NEW SOUTH WALES
STAGE 5

RECORD OF SCHOOL ACHIEVEMENT

STUDIES HANDBOOK

YEAR 9, 2013 - 2014
YEARS 9 AND 10 AT MACARTHUR ANGLICAN SCHOOL ........................................... 2
PREREQUISITES FOR ENTERING COURSES IN YEAR 11 ................................. 5
SUBJECTS AVAILABLE FOR STUDY IN YEARS 11 AND 12 ............................. 6
ENGLISH ............................................................................................................. 7
MATHEMATICS ................................................................................................. 9
SCIENCE ............................................................................................................. 10
AUSTRALIAN HISTORY, GEOGRAPHY AND CIVICS .................................... 11
GEOGRAPHY .................................................................................................... 13
HISTORY ........................................................................................................... 14
AGRICULTURAL TECHNOLOGY ....................................................................... 15
COMMERCE .................................................................................................... 16
DESIGN AND TECHNOLOGY .......................................................................... 17
INDONESIAN ..................................................................................................... 18
INFORMATION AND SOFTWARE TECHNOLOGY ......................................... 19
MUSIC .............................................................................................................. 20
PHOTOGRAPHIC AND DIGITAL MEDIA/VISUAL ARTS ................................. 21
PHOTOGRAPHIC AND DIGITAL MEDIA ......................................................... 23
VISUAL ARTS ................................................................................................... 25
YEARS 9 AND 10 AT MACARTHUR ANGLICAN SCHOOL

INTRODUCTION

Students in Years 9 and 10 will be working towards the attainment of the New South Wales Stage 5 Record of School Achievement (RoSA).

Macarthur is proud to offer its students a breadth of educational experience. It will challenge students by presenting a rigorous academic programme which will provide an excellent grounding for further studies.

CURRICULUM RULES FOR YEARS 9 AND 10

The Board of Studies lays down certain rules about patterns of study which are necessary for satisfactory completion of Year 10. In addition, the School has certain requirements. For convenience, the two sets of rules are treated as one here.

The basic rules which apply are as follows:

- English, Mathematics and Science are compulsory
- Australian History, Geography and Civics are compulsory
- One elective subject of Geography and History is compulsory
- Two additional elective subjects must be studied from those offered at the School
- Students will also study Personal Development Health and Physical Education throughout Years 9 and 10 and Biblical Studies in Year 9. (In Year 10 students will attend Biblical Studies seminars.)

CHOOSING SUBJECTS FOR YEARS 9 AND 10

The subject choices made should be a decision for parents based on discussions with their children. It is not solely a student’s selection.

Students must choose three subjects as electives for Years 9 and 10. Normally each of these subjects will be studied throughout the two years.

Within the rules listed above, the most important thing to consider when choosing subjects is where the student’s interests and abilities lie. Students should not select subjects to be with their friends in classes. Other considerations should also be made including studying a broad range of subjects and whether to study more skilled-based, hands-on or academically challenging subjects.

It is the expectation of the Headmaster that all Music Scholarship holders will study Music in Years 9 and 10.

Some HSC subjects have prerequisite studies in Years 9 and 10. If students have particular career paths in mind requiring certain HSC subjects, it would be advisable to check with the respective Faculty Head about any required prior studies. For example, prior study in Indonesian is required to study Indonesian Continuers in Year 11. The Head of Middle School, Head of Senior School or Dean of Studies will also be pleased to answer questions concerning appropriate patterns of study.

The School must create practical structures in which it can timetable classes. This means that the selection of subjects is presented in three groups (or lines). The subjects in any group will be timetabled at the same time: thus it is not possible to choose more than one subject per group.
RESOURCE LIMITATIONS IN THE SCHOOL

Initially students will be invited to choose whatever subjects they wish. The resources of the School are limited. If insufficient students were to choose one of the electives, the subject may have to be withdrawn (and an additional class of another subject possibly created). Similarly, should the number of applicants for a particular class exceed the maximum, it may be necessary to request that some students choose a different subject in that group.
NSW RECORD OF SCHOOL ACHIEVEMENT (ROSA)

This new credential will:

• report moderated, school based assessment, not external tests.
• be cumulative and recognise a student’s achievements until the point they leave school.
• show results (A-E grades) for all courses completed in Stage 5 (end of Year 10) and Year 11.
• show the mandatory subjects completed in Years 7 and 8.
• include results of optional literacy and numeracy tests for School leavers.
• include extra-curricular activities (associated with an approved Merit Framework). For example, Duke of Edinburgh, AMEB certification, First Aid.

Students will need to register on the NSW Board of Studies ‘Students Online’ to upload evidence to support their extra-curricular activities.

SCHOOL ASSESSMENT PROGRAMMES

Throughout the Stage 5 course in each subject, students will be required to complete a series of Assessment Tasks. Assessment Tasks, properly prepared for, ensure that students are rewarded for consistency of work throughout the course.

There are strict rules which apply regarding Assessment Tasks. These are published in the School’s publication Assessment Manual. This publication will be made available to all relevant students.

CHOOSE WISELY

The Headmaster, Dean of Studies and Head of Middle School wish all students well in choosing their subjects and formulating their programme for Years 9 and 10. In most cases, it is not desirable (and sometimes not possible) to change subjects once Year 9 has begun. Changes will only be permitted in exceptional circumstances. Parents may be assured that students will not be allowed to change subjects without parental consent. So choose wisely and well the first time!

All selection choices must be completed online by Friday 21 June 2013. Signed forms with parent and relevant teacher signatures are also due on this day. Forms should be returned to the Administration office. Preferred subject choices cannot be guaranteed for late submissions.

SUBJECT LINES

<table>
<thead>
<tr>
<th>Subject Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

* If you have selected Photographic and Digital Media/Visual Arts, please indicate your preferred stream: □ Visual Arts □ Photographic and Digital Media □ No Preference
<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chemistry</strong></td>
<td>An A grade in the Year 10 course is highly recommended.</td>
</tr>
<tr>
<td><strong>English Extension 1</strong></td>
<td>An A grade in the Year 10 course is highly recommended.</td>
</tr>
<tr>
<td><strong>Indonesian Continuers</strong></td>
<td>Indonesian in Years 9 and 10.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>By invitation from Year 9 and 10 Mathematics. An A grade in the Year 10 course is highly recommended. Students studying Mathematics 5.3 will be eligible for this course.</td>
</tr>
<tr>
<td><strong>Mathematics Extension 1</strong></td>
<td>By invitation from Year 9 and 10 Mathematics. An A grade in the Year 10 course is an expectation.</td>
</tr>
<tr>
<td><strong>Music 2</strong></td>
<td>A good background in Music with the ability to play at least one musical instrument very competently (e.g., AMEB 6th grade) Music in Years 9 and 10 as an elective, with substantial achievement in Year 10 Music. A strong interest in Music, possibly considering tertiary study.</td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td>The approval of the Faculty Head is required for this course. Mathematics is a co-requisite. Mathematics Extension 1 is highly recommended. An A grade in the Year 10 course in Mathematics and Science is highly recommended.</td>
</tr>
<tr>
<td><strong>Software Design and Development</strong></td>
<td>Mathematics is a co-requisite.</td>
</tr>
<tr>
<td>Subjects Available for Study in Years 11 and 12</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
</tr>
<tr>
<td>English Advanced</td>
<td></td>
</tr>
<tr>
<td>English Standard (Year 12 only)</td>
<td></td>
</tr>
<tr>
<td>English Extension 1</td>
<td></td>
</tr>
<tr>
<td>English Extension 2 (Year 12 only)</td>
<td></td>
</tr>
<tr>
<td>English as a Second Language</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>General Mathematics</td>
<td></td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td></td>
</tr>
<tr>
<td>Mathematics Extension 2 (Year 12 only)</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td>Earth and Environmental Science</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Development, Health and Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td></td>
</tr>
<tr>
<td><strong>History and International Studies</strong></td>
<td></td>
</tr>
<tr>
<td>Ancient History</td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td></td>
</tr>
<tr>
<td>Society and Culture</td>
<td></td>
</tr>
<tr>
<td>History Extension 1 (Year 12 only)</td>
<td></td>
</tr>
<tr>
<td>Studies of Religion 1</td>
<td></td>
</tr>
<tr>
<td>Studies of Religion 2</td>
<td></td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td></td>
</tr>
<tr>
<td>Music 1</td>
<td></td>
</tr>
<tr>
<td>Music 2</td>
<td></td>
</tr>
<tr>
<td>Music Extension (Year 12 only)</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td><strong>Technology and Creative Design</strong></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
</tr>
<tr>
<td>Design and Technology</td>
<td></td>
</tr>
<tr>
<td>Design and Technology (Textiles)</td>
<td></td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td></td>
</tr>
<tr>
<td>Software Design and Development</td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Languages</strong></td>
<td></td>
</tr>
<tr>
<td>Indonesian Continuers</td>
<td></td>
</tr>
<tr>
<td>Indonesian Extension (Year 12 only)</td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH (MANDATORY)

FACULTY: ENGLISH

RATIONALE:
English is the mandatory subject from Kindergarten to Year 12. Skills, knowledge and understanding acquired in English are central to the learning and development of students. Developing proficiency in English enables students to become confident communicators, critical and imaginative thinkers, lifelong learners and active participants in society.

Students encounter a range of spoken, written and visual texts and have the opportunity to respond to and compose texts for purposes of communication, knowledge and pleasure. Texts that students encounter include the literature of past and contemporary societies, everyday and workplace texts, texts that represent popular and youth cultures and a range of social and gender perspectives including film.

VALUE OF COURSE FOR STUDENT:
Students who complete this course are well placed for success in the HSC. It provides a foundation of cultural knowledge and skills in composing and evaluating texts that will prove of considerable benefit for the student which can be drawn on as required in senior years.

COURSE DESCRIPTION AND CONTENT:
In Years 9 and 10 students will complete the requirements for the NSW Stage 5 RoSA.

The English course is based on students’ identified language competence, and seeks to build on and extend that competence.

Over the two years of the course, students will:

- Study Australian texts, Shakespearean drama and other texts of cultural significance;
- Develop facility with texts that are communicated with varying technologies;
- Read and respond to a wide variety of literature (including short stories, novels, poetry, non-fiction, drama and films) and mass media
- Develop their personal expression, everyday communication, writing and comprehension skills in various text types;
- Develop their oral communication and listening skills through collaborative work and public speaking;
- Reflect on how texts have been valued by others both critically and culturally;
- Learn how meaning is created in text and language.
By the end of Year 10, it is expected that students will have developed a facility with language that will enhance their present and future lives. In broad terms, it is expected that students will have achieved:

- confidence in conversational exchange;
- access to the thought of others as presented in oral, written and visual forms;
- the capacity for listening and observing critically;
- the ability to organise personal thought with a view to its clear, fluent and accurate expression in language;
- sensitivity and perceptiveness to what is read, heard and seen;
- appreciation of a range of literary texts.

**Assessment:**
All candidates will be assessed using the Levels of Achievement set out by the NSW Board of Studies.
MATHEMATICS (Mandatory)

RATIONALE:
The study of Mathematics equips students to function competently in society. It helps students to learn the skills needed to solve mathematical problems and to make sensible decisions after analysing information.

VALUE OF COURSE TO STUDENTS:
Mathematics is used in many practical applications in everyday life including work situations. It can also form a basis for the study of many other subjects.

COURSE DESCRIPTION AND CONTENT:
In Years 9 and 10 students will complete the requirements for the NSW Stage 5 RoSA.

NSW STAGE 5 RECORD OF SCHOOL ACHIEVEMENT (ROSA)
Students will complete the following areas of study for Stage 5.

Geometry                                                        Measurement and Trigonometry
Number                                                            Chance and Data
Algebra and Co-ordinate Geometry

There are three pathways in Mathematics at Stage 5 (Year 9/10). These increase in difficulty and are known as 5.1, 5.2 and 5.3. Students are expected to complete the units from Stage 5.1 in preparation for RoSA. However, all students at Macarthur are encouraged to complete the outcomes from Stage 5.2. The more able Mathematics students undertaking work from the 5.3 pathway.

The Faculty Head will grade classes after taking into account the results students obtained while in Year 8.

Only students successfully completing Mathematics at 5.3 will be invited to study Mathematics or Mathematics Extension 1 at the HSC Level. Other students will study General Mathematics.

ASSESSMENT:
All candidates will be assessed using the Levels of Achievement set out by the NSW Board of Studies.
SCIENCE (MANDATORY)

FACULTY: SCIENCE

RATIONALE:
Science is studied as a core subject because it provides an empirical way of answering interesting and important questions about the biological, physical and technological world. As students actively engage in the processes of Working Scientifically, they gain an increased appreciation and understanding of the importance of science in their own lives and society, locally and globally.

VALUE OF COURSE TO STUDENTS:
Knowledge of the methods used in Science gives students a framework for rational decision-making and is presented to encourage them to suspend judgement on issues until they have collected and analysed all available data. Students’ studies should enable them to acquire understanding and knowledge of the concepts, principles and applications of Biology, Earth and Space, Chemistry, Physics and other related sciences.

COURSE DESCRIPTION AND CONTENT:
The Years 9 and 10 Science course is a two-year module based on the NSW Board of Studies Stage 5 syllabus. Areas of study incorporate:
1. The application of models, theories and laws to situations involving energy, force and motion.
2. An understanding of energy conservation, transfers and transformations and how they apply to systems.
3. Describing the changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
4. An understanding of how scientific knowledge about global patterns of geological activity and interactions can be used to inform decisions related to contemporary issues.
5. Analysing interactions between components and processes within biological systems.
6. An understanding of how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
7. An understanding of how models, theories and laws about matter have been refined as new scientific evidence becomes available.
8. Developing an appreciation of the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.
9. Developing an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future.
10. Developing a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed reflective citizens.

Scientific skills are an essential component of all Science courses because they give students tools to investigate, describe and analyse a wide variety of phenomena. Areas of skill development include:
1. Developing questions or hypotheses to investigate scientifically.
2. Producing a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
3. Undertaking first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
4. Processing, analyzing and evaluating data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
5. Applying scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
6. Presenting science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.

ASSESSMENT:
All candidates will be assessed using the Levels of Achievement set out by the NSW Board of Studies.
AUSTRALIAN HISTORY, GEOGRAPHY AND CIVICS (MANDATORY)

FACULTIES: HISTORY & INTERNATIONAL STUDIES AND SOCIAL SCIENCES

INTRODUCTION:
The Australian History course will be presented during Years 9 and 10. By the end of Stage 5, students describe, explain and assess the historical forces and factors that shaped the modern world of Australia. Students sequence events and developments within a chronological framework and identify relationships between events across different periods of time and places.

AUSTRALIAN HISTORY RATIONALE:
Through an investigation of Australian History, students learn about the differences in human experience allowing them to compare their lives with those of people of other times, places and circumstances and in turn, to learn to know themselves.

VALUE OF AUSTRALIAN HISTORY COURSE FOR STUDENTS:
Studying Australian History is essential to the development of informed and active citizens. Students are challenged to consider their rights and responsibilities and the contribution they can make to a civil society. Australian History provides a frame of reference that students use to think critically and to develop informed opinions about contemporary national and international issues.

AUSTRALIAN HISTORY COURSE DESCRIPTION AND CONTENT:
For Stage 5, two overviews and four Depth Studies will be studied. In Year 9 these will be:

• Overview – The Making of the Modern World
• Making a Better World - The Industrial Revolution (Depth Study)
• Australia and Asia - Making a Nation (Depth Study)
• Australians at War - World Wars I and II (Depth Study)
• Rights and Freedoms – 1945 - Present (Depth Study)
• The Globalising World – Popular Culture (Depth Study)
• The Holocaust or Great Depression (TBC)
AUSTRALIAN HISTORY, GEOGRAPHY AND CIVICS

AUSTRALIAN GEOGRAPHY RATIONALE:
Through a study of Australian Geography students will develop an interest in and informed and responsible attitudes towards people, cultures, societies and environments on local, national, regional and global scales.

VALUE OF AUSTRALIAN GEOGRAPHY COURSE FOR STUDENTS:
Students will develop:

• skills in identifying, clarifying, analysing, and evaluating values and attitudes that they and others hold.
• values and attitudes that promote a democratic and socially just society in a sustainable environment.

AUSTRALIAN GEOGRAPHY COURSE DESCRIPTION AND CONTENT:
The Australian Geography section of the Mandatory course comprises four Focus Areas:
• Investigating Australia's Physical Environment
• Changing Australian Communities
• Issues in Australian Environments
• Australia in its Regional and Global Contexts

Throughout the course students will develop a wide range of skills associated with the understanding of Geography and geographic issues. Fieldwork will be undertaken to further develop understandings or interrelationships and impacts.

ASSESSMENT:
School based assessment will be reported against the NSW Board of Studies’ Levels of Achievement.
GEOGRAPHY

FACULTY: SOCIAL SCIENCES

RATIONALE:

Geography provides the opportunity to study the interaction of individuals with their environment. In Years 9 and 10 this study will focus on an understanding of the natural and human forces that shape our world.

Through their study of Geography students will come to a broader understanding of how physical, social, cultural, economic and political factors shape communities, including the global community.

VALUE OF COURSE FOR STUDENTS:

Students should develop:

• skills in identifying, clarifying, analysing, and evaluating values and attitudes that they and others hold.

• values and attitudes that promote a democratic and socially just society in a sustainable environment.

• an appreciation of the huge differences in opportunities and life experiences found across the globe.

• a sound foundation for the study of Stage 6 syllabus in Geography.

• a knowledge of contemporary geographic issues and an empathy for the difficulties experienced by many of the world's people as a result of these issues.

COURSE DESCRIPTION AND CONTENT:

The Geography course comprises five Focus Areas:

• Snowy Mountains: A detailed study of this region incorporating a three day trip to the Snowy Mountains to investigate how the physical terrain and conditions are utilised by people.

• Physical Geography: the geographical processes that form and transform the world.

• Oceanography: the features and importance of the world’s oceans and the issues that concern them.

• Development Geography: The patterns and causes of global inequality and the need for appropriate strategies to improve the quality of life of the world's people.

• Australia's Neighbours: The environments of Australia’s neighbours and the specific geographical issues within the Asia-Pacific Region. Includes a case study of one country.

• Political Geography: The nature and distribution of political tensions and conflicts and strategies for effective resolutions.

Throughout the course students will develop a wide range of skills associated with the understanding of Geography and geographic issues. Fieldwork will be undertaken to further develop understanding of interrelationships and impacts.

ASSESSMENT:

Students will be assessed against the NSW Board of Studies’ Levels of Achievement.


**History**

**Faculty: History and International Studies**

**Rationale:**

History is an inquiry into human experiences, past and present. It is about the actions of individuals and groups, their motives and ideas and the circumstances which arise because of their influence on people and societies.

**Value of Course for Students:**

*‘How can we live together if we don’t appreciate our own and others’ histories?’*  
(Holocaust survivor Hadasa Rosenbaum, as quoted in Taylor, T, *The Future of the Past*, Faculty of Education, Monash University, Melbourne, 2000).

History is an inquiry that allows students to discover, appreciate and enjoy the human endeavours and achievements of the past. Students gain an understanding of the historical experiences of different groups and individuals in society through both depth and thematic studies.

**Course Description and Content:**

History is a two year course. In their studies students will focus entirely on the following areas:

- Constructing History – Family History, Film and the Media
- Conflict on the Plains
- Slavery
- World Myths and Legends
- Crime and Punishment
- Nelson Mandela – Fighting Apartheid
- Stalin’s Russia
- The Cold War
- JFK’s Assassination

**Assessment:**

Assessment will be derived from a series of tasks including a Yearly Examinations. At the end of Year 10 students will be assessed against the NSW Board of Studies’ Levels of Achievement.
Agricultural Technology

Faculty: Agriculture

Rationale:
Study of Agricultural Technology allows students to develop knowledge, understanding and skills which enable them to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia. The syllabus provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with an opportunity to experience aspects of agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

Value of Course for Students:
The study of Agricultural Technology develops:

- knowledge and understanding about a range of agricultural practices.
- an ability to respond to human needs and emerging opportunities.
- knowledge, understanding and skills associated with management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products.
- an understanding of sustainable and ethical practices that support productive and profitable agriculture.

Study of the syllabus will develop students’ ability to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a member of a team and communicate information to a variety of audiences.

Course Description and Content:
Students in Years 9 and 10 will study the NSW Board of Studies Stage 5 Agricultural Technology Syllabus.

Topics may include:

- Role and importance of Agriculture (Australia and Worldwide).
- Occupational Health and Safety in the agricultural workplace.
- Farm structures and machinery.
- Climatic factors affecting agriculture.
- Plant enterprises (eg. vegetables, pastures, cereal crops).
- Animal enterprises (eg. Angora goats, beef cattle, poultry).
- Soils, land degradation and sustainability.

Students will undertake a range of practical activities, these may include fieldwork, small plot activities, laboratory work, plant and animal husbandry activities, visits to commercial farms and field days.

Assessment:
Students will be assessed using a variety of strategies including fieldwork and experimental work reports, inquiry-based research assignments or projects, written and practical tests, and formal examinations. At the end of Year 10, students will be assigned a Level of Achievement based on available assessment evidence. This level will be reported on the student’s Record of School Achievement.
COMMERCED

FACULTY: SOCIAL SCIENCES

RATIONALE:
Each day, everywhere, in cities, towns, villages and homes there are countless commercial transactions taking place. Individuals engaged in a tremendous diversity of occupations, working to earn incomes which they spend to gain those things they want. Likewise, governments are engaged daily in spending millions of dollars to provide the services communities want. Business firms are planning and producing the goods and services which society requires to meet its needs and wants. These activities are commercial in nature, based on generally accepted practices and supported by a framework of laws traditions and regulations which establish the responsibilities and rights of the parties involved. This is the world of Commerce.

VALUE OF COURSE FOR STUDENTS:
This course provides students with the opportunity to be involved in activities which are modelled on the realities of the marketplace. They will be guided to consider the influences of changing technology, government decisions and changes to the world of work and leisure on their lives. This course allows the development of skills which will be useful in many areas of study at HSC level, especially Legal Studies, Business Studies and Economics.

COURSE DESCRIPTION AND CONTENT:
Over two years, students are guided towards personal competence and responsible participation in the changing commercial environment through the study of five areas: Consumers, Money, Business, Marketing, Law, Employment, Government and the Economy.

They should develop:
• Knowledge and understanding of consumer, financial, business, legal and employment matters.
• Skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues.
• Skills in effective research and communication.
• Skills in working independently and collaboratively.

At the same time the students should value and appreciate:
• Ethical and socially responsible behaviour in relation to personal decision-making, business practices, employment and legal issues.
• Fundamental rights, rules, and laws that promote fairness, justice and equity in our society through responsible and active citizenship.

ASSESSMENT:
Students will participate in an ongoing assessment for learning which will aim to examine their performance against the Levels of Achievement stipulated by the NSW Board of Studies for the award of the Record of School Achievement.
DESIGN AND TECHNOLOGY

FACULTY: TECHNOLOGY AND CREATIVE DESIGN

RATIONALE:
This course is concerned with the study and practice of design as it relates to human experience. It will provide theoretical and practical experiences which will enable students to understand, apply and experiment with a variety of tools, materials and technological processes to design and make solutions that satisfy real-world needs.

The course will integrate aspects of theory, research, design, drawing and making in achieving the aims and objectives set out in the NSW Board of Studies Syllabus. The course will focus on product and industrial design with the assistance of computer technologies. Exposure to computer technologies will be a vital part of the course.

VALUE OF COURSE FOR STUDENTS:
Throughout the history of the world, design has existed as a major feature of culture and everyday life. Its compass is vast and includes three-dimensional objects, graphic communications and integrated systems. Design can be seen as an instrument for improving the quality of life. It is an appreciation of the value of good design that students will take away with them at the completion of this course.

COURSE DESCRIPTION AND CONTENT:
Practical exercises during both years of study will provide important exposure to the latest materials and technologies. Activities include those of a directed nature and those where greater choice of design, materials and technologies are allowed.

Students should not elect this course thinking that it is an Industrial Arts course. It is a course first and foremost in Design. Appreciation of form and function, both crucial design elements, will lay as the foundation to this course and will result in greater success for those students choosing Design and Technology in Years 11-12.

The study of Design and Technology will involve the study of various design disciplines, including product design, industrial design, graphic design, packaging design and systems design. The course will involve use of various materials, including plastics, paper, wood, foam and metal. Students will study materials as a means to an end, not an end in itself. This knowledge, coupled with design & make skills, will be used to develop worthwhile solutions to a range of problems. Innovation will be a key focus throughout all projects.

Projects will be interspersed with appropriate theory and problem-solving activities. As part of the design process students will keep records of their research, designing, planning and evaluating in various forms. This will be presented with the design project for assessment purposes. Since computers are an integral tool in the design process, students will use them to assist them throughout the design process.

The ultimate aim of this course is to expose students to design theory and practice in the hope that they will appreciate and participate in effective design.

ASSESSMENT:
At the end of Year 10, students will be assigned a Level of Achievement based on available assessment evidence. This level will be reported on the student’s Record of School Achievement.
INDONESIAN

FACULTY: FOREIGN LANGUAGES

RATIONALE:
Indonesia is Australia’s nearest Asian neighbour and the fourth most populous country in the world. The study of Indonesian contributes to the overall education of students, particularly in their inter-cultural understanding, literacy and general knowledge.

VALUE OF COURSE FOR STUDENTS:
Knowledge of an Asian second language is an increasingly valuable asset in Australia. The ability to communicate in Indonesian, in conjunction with other skills, will provide students with enhanced employment opportunities in areas such as defence, business and commerce, engineering, journalism, law and tourism. Students learn to better understand Australia’s multicultural society by considering the attitudes, beliefs, and values related to Indonesian society. Understanding Asian culture, developing linguistic flexibility and being able to communicate in a range of contexts are skills that are in great demand in Australian society.

COURSE DESCRIPTION AND CONTENT:
The course builds on the communicative/linguistic and inter-cultural skills that have been acquired in Years 7 and 8.

The course aims to assist students in the development of skills in the areas of reading and responding, writing, speaking and listening and responding. This will be achieved through study of the following topics:

• Daily Routine and Lifestyle
• Eating Out
• Travelling to Indonesia
• Media
• Health and Beauty
• Youth Culture
• Visiting an Indonesian home
• Future Plans

There will be an emphasis on learning Indonesian culture through language and understanding the linguistic connections between Indonesian and English. Extension students will be provided with suitable opportunities to learn additional vocabulary through access to enrichment opportunities and independent tasks on Moodle.

At the conclusion of Year 10, students will have acquired the linguistic and intercultural skills necessary for simple and effective communication about these topics when speaking and writing in Indonesian.

ASSESSMENT:
Students will be assessed using a variety of strategies including role plays, conversations, listening tasks, writing emails, advertisements and posters, reading a range of texts, completing quizzes, tests and examinations. Digital technologies will be used to enhance assessment. At the end of Year 10, students will be assigned a Level of Achievement based on available assessment evidence. This level will be reported on the student’s Record of School Achievement.
INFORMATION AND SOFTWARE TECHNOLOGY

FACULTY: TECHNOLOGY AND CREATIVE DESIGN

RATIONALE:

This course is concerned with the study and practice of computer technologies. It will provide theoretical and practical experiences, which will enable students to understand, apply and experiment with a variety of computing tools and technological processes to design and make solutions that satisfy real-world needs.

The course will integrate aspects of theory, research, design, drawing and software development in achieving the aims and objectives set out in the NSW Board of Studies Stage 5 Syllabus.

VALUE OF COURSE FOR STUDENTS:

We live in a world saturated with new technologies and media. As part of a changing world we can be sure that flexibility in the use of technology can put us in a strong position for study and employment opportunities. Students undertaking this course will develop such flexibility through software tutorials, mini projects and major assignments.

COURSE DESCRIPTION AND CONTENT:

The course will contain a range of practical and theoretical activities under the following topics:

- Digital Media using PhotoShop and iMovie
- Web Design using DreamWeaver
- Programming using ‘Scratch’
- Interactive Multimedia using Flash
- Flat-file Databases using FileMaker Pro

ASSESSMENT:

Assessment will be based on project work and examinations. At the end of Year 10, students will be assigned a Level of Achievement based on available assessment evidence. This level will be reported on the student’s Record of School Achievement.
MUSIC

FACULTY: MUSIC

RATIONALE:
The elective Music course in Years 9 and 10 is for students who have enjoyed studying Music in Years 7 and 8 and wish to do so in greater depth. Music is an activity which is very much part of our culture, and as such, is beneficial for all students.

VALUE OF COURSE FOR STUDENTS:
Studying Music at school provides a great opportunity to acquire skill as a solo or ensemble performer. The study of Music develops students abilities musically, socially and academically. As a result of their study of Music, the student will have the opportunity to perform in concerts outside the curriculum and will provide a foundation for study at HSC level.

COURSE DESCRIPTION AND CONTENT:
The Music course covers performance, composition and listening. The physical, aesthetic, emotional, intellectual and social development gained through making music individually and in groups should enrich the students in all of these areas.

This course has a strong emphasis on Music performance and composition. The topics studied include:

- Australian Music (mandatory topic)
- Jazz and Improvisation
- Music for Radio, Film, Television and Multimedia
- Music of a Culture
- Music for Small Ensembles
- Art Music of 20\textsuperscript{th} Century and 21\textsuperscript{st} Century
- Theatre Music
- Rock Music
- Music and Technology
- Baroque Music
- Classical Music
- Nineteenth Century Music
- Medieval Music
- Renaissance Music

Performance activities will include singing and playing individually or in groups. The students will also acquire skills in musical improvisation and sight reading. The students will have the opportunity to perform using a variety of instruments and as broad a range of styles as possible. They will also gain experience in composing in a wide variety of styles using music software, to compare traditional and non traditional music. Students will build on the foundations of reading and writing music they have gained in Year 8. They will also be able to experiment with less traditional compositional techniques.

ASSESSMENT:
The four areas of Music (Performance, Composition, Aural and Listening) are evenly weighted. Performance skills will be measured as a solo performer and in a small ensemble. The students use the computer application Sibelius to compose all music.

At the end of Year 10, students will be assigned a Level of Achievement based on available assessment evidence. This level will be reported on the student’s Record of School Achievement.
PHOTOGRAPHIC AND DIGITAL MEDIA and VISUAL ARTS

FACULTY: TECHNOLOGY AND CREATIVE DESIGN

RATIONALE
The Photography and Digital Media/Visual Arts Course specifically focuses on digital photography and digital video as an expressive form in Year 9 and Visual Arts in Year 10. In Year 9 the course provides specialised learning opportunities that enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures. It will enable students to understand the broad areas of photography and digital media, such as print, interactive and moving forms, which are extremely relevant, and of increasing interest to students. In Year 10, students will study Making and Studying Art and build on the basic skills and theories studied in the Mandatory Years 7-8 course.

VALUE OF COURSE FOR STUDENTS
This course will allow students to value the different ways that artworks can be made and interpreted. It will enable students to demonstrate an engagement in the practice of artmaking and the critical and historical studies of artworks. They will also understand how the visual arts, as a field of practice and understanding is subject to different interpretations.

COURSE DESCRIPTION AND CONTENT
The course is divided into two main areas - Making Art and Studying Art. Students will build upon basic skills and theories studied in the Mandatory Years 7-8 course.

MAKING ART
Over two years students will have the opportunity to explore and create artworks in a number of forms.
In making photographic and digital works, students:
• investigate practice, the conceptual framework and the frames and a range of ideas and interests in at least one of the areas of still, interactive and moving forms and undertake a broad investigation of one or more of these forms, for example, video and web design; or a more specialised focus of one form, for example, digital photography
• investigate computer-based technologies
  2D - Drawing, Painting, Graphics, Collage, Printmaking, Photography and Digital Media
  3D - Ceramics, Sculpture, Designed Objects, Textiles and Installation
  4D - Video, Digital Animation, Performance, and Time Based Installations
• students will make artworks that build a body of work, developed over time using an extended range of materials and techniques through various investigations of the art world. This will demonstrate a student’s developing technical accomplishment and refinement in making artworks.
• use a journal to document explorations of ideas and interests, experiments with materials, techniques and technologies, and to record relevant technical information build a portfolio, developed over time, using a range of digital equipment and techniques, and various investigations of the world.
**STUDYING ART - CRITICAL AND HISTORICAL INTERPRETATION OF ART**

Students use the conceptual framework and the frames to understand the field of Photographic, Digital Media and Visual Arts. Students investigate relevant events, photographers, artists, designers, agencies and critical accounts of Photographic and Digital Media practice. They will investigate themes and selected areas of historical and critical study.

**ASSESSMENT:**

Making Art and Studying Art contribute equally to assessment in this course. In artmaking students are required to keep a Visual Arts Process Diary (VAPD). This is used as a tool in teaching and learning, providing a link between teacher and student. The VAPD may document the conceptualisation or starting point of an artwork whilst leaving open the possibilities and alternatives for their final completed work.

In studying Photographic, Digital Media and Visual Arts, students will be assessed through written tasks exploring an artist’s practice and their influences. They will investigate themes and selected areas of critical study from the birth of Photography to Post-Modern.

At the end of Year 10, students will be assigned a level of Achievement based on available assessment evidence. This level will be reported on the student’s Record of School Achievement.
PHOTOGRAPHIC AND DIGITAL MEDIA

FACULTY: TECHNOLOGY AND CREATIVE DESIGN

RATIONALE

The Photography and Digital Media Course specifically focuses on digital photography and digital video as an expressive form. Photographic and Digital Media plays a significant role in society. Therefore this course provides specialised learning opportunities that enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures. It will enable students to understand the broad areas of photography and digital media, such as print, interactive and moving forms, which are extremely relevant, and of increasing interest to students. Much of their knowledge of the world and their notions of cultural and self-identity come from the photographic and digital images that permeate the visual arts, current design, television, film, video, internet, mass media and multimedia.

VALUE OF COURSE FOR STUDENTS

Artistic practice that incorporates photographic and digital media plays an essential part in the contemporary artworld. The evolution of digital technologies, in particular, has altered the nature of photographic practice and has created new practice with many variables. This course allows students to investigate the ways in which these fields of artistic practice have evolved and been utilised over the 20th century and into the 21st century. This course allows the development of skills that will be useful in many areas of study at HSC level, especially Visual Arts, Drama and Design and Technology.

COURSE DESCRIPTION AND CONTENT

The course is divided into two main areas - Making Art and Studying Art. Students will build upon basic skills and theories studied in the Mandatory Years 7-8 course.

MAKING ART

Over two years students will have the opportunity to explore and create artworks in a number of forms.

In making photographic and digital works, students:

• investigate practice, the conceptual framework and the frames and a range of ideas and interests in at least one of the areas of still, interactive and moving forms and undertake a broad investigation of one or more of these forms, for example, video and web design; or a more specialised focus of one form, for example, digital photography
• investigate computer-based technologies
• use a journal to document explorations of ideas and interests, experiments with materials, techniques and technologies, and to record relevant technical information build a portfolio, developed over time, using a range of digital equipment and techniques, and various investigations of the world.

STUDYING ART - CRITICAL AND HISTORICAL INTERPRETATION OF ART

Students use the conceptual framework and the frames to understand the field of Photographic and Digital Media. Students investigate relevant events, photographers, artists, designers, agencies and critical accounts of Photographic and Digital Media practice.
ASSessment:

Making Art and Studying Art contribute equally to assessment in this course. In artmaking students are required to keep a Visual Arts Process Diary (VAPD). This is used as a tool in teaching and learning, providing a link between teacher and student. The VAPD may document the conceptualisation or starting point of an artwork whilst leaving open the possibilities and alternatives for their final completed work.

In studying Photographic and Digital Media students will be assessed through written tasks exploring an artist’s practice and their influences. They will investigate themes and selected areas of critical study from the birth of Photography to Post-Modern.

At the end of Year 10, students will be assigned a level of Achievement based on available assessment evidence. This level will be reported on the student’s Record of School Achievement.
**VISUAL ARTS**

**FACULTY: TECHNOLOGY AND CREATIVE DESIGN**

**RATIONALE:**

In a rapidly changing world Visual Arts form a universal language allowing us to express our thoughts, ideas, feelings and cultural traditions through a variety of media. While only a few students may pursue fine arts most students will enter careers which have a Visual Arts related component, for example fashion, marketing, engineering, architecture, media, communication, manufacturing, science, travel, education, tourism and hospitality industries. Most importantly Visual Arts is a life long pursuit providing immense personal satisfaction for all of us as practitioners, viewers and collectors.

**VALUE OF COURSE FOR STUDENTS:**

This course will allow students to value the different ways that artworks can be made and interpreted. It will enable students to demonstrate an engagement in the practice of artmaking and the critical and historical studies of artworks. They will also understand how the visual arts, as a field of practice and understanding is subject to different interpretations.

**COURSE DESCRIPTION AND CONTENT:**

The course is divided into two main areas - Making Art and Studying Art. Students will build upon basic skills and theories studied in the Mandatory Years 7-8 course.

**MAKING ART**

Over two years students will have the opportunity to explore and create artworks in a number of forms, which may include:

- **2D** - Drawing, Painting, Graphics, Collage, Printmaking, Photography and Digital Media
- **3D** - Ceramics, Sculpture, Designed Objects, Textiles and Installation
- **4D** - Video, Digital Animation, Performance, and Time Based Installations

Students will make artworks that build a body of work, developed over time using an extended range of materials and techniques through various investigations of the art world. This will demonstrate a student’s developing technical accomplishment and refinement in making artworks.

Students will also be able to engage with Information and Communication Technologies (ICT) to experience graphics based programmes to allow them to create and manipulate digitally generated images. It will also enable them to import images into graphics and word-processed documents.

**STUDYING ART - CRITICAL AND HISTORICAL INTERPRETATION OF ART**

Students will develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames. This will be done through written tasks exploring an artist’s practice and their influences. They will investigate themes and selected areas of historical and critical study.

**ASSESSMENT:**

Making Art and Studying Art contribute equally to assessment in this course. In artmaking students are required to keep a Visual Arts Process Diary (VAPD). This is used as a tool in teaching and learning, providing a link between teacher and student. The VAPD may document
the conceptualisation or starting point of an artwork whilst leaving open the possibilities and alternatives for their final completed work.

In studying Visual Arts students will be assessed through written tasks exploring an artist’s practice and their influences. They will investigate themes and selected areas of critical study, from Prehistoric to Post-Modern.

At the end of Year 10, students will be assigned a Level of Achievement based on available assessment evidence. This level will be reported on the student’s Record of School Achievement.