit teaching of transferrable skills such as teamwork, communication, creativity and critical thinking. These skills will support success in future employment and community engagement opportunities.

Units/Topics

- Skills Sessions
- Minor Project: Schools
- Major Project: Community

Assessment

- Minor Project
- Major Project

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 10 Inquiry Based Learning.

Years 8 and 9

Elective

Subjects

Students may choose these subjects at Year 8 or Year 9

Years 8 and 9 - Arts: Dance

Overview

This subject covers cultural and social dance and their influence on modern Australian dance styles.

Through the study of the history of dance, students develop their skills in performing, analysing and choreographing dance. Students also develop their knowledge and understanding of the Elements of Dance, Choreographic Devices, Group Structures and Body Actions

Students analyse choreographers' use of the elements of dance, choreographic devices, and form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, times and locations.

Units/Topics

- Safe Dance Practice
- Cultural Dance/ Social Dance (Alternating years)
- Dance Terminology
- Dance Performance
- Choreography

Types of Assessment

- Warm Up Assessments
- Performance of Learnt Work
- Performance of Own Choreography
- Analysis Assessments

Future Directions

This Unit can lead to Year 10 Dance

Years 8 and 9 - Arts: Drama

Overview

This subject covers two key genres in performance, Tragedy and Comedy and focuses on the development of skill learned in Year 7.

Through the study of specific forms of Tragedy and Comedy students develop their skills in understanding role, character, and theatrical conventions, while manipulating expressive skills.

They research and examine the historical, social, and cultural contexts behind these styles and their impact on performance. Students also develop their ability analyse dramatic performance, explore meaning and interpretation and evaluate actor ability within their own and other's work.

Units/Topics

- Expressive and Performance Skills
- Tragedy (Ancient Greek or Shakespeare)
- Comedy (Commedia Dell 'Arte or British Comedy)

Assessment

- Performance Analysis
- Major Performance

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 9 or 10 Drama and Theatre Studies.

Years 8 and 9 - Arts: Media Arts

Overview

The Media Arts curriculum encompasses the fields of media, art and design. In Media Arts, students create visual representations that communicate, challenge and express their own and others' ideas, as both artist and audience. They develop their perceptual and conceptual understandings, critical reasoning and practical skills through exploring the world through the media arts. Students learn about the role of the artist and designer, their contribution to society, and the significance of the creative industries. Media Arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to develop their creative and intellectual potential.

Units/Topics

- Film
- Photography

Assessment

- Analysis of media artworks
- Production of media artworks

Future Directions

Satisfactory completion of this subject will provide additional skills for Media and Arts subjects.

Years 8 and 9 Arts: 3D Modelling and Animation

Overview

Students develop an understanding of basic 3D modelling and animation techniques through a series of learning modules. Topics studied include understanding 3D primitives, low polygon modelling, lighting, materials properties, rendering, basic animation, and the history of 3D animation.

The subject is designed to build skills in Art, Maths and Technology.

Students will be given the opportunity to create objects in a 3D space and print them using a resin printer.

Units/Topics

- 3D Applications
- Modelling in 3D
- Lighting
- Materials
- Animation – Key frame / rigging
- Rendering
- The history of animation

Assessment

- Major assessment task: Modelling a low polygon character
- Major assessment task: Rendering a looping animation
- Minor research project: This history of animation and computer graphics

Future Directions

Satisfactory completion of this subject will provide additional skills for VCD/Art subjects, Mathematics, and general Technology subjects.

Years 8 and 9 - Arts: Music Performance

Overview

The Music curriculum aims to build the confidence of our students to be creative, innovative, thoughtful, skilful and informed musicians. Through active participation, students develop skills to listen, improvise, compose, interpret, perform and respond with intent and purpose. Students extend their understanding of music as an aural art form by broadening their knowledge and respect for music and music practices across global communities, cultures and musical traditions.

NB. This subject can be studied both semesters.

Units/Topics

- Music Experimentation
- Music Genres
- Performance skills

Assessment

- Performances
- Analysis Task
- Theory Tests

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Music in year 10.

Years 8 and 9 - Arts: Visual Arts

Overview

Students learn about the importance and significance of Art throughout history and in the broader context of society. They learn how to independently and collaboratively develop their ideas through the use of research, experimentation, and refinement in a folio. Students learn how to experiment with and apply a variety of materials and techniques in order to create resolved Artworks that communicate, express and challenge ideas. They reflect on their own Art and that of others by using Arts language and discussing the art elements and principles. Students develop an appreciation of the concepts that drive contemporary Art and strengthen their own sense of self-expression and creativity. They are encouraged to observe and appreciate their community's cultural riches and to engage with their community through the lens of an artist.

Units/Topics

- Mixed Media
- Printmaking

Assessment

- Elements and Principles
- Tonal Drawing
- Mixed Media
- Printmaking
- Painting

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Art or VCD in year 10.

Years 8 and 9 - Arts: Visual Communication Design

Overview

This subject covers the three fields of design: Graphic, Environmental and Industrial. Students use the design process to work through a variety of assessment tasks and generate creative solutions. They will write a design brief, research existing designs, produce a number of sketches, experiment with materials, methods and media and create a final solution that meets the needs of the client.

Units/Topics

- Graphic Design
- Environmental Design
- Industrial Design

Assessment

- Possible assessments include:
- TinkerCAD inclusive play space design
- Innovative furniture design
- Architecture and landscape design
- Logo design
- Publication design
- Branding design

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCD in year 10.

Years 8 and 9 - Design Technology: Electronics

Overview

Students will learn a range of skills applicable to Electronics, but also to other areas of design and production. They will have the opportunity to explore emerging technologies, such as 3D design and printing and its possible uses in Electronics. Students utilise the design process for planning projects. They will also develop their skills in evaluating both finished products and their work practices.

Units/Topics

- Safe and Effective Use of Soldering Iron
- Diagnostics / Troubleshooting Techniques
- Investigation, Analysis and Evaluation
- Understand and Apply Basic Electronics Concepts when Designing and Creating Products

Assessment

- Workshop Safety
- Soldering Iron Task
- 3D modelling and design
- Solar Charged Nightlight

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Units 1 & 2 System Engineering or Units 1 & 2 Product Design and Technology

Years 8 and 9 - Design Technology: Food

Overview

Students learn to work safely and hygienically in the kitchen whilst developing their food preparation skills. As they prepared a variety of food products emphasis is on making good food choices. Students used the Design Process of investigation, design, production and evaluation to prepare products that address a specific brief.

Topics:

- Kitchen Knowledge
- Nutrition
- Design Process
- Creating Design Solutions
- A Century of Australian Food
- Food Production
- Creating Design Solutions - The Design Process in Food Technology
- The Design Process
- Safety and Hygiene Knowledge
- Celebrating Food
- Future Foods
- Safety and Hygiene Activities

Assessment

- Practical food preparation
- Design folio
- Theory tasks

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Units 1 & 2 Food Studies or VET Hospitality.

Years 8 and 9 - Design Technology: Horticulture

Overview

In this Unit, students investigate many aspects associated with basic horticultural processes. This includes the design, planning and construction of a vegetable garden and all aspects of growing and maintaining vegetable seedlings. Students develop an understanding of environmental factors and climatic conditions that affect plant growth. They investigate different breeds of chickens and their uses and work with the Campus flock.

Units/Topics

- Sow seeds and transplant seedlings
- Maintain a vegetable garden
- Care for poultry
- Correct use and maintenance of an incubator subject to availability.

Assessment

- Seasonal Vegetables Assessment Task
- Care and Maintenance of a Vegetable Garden following OnGuard safety training
- Chickens Assessment Task
- Care of flock

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to care for their own home gardens and to raise poultry.

Years 8 and 9 - Design Technology: Textiles

Overview

Textiles supports students to develop skills specific to the planning and production of items constructed of fabric and fibres. Students will investigate and make judgements on how the characteristics and properties of materials, tools and equipment can be combined to create designed solutions. They will be required to create designed solutions based on a need or opportunity. This process involves investigating, generating, producing, evaluating, planning and managing a textiles project.

Units/Topics

- Design process
- Sewing Safety
- Design process

Assessment

- Safety: OnGuard Safety Training
- Creating Designed Solutions: duffle bag or shoulder bag
- Design Process: Product Portfolio

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students proceed to Year 10 Textiles and VCE Product Design: Textiles.

Years 8 and 9 - Design Technology: Wood

Overview

In this subject students consolidate the knowledge and skills learned in year 7 wood. Students will learn a range of skills applicable to working with wood, but also to other areas of design and production. This includes the safe and effective use of hand and power tools, joint making and surface finishing techniques. Students undertake a project that enables them to develop a range of wood working skills. It also has scope to allow creativity and to extend them further with more challenging variations of the base task.

Units/Topics

- Workshop safety
- Major task – Folio
- Major task – Practical

Assessment

- Online safety certification using OnGuard
- Digital folio
- Practical task

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Product Design Technology.

Years 8 and 9 - Digital Technologies: Creative Digital Solutions

Overview

Students explore the interrelated processes and associated skills by which they can create digital solutions. Students engage in the four processes of analysing, designing, developing and evaluating. The second part of the course allows students to explore the features of web apps and how data may be either exposed, changed or corrupted by hackers. Students will explore to have a real-life experience of exploring vulnerabilities in web apps.

Units/Topics

- Cyber Security
- Creating Digital Solutions

Assessment

- Adobe Photoshop – folio of image manipulations tasks
- Data Representation and Compression- Written report on network case study identifying transmission media
- App Design

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 10 Digital Technology options.

Years 8 and 9 - Digital Technologies: Digital Systems and Networks

Overview

Computational thinking, a problem-solving methodology lies at the heart of this course and the Digital Technologies curriculum. Students develop real world computer science-based skills. Activities may include a module-based course coding, in HTML/CSS, and a project which involves collecting and analysing data to produce information and developing a website based on a relevant topic. Students apply computational thinking as a problem-solving methodology during these activities in their classes.

Units/Topics

- Programming
- Algorithms
- Networks

Assessment

- Research Project – data collection, security and presentation of findings
- Programming Folio – a sequence of activities designed to extend students logic and programming skills in HTML/CSS

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 10 Digital Technology options.

Years 8 and 9 - Digital Technologies: Robotics

Overview

The VEX Robotics Course provides students with exciting, open-ended robotics and research project challenges that enhance their Science, Technology, Engineering, and Mathematics (STEM) skills through hands-on, student-centred learning. There is a large emphasis in this elective on collaboration and problem solving, rather than oppositional competition. Students will design, build and program robots in collaborative teams in order to complete a series of engineering or systems-based challenges. Students will learn to program a range of functions using a progression from block-based programming through to Python.

Unit/Topics:

- An investigation of the Robotics Challenge and possible Solutions
- Engineering principles and systems
- Mathematical trigonometry and ratios
- Electromagnetic principles and loads
- Programming in a virtual environment
- Use and programming of sensors
- Computer programming for axis of motion
- The programming solutions to tasks arising from the Gameplay element based on the Vex IQ Challenge

Assessment

- Programming and constructing for movement
- Programming and constructing for sensing
- Programming and constructing for materials handling
- Solutions to the Vex IQ 2023 Design challenge

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 10 Digital Technology options.

Years 8 and 9 Extension Academies

Years 8 and 9 Extension Academies

(By Application Only – Refer Key Selection Criteria)

Rationale

To provide enrichment and extension opportunities for students with advanced interest, gifts and talents.

An Extension Academy is a semester length subject focussed on a particular Learning Area.

Students need to apply to be selected to study an Extension Academy subject. A new application is required each year.

Key Selection Criteria

- High level of interest in the Learning Area.
- Above Standard results in a previous semester.

Extension Academies

- Basketball
- Health Sciences
- Literature
- Performing Arts
- Philosophy
- Sport
- STEM (Science, Technology, Engineering and Mathematics)
- Visual Arts

Years 8 and 9 - Extension Academy - Basketball

Overview

Using basketball as a key focus, students will have the opportunity to develop knowledge and skills across all facets of the game. This will include rule knowledge, individual skill development, team concepts as well as gaining a recognized coaching accreditation.

The course is a combination of practical and theoretical tasks.

Units/Topics

- Basketball skill development – team/individual
- Basketball coaching
- Basketball rule knowledge

Assessment

- Online modules
- Topic tests
- Practical coaching
- Practical skill demonstrations

Prerequisites:

Students are selected based off both their attitude towards the subject and their basketball abilities.

Years 8 and 9 - Health Sciences Extension Academy

Overview

The aim of the course is to further develop knowledge and skills within the health science domain. This includes practical elements from science and physical education, and also key analytical skills such as finding and interpreting health data.

There are opportunities to be involved in excursions and incursion with outside professionals delivering different programs so that students can expand their knowledge further.

The course also shares links with science, physical education and health.

Units/Topics

- Cell Biology Basics
- Body Systems
- Homeostasis
- Diseases and disease prevention
- Socio-cultural Factors Affecting Health Status
- Healthcare in Australia
- Improving your Health

Assessment

- Practical Report
- Journal
- Scientific Poster
- Group Presentation
- Reflection
- Open Letter to the Government

Years 8 and 9 – Literature Extension Academy

Overview

The aim of the Literature Academy is to allow students the opportunity to complete an in-depth study of a range of texts including myths, legends, fairytales and poetry. The course provides students with necessary text analysis skills to ensure they are able to look for deeper meanings being conveyed by authors. The course also shares links with historical concepts and sources and a study of society, both past and present.

Throughout the course, students will be exposed to a range of text types which will involve reading, viewing and listening to develop their skills in annotation and to continue to explore how literary devices can be used by authors to affect a specific audience. They will explore how particular social and cultural contexts can change a person's perception of a text and how these elements play a role in creating meaning for a reader. Throughout the course, students will compare and contrast texts and discuss why different authors present material in different ways. They will also build their writing skills by developing a folio of written tasks looking at different text types.

Units/Topics

Over the course of the year, a student studying the literature academy will cover the following topics:

- Myths
- Legends
- Fairytales
- Poetry
- Short Stories
- Short Films

Assessment:

- Reflective reading journal
- Folio of written tasks

Prerequisites:

- Students are selected based off both their attitude towards the subject and their ability to complete work at an above standard level.
- Students may require their English teacher's recommendation to be considered

Future Directions

- Satisfactory completion of this subject may result in students reapplying the following year or may assist them in being considered for Year 10 Advanced English. Students will also have a sound foundation to proceed into Year 10 Literature.

Years 8 and 9 – Performing Arts Extension Academy

Overview

The course provides students the opportunity to develop skills in various areas of Performing Arts. The purpose of this course is to extend upon students' talents and skills. Students work collaboratively to create and present a performance that encompasses skills in Dance, Music and Drama, general performance technology and skill. Key areas of focus include, collaborative skills, Performing Arts technology, Performing Arts as an Industry and presenting group performance. Students develop their own skill within their preferred area of Performing Arts and learn to work with other areas in order to create original performances.

Units/Topics

- Cohesion- learning to work together
- Performing Arts as Industry
- Major Performance

Assessment

Folio including development of ideas and workshop items
Major Performance

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 10 Dance, Drama, Music and Theatre Studies or VET Music Production

Prerequisites:

Students are selected based off both their attitude and abilities via an audition process.

Year 8 and 9 - Sport Extension Academy

Overview

The aim of the course is to further develop sporting knowledge and skills by developing a deeper understanding of training practices, coaching strategies, tactical awareness and recovery.

The course provides opportunities for students to explore training methods in a range of areas by building upon prior sporting knowledge and experiences. Students are provided with dedicated time to develop personal fitness, skills and coaching strategies with a view to improving performance in their individual sporting pursuits.

Units/Topics

- Technology in sport and skill analysis
- Advanced fitness testing
- Specific sport inquiry-based learning tasks
- Coaching analysis
- Training principles and recovery

Types of Assessment

- Extended Responses
- Document and Film Analysis
- Research Assessments

Years 8 and 9 – Philosophy Extension Academy

Overview

In our modern world, 'critical thinking' is said to be one of the most valuable skills for achieving success in the workforce. Critical thinking is all about analysing, reflecting, and problem solving before taking action, rather than just using emotion when decision-making. The aim of the Philosophy Academy is to help develop students' skills in critical thinking, by encouraging them to question the world around them and approach different perspectives. There is an emphasis on developing arguing and debating skills, by examining and critiquing some of the big questions in Philosophy such as "What is truth?" and "What does it mean to be 'good'?"

The Philosophy Academy has a unique approach to learning, as students complete their work during independent learning sessions in the LRC, while attending discussion meetings with the teacher once a week. Students completing this subject for the first time participate in the 'A' course, and students completing it for the second time participate in the 'B' course.

Units/Topics (A Course)

- Ancient Greece – mythology and the first philosophers
- The Ancient Greek philosophers: Socrates, Plato and Aristotle
- What is ethics?
- Different perspectives of living a 'good life'
- Moral dilemmas

Units/Topics (B Course)

- The philosophy of religion
- Philosophical arguments for the existence of God
- Why do we have faith?
- The theory of knowledge
- Philosophy and the Scientific Method

Types of Assessment

- Speech
- Comparative essay
- Folio task

Future Directions

This Unit can lead to VCE Philosophy Units 1 & 2.

Year 8 and 9 - STEM Extension Academy

Overview

The aim of the STEM Academy is to further develop students' inquiry, analytical, collaborative and planning skills, while also providing opportunities to engage with various technologies. The course offers students with experience of working within small teams to develop solutions to real-world problems, along with skill development in construction, programming and 3D printing. Throughout the course, students will cover advanced concepts studied within science, technology, engineering, art-based, and mathematics subjects. Students' complete activities centred around explicitly teaching how to work effectively within a team, the importance of planning and reviewing one's own work, and basic visualisation and construction skills. There is a focus on a major project which introduces the challenge to develop a solution relating to a given theme. This includes introducing various technologies available within the College.

Units/Topics

- Engineering Design Process
- Questions and Possibilities
- Reasoning
- Meta-Cognition

Types of Assessment

- Minor Build Project
- Major Research Build Project

Future Directions

This Unit can lead to enhanced outcomes in Science, Technology, Systems Engineering, Art and Mathematics subjects.

Year 8 and 9 - Visual Art Extension Academy

Rationale

The aim of the Art Academy course is to extend students who have excelled in Visual Art subjects and wish to strengthen and enhance their abilities in this area. Students will engage in a variety of collaborative and independent art-making activities that will promote exploration and reflection. Students will take part in studio workshops to learn new and specialist skills, develop ideas and their own unique art style and create resolved artworks. The course provides students with the opportunity to use specialist materials and to attend excursions that will further their understanding of contemporary and traditional art-making techniques.

Units/Topics

- Media workshops and art-making practices
- Art analysis, history, and criticism
- Themes in Art

Types of Assessment

- Artist statement
- Folio – exploration of ideas and arts practices
- Resolved artworks

Future Directions

This Unit can lead to pathways in Art including VCE Art and Studio Art

Year 9 only Elective Subjects

Year 9 - Health and Physical Education: Fitness and Training

Overview

In this subject students explore the functions of the human body, including the cardiovascular system, respiratory system, muscular system, and the skeletal system. Students will also study the energy systems of the human body. Students will learn the main functions of each system including how to label the human body. They will also be able to describe what energy system is contributing to human movement at any given time. Students will complete a topic test to finish the unit to show their understanding. Students will also discover the benefits of leading an active lifestyle. They will create an individualised training program incorporating their chosen components of fitness and training methods. Students will learn about key principles of training and how to apply them to their physical training plans. Students will learn how to adapt their training programs to increase fitness levels and training performance.

Units/Topics

- Cardiovascular system
- Muscular system
- Respiratory system
- Skeletal system
- Energy systems
- Training Methods
- Training Principles
- Fitness Components

Types of Assessment

- Summative –Topic Test
- Summative –Research Task
- Research Assessments

Civics and Citizenship – Crime and Punishment

Overview

The Year 9 Civics and Citizenship Crime and Punishment course examines the key features of Australia's legal system including court jurisdictions and how they apply and interpret the law and resolve disputes. The role of the high court and the various roles of professionals within the legal system including police, prosecutors, judges, and court officials are examined. Australia's international legal obligations as well as those relating to Aboriginal and Torres Strait Islanders are explained. The key principles of Australia's justice system, including equality before the law, independent judiciary, and the right of appeal form part of this study.

Units/Topics

- Brief history of law
- Key principles of Australia's Legal System
- Criminal and Civil Law
- Types of legal disputes
- The role of the Prison system

Assessment

- Research Task: Criminal and Civil law cases
- Case Study: A landmark or influential case *e.g. Azaria Chamberlain case*

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 10 Global Citizenship, Year 10 History: Rights and Freedoms, and VCE Legal Studies.

Year 9 - Humanities: Economics and Business

Overview

The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national and global levels and the effects of these decisions on themselves and others, now and in the future.

Units/Topics

- Consumer and financial literacy
- The business environment
- Enterprising behaviours and capabilities
- Work and work futures

Assessment

- Budgeting and Saving Case Study
- Small Business Entrepreneurial Portfolio

Future Directions

Satisfactory completion of this subject will provide the foundation for further study in year 10 in subjects such as Business & Economics or VCE Business Management.

Year 9 – Geography

Overview

This subject covers the two main topics of Food Production in Australia and Global Tourism. The Food Production unit looks at the history and future of food production in Australia with a focus on areas such as the Murray Darling Basin region and the impacts food production has on Australia's water resources and the environment in general. Innovations in farming techniques and technology are also explored as a means to improve food security into the future. The Global Tourism unit looks at where people travel and why. Population travel trends are investigated, and distinctions are made between recreational, cultural and leisure travel along with the impact tourism has on both people and places.

Units/topics:

- Global tourism
- Food production

Assessment

- Case Study
- Research Task
- Field Work
- Mapping tasks

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 10 Geography, VCE Geography and VCE Environmental Science.

Year 9 - Humanities: History - Australians at War

Overview

This unit aims to develop students' understanding of Australia's role in the first global conflict: World War I (1914-1918). It focuses on understanding the impact of the war on Australian society and identity, as well as examining the role that Australians had in determining the outcome of key battles during the war (such as Gallipoli and the Western Front). In doing so, students will be able to construct arguments about the emergence of a unique Australian voice and identity on the global stage through analysis of historical sources.

Units/Topics

- Factors leading to World War I: Militarism, Alliances, Imperialism and Nationalism
- Enlistment and the Australian drive for recruitment
- The Conscription Debate and 1916-1917 Conscription Referenda
- Events of World War I: the Gallipoli Campaign and the Western Front
- The Treaty of Versailles, the Post-War World and Commemoration

Assessment

- Topic tests
- Document Study
- Fieldwork
- Research task
- Source Analysis
- Fieldwork

Future Directions

Completion of this subject can lead to further study in Year 10 Humanities: History – Australia in the Modern World and VCE History.

Year 9 - Languages: Arabic

Overview

Learners understand and use features of the Arabic sound and writing systems and make connections between spoken and written texts. They use appropriate pronunciation and intonation when communicating and interacting in a range of contexts and apply spelling rules when writing in Arabic script. They explore Arabic syntax and linguistic structures and begin to use metalanguage by identifying grammatical terms.

Units/Topics

- Food
- Traditions and routines
- Animals

Assessment Tasks

- **Culture:** Students will explain some of the Arabic food and eating routines and traditions.
- **Speaking:** (Food and Food Pyramid)
- **Writing:** favourite animal and describing it
- **Reading and Responding:** how to take care of animals

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 10 Arabic.

Year 9 - Languages: Japanese

Overview

This subject covers the study of the Japanese language. It focuses on the development of vocabulary, sentences structures and more detailed Kanji. A focus on daily life, school and family are the key components of Year 9 Japanese classes. Through the study of Japanese language students develop their skills in oral and aural language, reading and writing. Students also develop their ability to analyse and interpret comprehension tasks relating to their daily lives.

Units/Topics

- Unit 1-Time
- Unit 2- Location
- Unit 3- School
- Unit 4- Seasons
- Unit 5- Counters
- Unit 6- Describing people

Assessment

- Speaking/Listening/Reading/Writing- Daily Routines
- Speaking/Listening/Reading/Writing- Locations
- Listening- Seasonal Activities
- Translating- Calendar Dates

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Year 10 Japanese.

Year 9 - Languages: Spanish

Overview

The aim of the course is for students to become more fluent and accurate in both spoken and written language production. In this course students gain more control of grammatical and textual elements. At this level, students continue to develop their understanding of the relationship between language, culture and identity.

Units/Topics:

- Describing what you have done and what you plan to do
- Using persuasive language
- Comparing the past to the present
- Using instructional language

Assessments

- Term 1- Presenting a dialogue in which friends discuss what they have done during the term and what they plan to do during the holidays (Or vice- versa).
- Term 2- A persuasive piece of writing on a topic of their choice in which they have to convince the reader to either: actively do something, buy something or believe something.
- Term 3- Powerpoint presentation about a particular group in a Spanish speaking culture, a person, a building, city or civilisation; explaining some of the customs or daily rituals back then and how the lifestyle has changed to now.
- Term 4- Presenting a video with instructions demonstrating how something is made.

Future Directions

Satisfactory completion of this Unit will give students confidence to approach a variety of grammar tenses and communication purposes for year 10.

Year 9 – Science: Into the Galaxy

Overview

This course will allow students to further develop their knowledge within the earth and space science domain, as well as having links to physical and chemical science. There will be an emphasis on the use of scientific inquiry and research skills as students explore various aspects of space. Students will also learn about the human endeavours that lead to our current understanding of the universe and how this has changed over time. There will be the opportunity for students to be involved in practical activities and excursions to foster a deeper understanding of the content.

Units

- Rocket Science
- Humans in Space
- The Universe

Possible Assessment Tasks

- Practical Reports
- Design Tasks
- Research Tasks

Future Directions

The practical investigation and science inquiry skills covered in this subject will provide a good foundation for students to proceed to study Year 10 Science.

Subject Selection Timeline 2023

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Year 7 2023

Parents will be contacted by email in July in relation to selecting languages and art/tech electives for study in 2023.

Year 8 and 9 2023

- 20 June: Parent Information Presentation link sent to families
- 21 June: Student Assemblies – Berwick/Officer Campus
- 24 June: ‘Select My Subjects’ website opens for elective preference entering
- 24 June: Application forms for Extension Academies published on MS Teams for students
- 22 July: Application forms for Extension Academies due
- 4 August: Extension Academy Application outcomes communicated to students
- 12 August: Electives are due to be entered on ‘Select My Subjects’ website