BURWOOD GIRLS
HIGH SCHOOL

YEAR 9
2015

SUBJECT
CHOICES
COURSE
INFORMATION
BOOKLET
# YEAR 9 2015 SUBJECT CHOICES - CONTENTS

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Introduction
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 cooperative 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. Some time in class is usually given to an assignment.

• 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
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
- The appropriation of classic texts
- Poetry through the Ages
- Area of Study
- 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. This includes the opportunity for some students to be involved in a writing club.
Introduction
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.

Organisation
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 substages 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.

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.

Stage 6
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.
Overview

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.

Topic Outline

Year 9
- Cause and Effect
- Communicating
- Medicine and Microbiology
- Time Traveller

Year 10
- Topics are under review for introduction of new syllabus in 2015.
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.)*

“It’s time we face reality, my friends, ... We’re not exactly rocket scientists.”
Geography is compulsory and you must continue to study it right through until Year 10. In Year 8, your studies were of a global nature. Now, your learning is focused on Australia.

The main areas of study are:

- **Investigating Australia’s Identity** – where you will look at the size, location, and other unique characteristics that influence Australian identity such as Aboriginal heritage, major cities and towns and our main topographical and climatic features.

- **Changing Australian Environment** – where you will learn HOW and WHY these environments are changing. Topics covered may include natural disasters such as fires and floods, population changes and conservation and preservation.

- **Issues in Australian Environments** – what needs to be done and what is being done to ensure our environment is properly looked after. Waste management, air quality and tourism are possible topics in this section.

- **Australia in Its Regional and Global Context** – you will look at the physical, cultural and economic diversity of the Asia-Pacific region and you will examine the role of individuals and groups in planning for a better future.

The continued study of Geography in Years 9 and 10 will prepare you for adult life by helping you understand how we interact with our environment. This will encourage you to take an active role in your community to work towards a just and fair society, which values our Australian environment and strives to protect it.
History

**In Year 9,** students begin their study of Stage 5: The making of the Modern World.

**The Year 9 course has 3 topics to be studied by students:**
- Making a Better World?
- Australia and Asia
- Australians at War (World Wars I and II)

The objective 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 and growth to nationhood
- The impact of war on 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 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.

Topics in Year 9 include:
- Modern Dance
- Turn Around a Put Down
- Backyard Footy
- The Party
- Rhythmic Gymnastics
- Wise Choices
- Healthy Lifestyle

The areas of focus within Year 10 PDHPE are based on the following four concepts: 1) Self and Relationships; 2) Movement Skill and Performance; 3) Individual Community Health; 4) Lifelong Physical Activity. 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 10 topics include:
- SEPEP Invasion Games
- SEPEP Season of Sport
- Rights and Responsibilities
- Aerobics/Dance
- Challenges and Opportunities
- Mental Health
- Safer Celebrations
- Initiatives and Recreational Pursuits

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

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

- Child Studies
- Chinese
- Commerce
- Dance
- Design and Technology
- Drama
- Engineering Challenges *(new)*
- ESL Elective
- Food Technology, Yr.9/10 (200 hrs) *(Option 1)*
- Food Technology, Yr.9 (100 hrs) & Hospitality, Yr.10 (100 hrs) *(Option 2) (new)*
- French
- Indonesian
- Industrial Technology (Timber)
- Information Software & Technology
- International Studies
- Italian
- Japanese
- Just Journalism *(new)*
- Korean
- Music
- Photographic & Digital Media
- Physical Activity & Sport Studies
- Textiles Technology
- Visual Arts
- Visual Design

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 cannot pick a language that you did not study in Year 8, except in special circumstances, in which case it must be discussed with the Head Teacher Languages (the exceptions are Japanese and Korean).

Points to consider when selecting electives

1. Choose subjects which you like and which 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, in fact, run. Subjects must attract a certain number of students before a class will be formed. Also, in some cases, 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 on-line. This process will be explained at the subject selection evening.

Proposed fees schedule for Year 9 – 2015*  (*subject to change)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Studies</td>
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<tr>
<td>Chinese</td>
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</tr>
<tr>
<td>Commerce</td>
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</tr>
<tr>
<td>Dance</td>
<td>$30</td>
</tr>
<tr>
<td>Dance uniform (compulsory)</td>
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</tr>
<tr>
<td>Design and Technology</td>
<td>$50</td>
</tr>
<tr>
<td>Drama</td>
<td>$25</td>
</tr>
<tr>
<td>Engineering Challenges</td>
<td>$50</td>
</tr>
<tr>
<td>English - Theatre Experience</td>
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<tr>
<td>ESL Elective</td>
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<td>Food Technology (Yr.9 Opt.1 or 2)</td>
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<tr>
<td>French</td>
<td>$28.50</td>
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<tr>
<td>Indonesian</td>
<td>$23</td>
</tr>
<tr>
<td>Industrial Technology (Timber)</td>
<td>$50</td>
</tr>
<tr>
<td>Information &amp; Software Technology</td>
<td>$50</td>
</tr>
<tr>
<td>International Studies</td>
<td>nil</td>
</tr>
<tr>
<td>Italian</td>
<td>$20</td>
</tr>
<tr>
<td>Japanese</td>
<td>$30</td>
</tr>
<tr>
<td>Just Journalism</td>
<td>nil</td>
</tr>
<tr>
<td>Korean</td>
<td>nil</td>
</tr>
<tr>
<td>Music (elective)</td>
<td>$30</td>
</tr>
<tr>
<td>Photographic &amp; Digital Media</td>
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<tr>
<td>Physical Activity &amp; Sports Studies</td>
<td>$110</td>
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<tr>
<td>Textiles Technology</td>
<td>$50</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>$45</td>
</tr>
<tr>
<td>Visual Design</td>
<td>$45</td>
</tr>
</tbody>
</table>
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" dolls, 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 to be studied throughout Years 9 and 10 are:

- Preparing for Parenthood
- Conception to Birth
- Family Interactions
- Newborn Care
- Growth and Development
- Play and the Developing Child
- Health and Safety in Childhood
- Food and Nutrition in Childhood
- Children and Culture
- Media and Technology in Childhood
- Aboriginal Cultures and Childhood
- Childcare Services and Career Opportunities

Students will be expected to supply materials for their major practical project work. As there is a large practical component with consumable goods, course fees must also be paid. The fee for 2015 is $25.00.

For practical lessons, full covered leather shoes must be worn in line with Departmental Safety Guidelines.
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 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 to practise with. Some of these are friends close to home here at Burwood Girls High School or in the local neighbourhood, while others are students at our Chinese sister schools.

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 years 9 and 10, 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, etc. 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 40.)
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.
The **Dance Elective** provides the students with a way to express themselves through movement and music as well as develop an appreciation of dance as an art form. It is aimed at all students regardless of their skill level.

The Dance program includes 3 major areas:
- **PERFORMANCE**
- **COMPOSITION**
- **APPRECIATION**

The program promotes movement skills, growth and development, self-esteem and effective communication.

**In Year 9** students will learn about the foundations of contemporary dance technique and other dance styles.

- An understanding and appreciation of dance heritage and experience in composition/choreography and performance will also be developed.
- Students also learn to evaluate their own ability in dance – in various contexts.

**In Year 10** students extend their performance composition, and appreciation skills.

Solo performances, from short sequences to full dances, are assessed. Full production work on costuming, staging and composition forms a major assessment area.

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:

- Lace casting
- Innovative wooden storage device design
- Graphic Album Cover design
- Kangaroo Leather and Resin Jewellery, fashion photo shoot and packaging design
- Paper and wood lighting design
- Free Choice

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 fee for 2015 is $50.00. Fees can be paid in instalments.

For practical lessons, full covered leather shoes must be worn in line with Departmental Safety Guidelines.
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
- Mechanical systems and Lunar Vehicle / Hovercraft Challenge
- Electronics and Printed Circuit design Challenge
- Control systems using Arduino
- Robotics and Robogals 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 fee for 2015 is $50.00.
ESL 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 ESL 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.
(Option 1)
Food Technology
Year 9 and Year 10

- 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. 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 which 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 to be studied in Years 9 and 10 include:**

- Food Selection & Health
- Food in Australia
- Food for Special Needs
- Food Service & Catering
- Food Trends
- Food for Special Occasions

As this is a practical subject with consumable goods, **course fees** must be paid. The fee for 2015 is $70.00. Fees can be paid in instalments.

For practical lessons, full covered leather shoes must be worn in line with Departmental Safety Guidelines. Aprons, hair nets, tea towels and dish cloths will need to be provided by each student.

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.
STAGE 5 HOSPITALITY COURSE DESCRIPTION 2016

This may change due to Training Package and Board of Studies, Teaching and Educational Standards (BOSTES) updates. Notification of variations will be made in due time.

Course: Hospitality (100 indicative hours) Stage 5 VET Board Endorsed Course

This course is accredited for the Record of Achievement (RoSA) provides students with the opportunity to obtain nationally recognised vocational qualifications. Students must satisfy the course completion criteria as required by the Board of Studies. Refer to the Assessment Certification Examination (ACE) website. There must be sufficient evidence that the student has followed the course developed by the Board, applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course and achieved some or all of the course outcomes.

SIT10213 Certificate I in Hospitality

Other Electives

Units of Competency

<table>
<thead>
<tr>
<th>Core</th>
<th>Other Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITXWHS101 Participate in safe work practices</td>
<td>SITXSA101 Use hygienic practices for food safety</td>
</tr>
<tr>
<td>BSBWOR203B Work effectively with others</td>
<td>SITHCCC103 Prepare sandwiches</td>
</tr>
<tr>
<td>SITXCCS101 Provide information and services</td>
<td>SITHCCC101 Prepare simple dishes</td>
</tr>
<tr>
<td></td>
<td>SITHFAB204 Prepare and serve espresso</td>
</tr>
</tbody>
</table>

Students may apply for Recognition of Prior Learning provided suitable evidence is submitted.

Students who are assessed as competent in the units listed will be eligible for SIT10213 Certificate I in Hospitality.

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. Employability skills summaries for Qualifications can currently be downloaded from the [http://www.training.gov.au](http://www.training.gov.au) website; by using the website search to find the Qualification.

Pathways to Industry

Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:

- Supporting and working with colleagues to meet goals and provide a high level of customer service
- Prepare menus, managing resources, preparing, cooking and serving a range of dishes

Examples of occupations in the hospitality industry:

- breakfast cook
- barista
- café assistant
- trainee chef
- short order cook
- fast food cook
Pathways to Further Study
As part of the HSC, students may complete a Certificate II in Hospitality kitchen operations or a Certificate II Hospitality Food and Beverage. School-based traineeships or apprenticeships are also available in those fields.

Project and work-based learning
It is strongly recommended that project and work-based learning opportunities be used as a teaching and learning strategy throughout the course. These could include group project work, individual research or other activities that meet the learning needs of students. There is a range of career, enterprise and work education programs currently operating in schools that may be linked to the Hospitality course.

Competency-Based Assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals Students may lodge an appeal about assessment decisions through their VET teacher.

Refund Arrangements on a pro-rata basis
Course Costs:
Consumables: $100
Other:
   a) Uniform. Approximately $100 for black polo shirt, apron, baker’s cap (please note that these items can be worn in Years 11 & 12 if Food & Beverage is studied).
   b) Barista Course. $70.
French

French is a very useful and interesting language. It is also the most romantic language in the world!

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 the 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 Years 9 and 10, 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, future plans etc.

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 40.)
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.

The Indonesian language 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 Year 9 and 10 we will 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 40.)
This 200 hour technology subject provides opportunities for students to develop knowledge, understanding of timber and associated industries as well as skills in working with timber and tools.

Core modules (General Wood 1 and 2) develop knowledge and skills in the use of materials, tools and techniques related to timber such as drilling, sanding, cutting, joining and finishing. These units allow students to promote their skills in the use of both hand and power tools.

The core modules are further developed through the study of specialist modules in:
- Cabinetwork
- Wood Machining

Practical projects provide ample opportunity for students to develop timber related skills and these will include:
- Puzzles, games and toys
- Decorative timber products such as boxes, bookends and frames
- Storage and display items
- Small furniture items

Assessment is through project work, which forms the basis of Industrial Technology (Timber).

As this is a practical subject, course fees must be paid. The fee for 2015 is $50.00.

For practical lessons, full covered leather shoes must be worn in line with Department Safety Guidelines. Aprons and hair nets will need to be provided by each student.
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 Software & Technology is for you!

This course covers 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

- Are you interested in people?
- Do the many different world religions intrigue you?
- Do you wonder why people who are “different” get treated unfairly?
- Would you like to learn about different cultures around the world?
- Do you want a future where people can co-exist harmoniously and safely?

If you answered ‘YES’ to any of these questions, then perhaps International Studies is the course for you. It will help you to develop an understanding about your own culture, and to appreciate and value the culture of others.

Throughout Years 9 and 10, you will study the following:

- **Understanding Culture and Diversity in Today’s World** – the concept of culture and its many characteristics, and cultural diversity in today’s world.
- **Culture and Beliefs** – a range of the world’s religions and the ways in which these interact with, and influence cultures.
- **Cultural and the Creating and Performing Arts** – the ways in which culture is created through the arts, science and technology.
- **Culture and Gender Differences** – the connections between culture and the roles of men and women, and the impact of these differences on societies.
- **Coming to Australia** – the cultural background of a migrant group, the challenges they face settling in Australia and the impact their culture has on Australian society.
- **Cultural Tourism** – how carefully planned tourism, and interaction with other people and their cultures, can enhance intercultural understanding in today’s world.
- **Culture and the Media** – the role of media in developing perceptions of culture at a local, national and global level, especially regarding religion, politics and human rights.

Through International Studies you will develop skills for dealing with people across a wide range of cultures, both in Australia and beyond, so that you can contribute to a harmonious, co-operative global community.
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.

The Year 9 and 10 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 40.)
The world of Manga, Anime, Origami, Sushi, Martial Arts 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 priority languages of the Australian Government for developing and supporting Asia Literacy in Australia.

The study of any language is 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 learn how to write hiragana, katakana and 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 40.)
This subject is differentiated to meet the needs of identified gifted and talented students. Students will be identified via report data, teacher recommendation and academic performance but not limited to these. Enrolments will be carried out by an Expression of Interest after identification has taken place.

The course is for innovative students who are interested in and reflective of current affairs and social justice issues, both in Australia and internationally. Students will need to be committed to their work and take a high degree of responsibility for their own learning. They will be supported to employ the 21st Century skills of communication, collaboration, creativity and critical thinking.

Students will benefit from having access to a fast processing computer.

Throughout the course, students can expect to develop skills in the following:

- Applying critical thinking techniques
- Locating and using relevant online information
- Investigating and writing news stories for print media, electronic media, audio and film
- Addressing basic legal, social and ethical issues relating to news media
- Collecting and organising content for broadcast or publication
- Setting up and operating a blog
- Conducting interviews
- Developing basic voice skills for public communication
Korean

Korean is a very interesting and useful language which 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 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 targeted languages under the Australian Government’s Asia Literacy focus.

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, 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 40.)
Elective Music gives you the opportunity to expand your musical skills. If you enjoy singing or playing an instrument this is your opportunity to develop your talents.

Learn to compose, developing skills using keyboards, computers and 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.

*An instrumental or vocal major is necessary for the completion of this course.
Photographic and Digital Media:
Video Production, Digital Art and Animation

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 of Burwood Girls High School have successfully produced a wide range of media including music videos, documentaries, digital animations, movie trailers, horror movies, short films, 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 you create your own original projects from concept to final cut.

The course also features a theory component in which you will consider key aspects of the media and the impact of the moving image 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 & Sports Studies

Physical Activity & Sports Studies 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, 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 a Surf Awareness Program and Surf Camp (2 days) at Bondi Beach.

The Physical Activity & Sports Studies elective will be a logical step towards the 2 unit PDHPE course and the 1 unit Sport, Lifestyle & 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:

**UNITS OF WORK**

**Year 9**
- The Body in Action
- Fundamentals of Movement Skills
- Australia’s Sporting Identity
- Enhancing Performance
- Developing Movement Skills in Children
- Participating Safely
- Event Management
- 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 & Recreation
- Opportunities and Pathways in Physical Activity and Sport
Textiles Technology

- Do you love fashion?
- Do you enjoy designing clothes?
- Want to learn how to illustrate fashion figures?
- Would you enjoy creating using textiles as a medium?
- Do you learn optimally through practical experience?

Textiles Technology is a practical subject, which 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 to be covered in Years 9 & 10 are:
- Character/Theatrical/Dance/Drama Costumes (Costume)
- ‘Textiles & Society’ (Furnishings)
- Millinery Hats & Headpieces; Lace Accessories, Toys (Non–Apparel)
- ‘Perfume Party Dresses’; Draped Designs; The White Shirt; Satin Pyjamas; ‘Missoni Heat’ Swimwear, Skirts (Apparel)
- Textile Arts– Free Choice (Textile Arts)

Students are expected to 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 also be paid. The fee for 2015 is $50 and includes accessories for your sewing. If you do not have a sewing kit these can be purchased from the school for $15.00.

For practical lessons, full covered leather shoes must be worn in line with Departmental Safety Guidelines.
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, claywork, sculpture, wearable art, computer graphics 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. 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, e.g. teaching, advertising, architecture, graphic design, interior design, fashion design, stage design, ceramics, computer graphics.

Visual Arts is also a subject that can help students to develop a lifelong interest in Art.
Visual Design

In Visual Design you will learn about and produce your own graphic designs and product designs. You will experience the role of the designer by working to design briefs and devising your own creative solutions.

You will develop your visual communication skills by making posters, working on designs for magazine covers, creating postcards, T-shirt graphics, as well as learning about effective design in advertising. You will have an opportunity to develop your computer graphics skills using programs such as Photoshop. You will also explore traditional graphic design methods like drawing painting, collage, lino printing and silkscreen printing.

As well as graphic design you will gain experience in product design. You will have opportunities to make some of the following: wearable art, jewellery, fruit bowl and teapot design as well as costumes and set designs.

In this course 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.

Graphic design training provides experiences and skill development that foster a lifelong interest in design in our world and can lead to careers in design, e.g. architecture, graphic design, interior design, costume and fashion design, stage design, ceramics, jewellery.
Languages as an Elective

Why Learn a Language?
Language learning is fun and interesting, and enables you to not only communicate in another language, but to also 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 other than English. Some examples are travel and tourism, hospitality, finance, IT, Defence Forces, engineering, law, foreign affairs, fashion, social work and teaching. Universities also encourage other 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 should choose the language that they have studied in Year 8 (the exceptions are Japanese and Korean), as Year 9 content continues to build upon the knowledge and skills that they have already acquired. Only highly motivated students with exceptional circumstances will be permitted to change into continuing languages for Year 9 study.

What is Involved in Year 9 and 10 Language Study?
Year 9 and 10 language study continues in a natural progression from Year 8 work. There is no sudden change in the level of difficulty. If students are performing competently in Year 8, then they can expect to continue doing so in Years 9 and 10.

The 4 skills of communication – speaking, listening, reading and writing – are taught in an interesting, dynamic manner 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 are also used to 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 Background Speakers, Heritage, Continuers and 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 School of Community 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!