BURGMANN
ANGLICAN SCHOOL

GRACE COMMITMENT WISDOM

Years 9 & 10

Academic Pathways

2026

The three values, **Grace, Commitment, Wisdom**, form the foundation for the school. From this motto flow the values that enable Burgmann Anglican School to foster a caring and considerate community, a stimulating and thoughtful place of learning, and a respectful and joyful place of work.

Grace Commitment Wisdom

Enthusiastic participation in all aspects of Senior School life, including lessons, co-curricular activities, service, excursions, camps and leadership opportunities, help develop skills, knowledge and personal character. These experiences, both inside and outside the classroom, combine to broaden and deepen a student's understanding of themselves and their world.

The Senior School program aims to develop a sense of personal reflection, considered action and to develop a sense of wonder of the world around them. This is also achieved by the close relationship between learners, teachers and parents, within the context of our broader community.

In the Senior School, all students, with their unique talents and gifts, are encouraged to apply themselves with diligence and cooperative spirit and to demonstrate growing independence and responsibility for their learning. We aim to assist, acknowledge and celebrate each young person's journey to adulthood.

Academic Pathways 2026 describes the courses and programs offered at Burgmann in Years 9 and 10. This learning program is designed to achieve excellence, foster a spirit of curiosity and innovation, and prepare students for the challenges of the College years and beyond. We are excited to add new elective options into the mix for 2026.

The handbook also includes other assessment, administrative and accreditation information, which needs to be considered in light of supporting student achievement, student engagement and maximising opportunities leading into Years 11 and 12, and thereafter.

Our Director of Studies, Director of Learning and Teaching and a team of Heads of Faculty oversee the academic programs which are designed to nurture high levels of student engagement and interest, a rigorous scholastic environment for those wishing to excel at the highest levels, and support for students of all abilities.

The Senior School wellbeing system, led and facilitated by our Director of Wellbeing and Heads of House, Pastoral Care Tutors, counsellors and Ministry staff, provides students with a high level of support as they journey through the challenges and joys of their secondary education and the middle stage of adolescence.

The Senior School years are tremendously exciting years of intellectual growth, responsibility and self-discovery, as our students move from adolescence to adulthood. We are proud of our students and their contribution, their sense of purpose and persistence, as they look to live their futures with *Grace, Commitment, Wisdom*.

Ben Harris
Head of Senior School

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Welcome to Senior School

Burgmann Anglican School is committed to providing an educational environment that challenges and inspires each child to achieve personal potential in intellectual, ethical, aesthetic, emotional, social and physical development. The school is committed to its belief that children and young people are unique individuals created by God with their own strengths, weaknesses, gifts and needs. We value each individual student and strive to build a culture of respect, fairness, caring, compassion and service as senior students journey through their adolescence and into their early adulthood.

As a Senior School we need to respond to the changing needs of our students and the context in which they live; taking into account their increased level of maturity, as well as their greater need and ability to be independent and to make their own life decisions. Building on their Middle School experiences we continue to engage students in their own learning, encouraging them to further develop as resilient individuals who value community and understand their role of service within it. It is important that we prepare students for the requirements of the ACT Year 10 Certificate and Year 12 Senior Secondary Certificate, but we do this in a context that values reflection and spiritual growth, where success is measured by more than academic results.

The Senior School structure reflects a more traditional high school model in terms of its daily organisation, although the timetable structure is different to Year 8. Students are responsible for moving from one class to the next according to their individual timetable and may face up to six specialist teachers in one day. Senior School students have the opportunity to make informed decisions about their strengths and weaknesses and pursue areas of personal interest and talent through the elective program.

Class portal pages provide students with a description of course components and assessment tasks and timelines. These are a valuable tool in assisting students to manage homework and assessment priorities and should form an integral component of study and revision timetable regimes.

In the classroom, the learning and teaching practices focus on skill and knowledge acquisition, as well as other important learner characteristics such as critical and deep thinking, problem-solving and creativity. The Senior School continues to value and include negotiation, discussion and debate, various methods of inquiry, projects and research as fundamental elements of teaching and learning; working towards our quest to develop self-motivated, discerning and responsible life-long learners.

There are several major differences between Middle and Senior School. These are:

- Students in the Senior School do not have a core class. Year 9 students follow the Rite Journey program, while students in Years 10-12 are part of the Pastoral Care (PC) system.
- Students choose and study two electives each semester in Year 9 and 10.
- Languages (Indonesian, French and external languages) are electives and not compulsory subjects
- Design and Technology, Music, Art, Drama and Digital Technologies are electives and not compulsory subjects
- There are a variety of new elective subjects in both Year 9 and Year 10.
- Elective courses only run when classes have sufficient numbers and when the school can suitably staff each class. The school reserves the right to amend or change courses at any time due to student numbers, timetabling or staff availabilities.

An Overview of the Years 9 and 10 Curriculum

In Senior School, students are prepared to meet the requirements of the ACT Year 10 Certificate and the ACT Year 12 Senior Secondary Certificate, according to the requirements of the Department of Education and the Board of Senior Secondary Studies. The school is responsible for developing curriculum structures and materials that assist our students to reach their God-given potential. Teacher feedback on student learning is communicated at multiple times each semester, and reporting on student feedback is thus continuous for parents. Parents still receive a Semester Report.

Curriculum Structure

The curriculum provides a balanced program which encompasses all eight Key Learning Areas. The subjects offered are divided into two groups: core and elective.

CORE SUBJECTS
English
Mathematics
Science
Health and Physical Education
Humanities (History and Geography)
The Rite Journey / Christian Living

As part of the elective program, Years 9 and 10 students undertake study in multiple elective subjects. While many subjects are offered, depending on student interest, staff and timetable feasibility, certain elective subjects may not run in semester or for that year. As a result, students will also select reserve subjects. In such a case where a student cannot undertake a preferred elective subject, they will be undertake one of their reserve elective subject for the respective band.

In Year 9 students will undertake 4 elective subjects, each subject is one semester in duration. Students must select one elective from each of the three bands, and a fourth elective from any band.

The Year 9 elective subjects and bands are:

BAND 1	BAND 2	BAND 3
Engineering and Mechatronics	**Into the Wild**	**Innovate: Design Lab**
Computer Science and Microcontrollers	**Peak Performance**	**Media Remix**
Prime Minds	**Outbreak**	**Art Foundations in Focus**
Moneywise	**VICE: Law**	**Drama**
Writing for Life	**VICE: Forensics**	**Music and Mood**
Virtual Worlds	**Future and Enterprise**	**Fashion Forward**
International Relations: Global Power	**French***	**Work Studies**
History of Crime, Punishment and Society	**Indonesian***	**Talking with Your Hands (Auslan)**

Towards the end of Term 3, Year 9 students will select their two elective subjects for study in Year 10. Year 9 elective subjects are not always continued in Year 10 so students should check 'Pathways to Future Studies' on each elective subject page for information on related Year 10, 11 and 12 subjects.

**French and Indonesian are year-long courses and will each count for 2 both selections in Band 2.*

The current Year 10 elective subjects are:

ELECTIVE SUBJECTS
Commerce
Design and Technologies
Digital Technologies
Drama
French
Indonesian
International Relations
Media Arts
Music
Numbers, Patterns and Problems
Sport, Lifestyle and Recreation
Visual Arts
Work Studies
High Performance Program
Chinese (Offline)
Other External Language Courses

Additional Year 10 elective subjects to the table above may also be offered. Students will be notified of these, along with Year 10 elective subject selection process during Term 3 of Year 9.

During the first two weeks of Term 1, the first week of Term 3, and at the end of each semester, Year 10 students have the opportunity to review their elective choices and may make subject changes with their parents' and the school's consent. Any elective choices must fit within the constraints of the timetable as determined by the school. After the commencement of the school year, students must see the Director of Studies to initiate possible elective changes. **It is not possible to change elective choices after the first two weeks of Semester 1 and the first week of Semester 2.**

Information about the academic program for Years 11 and 12, and the Year 12 Senior Secondary Certificate and university entrance rankings (ATAR), is presented to students and parents at an information evening and career sessions during Year 10. The *Academic Pathways 2026 – Years 11 and 12* booklet details curriculum subjects offered at Burgmann Anglican School relevant to the subsequent academic year.

All students in the Senior School are able to seek careers and course advice through the Careers Counsellor, Heads of Faculty and Director of Studies by appointment.

More information about the Senior School education and support services is available on the Portal.

BRING YOUR OWN DEVICE

In Senior School, students are required to bring their own devices, such as a tablet or laptop, for use in the classroom. This enables them to fully participate in the curriculum, can enhance their learning habits at school as well as achieve greater consistency in their home study practices. They must, however, abide by the school's code of digital conduct and use devices appropriately at all times. Information regarding BYOD requirements can be found on the Portal under *Information for Parents>Class requirements>Year 9-12 BYOD requirements*.

Mobile phones are not permitted as a BYOD device but may still be brought to school. Mobile phones are NOT permitted in any classroom at any time or during class breaks and are to be stored in lockers for the duration of the school day.

FORMATIVE VS SUMMATIVE ASSESSMENT

In Senior School, teachers endeavour to ensure that the workload and assessment task load for students is reasonable but challenging. This is achieved through task design, rather than in task number or volume. Learning takes place all the time and teachers are constantly giving feedback on each student's progress, both formally and informally.

A formative task is part of the learning process (assessment for learning) and occurs in the regular teaching and learning program. Formative tasks monitor student learning during the process and help identify strength and growth areas for students. These tasks also enable teachers to subsequently target learning activities to address these needs. These tasks are usually low stakes and have little or no "point" or percentage weighting.

Summative assessment (assessment of learning) is high stakes and provides an evaluation of student learning at the end of the unit of work, term or semester.

Both styles of task give valid and useful information about learning progress. Parents are encouraged not to rely on marks as the sole, informative indicator of progress. Teachers explore strengths, areas requiring attention and learning habits to ensure that the learning picture from the classroom, coupled with habits evident at home, provide a clear pathway for future growth.

INCLUSION AND LEARNING SUPPORT

The Senior School Inclusion team provides support in learning for students with perceived need. This is achieved through Personalised Plans, in-class and tutorial support, special provisions, and liaison with teachers and external specialists.

Students may enter or leave the program at various stages in consultation with staff and parents. The fluidity of the program ensures more students benefit from the program over the course of time.

The short and long term nature of the program is indicative of enrichment support as student needs vary according to age, personal experiences and the nature of their need.

More information about enrichment and learning support is available through the Portal and also from tutors and the Enrichment staff. Parents are advised to contact the Senior School office to schedule an appointment with Enrichment staff.

LIBRARY SUPPORT AND TUTORIAL PROGRAM

The School library is well resourced with a large variety of materials, both print and digital. The collection caters for students' research and study needs as well as recreational reading. It is open before and after school to support student learning.

Opening hours are:

- Monday to Thursday 8am to 6pm
- Friday 8am to 5pm

This area is staffed at all times.

The school also offers a free after school tutorial service in many subjects to support student learning, held in the library. Our tutors are recent Burgmann graduates currently engaged in Tertiary courses at Canberra institutions, and each holds a current Working With Vulnerable People (WWVP) card and credibility in the subjects they are tutoring.

Schedules and available subjects are communicated through the Library page on the Portal at the commencement of each semester.

These tutorials are open to all Senior School students.

OUTDOOR AND EXPERIENTIAL (OE) LEARNING IN YEARS 9 AND 10

The OE program is central to the growth and development of resilient, community-minded young people. At Burgmann, the program has two major strands:

- Outdoor Education
- Experiential and Collaborative Challenges

Some experiences combine both strands.

Sometimes learning takes place in the classroom, but most of these experiences are outdoors, designed carefully and deliberately to achieve some of the mandatory Australian Curriculum content, as well as to provide stimulating, challenging and adventurous events. These experiences build student confidence and competence, a strong sense of awareness, greater resilience and stronger collaborative skills. All experiences have learning transferrable into every subject and classroom, are socially challenging and relevant for every student.

The program is listed here chronologically and is subject to change. Each experience builds on the previous ones, and all are compulsory for all students. All costs are included in the Year 9 and Year 10 levies. There are many smaller components to this program, but the signature experiences are as follows:

YEAR 9

Year 9 Rite Journey

This program has a series of events for parents and students, aimed at providing handrails and rites of passage for our young people as they transition into adulthood. These may include such events as:

Year 9 Wellbeing Adventure Day

This is held mid Term 1 and is a day of local based activities designed to develop group social interactions, problem-solving and responsible risk-taking. This is a day excursion only.

Year 9 Camp

This is the only true camp during Senior School and is a 4-5 day expedition-based program run off-site (or on-site, if public health conditions require it). Camp challenges all students as they are away from home and familiar environments, with no mobile phone reception. Students are tasked with achieving challenging goals using physical, intellectual and spiritual dimensions. Camp is held early in Term 4 and is the highlight of the Year 9 program at Burgmann.

Year 9 Imago Dei

Students explore the Christian principle of Imago Dei – In the Image of God.

God bestowed special honour onto humankind, which he did not confer onto the rest of creation; a relational understanding that the image of God is found in human relationships with God and each other. The principle of the image of God provides important grounding for the development of human rights and the dignity of each human life regardless of class, race, gender, or disability.

Students will explore their own and others unique gifts given to them in the Image of God.

Year 9 Shark Tank

Bring exciting and innovative ideas to life using Shark Tank style presentations. Create a future-focused, innovative idea, product or service that has the potential to accelerate action and progress of the United Nation's Sustainability Development Goals. Shark Tank Innovation is a project-based learning challenge that incorporates

the 4 Cs; Critical Thinking, Creativity, Collaboration, and Communication in a cross-curriculum environment. Students will demonstrate the skills through developing an innovative project as an entrepreneur team using scientific method and persuasive techniques by producing a prototype; preparing a pitch and marketing campaign for the innovation. The Shark Panel will judge and review presentations and innovations.

Year 9 Capital Challenge

This is an 'Amazing Race' style team challenge, held around Civic and Inner North Canberra, on the final day of Term 4. A number of components of this competitive event are held at school in the days prior to departure, culminating in the physical event on the final day.

Year 9 Youthdrive Program

Piloted in 2025, the Drive program aims to build safe driving practices with our youngest drivers. This involves an introduction to basic car maintenance, workshops on alcohol/drugs and the dangers of driving under the influence, and even driving an actual car (often, and hopefully, for the first time) in a secure and enclosed environment. This program builds awareness and confidence and assists our young people to evaluate risk and to manage their expectations, and respect their limitations, when learning to drive. This is a one day pilot program in 2025 and may continue into 2026 pending program evaluation.

YEAR 10

Year 10 Challenge Day

Challenge Day is a full day hike on the Centenary Trail, from Hall to Bonner (or vice versa). It engages every sense of the young person as they manage the risk assessment program, route plan, the dietary requirements of their hiking group, and look after each other on the day. Students lead this experience as it builds directly on skills learnt at Year 9 Camp and staff are present for safety reasons only. This hike is held in early September (Term 3) and is a pre-requisite to participate in the City Express.

Year 10 City Express

This 3-day program is held in Sydney and simulates a 'backpacker style' travel experience. Students select their travel companions, destination, manage their budget and design the experiences they have, the sites they visit and the food they eat. The only elements organised for them are return transfers from school and the accommodation. City Express is scheduled for the end of Term 4.

Outline of Faculty-based Courses

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CORE SUBJECTS

English

Mathematics

Science

Health and Physical Education

Humanities

The Rite Journey / Christian Living

ENGLISH

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Rationale

The units of work studied in English in Years 9 and 10 at Burgmann are designed to engage students with the key concepts of Overcoming Adversity; Finding your Voice; Influence and Relevance. Each of these address the three strands of the Australian Curriculum: language, literature and literacy. As a result of exploring these rich concepts, students will have the opportunity to develop critical communication skills, develop their voice in both written and spoken texts, organise their thoughts, and respond thoughtfully to social and moral issues. Their study in English promotes the enjoyment of literature, develops their creative thinking and expands their metacognitive skills.

Course Overview

The English courses in Years 9 and 10 continues to develop students' use of language in different contexts, as well as the skills involved in writing, reading and viewing, and speaking and listening. The texts that are studied become progressively more complex and sophisticated, with more precision required in the analysis and interpretation of them. Students continue to develop functional, analytical and creative writing skills, and enrich their understanding of the structural elements of language.

Each semester students participate in a variety of activities that focus on writing, reading, viewing, listening, speaking, and representing. Students participate in regular literacy development workshops to improve the accuracy of their expression. Furthermore, students are encouraged to read for pleasure and have fortnightly classes in the library.

In their English studies, students examine prose-fiction, poetry, short stories, plays, films, graphic novels, non-fiction and media texts. Students study texts from a range of historical periods and cultural contexts, written by diverse voices in a range of textual forms. This encourages awareness of perspective-seeking and open-mindedness in Burgmann Senior English students.

Assessment

In English, students are provided with timely and personalised feedback in response to formal and informal evidence of learning. This is communicated to the student and parent body through the Continuous Reporting system at Burgmann. Each student's understanding is informally assessed on an ongoing basis, through their participation in, and contribution to, class discussions and activities. Students are formally assessed on a variety of written and non-written tasks. Some of these tasks are analytical, investigative or creative in nature; they usually include essays, short-response analytical papers, investigative reports, multimodal presentations, creative responses and oral presentations.

Associated Costs

Students will view performances by Poetry in Action and/or the Bell Shakespeare Company to enrich their study of prescribed texts. The small fee for each of these incursions will be included in the Year Group Levy.

Opportunities will arise for students to attend excursions and performances that complement their English studies. Parents are notified of any cost prior to the event.

MATHEMATICS

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Rationale

Mathematics is a vital and powerful form of communication which provides a framework for observing, representing, and investigating the existence of patterns and relationships. It is a tool which helps us to develop the skills of analysis and reasoning in order to solve a range of real-world problems.

Analysis by the National Skills commission indicated that STEM jobs (Science, Technology, Engineering and Mathematics) were growing at 1.65 times the rate of non-STEM jobs.

In short, Mathematics is critical for future jobs in our increasingly technology driven society. The job opportunities arising from mathematics as well as including traditional areas like science, engineering and economics now include a much more diverse range of future jobs.

New jobs requiring mathematics include: Computer Technician, Electrician, Architect, Cryptologist, Game Designer, Marketing Analyst, Optometrist, Forest Scientist, Football Analyst, Meteorologist, Roboticist and Zoologist to name but a few.

Course Overview

All students in Years 9 and 10 complete the Australian Curriculum (AC) course. Students in need of additional support in Mathematics are catered for in accordance with the aims of the Australian Curriculum through a range of additional measures. Please talk to the Head of Mathematics or the Leader of Inclusion to access this support. This helps to ensure that students are taught at the appropriate depth and breadth to reflect individual experience and ability.

Mathematics is hierarchical in its structure and is often taught using a spiralling approach; each year we revisit key content areas and build on students' existing understanding and skill base. As a result, the Year 9 and 10 courses are a continuation of learning from the Middle School.

- In the Australian Curriculum, the Core content is divided into three strands:
- Number and Algebra: mental and written computation and numerical reasoning, patterning, generalisation and algebraic reasoning.
- Measurement and Geometry: spatial visualisation and geometric reasoning, identifying and quantifying the attributes of shapes and objects and applying measurement strategies.
- Statistics and Probability: collecting, representing, analysing and evaluating information and being able to determine and apply probability in real situations.
- The extent to which these are explored differs to suit students' level of understanding and skill mastery.

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Assessment

Each cohort in Years 9 and 10 is assessed according to the Australian Curriculum Achievement Standard for their year group using common questions in tests and assignments. This enables better reporting outcomes and appropriate placement of students in the correct level. Consequently, all of students' reports are based on the appropriate Achievement Standard.

Additionally in each semester of both Year 9 and 10 there is a series of lessons that allow students to use extended mathematical thinking. This then leads to an assessment task each semester called a Rich Task. These tasks have a low entry level and a high ceiling where students can demonstrate their ability to think in an extended way about mathematics. They are also aimed at developing students' problem-solving ability, a key skill for Years 11 and 12.

The purpose of assessment is to give students the opportunity to demonstrate their understanding and their skill development. A range of assessment strategies is used, including written tests, research assignments, practical work (including at times excursions), experimental work and oral presentations.

SCIENCE

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Rationale

The study of science provides the opportunity for students to experience scientific discovery, to nurture their curiosity of the world around them, and appreciate the way that scientists work. This allows them to develop scientific understanding, critical and creative thinking skills, identify questions and draw evidence-based conclusions using scientific methodology.

It is through this inquiry and investigation that students develop a deeper appreciation of scientific endeavour, of science as an evolving body of knowledge, of the provisional nature of scientific explanations and of the complex relationship between evidence and ideas.

Course Overview

The Australian Curriculum in Science includes three interrelated strands:

- Science Understanding: selecting and integrating appropriate science knowledge (such as facts, concepts, principles, laws, theories and models) to explain and predict phenomena, and applying that knowledge to new situations.
- Science as a Human Endeavour: constructing explanations based on evidence; science knowledge changing as new evidence becomes available; influence of science on society.
- Science Inquiry: identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings.

The two-year course is arranged via the Science Understanding sub-strands of Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences, with students studying the year level content of the four sub-strands each year.

Practical experiences and hands-on activities are key to the course and occupy a substantial amount of course time.

Students will work individually and in teams to plan and conduct investigations. They will evaluate issues and problems, identify questions for inquiry and draw evidence-based conclusions from their investigations. Through this problem-solving process they will develop their critical thinking skills and creativity.

They will also be provided with experiences in making informed decisions about the environment, the natural and the technological world and in communicating their understanding and their viewpoints.

Assessment

In Science, students are informally and formally assessed (with two to three summative graded tasks assigned per semester). Each student's understanding is informally assessed during normal lesson times through their participation in, and contribution to, class discussions, quizzes, practical work, and classroom activities. These tasks are designed to

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develop skills required for the more rigorous summative assessments.

Students are formally assessed using a variety of tasks. These may include targeted data analysis, inquiry activities, practical reports, research assignments and tests and examinations. The tasks may be conducted in test situations, or developed over a period of time. All students are required to undertake at least one research assignment and at least one 'hands on' practical investigation project per year.

Students gain information about their learning through feedback from teachers and from self-reflection. The challenge and complexity of assessment tasks increases to enable students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Associated Costs

Any whole course excursions or experiences have no additional cost to parents, as these are included in the Year 9 levy. Opportunities arise for competitions, excursions or field trips (eg ICAS, Brain Bee, Olympiads). Parents are notified of any cost prior to the event and can opt in or out.

HEALTH AND PHYSICAL EDUCATION

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Rationale

The study of Health and Physical Education in Years 9 and 10 provides students with an experiential curriculum that develops their understanding of movement concepts, interpersonal skills, relationships, community health and health literacy.

The course aims to develop in each individual the knowledge, attitudes and skills needed to value and lead active, healthy and fulfilling lifestyles. The course encourages students to take responsible and productive roles in society, and to develop their commitment to lifelong health and physical activity.

Course Overview

The course is split into health (theoretical) and physical education (practical) components. In a typical week, students will participate in one health lesson and two physical education lessons.

Participation in regular and varied physical activity is an inherent component of the Health and Physical Education course. Movement experiences develop concepts and skills necessary for satisfying performance, and also self-awareness, aesthetic appreciation, problem-solving and interpersonal skills.

Physical Education units studied differ from those available in the Junior and Middle Schools, and include team and individual physical activities.

Students also engage in Health lessons that deal with issues relevant to their age group. During Years 9 and 10, students study issues concerning adolescents on both an individual and community level. The individual focused study includes drug use, sexuality, lifestyle decisions, road safety and interpersonal skills.

The focus on community issues relate to physical fitness and recreation, attitudes and motivation affecting performance, management of stress and goal setting, health promotion in the community and emergency care.

Assessment

Each semester, students are involved in practical assessment during class time for each Physical Education unit studied. Students are also required to complete a variety of assessment related to the Health units studied.

Associated Costs

In Years 9 and 10, all compulsory experiences and excursions are included in the year levy. In Year 10 there is an additional cost of approximately $60 for the Royal Life Saving First Aid certificate and materials.

HUMANITIES

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Rationale

The study of Humanities allows students to explore and better understand the world they live in. This subject combines the study of History and Geography. Students develop their research skills and analysis skills, the ability to follow a line of inquiry, and the ability to interpret and to understand the world.

The Humanities Faculty at Burgmann Anglican School delivers the Australian Curriculum: History and Australian Curriculum: Geography courses.

Course Overview

The Humanities course is delivered over a period of two years. Students will undertake the study of Geography and History for one semester each, in both Year 9 and 10. This is done under the guidance of a specialist teacher; as such, they will usually have a different teacher in Semester 1 to that of Semester 2 in both years.

Assessment

In Humanities, both formative and summative tasks are used to inform allocation of grades. This means that there are no weightings to tasks; formative tasks are undertaken during normal lesson times and are designed to develop skills required for the more rigorous summative assessments.

Formal and informal feedback is given for the formative tasks so that students can identify areas for improvement and areas of strength.

Formative tasks vary dramatically in style; there are some tasks attempted by the entire cohort, and some designed specifically to suit individual classes.

Summative tasks are designed for the entire cohort, and typically include tasks such as research assignments, fieldwork, oral presentations, essays, examinations and analytical exercises.

Students can expect up to five formative tasks for which they will receive verbal or written feedback, and between two and three summative assessment tasks per semester, for which they receive a scored result.

Associated Costs

Excursions are limited to single day experiences, sometimes involving out of normal school hours timing, and every attempt is made to keep excursion costs to a minimum.

Costs for all mandatory excursions are covered by the year levy. Any optional competitions are charged to parents separately, as required. Parents can opt in or out of these.

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Excursions

History

Students may have the opportunity to participate in excursions to support the History curriculum. Whenever possible, excursions are local to keep costs to a minimum. In the case of a significant cost, parents will be given at least one term's notice. Any costs for mandatory excursions are covered in the year levy.

Geography

Students can expect to complete field work as a necessary component of the Geography curriculum. During a Geography Field Trip, students use geographical skills to understand past, present and future management of at-risk or changing environments. Field work may be conducted at school or may involve excursions. Whenever possible, excursions are local to keep costs to a minimum. In the case of a significant cost, parents will be given at least one term's notice. Any costs for mandatory excursions are covered in the year levy.

THE RITE JOURNEY / CHRISTIAN LIVING

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Rationale

Christian Living in the Senior School seeks to inform students about the Christian worldview, through the reading of the Bible and its overarching narrative structure, engagement with historic Christian thought, and reflection on Christian ethical practice. Through interaction with these sources, students are invited to consider the good news of Jesus Christ, and the relevance He has for their lives at school and beyond.

Course Overview

The course has two units in Year 9 and is taught and learnt within the Rite Journey Program: the first unit is titled “Is there something more”, and the second “What is my Purpose and What do I have to Give?” In Year 10, there are also two semester-long units: Who Am I? and Investigating World Religions. In the first unit, students explore what it means to be a human being from a Christian perspective, and in the second, they are introduced to the teachings and practices of Hinduism, Buddhism, Islam and Christianity. The second unit is designed to introduce concepts that will be covered in Year 11 Religious Studies.

All Year 9 students are required to attend Imago Dei.

Assessment

Each student's understanding is assessed on an ongoing basis, through their participation in, and contribution to, class discussion. Each semester there is also a more formal task which involves students reflecting on and interpreting stimulus materials.

- Associated Costs

All costs for the Rite Journey (including camps), Imago Dei, Capital Challenge and Y9 Challenge Day are covered by the Year 9 levy.

Outline of Year 9 Courses

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ELECTIVE SUBJECTS

Art Foundations in Focus

Computer Science and Microcontrollers

Drama

Engineering and Mechatronics

Fashion Forward

French

Future and Enterprise

History of Crime, Punishment and Society

Indonesian

Innovate: Design Lab

International Relations: Global Power and Disorder in the 21st Century

Into the Wild

Media Remix: Exploring Media and Meaning

Moneywise

Music and Mood: Unpacking the psychology of how and why music makes us feel

Outbreak

Peak Performance

Prime Minds

Talk With Your Hands: Introduction to Auslan

Vice (Forensics & Law)

Virtual Worlds

Work Studies

Writing for Life

ART FOUNDATIONS IN FOCUS

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Rationale

Within Term 1 of the course, students are introduced to, and explore, a range of materials and styles in Art Foundations in Focus. Through art making and artist exploration, students build on their knowledge and skills and apply this to a major art piece in Term 2.

Course Overview

Students will expand their knowledge of art elements and principles as they construct a range of 2D & 3D artworks with a variety of materials. Students will expand their aesthetic awareness by examining and creating artworks which utilise art elements and principles, techniques, and styles. Students will also undertake tasks that provide opportunities to develop a greater understanding of how visual art can be utilised to communicate concepts and themes.

This semester-long course begins with an introduction to resource use, foundational art elements, principles, and perspective drawing. Students then investigate various art movements through both theoretical and practical tasks, before engaging in hands-on experiences with ceramics and painting. The second half of the semester focuses on the development of a major artwork, from initial ideation through to construction, refinement, and the creation of an artist statement. To conclude, students undertake a series of extension tasks to further build their practical skills and creative expression.

Associated Costs

Students undertaking this subject incur an additional levy of $50 towards the cost of project resources and consumable materials.

Pathway to Future Studies

Art Foundations in Focus offers strong pathways into Year 10 Visual Art, Years 11 and 12 Studies of Visual Arts, Studies of Photography, Design & Graphics, Studies of Media

COMPUTER SCIENCE AND MICROCONTROLLERS

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Rationale

Computer Science sits at the foundation for all further IT study. The basics of binary and logic ensure that further study into programming, web development, game development, robotics, cybersecurity, engineering, or any other integrated technology pathway will have all the necessary building blocks to succeed. Incorporating microcontrollers also demonstrates the programming changes that occur when working with an embedded system vs an operating system, and prepares students for robotics, engineering, and the design side of technology.

Course Overview

Computer Science and Microcontrollers is a foundational course focused on delivering the skills necessary to succeed in any branch of the Information Technology field. It will begin with an overview of Computer Science, examining number systems, boolean algebra, and logic circuits to gain an understanding of the building blocks of IT. Latee we shift focus to programming, initially using procedural programming in Python to build simple programs, and then repeat much of the same logic using Micro:bits and MicroPy to compare and contrast the complexities of embedded system vs operating system programming.

Pathway to future studies

Year 9 Computer Science and Microcontrollers has strong pathways into Year 10 Digital Technologies, Year 11 and 12 Digital Technologies (Computer Science, Game Development, and Web Development), Data Science, Robotics & Mechatronics, Engineering Studies, and Design and Technology.

Associated Costs

Students undertaking this subject incur an additional $35 levy towards the cost of project resources and consumable materials.

DRAMA

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Rationale

In this unit students will learn the skills of improvisation, playbuilding and acting, and they will develop an understanding of the elements of drama. In improvisation, students learn how to work spontaneously to create characters and situations, explore ideas and issues, and use, and experiment with, the elements of drama. In playbuilding, students learn to collaborate in devising original performances using dramatic elements, structures and performance techniques. Students learn how to use acting skills and performance spaces, and how to establish an actor-audience relationship appropriate to the style and purpose of their performance. Students also learn how to use their voice and body, in conjunction with their mind and imagination, to transform themselves as actors into fully developed characters.

Course Overview

Students will begin the semester by developing skills in improvisation: accepting offers, making offers, extending offers, developing focus, developing character, collaborating in groups, etc. This will lead them into their study of the Elements of Drama, knowledge they will require before beginning any formal performance work in this course. Students will explore, through experiential learning, how to manipulate focus, space, tension, timing, pace, mood, atmosphere and character in the development of a performance. They will learn how each element can be used in a deliberate way to create meaning for the audience.

Following this, students will study playbuilding, a structured approach to devising ensemble performances. This will include developing an understanding of techniques such as soundscape, stylised movement, exaggerated movement, unison, cannon, repetition, and transitions. As part of this process, students will continue to use improvisation to explore and refine performance ideas.

Pathway to Future Studies

Year 9 Drama offers strong pathways into Year 10 Drama and Years 11 and 12 Studies of Drama.

Associated Costs

Students undertaking this subject incur an additional levy of $30 towards the cost of project resources and consumable materials.

ENGINEERING AND MECHATRONICS

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Rationale

Engineering and Mechatronics supports the new senior engineering studies course and is a bridge across multiple technology specialties and skills. The unit combines mechanical, electrical, and software engineering to fabricate and refine intelligent systems and automation. The weekly content challenges critical thinking and is founded upon complex real-world problems. Students learn through practical, hands-on learning using innovative technologies.

Course Overview

Engineering and Mechatronics introduces students to the breadth of engineering disciplines, focusing on core concepts, problem-solving processes, and the contributions of iconic engineers. Early topics explore fundamental electrical engineering principles, including circuit design, safety, and component functions such as switches, buttons, and actuators. Students gain hands-on experience with Computer-Aided Design (CAD) and basic gearing systems, which support the development a cam-driven device. The course guides students through the engineering process from circuit and structural design to refinement and final submission.

In addition to this, students study an introduction to mechanical engineering. Here, students examine the principles of force, motion, and how spiral and rotary motion can drive mechanical systems. They explore material properties and are introduced to sensor technologies and microcontrollers to enhance functionality. Students will design and prototype systems such as track mechanisms, develop schematics, and integrate electrical and mechanical elements into a cohesive project. Throughout, the course balances theory with practical application, encouraging innovation, collaboration, and a systems-thinking approach to solving real-world challenges.

Associated Costs

Students undertaking this subject incur an additional levy of $35 towards the cost of project resources and consumable materials.

Pathway to future studies

Year 9 Engineering and Mechatronics offers strong pathways into Year 10, 11 and 12 Design Technology, Digital Technology and Engineering Studies.

FASHION FORWARD

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Rationale

Fashion Forward; the study of textiles provides students with a deep understanding of the cultural, historical, and environmental significance of fabric and fashion. By exploring the origins and production of fibres, the evolution of fashion throughout human history, and sustainable production practices, students develop critical thinking, creativity, and problem-solving skills that are essential for engaging with global issues such as sustainability and ethical fashion. This course equips students to make informed choices about their fashion consumption and production, fostering a greater appreciation for diverse cultural contributions and sustainable practices within the industry.

Course Overview

Textiles focuses on the integration of knowledge from the food and fibre sector, exploring the history, production, and sustainability of textiles, with a strong emphasis on cultural and Indigenous perspectives. Students will examine the development of fibres from natural and synthetic sources, the impact of fashion on society, and the contributions of fashion icons throughout history. The course emphasises the role of sustainability in textile production and explores innovative approaches to reducing environmental impacts. Students will engage with the traditions and practices of Indigenous and cultural fashion, critically analysing the ways in which fashion reflects and shapes cultural identity. Through inquiry-based learning, students will investigate the global challenges in the textile industry, such as waste, ethical labour practices, and sustainable alternatives, while developing practical skills in textile design and production.

Associated Costs

Students undertaking this subject incur an additional levy of $50 towards the cost of project resources and consumable materials.

Pathway to future studies

Year 9 Fashion Forward has pathways into Year 10, 11 and 12 Studies of Drama, Visual Art and Year 11 and 12 Design and Graphics, and Studies of Photography.

FRENCH

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Rationale

Learning French fosters students' ability to communicate across cultures, think critically, and understand language structures. It enhances interpersonal skills and global awareness, supporting both personal and professional growth. French is a widely spoken global language, with first-language speakers in over two dozen countries across five continents. It is the official language in more than 35 countries, including France, Canada, and numerous African and Pacific nations such as New Caledonia.

French shares many linguistic features with English, which supports students in developing their English literacy while learning another language.

Australia has a longstanding relationship with the French-speaking world. These connections are reflected in areas such as diplomacy, international relations, trade, science, education, tourism, communication, cinema and defence, opening career opportunities in these areas. The Pacific region is particularly important in this bilateral relationship, given France's territorial presence and shared regional interests.

France remains a popular travel and study destination for Australians. Many young Australians choose to live, study, or work in French-speaking countries, further strengthening cultural ties. In all, learning French offers students valuable global perspectives and practical advantages in an increasingly interconnected world.

Course Overview

This course is designed to be engaging and practical, offering real-world contexts for language use. No previous study of French is required. This course is taught as French 1 (Semester 1) and French 2 (Semester 2). Students are required to pick both French 1 and French 2 as the elective choices in Band 2.

In Year 9, Semester 1 students build foundational language through the theme of personal identity and friendships. They explore how young people in France and Australia live, connect, and express themselves. The focus is on developing meaningful communication skills while building cultural awareness, curiosity, and creativity.

In Semester 2, students take a virtual journey through France, exploring daily life, food, transport, and travel. From navigating through a French city to the festivals and features of other francophone countries around the world; comparing the diversity of francophone lifestyles with their own. The focus is on fostering curiosity, intercultural understanding, and confident communication in French.

Lessons include group discussions, visual storytelling, dialogues and roleplays, films, and activities like food preparation and tasting. Students will develop practical skills and confidence while preparing them for respectful engagement in local and global contexts.

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Assessment

Students will be assessed in speaking, writing and responding tasks on the degree to which they demonstrate:

- Communicating (roleplays, interviews, simple letters or emails, daily conversation in French)
- Understanding (listening, viewing and reading comprehensions, responding in English)

Associated Costs

Pending availability and timetabling, there may be a local excursions to the Alliance Française, Embassies, galleries, cinemas, cafes or exhibitions. These excursions will incur an additional levy and cost. Parents will be notified of this in advance of the excursion.

Pathway to future studies

If students wish to study French in Years 11 and 12, they should study this language in **both Years 9 and 10**.

FUTURE AND ENTERPRISE

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Rationale

In a rapidly changing world, students will need the ability to think critically and find creative solutions to complex problems. Employers are looking to recruit people who can think outside the box and bring a unique perspective to the workplace. The world needs highly motivated individuals who can take risks with innovative ideas and entrepreneurial actions to help improve our quality of life. This course is designed to cultivate in students the mindset of a futurist thinker with a concern for human flourishing.

Course Overview

In this subject, students undertake a collaborative, inquiry-based project that challenges them to identify a contemporary issue or opportunity—locally, nationally, or globally—and develop an innovative solution or enterprise response. Through this process, they apply elements of design thinking, systems thinking, and project management. They may draw on interdisciplinary knowledge from other subject areas such as art, design technologies, science, commerce and geography.

Students develop skills in research, ideation, collaboration, production and communication. There is an intentional focus on transferable cognitive processes such as analysis and critical thinking. Students are encouraged to take initiative, explore multiple perspectives, and reflect on the social, economic, and environmental impact of their decisions. The course promotes a growth mindset and a sense of agency and prepares students to participate confidently and responsibly in a complex world. 'Future and Enterprise' supports students to become enterprising learners and active citizens, equipped with the skills to navigate future challenges, create opportunities, and contribute positively to society.

Assessment

Variety of research, problem-solving, ideation, design process and product delivery.

Associated Costs

It is not anticipated that there will be additional costs associated with this unit.

Pathways to future studies

Year 9 Future and Enterprise offers strong pathways into Year 10 Design and Technology, Years 11 and 12 Business Studies, and Design and Technology.

HISTORY OF CRIME, PUNISHMENT AND SOCIETY

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Rationale

The History of Crime, Punishment and Society elective is designed to captivate students through an exploration of the dark, complex, and compelling stories that have shaped human civilisation. This course invites students to investigate how crime and punishment have evolved through different time periods and cultures, while also developing a critical understanding of the societal values and structures that shaped these systems.

Course Overview

History of Crime, Punishment and Society offers students a dynamic and immersive exploration into the development of crime, punishment, and society from early history through to the modern world. It traces the evolution of criminal justice systems and challenges students to consider how societal responses to crime reflect broader cultural, political, and ethical values.

This course begins with an exploration of early legal systems in Anglo-Saxon and Norman England, laying the foundation for understanding Western concepts of justice. Students will examine how historical systems of control—such as trial by jury, torture, and punishment—were deeply intertwined with fear, belief systems, and power structures. Through in-depth case studies like the Salem Witch Trials and the moral panics of the 16th and 17th centuries, students will analyse how legal practices were used to reinforce authority and social norms. The course then progresses through the 18th and 19th centuries, investigating the impacts of the “Bloody Code,” convict transportation, and the emergence of prisons and policing, all while highlighting how legal systems were used as tools of imperialism and racial control.

Shifting from a historical to a sociological lens, the second part of the unit challenges students to consider how crime and justice operate in modern society. Key themes include the influence of social structures on legal outcomes, the role of movements like Black Lives Matter in redefining justice, and the rise of "trial by media" in shaping public perception. Students will explore the globalisation of high-profile crimes and the ethical complexities of the true crime phenomenon, including the role of amateur investigations and digital culture. By drawing connections between past and present, students will critically engage with questions about power, justice, ethics, and how society continues to navigate the tension between security, fairness, and human rights.

Associated Costs

It is not anticipated that there will be additional costs associated with this unit.

Pathway to future studies

Year 9 History of Crime, Punishment and Society has strong pathways into Year 11 and 12 Psychology, Sociology, Modern History, Ancient History, Legal Studies, Studies of Religion.

INDONESIAN

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Rationale

Learning Indonesian develops students' ability to communicate across cultures, think critically, and reflect on how language works. This course also supports the Australian Curriculum's cross-curriculum priority of Asia and Australia's engagement with Asia, encouraging students to explore Australia's relationship with Indonesia and develop informed perspectives about the region's languages, cultures, and global significance.

In a significant recognition of Indonesia's growing cultural and diplomatic influence, the UNESCO General Conference in Paris in 2023 declared Indonesian as its tenth official language, joining English, Arabic, Mandarin, French, Spanish, Russian, Hindi, Italian, and Portuguese.

Indonesian is the national language of our closest Asian neighbour and is spoken by more than 250 million people. It is a practical and accessible language for Australian students, sharing the Roman alphabet and consistent pronunciation rules, which help learners gain confidence quickly across speaking, listening, reading, and writing.

Understanding Indonesian not only deepens appreciation of one of the most diverse nations but also opens pathways to future study and careers in government, education, business, tourism, media, defence, health, and international development. As Australia and Indonesia continue to strengthen ties in trade, education, and cultural exchange, students who can communicate in Indonesian will be well positioned to take part in this growing partnership.

Course Overview

This course is designed to be engaging and practical, offering real-world contexts for language use. No previous study of Indonesian is required. This course is taught as Indonesian 1 (Semester 1) and Indonesian 2 (Semester 2). Students are required to pick both Indonesian 1 and Indonesian 2 as the elective choices in Band 2.

In Year 9, Semester 1 students build foundational language through the theme of personal identity and friendships. They explore how young people in Indonesia and Australia live, connect, and express themselves, both offline and in the digital world. The focus is on developing meaningful communication skills while building cultural awareness, curiosity, and creativity.

In Semester 2, students take a virtual journey through Indonesia, exploring daily life, food, transport, and travel. From bustling metropolitan cities to remote villages, they experience the diversity of Indonesian lifestyles while reflecting on similarities and differences with their own. The focus is on fostering curiosity, intercultural understanding, and confident communication in Indonesian.

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This course may be run using hybrid learning: face to face instruction, self-directed learning and online components. Lessons include group discussions, visual storytelling, blogs, folktales, films, and optional hands-on activities like food tastings. Students will develop practical skills and a deeper cultural understanding, preparing them for respectful engagement in local and global contexts.

Assessment

When assessing students' progress, a range of methods are used including anecdotal records of regular classroom interactions, documentary portfolios of completed tasks, criteria-based checklists of particular skills, student responses, self-assessment records and portfolios of projects.

Associated Costs

It is not anticipated that there will be extensive costs associated with this unit. Whenever possible, excursions are local to keep costs to a minimum.

Pathway for future studies

If students aspire to study Indonesian in Years 11 and 12, they should study this language in **both Years 9 and 10**.

INNOVATE: DESIGN LAB

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Rationale

Innovate: design lab focusses on manipulation of materials and space. It explores how different material qualities impact products and environments, including aesthetics, function and sustainability.

Students will develop and understanding of material properties and characteristics and how these affect manufacturing and manipulation techniques available. It is hoped this knowledge will transfer to later units where students will be discerning on what materials and techniques they will use for a given effect or outcome.

Course Overview

In Term 1, 'Beyond the Box' challenges students to design a timber box that tells a compelling story through its lid design. The project encourages creativity and innovation, pushing students to think beyond literal ideas and explore narrative expression through design. Emphasising the importance of measurement and precision, the timber box will blend traditional woodworking techniques with modern graphic design elements. Students will use hands-on techniques in the manipulation of timber forms to design and construct a timber box. Moreover, they will develop and refine skills in using sketching, woodworking hand tools, power tools and the pyrography pens.

In Term 2,'Space to Sell' introduces students to the technical aspects of interior design, focusing on developing essential drawing and rendering skills. Students will work through the process of re-designing the existing ventures and structures, considering factors such as space planning, functionality, and aesthetic appeal including brand identity. This, with a view to produce a render and a scaled physical or digital model. Throughout the unit, students will explore the intersection of creativity, innovation and technical expertise, ensuring their designs meet both the practical needs of the space and the visual expectations of communicating a modern retail environment.

In Term 2 there may also be an opportunity for a STEM-based program. This will be done in consultation with students and dependent on external competition opportunities. Students will be advised if a change of programming occurs towards the end of Term 1.

Associated Costs

Students undertaking this subject incur an additional levy of $50 towards the cost of project resources and consumable materials.

Pathway to future studies

Year 9 Design and Technology has strong pathways into Year 10, 11 and 12 Design and Technology, Year 11 and 12 Engineering and Year 10 Media Arts.

INTERNATIONAL RELATIONS: GLOBAL POWER AND DISORDER IN THE 21ST CENTURY

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Rationale

This course is a hard hitting introduction to the world of international politics, diplomacy and relationships. It introduces students to the key terms and concepts in IR and helps them to see the world through different lenses and perspectives. It is deliberately an agile course and content may change at any time. The aims are to connect students to the bigger world around them, to help them to understand why states do what they do, to build critical literacy and analytical skills, to deepen reading capacity and how to predict behaviour into the future.

Course Overview

The course introduces the post-WW2 system and the challenges currently turning this model on its head. The course will focus on the key pays in the contemporary world, both state and non state, and help students to see and analyse trends, patterns and develop their predictive skills in an ever more complex global environment.

Associated Costs

It is not anticipated that there will be additional costs associated with this unit.

Pathway to future studies

Year 9 International Relations: Global Power and Disorder in the 21st Century has strong pathways into Year 10 International Relations, Year 11 and 12 Global Studies, Legal Studies, Economics and Modern History.

INTO THE WILD

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Rationale

In an increasingly urbanised and digital world, students are often disconnected from the natural environment. This course seeks to offer young people authentic and meaningful opportunities to explore, understand, and appreciate the outdoors. Grounded in personal development and experiential learning, the course emphasises creativity, collaboration, and reflection to foster a lifelong relationship with the natural world.

Course Overview

This course immerses students in outdoor and environmental education through theoretical and experiential learning. It builds foundational knowledge in ecological literacy, outdoor skills, and sustainability while emphasising a deep connection to nature. Students will learn to interpret natural environments, navigate terrain, assess risks, and understand the human impact on ecosystems.

The course also explores diverse perspectives on nature—including Indigenous worldviews—and encourages students to think critically about their role in the environment. With a balance of teamwork and independent challenge, the course prepares students for future studies in outdoor education and nurtures a deeper appreciation for the natural world.

Associated Costs

It is not anticipated that there will be additional costs associated with this unit.

Pathway to future studies

Year 9 Into the Wild has strong pathways into Year 11 and 12 Outdoor and Environmental Education, and Earth and Environmental Science.

MEDIA REMIX: EXPLORING MEDIA AND MEANING

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Rationale

Media Remix involves using communication technologies such as film, television, video games, and the internet to create representations of the world and tell stories. It connects audiences, ideas, and purposes through creative expression, encouraging students to explore concepts, experiment with imagery, text, and sound, and use both existing and emerging technologies. Through making and analysing media artworks, students develop critical awareness of how media shapes their understanding of the world and themselves. They learn to interpret and engage with diverse cultural and communicative practices while considering the social, historical, and institutional influences on contemporary media.

Course Overview

In Media Remix students explore and experiment with ideas, manipulating media conventions and genres to construct new and alternative perspectives through images, sounds, and text. Through refining media production skills, students integrate technical and symbolic elements to create purposeful and stylistic media artworks. They plan and design works that challenge audience expectations by employing innovative production processes. As they produce and distribute media artworks for various community and institutional contexts, students consider social, ethical, and regulatory implications. Additionally, they develop evaluative skills to analyse how technical and symbolic elements are used to create and challenge representations, reflecting on the influence of media conventions, social beliefs, and values across different audiences.

Associated Costs

Students undertaking this subject incur an additional levy of $20 towards the cost of project resources and consumable materials.

Pathway to future studies

Year 9 Media Remix offers strong pathways into Year 10, Year 11 and 12 Studies of Photography, Studies of Media and Design and Graphics.

MONEYWISE

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Rationale

Moneywise provides the knowledge, skills, understanding and values that form the foundation upon which young people make sound decisions about consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation.

Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.

Course Overview

Students study topics related to consumerism, trade and finance.

Students study the importance of making wise investment decisions such as saving, borrowing, managing money and how finance works.

Further to this, students also look at the global economy and how businesses seek to create a competitive advantage. This course considers the financial literacy aspects of managing major purchases and budgeting, arranging finance and insurance.

The Year 9 Moneywise course incorporates the Australian Curriculum: Business and Economics Modules.

Associated Costs

It is not anticipated that there will be extensive costs associated with this course. Whenever possible, excursions are local to keep costs to a minimum.

Pathways to Future Studies

Year 9 Moneywise offers strong pathways into Year 10 Commerce, Years 11 and 12 Business and Economics.

MUSIC AND MOOD: UNPACKING THE PSYCHOLOGY OF HOW AND WHY MUSIC MAKES US FEEL

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Rationale

Music and Mood offers engaging content through which students can develop and practice the skills of critical analysis and make cross-subject connections in their learning. Transferrable skills are of prime importance, and with this training ground in addressing the 'why' and 'how' of music and emotions, students can explore their questioning and creativity in an engaging learning environment that will draw on a range of music styles, and using technology/tools that enable students from a range of abilities and backgrounds to engage with the course material.

Course Overview

This course tackles the question of 'why does music make us feel different ways?' From film music to advertising to looking at music used in rites of passage across cultures, students will learn 'how' and 'why' music evokes different emotions and reactions in audiences. Students will explore the tricks and techniques that composers use to draw an audience in (the 'how' /Music) and the reasons why these tricks work in so many different contexts (the 'why'/Psychology). Ultimately, students will become composers themselves, creating music for film, characters and places that tells a story and makes their audience laugh, cry, feel uplifted, or be full of suspense. By the end of this unit, students will have explored a range of music styles across cultures, times and places; developing their understanding of the 'universal' elements of music. Students will also have a crash course in psychological theories and research related to emotions, the brain, the science of sound, and how biological processes can be manipulated by Music. This course is suitable for all students, whether they are at the beginning stages of learning to read music, or if they are an experienced musician.

Pathway to future studies

Music and Mood offers strong pathways to Year 10 Music, 11 and 12 Studies of Music and Psychology.

Associated Costs

Students undertaking this subject incur an additional $50 levy towards the cost of consumable materials. It is also expected that students will be given the opportunity to attend a variety of musical performances and workshops. Students studying elective music in year 9-12 have free access to Co-Curricular AMEB Musicianship and Theory Tutoring.

OUTBREAK

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Rationale

"Outbreak" explores the concept of outbreaks from a broad and interdisciplinary perspective—biological, psychological, and social. In the wake of global pandemics, rising mental health challenges, and the spread of misinformation, students are invited to critically examine how individuals, communities, and nations prepare for, respond to, and recover from crises. Through a mix of inquiry-based learning, media analysis, ethical discussions, and creative campaigns, students will gain valuable knowledge and skills related to personal and community health and wellbeing.

Course Overview

Over two terms, students will explore the historical, scientific, and social dimensions of outbreaks. In Term 1, the focus is on understanding the nature and impact of disease outbreaks and social crises, including how they spread, how they affect wellbeing, and how public health systems respond. In Term 2, students shift to future-focused thinking—learning about prevention strategies, building resilience, creating health promotion campaigns, and grappling with ethical dilemmas such as the use of bioweapons in warfare. The course culminates in a group project that applies student learning to a real-world health issue.

Pathway to future studies

Year 9 Outbreak offers strong pathways into Year 11 and 12 Health and Wellbeing (Public Health).

Associated Costs

It is not anticipated that there will be additional costs associated with this unit.

PEAK PERFORMANCE

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Rationale

This course is designed for students who are interested in enhancing their physical performance through the combined study of coaching principles, motor learning, and effective training methods. With a focus on practical application, reflective learning, and peer-based analysis, students will build knowledge and skills essential for success in both competitive sport and active lifestyles.

Course Overview

In this course, students will explore the ways in which athletes learn, refine, and execute skills, gaining insight into the psychological and physiological processes that support skill development. They will deepen their understanding of the science behind effective training methods and recovery strategies, examining how these influence performance and long-term athlete development. Students will also develop coaching strategies and refine their communication techniques to enhance their ability to guide and support others.

Throughout the course, theoretical knowledge will be applied through practical performance laboratories, peer feedback, and structured reflection, enabling students to make meaningful connections between practice and performance. In doing so, students will learn to organise, test and use a wide range of professional sports science technology.

Associated Costs

It is not anticipated that there will be additional costs associated with this unit.

Pathway to future studies

Year 9 Peak Performance offers strong pathways into Year 10 Sports Science and Year 11 and 12 Exercise Science.

PRIME MINDS

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Rationale

Year 9 Prime Minds is designed to empower students to become confident and creative users of mathematics, equipping them with the skills to investigate, represent, and interpret real-world situations in both personal and future work contexts. Through engaging and relevant learning experiences, students will develop a deeper and more sophisticated understanding of mathematical concepts, building fluency in key areas such as Number, Algebra, and Geometry. The course encourages critical thinking, problem-solving, and reasoning, while fostering an appreciation of how mathematics connects with other disciplines.

Course Overview

This course introduces students to a range of mathematical concepts and problem-solving techniques through engaging and practical applications. Students begin by exploring the fundamentals of matrices, including their components, types, and conditions for equality. They develop skills in performing matrix operations such as addition, subtraction, scalar multiplication, and matrix multiplication, before progressing to more advanced concepts like finding the inverse and determinant of a matrix. Students also participate in the Australian Mathematics Challenge, a nationally recognised problem-solving competition that encourages critical thinking and creative approaches to complex tasks.

Students also investigate network theory and its real-world applications, such as using graphs to model road maps and optimise connections. They examine the structure and properties of networks, including trees, minimum spanning trees, and the use of Prim's Algorithm. Students learn to apply Euler's Formula to planar graphs and explore the famous Bridges of Königsberg problem through Eulerian and semi-Eulerian circuits. The course continues with Hamiltonian circuits and their relevance to traversal problems, followed by project planning techniques involving activity networks, critical paths, and float times.

Associated Costs

Students undertaking this subject incur an additional levy of $45 (Semester 1) or $60 (Semester 2) towards external mathematics competitions.

Pathway to future studies

Year 9 Prime Minds offers strong pathways into Year 10 Numbers Patterns and Problems. In addition, may also build skills for students preparing for Specialist and Methods Mathematics Courses in Year 11 and 12.

TALK WITH YOUR HANDS: INTRODUCTION TO AUSLAN

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Rationale

Talk with Your Hands offers students the opportunity to engage with one of Australia's official languages, developing communication skills in a rich and unique visual language. This subject empowers students to connect with members of the deaf community, understand diverse ways of experiencing the world and foster inclusivity and empathy.

Learning Australian Sign Language (Auslan) enhances visual spatial awareness, memory and expression skills while also encouraging students to consider how langue shapes identity and culture. Through interactive, hands-on learning, students will develop the ability to communicate using Auslan in everyday contexts, builds an appreciation for the Deaf culture and history, and explores the social and linguistic diversity of Australia.

Course Overview

Talk with your hands offers students a comprehensive introduction to Auslan, fostering both language skills and cultural understanding. Beginning with the foundations of Auslan and Deaf awareness, students will develop practical communication abilities through topics such as fingerspelling, numbers, and everyday conversation. The subject explores vocabulary and expressions related to family, relationships, school settings, hobbies, and personal preferences. Students will also learn how to describe people and objects, give and understand directions, and discuss weather, seasons, and time. Emphasis is placed on effective communication strategies and respectful engagement with the Deaf community, ensuring students gain both linguistic competence and cultural insight.

Pathways to future studies

None

VICE (FORENSICS & LAW)

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Rationale

VICE offers students a hands-on application to real life course that requires informed individuals who understand the importance of forensics and law in solving crimes. VICE equips students with the knowledge and skills, such as critical and creative thinking, problem solving, analysing, evaluating, and writing in a specific genre.

Course Overview

Year 9 VICE is selected as either forensics stream or a law stream. Students may select both streams as their two subjects in Band 2 if they choose.

Students explore the various fields that make up the study of forensics and law. They understand the essential concepts about the field of forensic science and the legal system. They investigate scientific principles used in the field of forensic science and outline the protocols for collecting evidence in court and legal principles to understand the process and procedures within the courtroom. They research how advancements in technology have altered forensic techniques over time and the implications for the legal system. Students apply knowledge of forensic science and legal principles to draw logical and well-reasoned conclusions. They develop a systematic approach of problem-solving strategies to investigate a range of situations including complex and unfamiliar.

Students select and construct appropriate representations to organise, process and summarise evidence and information. They construct logical arguments based on analysis of evidence to support conclusions or evaluate claims. They select and use content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments to specific audiences.

Pathway to future studies

Year 9 VICE has strong pathways into Year 11 and 12 Chemistry, Biology, Human Biology, Physics, Legal studies and Psychology.

VIRTUAL WORLDS

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Rationale

As the digital world becomes more integrated into our daily lives, it's crucial for young people to engage with questions about technology's impact on humanity. Virtual Worlds aims to introduce students to the exploration of future worlds, avatars, and the complex relationship between humans and technology. The core theme revolves around the intersection of the virtual world, avatars, and their effects on society and the human psyche. This subject fosters critical thinking, encourages personal reflection, and challenges students to consider both the positive and negative possibilities that the future of technology holds.

Course Overview

This course invites students to explore the growing intersection between technology, identity, and society through the lens of virtual reality and digital representation. Students will examine how virtual worlds are portrayed in science fiction and consider how these imaginative spaces compare with real-world technological developments. Using texts such as *Ready Player One*, *Free Guy*, and *Ender's Game*, students will analyse the construction of immersive digital environments and speculate on the potential impacts of virtual reality on future society.

A central focus of the course is the concept of avatars—digital representations of self used in games, social platforms, and virtual environments. Students will investigate how avatars can both reflect and distort real-world identities, and explore the social, ethical, and psychological implications of anonymity and self-expression in online spaces. Through case studies of platforms like *Second Life*, *The Sims*, and others, they will consider the effects of digital personas on personal identity and relationships.

The course also explores how digital life influences the human condition, especially in relation to mental health, social connection, and our sense of reality. Students will reflect on the psychological effects of immersive virtual environments and examine how digital interactions compare with real-world human connections. As a culminating task, students will apply their learning by designing and presenting their own virtual worlds and avatars through creative writing, video editing, and digital storytelling, allowing them to engage with the content in a highly personal and imaginative way.

Pathways to Future Studies

Year 9 Virtual Worlds offers strong pathways into Year 11 and 12 English and Literature.

WORK STUDIES

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Rationale

Work has intrinsic value and is a fundamental part of everyday life. It fosters human dignity, independence and a sense of personal worth. In an increasingly globalised world, the nature of work is changing and the knowledge, skills and attributes needed to engage with the emerging challenges and opportunities differ from those of the past. Year 9 Work Studies will plan for and shape their future by providing students with the knowledge, understanding and skills, such as personal and social capability and critical and creative thinking for participation in life, learning and work.

Course Overview

Year 9 Work Studies introduces students to the dynamic world of work by integrating content from the humanities and focusing on the key skills, behaviours, and personal qualities required across a wide range of occupations. Students will explore the nature of working life, including the transition from school to employment, and the importance of career planning, lifelong learning, and adaptability. Through workplace observations and real-world projects, students will examine how changes in society, technology, and the economy are reshaping the workforce, workplaces, and work-related relationships.

Throughout the course, students will build their understanding of effective communication in professional settings, identifying both formal and informal methods used in the workplace. They will investigate how teamwork and collaboration are essential to productivity and job satisfaction, while also developing entrepreneurial thinking through creative and practical tasks. Students will engage with career development frameworks, analyse labour market trends, and explore job application processes, including résumé writing and interview preparation. A key component of the course is the hands-on development of workplace-ready skills through project management, risk assessment, and financial literacy activities, all aimed at preparing students for confident participation in future work environments

Pathway to future studies

Year 9 Work Studies offers strong pathways into Year 10 Work Studies, Year 11 and 12 Business and Design and Graphics.

Associated Costs

Excursions and off campus learning may occur from time to time with some associated cost.

WRITING FOR LIFE

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Rationale

Finding our unique personal voice in the written form is equally one of life's pleasures and challenges. In this quest, we discover that writing is a craft that we practise and refine throughout our lives. Whether writing to inform, persuade, reflect, critique, or entertain, our words and how we express our ideas possesses the power to impact the reader and affect change in our lives and the world around us. In this course we will investigate the claim that "the pen is mightier than the sword", a term first used by the English author Edward Bulwer-Lytton. To what extent are our words able to impact society and its complex problems? This wisdom may indeed be relevant to the generation of young people that are preparing to solve inherited conflicts and complex societal and environmental challenges.

We seek to build upon the rich and vibrant storytelling community of readers and writers within Burgmann Senior School. Through studying this elective, students will have the opportunity to develop their own personal style through crafting writing as you would for a hobby. Students will be encouraged to cultivate critical and creative thinking and writing skills for different audiences and purposes across a range of fiction and non-fictions forms in a range of genres. Not only will this elective help young people grow in confidence in their studies, but also to develop as people, writing for life and for their future.

Course Overview

The Writing for Life course is comprised of four main components which may be addressed through the units of work:

- Writer's workshop
- Writer's craft
- Writer's circle
- Making real-world connections

Associated Costs

Students undertaking this subject incur a $50 levy towards the cost of consumable materials and opportunities. It is also anticipated that students will be given the opportunity to attend a variety of workshops and excursions, including the Canberra Writer's Festival and visits to Canberra's national institutions.

Pathways to Future Studies

Year 9 Writing for Life offers strong pathways into Years 11 and 12 English and Literature.

Outline of Year 10 Courses

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ELECTIVE SUBJECTS

Commerce

Design and Technologies

Digital Technologies

Drama

French

Indonesian

International Relations

Media Arts

Music

Numbers, Patterns and Problems

Sport Science

Visual Arts

Work Studies

COMMERCE

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Rationale

Commerce provides the knowledge, skills, understanding and values that form the foundation upon which young people make sound decisions about consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation.

Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.

Year 10 Commerce course incorporates the Australian Curriculum: Business and Economics modules.

Course Overview

There are four semester units in the Commerce course, each designed to complement each other. Students study topics such as being a savvy shopper, examining consumer rights, keeping personal financial records and the role of marketing in consumer behaviour.

Students also study the importance of investing in their future, addressing elements such as earning an income, saving money, borrowing money, managing money, share market investment and income tax.

Further to this, students also look at the global economy, Transnational organisations, entrepreneurial ability and how to manage budgets and finances.

Assessment

There are a variety of assessment types during each semester which cater for students' different learning styles. Students will be provided with opportunities to put the theory of commerce into practice with a 'Marketing and Delivery' task that allows them to run their own small business.

Assessment tasks are designed to be relevant and useful for our students as young consumers and progressing to independent young adults.

Associated Costs

It is not anticipated that there will be extensive costs associated with this course. Whenever possible, excursions are local to keep costs to a minimum.

DESIGN AND TECHNOLOGIES

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Rationale

This course integrates design theory with practical workshop-based projects to give students an opportunity to design, prototype, manufacture and evaluate creative solutions to everyday problems. Using a design process as the central framework, students are encouraged to create innovative design solutions in focus areas of study. For Year 10 the focus areas may include: architecture, jewellery or leatherwork, timber furniture and an engineering focused unit on aeronautics and flight.

Course Overview

Central to this course is the notion of Human-Centred Design. This design methodology places the values and needs of people as the driving focus of the design process. While each area of study emphasises historical craftsperson skills and techniques, those processes is supported by the school's 3D printing, laser cutter, CNC and manufacturing technologies. These resources allow students of all skill levels to combine Computer Aided Design with contemporary manufacturing technology to produce high quality prototypes and design solutions using a range of materials.

Students consider the social, ethical and environmental implications of design and technology within society. This is achieved by undertaking a design process of research and investigation, idea generation and planning for production and results in the construction of a design portfolio. The portfolio provides students with an opportunity to reflect and build on the skills they have acquired in problem solving and project management.

Workplace Health and Safety (WHS) and safe working practices are key aspects of this course. Students undertaking studies in Design and Technologies are required to complete competence-based training for each new manufacturing process. This training is scaffolded on a year level basis. Students are expected to adhere to this process and demonstrate appropriate behaviour in the workshop at all times.

Assessment

Assessment is primarily focused on the student's design, production and evaluation of design projects. Each unit of work requires the submission of a portfolio incorporating research tasks, concept and design drawings and justification for decisions made regarding the design solution. There are also written and practical tests, observations, peer and self-assessments.

Associated Costs

Students undertaking this subject incur an additional levy of $50 towards the cost of project resources and consumable materials.

DIGITAL TECHNOLOGIES

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Rationale

Computers and other electronic technologies are an integral part of everyday life in the 21st century. Computer literacy is imperative for students to thrive in the digital age.

The Digital Technologies course for Year 10 offers students the opportunity to further develop many of the digital technology skills they learned from school or through practise. They develop knowledge and experiences of the ways in which computer technology contributes to the continued development of human society and man-made environments.

Course Overview

The Digital Technologies course offers students a wide variety of experience with technology to further develop their skill base. It also provides opportunities for students to explore the social context and impact that digital technologies have on society.

- web development & the internet
- cybersecurity
- databases & data science
- object oriented programming

Assessment

Assessment will primarily involve a work journal with occasional projects and exams.

Associated Costs

Students undertaking this subject incur an additional $50 levy towards the cost of project resources and consumable materials.

Technical requirements

8GB RAM recommended if using Adobe products (Digital Technologies, Design Technology, Digital Media, etc).

Please note that for students studying Digital Technologies, Windows based devices are preferred to a mac as not all products are available on macs.

Further information regarding BYOD requirements can be found on the Portal under *Information for Parents>Class requirements>Year 9-12 BYOD requirements*.

DRAMA

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Rationale

The study of Drama provides students the opportunity to create and present artistic works through the process of creating, performing and evaluating their own work as well as the work of others. It reflects the experiences of the creator, director, performer and audience; and the social, historical and cultural contexts in which these plays are created and/or performed.

Drama at Burgmann reflects the way that drama is used in society. Students learn about various aspects of drama through their involvement in, and evaluation of, different forms.

This course is designed to be inclusive of all students who demonstrate an interest in performance, directing and designing. We provide the students with opportunities for enjoyment and a sense of achievement; cater for different styles of learning; satisfy and extend students with more developed drama skills and strive to develop each individual's performance potential and drama appreciation.

Course Overview

The Drama Course is divided into three core components:

- Creating
- Performing
- Evaluating

Students are introduced to the various practices of acting, directing and designing theatre.

They also become acquainted with dramatic theories and they examine the ways in which these theories have changed modern dramatic practice.

Units studied may include:

- Acting the Play Text
- Masked Drama

As performers, students are encouraged to express themselves in a variety of ways. In developing skills in drama, students improvise and 'playbuild' within a particular dramatic context, and further understand themselves by working co-operatively with their peers to create and stage theatrical performances.

Students will learn about the elements of drama and develop the skills to apply these in their performances. Acting as directors and designers, students will understand the production process and how to create a meaningful theatrical performance.

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It should be noted that this course may involve some out of school rehearsals, performances, workshops and excursions.

All Drama students will undertake online Workplace Health and Safety training.

Assessment

Students are assessed on a variety of practical and written tasks which may include:

- In class performances – individually, in pairs and in groups
- Theatre design projects in stage design, costume, sound and lighting
- Research assignments, reviews, essays, journals, or efolios
- Matinee and evening performances for competitions, festivals and public audiences

Associated Costs

Students undertaking this subject incur an additional $50 levy towards the cost of consumable materials. It is expected that students attend a variety of excursions, performances, and workshops. Students cover the costs of these events, and parents are advised in advance. Students must also provide their own 'theatre blacks' – which consists of a plain black fitted top and pants/leggings.

FRENCH

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Rationale

Learning French fosters students' ability to communicate across cultures, think critically, and understand language structures. It enhances interpersonal skills and global awareness, supporting both personal and professional growth. French is a widely spoken global language, with first-language speakers in over two dozen countries across five continents. It is the official language in more than 35 countries, including France, Canada, and numerous African and Pacific nations such as New Caledonia.

French shares many linguistic features with English, which supports students in developing their English literacy while learning another language.

Australia has a longstanding relationship with the French-speaking world. These connections are reflected in areas such as diplomacy, international relations, trade, science, education, tourism, communication, cinema and defence, opening career opportunities in these areas. The Pacific region is particularly important in this bilateral relationship, given France's territorial presence and shared regional interests.

France remains a popular travel and study destination for Australians. Many young Australians choose to live, study, or work in French-speaking countries, further strengthening cultural ties. In all, learning French offers students valuable global perspectives and practical advantages in an increasingly interconnected world.

Course Overview

This course is designed to be engaging and practical, offering real-world contexts for language use. Year 9 French study is expected.

In Year 10, Semester 1 students build language skills through the themes of daily life, roles and responsibilities. They explore how young people in France and Australia negotiate their roles, enjoy their leisure time and express themselves. The focus is on further developing communication skills while building cultural awareness, curiosity, and creativity.

In Semester 2, students consider well-being issues in France and Australia and explore up-to-the-minute issues of the changing world across cultures and over time. Environment, professions and work opportunities are explored. The focus is on fostering curiosity, intercultural understanding, and confident communication in French.

Lessons include group discussions, expressing opinions and compromise, dialogues and roleplays, films, and activities like food preparation and tasting. Students will develop practical skills and confidence while preparing them for respectful engagement in local and global contexts.

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Assessment

Students will be assessed in speaking, writing and responding tasks on the degree to which they demonstrate:

- Communicating (roleplays, interviews, simple letters or emails, daily conversation in French)
- Understanding (listening, viewing and reading comprehensions, responding in English)

Associated Costs

Pending availability and timetabling, there may be a local excursions to the Alliance Française, Embassies, galleries, cinemas, cafes or exhibitions. These excursions will incur an additional levy and cost. Parents will be notified of this in advance of the excursion.

Pathway to future studies

If students wish to study French in Years 11 and 12, they should study this language in both Years 9 and 10.

INDONESIAN

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Rationale

Learning Indonesian develops students' ability to communicate across cultures, think critically, and reflect on how language works. This course also supports the Australian Curriculum's cross-curriculum priority of Asia and Australia's engagement with Asia, encouraging students to explore Australia's relationship with Indonesia and develop informed perspectives about the region's languages, cultures, and global significance.

In a significant recognition of Indonesia's growing cultural and diplomatic influence, the UNESCO General Conference in Paris in 2023 declared Indonesian as its tenth official language, joining English, Arabic, Mandarin, French, Spanish, Russian, Hindi, Italian, and Portuguese.

Indonesian is the national language of our closest Asian neighbour and is spoken by more than 250 million people. It is a practical and accessible language for Australian students, sharing the Roman alphabet and consistent pronunciation rules, which help learners gain confidence quickly across speaking, listening, reading, and writing.

Understanding Indonesian not only deepens appreciation of one of the most diverse nations, but also opens pathways to future study and careers in government, education, business, tourism, media, defence, health, and international development. As Australia and Indonesia continue to strengthen ties in trade, education, and cultural exchange, students who can communicate in Indonesian will be well positioned to take part in this growing partnership.

Course Overview

In Semester 1, students extend their communication skills through topics related to home, lifestyle, and holidays. They explore how young people in Indonesia and Australia plan holidays by researching information online, critically evaluating sources to improve their thinking skills. The focus is on developing practical language, critical analysis, and cross-cultural understanding.

In Semester 2, students investigate how culture, community, language, and natural resources are reflected in Indonesia's national motto *Bhinneka Tunggal Ika* (Unity in Diversity). They engage with contemporary Indonesian youth culture by watching films from the young generation genre, developing insights into how language and identity intersect in modern Indonesia. They reflect on their own language learning journey and cultural identity as Australian students in a multicultural society.

This course may be run using hybrid learning: face to face instruction, self-directed learning and online components. Lessons include group discussions, visual storytelling, blogs, folktales, films, and optional hands-on activities like food tastings. Students will develop practical skills and a deeper cultural understanding, preparing them for respectful engagement in local and global contexts.

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Assessment

When assessing students' progress, a range of methods are used including anecdotal records of regular classroom interactions, documentary portfolios of completed tasks, criteria-based checklists of particular skills, student responses, self-assessment records and portfolios of projects.

Associated Costs

It is not anticipated that there will be extensive costs associated with this unit. Whenever possible, excursions are local to keep costs to a minimum.

Pathway for future studies

If students aspire to study Indonesian in Years 11 and 12, they should study this language in **both Years 9 and 10**.

INTERNATIONAL RELATIONS

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Rationale

In Year 10, the study of International Relations allows students to better develop their understanding of the political operations of countries around the world. Students broaden their knowledge of political ideologies, key features of political systems, political leaders and their opponents, and features of global political histories.

This course allows students to explore political freedoms and deprivation of freedoms. In addition, this course explores tensions within countries that result in political unrest and civil war, as well as the impact of terrorism on the world and world politics. Current events are analysed and evaluated in classroom discussion, assessment tasks and individual reflection. Territorial disputes are looked at for a case study.

This course provides students with a global perspective on politics and current issues which allows students to become more responsible, aware and active global citizens.

The International Relations course incorporates the Australian Curriculum: Civics and Citizenship modules.

Course Overview

This course promotes independent and responsible learning. Vigorous debate and conversation are integral to this class. Classes adopt a more independent, tutorial style of learning, and may include guest speakers and persons representing diverse ethnicities and viewpoints.

Students become active, independent and co-operative learners, gaining new understanding through in-depth case studies and presentations.

Students are required to read and/or watch the world news in national and state media and be prepared to discuss their views in light of robust research and analysis.

Assessment

The assessment tasks are closely related to the case study, international media-watch and research.

Associated Costs

In Year 10, this subject may include a cultural immersion and case-study opportunity in the Indo-Pacific region. It is preferred that if this excursion is run, all students studying this elective have priority to participate in this trip. From this experience, students gain a deeper understanding of another culture and different ways of viewing the world.

The international excursion is organised in collaboration with experienced global service education providers. The excursion will typically take place over 10-12 days starting in the last days of either Term 1 or Term 3, and continuing into the subsequent holiday period.

An anticipated cost of approximately $5000, all-inclusive, depending on region and numbers, is expected for the trip. Please note that this trip is dependent on sufficient numbers of students registered to participate.

MEDIA ARTS

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Rationale

The 21st Century is a time in history that bombards everyone with visual stimuli. Logos, icons, artworks and advertisements symbolically convey meaning both in conscious and subconscious formats in all areas of life.

Students who undertake courses in Media Art throughout Year 10 develop their awareness of the importance of Visual Literacy. They increase their ability to discern meaning from, and skill in, creating meaning with visual stimuli. Students are able to utilise their imaginative and creative talents as they learn new techniques to help express their ideas in meaningful ways in both digital and traditional media. Students also develop an understanding of the language and conventions of art & design, and the place of art & design in historic and contemporary society.

In each course offered, students are involved in research, analysis, interpretation and generation of visual ideas. The Middle School Media Arts Course is an excellent foundation for this subject, but is not a prerequisite.

Course Overview

Year 10 Media Arts focuses on, and develops, the role of the designer in a digital space. It allows students to express their understanding of social and cultural issues presented in the media, and create unique and creative designs that communicate these issues in a digital format or film. Students develop their art and design skills using Adobe Creative Suite software applications such as Photoshop, Illustrator and Premiere Pro. The course is designed for students interested in graphic design, film making, photography and digitally formatted images.

Assessment

Media Arts have both theoretical and practical learning and teaching components within each course. As such, there are assessment items assessing skills and competencies in both components.

Associated Costs

Students undertaking these courses incur a $20 levy towards the cost of consumable materials

Where opportunities arise, students may also participate in excursions to relevant art galleries, museums and displays. Any additional costs such as there will be incurred published prior to the event.

MUSIC

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Rationale

Students in year 10 are highly engaged music consumers with ready-access music at their fingertips. The subject is built for all students, from the absolute beginner right through to the experienced performer or composer, offering new lenses through which to understand and engage with music making, music appreciation and music performance.

In this subject, students develop specific music skills in how to compose, produce and perform their own and others' music, using a range of on- and off-line tools and technology. Students have opportunities to explore new interactive electronic instruments that blur the lines between novice and professional performers and learn about how the world of music consumption is evolving in response to changes in technology and the way people communicate.

Students develop and practice the skills of critical analysis and make cross-subject connections in their learning. Transferrable skills are of prime importance, and with this training ground in addressing how music is created, marketed and performed in today's society. Students can explore their questioning and creativity in an engaging learning environment that will draw on a range of music styles and using technology/tools that enable students from a range of abilities and backgrounds to engage with the course material.

Course Overview

It is not a pre-requisite for the Year 11 and 12 Courses, but students intending to study Music in Year 11 and 12 are encouraged to select Year 9 and 10 Music to support their growth in music understanding and skills. The Music Course is comprised of four main components which are addressed each semester through the units of work:

- Presenting and Performing Music
- Exploring and Responding to Music
- Developing Music Practice and Skills
- Creating and Making Music

Units studied may include:

- **Making Music:** Trends Over Time in Creating, Arranging and Performing Music
- **Music in A Digital Age:** Developments, Opportunities and Possibilities

Assessment

Students are assessed on a variety of practical and written or created tasks which may include:

- Performances (solo and/or ensemble)
- Research and Analysis tasks
- Musicianship and Aural tasks
- Compositions and Arrangements

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Associated Costs

Students undertaking this subject incur an additional $50 levy towards the cost of consumable materials. It is also expected that students will be given the opportunity to attend a variety of musical performances and workshops. Students studying elective music in year 9-12 have free access to Co-Curricular AMEB Musicianship and Theory Tutoring.

NUMBERS, PATTERNS AND PROBLEMS

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Rationale

The study of Mathematics encompasses two branches of Mathematics; pure and applied. The Year 10 non-elective subject of Mathematics concentrates mostly on the pure branch.

In the Numbers, Patterns and Problems elective students will have a chance to explore more applied concepts in Mathematics. **This course suits students who have a talent or an interest in Mathematics**. It is **not** a remedial Mathematics program.

It is designed for students who, in Years 11 and 12, intend to study quantitative disciplines at a Tertiary level requiring a strong, deep understanding of Mathematics, such as Mathematical Methods, Specialist Mathematics, Physics and Chemistry.

Through the investigation of the various diverse mathematical topics on offer, the students develop their problem-solving skills which promote critical thinking.

This course aims to enable students to deal successfully with the future mathematical demands of their work, further study, and personal life.

Course Overview

The course is applied in nature but includes some pure elements of Mathematics. It is run over four semesters covering topics such as:

- **Semester** 1: Combinatorics, more advanced use of Excel and Circle Geometry
- **Semester** 2: Continuing Fractions, Logarithms and Matrices using graphical calculators

This course is not sequential. Students may join the course in any semester.

The course is designed to complement the Year 10 subject of Mathematics where any required concepts are taught. No concepts from previous Numbers, Patterns and Problems semesters are required in subsequent semesters.

Assessment

Numbers, Patterns and Problems is more applied in nature, the assessment is designed to reflect this, with a greater focus on Assignment tasks.

This includes the Australian Maths Trust's (AMT) "Maths Challenge" program in the first term of 10 NPP. This will incur a cost. A certificate of achievement will be awarded by the AMT.

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Assignment-type tasks include:

- Projects
- Modelling
- Investigations
- Problem solving
- Competitions
- Presentations
- Practical activities.

Test-type tasks include:

- Multiple-choice
- Short answer
- Extended answer
- Problem-solving.

All tasks are based on the application of the concepts taught.

Associated Costs

It is not anticipated that there will be extensive costs associated with this subject, though Mathematics Competitions and the Challenge Programs need to be paid for by families. Whenever possible, excursions are local to keep costs to a minimum.

Students may wish to buy a graphical calculator (approximately $150 - $180) for the Year 10 Matrices topic (these will also be used in the Year 11 Tertiary courses), but a class set of calculators will be supplied.

All students in Numbers, Patterns and Problems participate in the Maths Challenge for Young Australians (MCYA) in Term 1 at a cost of approximately $25.

There is also an additional cost for the optional Enrichment program run by the Australian Mathematics Trust after the MCYA of approximately $42.

SPORTS SCIENCE

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Rationale

Year 10 Sport Science is designed to expose students to the skills and knowledge required in the sports, health and outdoor recreation industries. These industries include professions such as: allied health, physiotherapy, nursing, nutrition, strength and conditioning, sports science, physical education teaching, sports coaching and outdoor activity instruction.

This subject will also benefit students who are interested in studying Exercise Science, Health and Wellbeing, and/or Outdoor Education courses in Years 11 and 12. Sports Science units have been designed to compliment the units of work studied in Year 9 and 10 Health and Physical Education. Students have the opportunity to explore advanced concepts associated with Health, Outdoors and Physical Education through a series of units that incorporate inquiry and real-world learning experiences.

Course Overview

The course is theoretical in nature, however, will include practical elements where appropriate. Topics may include:

- Technology in Sport
- Ethics in Sport
- The Science of Performance (Biomechanics)
- The Science of Performance (Sports Medicine)
- Independent Research Project

Assessment

Typically, each unit comprises assessment tasks that are based on the application of the theoretical concepts taught. complete assessment tasks including examinations, oral presentations, laboratory reports, practical tasks and independent research assignments.

Associated Costs

It is not anticipated that there will be additional costs associated with this unit.

VISUAL ARTS

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Rationale

Students who undertake Year 10 Visual Arts develop their awareness of the importance of Visual Literacy. They increase their ability to discern meaning from, and skill in, creating meaning with visual stimuli. Students are able to utilise their imaginative and creative talents as they learn new techniques to help express their ideas in meaningful ways in both 2D and 3D forms. Students also develop an understanding of the language and conventions of art, and the place of art in historic and contemporary society.

Course Overview

Year 10 Visual Arts uses the platform of traditional media (drawing, painting, ceramics, and sculpture) as a vehicle to explore both historical and contemporary expression. Key areas of exploration include 3D forms using ceramics, and portraiture with traditional materials. The course allows students to refine their skills and develop a strong grasp of concepts that may assist them with further study in their chosen area in Years 11 and 12.

Assessment

Year 10 Visual Arts has both theoretical and practical learning and teaching components within each course. As such, there are assessment items assessing skills and competencies in both components.

Associated Costs

Students undertaking these courses incur a $50 levy towards the cost of consumable materials.

Where opportunities arise, students also participate in excursions to relevant art galleries, museums and displays, and costs will be incurred as a result.

WORK STUDIES

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Rationale

Burgmann is offering this course as a signal of our commitment to assist our students to actively and productively participate in the local economy, gain meaningful employment and build a successful career.

It is designed for all students, whether they pursue a vocational or an academic path into the future.

Rapid technological advances are impacting on work and will reshape its future. Technological change has led to increased digitisation and automation and influences the way we communicate. The resulting globalisation affects how, where, when and why people work. Australian industries and enterprises face unprecedented global competition and pressure for increased productivity.

The skills and capabilities needed to prosper in this new, knowledge-focused world will differ from those of the past. Young people will need a set of personal and interpersonal capacities, wide-ranging global awareness and the flexibility to manage rapid change and transition. Work has intrinsic value and is a fundamental part of everyday life. It fosters human dignity, independence and a sense of personal worth. It is recognised as a right of all people.

The curriculum helps young people plan for, and shape, their future and contribute to the wider community by providing them with the essential knowledge, understanding and skills for participation in the rapidly changing world of work.

Course Overview

This course includes both theoretical and practical learning. It targets career development and management, the nature of work, and work skills.

Students begin preparation for the working world by developing understanding of themselves in relation to work, recognising their aspirations, their rights and responsibilities as workers, as well as employer expectations and the diversity of work opportunities.

They learn to understand what work is, how and why it is changing and what this means for their future in working for others or themselves. They engage with the career management processes needed to adapt to multiple transitions in work and life, and use opportunities to transfer their developing knowledge, understanding and skills to a range of work-related contexts and projects.

Through exposure to work-related learning, students develop the self-knowledge, contemporary work skills and entrepreneurial behaviours and resilience necessary to thrive in the 21st century. They appreciate the role of collaboration, creativity and analytical skills in workplaces and the importance of cultural diversity and ethical practices.

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Assessment

A variety of assessment strategies may be used, including interviews, resumé building, virtual work experience, actual work experience, presentations, e-portfolio, application letter writing and more.

Associated Costs

Excursions and off campus learning may occur from time to time with some associated cost.

Outline of Additional Courses

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SUBJECTS

Chinese (Offline)

Other External Language Courses

High Performance Program

CHINESE (OFF-LINE)

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Chinese language courses are offered externally to the school.

Chinese can be studied and included as an elective in some circumstances, with the agreement of parents and the school, although it may also be taken as an additional course.

Additional course fees apply and are payable to the CIT Solutions or the Australian School of Contemporary Chinese (ASCC).

OTHER EXTERNAL LANGUAGE COURSES

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A variety of community providers, and language schools, offer community languages that Burgmann students may be eligible to study. If students wish to learn a language external to the School, this incurs a cost payable to the external provider. The most common provider of these courses is CIT Solutions, although various community language programs exist and are eligible to be included in a student's pattern of study.

On application to the School, students may be eligible to complete **ONE** elective if they study a language formally outside of school, including Chinese. This would mean eligible students would have a supervised study line on their timetable, where they are required to work on their language study, or other work, supervised in the library.

Further information can be obtained from either CIT Solutions or Australian School of Contemporary Chinese (ASCC) or the relevant community language provider.

HIGH PERFORMANCE PROGRAM

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The school offers a High Performance Program for the most elite athletes, musicians and dancers (eligibility criteria apply).

Places in this program are on application and entry is adjudicated by a panel consisting of selected Senior School staff leaders.

Acceptance into this program may permit heavily committed students to study **ONE** elective only or have an adjusted pattern of study for an agreed period of time. This is at the discretion of the school and decided upon with parents. It is determined according to the time and travel commitments expected of the student.

Students completing only **ONE** line of electives would have Supervised Study as their other elective, usually held in the Library.

For more information, email the High Performance Manager at **highperformanceprogram@burgmann.act.edu.au**

BURGMANN
ANGLICAN SCHOOL

Valley Campus 4 The Valley Avenue, Gungahlin 2912
Forde Campus Corner Francis Forde Boulevard and Hurrell Street, Forde 2914
T 02 6255 7700
www.burgmann.act.edu.au