

BURGMANN
ANGLICAN SCHOOL



YEARS 9 AND 10
**ACADEMIC
PATHWAYS**
2021

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

Grace Commitment Wisdom

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

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

In the Senior School all students, with their unique talents and gifts, are encouraged to apply themselves with diligence and cooperative spirit and to demonstrate growing independence and responsibility for their learning.

Academic Pathways 2021 describes in detail the courses and programs offered at Burgmann in Years 9 and 10. This learning program is designed to achieve excellence, foster a spirit of curiosity and innovation, and prepare students for the challenges of the College years and beyond.

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

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

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

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

Ben Harris

Head of Senior School

Contents

Grace Commitment Wisdom	3
Welcome to Senior School	5
An Overview of the Years 9 and 10 Curriculum	6
Bring Your Own device.....	7
Formative vs Summative Assessment.....	7
Enrichment and Learning Support	8
Library Support and Tutorial Program	8
Year 10 Certificate	9
Outline of Courses	10
CORE SUBJECTS	10
English	11
Mathematics.....	13
Science	15
Health and Physical Education.....	16
Humanities.....	17
Christian Living.....	19
ELECTIVE SUBJECTS	20
Commerce	21
Design and Technologies	22
Digital Technologies	23
Drama	24
French.....	26
Indonesian.....	28
Chinese (off-line)	30
Other External Language Courses	31
International Relations	32
Music.....	34
Numbers, Patterns and Problems	36
On Task! - Enrichment Elective.....	38
Sports Science.....	39
Visual and Digital Art (Yr 9), Media Arts or Visual Arts (Yr 10)	40
High Performance Program	42
Work Studies	43

Welcome to Senior School

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

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

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

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

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

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

- Students do not have a core class. Senior School operates with a Pastoral Care (PC) system
- Students choose and study two electives for a period of 2 years
- Languages (Indonesian, Chinese and French) are electives and not compulsory subjects
- Design and Technologies and Digital Technologies are electives and not compulsory subjects
- At the end of Year 9, Visual and Digital Art students choose to study either Media Arts or Visual Arts in Year 10. This is a potential pathway for Media Arts students
- New elective course options include Commerce, Drama, International Relations, Numbers Patterns and Problems, On Task – Enrichment Elective, Work Studies and Sports Science.

COVID-19

As our city and nation grapples with the 'new normal' of COVID-19, our learning programs may have to change at short notice. Staff plan for these changes to allow for the provision of high-quality online learning. Broader public health issues may restrict access to external facilities, excursions and trips, usually part of many courses. These will be assessed in 2021 as circumstances allow and are thus subject to change. Your understanding is appreciated.

An Overview of the Years 9 and 10 Curriculum

In Senior School, students are prepared for the ACT Year 10 Certificate and the ACT Year 12 Senior Secondary Certificate, according to the requirements of the Department of Education and the Board of Senior Secondary Studies. The school is responsible for developing curriculum structures and materials that assist our students to reach their God-given potential.

Curriculum Structure

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

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

As part of the elective program, Years 9 and 10 students undertake study in two elective subjects. Depending on student interest and timetable feasibility, the elective subjects for next year are:

ELECTIVE SUBJECTS
Commerce
Chinese (Off-line)
Other External Language Courses
Design and Technologies
Digital Technologies
Drama
French
Indonesian
International Relations
Music
Numbers, Patterns and Problems
On Task! – Enrichment Elective
Sports Science
Visual and Digital Art (Yr9), Media Arts or Visual Arts (Yr10)
Work Studies

Within each 10-day cycle of the timetable, students also attend one study period. This study period is supervised by a teacher who supervises and assists students with their work upon request. Studies are timetabled in a variety of locations to assist students with accessing appropriate resources.

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

Information about the academic program for Years 11 and 12, and the Year 12 Senior Secondary Certificate and university entrance rankings (ATAR), is presented to students and parents at information evenings and career sessions during Year 10. The *Academic Pathways 2021 – Years 11 and 12* booklet details curriculum subjects offered at Burgmann Anglican School relevant to the subsequent academic year.

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

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

BRING YOUR OWN DEVICE

In Years 9 and 10, students are required to bring their own devices, such as a tablet and laptop, for use in the classroom. This enables them to fully participate in the curriculum, can enhance their learning habits at school as well as achieve greater consistency in their home study practices. They must, however, abide by the school's code of digital conduct and use devices appropriately at all times. Information regarding BYOD requirements can be found on the Portal under *Information for Parents>Class requirements>Year 9-12 BYOD requirements*.

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

FORMATIVE VS SUMMATIVE ASSESSMENT

In Senior School, teachers endeavour to ensure that the workload and assessment task load for students is reasonable but challenging. This is achieved through task design, rather than in task number or volume.

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

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

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

ENRICHMENT AND LEARNING SUPPORT

The Senior School Enrichment program provides support in learning for students with perceived need. This is achieved through Individualised Learning Plans, Adjustment Plans, in-class and tutorial support, special provisions, and liaison with teachers and external specialists.

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

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

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

LIBRARY SUPPORT AND TUTORIAL PROGRAM

The School library is open before and after school to support student learning.

Opening hours are:

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

This area is staffed at all times.

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

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

These tutorials are open to all students.

Year 10 Certificate

[Back to Table of Contents](#)

The ACT Year 10 Certificate issued by the ACT Department of Education confirms that a student has satisfactorily completed Year 10 and it records the grades obtained by the student in each subject for each semester of Year 9 and Year 10.

In order to qualify for the Certificate students are expected to attend school at Burgmann on a full-time basis for both Years 9 and 10 unless the student:

- has been ill and the school has received appropriate Medical Certificates
- has been granted leave of absence by the Principal
- has enrolled at Burgmann after commencing Year 9 at another school (status will be given for work missed)
- has been ill for a prolonged period (more than five weeks). In this case parents are required to complete an exemption certificate from the ACT Department of Education.

When deciding whether to award the Certificate, the Principal will review each student's:

- academic record
- attendance
- conduct.

Core subjects and elective subjects are awarded A-E grades after each semester. Grades awarded in Christian Living are either P (Pass) or U (Unsatisfactory). Status (S) is awarded to students enrolling in a semester too late to be assessed or to students who have been too ill to satisfy the requirements of an A-E grade. All grades recorded at Burgmann Anglican School comply with ACT Department of Education specifications.

Please note that neither the courses studied by, nor the grades awarded to, students have been moderated and therefore comparisons of student achievement between schools is inappropriate.

Outline of Courses

[Back to Table of Contents](#)

CORE SUBJECTS

[English](#)

[Mathematics](#)

[Science](#)

[Health and Physical Education](#)

[Humanities](#)

[Christian Living](#)

ENGLISH

[Back to Core Subjects](#)

[Back to Table of Contents](#)

Rationale

The English Faculty incorporates the Australian Curriculum which is divided into three strands: language, literature and literacy. Language is fundamental to communicating, learning and thinking. In exploring and using English literature and other texts, students have the opportunity to develop and express their individual identity, organise their thoughts, learn about their physical and cultural environments, and respond thoughtfully to social and moral issues. English in Years 9 and 10 continues to develop students' skills in oral, visual and written language, helping them to become literate members of the community. English also promotes the enjoyment of literature, as well as creativity and imagination.

Course Structure

The Years 9 and 10 English course continues to develop students' use of language, as well as the skills involved in writing, reading and viewing, and speaking and listening. The texts that are studied become progressively more complex and sophisticated, with more precision required in the analysis and interpretation of them. Students continue to develop functional, analytical and creative writing skills, and enrich their understanding of the structural elements of language. Furthermore, there is a growing focus on the critical and cultural dimensions of language.

Each semester students participate in a variety of activities that focus on writing, reading and viewing, listening and speaking, and language development.

Students study novels, poetry, short stories, plays, films and graphic novels, as well as mass-media texts and non-fiction and web-based texts. In Years 9 and 10, the English Faculty is committed to exposing students to texts that hail from a range of people, places and periods; for example, Shakespeare is studied in both year groups as are contemporary pieces composed by Aboriginal Australians.

Assessment

In English, students are informally and formally assessed (with two summative, graded tasks assigned per semester). Each student's understanding is informally assessed on an ongoing basis, through their participation in, and contribution to, class discussions and activities. Students are formally assessed on a variety of written and non-written tasks. Some of these tasks are analytical and others are creative in nature; they usually include essays, short-response analytical papers, investigative reports, creative responses and oral presentations, and they may be conducted in test situations or developed over a period of time.

[Back to Core Subjects](#)

[Back to Table of Contents](#)

The English Faculty is moving towards incorporating some assessment that is more universal in its design (UDL) so as to enable a greater range of students to successfully demonstrate understanding and skill.

Associated Costs

Opportunities will arise for students to attend excursions and performances that complement their English studies. Parents are notified of any cost prior to the event. Students are also expected to participate in the University of NSW English Competition (ICAS), and other competitions or festivals that may arise.

MATHEMATICS

[Back to Core Subjects](#)

[Back to Table of Contents](#)

Rationale

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

Recent analysis by the Department of Employment, Skills, Small and Family Business indicated that STEM jobs (Science, Technology, Engineering and Mathematics) were growing at 1.6 times the rate of non-STEM jobs. Additionally, as of November 2018, 73% of people employed in the 108 jobs in the STEM classification, work in jobs requiring a bachelor's degree or higher.

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

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

www.employment.gov.au/newsroom/stem-jobs-are-growing-faster-other-jobs

Course Structure

The school has two lines of Mathematics, a non-elective line and an elective line called Numbers, Patterns and Problems (look on page 36 for information about this course).

All students in Years 9 and 10 complete the Australian Curriculum (AC) course. In Year 10 we teach the 10A course (*note*: this is called 10 Advanced at Burgmann) and the 10 course (*note*: this is called 10 Core at Burgmann). Placement in these courses will be determined using a range of metrics and information from teachers.

Students in need of additional support in Mathematics are catered for in accordance with the aims of the Australian Curriculum through a range of additional measures. Please talk to the Head of Mathematics or the Director of Enrichment to access this support. This helps to ensure that students are taught at the appropriate depth and breadth to reflect individual experience and ability.

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

[Back to Core Subjects](#)

[Back to Table of Contents](#)

In the Australian Curriculum the Core content is divided into three strands:

- **Number and Algebra:** mental and written computation and numerical reasoning, patterning, generalisation and algebraic reasoning.
- **Measurement and Geometry:** spatial visualisation and geometric reasoning, identifying and quantifying the attributes of shapes and objects and applying measurement strategies.
- **Statistics and Probability:** collecting, representing, analysing and evaluating information and being able to determine and apply probability in real situations.

The extent to which these are explored differs in each grouping to suit students' level of understanding and skill mastery.

Assessment

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

Year 10 Core student reports are based on the Year 10 Achievement Standard and the Year 10 Advanced student reports reflect both the Year 10 and Year 10A achievement standards.

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

SCIENCE

[Back to Core Subjects](#)

[Back to Table of Contents](#)

Rationale

The study of science provides opportunities for students to develop the skills of working scientifically by engaging them in thinking critically and creatively about problem solving processes. As a result, students develop a more scientific understanding of their world and the way that scientists work.

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

Course Structure

The Australian Curriculum in Science is taught which includes three interrelated strands: Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. Students work individually and in teams to plan and conduct investigations. They evaluate issues and problems, identify questions for inquiry and draw evidence-based conclusions from their investigations.

Through this problem-solving process they develop their critical thinking skills and creativity. They are provided with experiences in making informed decisions about the environment, the natural and the technological world and in communicating their understanding and their viewpoints.

Practical experiences which emphasise hands-on activities occupy a substantial amount of course time. All students are required to undertake at least one research assignment and at least one 'hands on' practical investigation project per year.

Assessment

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

Assessment activities include data analysis tests, practical reports, research assignments and examinations.

Associated Costs

Opportunities arise for competitions, excursions or field trips. Parents are notified of any cost prior to the event.

HEALTH AND PHYSICAL EDUCATION

[Back to Core Subjects](#)

[Back to Table of Contents](#)

Rationale

The Years 9 and 10 Course of Health and Physical Education builds on the foundation of learning acquired by students in the previous years of schooling.

The course aims to develop in each individual the knowledge, attitudes and skills needed to value and lead active, healthy and fulfilling lifestyles. In doing so, the course makes a significant contribution to preparing students to take responsible and productive roles in society, and to developing in them a commitment to active and healthy lifestyles.

Course Structure

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

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

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

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

Assessment

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

Associated Costs

In Year 10, there is an additional cost of approximately \$60 for the Royal Life Saving First Aid certificate and materials.

HUMANITIES

[Back to Core Subjects](#)

[Back to Table of Contents](#)

Rationale

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

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

Course Structure

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

Assessment

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

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

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

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

Students can expect up to 5 formative tasks for which they will receive verbal or written feedback, and between 2 and 3 summative assessment tasks per semester, for which they receive a scored result.

Associated Costs

Excursions are organised to enhance the curriculum and to embed new skills. Excursions are dependent upon the public health situation and government guidelines and health advice.

Excursions for Year 9 are limited to single day experiences, sometimes involving out of normal school hours timing, and every attempt is made to keep excursion costs to a minimum.

Year 10 will attend a combined History and Geography excursion towards the end of Semester 1 or early in Semester 2. This will entail an overnight expedition to Sydney. The cost will vary upon numbers and programmes delivered, but is estimated at \$180.

[Back to Core Subjects](#)

[Back to Table of Contents](#)

Excursions

Year 9 History

Students can expect to participate in an excursion to the Australian War Memorial and the National Museum of Australia, as well as any other relevant local sites to enhance their understanding of Australian History.

Year 9 Geography

A field study excursion to Mt Keira Escarpment near Wollongong will be undertaken during the Geography semester.

Year 10 History and Geography

Students will attend a combined History and Geography excursion towards the end of Semester 1 or early in Semester 2. This will entail an overnight expedition to Sydney.

Students typically visit the Sydney Jewish Museum and also participate in an environmental study; this might be Changing Urban Environments along the shores of Sydney Harbour or of coastal management at Cronulla Beach.

At the Museum students enrich their study of World War II with a full day engagement in a Holocaust studies programme.

During the Geography Field Trip students use geographical skills to understand past, present and future management of at-risk or changing environments.

CHRISTIAN LIVING

[Back to Core Subjects](#)

[Back to Table of Contents](#)

Rationale

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

Course Structure

The course has two units in Year 9: The Biblical Story 1 (Unit 1) and The Biblical Story 2 (Unit 2). In the first unit, students are introduced to overarching narrative of the Bible, from Old Testament to the life and teachings of Jesus according to the Gospels. In the second unit, students look at the teachings of the later New Testament.

In Year 10, there are also two semester-long units: Who Am I? (Unit 1) and Investigating World Religions (Unit 2). In the first unit, students explore what it means to be a human being from a Christian perspective, and in the second, they are introduced to the teachings and practices of Hinduism, Buddhism, Islam and Christianity. This unit is designed to introduce concepts that will be covered in Year 11 Religious Studies.

All Year 10 students are required to attend Imago Dei.

Assessment

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

Associated Costs

There is a small cost for the Imago Dei in Term 3.

Outline of Courses

[Back to Table of Contents](#)

ELECTIVE SUBJECTS

[Commerce](#)

[Design and Technologies](#)

[Digital Technologies](#)

[Drama](#)

[French](#)

[Indonesian](#)

[Chinese \(Off-line\)](#)

[Other External Language](#)

[International Relations](#)

[Music](#)

[Numbers, Patterns and Problems](#)

[On Task! - Enrichment Elective](#)

[Sports Science](#)

[Visual and Digital Art \(Yr 9\), Media Arts or Visual Arts \(Yr 10\)](#)

[Work Studies](#)

COMMERCE

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Rationale

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

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

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

The Year 9 Commerce course incorporates the Australian Curriculum: Business and Economics modules.

The Year 10 Commerce course incorporates the Australian Curriculum: Civics and Citizenship modules.

Course Structure

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

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

Further to this, students also look at the global economy, Transnational organisations, entrepreneurial ability and how to manage money after leaving home. This unit considers the important elements of independence such as arranging a lease, insurance, major purchases (e.g. a car) and managing household finances.

Assessment

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

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

Associated Costs

It is not anticipated that there will be extensive costs associated with this unit. Whenever possible, excursions are local to keep costs to a minimum. In the case of a significant cost, parents will be given at least one term's notice. Excursions are dependent upon the public health situation and government health advice.

DESIGN AND TECHNOLOGIES

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Rationale

This course integrates design theory with practical workshop-based projects to give students an opportunity to design, prototype, manufacture and evaluate creative solutions to everyday problems. Using a design process as the central framework, students are encouraged to create innovative design solutions in focus areas of study. For Years 9 and 10 the focus areas may include: product design, architectural design, environmental design and systems design.

Course Structure

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

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

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

Assessment

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

Associated Costs

Students undertaking this subject incur a levy towards the cost of project resources and consumable materials.

DIGITAL TECHNOLOGIES

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Rationale

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

The Digital Technologies course for Years 9 and 10 offers students the opportunity to further develop many of the digital technology skills they learned from school or through practise. They develop knowledge and experiences in the ways that computer technology contributes to the continued development of human society and man-made environments.

Students do not need to have studied Digital Technologies before in order to choose this as an elective.

Course Structure

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

- roles and responsibilities of people in digital technology
- computer systems; e.g. hardware, software, networks
- programming and robotics
- the project development lifecycle
- web development, the internet and multimedia
- databases
- game development
- impact and social consequences of computer technology.

Assessment

Assessment includes a variety of individual and group assignments, as well as practical skill tests.

Associated Costs

It is not anticipated that there will be additional costs in this elective.

Technical requirements

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

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

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

DRAMA

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Rationale

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

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

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

Course Structure

Drama can be studied for one or two years at the Year 9 and 10 levels, which prepares students for further study in Drama-related subjects on offer in Years 11 and 12. The Drama Course is divided into three core components:

- Creating
- Performing
- Evaluating.

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

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

Units studied may include:

- Improvisation and Playbuilding
- Greek Theatre and Melodrama
- Introduction to Production
- Movement through Mask.

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

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

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

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

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

Assessment

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

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

Associated Costs

It is expected that students attend a variety of excursions, performances, and workshops. Students cover the costs of these events. Students must also provide their own performance blacks – which consists of a plain black fitted top and pants/leggings.

FRENCH

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Rationale

Learning another language fosters students' ability to think and reflect about the workings of language, and to develop mental flexibility and problem-solving strategies. It also increases opportunities and abilities to develop interpersonal skills and cultural awareness.

French is a major world language, spoken as the first language in more than two dozen countries on five continents and as an official language in over 30 countries. First language speakers include the 65 million inhabitants of mainland France; world-wide territorial communities including nearby New Caledonia, French Polynesia and Réunion, among others. Likewise, it is the official language of several African and European countries and Canada.

French is a language of diplomacy and is the dominant working language at the European Court of Justice. French culture is also associated with the arts, cinema, philosophy and cultural theory, as well as fashion, design and hospitality.

There are many similarities between the English and French grammatical systems and vocabulary. Students learning French therefore have the opportunity to improve their own English literacy. Learning French enables students to engage with the linguistic and cultural diversity of the world and its people, as well as opening up employment opportunities in the fields of government, diplomacy, international relations, law, health, education, trade, tourism and communications.

Australia and the French-speaking world have significant shared history and strong contemporary connections. Current links between Australia and the French-speaking world include trade, investment, education, science and technology, communications and defence priorities.

The Pacific region is a particularly important focus of bilateral engagement. France is a leading destination for Australian travellers, and a partner in work-exchange opportunities in hospitality and international relations. Large numbers of young Australians visit France and other French-speaking countries each year on student or working visas.

Course Structure

Note: Previous study of French is helpful, but not compulsory.

French in Years 9 and 10 develops students' use of oral and written language, with a focus on communicating and intercultural understanding, to enable students to participate meaningfully in intercultural experiences and to understand more about themselves in the process.

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Assessment

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

- Communicating (role plays, speeches, interviews, letters, emails, blogs, daily conversation)
- Understanding (listening and/or reading comprehensions with questions and answers in English or French).

Associated Costs

There may be occasional local excursions to the Alliance Française, Embassies, cinemas or exhibitions. There may also be small costs for French restaurant visits or cooking activities.

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

INDONESIAN

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Rationale

Learning another language fosters students' ability to think and reflect about the workings of language, and to develop mental flexibility and problem-solving strategies. It also increases opportunities and abilities to develop interpersonal skills and cultural awareness.

Indonesian is the national language of the Republic of Indonesia and spoken by more than 185 million people. Indonesian language skills can open doors to a wide range of employment opportunities in areas of government, education, business, agriculture, travel, translating and interpreting, the military, defence, medicine, law, engineering and journalism. South-east Asia has undergone enormous change over the past 30 years, and as Australia's nearest Asian neighbour, Indonesia is a fascinating and affordable country in which to travel, study or work.

Australia and Indonesia have worked together in the past, and the two countries maintain a good working relationship. The close proximity between Australia and Indonesia enables the countries to enjoy meaningful political, commercial, cultural and personal connections. In fact, recently, agreements on agriculture, education, maritime, defence, and economic cooperation have been signed.

There are more than 400 Australian companies operating in Indonesia and Australia that cater to the Indonesian market, including BHP Billiton, Telstra and Transfield. Australian education institutions, including leading universities, are also involved in many projects in Indonesia and have accredited courses delivered there. The Australian government promotes greater understanding between the two countries by supporting the Australian-Indonesia Institute.

Course Structure

Note: Previous study of Indonesian is helpful, but not compulsory.

Bahasa Indonesia is written in Roman script and pronunciation is easily acquired because of the consistency of the sound patterns, enabling learners to achieve rapid progress in all four macro skills of reading, writing, speaking and listening.

The theme for the Year 9 course is "Travelling in Indonesia". It encourages students to explore and engage in the Indonesian language in a variety of tourist situations. Students learn to interact with Indonesians in both formal and informal contexts, such as booking into a hotel, asking for directions, making social arrangements and dealing with people in authority. They learn about Indonesia's diversity, tourist attractions and places of historic and cultural interest. Students also study issues associated with tourism and development.

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Assessment

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

Associated Costs

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

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

CHINESE (OFF-LINE)

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Chinese language courses are offered externally to the school by the Australian School of Contemporary Chinese (ASCC).

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

Additional course fees apply and are payable to the ASCC.

Language classes are held on weekends at various locations around the city (including Lake Ginninderra College and Burgmann).

For more information, go to

<http://www.standardchineseschool.act.edu.au/content/for-schoolers/>

OTHER EXTERNAL LANGUAGE COURSES

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

A variety of community providers, and language schools, offer community languages that Burgmann students may be eligible to study. If students wish to learn a language external to the School, this incurs a cost payable to the external provider.

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

Further information can be obtained from the NSW School of Languages, the Canberra Academy of Languages and other providers.

INTERNATIONAL RELATIONS

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Rationale

This two-year elective is designed to broaden a student's outlook and understanding of the world.

Year 9

Of particular focus in Year 9 are cultural and global concerns impacting on world peace, humanity, economy and power. Students also study international non-government organisations with a service focus.

Using topical case studies, problem-solving and inquiry-based learning approaches, the subject covers skills and knowledge, and generates debate and deep thinking in areas which overlap with other disciplines such as psychology, history, geography, sociology, politics, language and religion. The notion of World Citizenship is also explored.

Classroom learning during Year 9 is designed to help students comprehend different cultures and points of view, in preparation for a potential International program. This is dependent upon public health concerns and relevant Government travel advice and warnings.

Year 10

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

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

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

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

Course Structure

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

Students become active, independent and co-operative learners, gaining new understanding through in-depth case studies, presentations and the preparation and implementation of a potential international excursion.

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

[Back to Core Subjects](#)

[Back to Table of Contents](#)

Assessment

Year 9

Assessment is adapted to suit the needs of the class. The classroom teacher draws from a range of assessment items, and students can expect at least one oral presentation/seminar as part of this course. Other assessment includes essays, tests, research assignments, primary research assignments, debate and participation in classroom activities.

Year 10

The assessment tasks are closely related to the case study, international media-watch and service element of this course. Approximately 50% of the final mark could be drawn from demonstrated learning, preparation and participation of a potential International Cultural Immersion Excursion. This is dependent upon the public health situation and relevant government travel warnings and advice.

Associated Costs

Year 9

In Year 9 there are no major costs associated with the study of this elective. Where possible the class travels locally to participate in relevant and engaging learning opportunities. All costs are kept to the minimum possible.

Year 10

In Year 10 the subject may incorporate a cultural immersion and case-study component in the Asia-Pacific region. **It is expected that if this excursion is run, all students studying this elective participate in this trip.** From this experience students gain a deeper understanding of another culture.

This international excursion is organised in consultation with an experienced global service education provider, such as Travelbound. The excursion will typically take place over 10-12 days starting in the last days of a Term 1 and continuing into the first week of the holidays.

An anticipated cost of approximately \$3900 all-inclusive, depending on region and numbers, is expected for the trip. Please note that this trip is dependent on sufficient numbers of students enrolling in International Relations.

Unexpected extenuating circumstances leading to non-participation in the international service excursion are considered by the Head of Faculty, and an alternative assessment, if deemed appropriate by the School, is determined on a case by case basis.

If a student is interested in studying this subject but is aware of extenuating factors which would preclude them from participation in the international trip, it is suggested that parents contact the Head of Faculty **before students commence the course** to discuss an alternative program.

We strongly encourage any student interested in studying International Relations to participate in the course.

MUSIC

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Rationale

Music is uniquely an aural art form. It exists in every culture and is a basic expression of human experience. It reflects the works of composers, performers and listeners from a variety of social and cultural contexts. Music has the capacity to engage and inspire creativity. Through actively participating in the music-making process, students are able to foster their imagination and understanding of time, place, culture and context.

Music at Burgmann reflects the ways that music is used in society. Our music program aims to capture the interest of all students, providing them with enjoyment and a sense of achievement; to cater for different rates and styles of learning; and to satisfy and extend students with more developed musical knowledge and skills. We realise that music is emotionally and intellectually engaging, and strive to develop each individual's musical potential and appreciation.

Through making music, students have the opportunity to learn about composing, arranging, improvising, music technology, and developing technical and performance skills to engage an audience. Students are also provided with the opportunity to respond to musical works. Through this, they have the opportunity to learn about theory, elements of music, origins and influences of music, performance styles, and being an audience member. Students are able to develop an informed critical appreciation of music, consider music practices, techniques and conventions.

Course structure

Music can be studied for one or two years at the Year 9 and 10 levels and may be used as a pre-requisite for the Year 11 and 12 Courses. The Music Course is comprised of four main components which are addressed each semester through the units of work:

- Performance
- Composition
- Theory & Aural
- Musicology.

Units studied may include:

- Australian Music
- World Music
- Music for the Theatre
- Art Music of the 20th and 21st centuries
- Music and Media.

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Assessment

Students are assessed on a variety of practical and written tasks within each component area and may include:

- In class performances (solo and ensemble)
- Composition Folio
- Research assignments
- Musicianship and Aural Tests.

Associated Costs

Students undertaking this subject incur a levy towards the cost of consumable materials. It is expected that students will be given the opportunity to attend a variety of musical performances. Students cover the costs of these events in addition to the levy.

AMEB Musicianship Exam fees depending upon level achieved (approx. \$90). Information regarding this will be provided by letter.

All Music students are required to undertake online Work Health and Safety training for safety in Performing Arts.

NUMBERS, PATTERNS AND PROBLEMS

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Rationale

The study of Mathematics encompasses two branches of Mathematics; pure and applied. The Years 9 and 10 non-elective subject of Mathematics concentrates mostly on the pure branch.

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

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

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

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

Course Structure

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

- **Semester 1:** Number Theory, Geometry Investigations and Logic
- **Semester 2:** Topology - Networks, Set Theory and Polyhedra
- **Semester 3:** Combinatorics, more advanced use of Excel and Circle Geometry
- **Semester 4:** Continuing Fractions, Logarithms and Matrices using graphical calculators.

This course is not sequential. Students who do not study Numbers, Patterns and Problems in Semester 1 Year 9 may join the course in any subsequent semester.

The course is designed to complement the non-elective Years 9 and 10 subject of Mathematics where any required concepts are taught. No concepts from previous Numbers, Patterns and Problems semesters are required in subsequent semesters.

Assessment

Typically, the core Years 9 and 10 subject of Mathematics has a test-based assessment structure. As the course of Numbers, Patterns and Problems is more applied in nature the assessment is designed to reflect this; with a greater focus on Assignment tasks.

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Assignment-type tasks include:

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

Test-type tasks include:

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

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

Associated Costs

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

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

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

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

ON TASK! - ENRICHMENT ELECTIVE

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Rationale

Knowing how to learn is half the battle to learning success. This course provides opportunities to develop metacognitive skills – learning how to learn! Students will develop skills to aid their academic progress and be provided with support in literacy and numeracy while learning how to approach and complete a range of tasks.

Course Structure

Topics covered will include SMART goal setting, study strategies, organisation, time management and self-evaluation, as well as practising and developing strategies to confidently complete a range of tasks that will be encountered in the Senior School setting. There will also be opportunity for development of specific literacy and numeracy skills that may be in need of reinforcement.

On Task! will be available each semester. Students may apply to be part of this elective class for one or more semesters throughout Years 9 & 10.

Students wishing to choose this elective are encouraged to discuss their choice with the Middle School Enrichment Team.

Parents are invited to contact the Senior School Enrichment Team with any questions concerning the course.

Admission to OnTask! is subject to the approval of the Director of Enrichment.

Assessment

There will be a range of in-class activities throughout the semester assessing students' understanding and application of skills covered.

Associated Costs

It is not anticipated that there will be extensive costs associated with this unit. Whenever possible, excursions will be local to keep costs to a minimum. In the case of a significant cost parents will be given a least one term's notice.

SPORTS SCIENCE

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Rationale

The study of Sports Science is to investigate the theoretical applications of science as they apply to movement and sport.

This subject suits students who are interested in studying Exercise Science, Sports Development, Health and/or Outdoor Education courses in Years 11 and 12 and it is a good introduction to the sports and recreation industry. The sports and recreation industry include professions such as physical education teaching, physiotherapy, sports coaching, sports administration, sports management and sports journalism.

This course is linked with Physical Education, however, understanding of sport is not just learning through participation, rather exploration of the other facets that sport knowledge encompasses. Learning about the relevant theoretical concepts linked to physical activity provides opportunities for students to critically examine the nature of sport as a science.

Course Structure

The course is theoretical in nature, however, may include practical elements where appropriate. It is run over four semesters covering topics such as:

- Fitness and Sports nutrition
- Anatomy and physiology
- Skill acquisition
- Sports coaching
- Participating with safety
- Technology use in physical activity and sport
- Ethical issues in sport and physical activity
- Introduction to exercise science.

Assessment

Typically, each unit comprises assessment tasks that are based on the application of the theoretical concepts taught. Students need to maintain a workbook and complete assessment tasks including examinations, oral presentations, laboratory reports and practical tasks as well as undertake independent research assignments.

Associated Costs

It is not anticipated that there will be extensive costs associated with this subject. Whenever possible, excursions are local to keep costs to a minimum. There is an additional cost of approximately \$40 for the course workbook.

VISUAL AND DIGITAL ART (YR 9), MEDIA ARTS OR VISUAL ARTS (YR 10)

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Rationale

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

Students who undertake courses in Visual Arts or Media Art throughout Years 9 and 10 develop their awareness of the importance of Visual Literacy. They increase their ability to discern meaning from, and skill in, creating meaning with visual stimuli. Students are able to utilise their imaginative and creative talents as they learn new techniques to help express their ideas in meaningful ways in both digital and traditional media. Students also develop an understanding of the language and conventions of art & design, and the place of art & design in historic and contemporary society.

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

Course Structure

Throughout the Year 9 component of this course, students are exposed to the concepts covered in graphic design, photography and visual art. Towards the end of Year 9, students focus their area of study for Year 10 into either a Media Arts or Visual Arts, allowing them to refine their skills and develop a strong grasp of concepts that may assist them with further study in their chosen area in Years 11 and 12.

Year 9 - Visual and Digital Art provides students with the opportunity to increase their capacity to express ideas, emotions and values in a visual format. The course encourages students to think critically and use their imagination to create and interpret art works that challenge the viewer to think differently, see something differently and/or to be involved in an emotional experience. The course offers creative experiences in painting, ceramics, sculpture, drawing, print-making, photography and digital programs (such as Adobe Photoshop and Illustrator).

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

Year 10 - Visual Arts offers opportunities to further develop the skills acquired in Year 9. Students create, analyse and justify visual images at a deeper level. Visual Arts in Year 10 uses the platform of traditional media (drawing, painting, ceramics, printmaking and sculpture) as a vehicle to explore both historical and contemporary expression. Key areas of exploration include 3D forms using ceramics, and portraiture with traditional materials.

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Assessment

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

Associated Costs

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

- Year 9 \$50
- Year 10 Media Arts \$20
- Year 10 Visual Arts \$50

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

HIGH PERFORMANCE PROGRAM

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

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

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

Acceptance into this program may permit students to study **ONE** elective only or have an adjusted pattern of study for an agreed period of time. This is at the discretion of the school and decided upon with parents.

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

For more information, email Mrs Natalie Gartner at

Natalie.Gartner@burgmann.act.edu.au

WORK STUDIES

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Rationale

Burgmann is offering this course for the first time to Year 9 in 2021 as a signal of our commitment to assist our students to actively and productively participate in the local economy, gain meaningful employment and build a successful career.

The Work Studies course has been written in response to key work-related issues facing young people today and into the future. This is future-oriented curriculum, equal in quality, value and rigour to more traditional academic programs.

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

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

This, in turn, contributes to an unpredictable work future for young people, where routine job opportunities are limited, and outsourcing, contract work and flexible work arrangements are the norm. School leavers can no longer anticipate a single job or single-track career for a lifetime and will be encountering jobs which currently do not exist.

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

In an increasingly globalised world, the nature of work is changing and the knowledge, skills and attributes needed to engage with the emerging challenges and opportunities differ from those of the past. This course concentrates on the capacities individuals need for full and effective participation in life, learning and work.

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

[Back to Elective Subjects](#)

[Back to Table of Contents](#)

Course Structure

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

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

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

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

Assessment

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

Associated Costs

There are no predicted costs for participation in this course, although excursions and off campus learning may occur from time to time with minimal cost to parents.

BURGMANN
ANGLICAN SCHOOL



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