Burgmann Anglican School

ACADEMIC PATHWAYS 2020

YEARS 11 AND 12

BURGMANN
ANGLICAN SCHOOL

GRACE COMMITMENT WISDOM

Years 11 and 12 Academic Pathways 2020

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.

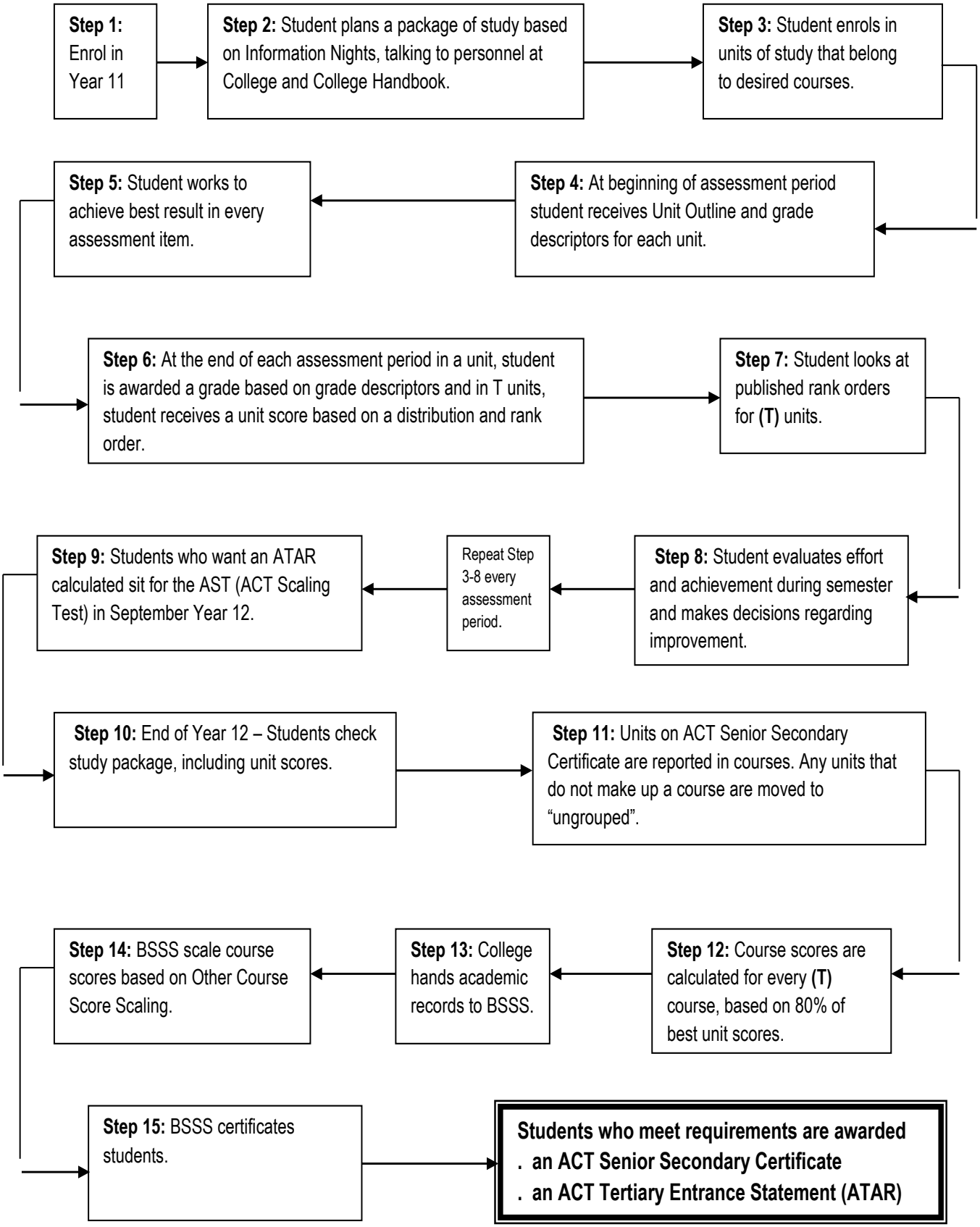
Contents

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 being 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 Australian National University (ANU). 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 the ANU.
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 school Principal.
Unit Length **Course Length**	A unit is one semester of study (or 55 hours). 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 20-21.
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 and 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 his/her 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;

- 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/universtiy 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

On choosing your subjects, 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.

Subjects are arranged on lines and are taken for seven periods per fortnight. At Burgmann Anglican School, in Year 11 all students take English, Mathematics and Religious Studies (2 periods per week). Students may then choose three other subjects to study.

A typical package would be:

1. English
2. Mathematics
3. Religious Studies
4. Subject 1
5. Subject 2
6. Subject 3

When subject 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:-

1. 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 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.

2. Carefully check through the course descriptions in this book.

3. Seek advice and answers to questions from teachers, Heads of Faculty, the Director of Studies, the Head of Senior School, the Careers Advisor and parents.

Courses Studied Outside the School

Where a student intends studying 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 as soon as possible in first term.

Any changes for all students must be made within the first two weeks of each semester. Any proposed changes must be discussed with the Director of Studies and/or the Head of Senior School before they occur.

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 & 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	Religious Studies (T) (compulsory in Year 11 at Burgmann)

Three other courses from this list:

Biology
Business
Chemistry
Data Science
Design & Graphics
Design Technologies
Digital Technologies
Drama
Double English (Literature)
Economics
Exercise Science
French
Further Mathematics (completing a Double-major)
Geography
Global Studies
Health and Wellbeing
History
History (Double)
Human Biology
Indigenous Language and Culture
Indonesian
Interdisciplinary Science
Interdisciplinary Inquiry Project
Legal Studies
Music
Outdoor and Environmental Education
Photography
Philosophy
Physics
Psychology
Religious Studies (completing a Major)
Robotics & Mechatronics
Sociology
Specialist Mathematics (completing a Double-major)
Visual Arts

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

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

This is a TERTIARY PACKAGE with:

English/Literature (T) Major-minor
Religious Studies (T) Minor
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 study 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 Religious Studies (A) (compulsory in Year 11 at Burgmann)
Three other courses from this list:

Business
Data Science
Design Technologies
Design & Graphics
Digital Technologies
Drama
Exercise Science
Geography
Global Studies
Health and Wellbeing
History
History (Double)
Human Biology
Indigenous Language and Culture
Interdisciplinary Science
Legal Studies
Music
Outdoor and Environmental Education
Photography
Psychology
Religious Studies (completing a Major)

Robotics & Mechatronics
Sociology
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	Religious Studies (A)	Visual Art (A)
Subject 4	Visual Art (A)	Sociology (T)
Subject 5	Sociology (T)	Business (A)
Subject 6	Outdoor Environmental Education (A)	

This is an **A** PACKAGE with:

Essential English (A) Major
Sociology (T) Major
Essential Mathematics (A) Major
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	Religious Studies (A)	Religious Studies (A)
Subject 4		
Subject 5		
Subject 6		

NOTES

1. It may not be possible to offer all 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. In 2020 at Burgmann, Double-majors or Major-minors are available in (subject to timetabling constraints) Behavioural Science, Biology, Chemistry, Commerce, Design Technologies, English/Literature, History, Indonesian*, Mathematics, Music, Physics

   Major-minor is possible only if the Burgmann course is combined with an external **(H)** course undertaken at an outside provider (see Other Available Courses page 95 for details).
3. **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 week 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 Head of Faculty, Director of Studies or Head of Senior School.

For cases of illness where a test is missed or an assessment task is due, it is the parents' responsibility to phone the Senior School office on the day to explain. It is then the responsibility of the student to discuss options with the teacher on the first day of return to school. A medical certificate must be obtained to cover such an absence, and this certificate should state the functional disadvantage suffered by the student in relation to his/her school work. This certificate is to be given to the Head of Faculty and then an alternative time will be organised for your assessment or an extension may be granted for written work.

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, s/he 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. The BSSS does not permit submission of assessment on weekends or holidays. When a due date, but not time, is specified, work submitted after 3.30pm on the due date is considered late, and late penalties will apply.

If assessment tasks/work requirements are not submitted by the due date, a letter will be emailed to the parents/guardian from the Director of Studies office on the same day and the late submission penalty of 5% per day late will be applied. This letter outlines late penalties and advises that if the item is not submitted their son/daughter will receive notional zero for the task and accordingly, his/her final unit score and grade will be affected. 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 his/her 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 may explain absences by first contacting the school. Upon the student's return to school a note explaining the absence must be provided to the Senior School office. According to the BSSS explained is defined as illness or misadventure. Family reasons or family holiday are regarded as **unexplained**. The student has **two weeks** from their return to school to provide this note. After this time the absence will be regarded as **unexplained**. The accumulation of more than five (5) unexplained absences will result in the student voiding the unit. After five absences in a semester have been explained by a parent, any further absences may need to be supported by medical or other acceptable documentation.

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 he/she 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 in writing to the Head of Senior School and a *Leave* form must be completed and submitted prior to the leave being taken. Any student who is granted leave during term time must consult with the Head of Faculty and his/her teachers before taking this leave in order to ascertain the work that will be missed during his/her absence. Responsibility lies entirely with the student concerned. Assessment dates may not be able to be changed, and assessment items must be completed and submitted by the due date.

Students seeking special consideration due to illness or misadventure must apply using a *Special Consideration* form. Documentation in such circumstances will be required. A panel will then meet to determine 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 backscaled 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 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 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.

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 on the basis of the student's achievements in his/her 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 and Ancient History and Modern History can be combined to form a Minor, Major, Major-minor, or Double-major course in History (Integrated).
- Units from Psychology and Sociology can be combined to form a Minor, Major, Major-minor, or Double-major course in Behavioural Science.
- 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 & Emerging Technologies and Design & Graphics can be combined to form a Minor, Major, Major-minor, or Double-major course in Design Technologies.
- Units from Literature and English can be combined to form a Minor, Major, Major-minor, or Double-major course in English.
- 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 Data Science, Digital Technologies and Robotics & Mechatronics can be combined to form a Minor or Major in Information Technologies.

Summary of Courses

These courses* will be offered to students for study at Burgmann Anglican School in 2020.

Faculty	Tertiary (T) Courses	Faculty	Accredited (A) Courses
English	Literature	**English**	Essential English
	English	**Mathematics**	Essential Mathematics
	English/Literature	**Science**	Human Biology
	French		Interdisciplinary Science
	Indonesian		Psychology
	Philosophy		Sociology
Mathematics	Specialist Methods	**Humanities**	Business
	Mathematical Methods		Geography
	Mathematical Applications		Global Studies
	Specialist Mathematics		History
	Further Mathematics		Indigenous Language and Culture
Science	Biology		Legal Studies
	Chemistry	**Religious Studies**	Religious Studies
	Human Biology	**Arts & Design**	Data Science
	Interdisciplinary Science		Design Technologies
	Physics		Design & Graphics
	Psychology		Digital Technologies
	Sociology		Drama
	Behavioural Science		Robotics & Mechatronics
Humanities	Business		Photography
	Geography		Visual Arts
	Global Studies	**Music**	Music
	History	**Physical Education**	Exercise Science
	Indigenous Language and Culture		Health and Wellbeing
	Legal Studies		Outdoor Education
	Economics		Design Technologies
	Commerce		
Religious Studies	Religious Studies		
Arts & Design	Data Science		
	Design Technologies		
	Design & Graphics		
	Digital Technologies		
	Drama		
	Photography		
	Robotics & Mechatronics		
	Visual Arts		
Music	Music		
Physical Education	Exercise Science		
	Health and Wellbeing		
	Outdoor Education		
Other Courses	Interdisciplinary Inquiry Project		
	Open High School Language		
	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, Philosophy and Languages

Courses offered
- Literature (T)
- English (T)
- English/Literature (T)
- Essential English (A)
- French (T)
- Indonesian (T)
- Philosophy (T)

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 each English course places a different emphasis on the three strands, each is expected to develop skills and foster knowledge.

In 2020, 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 a 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 concentrates on the study of literary texts, intertextuality, and exploring different critical theories or perspectives.

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
It is recommended that units 1-4 are studied sequentially. However, this is not always possible, particularly when Year 11 and 12 students share a composite class.

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 and their relationships with audiences. 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.

Back to Faculty
Back to Table of Contents

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

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.

Back to Faculty
Back to Table of Contents

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.

Back to Faculty
Back to Table of Contents

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

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

Back to Faculty
Back to Table of Contents

Philosophy (T)

A new Tertiary course, Philosophy, was recently written by the BSSS in concert with a select group of expert teachers in the ACT Secondary School system. Two of these teachers are in our very own English Faculty, and it is hoped that we will be able to offer this exciting, new course to interested Tertiary students in 2020.

In a world of information and disparate bodies of knowledge, Philosophy provides a conceptual scaffold for students to integrate their learning. Students are introduced to the big questions of philosophy in a way that is continuous with their own lives and with questions, which arise from local and world events.

Organisation of content:

Unit 1: Ethics. In this unit, students will study the nature of ethics. They will explore ethical questions and reflect on what constitutes a just society and "the good life". Students will develop a framework for understanding ethical positions.

Unit 2: Epistemology. In this unit, students will study the nature of knowledge and the basis of knowledge claims. They will explore how we can know and the justification of knowledge. Students will develop skills to evaluate knowledge claims.

Unit 3: **Metaphysics.** In this unit, students will study the nature of existence and notions of reality. They will explore the relationship between being and meaning. Students will develop insight into what may constitute truth.

Unit 4: **Philosophy of Language.** In this unit, students will study the nature of language and meaning. They will explore how meaning is constructed and investigate the relationship between language, thought, and meaning. Students will develop understanding of how language works in the construction of reality.

Unit 5: **Negotiated Study.** In this unit, students will study an area of special interest 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.

Back to Faculty
Back to Table of Contents

Languages

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 2020.

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 his or her placement, he or she 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 take into account the many variables in the student's background. These eligibility forms must be kept at the college 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.

PATHWAY	CRITERIA FOR PERMISSION TO ENROL IN A BSSS LANGUAGE COURSE		
	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

French (T)

This course allows students to develop competence in writing, reading, listening and speaking in French as well as extending their knowledge and understanding of French-speaking culture.

New language structures and vocabulary are taught according to the demands of the units that allow students to communicate in French, discuss ideas and express themselves clearly. Students develop their skills and knowledge in order to understand and respond to oral and written texts on the suggested topics.

Pre-requisites: None

Units for study may include:

1. The Individual's Experience

Students demonstrate the ability to talk about family, friends, home life and physical surroundings. They write about experiences of personal contacts, daily routine and leisure activities and demonstrate an understanding and awareness of a variety of issues affecting young people. The students participate in discussions about schooling, future hopes, aspirations and plans and demonstrate a knowledge of French education and schooling.

2. Society and the Community

The students learn how to obtain goods and services whilst travelling in a French-speaking country. They write about lifestyles in a French-speaking country and research and plan travel in a French-speaking country. All aspects of the culture of French-speaking countries relating to cooking, fashion, history etc. are explored.

3. The World Around Us

In this unit the students discuss social issues in French-speaking countries and respond to a variety of text types, giving information and/or opinions relating to a variety of social issues. They study argumentative/persuasive language and aspects of the world of work and technology developing an appreciation of content and register.

4. Lifestyle and Traditions

In the final unit students discuss and give a personal response to some aspects of the popular culture of French-speaking countries. Text types relating to the popular culture of French-speaking countries are examined. Students explore the likes and dislikes and compare reactions in response to works of visual arts/literature in French-speaking countries.

Back to Faculty
Back to Table of Contents

Indonesian (T)

This course allows students to develop competence in writing, reading, listening and speaking in Indonesian as well as extending their knowledge and understanding of Indonesian-speaking culture.

New language structures and vocabulary are taught according to the demands of the units that allow students to communicate in Indonesian, discuss ideas and express themselves clearly. Students develop their skills and knowledge in order to understand and respond to oral and written texts on the suggested topics.

Pre-requisites: None

Units for study may include:

1. The Individual's Experience

In the first part of the unit students communicate in a range of situations with their peers. Students express ideas connected with adolescent and school life. The relevance of Islam and other religions are incorporated in most of these topics. In the second part of the unit students explore the role of youth in Indonesian society and history. Students respond to a range of stimulus material relating to entertainment and leisure.

2. Society and Community

In the first part of the unit students develop skills to navigate around Indonesia. Students interpret texts, enabling them to organise travel within Indonesia. The relevance of Islam and other religions are incorporated in most of these topics. In the second part of the unit students reflect on and discuss health issues in Indonesia and Australia.

3. The World Around Us

In the first part of the unit students interact with others in formal contexts. Students develop vocabulary and language structures appropriate to workplace situations and career aspirations. The relevance of Islam and other religions are incorporated in most of these topics. In the second part of the unit students demonstrate a strong awareness of environmental and current issues that affect Indonesia and Australia.

4. Lifestyle and Traditions

In the first part of the unit students demonstrate knowledge of Indonesian cultural traditions and way of life. The relevance of Islam and other religions are incorporated in most of these topics. In the second part of the unit students explore relations within the Indonesian context. Students become familiar with traditional art forms and respond to aspects of Indonesian popular culture.

Back to Faculty
Back to Table of Contents

Mathematics

Tertiary Courses offered:	Specialist Methods (T) Mathematical Methods (T) Mathematical Applications (T)
Accredited Courses offered:	Essential Mathematics (A)
Elective Mathematics – Tertiary:	Specialist Mathematics (T) Further Mathematics (T)

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 Advanced Mathematics course and achieving at an A or B level in the 10 Advanced Mathematics Course (or possibly at an A level in the 10 Core Program in consultation with the Head of Faculty). This course covers the content of the Mathematical Methods Course, but at a Specialist level.

Mathematical Methods is designed to meet the needs of the Year 10 students currently studying the Advanced Mathematics course and the Core students achieving at an A level.

Mathematical Applications is designed to meet the needs of the Year 10 students currently studying the Core Mathematics course and achieving at a B or C level.

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

Further Mathematics is an elective which is designed for students with a particular interest in mathematics but do not wish to study mathematics at the Specialist level. Like the students studying Mathematical Methods, it is also designed for students currently studying the Advanced Mathematics course and the Core students achieving at an A level.

Detailed information on Tertiary course content can be obtained from the BSSS website at:

http://www.bsss.act.edu.au/curriculum/courses?Select_Subject=314222&page_asset_listing_314486_submit_button=Submit

Specialist Methods (T)

This course covers the same content as Mathematical Methods (T), but at the higher or Specialist level. Consequently, it requires learning additional work as well as covering the material 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 take into account the level of Year 10 Mathematics attempted and their results when considering which Mathematics course to take in Year 11. A student needs to attain A or B results in Year 10 Advanced 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, timetables and basic number patterns 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.

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.

Back to Faculty
Back to Table of Contents

Mathematical Methods (T)

This course is designed to prepare students wishing 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 take into account the level of Year 10 Mathematics attempted and their Year 10 results when considering which Mathematics course to take in Year 11. A student needs to attain A, B or C results in Year 10 Advanced Mathematics or a minimum of an A grade in Year 10 Core Mathematics to consider attempting Mathematical Methods. If in doubt consult with 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.

Course Composition and Content

Year 11	Unit	Topics
Semester 1 Unit	MM 1	Functions and Graphs
		Trigonometric Functions
		Counting and Probability
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 also a number of possible course configurations that will 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 the Head of Faculty or the Director of Studies.

Major or a Minor in Further Mathematics. If a student wishes to pursue any of these options, they need to consult the Head of Faculty or the Director of Studies.

Back to Faculty
Back to Table of Contents

Mathematical Applications (T)

This course is designed to provide background mathematics 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 take into account the level of Year 10 Mathematics attempted and results when considering which Mathematics course to take in Year 11. A student needs to attain consistently sound results in Year 10 Core Mathematics (C or above) to consider attempting Mathematical Applications. If in doubt consult your Mathematics teacher or the Head of Faculty.

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.

Back to Faculty
Back to Table of Contents

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 additional 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), 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 take into account 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 Advanced Mathematics to consider attempting Specialist Mathematics, usually consistent A or B grades. If you are unsure about attempting the course, consult your Mathematics teacher or the Head of Faculty.

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 expected 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	

Back to Faculty
Back to Table of Contents

Further Mathematics (T)

In addition to a Double-Major mathematics course in Specialist Mathematics, it is also possible to complete a Double-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.

Back to Faculty
Back to Table of Contents

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 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

Course Composition and Content

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

2020 Academic Year	Unit	Topics
Semester 1 Unit 3	EM 3	Measurement
		Scales, Plans and Models
		Graphs
		Data Collection
Semester 1 Unit 4	EM 4	Probability and Relative Frequencies
		Earth geometry and Time Zones
		Loans and Compound Interest

Then in the next year, 2021 all Essential Mathematics students will be taught:

2021 Academic Year	Unit	Topics
Semester 1 Unit 1	EM 1	Calculations, Percentages and Rates
		Measurement
		Algebra
		Graphs
Semester 1 Unit 2	EM 2	Representing and Comparing Data
		Percentages
		Rates and Ratios

Back to Faculty
Back to Table of Contents

Science

Courses offered:
- Biology (T)
- Human Biology (T) (A)
- Chemistry (T)
- Physics (T)
- Interdisciplinary Science (T) (A)
- Psychology (T) (A)
- Sociology (T) (A)
- Behavioural Science (T) (A)

Biology (T)

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.

Course Costs: Approximately $250 per year for compulsory field trips.

Students who complete the ANU Biology course concurrently with the Burgmann Anglican School Biology course will obtain a Major-minor in Biology.

Units for study include:

1. Cells and 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

Back to Faculty
Back to Table of Contents

Human Biology (T) (A)

Human Biology covers a wide range of ideas relating to the functioning of the human body. Students learn about themselves, relating structure to function. They learn how integrated regulation allows individuals to survive in a changing environment and maintain homeostasis. They research new discoveries that are increasing our understanding of the causes of dysfunction, which can lead to new treatments and preventative measures. Reproduction and the development of the foetus are studied in order to understand the sources of variation that make each of us unique individuals. At a time when Australia is suffering a shortage of doctors (Australian Medical Association 2014; Dingle 2014; Sivey and Scott 2013), and there is an exponential growth in the allied medical field (Australian Health Workforce Advisory Committee 2006; Keast 2015), the study of Human Biology has never been more important.

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

Course Costs: $200 approximately for excursions.

Units for study include:

1. The Essentials of Human Life

In this unit students are introduced to the study of human embryonic tissue and its specialisation and development as well as the health implications and the latest developments in gene therapy and stem cell research. The anatomy and physiology of epithelial, connective, muscular and nervous tissues will provide a strong basis for the study of the human body.

2. The Aging Human Body

In this unit students study the human body from reproduction, through foetal development and each stage of aging. The diseases and conditions which affect humans at different stages of development provide a wealth of topics to investigate.

3. Human Health and the Environment

In this unit students examine the relationship between environmental conditions and human health, focussing on physical, biological, chemical and social risks. The issue of mental health is an increasingly important area of study and the variety of conditions are dealt with respectfully.

4. Treating the Human Body

In this unit students investigate the traditional methods of diagnosing illnesses and treatment regimes. Students will also examine cutting edge techniques and new developments that will potentially allow for treatment of a larger range of ailments.

Course Composition and Content

Year 11 (Minor)	The Essentials of Human Life
	The Aging Human Body

Year 12 (Major)	Human Health and the Environment
	Treating the Human Body

Back to Faculty
Back to Table of Contents

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.

Students who complete the ANU Chemistry course concurrently with the Burgmann Anglican School Chemistry course will obtain a Major–minor in Chemistry.

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.

Course Costs: Approximately $40 for excursions.

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

Back to Faculty
Back to Table of Contents

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.

Course Costs: Approximately $40 for excursions.

Students who complete the ANU Physics course concurrently with the Burgmann Anglican School Physics course will obtain a Major–minor in Physics.

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

Back to Faculty
Back to Table of Contents

Interdisciplinary Science (T) (A)

There is an innate human curiosity and desire to understand the universe. The study of Science encourages and enables students to develop an understanding of the universe through observation, questioning, experimentation, discussion, critical analysis and creative thinking.

Students explore key concepts and models through active enquiry into phenomena and through contexts that exemplify the role of Science in society. They learn how an understanding of Science is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. The 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 interconnected scientific knowledge.

Scientific processes challenge current understanding and are continually re-evaluated. Students are constantly encouraged to examine and reconsider their understanding of scientific concepts, their inquiry methods and phenomena.

The study of Interdisciplinary Science equips students with the skills to be independent thinkers and life-long learners who are confident to pursue a wide range of study pathways and careers. Students that undertake Interdisciplinary Science have a general interest in science as a subject and are looking to have a broad package without necessarily specialising in a particular field of science.

Pre-requisites: None

Units for study may include:

1. Scientific Controversies

In this unit student will study conflicting or seemingly conflicting perceptions of science in a range of contexts. They will appreciate the underlying scientific principles and methodologies applied in justifying claims and how this information is presented and communicated. Scientific controversy may be explored through investigation of one or more scientific issues, topics or case studies. Students will study scientific a controversy or controversies that have significant interdisciplinary elements. Students will examine and draw on theories, concepts and principles from different fields within the science disciplines to reach an informed conclusion(s).

2. Hidden Science

In this unit, student will study the application of underlying scientific principles to explain how "things" work. Students will examine the science used in contemporary applications or explore things that happen in everyday life that society takes for granted. Hidden science may be explored through investigation of one or more scientific issues, topics or case studies. Students will study the hidden science that has significant interdisciplinary elements. Students will examine and draw on theories, concepts and principles from different fields within the science disciplines to reach an informed conclusion(s).

3. Science In Context

Students will learn that scientific breakthrough is developed and applied within a context. Students analyse contextual factors contributing to past discoveries and research such as culture, geography, economics, and other factors. These contextual factors will be applied in investigation of development and application of contemporary science. They learn how progress in science can be made through unexpected outcomes or applications of a field of research and improvements in technology. Science in context may be explored through investigation of one or more scientific issues, topics or case studies. Students will study the science in context that has significant interdisciplinary elements. Students will examine and draw on theories, concepts and principles from different fields within the science disciplines to reach an informed conclusion(s).

4. Science Innovations

Students will study existing, future or theoretical research and how it can be applied to address an existing or emerging problem. Students will scan broad areas such as sociology, psychology, health, technology and industry to identify problems or areas of improvement. Students will investigate and evaluate current or emerging scientific research to determine the feasibility of solutions and their ethical implications. Innovative science may be explored through investigation of one or more scientific issues, topics or case studies. Students will study the scientific innovation that has significant interdisciplinary elements. Students will examine and draw on theories, concepts and principles from different fields within the science disciplines to reach an informed conclusion(s).

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.

Course Composition and Content

Year 11 (Minor)	Scientific Controversies
	Hidden Science

Year 12 (Major)	Science in Context
	Science Innovations

Back to Faculty
Back to Table of Contents

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.

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 and behaviour. They analyse the nature and purpose of psychology and develop insights into types of behaviour across a range of contexts.

The study of Psychology provides continuity with many tertiary and industry courses.

Pre-requisites: None

Units for study may include:

1. Individual Differences

In this unit, students study individual differences in human cognition and behaviour. Students examine at least two electives for the semester to explain individual human behaviour as an outcome of influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to individual differences. Through their studies, students explore the nature of the individual and how these differences relate to society. The key conceptual understandings covered in this unit are: differences in mental abilities and intelligence, personality, development, learning and motivation.

2. Into the Mind

In this unit, students study the biological basis of human cognition and behaviour. Students examine at least two electives for the semester to explain how individuals respond to the environment as an outcome of biological influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the biological basis of behaviour. Through their studies, students explore how heredity, environmental and biological factors influence behaviour. The key conceptual understandings covered in this unit are: sensation and perception, consciousness, memory, emotion and neuroscience.

3. Psychology of Wellness

In this unit, students study the factors that influence physical and mental wellbeing. Students examine at least two electives for the semester to explain how health can be positively and negatively affected by biological and environmental influences and interactions. Students explore the assumptions, applications and limitations of psychological research and literature related to the psychology of wellness. Through their studies, students explore how heredity, environmental and biological factors influence physical and mental wellbeing. The key conceptual understandings covered in this unit are: positive psychology, mental health, stress, resilience and coping.

4. Psychology in Society

In this unit, students study the role of psychology in society. Students examine at least two electives for the semester to explain how humans think act and feel in a social setting. Students explore the assumptions, applications and limitations of psychological research and literature related to psychology in society. Through their studies, students explore how individual perceptions and interaction influence social relationships. The key conceptual understandings covered in this unit are: attitudes, prejudice, forensic psychology, human relationships, organisational psychology and social influences.

5. Negotiated Study

In this unit, students examine the psychological perspective of the chosen elective (in consultation with the teacher). Students examine the chosen elective in-depth to explain human cognitions, emotions and/or behaviour. Students explore the assumptions, applications and limitations of psychological research and literature related to the chosen elective. Through their studies, students explore psychological research methodology with an emphasis on areas of special interest and value to the student. The assessment items and weightings for this unit are negotiated with the teacher and may include both formative (e.g. a journal, a literature review or regular discussion groups) and summative assessment (e.g. an experimental report, a research assignment or an oral presentation).

Implementation Guidelines

The table below outlines the standard 1.0 units and electives in each unit.

	Unit 1: Individual Differences	**Unit 2: Into the Mind**	**Unit 3: Psychology of Wellness**	**Unit 4: Psychology in Society**	**Unit 5: Negotiated Study**
ELECTIVES	• Foundations of psychology • Mental abilities and intelligence • Personality • Developmental psychology • Learning • Motivation	• Foundations of psychology • Sensation and perception • Consciousness • Memory • Emotion • Neuroscience	• Foundations of psychology • Positive psychology • Mental health • Stress, resilience and coping	• Foundations of psychology • Attitudes • Stereotypes and prejudice • Social influence • Organisational psychology • Criminal and Forensic psychology • Human relationships	• Advanced research methods • Research project

- Units 1 - 4 may be delivered in any order.
- Unit 5 must be delivered after the student has completed a minimum of two standard 1.0 units.
- For a standard 1.0 unit, a student must study a minimum of TWO electives.
- For a half-standard 0.5 unit, a student must study a minimum of ONE elective.

It is recommended that 'Foundations of psychology' elective is studied at some point in their study of Psychology.

Back to Faculty
Back to Table of Contents

Sociology (T) (A)

Sociology is the study of how individuals and groups think, feel, and behave. Students develop an understanding of themselves and others by exploring the roles and interactions between individuals and society.

Students develop their knowledge and understanding of theories, concepts and perspectives to explain behaviour. They analyse the nature and purpose of Sociology and develop insights into types of behaviour across a range of contexts in society.

This course enables students to understand how individuals function 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.

The course is divided into four semester long units, which are not reliant on prior study.

Pre-requisites: None

Units for study may include:

1. Identity (1.0)

In this unit, students study the ways people define themselves and their relationships with others. The electives in this unit provide students with opportunities to study the myriad ways that society classifies and categorizes people at an individual and small group level, and how individuals can be constrained and empowered through their identification with such labels.

2. Sociology of Social Justice (1.0)

In this unit, students study social issues that lend themselves to activism and debate: issues of equality, justice and fairness on a social scale. The electives in this unit provide students with opportunities to explore all sides of these issues, to develop the skills and acquire the information to make informed decisions about issues that affect them.

3. Cultural Icons (1.0)

In this unit, students study all levels of culture: the ideas, institutions and practices that define the ways we communicate and interact with each other. The electives in this unit provide students with opportunities to study the ways that ideas shape social life, from mass communication to everyday recreation activities.

4. Power & Institutions (1.0)

In this unit, students study the superstructure of society: the social institutions and systems that determine the structure of society on a macro level, and in turn influence life on a micro level. The electives in this unit provide students with opportunities to study the 'big picture' of society, and explore the ways in which their lives are shaped by forces outside of their control.

5. Negotiated Study (1.0)

In this unit, students can undertake a negotiated sociological investigation of a contemporary issue. This study may be a research unit, an extension of previously studied topics; cover electives not previously studied or may be from the broader field of Sociology. Students engaging in the unit will address the content descriptions and assessment criteria.

Implementation Guidelines

The table below outlines the standard 1.0 units and electives in each unit, of which at least 2 will be studied each semester.

	Unit 1: Identity	Unit 2: Sociology of Social Justice	Unit 3: Cultural Icons	Unit 4: Power & Institutions	Unit 5: Negotiated Study
ELECTIVES	• Sexuality and Gender • Race and Ethnicity • Family and Relationships • Subcultures • Australian Indigenous Identity • Australian Culture and Identity	• Economic Inequality • Crime and Justice • Gender Inequality • Global Development • Environment • Urbanisation	• Popular Culture • News Media • Sports and Leisure • Information and Communication • Youth and Age	• Health and Medicine • Power and Politics • Work and Labour • Education • Religion	• Methods of Sociological Research

- Units 1 - 4 may be delivered in any order.
- Unit 5 must be delivered after the student has completed a minimum of two standard 1.0 units.
- For a standard 1.0 unit, a student must study a minimum of TWO electives.
- For a half-standard 0.5 unit, a student must study a minimum of ONE elective.

Back to Faculty
Back to Table of Contents

Behavioural Science (T) (A)

The study of Behavioural Science provides a comprehensive understanding of individuals, families and communities. Behavioural Science explores common human experiences both across and within cultures. It promotes objective thinking and evidence based research, drawing on various methods of enquiry as the basis for exploring, understanding and interpreting human behaviour.

Behavioural Science provides a repertoire of research methodology, analysis and communication skills vital for careers that involve working with people. It covers the promotion of optimal health in individuals; healthy relationships in personal, organisational, community and national contexts; and social justice and equity for people regardless of race, gender or other individual differences.

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

- Psychology (T) (A)
- Sociology (T) (A)

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

Note: Behavioural Science is not taught as a separate course or class. Rather, it is the name of a Major or Minor that can be awarded to students who study any combination of Psychology (T/A) and Sociology (T/A) units. For example, a student may wish to study three semesters of Psychology (T/A) and one semester of Sociology (T/A). All units from these courses may be included in a Behavioural Science course providing there is no duplication of content.

Back to Faculty
Back to Table of Contents

Humanities

Courses offered:
- Business (T) (A)
- Geography (T) (A)
- Global Studies (T) (A)
- History (T) (A)
- Indigenous Language and Culture
- Legal Studies (T) (A)
- Economics (T)
- Commerce (T) (A)

Business (T) (A)

Business is the study of the essential planning requirements ranging from a small business through to global companies, with a focus on issues such as the broader roles of management, finance, human resource management, marketing, e-business, ethical practices, sustainability and the impacts and implications of the future business environment.

Students develop their knowledge and understanding of the structure and operation of Business models. They examine the relationship between theory and practice including the role of stakeholders and decision-making. Students develop insights into the causes and the impacts of change on the business environment.

Students develop the skills to create innovative solutions to business problems. They research and analyse information to present logical and coherent arguments through an enquiry approach to learning. Students assess the ethical implications and consequences of a changing business environment. Skills implicit in the study of Business empower students to communicate in a variety of contexts.

The study of Business enables learners to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally and globally.

The Business course provides continuity with many pathways into tertiary and industry studies.

Pre-requisites: None
Units from Business and Economics can be combined to achieve a Major in **Commerce**.

Units for study may include:

1. Changing Business Environment

Students study business and its dynamic environment. Electives may include:

- Ethics and business
- The nature of business
- Globalisation
- Entrepreneurship

2. Relationship Management

Students study the relationship between businesses, its customers, the wider business environment and its increasing importance for business longevity. Electives may include:

- ethics and marketing
- Media and communication
- Marketing
- Market research

3. Planning for Current Context

Students study the range of tools and strategies utilised by business to plan for success. Electives may include:

- Financial Planning
- Operations Management
- Business Plan

4. Business Challenges

Students study the importance for business to be responsive to change from the internal and external environments. Electives may include:

- Change Management
- Issues facing business
- Developing people

5. Negotiated study unit

This unit makes provision for students to investigate various electives not studied previously. This unit may incorporate an analysis of two electives drawn from any of the electives outlined above that have not been studied.

Back to Faculty
Back to Table of Contents

Geography (T) (A)

The study of Geography provides a valuable contribution to the education of the individual by encouraging them to explore the environmental, topographical, social, cultural, economic and political aspects of the world and how those aspects interact. It develops a wide range of understandings and skills for independent inquiry, critical thinking and informed decision making.

Geography is concerned with the investigation and understanding of place, patterns and processes within our natural and human environment. Geography examines how individual and group perceptions, values and actions influence decision making and how environments can be managed in order to redress social inequalities and ensure future well-being for all.

Pre-requisites: None

Units for study:

1. Natural and Ecological Hazards (1.0)

This unit focuses on identifying risks and managing those risks to eliminate or minimise harm to people and the environment. Building on their existing geographical knowledge and understandings, students examine natural hazards including atmospheric, hydrological and geomorphic hazards; for example, storms, cyclones, tornadoes, frosts, droughts, bushfires, flooding, earthquakes, volcanoes and landslides. They also explore ecological hazards; for example, environmental diseases/pandemics and plant and animal invasions.

2. Sustainable Places (1.0)

This unit examines the economic, social and environmental sustainability of places. While all places are subject to changes produced by economic, demographic, social, political and environmental processes, the outcomes of these processes vary depending on local responses and adaptations. The unit concentrates on the effect of urbanisation on human wellbeing and includes an overview of the challenges faced by cities in the developed and developing worlds.

3. Land Cover Transformations (1.0)

This unit focuses on the changing biophysical cover of the earth's surface, its impact on global climate and biodiversity, and the creation of anthropogenic biomes. In doing so, it examines the processes causing change in the earth's land cover. These processes may include: deforestation, the expansion and intensification of agriculture, rangeland modification, land and soil degradation, irrigation, land drainage, land reclamation, urban expansion and mining.

4. Global Transformations (1.0)

This unit is based on the reality that we live in an increasingly interconnected world. It provides students with an understanding of the economic and cultural transformations taking place in the world today, the spatial outcomes of these processes, and their political and social consequences. It will better enable them to make sense of the dynamic world in which they will live and work. It will also allow them to be active participants in the public discourses and debate related to such matters.

Note: Senior Geography studies involves Field Studies, which will entail an as yet undetermined, additional cost.

Back to Faculty
Back to Table of Contents

Global Studies (T) (A)

Global Studies offers a coherent approach to analysing and comprehending the social, historical, geographical, political and economic factors that have influenced and continue to influence the development of specific cultures. Through studying this course, students learn to make sense of the world they live in, and to exercise judgment and responsibility as participants in that world.

Students gain perspectives and understandings that help them appreciate social and cultural complexity, respect difference and act in informed and ethical ways. This approach enables students to see how specific disciplines contribute to broader understandings and helps them to integrate knowledge and strategies from their studies into both their current experience and their future working and personal lives.

This course allows students to:

- acquire knowledge and understanding of the forces and influences that shape cultures;
- appreciate distinctive features of cultures;
- explore and critically reflect upon their own values, attitudes and beliefs;
- recognise attitudes and values leading to respect for others and social responsibility;
- understand the concept of cultural diversity in society;
- demonstrate effective research skills;
- demonstrate effective communication skills;
- recognise and apply perspectives from different disciplines;
- develop lateral thinking.

Pre-requisites: None

Units for study may include:

1. Big Ideas and You (1.0)

This unit looks at the broad picture of the nature of thought and being human, considering and analysing concepts such as defining 'humanity', multiple ways of thinking about the world we live in, understanding and developing a thinking tool kit and developing critical thinking skills. Students also have the opportunity to study the development of knowledge and wisdom including the big ideas and big thinkers that changed history. We also delve into the world of philosophy and study the thought behind some of the world's most well-known philosophers. In addition to learning from the past, we look at futurist thinkers, ways of thinking and the just application of knowledge.

2. Australia: Our Democracy Your Choice (1.0)

This unit looks in depth at the foundations of the Australian political system, more than 2000 years in the making. Students learn about the Foundations of democracy including the Development of government and common law, Australia's five pillars of democracy and the Magna Carta. We carefully consider the Australian political system and all that it encompasses, including the constitution, separation of powers, electorates and proportional representation. In addition, we look at the role of the Prime Minister, political parties and other bodies that influence government. Students also consider the role of the media in the modern day political scene. This unit works particularly well during an election year when students are able to study the election closely and be on 'election watch'.

3. Australia in the World (1.0)

This unit allows students to consider a modern day Australian identity through analysing such issues as multiculturalism and nationalism and what we think the Australian identity is. We investigate our global neighbours and their role in our culture and economic, political and social relationships with them. Beyond our closest neighbours students look at benchmarks and comparative development of Australia and our international alliances, and look into Australian government agencies such as the Department of Foreign Affairs and Trade (DFAT), Department of Defence, AusAID and AusTRADE. Students study the role Australia plays in global issues and also global conflict and development (such as peacekeeping missions).

4. Forces of Cultural Change in Asia (1.0)

This unit aims to equip students with the knowledge and skills to explore and analyse contemporary issues in Asia through the prism of historical events that helped shape the social, economic and political structures in society. Comparative case studies for this unit may focus on Vietnam and the Koreas OR Indonesia and Singapore or Malaysia.

5. Peace and Conflict (1.0)

This unit explores the causes of conflict and its effect on peace. Students analyse the variables that shape peace and conflict. Teachers select from a range of content, depending on the interests and composition of the class. Content may include sources of conflict and associated case studies, the benefits of peace and peaceful resolution, types of conflict that exist including civil, cyber and biological conflict, costs of conflict, current international hot spots and working for peace. This unit studies a range of case studies that may include the war on terror, ethnic cleansing, peacekeeping wars and independence movements such as Myanmar.

6. The Americas and the Caribbean (1.0)

Students examine the underlying causes of endemic poverty and political instability in the Americas and Caribbean. Students explore the impact of early colonial influences through to the modern day affecting the socio-geo-political background in these regions. Students must compare two modern nation-states from both the Americas and the Caribbean.

Content comes from a range of the following; Early pre-Spanish civilisations of the region (Aztec, Maya or Inca) and their politico-socio-economic condition, Spanish era interests, influences and impact on the region, Post Spanish era impact on modern nation-states of the region (Mexico, Central and South America). The Caribbean; foreign intervention in the region of the Antilles; subsequent slave trade and the repression of the indigenous people and contemporary political and social issues evident in selected areas. Links between the Americas and the Caribbean; major influences of change in these regions; shared political, social and economic thought and global relations.

7. Global Challenges (1.0)

This unit is recommended for Year 12 students after one year of study in Year 11. The Global Challenges unit looks at a range of themes that are studied in depth in accordance with student and teacher preferences. Themes that could be addressed include rich and poor, sectarian divisions, terrorism, alternatives to war, science and technology, human rights, futurism, and environmental issues.

8. Independent Study Unit (0.5)

This unit is available to students who have demonstrated high conceptual, cognitive and organisational outcomes in at least three previous units. This unit is not available to students studying a Minor in this course. Students independently research an International topic, question or issue in which they are interested or they have identified. The topic, question or issue must be negotiated with, approved by and supervised by the teacher.

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

Back to Faculty
Back to Table of Contents

History (T) (A)

The Australian Curriculum: Senior History is the delivery model adopted at Burgmann. It is fully integrated in Year 11 and Year 12; it includes the Australian Curriculum Ancient and Modern units, and the approved BSSS ACT design Pre-Modern course.

The study of History allows students to place themselves in a range of cultural and intellectual contexts. It allows students to satisfy their natural curiosity about the diversity of human experiences through time. Through this study, students gain perspectives and understandings that encourage them to value diversity and develop empathetic understanding of others.

The exploration of History facilitates students' understandings of cultural heritages and notions of identity. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of effective citizens locally, nationally and globally.

Students develop their cognitive skills of investigation, interpretation and communication by asking meaningful questions to allow them to discern what is significant in historical events. They learn to locate, select, analyse and evaluate evidence in order to present arguments. They critically assess sources of information about the past, and statements made about it, and come to realise that knowledge is problematic.

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

- Ancient History (integrating Australian Curriculum) (T) (A)
- Modern History (integrating Australian Curriculum) (T) (A)
- Pre-Modern History (T) (A)

Any units from these courses may be included in a History (Integrated) course providing there is no duplication of content.

A **History Minor** consists of a combination of 2-3 units from these courses. These units may be from EITHER the Australian Curriculum Ancient and Modern units OR the BSSS Approved Pre-Modern course.

A **History Major** consists of a combination of 3.5 units. These units may be from EITHER the Australian Curriculum Ancient and Modern units OR the BSSS Approved Pre-Modern course.

A **History Major-minor** consists of a combination of 5.5 units. These units may be from EITHER the Australian Curriculum Ancient and Modern units OR the BSSS Approved Pre-Modern course.

A **History Double-major** consists of a combination 7 units. These units may be from BOTH the Australian Curriculum Ancient and Modern units AND the BSSS Approved Pre-Modern course.

Pre-requisites: None

Units for study:

The course of study for a standard Major will consist of 4 semesters' study. The descriptions below are very broad as there are many options from which to choose; the specific content taught will be selected upon the basis of teacher expertise and, if appropriate, student interest. Any four consecutive semesters, of any combination of the three routes, constitutes a Major in History.

Back to Faculty
Back to Table of Contents

1. Investigating the Ancient World (Ancient History), **Trouble and Transformation** (Pre-Modern History) or **Understanding the Modern World** (Modern History) **(1.0)**

In this unit, fundamentals of Historical study are revisited and refined through one of these studies. Specific studies in these areas could be as diverse as a study of the ancient sites of Thera and Masada; an investigation of the transformative nature of Vikings and Mongol society, or a review of the revolutionary movements of the early modern world such as the French and American Revolutions.

2. Ancient Societies (Ancient History), the **Golden Ages** (Pre-Modern History) or **Movements for Change in the 20th Century** (Modern History) **(1.0)**

In this unit, research and analysis skills are further honed through one of these studies. Specific studies in these areas could be as diverse as a study of Egypt during the Ramessid period or ancient Israel and Judah; Elizabethan England or the Quattrocento in Italy, or the Civil Rights movements both in the USA and Australia.

3. People, Power and Authority (Ancient History), **Conflict and Collaboration** (Pre-Modern History) and **Modern Nations in the 20th Century** (Modern History) **(1.0)**

Analysis of the significance of people and events is further developed through one of these studies, so too is a more in-depth understanding of the importance of recognising and understanding historiography Specific studies in these areas could be as diverse as a study of Archaic Greece and the influence of the Persians, Ottoman expansion and European resistance or the interactions of various nation states during World Wars One and Two.

4. Reconstructing the Ancient World (Ancient History), **Power and Obedience** (Pre-Modern History) or **The Modern World since 1945** (Modern History) **(1.0)**

Amalgamation of three semesters of Senior History study is drawn together in this final semester in which historical skills are put to use to identify, evaluate and communicate significance of people, places and events throughout history through one of these studies. Specific studies in these areas could be as diverse as a study of the Julio-Claudians and Imperial Rome, Feudalism, Reformation and Counter-Reformation or the Changing World Order and the Struggle for Peace in the Middle East.

A complete list of units is available from the Head of Humanities upon request.

Back to Faculty
Back to Table of Contents

Indigenous Language and Culture (T) (A)

A new course developed in 2018 and 2019, this unit is now available for Senior students in 2020.

In studying Indigenous Culture and Languages, students will explore the complexities of identity, social justice and human rights issues relevant to the world's oldest continuing culture, the Australian Aboriginal and Torres Strait Islander peoples. In this course, students explore the complexities and rich opportunities of 'walking in two worlds'. The course provides learning that allows students to examine and shape values and attitudes.

Students with an understanding of the concepts explored in the course will be well placed to better negotiate the world in which they live, study and work. The analytical, critical and communication skills taught in the Humanities and Social Sciences will be valuable for future study, work or profession

Organisation of content

Unit 1: In this unit, students will explore the diversity of Indigenous peoples. Students will learn about this from a local, national and global context with understanding of historical, socio political, socio economic, linguistic and cultural concepts. This unit will have a strong community context and students will learn to explore the complexities of identity and the individual experience. Students will gain an appreciation of the resilience of the world's oldest continuing culture in Aboriginal and Torres Strait Islander Australia.

Unit 2: In this unit, students will explore perspectives in the representations and misrepresentations of Aboriginal and/or Torres Strait Islander peoples and communities in local, national and global contexts. Students will learn about conflicts and triumphs of various communities and peoples over time. They will examine how narratives and language have positioned indigenous people throughout history. Students will explore social justice and human rights issues.

Unit 3: In this unit, 'Ways of Knowing', students will develop insights into Aboriginal and/or Torres Strait Islander peoples through comparison with local, national and global communities. Students will investigate traditional and contemporary ways in which communities transfer language, knowledge, beliefs and values including protocol, roles and responsibilities.

Unit 4: In this unit, students will develop insights into Aboriginal and/or Torres Strait Islander through comparison with local, national and global peoples. Students explore the complexities and rich opportunities of 'walking in two worlds. Students will investigate traditional and contemporary ways in which communities transfer language, knowledge, beliefs and values including protocol, roles and responsibilities.

Unit 5: In this unit, students will study the diversity of language and how language connects people to land and culture. Students explore the connection between language and identity, the consequences that flow from the loss of language and the benefits, including wellbeing and connection to country that come from language recovery and revitalisation.

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Back to Faculty
Back to Table of Contents

Legal Studies (T) (A)

Students undertaking this unit research legal issues and develop an understanding of legal concepts in order to give them a basic understanding of the law and its function within our society. Legal Studies explores the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates within Australia and in an international context.

Pre-requisites: None

Units for study may include:

1. Crime Justice and the Legal System (1.0)

This unit introduces the student to essential influences on law such as cultures and values of different groups within society. It examines the development of the Australian legal institutions and processes and investigates the interrelationship between law, justice and society. The course also examines the historical background of law, the role of parliament, the courts and influence of The Australian Constitution. Crime and Justice focusses on criminal law in Australia. Students gain an understanding of the definition and classification of crime, laws and morals, crime in other cultures and the distinction between criminal and civil law. They also investigate the procedures involved when crime is committed, such as police powers, rights of the victim, the criminal trial, the jury and sentencing.

2. Civil Law and Resolution of Disputes (1.0)

Civil Law and Resolution of Disputes gives students a knowledge and awareness of civil law and civil liability. It concentrates on the legal position of negligence, trespass, nuisance, defamation and employers' liability. It also includes sources of civil law, influences on the development of civil law and players in civil law legal processes. Students also investigate landmark civil cases from federal and state courts, the role of the small claims courts (ACAT) and alternative forms of dispute resolution. In the second part of this unit students focus on family law as a branch of civil law. In particular students study the relationship between family institutions and the legal system; including the nature of marriage, the family structure, Family Courts of Australia, other personal relationships such as de-facto and homosexual relationships, rights of children, crisis in the family, dispute resolution and current issues.

3. Law Government and Society (1.0)

This unit looks at the concepts and principles of legal rights and freedoms recognised in Australia. Institutions of rights and freedoms are also investigated such as Federal and State governments including the judiciary, parliament and the executive, the Human Rights Commission, international law, treaties, covenants and protocols, Fair Work Commission and the media. The significance of rights and freedoms are also covered through study of the rule of law, our Australian constitutional framework, the significance of the Magna Carta and the recognition of Indigenous Australians.

We also focus on young people and the law including the legal rights and responsibilities of young people. We look at young people and their relationship with the law, paying tax, medical consent, signing contracts, purchasing goods and services, role of social media, bullying and gangs. Other issues investigated include laws concerning cybercrime, family issues including family violence, sexual issues, drugs, alcohol, driving, building respectful relationships, education, bullying, welfare benefits, restorative justice, naming and shaming, mediation and circle sentencing.

4. International Relations and the Law (1.0)

This unit introduces students to the interrelationship between Australia and the World and the role of global agencies in maintaining peace and security, justice for individuals, the preservation of sovereign rights, the interaction of domestic parliaments, courts and the executive with international institutions and frameworks. This includes types of conflict, barriers to world order and methods of change, and economic prosperity to address global inequality and unrest.

Students also examine international crime, conflicts and terrorism. The relationship between international criminal law, customary law and domestic law is also covered. Institutions of international crime are discussed such as the creation and enforcement of international criminal law including the International Criminal Court, the European Court of Human Rights and Interpol. Topics studied include drug trafficking, money laundering, smuggling, crimes against humanity, human trafficking, modern day slavery, child labour, sex trade, crimes against peace, war crimes and terrorism.

Back to Faculty
Back to Table of Contents

Economics (T)

Economics develops the knowledge, reasoning and interpretation skills that form an important component of understanding personal, business, financial and government behaviour at the local, national and global levels. It specifically aims to develop an understanding of the measurement, allocation and utilisation of resources that impact on the well-being and wealth in a dynamic society.

Students are challenged to think critically and develop problem-solving skills to become independent learners and global citizens. Skills implicit in the course include working in teams, organisational and interpersonal skills and effective communication. They learn to consider efficient decision making within an ethical and social context.

This course allows students to:

- Demonstrate an understanding and application of the subject matter, concepts, techniques and terminology explicit to Economics;
- Investigate, select, classify, analyse, interpret and apply gained knowledge to arrive at well justified decisions, opinions and points of view;
- Become active and informed global citizens;
- Use a range of appropriate technologies effectively;
- Communicate effectively and critically;
- Appreciate, evaluate and creatively consider the economic, social and ethical implications of resource management, in a local and global context.

Pre-requisites: None

Units for study may include:

1a. Economic Principles

This unit is the introductory course where the basic economic problem of unlimited wants and limited resources is examined. Economic factors underlying decision making is explored and the circular flow of income model analysed. The types of economic systems and their characteristics are studied culminating in a comparison of Australia's economic system with a contrasting economy.

1b. Market Failure

Taught through the context of applied examples, the role of government, particularly when there is market failure is the core of this unit. It also examines the regulation of the market, competition policy, deregulation and any topical issues at the time (e.g. petrol prices).

2. The Price Mechanism

The key role of prices in allocating scarce resources in market economies is the focus of this unit, with the role of consumers, the theory of demand, supply and price elasticity also examined. The role of government and how intervention impacts on the economy is explored here.

3a. Macroeconomic Theories and Issues

This unit delves into the various economic models to critically evaluate the classical, Keynesian and monetarist economic theories. The differences between micro and macroeconomics is explored through the context of current examples. Building on this knowledge, macroeconomic issues such as internal equilibrium, inflation, unemployment and the distribution of income and wealth are studied.

3b. Globalisation Economics

The key features of the global economy, and the advantages and disadvantages of globalisation is at the centre of this unit. The role of international trade organisations (IMF, World Bank, G20 and WTO), the effects of environmental, ecological and geographical phenomena are examined and a comparative study of the impact of globalisation on Australia and a newly industrialising economy is studied.

4a. Trade Economics

Reasons for trade, free trade versus protection, tariffs, quotas and subsides are looked at in the context of the Australian economy and the world economy. Current trends in trade and the deregulation of the financial market are taught through examples of recent economic events around the world.

4b. Population Economics

Population economics includes how demographic change in developed countries, population changes, urbanisation and population growth all impact on the economy of a country, region and the globe. Case studies are included here to provide examples for comparative analysis opportunities.

Back to Faculty
Back to Table of Contents

Commerce (T)

Commerce develops the knowledge, reasoning and interpretation skills that form an important component of understanding personal, business, financial and government behaviour at the local, national and global levels. Commerce aims to understand the measurement, allocation and utilisation of resources that impact well-being and wealth in a dynamic society. Commerce practices include the use of innovation, entrepreneurial creativity and marketing of ideas.

Students are challenged to think critically and develop problem solving skills to become independent learners and global citizens. Students' develop financial and business literacies using a range of technologies. They learn to consider efficient decision making within an ethical and social context.

Skills implicit in Commerce include working in teams, organisational and interpersonal skills and effective communication. Students have the opportunity to understand issues associated with work place culture, practices and develop the skills, processes and attitudes crucial for making valid decisions.

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

- Business (T)
- Economics (T)

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

Back to Faculty
Back to Table of Contents

Religious Studies

Courses offered: Religious Studies (T) (A)

All students are expected to complete at least Year 11 in Religious Studies at Burgmann Anglican School.

Religious Studies (T) (A)

Religious Studies is the study of identity, beliefs, community, society, human behaviour and culture in the context of religion. In a complex and changing world, students explore the search for meaning and purpose of human existence as understood and manifested across different religious traditions and cultures.

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.

Pre-requisites: None

Units for study may include:

1. World Religions (0.5)

This unit is intended to offer a study of the religions of the world in a manner that is comparative, factual, and fair-minded, whilst at the same time recognising the profound, perhaps mystical nature of the practices and experiences of the believer. It is a study about religion which invites students to reflect on their own experiences, and examine questions raised by the presence of the other in contemporary society. This will include a phenomenological approach using the appropriate conventions of religious literacy.

2. Religion and Science (0.5)

Religion and science are necessary partners in providing the opportunities to live meaningful lives, to protect and enhance the environment of our rich and varied world and explore the cosmos with a view to improving all life. In spite of long-held beliefs from a variety of religious traditions supporting both a scientific and religious view of the world, conflicts and misunderstandings during the past four centuries have created a gulf between science and religion. This unit attempts to find the bridge between religion and science and to appreciate the role of both religious and scientific truth in contributing to building a peaceful and just world.

3. Encountering Ethical Issues (0.5)

In this unit students examine the concept of ethics, survey its historical and contemporary foundations and explore secular and religious perspectives of ethical issues. Case studies of specific ethical issues will be examined using these perspectives. In addition, students investigate the theological teachings of one religious tradition and its perspective on ethical issues.

4. Religion, Psychology and Relationships (0.5)

In this unit students examine religious, spiritual and psychological perspectives about being human and human behaviour, including understanding of cognitive, physical, social, emotional and intellectual development. Psychological theories, concepts and perspectives that inform our understanding and awareness of religious and spiritual beliefs are explored in detail. Students examine the capacity of the psychological, spiritual and religious perspectives to influence, positively and negatively on faith development, spirituality, happiness, relationships and wellbeing.

5. History of Religion to 1517

In this unit students will examine the development of Christianity from its roots in the Judaic faith and culture to circa AD1517 in order to develop an appreciation for the integral nature of religious faith to the socio-

cultural context. The beliefs and values of a society are reflected in their political, judicial, educational and artistic institutions and therefore need to be examined together to gain a more accurate perspective on how each developed. As both individuals and members of a society it is also important to understand how our history has shaped us and impacted on our decision-making processes. These processes are also reflected at cultural, social and national levels and should inform the student about the developments that led to current situations.

6. History of Religion from 1517

In this unit students will examine the development of Christianity from the Reformation, focusing on developments in theology, science, technology, society, politics, economics and philosophy and their impact on the beliefs, values and development of Christian Church. As both individuals and members of a society it is also important to understand how our history has shaped us and impacted on our decision-making processes. These processes are also reflected at cultural, social and national levels and should inform the student about the developments that led to current situations.

7. Introductory Philosophy

This introductory unit approaches philosophy in terms of three basic issues: being, knowing and acting. Philosophy continually asks questions about these issues. Different philosophers will provide differing answers to these issues. The unit will also enable students to survey and analyse the changes philosophy has undergone in response to the larger changes in human history.

8. Religion and Literature

This explores universal human experiences and themes such as love, hope, peace, tolerance, forgiveness, the nature of evil and redemption are explored with a view to understanding how such experiences and themes are conveyed in literary texts such as short stories, novellas, novels, poetry, song, drama. Religious themes may be explored in literary texts through understanding the role of symbolism, allegory, fable, parable may be used to interpret and construct meaning from such texts

9. Religion and Politics

This unit analyses how political systems have changed, progressed and advanced through history. It examines how religious thinking, the hunger for individual justice and the ascent of human rights, have affected political systems and the rights of the individual to participate in political decision making. It considers how the enlightenment period affected the development of democratic constitutions and explores similarities and differences between democracy and theocracy. The unit also examines religious and political philosophies and movements and their contribution to peace and conflict, as well as the impact of globalisation on religious freedom and human rights

Back to Table of Contents

Arts and Design

Courses offered:
- Design Technologies (T) (A)
- Design & Graphics (T) (A)
- Digital Technologies (T) (A)
- Information Technologies (T) (A)
- Photography (T) (A)
- Visual Arts (T) (A)
- Drama (T) (A)

Design Technologies (T) (A)

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

Design & 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-centered 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.

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 course, 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-centred 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 Technologies 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 Technologies 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 Technologies, it is advised that students have some previous experience in this subject during Years 9 and 10.

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

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.

Back to Faculty
Back to Table of Contents

Design & Graphics (T) (A)

Design & Graphics communication forms the groundwork for the successful sharing of ideas amongst designers, architects, engineers and artists worldwide. With this context in mind, graphic communication must be effective in presentation and style, able to span cultural barriers and most importantly be appropriate for the type of idea being communicated.

Through the Design & Graphics units, students develop more effective and varied means of accurate graphic communication, keeping in mind the social, environmental and economic factors that affect design. Students work together to critically evaluate their own design process and the processes of others, drawing upon foundational and historical principles of design.

Students undertaking this course apply knowledge, skills and understanding from a range of areas to develop graphic communication solutions that are both appropriate and effective. At least two units of the course must be completed prior to undertaking the Major Design Project.

Pre-requisites: None

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

Units for study may include:

1. Design Applications

This unit focuses on solving design problems and presenting their ideas and solutions as graphical products. Students explore the use of the design process and to use a range of mediums to create practical solutions to design problems. They communicate solutions in the form of graphical representations using a range of processes and applying industry conventions and standards where applicable.

2. Design for Clients

This unit develops the knowledge and skills to generate concepts and solutions in response to a design brief in a range of real-world contexts. They will focus on unpacking different design briefs and delivering solutions that will meet the client's needs. Draft for public consultation

3. Graphic Communication

This unit provides an understanding of visual cues to transmit a message to people. They will learn to create graphic images using colours, textures, contours and shapes that communicate emotions, attitudes, experiences, lifestyles and concepts.

4. Design for Screen & Media

In this unit, students develop design for screen and media. They evaluate materials, techniques and strategies for screen and media design in the film, television and digital industries. Students apply a variety of screen and media techniques.

5. Negotiated Study

In this unit, students will study an area of special interest 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.

Back to Faculty
Back to Table of Contents

Information Technologies (T) (A)

Information Technologies is an integrated course in which students study a range of units from three course areas: *Digital Technologies, Data Science and Robotics and Mechatronics*. The units selected will be based on a range factors including resources, teacher and student interest and practicality.

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.

Digital Technologies (T) (A)

Through the study of Digital Technologies, students present, 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.

Robotics & 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.

Information Technologies is an increasingly important field of study that impacts on almost every aspect of our modern lives. It utilises experiences from diverse sources and is characterised by periods of rapid change.

This course is designed to challenge students to develop advanced skills in problem solving and design as it requires distinctive reasoning skills and approaches and is unique in its approach to the designing, making and evaluation of solutions.

On completion of this course, 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 Technologies 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.

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. Programs and Platforms

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. Negotiated Study

In this unit, students will study an area of special interest 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.

6. 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, and use these findings to develop narratives and arguments in a variety of contexts.

7. Big Data Analysis and Techniques

The data-rich world that we live in introduces many complex questions related to public policy, law, ethics and social 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.

8. 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.

9. 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.

10. Building & 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. Students will use design methodologies to investigate, strategise, prototype, evaluate and critically analyse the construction of electronic systems being mindful of and practicing Workplace Health and Safety compliance. Students will gain the skills and knowledge necessary to apply the design process using electronics to create innovative and sustainable systems.

11. Digital & Analog Interactions

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

12. Robotics & 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. Student will use the design process to create and control a product/ solution incorporating mechanical, electrical and control systems.

13. Applications of Robotics

This unit of study provides opportunities for student to investigate the role of robots and other intelligent machines, including artificial intelligence, machine learning, etc, and the design, construction and application of robotic systems. Students will use system architecture methodologies and the design process to complete a project; prototyping, constructing and evaluating an innovative system. Students will analyse their results and present their findings with justification.

Back to Faculty
Back to Table of Contents

Photography (T) (A)

Photography is a powerful social, vocational, creative and technical tool. Society in the new century is becoming ever more reliant on visual communication, which requires greater discrimination in critically evaluating images, and greater skills in producing and disseminating images. Specific skills in visual analysis and production are developed through digital photography, as well as a broad range of other skills relevant to the lives and careers of students.

The imaging and communication industries are a major employer in Australia, and an initial training in digital imaging directly prepares students for these industries. All employers increasingly value and seek attributes such as flexibility, independence, self-confidence, imagination, and personal efficiency, as well as communication, problem solving and project management abilities. Students also learn to manipulate new technologies in a technologically changing world.

Photography provides opportunities, through a differentiated curriculum, to challenge students with a range of abilities and learning styles – from the academic and gifted to students with special needs – to achieve their potential. Photography encourages students to map potential pathways from school to tertiary education and/or industry. The visual language of photography is an excellent way for students from a variety of backgrounds to come together to explore their identities and their lives.

Throughout the process of studying digital imaging students have the opportunity to enhance their aesthetic sensitivity and awareness, develop an understanding of the context of images through critical analysis, generate, develop and communicate ideas, understand and apply design concepts to enhance visual perception, use a range of digital photographic media and associated IT programs to create and produce images and use safe, efficient work practices in an independent manner during the production of images.

Pre-requisites: None

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

Units for study may include:

1. Photography Practice (1.0)

This unit gives students the opportunity to develop technical skills in the use of a digital camera, computer and appropriate software to acquire, and produce original images. Students develop an understanding of the works of key photographers, demonstrate knowledge, understanding and application of composition and design, and follow WH&S standards as they generate their own ideas to produce a series of digital images.

2. Digital Photography Practice(1.0)

This unit gives students the opportunity to develop concepts and techniques explored in the previous unit in more sophisticated and complex situations. Students have the opportunity to generate their own ideas to produce a series of images exploring a variety of digital applications including the creation of images using editing and/or manipulation to communicate intended meaning. They examine the nature and purpose of digital editing and manipulation in personal, cultural and historical contexts.

3. Photography Applications (1.0)

This unit explores the historical and contemporary practice of a number of applications of photography in society. Such applications could include; photojournalism (sport, newspaper, web), fashion, still life, advertising, product, portraiture, illustration (books, calendars), editorial (travel, articles), scientific and architecture.

4. Art Photography (1.0)

In art photography the students investigate the relationship between photography and art. Selected photographic artists are researched. The students are encouraged to explore and use a range of artistic techniques, styles and subject matter and articulate the process and research in detail.

5. Contemporary photography (1.0)

This unit gives students a chance to explore contemporary photographic ideas: recognising and articulating the placement of own work in a contemporary context. Advanced Photoshop manipulation techniques are examined. Students investigate advanced lighting and exposure techniques and image and print management including choosing output options.

6. Photography Negotiated Study (1.0)

Negotiated study is photographic practice related to a negotiated theme. Students manage the workflow from image capture to presentation. Creative use of lenses and depth of field, working with studio lighting, editing white exposure, white balance and contrast, sharpening and noise management, sizing images, HDR imaging tools and workflow, making complex manipulations and investigating print or electronic options for image presentation and folio production are all possible techniques to be explored. At least two units of the Photography course must be completed prior to undertaking Photography Negotiated Study.

Back to Faculty
Back to Table of Contents

Visual Arts (T) (A)

At the core of Visual Arts is the development of visual literacy. Studying Visual Arts allows students to understand how meaning is constructed and interpreted in an environment that is now totally reliant on visual stimulus. Throughout this course students explore emotional, intellectual and intuitive ideas as they learn to manipulate materials, construct ideas and present images and objects in both a 2D and 3D format. Oral and written skills are also expanded as students learn to interpret a broad range of Visual Arts both in a historical and contemporary context.

In all Visual Arts courses offered students develop their ability to evaluate and critique both their own work and the work of other artists and designers. Students gain a historical overview and extend their knowledge of art movements, periods and styles as they investigate and discuss relevant past and present issues that are unique to each focus area studied.

Students are required to work both individually and collaboratively as they collect, generate and synthesise ideas. Students are required to discuss, research, communicate, time manage, problem solve, and evaluate past and present aesthetic ideas and conceptual solutions to a broad range of visually based challenges.

Students are required to extend their technical skill as they manipulate materials, gain process proficiency, develop ideas, and work with a wider range of resources and equipment. Throughout these processes students are required to understand and demonstrate appropriate occupational health and safety requirements in relation to all equipment and materials used within each unit studied.

Pre-requisites: None

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

Units for study may include:

1. Exploring Visual Arts

This unit enables students to develop informed and discerning appreciation of art and design. Students develop visual and conceptual skills through a range of creative, analytical and critical thinking processes which help them to recognise and extend their own skills and ideas. This is done by fostering interest and enjoyment in the fundamental elements and art principles used to create and interpret visual art. Students gain knowledge of how art and design is used in broader society as they generate ideas, experiment with mediums and equipment, as well as plan, organise and independently solve design problems.

2. Drawing

This unit enables students to develop visual literacy in relation to drawing. Skill is achieved in observation and representation. Students explore a range of drawing techniques while generating ideas through personal decisions as they develop and refine their own aesthetic relevant to the conceptual issues in their own work.

3. Painting

This unit examines and explores different painting techniques. It includes the study of artists from other times and cultures as well as painting styles and movements. Students develop a visual language using both the art elements and art principles. They then use this knowledge and skill to develop painted artwork that is both meaningful and communicative.

4. Printmaking

This unit investigates and exploits a range of printmaking skills and techniques. Students demonstrate the ability to select, experiment with and use a variety of methods to achieve a comprehensive body of work. Printmakers from other times and cultures as well as contemporary artists are investigated.

5. Protest Art

This unit enables students to acquire key skills in their ability to produce and interpret protest art. Students investigate the history of protest art, the relationship between arts and the media. They develop and awareness of copyright, ethical and propaganda issues. Students are directed to use a variety of art mediums and processes both in 2D and 3D format.

6. Sculpture

This unit enables students to generate and synthesize three dimensional art ideas. They acquire and extend a range of technical skills both traditional and modern, as they construct work using a variety of materials. Students collect, analyse and critically evaluate images and locations of sculptures as they investigate past and present trends.

7. Exploring Ceramics

This unit allows students to develop a range of technical skills essential to create ceramic artworks. Students learn essential preparation and reconstitution methods, develop a variety of sound construction techniques, experiment and investigate surface treatment and are introduced to firing procedures for both bisque and gloss firing. OH&S issues and procedures relating to ceramics will also be covered.

8. Ceramics Decoration and Firing

This unit allows students to explore surface treatment in reference to ceramic art. Students experience a range of firing methods and surface treatment techniques. Students explore a variety of historical and contemporary styles and develop an appropriate language to evaluate and critique ceramic art work.

9. Exploring Glass

This unit allows students to develop a range of basic technical skills essential to create and use glass in art works. Students learn essential preparation and safety methods, as they investigate balance, contrast, harmony, proportion and repartition within their work.

10. Contemporary Art Practice

This unit explores both contemporary artmaking techniques, including technologies and contemporary art issues. It may include (but is not limited to) any kind of art that aims to express and communicate ideas. Vocational pathways to careers that use and incorporate contemporary thinking and artmaking are also investigated.

11. Negotiated Study Units

These units may be available to students who have demonstrated high conceptual, cognitive and organisational skills in at least three previous units.

Back to Faculty
Back to Table of Contents

Drama (T) (A)

The study of Drama provides students with unique opportunities to make and respond to Drama experiences. Students acquire the skills and knowledge to devise, analyse, create, evaluate, synthesise and critically reflect upon Drama experiences. It is a discipline for the training of scenographers, actors, dramatists, cross-media practitioners, designers and providers of technical support.

All Drama units place emphasis on industry standard performance work and the reinforcement of theoretical concepts. Assessment is undertaken through both practical and responding tasks. There are regular, compulsory public performance evenings each semester.

The exercises and activities devised for learning dramatic skills and concepts allow for composite **(T)** and **(A)** classes. Responding tasks will be different for **(T)** students to that of **(A)** students. Making tasks are usually the same for **(T)** and **(A)** students, but the learning outcomes are different.

Drama involves collaborative work with a range of peers. Students are encouraged to be regularly involved in co-curricular groups and performance opportunities within the school and the wider community.

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

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

Units for study may include:

1. Acting for Film and Television	**12.** Self-Directed Production
2. Actor and Director	13. Lighting and Sound Design
3. Australian Theatre	14. Modern and Classical Tragedy
4. Comedy	15. Performing Shakespeare
5. Community Theatre	16. Realism and Expressionism
6. Design for the Stage	17. Recorded Voice
7. Devising and Ensemble Production	18. Theatre Around the World
8. The Director	19. Theatre for Young People
9. Dramatic Explorations	20. Theatre Production and Performance
10. Experimental Theatre	21. Theatre Visionaries
11. Independent Study Unit	22. Voice and Movement

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

Back to Faculty
Back to Table of Contents

Music

Courses offered: Music (T) (A)

Music (T) (A)

Music is a unique art form that records and enriches human civilisation reflecting the development of human cultures. The study of music enables critical thinking and engagement with innovative musicians to experience music as artists and audience members.

In broad terms, learning in Music involves making and responding. Students learn as musicians by making musical works that communicate to audiences. They learn as audiences by responding critically to music. These actions are taught together as each depends on the other.

In making musical works students learn about composing, arranging, improvising, music technology, and technical and performance skills to engage an audience.

In responding to musical works student learn about theory, elements of music, origins of music, influences of music, performance styles, technology and being an audience. Student develop an informed appreciation of music, considering music practices, elements, genres, styles, production, techniques and conventions. They interpret, analyse, and evaluate the social, cultural and historical significance of Music. The study of music equips students with life skills while also providing continuity with many tertiary and industry courses.

This course further develops the skills and concepts that students have learnt during earlier years. It provides opportunities for students to attend performances, workshops and master classes; understand and compose using various forms, technologies, genres and techniques; perform; and research within selected areas of this broad subject. This course helps to develop the understanding of the relationship between music and other art forms as a reflection of our society, culture and historical events.

Students are encouraged to be regularly involved in co-curricular groups and performance opportunities within the school and the wider community.

Pre-requisites: Satisfactory completion of at least 2 years of elective music in Years 9 and 10, or its equivalent in private practical and theoretical studies. Students studying the **(T)** Course, must be able to perform at a Grade 3 + level. There is no pre-requisite for the Accredited course, but students must be able to perform on an instrument.

Course Costs: Students undertaking this subject will incur a 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.

Units for study may include:

1. 20th and 21st Century Music

A study of the major developments and stylistic changes throughout the 20th and 21st centuries, incorporating the development of sound recording and music technology.

2. Music for Theatre

A study of the development of music for entertainment in theatre – incorporating musical theatre and the development of opera and operettas. Students undertaking this course will be directly involved in the School Musical preparations.

3. World Music

A study of music from a variety of cultures from around the world including Africa, Asia, Caribbean and Indigenous Australian music. This unit provides students with the opportunity to focus on a particular culture of personal interest.

4. Film Music

A study of the development of music in the film industry – from the era of silent movies to sound; the use of music to enhance mood; sound effects; and the influence pf sound recording technologies. Students develop skills in composing music to a short film or extract using multimedia technology.

5. Music in Media

A study of music in radio, gaming and television – incorporating music specific shows, podcasting various social interest programs and advertising.

6. Contemporary Music Units

As study of the development of popular music through history from the 1950's hit "Rock Around the Clock" to current genres.

7. Western Art Music Units

Studies of music including Medieval, Renaissance, Baroque, Classical and Romantic periods. Units in the Western Art music stream provides a history of western music, use of formal notation and the development of instruments and the orchestra over eight centuries.

8. Self-Directed Studies

This unit provides an opportunity for students to focus on an area of special interest – the unit could be one of the many and varies options that exist in the course, or by negotiation with the teacher. This unit is only available in the final semester of Year 12 provided that the student has already successfully completed 3 semesters of the course.

This is not a complete list of units available to study in Music. Teachers and students can negotiate to choose units that are of particular interest to the class. Please talk to the Director of Music for further unit choices.

Please note that 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. In addition, all Music students must undertake online WHS training for Performing Arts.

Back to Table of Contents

Health Outdoor and Physical Education

Courses offered: Exercise Science (T) (A)
Health and Wellbeing (T) (A)
Outdoor Education (T) (A)

Exercise Science (T) (A)

Exercise Science contributes to the development of the whole person through knowledge and skills relating to physical activity. 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.

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.

Pre-requisites: None

Units for study may include:

1. Anatomy and Physiology of the Human Body

Students will examine and explore the structure and function of musculoskeletal and cardiorespiratory systems and analyse how the systems adapt and adjust to the demands of physical activity. Students will investigate these systems from a cellular to systemic level allowing them to develop and understanding of how each system acts as an enabler or barrier to physical performance.

2. Factors Affecting Performance

Students will examine the physiological, psychological and behavioural theories that influence athletic performance. Students will be introduced to factors affecting performance and develop basic insights into the science underpinning the management of sports injuries and athletic mindset. Students will examine and explore how the extent and intensity of sports participation relates to the incidence of sports injuries and explore a range of technical and scientific approaches for maintaining the physical and mental well-being of athletes.

3. Preparation for Training and Performance

Students investigate the factors that influence sports performance. Students will critically analyse the effectiveness of training and nutritional guidelines and how they contribute to the improvement of athletic performance. Students will explore a variety of training and nutritional principles to develop an understanding of the varying needs of community target groups and elite athletes.

4. The Body in Motion

Students will explore the biomechanical and physiological principles involved in analysing and interpreting the body in motion and energy production. Students will apply a variety of methods used to analyse movement patterns and examine the physiological adaptations to exercise. Students will investigate the biomechanical and physiological factors that influence athletic performance.

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.

Back to Faculty
Back to Table of Contents

Health and Wellbeing (T) (A)

Health Studies are the study of biological, physiological, psychological, social and cultural influences on health and broader wellbeing. They develop the ability to analyse influences 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 the nature and purpose of health and broader wellbeing and develop insights into how values, behaviours, priorities and actions reflect the complex contexts in which people live.

Health Studies provides students with skills and knowledge to understand the role of health in the context of society and the mechanisms necessary to promote health for individuals and communities 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.

Health Studies prepares students for career and employment pathways in a range of sectors including and beyond traditional health professions such as allied health fields including social work, physiotherapy, audiology, nutrition, counselling, and a range of therapies. They may work in community and international development. The course lays a foundation for both tertiary and vocational studies.

Pre-requisites: None

Units for study may include:

1. Individual Human Health

Students will identify and understand influences on individual health and examine the indicators and determinants of their health. Students investigate individual human development across the lifespan which involves a series of orderly and predictable changes, which can be classified as biological, behavioural, environmental and social. Students will evaluate influences on individuals such as media and reflect on personal and social actions to promote and improve health outcomes for individuals.

2. Health in Australia

Students will define health, examine the indicators and determinants of health, and explore health promotion in Australia. Students investigate the priority health areas, major causes of ill-health and the role of health services in preventing and treating ill-health in Australia. Students will evaluate public and private contributions to Australian health care and explore the different support professions and organisations and their role in providing health for Australia.

3. Health of Populations

Students will study the health status of various populations, examining concepts, models, theories and principles which can be applied to address health inequities. Students interpret relationships in data which explain these disparities in health. Students examine different cultural perceptions and approaches to health and wellbeing.

4. Global Health and Human Development

Students will examine the role of international organisations including the UN and WHO in combating inequality. Students explore current issues on global health and review strategies designed to promote health and sustainable human development globally, as well as government and non-government contributions to international health programs.

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.

Back to Faculty
Back to Table of Contents

Outdoor Education (T) (A)

Outdoor Education is an integrated area of study that actively engages students holistically in intellectual, social, emotional and physical development and learning in, about and through physical, recreational and sporting activities.

The Outdoor Education course will enable students to:

- develop knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- develop physical skills which promote cognitive and academic performance e.g. functioning of the brain, learning memory, concentration and mood
- plan activities independently and collaboratively
- communicate ideas
- develop self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical well-being.

The course provides opportunities to engage in outdoor pursuits and recreation. Students will research various environments and plan group activities relating to the concepts studied. There will be an approximate cost of $900 per year, depending on group numbers and the chosen activities.

Pre-requisites: None

Units for study may include:

1. **Discover Outdoor Environments:**
   Students explore the environment and its features through participating in outdoor activities in the natural environment. Students learn about the role of the environment in promoting mental health and physical well-being. They work with others to respectfully and safely participate in activities in diverse outdoor environments, building knowledge, skills, self-efficacy and appreciation of natural places.

2. **Planning and Management:**
   Students are involved in planning for participation in an expedition or an activity. Students learn to plan all aspects required for participation in an expedition or one or more activities. Students will also evaluate the risks involved in the activities and learn to develop risk management and emergency response plans (such as completing a first aid course) appropriate to the activity

3. **Responsibility of Self and Others:**
   Students explore the relationships between people and the environment, teamwork, leadership and individual learning characteristics. These are explored through a variety of outdoor activities, and the choice of appropriate methods applied to individual activities.

4. **Sustainable Outdoor Recreation:**
   Students learn about the sustainable use of wilderness environments and the importance of healthy outdoor environments. Students develop their philosophy on adventure, connection to wilderness environments and the use of technology in outdoor recreation and various outdoor settings.

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.

Back to Faculty
Back to Table of Contents

Other Available Courses

Courses offered: Interdisciplinary Inquiry Project (T)
External Providers: ANU Extension (H) Courses
NSW School of Languages
Australian School of Contemporary Chinese

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 an external course may seek permission from the Director of Studies to study only five (5) classes at Burgmann Anglican School in Year 12.

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.

Back to Table of Contents

Australian National University Extension Program (H Courses)

These courses are a collaboration between Australian universities and the Board of Senior Secondary Studies. Students undertaking these courses gain access to university resources including libraries, computer systems and cutting edge facilities. The results from these courses will be able to be counted for the calculation of Australian Tertiary Admission Rank (ATAR) scores. Students who complete university courses at an appropriate level may be given early entry to university and may gain credit towards their studies at university in each of the courses completed. Typically, students will enrol in only one course per year. Classes will usually be held on weekday afternoons.

With the exception of Music, which is a stand-alone Major, all ANU courses are treated as a stand-alone Minors. The university course and the corresponding Burgmann **(T)** Major may both be used in the calculation of the aggregate score up to a maximum course weighting of 2 (7 standard units, equivalent to a Double-major). Students wishing to study **(H)** courses at the ANU need to be enrolled in the relevant course at Burgmann.

ANU Course	Burgmann Course
Astrophysics	Major in Physics
Chemistry	Major in Chemistry
Biodiversity (Conservation Biology)	Mathematical Methods or Specialist Mathematics and Biology or Chemistry or any rigorous **(T)** science course
Physics	Major in Physics
Specialist Mathematics	Major/Minor in Specialist Mathematics
Discovering Engineering	Major in Specialist Mathematics
Performing Indonesian Language	Can be studied independently, but will be enhanced when studied in combination with other studies of Indonesian language or societies in Asia.
Continuing Chinese	Continuing Chinese at a community college
Continuing Korean	Continuing Korean at a community college

Interested students will need to complete an on-line application during February 2020. Selection will be based on selection test results, applications, interview and information from schools. A common test for Physics, Chemistry and Biodiversity is held in late February 2020. Separate tests for the other courses will also be held in February. Students will be notified of the outcome of the selection process by March 2020.

Costs

There is no charge to students undertaking ANU Extension 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 ANU Extension will be able to contribute to the calculation of a student's ATAR.

Students who successfully complete studies in ANU Extension will receive an early offer of entry into an ANU bachelor degree program and may receive six (6) credit points towards their bachelor degree for the work completed in ANU Extension.

Back to top Other Available Courses
Back to Table of Contents

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. 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.

Back to top Other Available Courses
Back to Table of Contents

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 is 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 32). 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.

Back to top Other Available Courses
Back to Table of Contents

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 2020.

Back to top Registered Courses
Back to Table of Contents

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 his/her ACT Senior Secondary Certificate at Burgmann Anglican School. Students may apply through the school to enrol in many varying ASBAs.

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 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 Automotive Vehicle Servicing
Certificate II in Business Administration
Certificate II in Creative Industries (Media)
Certificate II in Furniture Making
Certificate II in General Construction
Certificate II in Horticulture (Landscape)
Certificate II in Hospitality Operations
Certificate II in Sport and Recreation
Certificate III in Electro technology Electrician
Certificate III in Fitness
Certificate III in Furniture Making (Cabinet Making)
Certificate III in Hospitality Operations
Certificate III in Plumbing
Certificate III in Sport and Recreation

An Australian Apprenticeship Centre (AAC) is able to provide further details.

For further information about specific industry areas visit their listing on the Training.gov.au website (http://training.gov.au)

https://www.australinaapprenticeships.gov.au/australian-school-base-apprenticeshps

Units awarded to ASBAs on the Senior Secondary Certificate

ASBAs who are undertaking a Certificate II qualification will be entitled to a **maximum** of 2 units a semester in the relevant industry area (1 unit for structured training and 1 unit for on-the-job training).
ASBAs who are undertaking a Certificate III qualification will be entitled to a **maximum** of 3 units a semester in the relevant industry area (1 unit for structured training and 2 units for on-the-job training).

The maximum contribution of any one course area to the minimum requirements of an ACT Senior Secondary Certificate is 8 standard units as per BSSS policy.

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

Back to Table of Contents

Student Support

House System and Wellbeing Program

On entry to Burgmann every student is assigned to a House (Dhurrawang, Guraguma, Ngadyung or Gurabung). Students in Years 11 and 12 are in tutor groups according to his/her 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 Special Needs

The school aims to provide support for students with disabilities and special needs (e.g. learning difficulties). Any concerns of this nature need to be discussed openly at interview so that the capacity of the school to offer the necessary help and resources can be assessed. Appropriate testing and documentation as required by the BSSS needs to be undertaken in these cases. Special Provisions allowances for assessment are considered by a panel of staff and application forms are available through the student office.

Senior School Administrative Forms

Students are able to access relevant academic and permission forms (listed below) from the Senior School office.

Special Consideration Application Form

Course change form

Leave Form

Please note a parental letter with signature or an email from a work email account is required for all periods of absence or lateness, otherwise an Unexplained absence will be recorded for BSSS records.

Back to Table of Contents

Burgmann Anglican School

Valley Campus
4 The Valley Avenue
Gungahlin ACT 2912

Forde Campus
Cnr Francis Forde Boulevard & Hurrell Street
Forde ACT 2914

Phone: (02) 6255 7700
Email: info@burgmann.act.edu.au

www.burgmann.act.edu.au

BURGMANN
ANGLICAN SCHOOL

GRACE COMMITMENT WISDOM