BURGMANN
ANGLICAN SCHOOL

GRACE COMMITMENT WISDOM

Years 11 & 12

Academic Pathways

2027

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ACADEMIC PATHWAYS 2027

YEARS 11 AND 12

GRACE COMMITMENT WISDOM

The three values, Grace, Commitment, Wisdom, form the foundation for the School. From this motto flow 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.

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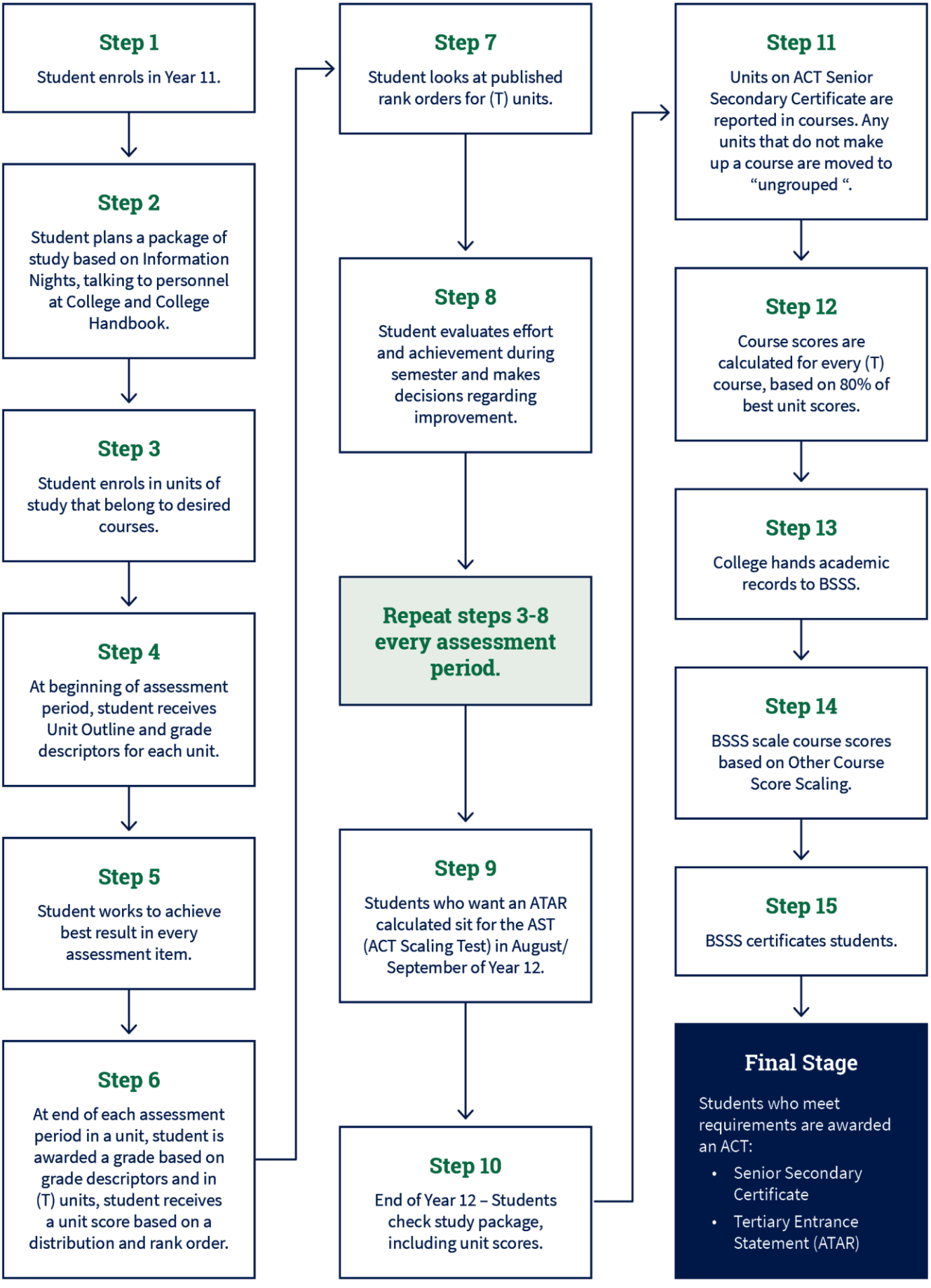
KEY TERMINOLOGY

BSSS	The Board of Senior Secondary Studies
Course	An approved program of study in a particular subject area, consisting of a number of units of study with coherence of purpose.
Unit	Units form part of courses. At Burgmann a unit usually spans one semester and so is one semester's study in a particular subject. A semester unit has the value of 1 and is delivered over a minimum of 55 hours. Individual units are classified according to the course to which they belong: **(A), (M), (T), (H)** and **(R)**.
Accredited Courses **(A) Courses**	Courses approved by the Board of Senior Secondary Studies as suitable for study in Years 11 and 12. They emphasise the learning of general education skills and their application.
Modified Courses **(M) Courses**	These courses are **(A)** courses which provide appropriate educational experiences for students who satisfy specific disability criteria.
Tertiary Courses **(T) Courses**	These are courses which are approved by the Board of Senior Secondary Studies as suitable preparation for university entrance. Scores from these courses are used in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
(H) Courses	These are courses which have been approved by the Board of Senior Secondary Studies (BSSS) but taught by secondary school teachers at the University of Canberra (UC) and the University of New South Waler. Scores from this course may be used in the calculation of a student's ATAR and completion of the course will be recognised towards an undergraduate degree at UC.
Registered Courses **(R) Courses**	R courses are registered with the Board of Senior Secondary Studies and provide learning situations appropriate to Year 11 and 12 students in personal development, recreational or community service activities. **(R)** units fall into five different **(R)** courses.
E Courses (ASBAs)	Australian School Based Apprenticeships (ASBAs) are courses registered with the Board of Senior Secondary Studies providing on the job training in various fields. Enquiries about ASBAs are made through the school's Careers Advisor and applications approved by the Head of Senior School.
W Units	W units are recorded in recognition of workplace training e.g. ASBA work component. W+R+E maximum of 8 units.
Unit Length	A unit is one semester of study (or 55 hours).
Course Length	Course lengths are based on the number of hours spent in each, and are expressed as follows: **Minor** - a course consisting of at least 2 semester units. **Major** - a course consisting of at least 3.5 semester units. **Major-minor** - a course consisting of at least 5.5 semester units. **Double-major** – a course consisting of at least 7 semester units.

Marks	Students are awarded marks as a result of an assessment task.
Scores	A number indicating a student's ranking in a **(T)** unit or course.
Standardised Unit Score	This is a unit score obtained by combining marks for various assessment tasks over a semester unit and scaled to a particular mean and standard deviation.
Course Score and Scaled Course Score	See explanation pages 18-19.
Unit Grade	A criterion-based, global, summative award for a particular semester unit of study, A - E or P.

A GUIDE TO THE ACT COLLEGE SYSTEM



THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

HOW IS THE ATAR CALCULATED?

The main steps in the process are:

- Colleges calculate a course score for each student completing a **(T)** course.
- The Board of Senior Secondary Studies scales the course scores provided by the colleges. Students' results in the ACT Scaling Test (AST) contribute to this scaling process and their use ensures that all course scores can be meaningfully compared.
- The scaled course scores are used to produce an aggregate score. This is done by adding together the scaled scores in the best three **(T)** Majors plus 0.6 of the next best **(T)** score, whether a Major or Minor.
- The aggregate scores for all students who have met the appropriate requirements are listed in order from the highest to the lowest. Starting from the top of the list, students are given a Candidate Rank.
- This rank is then converted to the ATAR.

CERTIFICATES WHICH MAY BE ATTAINED BY STUDENTS

The ACT secondary education system is based on the principle of continuous assessment in Years 11 and 12. All assessment tasks completed throughout the two years count towards the final Australian Capital Territory Senior Secondary Certificate and may count towards the ATAR (see above).

The ACT Senior Secondary Certificate (ACTSSC)

The ACT Senior Secondary Certificate (ACTSSC) consists of the certificate, detailing your years of attendance and the college you are graduating from, and the Record of Achievement that details your studies throughout college.

The ACTSSC reports results of studies and is especially useful to employers for selecting employees. It may also be of use to other education or training institutions at any stage after completing Year 12 studies. It can be used to accompany applications for awards or scholarships and applying for voluntary work with community organisations.

They are awarded to all senior secondary students who have successfully met the ACT Board of Senior Secondary Studies (ACT BSSS) requirements. A student will qualify for the award of an ACTSSC on completion of an educational program approved by the college as having provided a coherent pattern of study which includes the equivalent of at least 17 standard (semester) units. At Burgmann Anglican School, students will be required to undertake study of 22 standard (semester) units.

The Record of Achievement gives results (grades, not scores) for all units and courses completed by the student during Years 11 and 12.

The Tertiary Entrance Statement

This Statement is awarded to students who complete a Tertiary Entrance Package and who qualify for an Australian Tertiary Admission Rank (ATAR). It contains information (such as **(T)** courses completed, course lengths, scaled scores and the student's ATAR) which may be used in applying to tertiary institutions. It accompanies the ACT Senior Secondary Certificate.

Gaining an ATAR does not guarantee a student admission to university or to a university course of their choice. Universities have their own admission procedures and minimum ATARs for their courses.

To qualify for a Tertiary Entrance Statement a student must:

- complete units which are the equivalent of 20 standard (semester) units which must include at least the equivalent of 18 standard **(T)** or **(A)** units;
- have a course package consisting of at least:

  5 Majors **or**
  4 Majors and 1 Minor **or**
  3 Majors and 3 Minors;

and of these Major and Minor courses at least 3 Majors and 1 Minor must be **(T)** courses;

- complete a course in the English course area;
- sit for the ACT Scaling Test (AST) in Year 12. The AST is used in compiling the Australian Tertiary Admissions Rank (ATAR).

SAMPLE TERTIARY ENTRANCE STATEMENT (EXTRACT)				
T-COURSES	**COURSE LENGTH**	**SCALED SCORES**	**WEIGHTING**	**WEIGHTED SCALED SCORES**
Subject 1	Major	164.88	1.0	164.88
Subject 2	Major	148.88	1.0	148.88
Subject 3	Major	146.61	0.0	0.0
Subject 4	Minor	154.83	0.6	92.90
Subject 5	Major	170.56	1.0	170.56
Aggregate Score			**577.22**	
ATAR	**75.00 (Top 25%)**			

The Statement of Achievement

The Statement of Achievement is available for students who have not achieved the requirements for an ACTSSC. It is issued to students who leave school before the completion of the two years of study. It reports the units studied and grades achieved by students up until the time they leave.

Selection Rank Adjustments

Some universities offer and may allocate selection rank adjustments in recognition of your performance if you study certain subjects. Applicants do not need to apply for selection rank adjustments, institutions apply selection rank adjustments automatically. Selection rank adjustments will be awarded for equivalent results in interstate qualifications. Selection rank adjustments are only awarded to domestic applicants applying for admission through UAC who have not previously attempted tertiary study.

To find out if a university you are interested in offers selection rank adjustments visit the Universities Admissions Centre UAC website **www.uac.edu.au/future-applicants/admission-criteria/university-selection-rank-adjustments** or conduct a search of "selection rank adjustments" using an internet search engine.

ANU Australian National University Selection Rank Adjustments

ANU awards selection rank adjustments to students who have excelled in select subjects and have applied through UAC for an ANU Bachelor degree or Flexible Double Degree with an entry requirement of 97.00 or lower. Students who have applied for an ANU Bachelor degree or Flexible Double Degree and achieve an ATAR of at least 70.00 or higher will be eligible.

If you achieve the results listed above, up to five selection rank adjustments are automatically added to your Australian Tertiary Admission Rank (ATAR) for ANU preferences only.

http://www.anu.edu.au/study/apply/anu-adjustment-factors

Universities Admission Centre UAC

A maximum of ten adjustment factors will be awarded with a maximum of five (5) selection rank adjustments and a maximum of five (5) Educational Access Schemes adjustment factors.

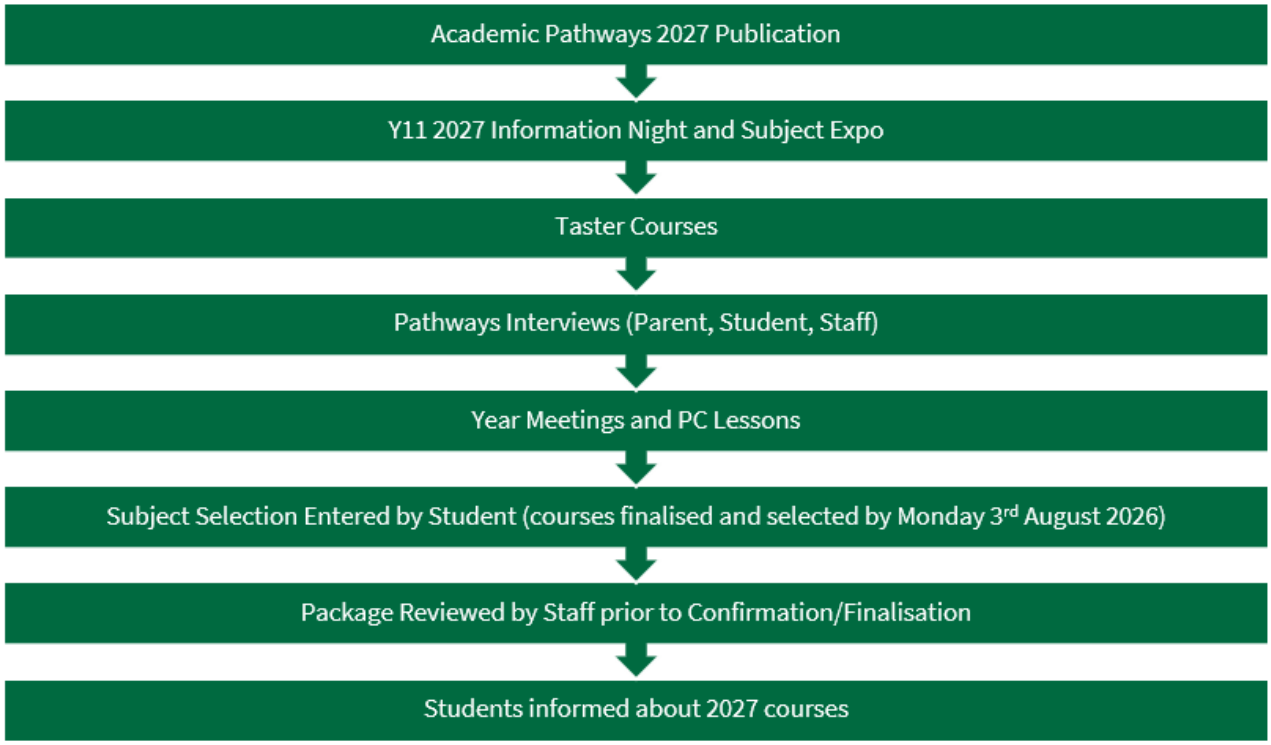
Applicants need to apply for the Educational Access Schemes via UAC in order to be eligible for bonus points. The Educational Access Schemes helps students who have experienced long-term educational disadvantage gain admission to tertiary study.

For more information on the categories of disadvantage, please visit **www.uac.edu.au/eas/**

UAC Applicants will be awarded adjustment factors automatically for the Priority School Funding Program and Country Areas Program.

CHOOSING A PACKAGE OF COURSES

PROCESS FOR STUDENTS



Courses will only run if sufficient numbers of students select the subject, and if a suitable staff member can teach the course. All courses are offered with current staffing as the basis, but this is subject to change by 2027. On choosing your courses, you should consider the ways in which your package can best utilise your abilities not only to help you realise your intended career path, but also for the good of the communities of which you will be a future member. At Burgmann, we believe your education is not simply a matter of academic success: we encourage you to choose a package which develops your ability to think critically and creatively in your approaches to problem solving. After you finish Year 12, your future employment will require flexibility and the ability to adapt effectively to change. We suggest you think about choosing a varied package, which will enhance a well-rounded, holistic view of the world. Courses are arranged on lines and are taken for four periods per week.

At Burgmann Anglican School, in Year 11 all students take English, Mathematics and Studies of Religion. Students may then choose three other courses to study.

A typical package would be:

1. English
2. Mathematics
3. Studies of Religion
4. Subject 1

5. Subject 2

6. Subject 3

When course choices are made students will be asked to select which five subjects are their first preferences and the subject lines will be set using these for all students. Initially, students will be asked to choose only those subjects to be studied in Year 11. However, thought should be given to which subjects might be carried through into Year 12 as Majors. In choosing which subjects to study, students should consider:

- their interests;
- their abilities (the types of subjects they do best in);
- their ideas about a future career (including the subjects which may be pre-requisites or assumed knowledge for CIT/TAFE, university or other study);
- the need for a balanced program which will create as many future options as possible;
- how the subjects they study can widen their understanding of the world.

Accredited Pathways

In 2027 we are excited to offer bespoke accredited pathways for eligible and interested students. Students may select a single Accredited course as part of a Tertiary package or multiple accredited courses for an Accredited package. The tertiary pathway is NOT for every student, as we are thrilled to be able to offer new **accredited only** courses in 2027 (subject to numbers and staffing):

Business Services

Early Childhood Studies

Sport, Recreation and Leadership

Construction Pathways

Social and Community

Essential Mathematics

Essential English

From 2027, students may be able to select and enjoy a full accredited package (numbers permitting). Classes will only be confirmed once staffing and numbers are finalised. This package option fast tracks careers and starting work, builds skills and gains certification applicable in a variety of workplaces. Combined with the My Skills accreditation program (RSA, First Aid, White Card etc), this is an incredible option for many students.

COURSES STUDIED OUTSIDE THE SCHOOL

Where a student intends to study a course outside Burgmann as well as the school courses, the proposal should be discussed with the Head of Senior School and the Director of Studies.

COURSE AND SUBJECT CHANGES

After the initial subject choices are made it is possible to change these in most circumstances. Changes can only be made if the integrity of the student's package is maintained, if the desired class has vacancies, and if the change fits the timetable with the student's other subjects.

If Year 11 students find they have made an inappropriate subject choice, they should request a subject change with the Director of Studies within the first two weeks of Term 1 Year 11.

A) Sample Package – Tertiary Pathway

(T) packages are for students interested in entry to a university at the end of Year 12.

Students should note the requirements for obtaining a Tertiary Entrance Statement on pages 10-11 and consider pre-requisites and assumed knowledge for any university courses in which they may be interested. Students should refer to the Universities Admissions Centre (NSW and ACT) Guide or the University Entry Requirements 2019, Year 10 booklet.

A (T) package can be compiled from a selection of the following subjects available for study in Years 11 and 12 with the aim of university study.

Subject 1	English (compulsory Major at Burgmann) – Literature or English
Subject 2	Mathematics (compulsory Major at Burgmann) - Specialist Methods, Mathematical Methods or Mathematical Applications
Subject 3	Studies of Religion (T) (compulsory in Year 11 at Burgmann)

Three other courses from this list:

Ancient History
Biology
Business
Chemistry
Design Technology
Design & Graphics
Studies of Drama
Earth & Environmental Science
Economics
Engineering Studies
Exercise Science
Beginning and Continuing French
Beginning and Continuing Indonesian
Global Studies
Health Science
Public Health (Health and Wellbeing)
Information Technology
Interdisciplinary Inquiry Project
Languages (External Course)
Legal Studies
Media
Modern History
Studies of Music
Outdoor and Environmental Education
Studies of Photography
Physics
Pre Modern History
Psychology
Sociology
Specialist Mathematics (Double-Major Combined with Specialist Methods)
Studies of Religion (completing a Major)
Studies of Visual Arts

An example of subject combinations suitable for a student interested in a tertiary pathway:

	YEAR 11	YEAR 12
Subject 1	Literature (T)	Literature (T)
Subject 2	Mathematical Methods (T)	Mathematical Methods (T)
Subject 3	Studies of Religion (T)	Studies of Religion (T)
Subject 4	English (T) (Minor)	Design & Graphics (T) (Minor)
Subject 5	Chemistry (T)	Chemistry (T)
Subject 6	Studies of Music (T)	Studies of Music (T)

This is a TERTIARY PACKAGE with:

English/Literature (T) Major-minor
Studies of Religion (T) Minor
Studies of Music (T) Major
Mathematical Methods (T) Major
Chemistry (T) Major
Design & Graphics (T) Minor

It is possible to complete a Major in one year in some cases and it is possible to include (A) courses in a Tertiary Package.

B) Sample Package – Accredited Pathway

(A) packages are for students interested in direct entry to the workforce from school and/or studying at a CIT/other provider.

The following is a guide for students and parents when selecting subjects for Years 11 and 12. If studying at a CIT (or another provider) is being considered as a post-school option it would be wise to consult the institution regarding pre-requisites and useful knowledge.

Subject 1 Essential English (A) (compulsory Major at Burgmann)
Subject 2 Essential Mathematics (A) (compulsory Major at Burgmann)
Subject 3 Studies of Religion (A) (compulsory in Year 11 at Burgmann)

Three other courses from this list:

Ancient History
Biology
Business
Business Services
Construction Pathways
Design Technology
Design & Graphics
Studies of Drama
Early Childhood Studies
Earth & Environmental Science
Economics
Engineering Studies
Exercise Science
Global Studies
Public Health (Health and Wellbeing)
Health Science
Languages (External)
Legal Studies
Media
Modern History
Studies of Music
Outdoor and Environmental Education
Studies of Photography
Politics
Pre Modern History
Psychology
Social and Community
Sociology
Sport, Fitness and Recreation
Studies of Religion (completing a Major)
Studies of Visual Arts

Some courses may be taken at (A) level, and some courses taken at (T) level. Some students may be suited to a package containing all (A) courses.

An example of subject combinations suitable for a student interested in a vocational pathway:

	YEAR 11	YEAR 12
Subject 1	Essential English (A)	Essential English (A)
Subject 2	Essential Mathematics (A)	Essential Mathematics (A)
Subject 3	Studies of Religion (A)	Studies of Visual Art (A)
Subject 4	Studies of Visual Art (A)	Sociology (T)
Subject 5	Sociology (T)	Business (A) (minor)
Subject 6	Outdoor Environmental Education (A) (minor)	

This is an (A) PACKAGE with:

Essential English (A) Major
Sociology (T) Major
Essential Mathematics (A) Major
Studies of Visual Art (A) Major
Outdoor Environmental Education (A) Minor
Business (A) Minor

Students may like to use the blank table below to prepare a two-year plan for themselves (use a pencil so you can change it to see how different combinations may work out).

	YEAR 11	YEAR 12
Subject 1	Essential English	Essential English
Subject 2	Essential Mathematics	Essential Mathematics
Subject 3	Studies of Religion (A)	
Subject 4		
Subject 5		
Subject 6		

NOTES

1. It may not be possible to offer all the courses described in this publication every year. For example, there may be insufficient numbers of students electing to study a course, or due to timetabling constraints or teacher availability, some combinations of subjects may not be possible.
2. At Burgmann, Double-majors or Major-minors are available in (subject to timetabling constraints) Commerce, Design & Technology, English/Literature, History, and Mathematics.
3. Please note that restrictions apply to the maximum number of units that can contribute to T-Packages when students study H courses combined with double majors at Burgmann.
4. **Courses of a practical nature may incur some extra costs for essential materials used in these courses**.

ASSESSMENT PROCEDURES

There are no external subject examinations in the ACT and assessment is continuous throughout Years 11 and 12. Students are assessed on a regular basis during each unit, and in the case of **(T)** courses, a course score is calculated at the end of Year 12 based on the work completed during Years 11 and 12, so consistent effort in all units is important. Assessment varies from course to course. Assessment instruments include tests, assignments, practical work, field work, oral presentations, essays and in-class exercises. A semester assessment planner is given to the students by the end of week 1 detailing all assessments for the current semester.

UNIT OUTLINES

All students will be given a unit and assessment outline (electronically) within the first two weeks of the unit. This will outline the content, state the times when assessment items are due, and give the weighting for each assessment task. The outline details may only be altered by the teacher in consultation with the classes concerned, the Head of Faculty and the Director of Studies. At the time of issue of each individual task, students will receive the criteria to be used for assessment.

MODERATION

All faculties have established ways of ensuring that the results of students in one class compare fairly with those in another class doing the same course. Some involve common tests others involve cross marking of essays and assignments. Courses involving performances are moderated by an external panel. Details of the external and internal moderation procedures are detailed in the Student Procedures Booklet distributed automatically to all students in Week 1.

VIDEOING FOR MODERATION PURPOSES

In many courses, such as Outdoor Education, Exercise Science, Music and Drama, it is a BSSS requirement to capture audio or moving images (videoing) of students for moderation purposes. It is legal to capture footage of students from our own school for this purpose. In such instances, students will be informed about possible audio/visual evidence collection via their Unit Outlines and Assessment Task Cover Sheets. Any requirements students must meet to facilitate the collection of audio/visual evidence will also be included (e.g. attendance, uniform, equipment, preparation, behaviour).

RULES CONCERNING LATE OR MISSED ASSESSMENT ITEMS

If an assessment item cannot be done on the set date or assignment work cannot be completed and submitted because of illness or circumstances beyond the student's control, the difficulty should be discussed with the teacher, the Head of Faculty, the Director of Studies or the Head of Senior School. This should be done before the due date whenever possible. Only in exceptional circumstances will an extension of the due date be given. Extensions will only be granted by the Director of Studies.

For cases of illness where an in-class assessment item is missed, it is the parents' responsibility to contact the Senior School office on the day to explain. Medical documentation must be obtained to cover such an absence, and this certificate should state the functional disadvantage suffered by the student in relation to their schoolwork. This documentation is to be supplied to the Head of Faculty and then an alternative time will be organised for your assessment.

Students should not attempt tests when they are sick or emotionally distressed even if they attend some classes on the day. If a student becomes sick or quite distressed during the day when a test or other in-class assessment has been scheduled, they will need to see the Director of Studies or the Head of Senior School.

In other cases, a penalty of 5% of the total possible mark for that assessment item will be incurred for each day late if work is not submitted on the due date to a maximum of 35%. A loss of 15% is incurred if work due on a Friday is not submitted until the following Monday. When a due date, but not time, is specified, work submitted after 11:59pm on the due date is considered late, and late penalties will apply.

If assessment tasks are not submitted by the due date, students and parents/guardians will be advised as soon as possible, and a late submission penalty of 5% per day late will be applied. If the item remains not submitted, the student will receive a notional zero for the task, and accordingly, their final unit score and grade will be affected. A notional zero is not absolute zero; notional zero ensures that others in the group are not disadvantaged.

It may not be possible to grade or score work submitted after work in a unit has been returned to students. Students will be advised by teachers about cut-off dates.

The use of computers to word process assignments is encouraged but computer or printer breakdown (of either hardware or software) is not a valid reason for an extension of time. Students should keep a back-up copy of their work and it is recommended that a printout is done at frequent intervals to avoid problems caused by computer or printer failure. If a student chooses to submit their work after the due date it will be penalised as will all late work. If the work which has been printed is submitted (perhaps with handwritten additions) on or by the due date, it will be marked as the final piece of work. No further submissions will be allowed.

ATTENDANCE AND COMPLETION OF ASSESSMENT

At Burgmann students are expected to attend all scheduled classes/contact time/structured learning activities for all subjects.

Any student who attends less than 90% of the scheduled classes/contact time/structured learning activities in any unit, without having due cause with adequate documentary evidence, will be deemed to have voided the unit i.e. that unit will not appear on their ACT Senior Secondary Certificate, and it could mean that the student may not have enough units for the Major or Minor in the subject. However, the Principal has the right to exercise discretion in special circumstances if the absences are explained with satisfactory documentation.

The BSSS distinguishes between explained and unexplained absences. Parents explain absences by contacting the school. According to the BSSS, explained is defined as illness or misadventure. Family reasons or family holiday are regarded as **unexplained**. The accumulation of more than five (5) unexplained absences will result in the student voiding the unit.

Any student who fails to submit assessment tasks worth more than 30% of the assessment in a unit will be deemed to have voided that unit (i.e. that unit will not appear on their ACTSSC). This could jeopardise the student's program of study, as they may not have sufficient units for the awarding of a Major or Minor in that subject.

Where a student absence is known in advance, requests for leave must be made by emailing the PA to the Head of Senior School prior to the leave being taken. Parents will be advised by email, via Senior School Administration, if any assessment date changes are required as a result of approved leave.

Students seeking special consideration due to illness or misadventure must apply using a *Special Provisions link* on the Director of Studies portal page. Documentation in such circumstances will be required. It will then be determined if special consideration is to be granted and the manner of special consideration applied. Possible considerations could be an exemption for the item, a modification of the item or an extension on the item. If insufficient assessment is completed due to illness or misadventure, a unit grade or Status may be awarded. When Status is awarded, the unit still contributes to a student's ACTSSC. The number of Status units a student may count towards any course, however, has been limited by the BSSS. Students should consult with the Director of Studies if they are concerned about this.

UNIT AND COURSE SCORES

UNIT SCORES

For **(T)** courses, marks from each assessment item show the relative rank order within the student group in the unit. Marks are aggregated and standardised to make up the unit score.

In Semester 1 in Year 11, standardisation of unit scores is based on historical data from different subjects to allow for differences in course groups.

After Semester 1 in Year 11, scores will usually be back scaled against the mean and standard deviation of students who did that course in the previous semester. This ensures that students are not advantaged or disadvantaged by the departure of some students from the group. It also allows students to compare their results in different units.

Final course scores are based around an ACT system mean of 70 with a standard deviation (SD) of 12.

- For (T) courses, unit scores and grades are reported at the end of each semester.
- For (A) courses, grades are reported at the end of each semester.
- For (R) courses, pass or fail grades are reported at the end of each semester.

UNIT GRADES

For units in both (A) and (T) courses, students are awarded an A to E grade if they have completed the unit by satisfying the Board of Senior Secondary Studies requirements for attendance and completion of work. The student's achievement is graded using the assessment criteria and grade descriptors provided for each course. These grades are reported at the end of each semester and appear on the ACTSSC. A general description of each grade follows:

A Awarded to students who have demonstrated a very high level of knowledge and understanding of the full range of concepts and principles of the unit. They have shown evidence of a very high level of cognitive and practical skill in a wide range of assessment situations.

B Awarded to students who have demonstrated a high level of knowledge and understanding of the concepts and principles of the unit. They have shown evidence of a high level of cognitive and practical skill in a range of assessment situations.

C Awarded to students who have demonstrated a sound level of knowledge and understanding of basic concepts and principles of the unit. They have shown evidence of a sound level of cognitive and practical skill in most assessment situations.

D Awarded to students who have demonstrated a limited level of knowledge and understanding of the concepts and principles of the unit. They have shown evidence of a limited level of cognitive and practical skill in assessment situations.

E Awarded to students who have demonstrated a very limited level of knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a very limited level of cognitive and practical skill in assessment situations.

S Awarded to students who have been unable to complete sufficient work due to an extended period of illness or other approved reason and is called status.

R Recognition is awarded when a subject has been studied at an equivalent standard at another institution. When Recognition is awarded, a student receives the equivalent points for completing the unit.

P Awarded to students who have satisfied the requirements of an (R) unit.

V Awarded to students who have not satisfied the assessment or attendance requirements of a unit. Students do not receive the points for completing the unit and the unit will not appear on the student's ACTSSC.

Z Awarded to students as a pending grade when assessment has been delayed after the leave has been granted.

COURSE SCORES

At the end of Year 12 all of the standardised Unit Scores are ranked from highest to lowest over the two years. These are then weighted according to the 80% principle:

- the best 5.6 (out of 7) unit scores are averaged for a Double-major;
- the best 4.4 (out of 5.5) unit scores are averaged for a Major-minor;
- the best 2.8 (out of 3.5) unit scores are averaged for a Major and;
- the best 1.6 (out of 2) unit scores are averaged for a Minor.

The Board of Senior Secondary Studies (BSSS) then rescales these scores to produce Scaled Course Scores based on the student's achievements in their other subjects and in the ACT Scaling Test (AST). The AST is the independent moderating test conducted in the first week of September in Year 12 which gives a basis for comparison between schools/colleges.

Other Rules Concerning Course Scores

A unit cannot be counted more than once. A completed course cannot be broken up so that units can be counted toward another course.

Some courses and departments have additional rules which are published by the relevant departments.

Interdisciplinary Courses

Some courses allow units from other courses to be included to generate a Minor, Major, Major-minor or Double-major course. Such variations are:

- Units from Pre-Modern History, Ancient History and Modern History can be combined to form a Minor, Major, Major-minor, or Double-major course in History (Interdisciplinary).
- Units from Economics and Business can be combined to form a Minor, Major, Major-minor, or Double-major course in Commerce.
- Units from Designed Environments, Design and Emerging Technologies, Design & Graphics and Engineering Studies can be combined to form a Minor, Major, Major-minor, or Double-major course in Design & Technology.
- Units from Literature and English can be combined to form a Minor, Major, Major-minor, or Double-major course in English / Literature
- Units from Specialist Mathematics and Specialist Methods can be combined to form a Minor, Major, Major-minor, or Double major course in Specialist Mathematics.
- Units from Mathematical Applications and Mathematical Methods can be combined to form a Minor, Major, Major-minor, or Double major course in Further Mathematics.
- Units from Religious Studies and World Religion can be combined to form a Minor or Major in Studies of Religion.
- Units from Data Science, Digital Technologies, and Robotics and Mechatronics can be combined to form a Minor, Major, Major-minor, or Double Major in Information Technologies.

SUMMARY OF COURSES

These courses*, or selected units from these courses, will be offered to students for study at Burgmann Anglican School in 2027.

FACULTY	TERTIARY (T) COURSES	FACULTY	ACCREDITED (A) COURSES
English	English	**English**	
	Literature		
			Essential English
Languages	Beginning French	**Languages**	
	Continuing French		
	Beginning Indonesian		
	Continuing Indonesian		
Mathematics	Mathematical Applications	**Mathematics**	
	Mathematical Methods		
	Specialist Methods		
	Specialist Mathematics		
			Essential Mathematics
Science	Biology	**Science**	Biology
	Health Science		Health Science
	Chemistry		
			Early Childhood
	Physics		
	Psychology		Psychology
	Earth & Environmental Science		Earth & Environmental Science
Humanities	Business	**Humanities**	Business
			Business Services
	Global Studies		Global Studies
	Ancient History		Ancient History
	Modern History		Modern History
	Pre Modern History		Pre Modern History
	Legal Studies		Legal Studies
	Economics		Economics
	Sociology		Sociology
	Politics		Politics
			Social and Community
Studies of Religion	Studies of Religion	**Studies of Religion**	Studies of Religion
Arts and Design		**Arts and Design**	
			Construction Pathways
	Design & Technology		Design & Technology
	Design & Graphics		Design & Graphics
	Information Technology		Information Technology
	Engineering Studies		Engineering Studies

	Studies of Photography		Studies of Photography
	Studies of Media		Studies of Media
	Studies of Visual Arts		Studies of Visual Arts
	Studies of Drama		Studies of Drama
	Studies of Music		Studies of Music
Health, Outdoor and Physical Education	Exercise Science	**Health, Outdoor and Physical Education**	Exercise Science
	Public Health		Public Health
	Outdoor and Environmental Education		Outdoor and Environmental Education
			Sport, Fitness and Recreation
Interdisciplinary Courses	Interdisciplinary Inquiry Project		
	Australian School base Apprenticeship (ASbA)		Australian School base Apprenticeship (ASbA)
External Courses	NSW School of Languages		
	Australian School of Contemporary Chinese		

*****NOTE****: Please note minor variations to courses offered from year to year may occur with short notice due to feasibility factors such as low student interest, student and teacher timetable clashes and teacher availability. Students will select additional course preferences* ***and*** *be counselled individually if this occurs.*

ENGLISH

Courses offered:

English (T)
English/Literature (T)
Literature (T)
Essential English (A)

All students are expected to complete a Major in English at Burgmann Anglican School.

Each English course draws upon, develops and emphasises different knowledge, understanding, skills and processes related to the strands of Language, Literature and Literacy used in the Foundation to Year 10 curriculum. While the English courses place different emphases on the three strands, each is expected to develop skills and foster knowledge.

In 2027, Year 11 and 12 students at Burgmann Anglican School will have the opportunity to study **either** Literature **or** English as their primary (T) course. Students wishing to undertake a Double-major or a Major-minor in English will study **both** Literature **and** English. Please note that Literature (T) is not by nature more difficult than or superior to English (T), but rather it approaches the academic discipline in a different and perhaps more complex way; in particular, it challenges the students to explore intertextuality, the philosophy and power of language, and different critical theories or perspectives.

English (T)

English emphasises student engagement with texts from the contemporary world. Having said this, students are also presented with texts from the past, from Australia and from other cultures. Students refine their skills across all language modes by engaging critically and creatively with texts, including literary and media texts. They learn to speak and write fluently in a range of contexts, and to create visual and digital texts. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Pre-requisites: None

Costs: None

It is recommended that units 1-4 are studied sequentially.

Students studying Units 3 and 4 in this course must have studied Unit 2 from either Literature (T) (integrating the Australian Curriculum) or English (T) (integrating the Australian Curriculum).

Units for study include:

Semester One Year 11 - Unit 1 - Communication of Meaning

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received.

Semester Two Year 11 - Unit 2 - Representations through Texts

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit.

Semester One Year 12 - Unit 3 - Comparisons of Texts

Students explore representations of themes, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and context, comparing texts within and/or across different genres and modes.

Semester Two Year 12 - Unit 4 - Perspective

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in literary and non-literary texts, developing and testing their own interpretations though debate and argument.

Literature (T)

Literature has as its primary focus, engagement with and analysis of literary texts. It aims to develop students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, evaluate perspectives and evidence, and challenge ideas and interpretations. Literature explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination.

Pre-requisites: None

Costs: None

Units for study in Literature include:

Year 11 Semester One - Unit 1 - Ways of Reading and Creating

This unit develops knowledge and understanding of different literary conventions and storytelling traditions. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study.

Year 11 Semester Two - Unit 2 - Intertextuality

Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. Students create analytical responses that are evidence-based and convincing.

Year 12 Semester One - Unit 3 - Power of Literature

Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Throughout the unit, students create analytical responses that are characterised by personal voice and informed observation.

Year 12 Semester Two - Unit 4 - Literary Interpretations

This unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

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English/Literature (T)

The course consists of a combination of units from the following courses:

English (T) (integrating Australian Curriculum)

Literature (T) (integrating Australian Curriculum)

All units from these courses may be included in an English/Literature course providing there is no duplication of content.

An English/Literature Minor consists of a combination of 2-3 units from these courses.

Where students study 1 – 3 units in each of English and Literature, two minor courses will be awarded.

An **English/Literature Major** consists of a combination of 3.5 units **which must include at least Unit 4** from either English or Literature.

An **English/Literature Major-minor** consists of a combination of 5.5 units **which must include at least Unit 4** from either English or Literature.

An **English/Literature Double-major** consists of a combination of 7 units from English and Literature.

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Essential English (A)

Essential English focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in many contemporary contexts including every day, community, social, further education, training and workplace contexts. Essential English develops students' language, literacy and literary skills to enable students to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Pre-requisites: None

Costs: None

Units for study include:

Semester One Year 11 - Unit 1 - Comprehending and Responding

This unit focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. They are taught a variety of strategies to assist comprehension. Students read, view and listen to texts to connect, interpret, and visualise ideas. The unit considers how organisational features of texts help the audience to understand the text.

Semester Two Year 11 - Unit 2 - Making Connections

This unit focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts.

Semester One Year 12 - Unit 3 - Understanding Perspectives

This unit focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text's meaning and purpose. They learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context.

Semester Two Year 12 - Unit 4 - Local and Global

This unit focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. It provides the opportunity for students to discuss and listen to differing perspectives, draw conclusions, negotiate, problem-solve, persuade, as well as engage audiences for a range of purposes.

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LANGUAGES

Courses offered:
Beginning and Continuing French and Indonesian (T)

All students who wish to study **French** or **Indonesian** at Burgmann need to complete a Board of Senior Secondary Studies Language Eligibility Form after confirmation of courses in October. This form must be submitted to the Director of Studies prior to the commencement of a Language class in 2027.

The Director of Studies will use the information from this form to determine the level of course for which a student is **eligible**.

Placement into a Languages course is to be reviewed during Term 1, Year 11, by the class teacher. If the Languages teacher is concerned that a student is incorrectly placed, a review process will occur. This review will involve the teacher, the executive teacher, the student and, if necessary, a representative of the Office of the Board of Senior Secondary Studies and will be documented.

If a student is concerned about their placement, they can also request the review, as outlined above, during Term 1, Year 11.

The guidelines for the decision are written below and presented in a table form. These guidelines allow for teacher judgment based on a student's history and the need to consider the many variables in the student's background. These eligibility forms must be kept at the School to allow for any review or discussions that may occur during Years 11 and 12.

Description of who belongs in which course:

BSSS definitions:

Beginning course is intended for students who have no previous knowledge of the language.

Continuing course is intended for students who have completed two or more years' study of the language at high school.

Advanced Course is intended for students who have considerably more exposure to the target language than the average high school student.

The guidelines for this decision are as follows:

The **Advanced** course is for international students with substantial linguistic and cultural background. It is also for students with significant exposure to the language, spoken and written. (See table)

The **Continuing** course is for students who have studied the language in Years 9 and 10 as well as in junior secondary or primary school. It is also for native speakers or students whose parents are native speakers but have no formal education in the language.

The decision between Continuing and Advanced placement is dependent on the overseas schooling and the language spoken at home.

The decision between Beginning and Continuing is dependent on the study at high school and primary school.

CRITERIA FOR PERMISSION TO ENROL IN A BSSS LANGUAGE COURSE			
PATHWAY	Education	Residency and/or time spent in-country	Use of the language outside of the classroom
Beginning Language Courses	Little, or no formal education (from pre-primary) in schools where the language is a language of instruction. They may have had some instruction in primary school or early high school elective language classes. Language and cultural awareness instruction comprised less than 200 hours in total, P-10, including education in community organisations and less than a total of 80 hours language classes across Years 9 and 10	Less than one year in total of residency and time spent in a country where the language is a medium of communication	Nil or very infrequent use of the language outside the classroom with a speaker/s of the language is permitted
Continuing Language Courses	One (1) to five (5) years in total of formal education (from pre-primary) in schools where the language is a language of instruction, including education in community organisations Or two or more years of study in the language at high school including Year 9 and 10	Between one (1) and five (5) years in total of residency and time spent in a country where the language is a medium of communication	Use of the language outside of the classroom with a speaker/s of the language is permitted
Advanced Language Courses	More than five (5) years in total of formal education in schools where the language is a language of instruction, including 2 years in high school, and or education in community organisations and or intensive language courses	More than five (5) years in total of residency and time spent in a country where the language is a medium of communication	Sophisticated use of the language (spoken and written) outside of the classroom with a speaker/s of the language

Continuing French and Indonesian (T)

Learning additional languages at the continuing level build on previous experiences to widen horizons, broaden cognitive and cultural experience, and develop communicative and intercultural capabilities. It also opens up new perspectives for continuing learners, not only in relation to other cultures and languages, but also in terms of their own language and cultural practices.

Learning languages strengthens intellectual and analytical capability and enhances creative and critical thinking. Students develop an understanding of the nature of language (including linguistic and stylistic features), of culture, and of the process of communication. They develop understanding of how values and culture shape a learner's world view.

Learning languages extends the learner's understanding of themselves, their heritage, values, culture, and identity. Students develop intracultural and intercultural capability; they develop understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences.

Learning languages contributes to strengthening the community's social, economic, and international development capabilities. Students learn to reorganise their thinking to accommodate the structure of another language. They develop cognitive flexibility and problem-solving ability, which can be applied when problems and solutions are not evident, as well as when critical thinking and creative approaches are required.

Organisation of Content

The Individual

Students learn about how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through the target language.

Society and Community

Students learn how different language communities are organized. They learn through the target language how to engage in diverse cultural practices and consider these in relation to their own. Students explore how to participate in society and the community.

The Changing World

Students learn how values and culture/s shape an understanding of, and interaction with issues that impact our world. Students explore, through the target language, challenges and opportunities to share responsibilities.

Diverse Perspectives

Students learn how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems. Students examine and demonstrate an awareness of perspectives. They explore, through the target language, a diversity of cultural expressions in the arts and sciences.

Negotiated Study

A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.

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MATHEMATICS

Tertiary Courses offered:
Specialist Methods (T)
Mathematical Methods (T)
Mathematical Applications (T)

Elective Mathematics – Tertiary:
Specialist Mathematics (T)
Further Mathematics (T)

Accredited Courses offered:
Essential Mathematics (A)

All students are expected to complete at least a Major (4 semesters of study) in non-elective Mathematics at Burgmann Anglican School.

Specialist Methods is designed to meet the needs of Year 10 students currently studying the Australian Curriculum Mathematics course and achieving at an A or High B level (or possibly at an low B level in the Year 10 course in consultation with the Head of Faculty). This course covers the content of the Mathematical Methods Course, but at the Specialist level.

Mathematical Methods is designed to meet the needs of the Year 10 students currently studying the Australian Curriculum (AC) Mathematics course at a high C level or above.

Mathematical Applications is designed to meet the needs of Year 10 students currently studying the Australian Curriculum Mathematics course and achieving a C level.

Specialist Mathematics is an elective which is designed for students with a particular interest in and aptitude for mathematics and achieving an A level in the AC Year 10 Course.

The Specialist Methods and Specialist courses can be combined into a Double Major course which necessitates studying both courses for two years, or a Major Minor course which involves studying the Specialist Methods course for two years and the Specialist course for one year (usually, just Year 11).

Further Mathematics is an elective which is designed for students with a particular interest in mathematics who do not wish to study mathematics at the Specialist level. Like the students studying Mathematical Methods, it is also designed for students currently studying Mathematics course and achieving at an A pr high B level. It can also be studied as a double Major or as a Major Minor course.

Specialist Methods (T)

This course covers the same content as Mathematical Methods (T), but at a higher or Specialist level. Consequently, it requires learning additional work as well as covering the Methods course content in more depth. It is designed to prepare students wishing to enter tertiary studies in which Mathematics plays a major role, such as Actuarial Studies, Engineering, Computer Science, Pure Mathematics, Statistics, Physical Sciences and Economics.

Pre-requisites: Students should consider their level of achievement in Year 10 Mathematics this year when choosing which Mathematics course to take in Year 11. A student needs to achieve at an A or High B level in Year 10 Mathematics to consider attempting Specialist Methods (T). If in doubt consult your Mathematics teacher or the Head of Faculty.

Students also need to be competent with basic algebra, factorising linear and quadratic expressions, expanding linear and binomial expressions, solving linear algebra and quadratic equations, and be able to rearrange equations and solve word based mathematical problems. A deep knowledge of fractions, decimals, percentages, times tables, basic number patterns and multiplication facts will give a student a distinct advantage at the beginning of Year 11. Knowledge of graphing straight lines and quadratic equations, finding distance, midpoint and gradients of straight lines will also be valuable. All this content is covered in the Year 9 and 10 courses.

Studying Numbers Patterns and Problems in Years 9 and 10 is advantageous when studying the Specialist Mathematics course, as it helps develop critical mathematical skills and aims to broaden mathematical thinking, including problem solving and reasoning and mathematical communication.

Costs: None

Course Composition and Content

Year 11	Unit	Topics
Semester 1 Unit	SM 1	Counting and Probability
		Functions and Graphs
		Trigonometric Functions
Semester 2 Unit	SM 2	Exponential Functions
		Arithmetic and Geometric Sequences and Series
		Introduction to Differential Calculus

Year 12	Unit	Topics
Semester 1 Unit	SM 3	The Logarithmic Function
		Differentiation and Applications of Integrals
Semester 2 Unit	SM 4	Simple Linear Regression
		Discrete Random Variables
		Continuous Random Variables and the Normal Distribution
		Interval Estimates for Proportions

A Major in Specialist Methods is a minimum of 3.5 units which will be comprised from the 4 units outlined on the previous page, namely:

SM 1 SM 2 SM 3 SM 4

A Minor in Specialist Methods is a minimum of 2 standard units or up to 3 units.

Mathematical Methods (T)

This course is designed to prepare students planning to enter tertiary studies in subjects that involve a significant amount of Mathematics, including applications of calculus and statistics, such as Information Technology, Accounting, Commerce and Health, Social and Applied Sciences.

Pre-requisites: Students should consider the level of achievement in Year 10 Mathematics this year when choosing which Mathematics course to take in Year 11. A student needs to achieve at a high B level or above in Year 10 Mathematics to consider attempting Mathematical Methods (T). If in doubt consult your Mathematics teacher or the Head of Faculty.

Students also need to be competent with basic algebra, factorising, expanding, solving linear algebra, and rearranging equations. A competent knowledge of fractions, decimals percentages and basic timetables and basic number patterns will lay a strong foundation for the work in Semester 1 11. Knowledge of graphing straight lines and quadratic equations, finding the distance, midpoint and gradients of straight lines will also be valuable.

Studying Numbers Patterns and Problems in Years 9 and 10 is advantageous when studying the Mathematical Methods course, as it helps develop critical mathematical skills and aims to broaden mathematical thinking, including problem solving and reasoning and mathematical communication.

Costs: None

Course Composition and Content

Year 11	Unit	Topics
Semester 1 Unit	MM 1	Counting and Probability
		Functions and Graphs
		Trigonometric Functions
Semester 2 Unit	MM 2	Exponential Functions
		Arithmetic and Geometric Sequences and Series
		Introduction to Differential Calculus

Year 12	Unit	Topics
Semester 1 Unit	MM 3	Differentiation and Applications
		Integrals
		Discrete Random Variables
		Probability Distributions
		Standard Deviation
Semester 2 Unit	MM 4	The Logarithmic Function
		Continuous Random Variables and the Normal Distribution
		Interval Estimates for Proportions
		Central Limit Theorem
		Bernoulli Random Variables (e.g. flipping a coin)

A Major in Mathematical Methods is a minimum of 3.5 units which will be comprised from the 4 units outlined on the previous page, namely:

MM 1 MM 2 MM 3 MM 4

A Minor in Mathematical Methods is a minimum of 2 standard units or up to 3 units.

Note: There are a number of possible course configurations that allow for a student's interests and needs to be met. These include studying Mathematical Methods and Mathematical Applications concurrently and can lead to the awarding of a Double-major, Major or a Minor in Further Mathematics. If a student wishes to pursue an option in Further Mathematics, they need to consult with the Head of Faculty or the Director of Studies.

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Mathematical Applications (T)

This course is designed to provide background mathematical studies for students wishing to enter tertiary studies in subjects that involve quantitative problem solving such as Administration, General Education (but not the teaching of Mathematics in Secondary school), Nursing, Laboratory Technology, Psychology and Sociology.

Pre-requisites: Students should consider the level of achievement in Year 10 Mathematics when choosing which Mathematics course to take in Year 11. A student needs to achieve at a C level or above to complete Mathematical Applications (T). If in doubt consult your Mathematics teacher or the Head of Faculty.

Costs: None

Course Composition and Content

Year 11	Unit	Topics
Unit 1	MA 1	Consumer Arithmetic
		Algebra and Matrices
		Shape and Measurement
Unit 2	MA 2	Univariate Data and Statistical Investigations
		Applications of Trigonometry
		Linear Equations

Year 12	Unit	Topics
Unit 3	MA 3	Bivariate Data Analysis
		Growth and Decay
		Graphs and Networks
Unit 4	MA 4	Time Series Analysis
		Loans and Investments
		Networks and Decision Mathematics

A Major in Mathematical Applications is a minimum of 3.5 units which is comprised of:

MA 1 MA 2 MA 3 MA 4

A Minor in Mathematical Applications is a minimum of 2 standard units or up to 3 units.

Note: *There are a number of other possible course configurations that allow for a student's interests and needs in mathematics to be met. These include studying Mathematical Applications and Mathematical Methods concurrently and can lead to the awarding of a Double-major, Major or a Minor in Further Mathematics. If students wish to pursue any of these options, they need to consult the Head of Faculty or the Director of Studies.*

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Specialist Mathematics (T)

Specialist Mathematics will be studied by students intending to study two lines of mathematics at the highest (Specialist) level. It will be studied in addition to Specialist Methods, and it offers students the ability to complete a Double-major or a Major-minor in Specialist Mathematics. A Major-minor is achieved by studying four (4) units in Specialist Methods and a minimum of two (2) or up to three (3) units of Specialist Mathematics. A Double-major is achieved by studying four (4) units in Specialist Methods and a minimum of three (3), to a maximum of four (4) units in Specialist Mathematics.

This course is suitable for students who intend tertiary study in disciplines in which Mathematics plays a major role, such as Actuarial Studies, Engineering, Computer Science, Pure Mathematics, Statistics, Physical Sciences and Economics.

Pre-requisites: Students should consider the level of Year 10 Mathematics attempted and results when considering which Mathematics course to take in Year 11. A student needs to attain a very high level of achievement in Year 10 Mathematics to consider attempting Specialist Mathematics, usually consistent A grades. If you are unsure about attempting the course, consult your Mathematics teacher or the Head of Faculty.

Costs: None

Course Composition and Content

Year 11	Unit	Topics
Semester 1 Unit	S 1	Combinatorics (Permutations, Combinations and Sets)
		Vectors in the Plane
		Geometry
Semester 2 Unit	S 2	Trigonometry
		Matrices
		Real and Complex numbers

Year 12	Unit	Topics
Semester 1 Unit 3	S 3	Complex Numbers
		Functions and Sketching Graphs
		Vectors in Three Dimensions
Semester 2 Unit 4	S 4	Integration and Applications of Integration
		Rates of Change and Differential Equations
		Statistical Inference

In completing a Double-major, students are required to undertake all of the units in Specialist Mathematics and Specialist Methods:

		Specialist Methods (SM)	Specialist Mathematics (S)
Year 11	Semester 1	SM 1	S 1
	Semester 2	SM 2	S 2
Year 12	Semester 1	SM 3	S 3
	Semester 2	SM 4	S 4

To complete a Specialist Major-Minor, students must undertake 4 units in Specialist Methods and 2 units in Specialist Mathematics as follows:

		Specialist Methods (SM)	Specialist Mathematics (S)
Year 11	Semester 1	SM 1	S 1
	Semester 2	SM 2	S 2
Year 12	Semester 1	SM 3	
	Semester 2	SM 4	

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Further Mathematics (T)

In addition to a Double-Major mathematics course in Specialist Mathematics, it is also possible to complete a Double-Major, or Major Minor or Major in Further Mathematics. This allows students to study a course which consists of units from both Mathematical Applications and Mathematical Methods.

The course consists of a combination of units from Mathematical Methods and Mathematical Applications:

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units
Major-minor	Minimum of 5.5 units
Double-major	Minimum of 7 units

Units from these two courses may be included in a Further Mathematics course, providing there is no duplication of content.

If you are interested in studying Further Mathematics, please see the Head of Faculty or the Director of Studies.

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Essential Mathematics (A)

Essential Mathematics is suitable for students who wish to undertake a course of a practical nature. It cannot be used to calculate an ATAR. It is designed to provide background knowledge for students wishing to enter the workforce, study at the Canberra Institute of Technology or other TAFE institutions at certificate or trade level. It includes topics such as business mathematics and statistics.

Essential Mathematics is unsuitable for students who wish to undertake further study of Mathematics.

Pre-requisites: None

Costs: None

Course Composition and Content

The Year 11 and Year 12 students are taught in a combined Year 11 and 12 class. Therefore, next year all Year 11 and 12 Accredited students will be taught:

2027 Academic Year	Unit	Topics
Semester 1 Unit 3	EM 3	Calculations, Percentages and Rates
		Measurement
		Algebra
		Graphs
Semester 1 Unit 4	EM 4	Representing and Comparing Data
		Percentages
		Rates and Ratios

Then in the next year, 2027, all Essential Mathematics students will be taught:

2027 Academic Year	Unit	Topics
Semester 1 Unit 3	EM 1	Measurement
		Scales, Plans and Models
		Graphs
		Data Collection
Semester 1 Unit 4	EM 2	Probability and Relative Frequencies
		Earth geometry and Time Zones
		Loans and Compound Interest

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SCIENCE

Courses offered:

Biology (T) (A)
Health Science (T) (A)
Chemistry (T)
Early Childhood Studies (A)
Physics (T)
Psychology (T) (A)
Earth & Environmental Science (T) (A)

Biology (T) (A)

Biology is the study of the diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

This subject explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Students develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems and through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.

Studying Biology provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This subject will also provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

Pre-requisites: A high level of achievement in Year 10 science.

Costs: Approximately $50 in Year 11 for activities.

Approximately $300 in Year 12 for excursions and activities.

Units for study include:

1. **Cells and Multicellular Organisms**

In this unit, students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the biochemical processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.

2. **Biodiversity and the Connectedness**

In this unit, students investigate and describe a number of diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity and underlying unity of these systems.

3. **Heredity and Continuity of Life**

In this unit, students investigate the biochemical and cellular systems and processes involved in the transmission of genetic material to the next generation of cells and to offspring. They consider different patterns of inheritance by analysing the possible genotypes and phenotypes of offspring. Students link their observations to explanatory models that describe patterns of inheritance and explore how the use of predictive models of inheritance enables decision making.

4. Maintaining the Internal Environment

In this unit, students investigate how homeostatic response systems control organisms' responses to environmental change – internal and external – in order to survive in a variety of environments, as long as the conditions are within their tolerance limits. Students study how the invasion of an organism's internal environment by pathogens challenges the effective functioning of cells, tissues and body systems, and triggers a series of responses or events in the short- and long-term in order to maintain system function. They consider the factors that contribute to the spread of infectious disease and how outbreaks of infectious disease can be predicted, monitored and contained.

Course Composition and Content

Year 11 (Minor)	Cells and Organisms
	Biodiversity and Connectedness

Year 12 (Major)	Heredity and Continuity of Life
	Maintaining the Internal Environment

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Health Science (T) (A)

Health Science is a new course starting in 2027 that is replacing the old Human Biology (T) (A) course. Those students who started Human Biology in 2024 may continue with Health Science to obtain a major. The course information below is currently in draft form and is subject to change.

In Health Science, students will investigate the major systems of the body and their functions. They will investigate malfunctions related to external and internal factors. They will examine the human body with the goal of understanding conditions and possible therapies for management and treatment using the latest evidence. Students will develop and understand the contested nature of human health and use their knowledge and understanding to evaluate claims in the popular media about maintaining the body and effective therapies. They will examine the ethical environment for Health Science and how to make ethical decisions about health. Students will apply the scientific method to develop empirically derived knowledge and understanding about health science and the human body.

Health Science provides the opportunities to inquire into fundamental questions about cells and tissues, and organisms at the microscopic level, as well as the macro systems that regulate and control the body, using scientific methodologies, including empirical and literature-based approaches. They will develop a basic and broad knowledge of the human body and medical science that will support further studies at the tertiary level. The fundamental scientific and information literacy developed will also support making informed decisions as a person and a citizen navigating a complex and constantly changing context.

This course supports students in pursuing pathways in health, medical, allied health and related fields of study and endeavour. These rapidly growing sectors provide many opportunities for meaningful employment. The knowledge and understanding developed will also support well-informed participation in personal and family life and citizenship.

Pre-requisites: A high level of achievement in Year 10 Science.

Costs: Approximately $50 in Year 11 for activities.

Approximately $300 in Year 12 for excursions and activities.

Units for study include:

1. Human Reproduction and Development

In this unit, students investigate the reproductive system and its control by the endocrine system. They will explore aspects of human development and the role of genetics in this process. Students explore selected diseases and claims around the efficacy of related therapies. They evaluate bioethical matters relevant to these body systems. Students evaluate claims made in the media about health relevant to these systems.

2. Human Health and Performance

In this unit, students investigate cardiovascular and respiratory systems and elements of the musculo-skeletal system. They evaluate the impact of lifestyle choices, on the management and prevention of injuries and diseases pertaining to these systems. Students explore selected conditions and claims around the efficacy of related therapies. They evaluate bioethical matters relevant to these body systems. Students evaluate claims made in the media about health relevant to these systems.

3. Human Digestive and Urinary Systems

In this unit, students investigate the anatomy and physiology of the gastrointestinal and urinary systems, and their regulation and control by the autonomic nervous system. They evaluate the impact of nutrition on health. Students explore selected conditions, such as cirrhosis, celiac disease, gout, IBS, and claims around the efficacy of related therapies. They evaluate bioethical matters relevant to these body systems. Students evaluate claims made in the media about health relevant to these systems.

4. Concepts in Neuroscience

In this unit, students investigate structure and function of nervous tissue and its role in communication between the central and peripheral nervous systems. They explore the relationship between nervous tissue and ageing, degenerative conditions, mental health and drugs, including causation versus correlation in understanding

environmental and genetic properties of these conditions. Stud ents explore claims around the efficacy of related therapies, such as alternative and innovative therapies. They evaluate bioethical matters relevant to these body systems. Students evaluate claims made in the media about health relevant to these systems.

Course Composition and Content

Year 11 (Minor)	Human Reproduction and Development
	Human Health and Performance
Year 12 (Major)	Human Digestive and Urinary Systems
	Concepts in Neuroscience

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Chemistry (T)

Chemistry is the study of materials and substances, and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources.

Chemistry develops students' understanding of the key chemical concepts and models of structure, bonding, and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

In this course, students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society.

Studying Chemistry provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

Pre-requisites: A high level of achievement in Year 10 Science, particularly regarding Chemistry units. Students need to be studying a (T) course in Mathematics, preferably Mathematical Methods or above.

Costs: Approximately $50 in Year 11 for competitions and activities.

Approximately $50 in Year 12 for competitions and activities.

Units for study include:

1. Chemical Fundamentals

In this unit, students relate matter and energy in chemical reactions, as they consider the breaking and reforming of bonds as new substances are produced. Students can use materials that they encounter in their lives as a context for investigating the relationships between structure and properties.

2. Molecules

In this unit, students develop their understanding of the physical and chemical properties of materials including gases, water and aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions. They investigate and explain the solubility of substances in water and compare and analyse a range of solutions. They learn how rates of reaction can be measured and altered to meet particular needs, and use models of energy transfer and the structure of matter to explain and predict changes to rates of reaction. Students gain an understanding of how to control the rates of chemical reactions, including through the use of a range of catalysts.

3. Equilibrium and Redox Reactions

In this unit, students investigate acid-base equilibrium systems and their applications. They use contemporary models to explain the nature of acids and bases, and their properties and uses. This understanding enables further exploration of the varying strengths of acids and bases. Students investigate the principles of oxidation and reduction reactions and the production of electricity from electrochemical cells.

4. Structure, Synthesis and Design

In this unit, students focus on the principles and application of chemical synthesis, particularly in organic chemistry. This involves considering where and how functional groups can be incorporated into already existing carbon compounds in order to generate new substances with properties that enable them to be used in a range of contexts.

Course Composition and Content

Year 11 (Minor)	Chemical Fundamentals
	Molecules
Year 12 (Major)	Equilibrium and Redox Reactions
	Structure, Synthesis and Design

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Physics (T)

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

In this course, students investigate how the unifying concept of energy explains diverse phenomena and provides a powerful tool for analysing how systems interact throughout the universe on multiple scales. Students learn how more sophisticated theories, including quantum theory, the theory of relativity and the Standard Model, are needed to explain more complex phenomena, and how new observations can lead to models and theories being refined and developed.

Studying Physics provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Studying physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

The subject also provides a foundation in physics knowledge, understanding and skills for those students who wish to pursue tertiary study in science, engineering, medicine and technology.

Pre-requisites: A high level of achievement in Year 10 Science, particularly regarding the Physics units. Students must be studying at least Mathematical Methods in Year 11.

Costs: Approximately $50 in Year 11 for competitions and activities.

Approximately $50 in Year 12 for competitions and activities.

Units for study include:

1. Linear Motion and Waves

In this unit, students develop an appreciation of how an understanding of motion and waves can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.

2. Thermal, Nuclear and Electrical Physics

In this unit, students explore the ways physics is used to describe, explain and predict the energy transfers and transformations that are pivotal to modern industrial societies. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse, explain and predict electrical phenomena.

3. Gravity and Electromagnetism

In this unit, students develop a deeper understanding of motion and its causes by using Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles, and satellite motion. They investigate electromagnetic interactions and apply this knowledge to understand the operation of direct current (DC) and alternating current (AC) motors and generators, transformers, and AC electricity distribution systems. Students also investigate the production of electromagnetic waves.

4. Revolutions in Modern Physics

In this unit, students examine observations of relative motion, light and matter that could not be explained by existing theories and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom and examine the Standard Model of particle physics and the Big Bang theory.

Course Composition and Content

Year 11 (Minor)	Linear Motion and Waves
	Thermal, Nuclear and Electrical Physics
Year 12 (Major)	Gravity and Electromagnetism
	Revolutions in Modern Physics

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Psychology (T) (A)

Psychology is the study of the human mind and behaviour. Students develop an understanding of themselves and others by exploring the interactions between the individuals and groups as well as the roles of biological and environmental factors.

Students develop skills which promote higher-order thinking and apply evidence-based research for understanding and interpreting human behaviour. Students develop analytical and critical thinking skills and learn to question and challenge assumptions about human behaviour. They develop skills to communicate effectively and present logical and coherent arguments.

Students develop scientific inquiry skills. As a science, the subject matter of this course is founded on knowledge and understanding that has been gained through systematic inquiry and scientific research. Scientific literacy is treated as a core underlying principle to the development of deep understanding in the subject. Students are introduced to new discoveries and advances, as well as considering the ethical issues relating to treatment and research. As a result, students learn to think critically, to evaluate evidence, to solve problems and to communicate understanding of human behaviour, thoughts, and feelings scientifically. Students apply evidence-based research to understanding and interpreting data. They develop analytical and critical thinking skills and learn to question and challenge assumptions about human feelings, thoughts, and behaviour. Students develop skills to communicate effectively, and present logical and coherent arguments.

The study of Psychology enables learners to understand how individuals think, feel and act within different contexts. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others. Students develop their knowledge and understanding of theories, concepts, and perspectives to explain cognition, feelings, and behaviour. They analyse the nature and purpose of psychology and develop insights into types of feelings, thoughts, and behaviour across a range of contexts.

Pre-requisites: None

Costs: Approximately $250 in Year 12 for excursions and activities.

Units for study may include:

1. Self and Identity

Students examine traditional and contemporary psychological understandings of how individuals develop a unique self and identities in their context, using a range of approaches, including the interaction between nature and nurture. In examining differences, they will focus on individual difference in thoughts, feelings, and behaviour. Students develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

2. Cognition and Emotions

This unit examines traditional and contemporary understandings on the basis of human cognition and emotion in context. Students explore how our perception of, and feelings about, the world shapes our interaction with it. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

3. Normality and Abnormality

This unit examines traditional and contemporary understandings of the continuum of normality and abnormality, and the social construction of healthy and unhealthy thoughts, feelings, and behaviour. Students explore biological, psychological, and social, and contextual aspects of normality and abnormality, how they are determined, and how that has changed over time. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

4. Groups and Society

This unit examines traditional and contemporary understandings of the implications of identity and membership within groups and society for thoughts, emotions, and behaviour. They explore how and why humans think, feel and act in group and social settings using a range of approaches. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

5. Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Students must have studied at least **THREE** standard 1.0 units from this course. A student can only study a maximum of one Independent study unit in each course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12.

Course Composition and Content

Year 11 (Minor)	Self and Identity
	Cognitions and Emotions
Year 12 (Major)	Normality and Abnormality
	Groups and Society

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Earth & Environmental Science (T) (A)

Earth & Environmental Science is a multifaceted field of inquiry that focuses on interactions between the solid Earth, its water, its air and its living organisms, and on dynamic, interdependent relationships that have developed between these four components. Earth and environmental scientists consider how these interrelationships produce environmental change at a variety of timescales. To do this, they integrate knowledge, concepts, models and methods drawn from geology, biology, physics and chemistry in the study of Earth's ancient and modern environments. Earth and environmental scientists strive to understand past and present processes so that reliable and scientifically defensible predictions can be made about the future.

Earth & Environmental Science builds on the content in the Biological and Earth and Space Sciences sub-strands of the Foundation to Year 10 Australian Curriculum: Science. In particular, the subject provides students with opportunities to explore the theories and evidence that frame our understanding of Earth's origins and history; the dynamic and interdependent nature of Earth's processes, environments and resources; and the ways in which these processes, environments and resources respond to change across a range of temporal and spatial scales.

In this subject, the term 'environment' encompasses terrestrial, marine and atmospheric settings and includes Earth's interior. Environments are described and characterised with a focus on systems thinking and multidisciplinary rather than with a particular ecological, biological, physical or chemical focus. This subject emphasises the way Earth materials and processes generate environments including habitats where organisms live; the natural processes and human influences which induce changes in physical environments; and the ways in which organisms respond to those changes.

Pre-requisites: A high level of achievement in Year 10 Science

Costs: Approximately $150 in Year 11 for field work and excursions.

Approximately $150 in Year 12 for field work and excursions.

Units for study may include:

1. Introduction to Earth Systems

In *Introduction to Earth Systems*, students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components.

2. Earth Processes

In *Earth Processes*, students investigate how Earth processes involve interactions of Earth systems and are inter-related through transfers and transformations of energy.

3. Living on Earth

In *Living on Earth*, students examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches.

4. The Changing Earth

In *The Changing Earth*, students consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on Earth environments.

Course Composition and Content

Year 11 (Minor)	Introduction to Earth Systems
	Earth Processes
Year 12 (Major)	Living on Earth
	The Changing Earth

Early Childhood Studies (A)

This is a proposed course for 2027 implementation.

In *Early Childhood Studies*, students explore the experiences, development, needs, rights and education of children. They explore a wide range of approaches to the care and education of children. They develop knowledge and understanding of children through analysing key concepts, theories and learning frameworks.

Students consider the importance and interrelationships of children's health, behaviour, and well-being, and the significance of play in children's lives. They investigate the impact of a range of contexts on conceptualisations of childhood, and that affect the experiences of childhood. Students examine the impact of a range of possible interventions on the well-being, education and parenting of children. They critically analyse the regulatory frameworks and regulations that govern the lives and care of children.

Early Childhood Studies prepares students for relating to and managing children. This will support further study in education and childcare at CIT/TAFE or university. They will be able to access work opportunities in the growing industries of childcare and education as teachers and childcare workers. It will also support students in developing skills as parents and possibly help them to undertake one of the greatest challenges they will face in life, raising their own children. The knowledge, skills and understandings students gain in this course will empower them to support the well-being of children, and thereby, all society.

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HUMANITIES

Courses offered:

Business (T)
Global Studies (T) (A)
Ancient History (T) (A)
Modern History (T) (A)
Pre Modern History (T) (A)
Politics (T) (A)
Legal Studies (T) (A)
Economics (T) (A)
Commerce (T) (A)
Sociology (T) (A)
Business Services (A)

Business (T)

Students will study the management of resources and the provision of goods and services, as well as the complexities of operating enterprises at the local, national, and global levels. They investigate ethical practices, including social responsibility and sustainability enabling them to engage with the world as responsible citizens and businesspeople. Students develop their knowledge and understanding of business structures. They develop an understanding of the principles and methods of marketing and advertising as central to business activity. Students develop the knowledge, understanding and skills to make business plans for specific contexts and markets. They develop an understanding of business leadership principles, and the ethical and regulatory contexts in which leadership occurs.

Overall, they develop the capacity to make informed business decisions for a range of business environments. Students develop the skills to think critically to create solutions to business problems individually and collaboratively. They will research, analyse, and synthesise information to justify their position with persuasive, logical and coherent arguments. They will consider ethical, sustainable, and financial factors from local, national, and global perspectives.

The study of Business enables students to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally, and globally. Business courses provide continuity with many pathways into tertiary and industry studies, as well as a wide range of occupations and industries.

Units from Business and Economics can be combined to achieve a Major in **Commerce**.

Pre-requisites: None

Costs: None

This course allows students to:

- explain commerce concepts, theories, processes, and structures and apply to case studies
- critically analyse applications and examples of commerce ideas in policies, organisations, and people's lives
- critically analyse commerce at a local, national, and global level
- evaluate the effectiveness of applications of commerce ideas for the generation of wealth and the alleviation of poverty
- evaluate the influence of historical, political, and cultural contexts on commerce concepts, theories, and their application
- critically analyse ethical arguments in commerce
- critically analyse the sustainability of commerce solutions and decisions
- critically analyse data using financial literacy to solve problems in commerce
- apply commerce skills to practical problems
- create innovative solutions to solve problems in commerce
- synthesise perspectives, ideas, evidence, and conclusions to develop convincing arguments, judgements, and recommendations
- communicate accurately in a range of modes and mediums for specific purposes and audiences

- develop collaborative work skills for commerce contexts
- reflect on learning and skills to develop strategies for improvement.

Units for study may include:

1. Business Opportunities (1.0)

In this unit, students investigate the nature of businesses formed in response to economic, social, regulatory, local, national, and global contexts. They critically analyse business responses to the opportunities and challenges offered by the contemporary world, including a social enterprise, a First Nations Australian enterprise and an enterprise operating in the Asia-Pacific region. Students develop skills in communication and planning to support collaborative problem solving and project work. They refine their capacity to analyse numerical data that supports business decisions. In proposing solutions and conclusions, students consider ethical and sustainability factors and issues.

2. Business Marketing (1.0)

In this unit, students investigate the principles, theories, and ethics of marketing. They critically analyse case studies of marketing campaigns, including social enterprise marketing. Students develop skills in digital and social media to support the creation of marketing campaigns and business solutions derived from principles and theories. They exercise their creativity, teamwork, and communication skills in the collaborative analysis of marketing problems and creation of marketing solutions. Students refine skills in statistics that will support the analysis of marketing processes and product formulation.

3. Leading a Business (1.0)

In this unit, students investigate the principles and theories related to leadership, and managing people, operations, and change. They critically analyse case studies of business leadership from contemporary local, national, and global businesses. Students evaluate contemporary management practices considering emerging challenges and opportunities, and in the context of intercultural, ethical, and regulatory requirements. They refine critical thinking and mathematical skills needed to undertake budgeting and financial analyses of enterprises and propose viable solutions. Students refine teamwork, creativity, and communication skills to create solutions to problems in leading a business.

4. Business Finance and Planning (1.0)

In this unit, students investigate the principles and theories of business finance and planning. They investigate concepts and methodologies of finance and entrepreneurship that underpin business planning, including procurement. Students critically analyse case studies of business finance and planning in small, medium, and large businesses. They evaluate financial practices for different types of business organisations, including social enterprises. Students evaluate business finance practices and case studies using ethical and sustainability perspectives and considering the regulatory environment. They refine their mathematical skills necessary to use financial data and business statistics in making plans and recommendations.

5. Independent Study (1.0)

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

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Global Studies (T) (A)

By undertaking Global Studies, students come to appreciate the nature of global politics. They examine what can be achieved, and why there is a plurality of views on decisions about progress and reform. Students explore how its key participants respond to global challenges and collectively create opportunities for the betterment of the world. A focus of analysis is the choice between pursuing self-interest and the collective good.

Students come to understand that global politics has numerous and evolving processes for managing conflict and enhancing co-operation. As another distinct feature of this discipline students will examine the use of multiple, and often contemporary, theories and / or perspectives to see and interpret world systems. This course draws on data from a range of Humanities and Social Sciences disciplines, including but not limited to: History, Politics, Legal Studies, Economics, Geography, Sociology, as well as the Arts and Sciences.

Global Studies promotes intercultural understanding by respectfully addressing sensitive issues arising from diversity of viewpoints, and the rights and responsibilities of individuals. The course provides the opportunity for intercultural dialogue to foster greater social cohesion. By developing skills of critical evaluation and reflection, it builds an understanding of different perspectives and ways of life. Students learn to engage meaningfully with different ideas and challenge their own conclusions. Thus equipped, students become better informed, reflective, critical global citizens, and change agents.

Global Studies students engage in research and data collection from a wide range of sources. Using case studies, they enquire into the nature, role and purpose of global politics. Students critique the actions and motivations of key figures and present their findings in coherent written, spoken and digital texts. They work collaboratively and engage in dialogue to enhance their own understanding of the diversity of worldviews.

In an increasingly globalised world, this course serves as a basis for further education, employment and active citizenship. Knowledge and skills developed in this course will contribute to further studies in courses, such as: International Security Studies, International Relations, History, Human Development, International Business, Political Science, Economics, Law, and Communications.

Pre-requisites: None

Costs: None

This course allows students to:

- Compare and contrast theories, concepts, and principles
- Critically analyse concepts, principles, ideas and change
- Synthesise different interpretations, representations and perspectives
- Evaluate significance of information, processes and concepts
- Apply critical and creative thinking skills
- Reflect on own thinking and learning
- Communicate creatively and critically in a range of modes for a variety of purposes

Units for study may include:

1. Global Actors (1.0)

Students critically analyse the distinctive nature and origin of actors within contemporary global politics. They use theories to question and analyse hierarchies and taxonomies of actors and power. Students assess the relative merits of diverse theories to evaluate actors' claims to sovereignty, hegemony, and legitimacy and why some groups are excluded from exercising agency. They reflect on their role as citizens giving legitimacy to global actors through their decisions and beliefs. The choice of actors for study must include a range of actors from different locations and spheres of influence.

2. Global Processes (1.0)

Students critically analyse the purpose, nature, and origins of global processes in the international order, and how these facilitate or impede relationships among global actors in many communities. They critically analyse and evaluate different processes for negotiating between actors within global anarchy. Students evaluate the processes by which global systems operate and their potential for reform. They critique processes from different International Relations (IR) perspectives. Students reflect on their place, and their communities' role, in global processes in working towards the common good. The choice of processes for study must include those involving a range of communities and locations.

3. Global Challenges (1.0)

Students critically analyse significant contemporary issues that pose challenges to global actors and processes, and to individuals around the world, as a result of processes employed by global actors to address issues and critique the resulting balance of power. They also question whether the mechanisms that regulate global behaviour effectively manage the tension between self-interest and collectivism. They analyse the challenges faced by actors and processes with the emergence of new powers and value systems. Students use theory to formulate questions and anticipate future challenges.

They reflect on their connection to current global challenges and how they will respond to that realisation. The choice of challenges for study must include those impacting on a range of communities and locations.

4. Global Opportunities (1.0)

Students analyse what progress and change can be achieved by global political action. They examine how the global system is perceived and used to improve lives for individuals and communities. Students evaluate possible pathways for progress and consider to whom current reform processes bring benefits. The nature of international declarations and agreements are considered in terms of their universality and contingency. Students consider their preferred future, the actions necessary to achieve it, and why it would be better. The choice of opportunities for study must include those available to a range of communities and locations.

5. Independent Study Unit (1.0)

A independent study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied a minimum of three standard 1.0 units from this course.

Suggested research topics may focus on:

- contemporary issues in Global Studies
- studies of a society/ies or culture/s
- political, social, cultural, economic and environmental issues

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Ancient History (T) (A)

The Ancient History curriculum enables students to study life in early civilisations based on the analysis and interpretation of physical and written remains. The ancient period, as defined in this curriculum, extends from the development of early human communities to the end of late antiquity AD 650, with a particular focus on the ancient societies of Europe, the Near East and Asia.

Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present. The study of ancient civilisations illustrates the development of some of the distinctive features of contemporary societies for example social organisation, systems of law, governance and religion. Ancient History is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world.

The Ancient History curriculum begins with a study of the evidence for ancient sites, events, individuals and groups to develop skills in the analysis of different interpretations and representations. It includes a study of relevant issues related to the authentication, management and ethical treatment of sources of evidence for the ancient world. Students then investigate ancient societies with an in-depth study of specific features that further develops their historical skills. This is followed by a more integrated study of an ancient society focusing on continuity and change in power and authority and the role and impact of a significant individual on their time. The curriculum concludes with a detailed evaluation of the contribution of various sources to an understanding of a significant ancient historical period.

The Ancient History curriculum continues to develop the historical skills and understandings taught in the Foundation to Year 10 History curriculum. Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills for example interpreting, analysing and weighing evidence; the ability to synthesise evidence from a variety of sources; and developing reasoned and evidence-based arguments that challenge accepted theories. The Ancient History curriculum caters for the interests of students and teachers by providing choice as well as opportunity for breadth and depth of study across the four units.

Students are introduced to the complexities of reconstructing the past using often fragmentary evidence from a range of literary, documentary, architectural and archaeological sources, and the skills associated with the analysis and evaluation of historical sources. Students develop increasingly sophisticated historiographical skills and historical understanding, from their analysis of interpretations and representations of the ancient world to their close study of features and structures of ancient societies.

Pre-requisites: None

Costs: None

This course allows students to develop their:

- Knowledge and understanding of the ancient past, including key individuals, institutions, structures and features of ancient societies
- Capacity to undertake historical inquiry, including skills in inquiry and research, interpretation using sources, evidence-based arguments, and communication
- Analytical and critical thinking using key historical concepts including, evidence, continuity and change, cause and effect, significance, empathy, perspectives, interpretations, representations and contestability
- Appreciation of the origins, impact and legacy of ideas, beliefs and values of the ancient world.

Units for study may include:

1. Investigating the Ancient World (1.0)

This unit provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world. The unit involves an investigation of the evidence for an ancient site, individual, group or event and how it has been interpreted and represented.

2. Ancient Societies (1.0)

This unit examines how people lived in the ancient world through an investigation of the remaining evidence. The unit focuses on the study of significant features of ancient societies, such as slavery, the family, and beliefs, rituals and funerary practices.

3. People, Power and Authority (1.0)

This unit examines the nature and exercise of power and authority in ancient societies in key periods, with reference to the evidence of significant political, military, religious and economic features. The study of an individual as part of this unit enables study of the influence of the 'individual' on events and developments.

4. Reconstruct the Ancient World (1.0)

This unit focuses on a significant historical period to develop an understanding of the relevant institutions, practises, key events and individuals of the period, in the context of a wide range of sources. This unit allows for greater study of the challenges associated with the interpretation and evaluation of evidence.

5. Reconstruct Ancient Societies (1.0)

This unit combines Ancient Societies a and Reconstruct the Ancient World a. Teachers should identify the topics to be covered in each unit at the beginning of the course to ensure there is no duplication in topics studied.

Modern History (T) (A)

The Modern History curriculum enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. While the focus is on the 20th century, the curriculum refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

Modern History enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world. The themes that run through the units include: local, national and global conflicts and their resolution; the rise of nationalism and its consequences; the decline of imperialism and the process of decolonisation; the continuing struggle for the recognition of human rights; the transformation of social and economic life; the regional shifts in power and the rise of Asia; and the changing nature and influence of ideologies.

The Modern History curriculum begins with a study of key developments that have helped to define the modern world, with special attention given to important ideas and their consequences. This provides a context for a study of movements for rights and recognition that have challenged the authority of the nation-state, the principal form of political organisation in the modern world. Students then investigate crises that confronted nation-states in the 20th century, the responses to these crises and the different paths nations have taken in the modern world. The curriculum concludes with a study of the distinctive features of world order that have emerged since World War II and that are central to an understanding of the present.

The Modern History curriculum continues to develop the historical skills and understandings taught in the Foundation to Year 10 History curriculum. Students pose increasingly complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions. The opportunities to apply these skills are sequential and cumulative so that students develop an increasingly sophisticated understanding of the different and sometimes conflicting perspectives of the past.

Students are introduced to the complexities associated with the changing nature of evidence, its expanding quantity, range and form; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

Pre-requisites: None

Costs: None

This course allows students to develop their:

- Knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world
- Capacity to undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- Application of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- Capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in contemporary debates.

Units for study may include:

1. Understanding the Modern World (1.0)

This unit provides an introduction to significant developments in the modern period that have defined the modern world, and the ideas that underpinned them such as liberty, equality and fraternity.

2. Change in the 20th Century (1.0)

This unit examines significant movements, developed in response to the ideas studied in Unit 1 that brought about change in the modern world and that have been subject to political debate. The unit focuses on the ways in which individuals, groups and institutions have challenged authority and transform society.

3. Modern Nations (1.0)

This unit examines the 'nation' as the principal form of political organisation in the modern world; the crises that confronted nations in the 20th century; their responses to these crises, and the different paths they have taken to fulfil their goals.

4. The Modern World since 1945 (1.0)

This unit focuses on the distinctive features of the modern world that emerged in the period 1945-2010. It aims to build students' understanding of the contemporary world - that is, why we are here at this point in time.

Pre Modern History (T) (A)

The Pre Modern History curriculum enables students to study life in the pre modern period based on the analysis and interpretation of physical and written remains. The pre modern period, as defined in this curriculum, is global in scope and covers the period c. 400-1750 CE. Pre modern history stimulates students' curiosity and imagination and enriches their appreciation of humanity and the value of the past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present. The study of pre modern history illustrates the development of some of the distinctive features of contemporary societies for example social organisation, culture, systems of law, governance and religion. Pre modern history is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the pre modern world. The Pre Modern History curriculum continues to develop the historical skills and understandings taught in the Foundation to Year 10 History curriculum. Students develop transferable skills associated with the process of historical inquiry. These include critical literacy skills for example interpreting, analysing and weighing evidence; the ability to synthesise evidence from a variety of sources; and developing reasoned and evidence-based arguments that challenge accepted theories. The Pre Modern History curriculum caters for the interests of students and teachers by providing choice as well as opportunity for breadth and depth of study across the four units. It provides ample opportunities for the study of indigenous societies, the importance of Asia and the challenges of sustainability. Students are introduced to the complexities of reconstructing the past using often fragmentary evidence from a range of literary, documentary, architectural and archaeological sources, and the skills associated with the analysis and evaluation of historical sources. Students develop increasingly sophisticated historiographical skills and historical understanding, from their analysis of interpretations and representations of the pre modern world to their close study of features and structures of pre modern societies.

Pre-requisites: None

Costs: None

This course allows students to develop their:

- Knowledge and understanding of the pre modern period, including key individuals, institutions, structures and features of pre modern societies
- Capacity to undertake historical inquiry, including skills in research, interpretation, using sources, evidence-based arguments and communication
- Analytical and critical thinking using key historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives, interpretations, representations and contestability
- Appreciation of the origins, impact and legacy of ideas, beliefs and values

Units for study may include:

1. Transformation (1.0)

The unit provides an introduction to the pre modern world. It looks at the factors that transformed societies in this period. It also explores the problematic and contestable nature of the evidence, both written and archaeological, that has survived. The fragmented nature of the evidence requires students to develop techniques for analysing historical silences. In addition, students will investigate the contested nature of interpretations and representations of this evidence. This unit focuses on issues relevant to the investigation of the pre modern world and builds on the historical skills developed in the Foundation to Year 10 curriculum to develop an introduction to historiography.

2. Golden Ages (1.0)

This unit examines the role of individuals and personalities in historical causation and compares this to social structural theories. Students will undertake two case studies in which they explore the role of a great person within the 'golden age' in which they lived.

Students will examine the notion of a Golden Age, and the role of a great people within that age, with particular reference to political, economic, social, artistic and cultural developments. They will ask questions such as:

- For whom this was a Golden Age?

- To what degree Golden Age is a suitable term to describe the lives of ordinary people?
- To what extent can a 'great person' claim the creation of a Golden Age?
- To what extent is our perception of a Golden Age shaped by the surviving sources?

3. Conflict (1.0)

This unit examines the interaction of societies in the pre modern period and the impact that they have on one another. The approach taken by this unit is comparative in that it explores different perspectives of the same events. This will include interrogating different perspectives through source material and examining its origins, purposes, values and limitations. Students will also investigate archaeological sources and develop techniques for interpreting and understanding historical material other than the written word. Further, the fragmented nature of the evidence requires students to develop techniques for analysing historical silences and the way that these have shaped the cultural narrative. This unit will explore the complexities of contact between groups of people and the adaptations, confrontations, benefits, relationships, or violence that might result.

4. Power (1.0)

This unit examines the nature and exercise of power and authority in pre modern societies. Students will analyse structures, loci and relations of power to understand their varied and complex nature. In order to do this they will draw upon historical concepts such as: Gender Theory, Marxism, Modernism/ Positivism, Post-modernism, Post-colonialism, Subaltern Studies, Orientalism and the way that these theories shape historical viewpoints. This type of analysis requires students to engage with scholarly and historiographical debate.

Legal Studies (T) (A)

Students undertaking the Legal Studies course investigate the regulation of conduct in society and how justice is constituted in a range of contexts.

Students develop analytical and critical thinking skills and learn to question and challenge assumptions about the world around them. They develop thinking, literacy, communication, and numeracy skills that allow them to examine conflict resolution and justice issues. Students learn to develop research questions and methodologies. Furthermore, they develop skills to communicate effectively and to present logical and coherent arguments whilst critically analysing the strengths and limitations of the arguments that ground their own thinking.

Knowledge and understanding of law, legal systems, justice, and punishment empowers students to become engaged, active, and reflective citizens. In understanding a wide range of social phenomena, they develop intercultural understanding and cultural competence. The study of Legal Studies provides knowledge, skills and understanding to interpret the world, which can be utilised in a wide range of tertiary and industry pathways.

Pre-requisites: None

Costs: None

This course allows students to:

- Compare and contrast theories, concepts, and principles
- Critically analyse concepts, principles, ideas, and change
- Synthesise different interpretations, representations, and perspectives
- Evaluate significance of information, processes, and concepts
- Apply critical and creative thinking skills
- Reflect on own thinking and learning
- Communicate creatively and critically in a range of modes for a variety of purposes.

Units for study may include:

1. Crime and Justice (1.0)

Students investigate the responses of individuals and societies to social transgressions. They examine the criminalisation and punishment of conduct in various jurisdictions over time. They investigate existing law making, legal and judicial procedures and structures, including both common law and statute law. Students investigate theories of justice and punishment.

2. Civil Law (1.0)

Students investigate civil law. They examine the origin, purpose, and scope of regulation under civil law. Students apply civil law principles and doctrines that regulate the relationships and activities of individuals and groups to a range of case studies. They evaluate conflict resolution processes to determine their fairness and efficacy, and the possibilities for reform to achieve more just outcomes.

3. Contemporary Issues and the Law (1.0)

Students investigate the role of social and political advocacy and judicial activism in bringing about reform and change for the benefit of people. They evaluate various claims to rights and competing claims to rights and how the law and legal structures can be used to resolve such tensions, including First Nations Australian contemporary experiences of Australian legal systems. Students investigate case studies of social debates to evaluate the fairness and efficacy of possible solutions. They engage critically in the debate over the identified problem and conduct research to clarify their own beliefs, form their own arguments and propose informed legal solutions.

4. International Law (1.0)

Students investigate the origin, institutions, and processes of international law. They examine how it might be enforced in the context of global treaties and an anarchic international system. Students investigate the impact of international law at global, national, and local levels. They consider the relevance of international law to ordinary people and the challenges they are faced with accessing international law. Students evaluate case studies of contemporary international legal processes for their fairness and efficacy, including insecurity caused by corruption, autocracy, climate change and conflict.

5. Independent Study (1.0)

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

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Economics (T) (A)

In Economics, students study the allocation of limited resources to a satisfy unlimited wants and needs. In doing so they address the economic problem of scarcity: what to produce, how much to produce and for whom to produce. They use a range of approaches and perspectives on economics to investigate these fundamental problems to form conclusions and make predictions.

Students develop their knowledge and understanding of the history and development of economic theories and concepts, the application of theories in real world contexts, and the roles of stakeholders in addressing economic scarcity, inefficiencies, and inequalities. They develop an understanding of the significance of economics to interpreting their day to day lives and choices, and their subsequent impact.

Students develop the skills to apply ethical, critical, and creative thinking to problem solving in economics. They apply disciplinary methodologies to research, analyse and communicate predictions and solutions. They develop skills to communicate and collaborate to make predictions and draw balanced conclusions.

The study of Economics enables students to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally, and globally, and in developing societies. The study of economics provides a continuity with many pathways into tertiary and industry studies.

Units from Business and Economics can be combined to achieve a Major in **Commerce.**

Pre-requisites: None

Costs: None

This course allows students to:

- Explain commerce concepts, theories, processes, and structures and apply to case studies
- Critically analyse applications and examples of commerce ideas in policies, organisations, and people's lives
- Critically analyse commerce at a local, national, and global level
- Evaluate the effectiveness of applications of commerce ideas for the generation of wealth and the alleviation of poverty
- Evaluate the influence of historical, political, and cultural contexts on commerce concepts,
- Theories, and their application
- Critically analyse ethical arguments in commerce
- Critically analyse the sustainability of commerce solutions and decisions
- Critically analyse data using financial literacy to solve problems in commerce
- Apply commerce skills to practical problems
- Create innovative solutions to solve problems in commerce
- Synthesise perspectives, ideas, evidence, and conclusions to develop convincing arguments, judgements, and recommendations
- Communicate accurately in a range of modes and mediums for specific purposes and audiences
- Develop collaborative work skills for commerce contexts
- Reflect on learning and skills to develop strategies for improvement.

Units for study may include:

1. Microeconomic Foundations (1.0)

In this unit, students investigate the nature and purpose of a range of economic theories and concepts related to microeconomics to better understand human behaviour. In investigating scenarios in local, national, global economies, and developing societies, they evaluate theories, models, and numerical analyses. Students evaluate explanations of microeconomic phenomena provided by economists to draw conclusions about the nature and actions of economic agents.

2. Debates in Microeconomics (1.0)

In this unit, students analyse complex scenarios in microeconomics to understand choices of policy makers. They will engage with debate in the discipline on explanations for contemporary economic dilemmas and the range of possible solutions to problems facing people. Students collaborate to make predictions and propose solutions to problems facing policy makers and citizens.

3. Macroeconomic Foundations (1.0)

In this unit, students investigate the nature and purpose of a range of economic theories and concepts related to macroeconomics. They evaluate theories, models, and numerical analyses through investigating scenarios in local, national, global economies and developing societies to understand how policy makers foster prosperity. Students evaluate explanations of macroeconomic phenomena provided by economists to draw conclusions about the effectiveness of decision making.

4. Debates in Macroeconomics (1.0)

In this unit, students critically analyse in-depth scenarios in macroeconomics to understand the functional role of economics in bettering lives. They will engage with debate in the discipline around explanations for contemporary economic dilemmas and the range of possible solutions to problems facing people. Students make predictions and propose solutions to problems facing policy makers and citizens.

5. Independent Study (1.0)

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

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Commerce (T) (A)

Commerce is the study of the exchange of goods and services between stakeholders, as well as the management of resources and provision of services locally, nationally and globally. Students explore the actions of stakeholders within the market and how and why that conduct is regulated. They study and interpret various commerce ideologies and their use and the impact they have on stakeholders. Students understand how people individually and collectively act to create wealth, plan for sustainability, alleviate poverty and insist upon ethical practices.

Students develop their knowledge and understanding of the structure and operation of commerce models. They examine the relationship between theory and practice including the role of stakeholders and decision-making. Students develop insights into the impact of change on the commerce environment and how that might be planned for and managed. Courses written under this framework examine representations and interpretations of commerce issues.

Students develop the skills to create innovative solutions to commerce problems. They apply theories to case studies to understand and compare alternate solutions to problems, or where appropriate, students deduce theories from case studies. They research and analyse information to present logical and coherent arguments through an inquiry approach to learning. Students generate, analyse, represent and interpret data to inform decision making and problem solving. Students assess the ethical implications and consequences of a changing commercial environment. Skills implicit in the study of commerce empower students to communicate in a variety of contexts and collaborate with others to reach their goals.

The study of commerce enables learners to develop their knowledge, understanding and skills to enhance the advancement of all citizens locally, nationally and globally by understanding how to combat poverty and generate wealth. They understand how sustainability issues and the ethical conduct of the commerce activities that permeate people's lives, are vital parts of planning for the future in commerce. Students become able to actively participate in the political, social and economic discussions about the allocation of resources, the distribution of wealth, and the regulation of contemporary commerce activity from an informed and critical perspective.

Commerce courses provide continuity with many pathways into work and tertiary studies. These key skills will allow students access to the entrepreneurial world that creates wealth and sustains lives. The course consists of a combination of units from the following courses:

- Business (T) (A)
- Economics (T) (A)

All units from these courses may be included in a Commerce course providing there is no duplication of content.

Pre-requisites: None

Costs: None

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Sociology (T) (A)

Sociology empowers students to develop an understanding of how subjectivity and society are interconnected, thereby allowing them to better appreciate how their own identities, beliefs, struggles, and experiences are profoundly shaped and reshaped through the interplay between micro and the macro dimensions, across time and space.

Students critically analyse and deploy sociological theories, concepts and methods that variously attempt to explain and understand social change, causes, processes, and consequences of social phenomena.

Students develop analytical and critical thinking skills and learn to question and challenge assumptions about the world around them. They develop thinking, literacy, communication, and numeracy skills that allow them to evaluate and apply Sociological theories. Students learn to develop research questions and methodologies. Furthermore, they develop skills to communicate effectively and present logical and coherent arguments whilst critically analysing the strengths and limitations of the arguments that ground their own thinking.

Sociological skills, knowledge and understanding empowers students to become engaged, active, reflexive citizens. In understanding a wide range of social phenomena, students develop intercultural understanding and cultural competence.

The study of Sociology provides knowledge, skills and understanding to interpret the world, which can be utilised in a wide range of tertiary and industry pathways.

Pre-requisites: None

Costs: None

This course allows students to:

- Compare and contrast theories, concepts, and principles
- Critically analyse concepts, principles, ideas, and change
- Synthesise different interpretations, representations, and perspectives
- Evaluate significance of information, processes, and concepts
- Apply critical and creative thinking skills
- Reflect on own thinking and learning
- Communicate creatively and critically in a range of modes for a variety of purposes.

Units for study may include:

1. Constructing Identity (1.0)

This unit explores the construction of individual identity. Students explore social phenomena, such as socialisation, culture, and relationships. They apply and assess sociological theories and methodologies to examine a myriad of interactions in society and how individuals can be defined, constrained, and empowered.

2. Understanding Difference (1.0)

This unit explores the social construction of difference and its impact on society, including inequalities based on class, gender, and race, and the intersection of those and other categories. Students explore how difference can lead to debate, social organisation, and the development of ideologies. They apply and assess sociological theories and methodologies critically to explain the origins and nature of inequality.

3. Applying Sociology (1.0)

This unit explores the applications of Sociology to particular contexts, such as crime and justice, politics, or health. Sociological concepts and methods will be used to examine areas of significant contemporary discussion. Students consider the assumptions and validity of sociological theories, concepts, methodologies, and models used to research and understand relevant case studies.

4. Structure and Agency (1.0)

This unit explores the exercise of power by the social institutions and systems that inform the structure of society on a macro level, and in turn influence agency on a micro level. Students apply and assess sociological theories and methodologies to investigate the impact of institutional power on individuals and groups.

5. Independent Study (1.0)

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Students must have studied at least **THREE** standard 1.0 units from this course. A student can only study a maximum of one Independent study unit in each course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12. Principal approval is also required for a student.

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Business Services (A)

This is a proposed course for 2027 implementation.

The *Business Services A* course enables students to develop knowledge, understanding and skills that underpin organisational administration in a wide range of contexts and sectors. Students investigate practices, processes and technologies in administration, the careers available and the changing skill sets required for their implementation. Domains of study in *Business Services* include information management, communication theories and practices for internal and external purposes, customer service, professional workplace habits, and organisational systems and project management.

Industry practices and processes for a variety of purpose are explored and applied across a range of contexts in which office management is required. Through both individual and collaborative learning experiences, students learn to meet employer expectations and establish productive and appropriate work habits. Participating in industry specific tasks promotes development of adaptable, competent, self-motivated individuals who consider safety and wellbeing in working collaboratively with colleagues. Students develop skills in communicating effectively, ethically, and appropriately, orally and in writing. They learn and apply communication protocols for a range of professional purposes.

Students plan, select, and organise systems and processes to achieve desired project outcomes, taking into consideration sustainable practices and environmental considerations. They develop relevant technical, vocational, and interpersonal capacities suitable for employment and further training in Business Services. The course provides for the development of employability skills such as communication and teamwork which are transferable to all industry areas. Through the study of this subject, students will gain experiences that can be applied in a range of contexts, including work, study and recreation that will assist them to make informed choices.

Social and Community (A)

This is a proposed course for 2027 implementation.

In *Social and Community Work*, students explore the ways in which individuals and communities are shaped and operate, and the interventions that can be made to empower individuals and groups. They investigate the nature of wellbeing, social cohesion, and community life. Students examine theories, concepts and ideas from the social sciences and social work and draw upon them to understand how individuals relate to their environment.

Social and Community Work is designed to equip students with the knowledge, understanding, skills and applications to participate in social and community work. They develop a capacity to contribute to the field of social and community work and community volunteering in a contemporary society characterised by rapid change. Students develop an understanding of how individuals and groups might be enabled and empowered, through strength-based, human rights and advocacy approaches. They evaluate and reflect on their current understandings and clarify their perceptions and thinking with an evidence-based approach.

In developing understanding and empathy about society and the lived experiences of different members of a society, students gain a better understanding of their world. The insights provided enable students to engage in community life as well-informed and discerning citizens able to comment on politics and policy from a position of authority.

The skills, knowledge and understanding developed in *Social and Community Work* provide a strong foundation for further study in social and community work at CIT, TAFE, or university. It may be possible to achieve a Certificate II in Community Services and a Certificate II in Active Volunteering through this course. This supports student access to meaningful and fulfilling employment in a range of growing sectors, such as social work, aged care, and community development. This course will be of interest to students who enjoy working with people and who aspire to work in organisations that empower others.

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Politics (T) (A)

This is a proposed course for 2027 implementation.

Politics empowers students to develop an understanding of the distribution and exercise of power and how that power is constituted. In doing so, they develop an understanding of their own role as members of the community and the potential they hold for promoting change.

Students critically analyse and deploy, theories, concepts and methods that variously attempt to explain and understand political ideology and political change, and causes, processes, and consequences of political phenomena.

Students develop analytical and critical thinking skills and learn to question and challenge assumptions about the world around them. They develop thinking, literacy, communication, and numeracy skills that allow them to evaluate and apply political arguments. Students learn to develop research questions and methodologies. Furthermore, they develop skills to communicate effectively and present logical and coherent arguments whilst critically analysing the strengths and limitations of the arguments that ground their own thinking.

The study of politics empowers students to become engaged, active, and reflexive citizens. In understanding a wide range of political and social phenomena, students develop intercultural understanding and cultural competence.

The study of Politics provides knowledge, skills and understanding to interpret the world, which can be utilised in a wide range of tertiary and industry pathways.

The Politics unit is designed as a continuation of the foundational knowledge studied during the International Relations elective during Years 9 and 10. Students will learn how to use investigation and critical thinking skills through their research of political theories and their application throughout the contemporary world.

Students will develop skills in analysing political theories and decisions. They will be applying this knowledge to answer complex and challenging questions about the world and its leaders. In addition to taking literary sources and developing responses and arguments in relation to these sources.

Pre-requisites: None

Cost: None

This course is designed to assist students to:

- compare and contrast theories, concepts, and principles
- critically analyse concepts, principles, ideas, and change
- synthesise different interpretations, representations, and perspectives
- evaluate significance of information, processes, and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes.

Units for study may include:

Political Theory

Students investigate a range of theories developed to explain the nature and use of political power in the world. They examine claims about human nature, the nature of political units and political actions using case studies and examples. Students investigate theories, world views, and events arising from theory and ideology. They reflect on and develop their own views on politics and theory. Students develop the research and communication skills relevant to the study of political theories.

Political Systems

Students investigate a range of political systems in the contemporary world. They examine a range of evidence to evaluate the nature and success of those systems in practice, and the theoretical perspectives and historical contexts from which they derive. Students clarify their own thinking about the nature of contemporary governmental systems. Students develop the research and communication skills relevant to the study of political systems.

Australia in the World

Students investigate the nature of politics in Australia and its relationships with the world. They examine political structures and practices of national and international politics in Australia. Students examine theory and practice of federalism, national security, and sovereignty. They evaluate the legitimacy and relative power of different structures, institutions, groups and individuals and their relationship to Australian politics. Students develop the research and communication skills relevant to the study of Australian politics and diplomacy.

Activism and Protest

Students investigate pressure group politics at the three levels of government. They investigate the political attitudes and beliefs that lead people to be active in political debates and campaigns. Students evaluate the role of media, social media and technology in the nature and practice of politics, and their own role in that system. They examine themselves and local institutions for the potential to bring about change. Students will develop the research and communication skills relevant to the study pressure group politics, activism, and protest.

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STUDIES OF RELIGION

Courses offered:
Studies of Religion (T) (A)
Religious Studies (T) (A)
World Religions (T) (A)

All students are expected to complete at least Year 11 in Studies of Religion at Burgmann Anglican School.
To gain a minor in Studies of Religion at Burgmann Anglican School, students will need to study this course for two years.

Studies of Religion (T) (A)

Religious Studies and World Religions are interdisciplinary courses. Units from these two courses can be combined into the Studies of Religion course to provide greater flexibility in delivery. The completion of a major or minor in Studies of Religion is facilitated with the provision of the two courses.

The religion curriculum retains an important place in ACT senior secondary curriculum. The curriculum fosters higher order thinking, the skills of critical and creative thinking, and intercultural understanding. The curriculum equips students to take an active part in discussion of the role of religion and spiritual beliefs in the context of national and global issues. To engage fully in the world in which they live, students need to understand religious diversity and world religions.

The Religious Studies and World Religions courses provide opportunities for students to engage with Cross Curriculum Priorities. They can develop an understanding of aspects of Australia's Aboriginal and Torres Strait Islander spiritualities. In addition, there are opportunities to learn more about religious and spiritual traditions that originated in Asia. The learning acquired by students in Studies of Religion contributes to learning in other areas such as sociology, history, psychology, philosophy, geography, the Arts and English. The curriculum for these courses identifies where there are links or opportunities to build cross curriculum learning. These connections arise naturally out of the religion curriculum.

Pre-requisites: None

Costs: None

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Religious Studies (T) (A)

Religious Studies is the study of identity, beliefs, community, society, human behaviour, ethics, morality and culture in the context of religion. In a complex and changing world, students explore the search for meaning and purpose of human existence. Students examine religious concepts through analysis, independent research and open critical inquiry to become active and informed citizens, and lifelong learners. Religious Studies engages students in a dynamic process of making meaning of the world. Religious Studies is an interdisciplinary course.

Religious Studies promotes intercultural understanding by respectfully addressing sensitive issues arising from diversity of religions and philosophical convictions, and the right of individuals to adhere to a particular religion or belief system. The course provides the opportunity for intercultural dialogue to foster religious and cultural cohesion. By developing skills of critical evaluation and reflection, it builds understanding of the perspectives and ways of life of different religions and philosophical convictions.

Religious Studies extends the learner's understanding of themselves, their heritage, values, culture, and identity. Students develop intercultural capability: they develop understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences.

The study of religion and beliefs fosters personal, social, moral and ethical development, and promotes intercultural understanding by providing opportunity for intercultural dialogue to foster religious and cultural cohesion. It respectfully addresses sensitive issues arising from diversity of religions and philosophical convictions. By developing skills of critical evaluation and reflection, students' gain understanding of the perspectives and ways of life of different religions and spiritualities. Students develop awareness of prejudice and stereotypes as barriers to intercultural dialogue and understand the importance of promoting the human dignity of all.

Religious Studies promotes critical and creative thinking and intercultural understanding, equipping young citizens for the demands and challenges of the 21st Century globalised world.

Pre-requisites: None

Costs: None

This course allows students to:

- Critically analyse concepts, principles, ideas and change
- Synthesise different interpretations, representations and perspectives
- Evaluate significance of information, processes and concepts
- Apply critical and creative thinking skills
- Reflect on own thinking and learning
- Communicate creatively and critically in a range of modes for a variety of purposes.

Units for study may include:

1. Expressions of Faith and Spirit (0.5)

Students investigate how religious and spiritual traditions and beliefs shape, form and support creative expression. Students explore forms of communication, such as literature, textiles, art, architecture, oral storytelling, music, digital technology, drama and dance, that seek to explain or illustrate religious and spiritual ideas or experiences. The unit also examines how religious and spiritual expression impacts on and interacts with, groups in society.

2. A Good Life (0.5)

Students examine moral and ethical principles of various religious and spiritual traditions that express what it means to live a 'good life'. Students explore and critique personal, communal, and institutional ethical practices and moral responsibilities prompted by, or in reaction against, religious and spiritual traditions that aim to foster fulfilment and a 'good life'.

3. Exploring Meaning (0.5)

Students examine how humanity has sought to understand and express the fundamental questions of existence over time, across cultures and in diverse places. Students explore the origin, meaning and purpose of religious, mystical, spiritual or transformative experiences, and the impact of these on human experience.

4. Continuity, Change and Diversity (0.5)

Students examine how religious and spiritual traditions have responded to change and diversity. They explore continuity and change within traditions, beliefs and values, as well as responses to discovery and innovation.

5. Independent Study (0.5)

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied a minimum of three standard 1.0 units from this course.

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World Religions (T) (A)

The World Religions course teaches students about world religions and spiritual traditions, their contexts, development and core beliefs, influential figures and their contribution to world history. Students analyse a variety of different religious and spiritual beliefs and practices, to encourage empathy and understanding of diversity. World Religions is an interdisciplinary course. It addresses how religion and spirituality relates to other socio-cultural factors including language, ethnicity, race, sexuality, gender and class. Students learn how religion and spirituality play a role in a wide variety of modern issues.

World Religions promotes intercultural understanding by respectfully addressing sensitive issues arising from diversity of religions and philosophical convictions, and the right of individuals to adhere to a particular religion or belief system. The course provides the opportunity for intercultural dialogue to foster religious and cultural cohesion. By developing skills of critical evaluation and reflection, it builds understanding of the perspectives and ways of life of different religions and philosophical convictions.

World Religions extends the learner's understanding of themselves, their heritage, values, culture, and identity. Students develop intercultural capability: they develop understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences.

The study of religion and beliefs fosters personal, social, moral and ethical development, and promotes intercultural understanding by providing opportunity for intercultural dialogue to foster religious and cultural cohesion. It respectfully addresses sensitive issues arising from diversity of religions and philosophical convictions. By developing skills of critical evaluation and reflection, students' gain understanding of the perspectives and ways of life of different religions and spiritualities. Students develop awareness of prejudice and stereotypes as barriers to intercultural dialogue and understand the importance of promoting the human dignity of all.

World Religions promotes critical and creative thinking and intercultural understanding, equipping young citizens for the demands and challenges of the 21st Century globalised world.

Pre-requisites: None

Costs: None

This course allows students to:

- Critically analyse concepts, principals, ideas and change
- Synthesise different interpretations, representations and perspectives
- Evaluate significance of information, processes and concepts
- Apply critical and creative thinking skills
- Reflect on own thinking and learning
- Communicate creatively and critically in a range of modes for a variety of purposes.

Units for study may include:

1. Religion and Popular Culture (0.5)

Students explore the relationship between popular cultures, religions and spiritual traditions. They examine how religions and spirituality appropriate and influence popular cultures, and how popular cultures create and re-enforce stereotypes. A minimum of two belief systems must be studied in depth.

2. Influence, Community, Culture and Power (0.5)

Students explore power relationships between and within religions and spiritualities, as evident in diverse cultures and communities. Students examine the influence of single and multiple religions on cultures and communities. A minimum of two belief systems must be studied in depth.

3. Narratives and World Views (0.5)

Students examine the origins and function of religious and spiritual narratives in a minimum of two different religious and spiritual traditions. They explore how religious and spiritual narratives are constructed, disseminated, interpreted and applied. Students explore authorial purpose and the context in which the narratives are produced. Students examine the ways narratives from different times and places are interpreted in contemporary contexts. A minimum of two belief systems must be studied in depth.

4. Globalisation and Religion (0.5)

Students examine the process of globalisation and its impact on religions and spiritualities in the contemporary world. They explore the paradoxes and tensions underpinning religion and spiritualities in the global world. Students examine how religions and spiritualities can play a role in shaping globalisation. They explore the concept of a global ethic and challenges for the future. A minimum of two belief systems must be studied in depth.

5. Independent Study (0.5)

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied a minimum of three standard 1.0 units from this course.

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ARTS AND DESIGN

Courses offered:

Design & Technology (T)
Engineering Studies (T) (A)
Design and Emerging Technologies (T) (A)
Designed Environments (T) (A)
Design & Graphics (T) (A)
Information Technology (T) (A)
Data Science (T) (A)
Digital Technologies (T) (A)
Robotics and Mechatronics (T) (A)
Studies of Photography (T) (A)
Specialised Photography (T) (A)
Studies of Media (T) (A)
Specialised Media (T) (A)
Studies of Visual Arts (T) (A)
Specialised Visual Arts (T) (A)
Studies of Drama (T) (A)
Specialised Drama (T) (A)
Studies of Music (T) (A)
Specialised Music (T) (A)

Design & Technology (T)

Design & Technology is an amalgamation of the courses of **Design and Emerging Technologies** and **Designed Environments**. In this course, students study units from both these areas to complete the necessary requirements of the course.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $150 levy towards the cost of consumable materials. Students will need to provide final product materials. Approximately $100 in Year 11 and 12 for excursions and activities.

Design and Emerging Technologies (T) (A)

Units from the Design and Emerging Technologies integrate design theory with practical workshop-based projects to give students an opportunity to design, manufacture and evaluate creative solutions to everyday problems. Using a technology and human-centred design process as the central framework, students are encouraged to create innovative design solutions in focus areas of study. These areas may include industrial design, environmental design and systems design. Integral elements to this course are the school's advanced design and manufacturing technologies such as 3D printing, 3D scanning, laser cutting and CNC manufacturing. These resources allow students of all skill levels to combine Computer Aided Design with contemporary manufacturing technologies to develop and produce high quality prototypes and design solutions as part of the design process.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $150 levy towards the cost of consumable materials. Students will need to provide final product materials.

Approximately $100 in Year 11 and 12 for excursions and activities.

Designed Environments (T) (A)

Units from Designed Environments give students opportunities to explore the concept that good design has the power to transform and provide lasting environmental solutions that improve our lives. Designers apply creative and open approaches to defining and solving problems, leading to high quality decisions. Students in this unit become innovators who enhance the way we live and interact with the world around us. Using technologies, students will explore creative solutions that enrich and impact the lives of people and societies globally. Student will study a range of environmental design principles and apply these collaboratively to develop solutions to complex challenges and contribute to sustainable patterns of living.

Course units are scaffolded through Years 11 and 12 to provide a breadth of study across the focus areas in preparation for the student's negotiated study unit in Year 12 Semester 2, a student directed major project.

In both courses, students are also asked to consider their skills as social entrepreneurs, thoroughly investigating the social, ethical and environmental responsibility of designer within society. This is achieved through exploring the

foundations of the human-centered design processes. This process, in part, is documented in a design process folio. The design folio also provides students with an opportunity to reflect and build on the skills they have acquired in problem solving and project management.

Work Health and Safety (WHS) and safe working practices are key aspects of this course. Students undertaking studies in Design & Technology will be required to complete competence-based training for each new manufacturing process. This training is scaffolded on a year level basis from Years 7-12. Students are expected to adhere to this process and demonstrate appropriate behaviour in the workshop at all times.

Design & Technology in Years 11 and 12 aims to give students an insight into career pathways such as architecture, industrial design, environmental design, landscape architecture, systems design, engineering, construction and manufacturing industries. Furthermore, students specifically develop capabilities in problem solving, critical analysis, collaboration, social responsibility and professionalism. These skills are highly valued at all levels of higher education and the workforce regardless of context.

Pre-requisites: Although there are no pre-requisites for Design & Technology, it is advised that students have some previous experience in this subject during Years 9 and 10.

Costs: Students undertaking this subject will incur a $150 levy towards the cost of consumable materials. Students will need to provide final product materials.

Approximately $100 in Year 11 and Year 12 for excursions and activities.

Units for study may include:

1. Design Processes

A design process is the central framework that designers use to create innovative ideas and solutions. This unit gives students the opportunity to apply a staged design process to develop design solutions. They will apply design thinking in a focus area such as creating products, systems or environments. Student skills and understanding are developed by using the design process to define needs or opportunities, collect information, develop ideas, analyse, plan, produce and evaluate final solutions.

2. Product Design

Designers play a vital role in shaping the way we live through the design of the products that surround us. This unit gives students the opportunity to develop a user-centred product while considering the social, ethical and environmental responsibilities of designers. It provides opportunities for creative thinking, the development of technical knowledge and understanding design opportunities that are brought about by technological change.

3. Design for Manufacturing

Design for manufacture explores the way in which design solutions are produced using existing and emerging technologies. The focus of this unit is on production processes, prototyping, and manufacturing, economy of scale, material properties and emerging technologies. This unit offers students the opportunity to design, make and evaluate design solutions using a range of materials, technologies and production processes.

4. Innovation and Design

Authentic innovation in design can be achieved by combining process thinking with new ideas and existing and emerging technology. This unit offers students the opportunity to explore an area of futuristic design concepts within the focus areas of systems, product or environment design. Students will use their understanding of design process; technical knowledge; social, ethical and environmental responsibilities to create, test and evaluate this design solution.

5. Architectural Design

Examines architecture and design theory. Students learn that architects investigate new technologies and materials, and environmental sustainability. Students engage with established methodologies for generating creative design concepts, learning strategies for idea generation and communication. Students learn the contextual elements that contribute to designed environments including ethics.

6. Landscape Architecture

Is the design of outdoor areas, landmarks and structures which consider aesthetic, practical, environmental and social needs. In this unit, students learn about the design process, and the guiding principles and elements of landscape design. They use this knowledge to create, present and justify design solutions.

7. Negotiated Study

In this unit, students will study an area of special interest within Design and Emerging Technologies to be decided upon by a class, group(s), or an individual student in consultation with the teacher and with the Principal's approval. The program of learning for a Negotiated Study unit must meet all the content descriptions as appear in the unit.

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Engineering Studies (T) (A)

Engineering Studies introduces students to engineering principles and systems and is based on finding solutions to real-world problems. In this interdisciplinary course, students apply engineering processes, understand underpinning scientific and mathematical principles, develop engineering technology skills and explore the interrelationships between engineering and society. They rely strongly on their creativity, critical thinking and problem-solving skills to turn ideas into reality and to develop solutions to problems.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $150 levy towards the cost of consumable materials.

Approximately $100 in Year 11 and 12 for excursions and activities

Units for study may include:

1. Engineering Systems

This unit focuses on engineering systems and how multiple components operate and interact, to serve a single function as a solution. Students learn about the broader context of an engineering solution taking a holistic view. Systems that may be explored include building, mechanical, electrical or mechatronic systems. Students explore user needs, including user needs analysis and requirements, and breaking design problems and solutions into smaller parts. They create design solutions using scientific concepts, mathematical tools and computer-based simulations.

2. Engineering Processes and Concepts

Students learn about engineering design processes and concepts, and how they are used to develop and optimise solutions to problems, with reference to sustainability, cost and the life cycle of an engineered solution. They explore and investigate existing products, materials and components in response to a design brief. Students design and create working models or prototypes of their solutions.

3. Applied Engineering

In this unit, students learn how engineering design processes, including project management, are applied to solve existing problems. They explore real world problems of increasing complexity requiring project-based solutions. Students use guidelines and a context to apply knowledge of the engineering process and theory, to develop and respond to design briefs.

4. Future Challenges and Innovations

In this unit, students learn about emerging societal, global and environmental challenges, and the potential for innovative engineering and emerging technological solutions. They explore and research future global challenges. Students research and understand the implications, ethical and otherwise for new innovations to develop novel engineering solutions to these challenges.

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Design & Graphics (T) (A)

The study of Design & Graphics focusses on exploring the purposeful use of technologies and creative processes to produce design solutions. Students acquire knowledge and develop skills using technologies and other processes appropriately, to design and create graphic solutions. Students engage with emerging technologies, make connections with industry, and apply industry standards and practices through the development of their projects. Design & Graphics provides pathways in a range of related fields such as architecture, digital 3D modelling, industrial design, engineering, interior design, graphic design, furniture design, fashion, jewellery, ceramics, textiles, and trade-based careers.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $50 levy towards the cost of consumable materials. Students will need to provide final product materials.

Approximately $100 in Year 11 and 12 for excursions and activities.

Units for study may include:

1. Design Applications

In this unit, students learn graphic design principles which focus on solving design problems, presenting ideas and solutions as graphical products. They explore a range of mediums to create practical solutions to design problems. The purpose of this unit is to build skills such as sketching and modelling. Students create a finished product for a specified purpose. They create solutions using a range of processes, applying industry conventions and standards where applicable.

2. Design for a Client Brief

In this unit, students learn how to interpret a design brief based on needs analysis and task identification. They research the client's and target users/audience needs considering ethical considerations, financial constraints and affordances, meeting deadlines and deliver a product that is fit for purpose. This unit develops the knowledge and skills to generate concepts and solutions in response to design briefs in a range of real-world contexts.

3. Visual Communication

In this unit, students learn to use graphics to inspire, inform or persuade a target audience using a range of graphical techniques. Drawing on current issues in society, students create a visual campaign in response to a design brief. They learn to create graphic images using colours, textures, contours and shapes to communicate emotions, attitudes and experiences.

4. Design for Screen and Media

In this unit, students learn to develop designs for a range of platforms including social media, video sharing, digital newspapers and mobile platforms. They use research to understand how the relevant technology can be used to meet the requirements of the given brief. Students develop skills to solve problems in converting products across multiple platforms. Students build knowledge of data conversion, data storage and data manipulation. They create media files, drawing on the technical aspects of design within a digital framework.

5. Negotiated Study

A negotiated study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.

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Information Technology (T) (A)

Information Technology is the umbrella term for all the courses that sit within the Information Technology area. The courses available are from the following areas: *Data Science, Digital Technologies (Game Development), Digital Technologies (Robotics), and Digital Technologies (Website Development).* The units selected will be based on a range of factors including resources, teacher and student interest and practicality. These areas are detailed below.

The Information Technology courses represent increasingly important fields of study that impact on almost every aspect of our modern lives. They utilise experiences from diverse sources and are characterised by periods of rapid change.

These courses are designed to challenge students to develop advanced skills in problem solving and design as it requires distinctive reasoning skills and approaches and are unique in their approach to the designing, making and evaluation of solutions.

On completion of any of these courses, students should be equipped with the ability to design and implement an information-based system using a creative and methodical approach (design, development and evaluation cycle); work co-operatively and efficiently with other students in a team; and communicate effectively with clients and colleagues.

Pre-requisites: Information Technology assumes no prior knowledge, and students may undertake study in IT with a range of outcomes in mind. The course is very flexible in terms of the units offered, delivery and evaluation methods, and the intended vocational objectives of the student.

Costs: Students undertaking this subject will incur a $50 levy towards the cost of consumable materials. Approximately $100 in Year 11 and 12 for excursions and activities.

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Data Science (T) (A)

This course focuses on developing a greater understanding our world and society through data analysis, statistical inference and related methods in order to understand and analyse phenomena. Students explore and develop solutions to interesting problems in a range of contexts, forming opinions and challenging attitudes using data as evidence to form compelling and persuasive arguments for change and innovation.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $50 levy towards the cost of consumable materials.

Approximately $100 in Year 11 and 12 for excursions and activities

Units for study may include:

1. Data Representation and Analysis

This unit explores the ways that digital information is encoded, represented, manipulated, stored, compressed and transmitted. Students develop an understanding of where data comes from, and how to manipulate it using computational tools. Through the interpretation and visualisation of data, students identify patterns and trends, using these findings to develop narratives and arguments in a variety of contexts.

2. Big Data Analysis and Techniques

The data-rich world that we live in introduces many complex questions related to public policy, law, ethics and impact. The goals of this unit are to develop a well-rounded and balanced view about data in the world, including the positive and negative effects of it. Students will develop skills in using data analysis processes, relevant algorithms and techniques and computational tools to analyse Big Data using a multidisciplinary approach.

3. Machine Learning

This unit explores how Machine Learning is used to develop models for prediction, analysis, diagnosis and recommendation. Students will develop an understanding of Machine Learning, and the algorithms, techniques and processes used in supervised and unsupervised models. They will use Machine Learning to analyse authentic datasets from a range of sources and investigate the inherent bias in training data. They will be able to build models or applications which enable predictions or recommendations, contextualising the social impact of their Machine Learning application.

4. Data Research Project

This unit enables students to undertake their own research project to develop and test hypotheses using real-world data sets. They further develop their data analysis skills and explore patterns in data that yield interesting results. Students will present conclusions drawn from their analysis and communicate their findings through visualisations and arguments that inform and maximise impact.

5. Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

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Digital Technologies (T) (A)

Digital Technologies transform the way we communicate, learn, collaborate and work within our world. Students create new ways of doing things, generating their own ideas and creating digital solutions to problems of individual, community and global interest. They learn about computational thinking and the application of the design process to create and develop digital solutions using a variety of digital technologies.

Through the study of Digital Technologies, students present, test, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including fundamental computer science principles such as algorithm selection and complexity, structuring data for processing and problem-solving.

Students model, analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Innovative solutions may take the form of a product, prototype, and/or proof of concept that allows for improvement or disruption of existing processes or products.

The Digital Technologies course is broken down into three two-year streams. When selecting Digital Technologies, you will pick one of these streams to study. These streams are detailed below.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $50 levy towards the cost of consumable materials.

Approximately $100 in Year 11 and 12 for excursions and activities

Game Developments Stream

This stream provides an opportunity to apply technical skills in programming and design. Students will learn the fundamentals of game design by experiencing the various aspects of game development, such as programming and 3D modelling. This is suitable for those interested in computer graphics, games design, project management or anyone with an interest in creating engaging user experiences.

Computer Science Stream

This stream examines the building blocks of modern computer systems and breaks them down to their core components so that you can understand the fundamentals of computing. We will examine subjects such as logic circuits and gates, finite state machines and formal languages. We will study algorithms and computational complexity so that you can understand how and why programming languages work. This stream is suitable for students with a keen interest in programming and a background in mathematics.

Web Development Stream

This stream is designed to give students sound technical skills and experience in developing rich applications for the web. Students will design, plan, make and evaluate creative products to satisfy given scenarios. This is suitable for those wanting to get into the information technology industry in areas such as web design, or anyone with an interest in creating effective integrated online content.

Regardless of the stream you select, your study will be broken down into 4 units. These units are detailed below.

Units for study may include:

1. Digital Assets

The focus of this unit is on developing the students' understanding of the building blocks of larger systems and developing the skills necessary to effectively design and develop digital assets for more complex data driven systems. Students will develop the skills and knowledge required to interpret and create their own digital assets for a range of purposes and audiences. This could include the analysis of discrete components of existing processes and products and analysing how they interact within a system, as well as re-designing and developing assets. Students will learn about file system and content organisation architecture, design philosophies as well as fault finding and troubleshooting skills.

2. Digital Applications

The focus of this unit is on managing the complexity of larger systems by understanding the individual components involved, and how they interact. Students will develop their algorithmic thinking skills in order to design and build systems that make use of the interconnected nature of various platform elements.

3. Digital Solutions

The focus of this unit is creating solutions to complex problems and on developing students' understanding and application of the design process. Students will develop their problem-solving skills by working through the discovery process, interpretation, ideation, experimentation, visual and design thinking processes, and evaluation of design solutions.

4. Structured Project

The focus of this unit is on developing students' ability to conceive, define, analyse, develop, and publish a project from end to end. Students will develop and refine their project management and design skills in order to develop and design solutions for projects that have a clearly defined structure. The project should be in an authentic context and may take a variety of forms, such as a program, game or website built to a set of provided criteria.

5. Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

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Robotics and Mechatronics (T) (A)

This course explores automation and physical computing through the engineering disciplines of robotics and mechatronics. The course introduces fundamental principles of both electronics and mechatronics before investigating microcontrollers that can be programmed to drive electrical circuits and mechanical systems.

Students apply their knowledge to the design and construction of real systems, examining how these solutions address problems, needs and challenges faced by individuals and societies. They design and program control software for autonomous and manual interfaces, correcting for noise and unexpected variations in data inputs and processing.

Robotics and Mechatronics aims to build theoretical and practical knowledge to prepare students for technical pathways such as engineering, IT, electronics and science.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $50 levy towards the cost of consumable materials.

Approximately $100 in Year 11 and 12 for excursions and activities

Units for study may include:

1. Building and Programming Circuits

This unit of study provides opportunities for students to learn about the components of electronics and the design and construction of electronic systems. They will use design methodologies to investigate, strategise, prototype, test and critically analyse the construction of electronic systems. Students will gain the skills and knowledge necessary to apply a design process using electronics to create innovative and sustainable systems.

2. Digital and Analog Interactions

This unit of study provides opportunities for students to learn to respond to a real-world need and justify the creation of a complex control system. Students will investigate and program microcontrollers and control systems. Students will apply a design process to design interface circuits, prototype, construct and test systems to receive input and collect data from sensors and provide meaningful output.

3. Robotics and Mechatronic Systems

This unit of study provides opportunities for students to investigate the development of robotics and mechatronic systems. Students critically analyse the effect that robotics and mechanised systems have on human society, built and natural environments and general well-being. Students will use the design process to create, test and control a product or solution incorporating mechanical, electrical and control systems.

4. Applications of Robotics

This unit of study provides opportunities for students to investigate the role of robots and other intelligent machines, including technologies such as, but not limited to artificial intelligence, machine learning, neural networks etc. Students will investigate the design of a system, its' construction, and application of automated technologies. They will use a design process to complete a project; prototyping, testing, constructing and evaluating an innovative system. Students will analyse their results and present their findings with justification.

5. Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Computer Requirements

Please note that the Chrome Operating System used on Chromebooks is not compatible with the specialist software used in Information Technology. It is expected that students studying Information Technology have a computer that meets the following specifications:

Stream	Operating System	CPU	Memory	Graphics
Data Science, **Robotics** **Website Development Stream**	Windows, Mac, or Linux Operating System	Dual-core Intel or AMD CPU	8GB RAM	
Games Development Stream	64-bit Windows 10+ or MAC OSX 10.10+	Quad-core Intel or AMD CPU – 2.5GHz or faster	8GB RAM	Microsoft DirectX 11 compatible graphics card (GTX960m equivalent or better recommended)

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Studies of Photography (T) (A)

In Studies of Photography, students learn as artists, by making images that communicate to audiences. As audiences, they learn by responding critically to photography. Students develop skills in creating and responding to Photography. Combines units from Photography and Specialised Photography courses to form the Studies of Photography course. No units are compulsory, nor are units sequential. Units can be drawn from both courses.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $50 levy towards the cost of consumable materials.

Units for study may include:

1. **Creativity in Photography**
   Students learn about the creative process in photography. They explore techniques and strategies used to create art. Students apply the creative process, techniques, and strategies to express their understanding of self and the world.
2. **Communicating Meaning in Photography**
   Students learn about how meaning is communicated in a variety of photographic forms and styles. They explore techniques of communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through photography.
3. **Photography in Context**
   Students learn about how photographers over time and place have represented their knowledge. They explore how photographers and curators throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire, empathy, ethics, and principles of intercultural understanding to creating photography.
4. **Narratives in Photography**
   Students learn about narrative forms for fictional and non-fictional photography. They explore a range of narratives. Students apply their theoretical and technical skills to construct artistic and documentary narratives.

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Specialised Photography (T) (A)

In Specialised Photography, students learn as artists and in simulated professional contexts. They develop specialised skills for professional and industry contexts. Students conduct in-depth creative inquiries into personal, local, and global challenges.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $50 levy towards the cost of consumable materials.

Approximately $100 in Year 11 and 12 for excursions and activities.

Units for study may include:

1. Innovation in Photography

Students learn about innovative photographic practice. They explore their creative and technical capacity to encompass innovations in technique, editing, exhibition, digital platforms, and criticism. Students apply their expanded repertoire to engage in ethical and aesthetic issues as artists and citizens.

2. Photographic Exhibitions

Students learn about stylistic and curatorial choices and how that positions audiences and conveys attitudes, values and perspectives. They explore the representations of ideas in photographs as photographer, editor, and curator. Students apply technical skills and curatorial theory to create their own texts and exhibitions.

3. Entrepreneurship in Photography

Students learn about the interface between art and business. They explore the tension between the creative and commercial. Students apply their understanding of the industry to produce authentic Photography for a range of audiences.

4. Interdisciplinary Inquiry in Photography

Students learn about how photography can be used to know concepts from other disciplines. They explore techniques for representing knowledge from other disciplines. Students apply Photography as a way of knowing the world and sharing their insights.

5. Negotiated Study

A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.

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Studies of Media (T) (A)

The study of Media develops knowledge and understanding of traditional and contemporary media practices through engagement with media works from a range of different styles, times, places, and cultures. Through exploration of codes and conventions, students understand that media stems from traditions, that media is dynamic and changes over time and that media works differ widely in different contexts. They learn as consumers and content creators, by responding critically to media products, concepts, and theories. Through theories of communication and evaluation of media products, students enrich their intercultural understanding.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $50 levy towards the cost of consumable materials.

Approximately $100 in Year 11 and 12 for excursions and activities.

Units for study may include:

1. Creativity in Media

Students learn about the creative process in Media. They explore techniques and strategies used to create and interpret media products. Students apply the creative process, techniques, and strategies to express their understanding of self, others, and the world.

2. Communicating Meaning in Media

Students learn about how meaning is communicated in a variety of Media forms and styles. They explore techniques for communicating their ideas for a purpose and a target audience. Students apply techniques to communicate their understanding on a range of issues through Media.

3. Media in Context

Students learn about how social, historical, political and/or cultural contexts have shaped media products. They explore how media practitioners throughout the world and history have expressed their perspectives, values, and attitudes. Students apply their media knowledge and skills, engaging with intercultural perspectives and observing ethical principles to create Media products.

4. Narratives in Media

Students learn about narrative forms and structures for fictional and non-fictional media products. Through analysis of narrative in media products, students gain insights into how people connect and perspectives on the world. They explore various presentations of narratives and the role of the storyteller to inform, entertain and persuade. Students apply their storytelling, theoretical and technical skills to construct fiction and non-fiction narratives in a variety of media formats.

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Specialised Media (T) (A)

The study of Specialised Media develops knowledge and understanding of traditional and contemporary media practices through engagement with media works from a range of different styles, times, places, and cultures. Through exploration of codes and conventions, students understand that media stems from traditions, that media is dynamic and changes over time and that media works differ widely in different contexts. They learn as consumers and content creators, by responding critically to media products, concepts, and theories. Through theories of communication and evaluation of media products, students enrich their intercultural understanding.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $50 levy towards the cost of consumable materials.

Approximately $100 in Year 11 and 12 for excursions and activities.

Units for study may include:

1. Innovation in Media

Students learn about innovative media practice and practitioners who break with codes and conventions. They explore the aesthetics and ethics of new technological innovations in media. Students apply their knowledge and skills of innovative media practice through experimentation and problem solving.

2. Adaptation in Media

Students learn about different media forms and styles for adaptation of stories in a range of mediums to understand how themes and perspectives are represented. They explore forms, techniques, and methodologies of adaptation to reimagine themes and perspectives for a contemporary audience. Students apply the principles of adaptation to develop their own media practice

3. Entrepreneurship in Media

Students learn about the connections between media and business. They examine the business aspects of media, opportunities, and risks in the industry. Students explore the tension between the creative and commercial when working within a media brief. They apply their understanding of entrepreneurship to produce authentic media products for a range of purposes and audiences.

4. Interdisciplinary Inquiry in Media

Students learn about how media products can be used to understand and embrace concepts from other disciplines. They explore styles and techniques in the exploration and representation of information in a variety of mediums to achieve greater effect. Students apply inquiry skills and media practices to position an audience on a chosen concept and synthesize perspectives and draw conclusions to express a point a view.

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Studies of Visual Arts (T) (A)

In Studies of Visual Arts, students learn how to construct and communicate meaning through visual forms. They develop skills in creating and producing artworks through a variety of mediums and materials. Students also consider art from a viewer's lens and critically reflect upon their own creative work, and the work of artists. No units are compulsory, nor are units sequential.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $100 levy towards the cost of consumable materials. Students may need to provide final product materials.

Approximately $100 in Year 11 and 12 for excursions and activities.

Units for study may include:

1. Creativity in Visual Arts

Students learn about the creative process in Visual Arts. They explore techniques and strategies used to create art. Students apply the creative process, techniques, and strategies to express their understanding of self and the world.

2. Communicating Meaning in Visual Arts

Students learn about how meaning is communicated in a variety of art forms and styles. They explore techniques for communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through art works.

3. Visual Arts in Context

Students learn about how artists over time and place have represented their knowledge. They explore how artists and curators throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire, empathy, ethics, and principles of intercultural understanding to creating art works.

4. Narratives in Visual Arts

Students learn about narrative forms for representational and non-representational art works. They explore presentations of narratives. Students apply their theoretical and technical skills to create representational and non-representational art works.

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Specialised Visual Arts (T) (A)

In Specialised Visual Arts, students learn as artists and in simulated professional contexts. They develop specialised skills for professional and industry contexts. Students conduct in-depth creative inquiries into personal, local, and global challenges.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $100 levy towards thew cost of consumable materials. Students may need to provide final product materials.

Approximately $100 in Year 11 and 12 for excursions and activities.

Units for study may include:

1. Innovation in Visual Arts

Students learn about innovative art practice. They explore their capacity to encompass innovations in technique, form, style, production, digital platforms, and criticism. Students apply their expanded repertoire to engage in ethical and aesthetic issues as artists and citizens.

2. Curation and Exhibition

Students learn about stylistic and curatorial choices and how that positions audiences and conveys attitudes, values and perspectives. They explore the representations of ideas in art as artists and curators. Students apply technical skills and curatorial theory to create their own works and exhibitions.

3. Entrepreneurship in Visual Arts

Students learn about the interface between art and business. They explore the tension between the creative and commercial. Students apply their understanding of the industry to produce authentic art works for a range of audiences.

4. Interdisciplinary Inquiry in Visual Arts

Students learn about how Visual Art can be used to gain new insights into concepts. They explore techniques for representing knowledge from other disciplines. Students apply Visual Art as a way of knowing the world and sharing their insights.

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Studies of Drama (T) (A)

In Studies of Drama, students learn as artists, by making drama performances that communicate to audiences. As audiences, they learn by responding critically to drama. Students develop skills in creating and producing Drama. Combines units from Drama and Specialised Drama courses to form the Studies of Drama course. No units are compulsory, nor are units sequential.

Pre-requisites: None. However, some units do require prior knowledge/experience. Please discuss this with the Drama teacher or Head of Faculty.

Costs: Students undertaking this subject will incur a $50 levy towards the cost of consumable materials. Students may be required to attend local, interstate/overnight excursions to theatrical productions and/or workshops connected to the coursework. Students must also provide their own performance blacks – which consists of a plain black fitted top and pants/leggings.

Approximately $100 in Year 11 and 12 for excursions and activities.

Please Note: All Drama students are required to undertake online WHS training.

Units for study may include:

1. Creativity in Drama

Students learn about the creative process in Drama. They explore techniques and strategies used to create art. Students apply the creative process, techniques, and strategies to express their understanding of self and the world.

2. Communicating Meaning in Drama

Students learn about how meaning is communicated in a variety of Dramatic forms and styles. They explore techniques of communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through drama.

3. Drama in Context

Students learn about how dramatists over time and place have embodied their knowledge. They explore how dramatists throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire, empathy, ethics, and principles of intercultural understanding to creating drama.

4. Adaptation in Drama

Students examine a range of texts to understand how universal themes and perspectives are represented. They develop skills in adaptability, critical analysis, and versatility. In adapting texts, students use a variety of methods, mediums, and techniques to achieve transformation.

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Specialised Drama (T) (A)

In Specialised Drama, students learn as artists and in simulated professional contexts. They develop specialised skills for professional and industry contexts. Students conduct in-depth creative inquiries into personal, local, and global challenges.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $50 levy towards the cost of consumable materials.

Approximately $100 in Year 11 and 12 for excursions and activities.

Units for study may include:

1. Innovation in Drama

Students learn about innovative dramatic practice. They explore their dramaturgical and technical capacity to encompass innovations in technique, performance, direction, production, digital platforms, and criticism. Students apply their expanded repertoire to engage in ethical and aesthetic issues as artists and citizens.

2. Drama Leadership

Students learn about leadership in the context of creating Drama performance. They explore techniques and methodologies used to create art works. Students draw on pedagogical, leadership, production, and communication and collaboration skills to lead drama performances.

3. Entrepreneurship in Drama

Students learn about the interface between art and business. They explore the tension between the creative and commercial. Students apply their understanding of the industry to produce authentic Drama for a range of audiences.

4. Interdisciplinary Inquiry in Drama

Students learn about how drama can be used to gain new insights into concepts. They explore techniques for representing knowledge from other disciplines. Students produce projects that incorporate knowledge and skills from a range of disciplines and art forms.

5. Negotiated Study

A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.

All Drama students are required to undertake online WHS training for Performing Arts.

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Studies of Music (T) (A)

In Studies of Music, students learn as artists, by making and interpreting music that communicates to audiences. As audiences, they learn by responding critically to music. Students develop skills in creating and producing music. Combines units from Music and Specialised Music courses to form the Studies of Music course. No units are compulsory, nor are units sequential. Units can be drawn from both courses.

Pre-requisites: None. However, some units do require prior knowledge/experience. Please discuss this with the Music teacher or Head of Faculty. Students studying the (T) Course, must be able to perform on an instrument.

Costs: Students undertaking this subject will incur a $50 levy towards the cost of consumable materials. Students will also be required to attend concerts and major workshops/master classes relating to their unit of work.

Approximately $100 in Year 11 and 12 for excursions and activities.

Please note: In each unit of this course, emphasis is placed on composition, musicology (critical listening, score analysis, theory, and aural development) and performance as well as a reflection of the relationship between music and the arts on history, society and culture.

Units for study may include:

1. Creativity in Music

Students learn about the creative process in Music. They explore techniques and strategies used to create art. Students apply the creative process, techniques, and strategies to express their understanding of self and the world.

2. Communicating Meaning in Music

Students learn about how meaning is communicated in a variety of musical forms and styles. They explore techniques for communicating their ideas to a target audience. Students apply techniques to communicate their understanding of a range of issues through music.

3. Music in Context

Students learn about how musicians over time and place have embodied their knowledge. They explore how musicians and composers throughout the world and history have expressed their understanding of self, place, and issues. Students apply their expanded repertoire, ethics, and principles of intercultural understanding to creating music.

4. Improvisation and Variation in Music

Students learn about a range of musical traditions and forms. They explore the musicology and music theory related to variation and improvisation, as well as considering regulatory and ethical issues associated with homage, borrowing and sampling. They apply their expanded repertoire, variation, and improvisation skills to understand personal, local, and global issues.

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Specialised Music (T) (A)

In Specialised Music, students learn as artists and in simulated professional contexts They develop specialised skills for professional and industry contexts by making, interpreting, and responding to music. Students conduct in-depth creative inquiries into personal, local, and global challenges.

Pre-requisites: None

Costs: Students undertaking this subject will incur a $50 levy towards the cost of consumable materials.

Approximately $100 in Year 11 and 12 for excursions and activities.

Units for study may include:

1. Innovation in Music

Students learn about innovative music practice. They explore their musicological and technical capacity to encompass a variety of innovations in technique, performance, direction, production, digital platforms, and criticism. Students apply their expanded repertoire to engage in ethical and aesthetic issues as artists and citizens.

2. Music Leadership

Students learn about leadership in the context of creating music performances. They explore techniques and methodologies used to create art works. Students draw on pedagogical, leadership, production, and communication and collaboration skills to lead music performances.

3. Entrepreneurship in Music

Students learn about the interface between art and business. They explore the tension between the creative and commercial. Students apply their understanding of the industry to produce authentic music for a range of audiences.

4. Interdisciplinary Inquiry in Music

Students learn about how music can be used to gain new insights into concepts from other disciplines. They explore techniques for understanding and representing knowledge from other disciplines. Students apply music as a way of knowing the world and sharing their insights.

5. Negotiated Study

A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.

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Construction Pathways (A)

This is a proposed course for 2027 implementation.

Construction Pathways focuses on the construction processes and industry practices required to create, maintain and repair the built environment in an increasingly technological and complex world. Students develop knowledge, understanding and skills associated with traditional and contemporary tools, and materials used by the Australian building and construction industry to create structures. They examine the challenges facing the construction industry in adapting to new technology, building systems, products and practices, and explore future options.

Key concepts and ideas in Construction Pathways include the nature of building and construction enterprises and occupations, safety, personal and interpersonal skills in building and construction workplaces, standard industry processes and practices, innovation and future trends in construction, and the sustainability of construction processes. The course provides an opportunity to explore the diverse range of occupations that exist across the construction industry.

Through both individual and collaborative learning experiences, students learn to meet employer expectations and establish productive and appropriate work habits. Participating in construction projects promotes development of adaptable, competent, self-motivated individuals who consider safety and work collaboratively with colleagues to solve problems and complete practical work according to the client brief.

By undertaking construction projects, students develop transferable skills relevant to a range of domestic and commercial applications, and future employment opportunities. They understand industry practices, interpret specifications, including information and drawings, safely demonstrate fundamental construction skills and apply skills and procedures with tools and equipment, and how to approach new tools and processes safely. Students build skills in communicating orally, and in written and graphical modes. They organise, calculate and plan construction processes and evaluate the structures they create using predefined specifications.

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HEALTH OUTDOOR AND PHYSICAL EDUCATION

Courses offered:
Exercise Science (T) (A)
Public Health (Health and Wellbeing (T) (A)
Outdoor and Environmental Education (T) (A)
Sport, Fitness and Recreation (A)

Exercise Science (T) (A)

Exercise Science provides an opportunity for in-depth study of human physical performance, science of the human body, fitness, nutrition, exercise science, biomechanics, sports medicine and sports psychology. The activities provide opportunities for students to develop, practice and apply their skills in varied and challenging environments.

This course is designed to provide a strong foundation in exercise science that relates to the human body and its varied applications. This course establishes a pathway through which students can use their knowledge and skills in either a university course related to this field such as medical careers, sports science, coaching and sports administration, as well as education and working in the sports, recreational and leisure industries.

Pre-requisites: None

Costs: Approximately $100 in Year 11 and Year 12 for excursions.

Units for study may include:

1. Anatomy and Physiology for Exercise

Students will examine the structure and function of the musculoskeletal and cardiorespiratory systems. They critically analyse concepts, principles of how these systems contribute to exercise, and adjust to increasing demands. Students investigate the capacity of these systems, models and methodologies for their assessment, and theories and research about their implications. They take an integrated approach to anatomy and physiology and to highly applied exercise concepts.

2. The Body in Motion

Students will explore the biomechanical and physiological theories and models involved in analysing and interpreting the body in motion. They apply a variety of scientific concepts and laws to analyse movement patterns and the physiological demands of sports performance and fatigue. Students will investigate the mechanics of the body and the interrelationship between biomechanical principles that influence movement and sports performance.

3. Nutrition and Training for Performance

Students will gain an understanding of the functional principles of athletic nutrition and training for performance. They examine nutritional and training concepts including adaptations and principles to critically analyse the theories of human performance during sport and exercise. Students will develop skills in methodologies appropriate to investigating nutrition and training.

4. Science of Performance

Students will examine theories, concepts, and models related to the psychological and behavioural factors that influence athletic performance and mindset. They will also investigate the causes and nature of injuries and the recovery and rehabilitation processes. Students explore the relationship between mental and physical performance.

5. Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

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Public Health (Health and Wellbeing) (T) (A)

Public Health A/T/M is the study of biological, physiological, psychological, environmental, social and cultural determinants of health and broader wellbeing. Students develop the ability to analyse influences and data and make decisions on health at an individual, community and global level.

Students develop their knowledge and understanding of theories, concepts and perspectives to explain health and lifestyle trends and patterns. They analyse principles, strategies and methodologies in understanding health and wellbeing outcomes. Students develop insights into how environmental conditions, values, behaviours, priorities and actions reflect the complex contexts in which people live.

Public Health A/T/M provides students with skills and knowledge to understand the role of health in the context of society and the policies and behaviours necessary to build health in individuals and populations at national and global levels. Such knowledge has the potential for students to enhance their own and others' health and wellbeing in varied and changing contexts.

Public Health A/T/M prepares students for career and employment pathways in a range of sectors including epidemiology, public health policy, health statistician, social work, education, occupational therapy, community health worker, and counselling. They may work in community and international policy development and agencies. The course lays a foundation for both tertiary and vocational studies.

Pre-requisites: None

Costs: None

Units for study may include:

1. Building Individual Health

Students will investigate biological, behavioural, environmental and social influences on individual health. They examine theories, concepts, and models about the indicators and determinants of their health and develop an understanding of health data and research methodologies. Students explore the implications of the first 1000 days on lifelong health outcomes. They evaluate resources, technologies and programs for individual level interventions. Students reflect on personal and social decision making and actions that promote and improve health outcomes for individuals.

2. Population Health

Students examine theories, concepts, and models about the indicators and determinants of population health. They analyse and describe the health status of various population groups. Students explore promotion programs, resources and technologies intended to combat chronic and communicable disease. Students examine different ethical and cultural perceptions and approaches to health and wellbeing. They explore various models of health care and institutions intended to improve population health. Students develop the skills to analyse and interpret population health data.

3. The Environment and Health

Students examine the interconnections between the environment and human health. They investigate climate and environmental impacts on health outcomes. Students investigate the disconnect between individual and young people and the environment and the impact of that on health. They explore the benefits of ecosystems services and biodiversity on human health and new ways of thinking about health: Planetary Health, One Health.

4. Global Health and Human Development

Students investigate principles, strategies and methodologies used by international organisations and NGOs, including the UN and WHO, in combating inequality and seeking improved health outcomes. Students explore theories, concepts, and models of global health and review programs, resources and technologies designed to promote health and sustainable human development globally. They investigate the causes and consequences of the spread of communicable diseases and evaluate prevention models. Students develop skills in interpreting global variations in the form and sources of health data.

Outdoor and Environmental Education (T) (A)

Outdoor and Environmental Education provides students with skills and knowledge to understand the role of the environment in mental health and physical wellbeing. It provides opportunity for students to engage in and with the natural environment through in place experiences, building connections to the environment. It provides for the opportunity to scientifically study ecosystems and landscapes of local spaces and draw conclusions on their condition. It allows students to understand the concept of discriminating between risk and challenge and to develop social and leadership skills. Students develop insights into environmental sustainability, particularly in local contexts. This course prepares students for lifelong physical and recreational activity as well as employment pathways.

This course is taught through a mixture of practical and theoretical learning experiences. Students will typically have the opportunity to take part in two excursions per semester. Excursions are a mixture of day trips (e.g. Caving, Mountain biking, Horse riding) and overnight camps (e.g. Kayak and camp, surf school and camp, alpine camp).

Pre-requisites: None

Costs: There will be an approximate cost of $950 per year, depending on group numbers and the chosen activities.

Units for study may include:

1. Discover Outdoors

Students investigate concepts, models, and principles of chosen outdoor environments used to inform and enhance outdoor experiences. They identify, develop, and apply skills to go out into the environment safely and sustainably. They work with others to preparing and planning and conducting activities respectfully and safely in outdoor environments, building knowledge, skills, self-efficacy, and appreciation of natural places.

2. Sustainable Outdoor Experiences

Students investigate one or more ecosystems. They analyse sustainable practices for the use of outdoor education environments. Students examine methods and models of stewardship. Through participation in outdoor experiences, they develop their philosophy on outdoor learning. Students consider the use of technology for sustainable outdoor experiences.

3. Connection to Environment

Students investigate the relationships and connections between people and the environment, including First Nations Australians. They analyse theories and programs about the health and wellbeing benefits of outdoor experiences on individuals and society. Students explore concepts of relationships and connections to the environment through a variety of individual or group outdoor activities and reflect on their experiences.

4. Innovation and Change in Outdoor Education

Students investigate innovations and change over time in outdoor pursuits. They research and experiment with a variety of technologies and techniques used over time and consider their impact on safety and enjoyment of outdoor experiences. Students investigate outdoor provider practices, models, philosophies, and leadership styles used over time to assess best practice for the experience desired. They use and reflect on technology and innovations through practical application in outdoor environments.

5. Negotiated Study

A negotiated study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.

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Sport, Fitness and Recreation (A)

This is a proposed course for 2027 implementation.

Sport, Fitness and Recreation is a growth industry in Australian society. These industries include social sport, fitness programs and outdoor and community based recreational pursuits. They are an intrinsic part of the Australian psyche and form a substantial part of leisure time. Sports, Fitness and Recreation focuses on the significance these activities have in the life of individuals and communities and the opportunities they hold for improved lifestyle. It is a subject that provides students with the opportunities to develop knowledge, skills and understanding in physical exercise, fitness, and health wellbeing activities, and apply these for purpose in simulated and actual workplace environments.

Through the study of Sport, Fitness and Recreation students will examine: the broad nature of the sport, fitness and recreation industry in Australia, roles and responsibilities of industry providers, the contribution each makes to health and wellbeing, factors that influence participation, and develop skills to improve physical skills, fitness and participation. Students develop interpersonal and transferable work skills which support effective planning, implementation and refinement of sport, fitness and recreational activities and events.

Sports, Fitness and Recreation can make an important contribution to enhancing students' opportunities regarding employment, enterprise, further study, leisure and lifelong learning and well-being.

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INTERDISCIPLINARY COURSES

Internally offered: Interdisciplinary Inquiry Project (T)
Australian School based Apprenticeship (ASbA)

External Providers: Extension Program – H Courses (UC)
NSW School of Languages
CIT Solutions' Centre for Modern Languages (CML)
Australian School of Contemporary Chinese
Registered (R) Courses

In addition to courses offered at Burgmann Anglican School, students may enrol in courses accredited by the ACT Board of Senior Secondary Studies which are run by outside institutions – other secondary colleges, evening colleges or "specialist schools". These courses can be used the same way as Burgmann courses count towards an ACTSSC or to form a tertiary entrance package (ATAR). Students who undertake external courses from the NSW School of Languages, or Australian School of Contemporary Chinese may seek permission from the Director of Studies to study only five (5) classes at Burgmann Anglican School in Year 11.

Interdisciplinary Inquiry Project (T)

The Interdisciplinary Inquiry Project course requires students to demonstrate a range of capabilities to explore topics, design research questions, develop inquiry skills and solve problems. This course promotes interdisciplinary approaches to learning and requires students to examine the research process, information management, critical thinking, creativity, effective teambuilding, leadership, collaborative decision making and communicate with a diverse range of people.

Students complete an independent inquiry that has a purpose, product or outcome. They develop the ability to engage with a process, question sources of information, make effective decisions, consider ethical implications, evaluate their own progress, be innovative and solve problems. The inquiry is based on an area of interest to each individual student.

This course is suited for students who want to deepen their knowledge, understandings and skills in the chosen area. This course enables students to use critical and creative thinking skills to synthesise methodologies and insights from a variety of disciplines.

Students study modes of inquiry. They learn about data collection, ways of communicating findings and evaluation. Students apply the understanding and skills required to formulate an interdisciplinary inquiry. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning.

Students study the elements of creativity and innovation and apply this learning within their own inquiry. Students learn how to formulate an inquiry question, select and apply appropriate methodology in conducting the inquiry, and evaluate and communicate their process and findings.

Students study theories such as laws of logic, different modes of reasoning, identifying, constructing and evaluating arguments, detecting inconsistencies, biases and other barriers to critical thinking. These Critical thinking processes are applied in constructing and conducting an inquiry, solving problems systematically where evidence is tested.

Students learn how collaboration skills can be practiced and developed for use in different contexts. They study elements such as socio-emotional awareness, giving and receiving feedback, recognising talents, leadership, organisation, conflict resolution strategies, stakeholder advocacy and cultural awareness. These processes are used in communicating with others in planning and conducting an inquiry which may be a group or individual project.

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS (ASBA) (E) COURSES

An ASBA offers students, 15 years of age and over, the opportunity to achieve a nationally recognised vocational qualification by combining paid work and training while still completing their ACT Senior Secondary Certificate at Burgmann Anglican School. Students may apply through the school to enrol in an ASBA.

Training is provided by a Registered Training Organisation (RTO). To be eligible for an ACT contract an ASBA is required to:

- Complete a minimum of 11 hours per week and a maximum of 20 hours per week if undertaking a **Certification II qualification**. This includes eight (8) hours of work and three (3) hours per week of structured training.
- Complete a minimum of 15 hours per week and a maximum of 20 hours per week if undertaking a **Certificate III qualification**. This includes 12 hours of work and three (3) hours per week of structured training.

Once a student is confirmed in an ASBA placement s/he will only have to continue with four courses of study at Burgmann instead of the usual five courses.

Previous E (ASBA) courses studied by Burgmann students include:

Certificate II in Business Administration

Certificate II in General Construction

Certificate II in Horticulture (Landscape)

Certificate II in Sport and Recreation

Certificate III in Carpentry

Certificate III in Electro technology Electrician

Certificate III in Fitness

Certificate III in Hairdressing

Certificate III in Hospitality Operations

Certificate III in Plumbing

Certificate III in Sport and Recreation

Certificate III in Heavy Commercial Vehicle Mechanical Technology

For more information and advice on all aspects of Australian Apprenticeships, contact the Australian National Support Network (AASN)

https://www.australianapprenticeships.gov.au/search-aasn

https://www.australianapprenticeships.gov.au/school-based-apprenticeships

For further information about specific industry areas visit their listing on the Training.gov.au website

http://training.gov.au

https://www.aapathways.com.au/about/australian-school-based-apprenticeships

https://www.aapathways.com.au/complex-search

For further information on Australian School based Apprenticeships contact the Burgmann Anglican School Careers Advisor/ASBA/VET Coordinator on 6255 7700.

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Extension Program - H Courses (University of Canberra and University of New South Wales)

Students wishing to study **(H)** courses at UC need to be enrolled in the relevant course at Burgmann.

UC Course	Burgmann Course
Systemic Anatomy and Physiology	Major in Exercise Science or Biology or Human Biology or Public Health (Health and Wellbeing)
Performance Analysis in Sport	Major in Exercise Science, Public Health (Health and Wellbeing), Outdoor and Environmental Education, or Mathematics
Visual Communication	Design & Graphics, or Designed Environments, or Design and Emerging Technologies, or Design & Technology, or Studies of Visual Arts
Understanding People and Behaviour (Psychology)	Major in Psychology or Sociology
Creative Writing	Major English or Literature
Politics and Democracy	Major in Global Studies or History or Legal Studies or Studies of Religion or Legal Studies, or Sociology
Cybersecurity	The Cybersecurity course requires students to be undertaking studies in an Information Technology course to be eligible to be enrolled.
Systems Architecture	

Costs

There is no charge to students undertaking Extension H courses, however there may be costs associated with some courses, such as the purchase of textbooks.

ATAR and Academic Credit

Results from studies undertaken in Extension H courses will be able to contribute to the calculation of a student's ATAR.

Students who successfully complete studies in Extension H courses may receive an early offer of entry into UC and may receive credit towards their Bachelor degree for the work completed in Extension H courses.

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NSW School of Languages

NSW School of Languages offers enrolment in the following languages:

- Chinese
- French
- German
- Indonesian
- Italian
- Japanese
- Korean
- Latin
- Modern Greek
- Portuguese
- Russian
- Spanish

NSW School of Languages caters for students in Years 9 to 12 who attend a Government or non-Government school which does not offer one of the above languages. These courses all follow the NSW HSC pathway, including exams.

All applications for enrolment at Open High School must be made through the Principal and must meet certain enrolment criteria established by the Department of Education and Training.

Please see the Director of Studies for further information.

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Australian School of Contemporary Chinese (ASCC)

- Beginning Chinese (T)
- Continuing Chinese (T)
- Advanced Chinese (T)

In December 2007, the ASCC was accredited by the BSSS as a specialist education provider in Chinese language.

A course in the Chinese language at the ASCC follows an approved BSSS accredited Chinese language course.

Courses are classified into Beginners, Continuous and Advanced levels (see the BSSS language course definitions on page 27).

To apply for a placement in any of these courses' students will need to visit:

http://www.standardchineseschool.act.edu.au and complete the enrolment information sheet, application form and a languages eligibility enrolment form.

Classes run by the ASCC take place during the weekends of the ACT school terms on either Saturday or Sunday from 9.30am to 12.30pm.

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Registered (R) Courses

Courses offered:

1. Work Exploration (R)
2. College Programs (R)
3. Sport and Recreation (R)
4. Community Service (R)
5. Cultural (R)

An (R) unit is a learning experience. The purpose of an (R) unit is to recognise the time a student engages in a learning experience. Colleges develop a program of learning based on the R unit and units are delivered by the home college.

For the full list of registered units please go to: **http://www.bsss.act.edu.au/curriculum/bsss_r_courses**

If you wish to enrol in other Registered (R) courses, enrolments for these courses commence in semester one 2027.

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STUDENT SUPPORT

House System and Wellbeing Program

On entry to Burgmann every student is assigned to a House. Students in Years 11 and 12 are in tutor groups according to their house and have a Pastoral Care Tutor and Head of House. The Pastoral Care Tutor is the main point of contact between the school and the family and invigilates the Wellbeing Program. The Wellbeing Program and overall student welfare is overseen by the Director of Wellbeing. The wellbeing program promotes the principles of positive education and a strengths-based approach to personal development and growth. Academic Wellbeing Tracking is part of this program, enabling closer monitoring of student goals, work habits and assessment planning.

School Counsellor

The school has a professional counsellor, who is available to talk with students and parents about any issues troubling them. These may be related to academic progress, motivation, emotional reactions, personal relationships and decision-making. Discussions with the Counsellor are completely confidential, unless the student is at serious risk. The school Counsellor is able to direct families to external resources and services as appropriate.

Careers Counselling/Pathway Planning and Pathway Planning Programs

The Careers Adviser at Burgmann will offer careers counselling to all students in Years 11 and 12, either individually or in groups through a booking system. In the careers office you will be able to find information about jobs and tertiary courses; career paths and ATAR estimates; job applications, Australian School Based Apprenticeships (ASBAs) and enrolment for further study. Careers activities are advertised regularly through the Senior School notices and in the school newsletter.

Curriculum and Assessment Advice

The Director of Studies provides advice regarding unit/course selections and subject changes during Years 11 and 12. Information regarding Year 12 **(T)** package requirements, assessment processes, the ACT Scaling Test (AST) and the Australian Tertiary Admissions Rank (ATAR) is also available.

Support for Students with Disabilities and Learning Difficulties

The school aims to provide support for students with disabilities and learning difficulties. Any concerns of this nature need to be discussed openly at the enrolment interview to assess the school's capacity to offer the necessary help and resources. In some instances, appropriate testing may need to be undertaken and documentation provided as required by the BSSS. A panel of staff considers Special Provision allowances for assessment. Personalised plans support students in classes and for assessment, guide teachers, and maintain academic integrity throughout Years 11 and 12.

SENIOR SCHOOL ADMINISTRATIVE FORMS

Students are able to access relevant academic and permission forms (listed below) from the Portal. Go to Sub School > Senior School scroll down to Director of Studies tile > Handbooks and Forms > Elective/Course Change Submissions.

- **Special Consideration Application Form**
- **Course Change Form**

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BURGMANN
ANGLICAN SCHOOL

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