

Burwood Girls High School

Subjection Selection
Year 9, 2022



**Subject choices course
information booklet**



Year 9 2022 Subject Choices Course Information Booklet

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Introduction

Burwood Girls High School wants all students to:

- Take responsibility for and exercise greater control over their learning
- Have belief in their learning potential
- Experience a variety of learning styles, identify their own preferred learning styles and use them appropriately
- Learn to use their minds well by thinking, reflecting and understanding
- Be good problem-solvers, communicators and decision-makers and to be competent in-group processes.

In order to achieve these outcomes, teachers ensure that:

- Teaching methods provide for difference in styles and pace of learning
- Programs focus on active learning
- Classroom strategies facilitate mixed ability co-operative learning
- Opportunities are provided for girls to negotiate within chosen subjects

At Burwood Girls High, we view homework as an important part of the education process.

- It can assist to consolidate the learning done at school.
- It can train students in effective study habits.

There are various types of homework. One of the most useful types is the short set of exercises based on the work done in class during the day. Your daughter may be asked to read a few pages from a text in preparation for the next lesson. She may be asked to complete a piece of writing commenced in class or a set of mathematical questions. There is generally a novel to read or a poem, or a play. However, parents should realise as well, that homework may also involve watching specific television programs or reading the newspaper.

Assignments set are another type of homework. For these, your daughter will be given more time, usually a few weeks. Students are usually given some time in class for assignments.

- Encourage your daughter to ask questions so she understands what will be assessed in the assignment.
- Encourage your daughter to negotiate a due date with her teacher, if there are other assignments due in at the same time.
- Encourage your daughter to use her school diary and term planner.

Mandatory Subjects

English

Mathematics

Science

Geography

History

PDHPE

English

The Stage 5 English Course is designed to allow students to develop more sophisticated language and literacy skills in order to respond to and compose a variety of texts.

Students are required to demonstrate skills in a range of language modes such as listening, speaking, reading, writing, viewing and representing. Students also need to be able to identify language forms and features in each of these modes.

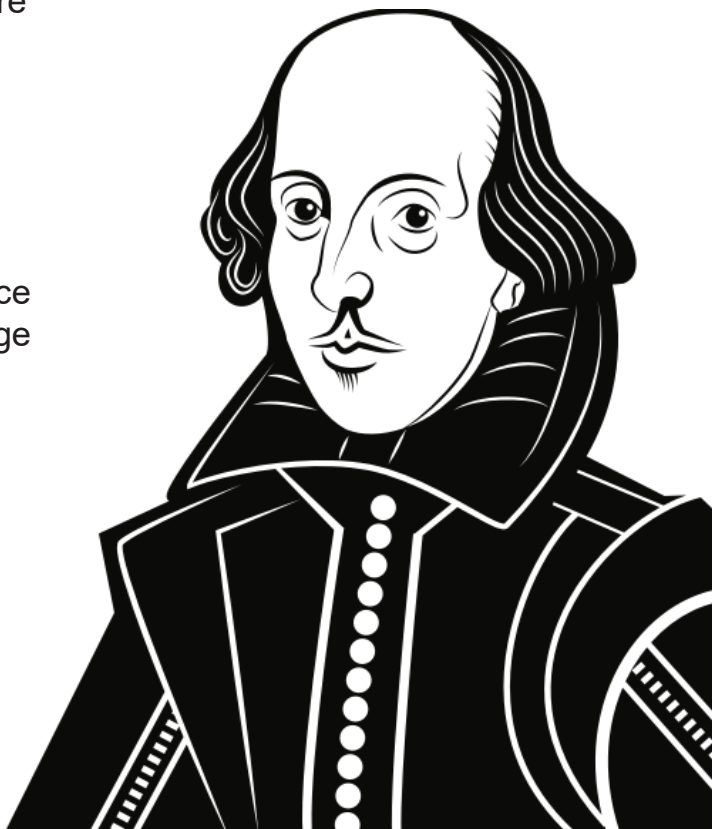
Students in Year 9 English must study a range of texts that give the students experience in Australian literature, literature from cultures and contexts other than Australia, Shakespearean drama, cultural and popular heritages, picture books, electronic texts and a range of texts that explore social, gender and cultural perspectives.

Our program will include the study of a range of units such as:

- Persuasive Texts
- Representation of teenagers: Novel study
- Genre Study – Gothic Literature
- Close study of Shakespeare

In Year 9 English students will be given a range of opportunities to respond creatively, personally and critically to a range of texts in order to develop their confidence and literacy skills in using language for specific purposes.

The Year 9 English program is designed to present a differentiated curriculum to meet the needs of all students. We have an extension English project each Semester for those students who want to extend their learning in English.



Mathematics

Mathematics in Year 9 is part of the continuum of the Stage 1 to Stage 5 syllabus. Within each stage, the syllabus is organised into the three content strands of:

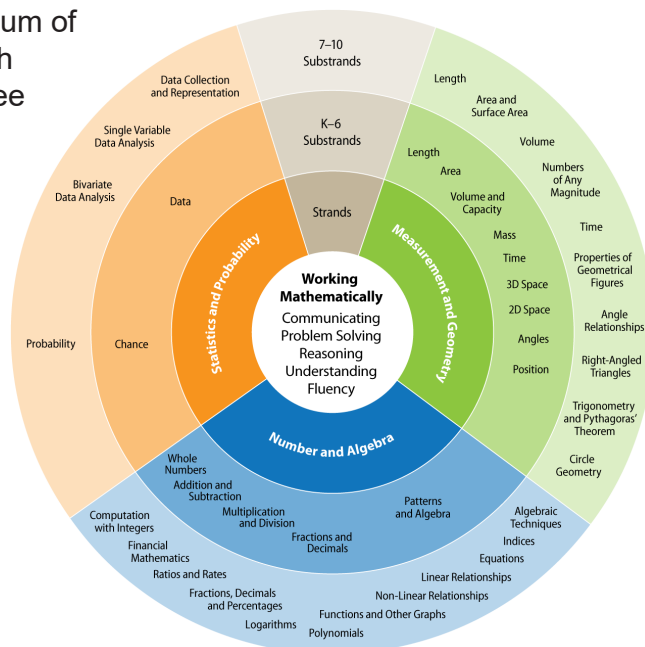
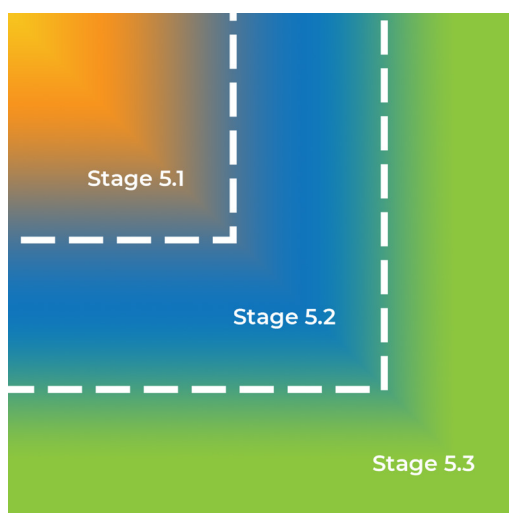
1. Number and Algebra
2. Measurement and Geometry
3. Statistics and Probability

Mathematical problem solving, called Working Mathematically, is integrated into these strands.

At the completion of the Year 8 course the teachers meet and, taking into consideration all assessment procedures, assign students according to their level of understanding.

The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Three sub-stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus.

Students studying some or all of the content of Stage 5.2 also study all of the content of Stage 5.1. Similarly, students studying some or all of the content of Stage 5.3 also study all of the content of Stage 5.1 and Stage 5.2.



The diagram represents the relationships between the strands and substrands only. It is not intended to indicate the amount of time spent studying each strand or substrand.

In addition, Burwood Girls High School runs an Accelerated Mathematics Program, which has students by the end Year 9 completing the entire Stage 5 syllabus.

During Year 9 and 10 changes are made between courses as students develop. These changes are based on assessment results.

Students intending to study Mathematics in the senior school need to be aware that the completion of Stage 5 content will be vital for their success. Students are encouraged to work hard, ask questions and do their best.

Near the completion of Year 10 interviews are held with students so that an appropriate selection of course can be made for Senior Mathematics.

Science

The Year 9 & 10 Science course aims to provide learning experiences, through which students will acquire scientific knowledge and skills, develop an appreciation of science as a human activity and develop positive values and attitudes towards science.

The topics are designed in contexts to engage student's learning. The topics focus on the outcomes of the Science Stage 5 syllabus that will be assessed at the school.

Year 9

- Shake, Rattle and Roll
- Communicating
- Medicine and Microbiology
- Space IX (STEM Project)

Year 10

- Student Research Project
- You 101
- The Changing Nature of Science
- Sustainable Future (STEM Project)



Student Research Project (SRP) in Year 10

The Student Research Project (SRP) requires students to choose a topic to investigate scientifically. Students plan and carry out their investigation before communicating their ideas and findings in a scientific report. Investigations are carried out during class time to assist all students in the successful completion of their investigation and to clarify their questions. Students may need to allocate some time out of class to complete the Final Report.

The SRP is conducted in stages:

Term 1 Weeks 2-3 – Year 10 Designing an appropriate procedure for their investigation.

Term 1 Weeks 4-6 – Year 10 Carrying out the investigation.

Term 1 Week 8 – Year 10 Writing an Experimental Report

(NOTE: These dates are intended as a guide – more detailed information and dates will be provided to students and parents in Term 1 of Year 10.)

Geography

In Year 9 the students complete their study of Stage 5 Geography. This is a mandatory requirement and will be studied during Year 9 only.

Geography is the study of places and the relationships between people and their environments. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Students learn to question why the world is as it is. They reflect on their actions and their responsibilities in ensuring we have a socially just and sustainable future.

The main areas of study in Stage 5 Geography are:

- Sustainable Biomes
- Changing Places
- Environmental Change and Management
- Human Wellbeing

Geographical skills which were developed in the Year 8 Stage f4 course will continue to be applied throughout the Stage 5 course. These skills include:

- Reading maps, including direction and calculating scale
- Using longitude and latitude
- Interpreting Topographic maps
- Using Area and Grid references
- Climate graphs
- Population pyramids
- Synoptic charts
- Interpreting a range of graphs

The study of Geography enables students to become active, responsible and informed citizens who are able to evaluate the opinions of others and to express their own ideas and arguments.

This forms a basis for active participation in community life and a commitment to sustainability.

Engagement in fieldwork and the use of geographical tools, including mapping and spatial technologies, are fundamental to the course.



History

In Year 10 the students complete their study of Stage 5 History. This is a mandatory requirement and will be studied during Year 10 only.

The main areas of study in Stage 5 History are:

- Movement of Peoples
- Making a Nation
- Australians at War: World War I and World War II
- The Holocaust - School Developed Depth Study
- Changing Rights and Freedoms 1945 to the present - Core Study (Depth Study 4)
- Pop Culture - The Globalising World (Depth Study 5)



Historical Investigation skills which were developed in the Stage 4 course will continue to be applied in the Stage 5 course.

The objective of the course is to develop students who have a commitment to informed and active citizenship through the investigation of numerous issues including:

- The impact of the industrial revolution
- The impact of European settlement in Australia and its growth to nationhood
- The impact of war on Australia
- Looking at specific cases of changing rights and freedoms in the US and Australia

The course is assessed through tasks such as recreation of diaries, photostory albums, short and extended writing.

History skills are developed through contextualised information, focusing on writing, vocabulary and comprehension.



PDHPE

Personal Development, Health and Physical Education.

PDHPE is a compulsory course, which must be completed by all students to meet board requirements.

The course consists of 3 x 70 minute lessons per fortnight. This usually takes the form of a double in one week and two doubles in the alternate week. The course is a mixture of theory and practical units and must follow the board syllabus in content and outcomes.

The NSW Syllabus for the Australian Curriculum for Year 9 and 10 PDHPE has been implemented as of 2020, with the areas of focus based on the following three strands:

1. Health, Wellbeing and Relationships;
2. Movement Skill and Performance;
3. Healthy, Safe and Active Lifestyles.

There is special emphasis on developing knowledge skills and understanding to enhance personal strengths, promote health, safety and wellbeing of self and others. Students develop confidence and competence in engaging in physical activity through a variety of movement experiences. A key focus of this course is to allow students to develop empowerment in making healthy and safe choices and take action to promote health.

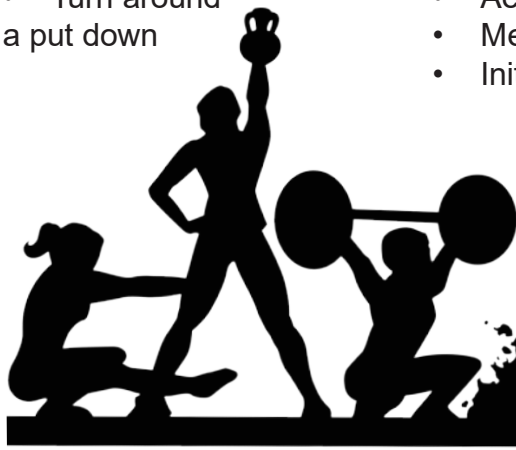
In Year 10, there is special emphasis on useful practical information and skill building to enable students to face the future with confidence, concerning their rights and responsibilities, in an increasingly complex world.

Year 9 Topics include:

- I like to Move It
- No Regrets
- Sports Aerobics
- Turn around a put down

Year 10 topics include:

- Healthy Lifestyles
- SEPEP Invasion Games and Season of Sport
- Rights and Responsibilities
- Aerobics/Dance
- Mental Health
- Initiatives and Recreational Pursuits



Assessment is ongoing throughout the year for both Years 9 and 10. Various methods of formal and informal assessment are utilised including practical tasks (group and individual) assignments, reports, oral presentations and group tasks.

REMEMBER, THE AIM IS TO HAVE FUN WHILE YOU LEARN!

Elective Subjects

How to choose an elective / proposed fees

- Child Studies
- Chinese
- Commerce
- Dance
- Design and Technology
- Drama
- Engineering Challenges
- EAL/D Elective
- Food Technology
- French
- Futures Learning
- Indonesian
- Information Software and Technology
- International Studies
- Italian
- Japanese
- Korean
- Live Production
- Music
- Philosophy
- Photographic & Digital Media
- Physical Activity and Sport Studies
- PASS Sport Coaching
- Textiles Technology
- 21st Century Journalism
- Visual Arts
- Visual Design

Vocational Education and Training (VET) Info

Languages as an Elective

How to choose an elective

You will study three electives in Years 9 and 10. You can continue any or all of the electives you studied in Year 8, or choose new ones.

Please note that you should not pick a language that you did not study in Year 8, except in special circumstances, in which case it must be discussed with the HT Languages.

Points to consider when selecting electives

1. Choose subjects you like and may be enjoyable and useful for your career choice.
2. Choose subjects according to your individual needs and not because your friends are doing the subject or because you like the teacher. Think of much more important issues than temporary likes and dislikes. Consider whether you might enjoy these subjects and have a particular interest in them.
3. Choose carefully as there will be no opportunity to change your electives.

There is no guarantee that all electives will actually run. Subjects must attract a certain number of students before we can form a class. Also, it may not be possible to do a particular combination of choices, so you must choose five electives, although you will only study three. You will select your subjects online.

Proposed fee schedule for Year 9 – 2022

(Guideline only – subject to change)

Mandatory subjects

English – includes Wordflyers and Theatre Visit	\$45	(part of compulsory English)
Mathematics software program	\$30	
Science STILE online resource	\$15	

Electives

Child Studies	\$25	
Chinese	nil	
Commerce	nil	
Dance	\$30	
Dance uniform (compulsory)	\$75	(purchased once only)
Design and Technology	\$50	
Drama	\$25	
Engineering Challenges	\$50	
EAL/D Elective	nil	
Food Technology	\$90	
French	\$25	
Futures Learning	nil	
Indonesian.....	\$25	
Information and Software Technology	\$70	(includes \$35 GROK platform)
International Studies	nil	
Italian	\$25	
Japanese	\$25	
Korean	\$25	
Music	\$30	
Philosophy	nil	
Photographic and Digital Media	\$65	
Physical Activity and Sports Studies	\$160	(includes surf camp)
Textiles Technology	\$50	
21st Century Journalism	nil	
Visual Arts	\$50	
Visual Design	\$50	

Child Studies

Our society acknowledges childhood as a unique and intense period for growth, development and learning that affects all aspects of our later life.

In Child Studies you will learn about children from 0-5 years of age through many fun practical experiences. These include taking home the “Baby Think It Over” doll “babies”, constructing toys, preparing children’s meals, visiting pre-schools and hospitals.

Child Studies enables students to be aware of related career pathways, such as Child Care Worker, Paediatrics and Nursing.

Assessment is through project work, folio work, oral presentations and practical experiences.

The modules studied throughout Years 9 and 10 are:



Students will be expected to supply materials for their major practical project works. As there is a large practical component with consumable goods, course fees must also be paid. The anticipated fee for 2022 is \$25.00.

Fees can be paid in instalments. For practical lessons, full covered leather shoes must be worn in line with departmental safety guidelines.



Chinese

Chinese is a fascinating language with a beautiful script and sing-song intonation. It is the oldest language in continuous use in the world, so when you use Chinese you are making a connection with the ancient world while, at the same time, being completely modern!

About one-fifth of the world's population – over a billion people - communicates in Chinese. So, as a learner of Chinese, you will have lots of friends with whom to practise. Some of these are friends close to home here at Burwood Girls High School or in the local neighbourhood, while others are students from schools in China.

Learning Chinese is very useful in many other ways too. China, with its Great Wall, the Terracotta Warriors, tropical Hainan Island and picturesque “shan-shui” (mountains and water) scenery of Guilin, is a must-visit holiday destination.

Being able to communicate in the local language of a country of such historical, cultural and scenic wonder is definitely a plus. In addition, with the increasingly close relationship between Australia and China, job opportunities for those who know Chinese are growing fast. In fact, Mandarin is second to English in terms of the number of speakers in Australia.

In Stage 5, we continue learning the everyday language used to describe your world as a high school student. Topics include food, celebrations, tourism, school life, sports and hobbies. As well, we learn about the culture and history of China, through various research projects, film viewings and readings. Increasingly, the learning of Chinese at Burwood Girls is being enhanced through the use of new technologies such as language apps and Web 2.0 tools (e.g., Pixton comics, Voki speaking characters, GoAnimate).

Background speakers of Chinese will have the opportunity to maintain and develop their Chinese language skills through exposure to the beauty and sensibilities of ancient and modern Chinese literature.

(Also refer to Languages as an elective on page 42.)



Commerce

Every day, in all aspects of life, people are involved in some sort of business and government interaction.

In Year 9 and 10 Commerce you will develop an understanding of these interactions by learning about:

- Being a Wise Consumer
- Managing Your Money
- Promoting and Selling a Product
- Running a Business – you will organise and operate your own business, including holding board meetings, arranging finance and ultimately, setting up shop. It's really a hands-on, practical way of learning about how business works
- How the Law Works – we visit our local law courts and sit in on actual court cases
- Government – learn how you are an important part of our society and that you can have a say. Take part in an election campaign.
- Employment Issues – which involves individual research on a range of job opportunities and work rights and responsibilities
- Australia's Links with the Rest of the World
- An Introduction to How Our Economy Works

The study of Commerce will help you become more active, informed members of our community.



Dance

Dance has existed as a vital part of every known culture throughout time. It is a distinct form of nonverbal communication that uses the body as an instrument of expression, articulating the culture and society from which it emerges.

Elective Dance (Years 9-12) provides students with a variety of skills, which will be beneficial to them in any career. It is particularly useful for those who may be considering a dance-related career such as choreography, dance teaching, dance therapy, physiotherapy or dance writing and criticism.

The study of dance as an art form is the philosophical base of the Dance Years 7–10 Syllabus. The conceptual basis of the study of dance as an art form centres on the three practices:

- **Performance:** development of physical skills, movement principles, styled techniques from a range of genres. Safe dance practice is embedded through the practices to ensure that students are able to maintain safe, healthy and rewarding lives.
- **Composition:** expressing ideas creatively, thinking imaginatively and sharing ideas, values and attitudes
- **Appreciation:** intellectually exploring and analysing the communication of ideas through movement. Dance is seen as works of art.

It caters for students with a high level of prior knowledge, skills and experience in dance as well as those without prior knowledge and experience. Dance in Year 10 provides a pathway to the study of Dance at Stage 6, and encourages participation in and enjoyment of dance throughout life.

Assessments occur in the forms of group performances, presentations, compositions. Full production work on costuming, staging and composition forms a major assessment area for the Showcase.



Dance (cont.)

Year 9 Elective Dance Units

- Let's Dance
- Safe Dance Practices
- Space
- Unpacking the Elements of Dance
- Showcase
- Communicating and Expressing Ideas
- Jazz Dance
- Dance Anatomy
- Popular Dance of Youth Culture
- Pioneers of Modern Dance
- Composition and Appreciation Tools
- Showcase
- Musical Theatre
- Dance on Film

Year 10 Elective Dance Units

- **Dance Showcase** is a major calendar highlight for the elective dance classes.
- Students are provided the opportunity to engage in a variety of **extra-curricular initiatives**: Dance Company, Troupe, Ensemble, Hip Hop, Acrobatics, Musical Theatre.
- **Excursions** to contemporary and musical performances and/or Sydney Dance Company are highlights of this active and enjoyable course.
- Dance students from all years may have the opportunity to **travel overseas to perform and participate in workshops**.



Design and Technology

This 200-hour design-based subject provides exciting opportunities for students to develop an understanding and skills in a broad range of design areas.

Practical projects include but are not limited to:

- Innovative wooden storage design
- Graphic Album Cover design
- Kangaroo Leather and Resin Jewellery Design, including fashion photoshoot and packaging design
- Paper and wood lighting design
- Free Choice – as per discussion with classroom teacher.



Core modules develop students' ability to problem solve, work independently and achieve set goals. Students should have a strong interest in design and making and will need organisational skills and a willingness to think outside the box. Practical skills and processes learnt in a range of technologies equip students with skills to be utilised in the future, whether that be for personal use or further study at TAFE or University in Engineering or Product Design, Object and Jewellery designs.

Students will work both independently and in team based scenarios tackling design briefs and producing ready to use, professional quality products that they can be proud of.



The following core learning modules are integrated into each unit of work:

- A Holistic Approach
- Design Processes
- Activity of Designers

Students will be assessed on their documentation of the design process in their Design Folio, on the Final Product and study of design and technology research

As this is a practical subject, course fees must be paid. The anticipated fee for is \$50.00. Fees can be paid in instalments.

For practical lessons, fully covered, hard leather shoes must be worn in line with departmental safety guidelines.

There are numerous real life experiences that students can participate in including various excursions to displays and exhibitions and parades and incursions such as design and drawing workshops.

Drama

The Stage 5 Course in Drama requires students to develop knowledge, understanding and skills in three key areas:

1. Making drama
2. Performing drama
3. Appreciating drama

Students will also learn to value and appreciate the collaborative nature of drama and theatre as well as the contribution of drama and theatre to enriching and sustaining cultures and societies.



The Year 9 program contains both practical and theoretical components and students are required to complete both elements with equal commitment if they wish to succeed in this course. A major focus of the program is on developing self-discipline. Students are required to work independently as well being able to work as a part of an ensemble to complete set tasks. Students who lack self-discipline therefore struggle to meet outcomes that require sustained periods of creative attention and focus. Students will learn to evaluate the work and skills of themselves and their peers and must approach such tasks with maturity.

The Drama course is designed for students who may have an interest in exploring performance as a tool of understanding their world and other contexts. It is also designed for students who wish to improve their self-esteem and/or develop their confidence in the use and control of verbal and non-verbal literacies.

In Year 9 students will primarily focus on understanding the elements of Drama.

These elements include:

- Focus
- Tension
- Space
- Structure
- Movement
- Moment
- Symbols

The study of these elements is explored primarily through the compulsory context of playbuilding as a way to inform students about the actor-audience relationship and how drama can be used to create worlds beyond their own context.

Students will also explore other dramatic concepts and contexts which include improvisation, mask work, scripted drama and Shakespeare.

Engineering Challenges

This 200-hour elective aims to develop student's interest in Science, Technology and Engineering. The course will give interested students opportunities to develop their learning potential beyond the scope of the mainstream curriculum. The course will take a Project Based Learning approach, with students investigating and solving practical challenges. Completion of class-based challenges will be extended by entry into established external interschool competitions.

Challenge Topics include:

- Engineering Structures and Bridge Building Challenge
- Mechatronics Challenge
- Control systems using Arduino
- Robotics Challenge
- Solar Energy and Solar Vehicle Challenge
- Computer Aided Design and 3D Printing Challenge

This is a course which will require students to be committed and independent in their learning, and to be able to work as a member of a small group employing skills of communication, collaboration, creativity and critical thinking. Students will be expected to investigate ideas requiring the development of deep understanding and solve practical problems independently.

Student numbers in this elective will be capped to a smaller size and initial enrolments will be carried out by an Expression of Interest.

Assessment is through completion of **project work** and review of scope of learning.

This elective has a significant practical component, **course fees for materials** must be paid. The anticipated fee for 2022 is \$50.00.



EAL/D Elective

Burwood Girls High School offers students who have English as an extra language to undertake a supported study of literacy in the school context. This course is designed to allow students to become more comfortable with the types of texts they will study in the rest of the curriculum.

Students will be expected to engage in a range of class activities that will improve their ability to speak, read, write and listen in English. Students will also be exploring the rules and conventions of a range of text types and learn how to use them to compose their own texts.

Students in the EAL/D course will have to work both independently and collaboratively to increase their exposure to, and understanding of English texts, vocabulary, grammar, punctuation, verb-tense agreements and contemporary cultural references. The course is built around the individual needs of the students based on their identified strengths and weaknesses. The course is differentiated in order to ensure students achieve their personal goals and experience success with English.

Our program will therefore focus on the following range of texts:

- Visual texts, including film
- Fiction texts such as novels, short stories and poetry
- Multimedia texts
- School based texts
- Spoken texts

This course is all about building skills and the confidence to use them in the appropriate circumstance. The exploration of English literature is a rich one and this course is designed with the hope that it will inspire our students to embrace it in all of its many forms.

Food Technology

- Do you enjoy the practical experience of preparing and eating food?
- Are you interested in your health and learning more about nutrition and food preparation?
- Do you learn best through practical experience?

If you have answered yes to any of these questions you should consider Food Technology as an elective subject.

Food Technology is a practical subject where students take part in practical work on a 'weekly' basis. Students develop practical skills in preparing and presenting food that will enable them to choose and use the right ingredients, methods and equipment. These food specific skills will allow students to make quality food products.

Food Technology provides students with a broad knowledge and understanding of food properties, processing and food preparation and nutritional requirements. Students also gain knowledge of nutrition and consumption patterns that will help students to make informed decisions about health claims, nutritional quality of food, genetic engineering and the impact of the environment on food production processes. The course also provides a context through which students explore the richness, pleasure and variety food adds to life, and nutritional wellbeing.

Food Technology is studied through **focus areas**, which create a unit of work with relevant content and practical experiences.

Focus areas include:

- Food in Australia
- Food for Special Needs
- Food Service and Catering
- Food Trends
- Food for Special Occasions
- Food Product Development

As this is a practical subject with consumable goods, course fees must be paid. The anticipated fee for 2022 is \$70.00 (Yr.10 2022 is \$90). Fees can be paid in instalments.

For practical lessons, full covered leather shoes must be worn in line with departmental safety guidelines. Aprons, hairnets, tea towels and dishcloths will need to be provided by each student and students must be prepared with ALL equipment EVERY practical lesson.

To ensure that students have a positive experience in Food Technology, the school makes every endeavour to cater for students' special dietary or religious food needs.

There are numerous real life experiences that students can participate in such as excursions to various restaurants, TAFEs and food manufacturers.



French

French is a very useful and interesting language. It is also the most romantic language in the world! It also happens to be Australia's second most-studied language.

French is spoken in 42 countries throughout the world. It is the first or second language of one quarter of the world's population. It is also an official language of the Olympics.

Australia's nearest French-speaking neighbour is New Caledonia, just a few hours away by plane – a great place for an excursion! Not only does French come in handy on holidays, there are many job opportunities available for French speakers.

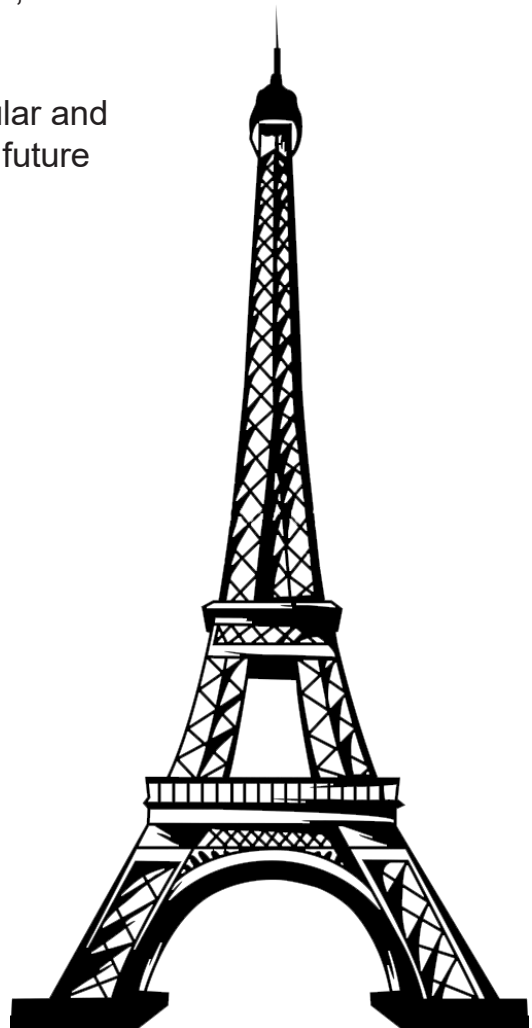
In Stage 5, we continue learning the day-to-day language used in talking about oneself and one's environment. Topics include the family, clothes, food, daily activities, weather, health, the body, directions, leisure activities, school, and future plans.

Major grammar points dealt with include regular and irregular verbs in the present tense, the near future and the past tense.

In Year 9 students have an assignment on New Caledonia, while in Year 10 students research Paris.

Technology, DVDs and CDs, magazines and songs are incorporated into the text and workbook course, as are excursions and food tastings.

(Also refer to Languages as an elective on page 42.)



Futures Learning

Futures Learning is an elective subject designed to build the skills students require for living in a rapidly changing world in the context of an area of study of the students' own interests.

This subject will enable students to design their own learning intentions. With the support of a teacher mentor, students will engage in self-directed learning with a focus on the skills they need to acquire to be successful in the future. Central to this will be the development of 21st Century Skills – collaboration, communication, critical thinking, creativity and digital literacy. Students will identify their areas of strength and weakness and develop strategies to cultivate these skills over the year. This will be done with the support of the teacher, but also with industry experts where possible.

Students will develop these skills in the context of researching an issue or topic that is of interest to them. This could include social justice issues to a topic with an inter-disciplinary focus (for example, combining art, music and maths). Students will then produce or design a major work which will be presented in a public forum. Students have created escape rooms, taught workshops at other schools, made videos for national competitions and co-written government funding applications for the school amongst many other experiences.

Assessment for this subject will be quite different to other subjects. There will be an emphasis on the development of skills, rather than content knowledge. Furthermore, there will be a strong focus on self-evaluation with students learning to take responsibility for their growth as an individual. Similarly, reporting will be quite different with students required to reflect extensively on their own learning and evaluate their own progress.

Futures Learning aims to promote risk taking in learning, and while targeted at high potential learners, it is open to all students.



Indonesian



Indonesia is Australia's nearest Asian neighbour and has the fourth largest population in the world. The study of Indonesia, and its national language, Bahasa Indonesia, is therefore relevant to Australian students. Learning Indonesian provides students with opportunities for continued learning and future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality, defense and international relations.

The Indonesian language is also spoken in Malaysia, and by the Malay speaking inhabitants of Singapore, Brunei and southern Thailand.

Apart from being a very popular tourist destination, Australia also has very close trade relations with Indonesia. Indonesia is a government priority language, chosen because of Indonesia's strategic importance to Australia and Indonesia's emergence as one of the top three emerging economies.

The Indonesian language course is designed for immediate and easy communication, and students experience proficiency quite early in their language learning. It is a non-tonal language with a roman script like English, and it has a regular, phonetic pronunciation.

In Stage 5 we cover content topics including school life, daily routines, home and family, friends, leisure and entertainment, special occasions, shopping, sport, health, and food and eating.

By the end of Year 10 students will be able to communicate comfortably and with fluency on a range of topics involving everyday and personal life.

Students will also acquire an extensive knowledge and understanding of the rich and diverse culture of Indonesia. They will learn, through a variety of media, about the different islands, ethnic groups, places of interest and religions of this island paradise.

(Also refer to Languages as an elective on page 42.)

Information and Software Technology

The course has an emphasis on practical activities with individual and group tasks, performed over a range of projects. If you are thinking of career opportunities, are interested in learning about different and evolving technologies, or simply enjoy communicating with others through technology, then Information and Software Technology is for you!

This course provides students with all the skills needed to become confident computer users and developers of computer software and programs. Students will develop high levels of computing and technology literacy and will use a variety of technologies to create, modify and produce products in a range of media formats.

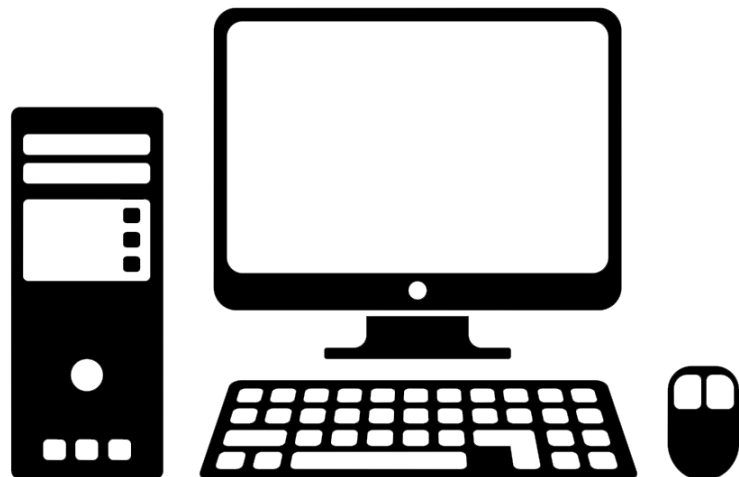
The course covers digital media projects including **game development**, **programming**, video, animation, photographic and Digital Media promotes a hands-on approach to learning through which you will gain skills in areas scripting, storyboarding and coding. In this subject you learn raw coding like **HTML**, **visual basic** etc. This is the foundation of all computer programs. The course also covers **business applications** such as database design, spreadsheet designs and simulations.

In web design you use raw code to develop a website incorporating sound, animation, video, photographs and text. You will gain a full understanding of the correct way to set up web pages and web sites.

The course focuses on creative development through practical design together with an appreciation of the importance of design history, aesthetics, sustainable design and digital features.

Projects are undertaken in the following areas:

- Website Development
- Digital Media
- Database Design
- Game Development and Programming
- Spreadsheets and Simulations



Career paths

Computers knowledge is required in all areas of business, commerce and all professions. You can study to do highly paid jobs in computers even without a university degree. Network engineers, software engineers, hardware engineers are in demand.

HSC is NOT a requirement for these courses.

Not good at maths? Yes, you can become a network engineer etc. Discuss your options with the computer teachers.

International Studies

- Do you want to be more aware of global events?
- Are you interested in the way people live their lives differently around the world?
- Do the many different world religions intrigue you?
- Would you like to develop your discussion skills and learn to get your point across to others in an effective manner?
- Can you handle working in teams and negotiating with others?
- Do you like self-directed learning where you feel in charge of how you learn?

Then International Studies is the course for you!

In the International Studies course, you will gain a deeper understanding of your own culture as well as learn about the many other cultures around the world. Your future will depend on the understanding you have about how the world operates and how people and governments interact internationally. It is essential that you have this awareness in our globalised world. You will learn to understand difference, to value inclusion, to respect the rights of others and most importantly, to see issues and events from more than just your own perspective.

The skills you learn in International Studies will be highly beneficial in everyday life as well as in the classroom! You will learn to recognise bias, to view every situation from a range of perspectives. You will become more knowledgeable about many groups of people and their cultures.

Topics covered in the course

- What is Culture? Understanding Diversity in Today's World
- Culture and Beliefs
- Culture and Food
- Culture and Gender
- Culture on the Move (Migrants, Refugees and Asylum Seekers)
- Culture and Media
- Culture, Science, Technology and Change

Italian

The learning of Italian is a very relevant experience in multi-cultural Australia. Students don't need to wait to travel overseas because they can use Italian with neighbours and in restaurants and shops. It is the second most popular language of study in NSW.

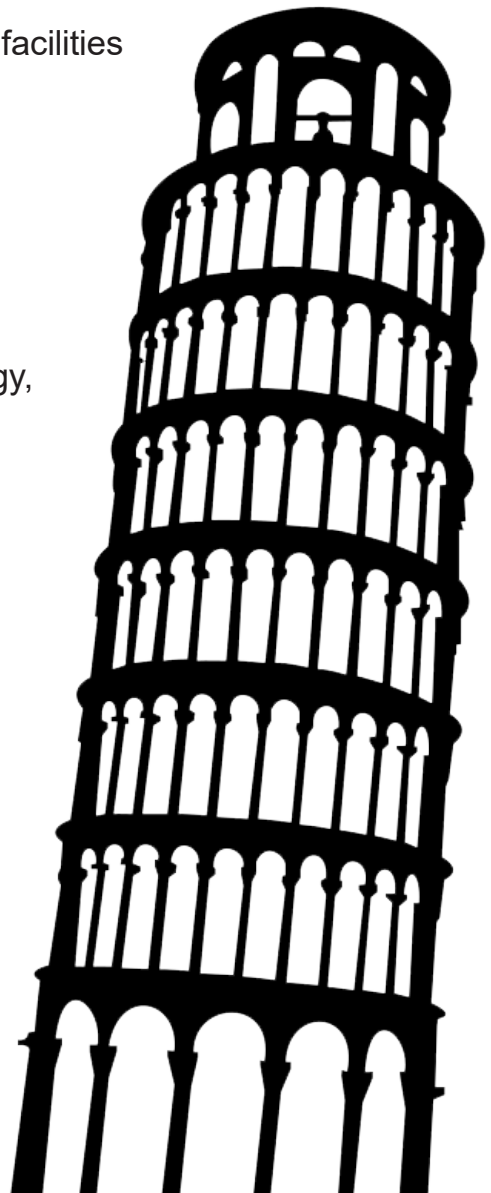
The Stage 5 Italian Course is a traveller abroad and useful day-to-day survival language course. It also equips the students for communication with people in our community and in Italy.

Some of the topics include:

- Expressing likes and dislikes
- Talking and reading about leisure interests and facilities
- Penfriend links with Italian native speakers
- Describing family, animals and hobbies
- Buying food and drinks in a pizzeria
- Changing money in an Italian bank
- Buying postcards and stamps and a lot more.

The course is taught through a variety of media including texts and workbook, a range of technology, CDs and DVDs, songs, cooking, magazines, assignments and excursions.

(Also refer to Languages as an elective on page 42.)



Japanese

The world of Manga, Anime, Origami, Sushi and all things *かわいい* is opened up to students in Stage 5 Japanese.

Japanese is the study of both the language and culture of Japan. Students will experience Japanese Culture, History, Art, Music, Customs, Beliefs and the Japanese way of thinking.

As Japan is one of Australia's largest trading partners, Japanese is one of the four priority languages of the Australian Government.

Japanese can be a passport to your future career as well as contributing to your development of skills, attitudes and understanding of the world. You will become a global citizen!

Japan's mix of traditional and modern features provides an excellent context for intercultural learning. Japanese remains the most widely studied language in Australian schools and universities.

In the Stage 5 course, students will study grammar and vocabulary through structured language workbooks and the use of technology. Students will become confident in expressing their thoughts in Japanese and making themselves understood. They will consolidate their knowledge of hiragana and katakana and learn up to 100 kanji characters.

By the end of Year 10, students will be able to communicate comfortably and with fluency on a range of topics involving everyday and personal life.

(Also refer to Languages as an elective on page 42.)



Korean

Korean is a very interesting and useful language that is also easy to speak, listen to, read, and write. It is spoken by a population of more than 80 million people in Korea and in communities worldwide.

There are many job opportunities for Korean speakers as the Republic of Korea is one of Australia's major trading partners, and Korean is one of the four Asian languages prioritised by the Australian Government.

Students can develop Korean language skills through interesting topics, including 'Making contact with others', 'About me, about you', 'My family, my community, my pets', 'My leisure activities', and 'Special occasions'.

The course is taught through a variety of media including texts and workbooks, a range of technology, DVDs and CDs, magazines, songs, drama, films, assignments, excursions, and cooking.

For background speakers of Korean, this valuable learning experience is further enhanced by the opportunity to maintain and develop their Korean language skills through the exposure to the beauty and sensibilities of Korean literature.

(Also refer to Languages as an elective on page 42.)



Live Production

Live Production is a School Developed Board Endorsed Course (SDBEC) that introduces students to all the technical magic that happens behind the scenes of theatrical productions, concerts and other live events and services.

In this course, students learn about the function and operation of a range of technical equipment including sound and lighting desks, LED lighting rigs as well as amplification systems.



Throughout the course, students will have the opportunity to work on and attend a wide range of entertainment events as a part of their practical learning. The chance to engage and work with their peers to create and run these whole school and community events offers those studying the course valuable real-world experiences and skills.

This is a highly practical and engaging subject that offers a range of skills that can lead to future employment within the Entertainment industry.

Whilst Live Production is not available for students in Year 9, it is a subject that students will be able to transition to during Year 10 2023.

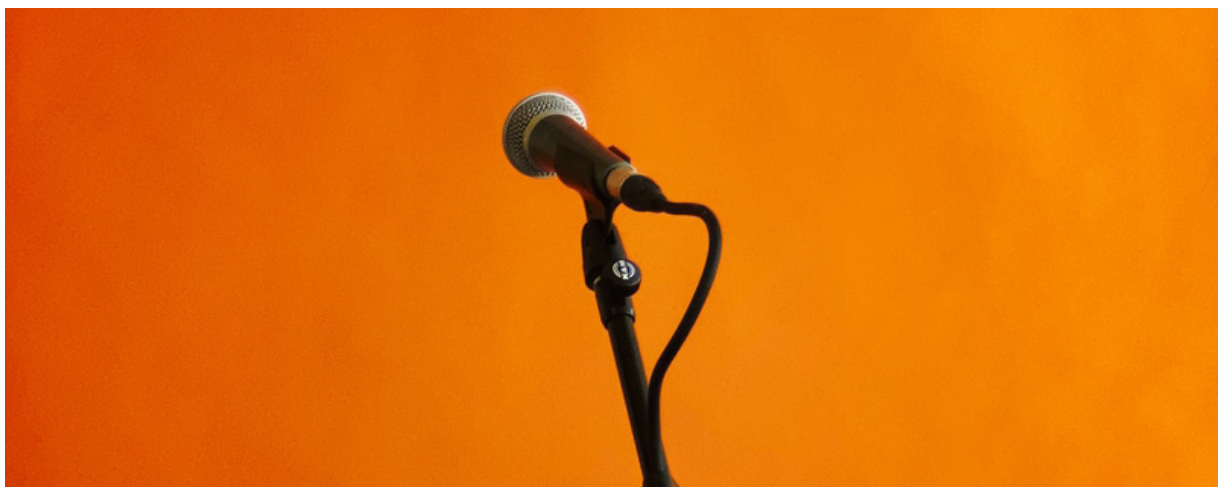
(Also refer to Vocational Education and Training on page 41.)



Music

Elective Music gives you the opportunity to expand your musical skills and interests. If you enjoy singing or playing an instrument this is your opportunity to develop your talents. Learn to compose, developing skills using music production software, keyboards, computers and a range of other instruments. Expand your performance repertoire by playing in the classroom and in small ensembles. Increase your musical knowledge by researching and listening to a wide range of music, specialising in topics of your own choice.

Anyone who enjoys performing should consider Elective Music to capitalise on your already developing skills, whether you are a beginner musician or a more experienced performer.



Philosophy

While other courses develop students' ability to answer questions, this course develops the ability to identify the questions that we need to ask.

This course aims to:

- Improve the students' self-reflection and ability to "think in slow motion" to better understand their own biases and decision making processes.
- Improve the student's ability to actively listen and understand the meanings behind the words.
- Explicitly teach critical thinking skills and the ability to deconstruct weak arguments and construct strong ones.

This course is not about the ideas of "dead white dudes" as much as it is about the questions with which all students must grapple. How do we know that we know something? Is it ever okay to lie? If a friend betrays you, are they still your friend? If I start being nice to my parents am I still me? Do the "dead white dudes" have anything interesting to say? Will I regret choosing Philosophy as an elective?

In class, we will:

- Debate and respond to thought experiments
- Act-out and write role-plays
- Create and criticise arguments and learn about common problems with arguments
- Respond to visual and written sources from fiction and philosophers

During Year 9, we plan to study these topics:

- Epistemology – How do we determine the truth?
- Metaphysics – Who am I really? Do I have free will?
- Ethics – How do we determine what is right and wrong? How do we live a good life?
- Political Theory – How do we work with people we don't agree with?

During Year 10, we plan to study these topics:

- Philosophy of Religion – Why do bad things happen to good people?
- Aesthetics – Is beauty just a matter of taste? What is love?
- Philosophy of Science – How do we develop new understandings of the universe?
- Existentialism - What is the meaning and purpose of my life?

Photographic and Digital Media

This course provides students with all the skills needed to produce dynamic digital media projects including digital art, animation and films. Photographic and Digital Media promotes a hands-on approach to learning through which you will gain skills in areas such as directing, filming, editing, lighting, sound, scripting and storyboarding. Students at Burwood Girls High School have successfully produced a wide range of media including music videos, documentaries, digital animations, movie trailers, horror movies, short films, music videos, photography and experimental video. You will also learn to design posters and make stunning digital artworks using Photoshop.

In Photographic and Digital Media you will develop vital communication, leadership and team-building skills. You will learn how to communicate effectively within a production team, how to work to a schedule, and how to find creative solutions to problems.

Photographic and Digital Media makes use of the latest digital technology, including digital video cameras, digital SLRs and editing software. You will gain a full understanding of the correct and effective use of this technology as well as the photographic studio to create your own creative, original projects from concept to final cut.

The course also features a written component in which you will investigate key aspects of the media and the impact of the still and moving images throughout history.

You will not only acquire a deeper understanding of the role that digital media plays in our lives, but will also gain the inspiration, means and ability to shape it in the future!



Physical Activity and Sports Studies (PASS)

Physical Activity and Sports Studies (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, and individual and group physical fitness activities. It is a subject for students interested in developing knowledge and skills in human movement leading into many career opportunities in this fast growing field.

This course gives these students the opportunity to excel and develop as competitors, coaches, trainers and to assume leadership roles in a variety of contexts.

Students will also participate in the following activities:

- A Surf Awareness Program and 2-day Surf Camp at Bondi Beach.
- Winter Warrior Camp

Students will have the opportunity to develop skills such as organisation, leadership, communication and collaboration when coaching Year 7 students in a variety of sports for Gala Day.



The Physical Activity and Sports Studies elective will be a logical step towards the 2 unit PDHPE course and the 1 unit Sport, Lifestyle and Recreation course offered at this school in Years 11 and 12.

This course contains a combination of practical and theoretical topics covered in both Year 9 and Year 10. These include:

Year 9

- Body Systems and Energy for Physical Activity
- Fundamentals of Movement Skills
- Australia's Sporting Identity
- Enhancing Performance
- Developing Movement Skills in Children
- Participating Safely
- Event Management / Coaching
- Physical Activity for Specific Groups

Year 10

- Technology, Participation and Performance
- Nutrition and Physical Activity
- Physical Activity for Health and Fitness
- Promoting Active Lifestyles
- Lifestyle, Leisure and Recreation
- Opportunities and Pathways in Physical Activity and Sport

PASS Sport Coaching Certificate III

(available in Year 10 to PASS students)

Sport Coaching HSC VET courses count as Board Endorsed unit credit for the HSC but do not contribute towards an Australian Tertiary Admission Rank (ATAR).

At the completion of the course, students can attain a possible qualification outcome of SIS30519 Certificate III in Sport Coaching. The course is delivered over two years and requires 240 indicative hours.

Students must attempt and complete

- All core units of competency (totalling 150 HSC indicative hours) and elective units of competency to a minimum of 90 HSC indicative hours and to meet qualification packaging rules.
- Complete a minimum of 35 hours of mandatory work placement.

This course contains a combination of practical and theoretical units of competency. There are no formal exams, however students must complete Cluster Assessment tasks for each unit of competency. **The Clusters are as follows:**

- **Cluster A** – Tournament Time, participate in workplace health and safety and conduct sport, fitness and recreation events
- **Cluster B** – Playing it Safe, meet participant coaching needs and identify risk and apply risk management procedures
- **Cluster C** – Select 2 options
 - Cluster C 1) – Officiating in Sport, continuously improve officiating skills and knowledge
 - Cluster C 2) – Facilitate inclusion for people with a disability
 - Cluster C 3) – Strength and Conditioning, instruct strength and conditioning techniques
- **Cluster D** – Work in a Community Coach Role
- **Cluster E** – Coach sports participants up to an intermediate level
- **Cluster F** – First Aid

Attendance at sporting carnivals will be mandatory. The hours will accumulate towards mandatory work placement requirements.

(Also refer to Vocational Education and Training on page 41.)

Textiles Technology

Textiles Technology is a practical subject with project-based learning. It will enable students to confidently utilise a range of technologies, including the sewing machine, overlocker, patternmaking software, Adobe Design Suite software, and digital printing.

The course focuses on creative development through drawing, design and fabrication, together with an appreciation of the importance of design history, aesthetics, sustainable design, and digital textile futures.

Textiles Technology is intentionally designed to induct students into studio practice, working individually, and in groups in order to prepare motivated and reflective practitioners, as well as enhancing visual, verbal, written and interpersonal communication skills. Textiles Technology enables students to become aware of career pathways in design and related industries, and also in leisure pursuits.

Textiles Technology embraces an understanding of cultural diversity by examining the ways in which different groups have used textiles as an expressive and functional medium. The subject also provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students will also investigate the work and practices of a range of contemporary textile designers and artists.

Assessment is through the completion of project and portfolio work, which forms the basis of Textiles Technology. Students complete projects from within the five focus areas and through investigation and experimentation make their choices for a particular textiles end use. Textile projects will give students the opportunity to be creative, to problem solve, to be autonomous and proactive learners, and they will be encouraged to express their individual design perspectives.

The focus areas in Years 9 & 10 cover:

- Costume: Character/Theatrical/Dance/Drama Costumes.
- Furnishings: Cushion.
- Non–Apparel: Millinery Hats and Headpieces; Lace Accessories; Toys; Bags.
- Apparel: ‘Perfume Party Dresses’; Draped Designs; The White Shirt; Satin Pyjamas; Skirts.
- Textile Arts: Wall Hanging, fabric based artworks, wearable design.

Students can participate in numerous real life experiences such as fashion parades at TAFE and Mercedes Benz Fashion Week (Runway), design workshops and drawing workshops.

Students must supply their own fabric, threads and sewing notions to facilitate their practical work. As this is a practical subject with consumable goods, course fees must be paid. The anticipated fee for 2022 is \$50 and includes accessories for your sewing. Fees can be paid in instalments. If you need a sewing kit, these can be purchased from the school for \$25.00.

For practical lessons, fully covered, hard leather shoes must be worn in line with departmental safety guidelines.

21st Century Journalism

All students are welcome to choose this NESA Endorsed elective. Very suitable and useful for students interested in contemporary media and developing some hands on skills in the production of:

- Radio
- Print Media
- Current Affairs Television - Video
- Feature articles for e - magazines
- Photojournalism features
- Television Documentary
- Blogs and celebrity gossip
- Q and A style TV programs

Students who have completed this course make comments such as:



"This course helps me with my performance in every subject."

"Journalism is my favourite subject and my best subject."

This course encourages students who wish to develop critical thinking skills, understand ethical dilemmas and how to approach them as well as providing opportunities to become effective communicators in a C21st context.

Notable experiences in this course may include:

- Photojournalism excursion
- IDEATION forum with NSW Government
- Mosaic Mentoring with UNSW
- ABC Ultimo Studio Tour
- Stella Writing Workshop at Rozelle

This course complies with the principles developed in the Australian Curriculum and encourages students to develop a lifelong sense of engagement with civic life and become active and informed citizens in the context of Australia.

Visual Arts

Elective Visual Arts in Years 9 and 10 is an extension of the sort of work that you have been doing in Year 8. You will experience a range of activities such as drawing, painting, ceramic construction, sculpture and graphic design. Visual Arts involves understanding, developing and communicating your ideas as well as learning about famous artworks from the past and the present.

As you progress in Visual Arts, you will be required to work more independently in developing your ideas into bodies of work across a range of mediums including printmaking, painting, drawing, and ceramics. As in Year 8, you will be required to keep a Visual Arts Diary to document your work.

You do not have to be a great “talent” to do well in Visual Arts. You do have to have an interest in exploring ideas and developing them into artworks that relate to your own experiences. If you have enjoyed Visual Arts in Year 8, you should find Years 9 and 10 even more rewarding.

Elective Visual Arts continues to Year 12 and can lead to tertiary study. Students at this school perform very well at the HSC level in Visual Arts.

Art training provides opportunities to develop your creative problem solving skills and can be an advantage in a number of careers, for example teaching, advertising, architecture, graphic design, interior design, fashion design, stage design, ceramics, and computer graphics.

Visual Arts is also a subject that can help students to develop a lifelong interest in the world of art and design.



Visual Design

In Visual Design you will learn about and produce your own design in graphics, product and spatial/environmental design. You will experience the role of the artistic designer by understanding design thinking and working to design briefs to devise your own creative solutions.

The Visual Design course provides you with opportunities to creatively explore your visual communication skills and is designed for those students who have an interest in Visual Arts and a desire to develop this into design based solutions.

Some of the projects offered in the course include the development of graphic design skills to create personalised fonts and graphics, wearable art, jewellery, contemporary ceramic design and event design.

This course allows you to develop skills using Industry standard programs such as Adobe Photoshop and Adobe Illustrator whilst also exploring traditional artistic design methods like illustration, collage, model making and silkscreen printing. You will also learn about famous designers and trends in design.

If you are interested in the world of design, be it magazines, costumes, fashion, interiors, jewellery or advertising, this course will be of interest to you.

You will be required to keep a Visual Design journal. This is similar to the Visual Diary that you have used in Visual Arts. Over the two years of the course you will work towards developing a folio of design work.

Visual design training provides experiences and skill development that fosters a lifelong interest in design in our world and can lead to careers in design, e.g. architecture, graphic design, interior design, product and furniture design, costume and fashion design, stage design, ceramics, jewellery.



Vocational Education and Training

General VET information

VET courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver **workplace-specific skills and knowledge** and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on **national training packages**.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These **qualifications are widely recognised by industry, employers and tertiary training providers and universities** and will assist students to move to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

NESA Developed VET courses are classified as **Category B subjects** and **ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR)**. These courses have an **optional HSC examination**. Students wishing to include a VET Course, in the ATAR calculation must sit the HSC examination.

NESA Developed VET courses have specified workplace requirement and include industry **specific mandatory work placement (70 hours)** or simulated workplace hours at school as specified by NESA.

Assessment in all VET courses is **competency based**. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. **Competency-based training is based on performance standards that have been set by industry.**

Students will receive documentation showing the competencies achieved for the VET Course undertaken.

Due to the specific requirements of a VET Course, it is **recommended students speak to the VET Coordinator, Ms Alvarado or Careers Adviser, Mr Hegedus** before choosing the course to ensure they are fully aware of the requirements.

Languages as an Elective

Why learn a language?

Language learning is fun and interesting, and enables you not only to communicate in another language, but also to appreciate the cultural heritage of the people whose language you are learning. In this way, language learning promotes understanding, tolerance and respect for people from different cultural backgrounds.

It is a Federal and State Government aim for students to become bilingual and, as our world becomes increasingly global, there is a greater emphasis on the importance of languages in future career paths. In any profession and industry involving communication with others, there is a need for languages. Some examples are travel and tourism, hospitality, finance, IT, Defence Forces, engineering, law, foreign affairs, fashion, social work and teaching – in fact, languages are an asset in any work environment. Universities also encourage students to study a language along with their chosen field so graduates have a greater cultural awareness and knowledge of other societies.

Which language should you choose?

Students optimally should continue with their Stage 4 language choice. However, students can choose to start a brand new language in Year 9, alongside their peers. The Stage 5 course caters for three distinct learner types – students continuing from Year 8, students with earlier experience of the language, and students with a home background in the language.

What is involved in Stage 5 language study?

Stage 5 language study continues in a natural smooth progression from Year 8 work. If students are performing competently in Year 8, then they can expect to continue doing so in Years 9 and 10.

The four skills of communication – speaking, listening, reading, and writing – are taught in an interesting, dynamic manner for communicating and understanding whilst incorporating the use of technology, texts, cartoons, DVDs, magazines and puzzles. With its focus on interaction, class work emphasises pair work, dialogues and role-plays. Restaurant and film excursions, dance, craft work and background research also enrich the language courses.

And the future?

At the end of Year 10, students may elect to continue their language study into the Senior School, or even start a brand new language from scratch. Languages are offered as Languages and Literature, Language in Context, Continuers with an option of Extension, and Beginners courses for the HSC. Burwood Girls High School language results in the HSC are usually students' best or second best marks.

Other languages?

Students interested in learning any other languages spoken at home via the NSW School of Languages or the Secondary College of Languages should contact the Head Teacher Languages.

If you are thinking of career opportunities, wish to travel, are interested in learning about different peoples of the world, their countries and cultures, or simply enjoy communicating with others ... then learning a language is for you!