MACARTHUR ANGLICAN SCHOOL
Established traditions, proven success!

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Find your place at Macarthur where opportunities abound

HIGHER SCHOOL CERTIFICATE

STUDIES HANDBOOK

YEAR 11, 2015 - 2016

Find your place at Macarthur where opportunities abound
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INTRODUCTION

Most students now expect that they will remain at school after Year 10 to undertake studies for the Higher School Certificate. This expectation is reflected in the changes to the school leaving age.

The purpose of this booklet is to offer information concerning the curriculum which is available at Macarthur Anglican School. Macarthur is proud of the traditions it has established and the arrangements described here have been carefully tailored to meet the aspirations and needs of the majority of the students who have chosen to pursue HSC study at our School.

The major features of HSC study at Macarthur include:

- a strong curriculum comprised of courses developed and examined by the NSW Board of Studies and accepted by the Universities;
- a commitment to excellence which focuses in academic subjects;
- a focus on maximising each student’s chances of university entry;
- a commitment to as broad a curriculum as possible, despite the necessity of forming some small classes to meet this commitment; and
- learning in a supportive, well-disciplined environment, which seeks to complement academic study with education in the Christian Faith.

Students who choose to study for the HSC at Macarthur will be faced with a demanding programme of study. They must be prepared to work hard and consistently throughout Years 11 and 12. Self-motivation is an essential quality for successful HSC study. We encourage Year 11 and 12 students to accept responsibility for their own learning with the support of their parents and teachers.

Parents or students who are in any doubt about their most appropriate course of action are encouraged to discuss the matter with the Head of Senior School or the Dean of Studies.

THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate is a qualification administered by the Board of Studies, Teaching and Educational Standards, NSW (BOSTES), an independent statutory authority. It serves two major purposes:

1. to record the achievement of students in Board courses of study undertaken in Years 11 and 12; and
2. to provide the basis upon which Universities determine eligibility for entry to tertiary study.

Every student who satisfactorily completes the requirements for an HSC is awarded the Certificate. The level of achievement attained will be determined by ranking students against a specific set of standards for each subject. This will be reported in terms of Bands with Band 6 being the highest level of achievement and Band 4 for Extension courses.

FLEXIBILITY

The rules of the HSC allow that it can be taken over as many as five years, although the great majority of students in NSW continue to prepare for it over two years. Macarthur requires a student to complete their HSC over two consecutive years.
THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Students who follow particular patterns of study for the HSC are eligible for consideration for matriculation. A student's eligibility for entry into University is expressed by the Universities Admission Centre (UAC) as an Australian Tertiary Admission Rank (ATAR).

The ATAR is calculated by applying statistical procedures to the marks gained by the student in the Higher School Certificate, and expressing the result as a number out of 100. The number given to the maximum rank will be an ATAR of 99.95. A student with an ATAR of 99.95 is in the top ranked group of students.

The ATAR will indicate a student’s position in relation to the Year 7 students they began high school with. The ATAR is a ranking calculated from the marks gained by the student in his/her best ten units, with the following guidelines:

- The best two units of English;
- The best eight units from the remaining units undertaken;
- At least three courses of two units or greater;
- Students must study at least four subjects during their HSC year.
- No more than six units of Science may be studied.

Entry to University courses is competitive and the University admits to each course those applicants with the highest ATARs. (It is also important to realise that some university courses also require particular prerequisite studies.) The 'cut-off points' applied are published the following year and provide the next year’s applicants with a guide only to the level of ATAR for which they must aim to gain admission to a particular course at university.

The ATAR is reported separately to the HSC, and has no relevance to students who do not wish to pursue university studies.

In addition, the opportunity exists for students to apply for university entry through a number of early entry schemes. These offer a wonderful opportunity that students should consider during Year 12. Many universities also offer Bonus Points for different subjects. Typically, Bonus Points are awarded for performance in English and Mathematics with Chemistry, Physics and Languages for specific courses. Generally there is a maximum of 5 bonus points, 6 in some cases and at UWS, a maximum of 10 Bonus Points is possible. Universities regularly change their alternative entry requirements. Thus it is imperative to check with each university directly or talk to the Head of Senior School.

PRELIMINARY AND HSC COURSES

Courses of study which lead to the HSC comprise two stages:

- a Preliminary Course, which is usually undertaken for at least three terms in Year 11 and
- an HSC Course, which is usually undertaken for four terms in Year 12.

Satisfactory completion of the Preliminary course is required before students may be admitted to the HSC course. Non-completion of 50% of assessment in any course or unsatisfactory performance could prevent progression to the HSC course in a subject. Naturally, the HSC course builds on understandings gained in the Preliminary course; however, generally only material contained in the HSC course will be examined in the Higher School Certificate Examinations, with the exception of skill based subjects such as Indonesian and Mathematics.
Successful completion of the BOSTES ‘All My Own Work’ programme is also a mandatory component before the Preliminary Certificate can be commenced.

**SCHOOL ASSESSMENT PROGRAMMES**

Throughout both the Preliminary course and the HSC course in each subject, students will be required to complete a series of Assessment Tasks. Marks gained in Assessment Tasks for each subject during the HSC course contribute **fifty percent to the student’s final HSC mark**. They are thus of **vital** importance. 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 for Years 11 and 12. These are published in the School's publication *Assessment Manual for Year 11 and 12*. This publication will be issued to all relevant students; students who, for one reason or another, have missed receiving a copy should download it from Macarthur’s intranet or seek one from the Dean of Studies.

**CHOOSING SUBJECTS FOR YEARS 11 AND 12**

The choice of subjects for HSC study is a matter which requires considerable thought, discussion with parents and teachers, some research, advice and honest self-appraisal. There are a number of factors which bear on the choices which students will make. Parents have an important role in guiding students to make appropriate decisions. The subjects selected should be a decision for parents based on discussions with their children. Decisions should not be solely left up to the students. Additional factors affecting choices made are discussed in this section.

**CURRICULUM RULES OF THE BOARD OF STUDIES, THE UNIVERSITIES AND THE SCHOOL**

Both BOSTES and the Universities Admission Centre lay down rules for the award of an HSC and for eligibility for an ATAR. The School also lays down certain restrictions regarding students’ academic programmes. Although these three sets of rules are separate, it is appropriate to treat them as one here.

The basic rules, which apply equally for Years 11 and 12, are these:

- Students must satisfactorily complete the BOSTES course ‘All My Own Work’ to be eligible for Year 11.
- In Year 11 students must undertake twelve units of study. In Year 12 permission may be granted to reduce this to ten, after discussion with the Head of School or Dean of Studies. Parents must provide their consent prior to approval.
- It is compulsory to take English or English as a Second Language which counts as two units.
- Mathematics or General Mathematics is compulsory in the preliminary year.
- Admission to some subjects may involve a prerequisite or co-requisite of a particular subject or grade at Year 10 level. Such prerequisites and co-requisites are outlined in the course outlines in this booklet.
- Extension studies may be available to excellent students in some subject areas. Entry to these will be by invitation from the Faculty Head for that subject at the end of Year 11.
Caution

While the School will assist students in the management of their academic programme, the onus of responsibility for conforming with the curriculum rules of BOSTES, NSW and the Universities Admission Board rests with the individual student.

Students, and their parents, must thus thoroughly familiarise themselves with the content of this booklet, which, so far as the School is aware, is correct at the time of printing and ensure that the student meets all the requirements for the awards sought. Further information is available on the BOSTES, NSW and UAC websites: www.boardofstudies.nsw.edu.au and www.uac.edu.au

CAREER ASPIRATIONS AND REQUIREMENTS

Students who have a particular career path in mind should seek advice concerning their subject choice. The Head of Senior School and Dean of Studies have a great deal of information relating to a variety of careers and courses, although students are encouraged also to seek information from Universities and Colleges and from professional or industry organisations.

Requirements of this sort alter constantly and students are cautioned to ensure that they obtain the latest information from an authoritative source. A good starting point, for careers involving University study, is to consult the Universities Admission Centre website www.uac.edu.au or books available in the School Library. The UAC University Entry Requirements will also be distributed to each student in Year 10.

Most university degrees do not require prerequisite study but some do recommend certain subjects or expect assumed knowledge for others. For many degrees the only requirement is the specified ATAR cut-off.

MAXIMISING THE ATAR

The most common misconception about choosing subjects is that by the choice of certain subjects, students will be advantaged in the calculation of their ATAR. This belief is based largely on a misunderstanding of how individuals are affected by the Universities’ scaling process.

It is important to choose subjects that enable you to work from your strengths. If students enjoy and are good at a subject, they will usually work harder and more happily at it. Hard work and talent translate into HSC marks. Some subjects do ‘value’ add to a student’s overall ATAR but only if a student has the recognised ability and interest in, as well as, a suitable work ethic for these subjects.

On the other hand, students who choose a subject in which they have little interest are unlikely to do well, no matter what the ‘reputation’ of the subject might be. The School offers a range of study that is manageable and students enjoy studying. The website www.myfuture.edu.au offers information and guidelines on career opportunities. Students who want more individual advice about this should see the Head of Senior School or Dean of Studies.

RESOURCE LIMITATIONS IN THE SCHOOL

Initially students will be invited to choose whatever subjects they wish, according to the Curriculum rules outlined above and within the groups offered.

The resources of the School are limited. If insufficient students were to choose one of the electives, the subject may have to be withdrawn. Similarly, should the number of applicants for a particular class exceed the maximum size for that class, it may be necessary to request that some students choose a different subject in that group.

CHOOSE WISELY

The Headmaster and Dean of Studies wish all prospective Year 11 students well in choosing their subjects and formulating their programme for the Higher School Certificate.

In most cases, it is not desirable (and sometimes not possible) to change subjects once Year 11 has begun. Prior to changing subjects, students should seek advice from the Faculty Heads of the subjects in question, Head of Senior School or Dean of Studies. Changes will only be permitted in exceptional circumstances. Parents may be assured that students will not be allowed to change subjects without parental consent.
### SUBJECT SELECTIONS FOR YEAR 11, 2015/2016

<table>
<thead>
<tr>
<th>Line 1</th>
<th>Line 2</th>
<th>Line 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Advanced *</td>
<td>Mathematics Students with less than 75% in their Year 10 Course for Mathematics should consider General Mathematics</td>
<td>Agriculture</td>
</tr>
<tr>
<td>English Standard *</td>
<td>General Mathematics</td>
<td>Biology</td>
</tr>
<tr>
<td>English as a Second Language Available only to students who have participated in less than 5 years of English study * Students do not have to elect their preferred level of English. Teachers will allocate classes.</td>
<td></td>
<td>Drama</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Line 4</th>
<th>Line 5</th>
<th>Line 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Business Studies</td>
<td>Biology</td>
</tr>
<tr>
<td>Economics</td>
<td>Design and Technology</td>
<td>PD Health PE</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Design and Technology (Textiles)</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Geography</td>
<td>Indonesian</td>
<td>Studies of Religion II</td>
</tr>
<tr>
<td>Information Processes and Technology</td>
<td>Modern History</td>
<td><strong>OR:</strong> English Extension I and Studies of Religion I</td>
</tr>
<tr>
<td>Music 1</td>
<td>Physics (Mathematics is a co-requisite)</td>
<td>Mathematics Extension I and Studies of Religion I</td>
</tr>
<tr>
<td>Music 2</td>
<td>Agriculture</td>
<td>English Extension I and Mathematics Extension I</td>
</tr>
</tbody>
</table>

**1 unit subjects possibly available in Year 12 subject to teacher invitation and demand**
- English Extension 2 *(English Extension 1 a co-requisite)*
- History Extension *(Ancient or Modern History a co-requisite)*
- Indonesian Extension *(Indonesian Continuers a co-requisite)*
- Mathematics Extension 2 *(Mathematics Extension 1 a co-requisite)*
- Music Extension *(Music 2 a co-requisite)*
- Studies of Religion 1 *(1 unit course available to students who wish to discontinue Studies of Religion II)*

**Standard English will be offered to some students in Year 12 with the advice of the English Faculty Head**

**Please note:**
- Parents should advise students on the selection of their subjects. Decisions should not be made solely by the students.
- All students MUST study at least 12 units in Year 11 and at least 10 units in Year 12.
- Students may not select the same subject on more than one line.
- Students choosing Physics, Music 2, English Extension I and Mathematics Extension I will need to have their choices co-signed by the Faculty Head of that subject.
• No more than 6 units of Science may be studied.
## Prerequisites for Entering Courses in Year 11 at Macarthur Anglican School

### COURSE PREREQUISITES - STUDENTS MUST HAVE REACHED THIS STANDARD:

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>The study of Mathematics is highly recommended. A mark of 75% or above in the Year 10 Course is highly recommended.</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>This course is available to students who have participated in the study of English for less than five years.</td>
</tr>
<tr>
<td>English Extension 1</td>
<td>The approval of the Faculty Head is required for this course. Extension 1 is the co-requisite for Extension 2.</td>
</tr>
<tr>
<td>English Extension 2</td>
<td>Offered by invitation to English Extension 1 students in Year 12.</td>
</tr>
<tr>
<td>History Extension</td>
<td>Offered by invitation to either Ancient or Modern History students in Year 12.</td>
</tr>
<tr>
<td>Indonesian Continuers</td>
<td>Indonesian in Years 9 and 10.</td>
</tr>
<tr>
<td>Indonesian Extension</td>
<td>Offered by invitation to Indonesian Continuers students in Year 12.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>By invitation from Year 9 and 10 Mathematics. A mark of 75% or above in the Year 10 Course is highly recommended. Students studying Mathematics 5.3 will be eligible for this course.</td>
</tr>
<tr>
<td>Mathematics Extension 1</td>
<td>By invitation from Year 9 and 10 Mathematics. A mark of 75% or above in the Year 10 Course is highly recommended. Students studying Mathematics 5.3 will only be eligible for this course.</td>
</tr>
<tr>
<td>Mathematics Extension 2</td>
<td>Offered by invitation to Mathematics Extension 1 students in Year 12. Extension 1 is a co-requisite for Extension 2.</td>
</tr>
<tr>
<td>Music 2</td>
<td>A substantial background in Music is recommended for this course with either a preference for composition, performance or musicology. Music in Years 9 and 10 as a 200-hour elective course, with substantial achievement in Year 10 Music. A proficient background in Music with the ability to perform and/or compose competently. The 200 hour Course in Elective Music in Years 9 and 10 is a prerequisite. Students who elect the 100 hour Music course, have completed AMEB levels and have participated in the co-curricular Music programme will also be eligible for Music 2. Students in this category must have approval from the Head of Music. Students who are considering the possibly of further tertiary study in Music are recommended to undertake this course.</td>
</tr>
<tr>
<td>Music Extension</td>
<td>Offered by invitation in Year 12. Music 2 is a co-requisite for this course.</td>
</tr>
<tr>
<td>Physics</td>
<td>The approval of the Faculty Head is required for this course. Mathematics is a co-requisite. Mathematics Extension 1 is highly recommended. A mark of 75% or above in the Year 10 Course in Mathematics and Science is highly recommended.</td>
</tr>
<tr>
<td>Software Design and Development</td>
<td>The study of Mathematics is highly recommended.</td>
</tr>
</tbody>
</table>
AGRICULTURE

FACULTY: SCIENCE
UNIT VALUE: 2

RATIONALE:
Historically, Agriculture has provided the basis for economic activity in Australia. It is a composite of rural and urban industries that are structured to produce both raw and value-added materials from plants and animals to meet identified consumer needs.

These industries significantly contribute to Australia's economy through investment, employment of skilled workers, consumption of products from other sectors of the economy and export income.

VALUE TO STUDENTS:
Students studying Agriculture will develop knowledge and understanding of the interaction between the component parts of Agriculture and the scientific principles that explain the processes that take place when inputs are transformed into outputs. It caters for a diverse range of student and ability levels. It has the facility to challenge students academically as well as providing them with a wide range of practical skills and an awareness of the technologies associated with agriculture.

Agriculture provides opportunities for multiple pathways to employment and further education.

PRELIMINARY COURSE

This course studied in Year 11 incorporates the study of the interactions between the components of agricultural production, marketing and management, while giving consideration to the issue of sustainability of the farming system. This is an 'on-farm', environment related course.
Main Topics Covered:
• Overview of Australian Agriculture
• The Farm Case Study
• Plant Production
• Animal Production

HSC COURSE
This course builds on concepts covered in the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production, but places a greater emphasis on the role of the farm in the wider economic, environmental and social environment. The farm as a fundamental production unit provides a basis for analysing and addressing social, environmental and economic issues as they relate to sustainability from national and international perspectives. This is achieved through the farm enterprise; product study.
Main Topics Covered:
• Plant and Animal Production
• Farm Product Study
• One Elective Study
ANCIENT HISTORY

FACULTY: HISTORY AND INTERNATIONAL STUDIES

Unit Value: 2

RATIONALE:
The study of the past provides unique insights into the present and provides a basis for assessing future direction. Ancient History is a valuable study for people taking their place in modern society. Its study provides insights into the cultural and political context of areas like the Middle East today.

VALUE OF COURSE FOR STUDENTS:
The study of Ancient History involves analysis and judgement and develops skills that enhance a student's personal growth and participation in society. It is a particularly useful course to those interested in deepening their Christian knowledge and faith. At the same time, Ancient History is so fascinating, it makes the acquisition of knowledge and skills enjoyable.

COURSE DESCRIPTION AND CONTENT:

PRELIMINARY COURSE
The Preliminary Course is structured to provide students with opportunities to investigate past people, groups, events, institutions, societies and historical sites from the evidence available, by applying the methods used by historians and archaeologists.

Students are required to study Parts I, II and III of the Course.

Part I: Introduction
a) Investigating the Past: History, Archaeology and Science
b) Case Studies – Tutankhamun’s Tomb and the Trojan War

Part II: Studies of Ancient Societies, Sites and Sources
a) Alexandria
b) Greek Drama

Part III: Historical Investigation – incorporated into the study of Alexandria

HSC COURSE
The course comprises a study of:

Part I: Core: Cities of Vesuvius – Pompeii and Herculaneum


Part III: ONE Personality in Their Time – Alexander the Great

Part IV: ONE Historical Period – Hellenistic Period (Greece 500-440BC)
**BIOLOGY**

**FACULTY: SCIENCE**

**UNIT VALUE: 2**

**RATIONALE:**

The 2 unit course in Biology will provide students with a comprehensive background knowledge of the structure, function and interrelationship of organisms.

This course builds on the scientific thinking and analysis developed by students in Years 7 to 10. Biology is a rigorous course. Although there are no academic restrictions to do this course, students who do not achieve a C grade or above in Science in the Year 10 Course may struggle to achieve success in this course.

**VALUE OF COURSE FOR STUDENTS:**

The study of 2 unit Biology is recommended for entry into tertiary studies in Biomedical and Life Sciences (microbiology, biochemistry, ecology and environmental studies, physiotherapy and nursing), teaching, agriculture and landscape architecture.

**COURSE CONTENT AND DESCRIPTION:**

The Preliminary Course incorporates the study of the mechanisms and systems used by living things to obtain, transport and process material for their own growth and repair. It considers the biotic and abiotic features of the environment and the relationships between and interdependence of organisms in an ecosystem. It includes the study of the evolution of life on Earth and the effects of global changes that took place during the formation of modern Australia on the diversity of Australian biota.

**MAIN TOPICS COVERED - PRELIMINARY COURSE**

- A local Ecosystem
- Patterns in Nature
- Life on Earth
- Evolution of Australian Biota

The HSC Course builds upon the Preliminary Course. It examines the processes and structures that plants and animals, especially humans, have developed to maintain a constant internal environment and the way in which the continuity of life is assured by the inheritance of characteristics from generation to generation.

**HSC COURSE - CORE TOPICS**

- Maintaining a Balance
- Blueprint of Life
- The Search for Better Health

**One Option from the following**

Communication, Biotechnology, Genetics: The Code Broke, The Human Story, Biochemistry

**PARTICULAR COURSE REQUIREMENTS:**

The Preliminary Course includes an overnight field study trip related to local terrestrial and aquatic environments. Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time with no less than 35 hours in the HSC course.
BUSINESS STUDIES

FACULTY: SOCIAL SCIENCES

UNIT VALUE: 2

RATIONALE:
Business activity is a feature of everyone’s life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life.

As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

VALUE OF COURSE TO STUDENTS:
By completing this course students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.

Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and its ethical responsibilities to society. In addition, a significant feature of Business Studies is its relevance to the full range of HSC students, as it provides useful knowledge and competencies for life.

COURSE DESCRIPTION AND CONTENT:
The Preliminary course examines the topics below with a focus on small to medium enterprises whereas in the Higher School Certificate course the focus is large businesses, many of which operate at a global scale.

Preliminary topics to be studied:
1. Nature of Business
2. Business Management
3. Business Planning

The HSC Course is based on a study of four compulsory topics:
1. Operations
2. Marketing
3. Finance
4. Human Resources

Various methods of assessment will be used during the course. The evaluation of assessment tasks reflects the performance bands for Business Studies supplied by the Board of Studies.
**CHEMISTRY**

**FACULTY: SCIENCE**

**UNIT VALUE: 2**

**PREREQUISITES:** The approval of the Faculty Head is required for this course. Mathematics is a co-requisite. Mathematics Extension 1 is highly recommended. A mark of 75% or above in the Year 10 Course in Mathematics and Science is highly recommended.

**RATIONALE:**

Chemistry provides practical and theoretical insight into the world of chemicals and chemical reactions through a large number of experiments and related discussions. Together with Biology, Chemistry is an effective preparation for tertiary Life Science courses. With Physics, it is the best preparation for all tertiary Science-related courses.

For satisfactory progress in this course, a student is required to undertake regular background reading, problem solving and experiment report writing. Revision and problem practice are important requirements for success.

**VALUE OF COURSE FOR STUDENTS:**

The study of 2 Unit Chemistry is recommended for entry into many Science based courses within tertiary institutions eg. science, agricultural science, veterinary science, medicine, dentistry, pharmacy, occupational therapy, engineering, food science.

**COURSE DESCRIPTION AND CONTENT:**

Chemistry provides students with a contemporary understanding of the physical and chemical properties of substances and their interactions. Chemistry attempts to provide chemical explanations and to predict events at the atomic and molecular level.

Students investigate natural and man-made substances, their structures, changes and environmental importance; they learn about the history and philosophy of Science as it is related to Chemistry. Students work individually and with others in practical, field and interactive media experiences related to Chemistry; they undertake experiments and decide between competing theories. They assess the impact of decisions on society, based on an understanding of Chemistry.

**PRELIMINARY COURSE - MAIN TOPICS COVERED**

- The Chemical Earth
- Metals
- Water
- Energy

**HSC COURSE - CORE TOPICS**

- The Identification and Production of Materials
- The Acidic Environment
- Chemical Monitoring and Management

**One option from the following**

Industrial Chemistry, Shipwrecks and Salvage, The Biochemistry of Movement, The Chemistry of Art, Forensic Chemistry

**PARTICULAR COURSE REQUIREMENTS:**

Practical experiences should occupy a minimum of 80 indicative hours across Preliminary and HSC course time, with no less than 35 hours in the HSC course.
DESIGN AND TECHNOLOGY

FACULTY: TECHNOLOGY AND CREATIVE DESIGN

UNIT VALUE: 2

RATIONALE:
This course is essentially a course teaching design. Technology will be the tool used by students throughout the design process, especially during the making stage of their projects.

Designing and making is an intelligent activity. The design process itself draws on areas such as Mathematics, English, Science, Computing, Communication and Art. Designing is a truly creative and intellectually challenging activity; developing divergent and creative abilities is a basic function of education and life.

This course is concerned with equipping students with the understanding and skills necessary to design products, systems and environments. Students will develop skills useful in everyday life but applicable to various design professions (such as Product Design, Graphic Design and Industrial Design). Students will be taught the design process – a series of steps that leads a designer through a project, from concept to implementation.

The course will integrate aspects of research, design, drawing and making in attaining the completed practical experiences and reinforcing the theoretical components.

The Design Folio will provide documentation for projects undertaken by students. They are to be completed throughout the projects, depending on what stage the student is up to. This will culminate in the Major Design Project (MDP) where the Folio plays a large part in communicating to HSC Examiners processes undertaken by students when developing their final product, system or environment.

The MDP will require students to negotiate an appropriate project with their teacher. No project can be selected without the teacher’s approval. This will ensure the best opportunity for students to receive due recognition for their abilities. Focus for problem-selection in the MDP will be on innovation, design and creativity.

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 and skills appropriate to a professional Designer that students will take away with them at the completion of this course.

COURSE OUTLINE:

PRELIMINARY COURSE
Students will participate in the following:

- designing and producing
- theory about design, the environment, occupational health and safety, and various other relevant issues
- studying and experimenting with various materials & technologies
- managing, communicating and marketing
- relating environmental, social and ethical issues to design and technology
- problem-solving activities
**HSC COURSE**

Students will participate in:

- Theory about design, the environment, occupational health and safety.
- A Major Design Project including: project management, project development and realisation, and project evaluations.
- An Innovation Case Study.
**DESIGN AND TECHNOLOGY - TEXTILES**

**FACULTY: TECHNOLOGY AND CREATIVE DESIGN**

**UNIT VALUE: 2**

**RATIONALE:**

This course is essentially a course teaching design with a focus on the use of textiles as the product material. Technology will be the tool used by students throughout the design process, especially during the making stage of their projects.

Designing and making is an intelligent activity. The design process itself draws on areas such as Mathematics, English, Science, Computing, Communication and Art. Designing is a truly creative and intellectually challenging activity; developing divergent and creative abilities is a basic function of education and life.

This course is concerned with equipping students with the understanding and skills necessary to design products. Students will develop skills useful in everyday life but applicable to various design professions (such as Costume Design, Fashion Design and Industrial Design). Students will be taught the design process – a series of steps that leads a designer through a project, from concept to implementation.

The course will integrate aspects of research, design, drawing and making in attaining the completed practical experiences and reinforcing the theoretical components.

The Design Folio will provide documentation for projects undertaken by students. They are to be completed throughout the projects, depending on what stage the student is up to. This will culminate in the Major Design Project (MDP) where the Folio plays a large part in communicating to HSC Examiners processes undertaken by students when developing their textile product.

The MDP will require students to negotiate an appropriate project with their teacher. No project can be selected without the teacher’s approval. This will ensure the best opportunity for students to receive due recognition for their abilities. Focus for problem-selection in the MDP will be on innovation, design and creativity.

**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 and skills appropriate to a professional Designer that students will take away with them at the completion of this course.

**COURSE OUTLINE:**

**PRELIMINARY COURSE**

Students will participate in the following:

- designing and producing
- theory about design, the environment, occupational health and safety, and various other relevant issues
- studying and experimenting with various textiles & technologies
- managing, communicating and marketing
- relating environmental, social and ethical issues to design and technology
- problem-solving activities
**HSC Course**

Students will participate in:

- Theory about design, the environment, occupational health & safety.
- A Major Design Project including: project management, project development and realisation, and project evaluations. Students doing this course would choose a MDPs based on the use of textiles.
- An Innovation Case Study.
DRAMA

FACULTY: MUSIC AND PERFORMANCE

UNIT VALUE: 2

RATIONALE:
2 Unit Drama is a practical subject in which students acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and new technologies which may be used to heighten dramatic presentation. Through this experience they develop the confidence to participate in creative activity.

VALUE OF COURSE TO STUDENTS:
Macarthur students have a unique opportunity to participate in one of the leading schools for dramatic presentations. Macarthur Anglican School has developed an enviable record for outstanding dramatic performances.

The study of Drama should develop their talents and capacities: physical, emotional, intellectual, social, creative and expressive. The course provides opportunities for students to share experiences which enrich their understanding of their own values, the culture and the values of others and the developments, changes and challenges of society. The skills and knowledge acquired through the study of this course may be further developed and employed in a variety of professions, including (but not confined to) theatre, media and community arts.

COURSE DESCRIPTION AND CONTENT:

AIMS
To enable students to attain:

(a) an appreciation of the processes involved in drama and theatre and the contributions made by drama and theatre to societies.

(b) a range of dramatic and theatrical skills and increased communication skills

(c) self-discipline, confidence and an awareness of group work responsibilities.

PRELIMINARY COURSE
The following content areas of study will be undertaken in the Preliminary course:

(a) Improvisation, play building and acting.

(b) Elements of production in Performance.

(c) Theatrical Traditions and Performance Styles.

The components of assessment include workshop activities, written reflection and oral reflection and a written examination.

HSC COURSE
The course will continue to build on the above and focus on one topic to be studied from each of the following content areas:

(a) Australian Drama and Theatre (Core Content)

(b) Studies in Drama and Theatre

(c) Group Performance (Core Content)

(d) Individual Project

The components of assessment include workshop activities, written reflection, the development of a group presentation, the development of an individual project and a written examination.
EARTH AND ENVIRONMENTAL SCIENCE

FACULTY: SCIENCE
UNIT VALUE: 2

RATIONALE:
The Earth and Environmental Science course is designed to prepare students who wish to pursue a career in the fast growing area of Environmental Management.

VALUE OF COURSE FOR STUDENTS:
This course would prepare students for Environmental Studies courses at a number of universities, leading to careers as:
• Laboratory Managers
• Research Assistants
• Experimental Officers

A wide range of employment opportunities exist in:
• Private Companies: (Mining and exploration, environmental consultants, civil engineering, recreation development).
• Government Departments: (Water resources, pollution control, forestry, nature preservation, agriculture, soil conservation).
• Research Organisations: (CSIRO and universities).

COURSE DESCRIPTION AND CONTENT:
Earth and Environmental Science presents a particular way of thinking about the world. It encourages students to use inference, deductive and inductive reasoning and creativity. It presumes that the interactions within Earth processes, between the atmosphere, hydrosphere and lithosphere, and between the abiotic and biotic features of the environment occur in consistent patterns that can be understood through careful, systematic study.

PRELIMINARY COURSE
The Preliminary course incorporates the study of:
• Planet Earth and its Environment – A Five Thousand Million Year Journey
• The Local Environment
• Water Issues
• Dynamic Earth

HSC COURSE
This builds upon the Preliminary course, which contains content that is considered assumed knowledge for the HSC course.
• Tectonic Impacts
• Environments Through Time
• Caring for the Country

One option from the following topics will be presented:
Introduced Species and the Australian Environment, Organic Geology, Mining and the Australian Environment, Oceanography

PARTICULAR COURSE REQUIREMENTS:
Preliminary and HSC courses emphasise first-hand observation and communication of information based on these investigations.
ECONOMICS

FACULTY: SOCIAL SCIENCES

UNIT VALUE: 2

PREREQUISITE: Approval of the Faculty Head is required for this course.

RATIONALE:
In recent years, wider media coverage of economic issues has served to heighten community awareness of the fundamental interdependence between the Australian economy and the rest of the world. This increased recognition has fostered a growing public awareness of the relevance of Economics and the effect of economic decision making on the daily lives of all Australians.

VALUE OF COURSE FOR STUDENTS:
The Economics syllabus acknowledges the need for students in Years 11 and 12 to understand the significance of economic events as well as the implications of individual, corporate and government economic decision making. In emphasising the application of economic models and concepts to the problems and issues confronting Australian society, students should gain skills and competence required to participate in, and contribute to, that society in an effective way. At a practical level, they will be more competent in their understanding of the course.

COURSE DESCRIPTION AND CONTENT:
The structure of the Economics Course is shown below.

PRELIMINARY COURSE
- Introduction to Economics
- Consumers and Business
- Markets
- Labour Markets
- Financial Markets
- Government in the Economy

HSC COURSE
- The Global Economy
- Australia's Place in the Global Economy
- Economic Issues
- Economic Policies and Management
ENGLISH

FACULTY: ENGLISH

The syllabus for the Higher School Certificate in English provides great opportunities for extension for our students. The courses are exciting, rigorous and are designed to enable students to take their place as confident, articulate communicators and active participants in our society.

OVERVIEW OF ENGLISH IN YEARS 11 AND 12

PRELIMINARY COURSE

Students study either Advanced or Standard English in Year 11. Students with 5 years or less English study are eligible for the English as a Secondary Language (ESL) course. The Faculty Head will make recommendations for the most appropriate course each student should study.

In Year 11 students may be invited to study English Extension 1.

HSC

In Year 12, English as a Second Language, Standard English and Advanced English will be offered. Students studying English Extension 1 may also be invited to study English Extension 2.
ENGLISH STANDARD

FACULTY: ENGLISH

UNIT VALUE: 2

RATIONALE

This course is designed to provide students with the opportunity to become confident and effective communicators and to enjoy the breadth and variety of English texts by offering a rich experience of language and literature.

VALUE OF COURSE TO STUDENTS:

Standard English gives students a wide experience in our language, developing oral and written capabilities. The course allows for the study of contemporary culture and helps students to acquire the ability to take an informed interest in literature, live theatre and the influence of the media in our lives.

COURSE OUTLINE:

HSC COURSE

The Course has two sections

• Area of Study: This unit of work is common to both the Standard and Advanced courses. In this unit students will analyse and explore different texts and apply the skills in synthesis.

• Modules: In these units students will explore different texts, purpose, audience and meaning. Students will be expected to study one elective from each of the three modules. Specific details regarding modules will be provided to students at the commencement of the course.

This course requires the close study of at least four types of texts, one drawn from each of the following categories:

Prose fiction, Drama, Poetry, Non-Fiction or Film or Media or Multimedia.
ENGLISH ADVANCED

FACULTY: ENGLISH

UNIT VALUE: 2

RATIONALE:

This course is designed for students who wish to become critical and sophisticated users of English. It should provide students who have a particular interest and ability in the subject with challenging learning experiences and opportunities to enjoy the breadth and variety of English texts, through the integration of the skills of reading, writing, speaking, listening and viewing. It is recommended for all students who wish to access the higher bands in English to undertake this course.

VALUE OF COURSE FOR STUDENTS:

The course allows opportunity for students to achieve in the highest performance bands at HSC level.

PRELIMINARY COURSE

The course has two sections:

- **Area of Study:** In this unit students will explore a variety of texts and develop skills in synthesis.

- **Electives:** These units of work will enable students to explore different texts and to analyse different aspects of meaning. They will also explore how meaning is shaped and how values and contexts impact on texts.

In the Preliminary course students are required to:

- Study Australian and other texts.

- Explore a range of texts drawn from prose fiction, drama, poetry, non-fiction, film, media and multimedia texts.

- Improve their skills in reading, writing, listening, speaking and viewing.

HSC COURSE

The Course has two sections:

- **Area of Study:** In this unit students will analyse and explore different texts and apply their skills of synthesis.

- **Modules:** In these units students will explore different texts and how meaning is shaped. They will also explore the ways in which texts are valued in our society. Students will be expected to study one elective from each of the three modules. Specific details regarding modules will be provided to students at the commencement of the course.

The Advanced English course requires the close study of at least five types of texts, one drawn from each of the following categories:

- Shakespearean Drama, Prose Fiction, Drama or Film, Poetry, Non-Fiction or Media or Multi-Media.
**ENGLISH AS A SECOND LANGUAGE**

**FACULTY: ENGLISH**

**UNIT VALUE: 2**

**COURSE ENTRY REQUIREMENTS:** This course is available to students who have participated in the study of English as a language for five years or less.

**RATIONALE:**

The course addresses the needs of specific group of students. It is designed to assist students to become proficient in English, enhancing their personal, social and academic lives. This course provides students with the opportunity to become confident and effective communicators and to enjoy the breadth and variety of English texts by offering a rich experience of language and literature.

**VALUE OF COURSE TO STUDENTS:**

This course is designed for students from diverse non-English speaking backgrounds. They engage in a variety of language learning experiences in order to develop and consolidate their use, understanding and appreciation of English. This course will assist students to develop the skills they need to be effective learners across the curriculum.

**PRELIMINARY COURSE**

The course has two sections:

- **Language Study within an Area of Study:** In this unit students will acquire and develop specific English language skills.

- **Electives:** These units of work will enable students to explore different texts and to analyse different aspects of meaning.

In the Preliminary course students are required to:

- Study Australian and other texts.

- Explore a range of texts drawn from prose fiction, drama, poetry, non fiction, film, media and multimedia texts.

- Improve their skills in reading, writing, listening, speaking and viewing.

**HSC COURSE**

The Course has two sections:

- **Area of Study:** In this unit students will reinforce and extend their language skills.

- **Modules:** In these units students will explore different texts, purposes, audiences and meanings. Students will be expected to study one elective from each of the two modules. Specific details regarding modules will be provided to students as soon as this is available.

The ESL English course requires the close study of at least three types of texts, drawn from: Prose Fiction, Drama, Poetry, Non Fiction or Film or Multi Media.
ENGLISH EXTENSION 1 AND EXTENSION 2

FACULTY: ENGLISH

UNIT VALUE: 1 unit for each of Preliminary and HSC.

PREREQUISITES:

• The approval of the Faculty Head is required for these courses
• Preliminary Extension English course is the prerequisite for HSC Extension Course 1
• Extension course 1 is the co-requisite for Extension Course 2

RATIONALE

The Preliminary and HSC English Extension courses enable students who are accomplished, analytical and imaginative in their use of English to refine their understanding and appreciation of the cultural roles and significance of texts. It is designed for students with a desire to pursue a specialised study of English.

VALUE OF COURSE TO STUDENTS:

These courses provide students with the opportunity to pursue areas of interest with increasing independence. Students are able to theorise about the processes and nature of literature and to explore the value of the texts studied and to respond creatively and analytically to texts. This course offers the possibility of great enrichment to passionate students of English.

COURSE OUTLINE:

PRELIMINARY COURSE

In the Preliminary course students explore how and why texts are valued in our society. They consider why some texts may be perceived as culturally significant.

Students will complete two modules, encountering a niche diversity of literature drawn from the fifteenth to the twentieth centuries.

HSC EXTENSION COURSE 1

In this course students explore ideas of value and culture. They consider why some texts may be perceived as culturally significant. They will study at least three texts in one of the following modules: Genre, Texts and Ways of Thinking or Language and Values.

HSC EXTENSION COURSE 2

In this course, students complete a major work which is externally assessed.

Students choose from ONE of the following options:

• A short story or series of stories not exceeding 5000 to 6000 words.
• A suite of poems, a collection of poems or an extended poem not exceeding 3500 words.
• A critical response, within a 4000 to 5000 word limit, developed from an independent investigation into a topic related to the study of English.
• Script – Radio, Film, Television or Drama – 20 to 30 minutes.
• Sound Medium: A performance of a speech or speeches – 15 to 20 minutes.
• Radio Drama performance – 10 to 15 minutes.
• Performance of poetry – 8 to 10 minutes.
• Video exploring a concept or notion related to Advanced/Extension 1 English – 6 to 8 minutes.
• Digital media composition exploring a concept or notion related to Advanced/Extension 1 English – viewable within 20 minutes.
**GEOGRAPHY**

**FACULTY: SOCIAL SCIENCES**

**UNIT VALUE: 2**

**RATIONALE:**

Today the world is experiencing enormous inequities in economic, social, political, biophysical, cultural and technological levels. Moreover, these inequities lead to conflicts and movements of people, goods, services and ideas across an ever-shrinking globe.

The Senior Geography course enables students to develop attitudes towards the contemporary issues that affect our environment, to understand the multicultural nature of our society and the range and extent of biophysical resources that are on our earth.

The overall aim of the course is to help students to view aspects of both the built and biophysical environments and starting asking questions such as: Why is it like that? Should it be like that? What should it be like in the future?

**VALUE OF COURSE TO STUDENTS:**

During the course students will develop an understanding of the environment and interactions within it as they occur over a range of scales - local, regional, national and global. The student of Geography will learn to appreciate the environment and develop a philosophy of concern for and responsible conservation of our limited resources.

Students will also develop the ability to observe, collect, comprehend, interpret, apply, analyse, synthesise, make judgements about and act upon information from primary and secondary sources; and to communicate by speaking, listening, writing and the use of pictorial and graphic representations.

**COURSE DESCRIPTION AND CONTENT:**

**PRELIMINARY COURSE:**

This is based on the study of two compulsory topics plus the Senior Geography Project.

The two compulsory topics are:

a. **Biophysical Interactions:** This topic covers the atmosphere, hydrosphere, lithosphere and biosphere. It concludes with a case study demonstrating the interaction of these and an issue involved with this interaction.

b. **Global Challenges:** This topic covers population Geography and studies of cultural interaction, and development Geography, enabling students to enquire about and understand how our society is changing along with the consequences.

All students undertake a Senior Geography Project. This allows the students to apply the course to a practical assignment involving the study of a contemporary geographic issue of their choice.

**HSC COURSE:**

This course comprises three topics. They are:

a. Ecosystems at Risk

b. Urban Places

c. People and Economic Activity with an emphasis on tourism.
INDONESIAN

FACULTY: FOREIGN LANGUAGES

UNIT VALUE: 2

PREREQUISITES: Indonesian in Years 9 and 10.

RATIONALE:
Since Indonesia is Australia’s nearest Asian neighbour, the close relations between the two countries make the study of Indonesian a highly relevant choice. Students will develop linguistic ability and gain inter-cultural understanding through the study of Indonesian.

“Language skills and cultural sensitivity will be the currency of this new world order.”
- General Peter Cosgrove, speaking to a conference concerned with the state of Languages learning in Australian schools, 30 May 2002.

The Australian Chamber of Commerce and Industry has recommended that:
“… to effectively participate in a globalised world there should be the compulsory learning of a foreign language from 7 years of age or earlier”
- Australian Chamber of Commerce and Industry ACCI Skills for a Nation: A Blueprint for Improving Education and Training 2007-2017

VALUE OF COURSE FOR STUDENTS:
The language skills and inter-cultural understanding gained in this course, in combination with other professional skills, will assist students in taking an active part in the development of a productive relationship between Australia and Indonesia. This is in keeping with the changing focus on economic activity in the Asia-Pacific basin. The ability to communicate fluently in Indonesian will assist Australians to assume a much more active role in the spheres of trade, business, defence, diplomacy, immigration, education, tourism, engineering, science, journalism and law.

COURSE DESCRIPTION AND CONTENT:
Students will study the following themes in Indonesian as part of the Preliminary and HSC courses:

- Family and friends
- Relationships
- Education and Aspirations
- Leisure and Lifestyles
- People and Places

- Cultural Diversity
- Visiting Indonesia
- The World of Work
- Youth Issues
- Issues in Today’s World

Students’ language skills will be developed through tasks such as:

- Conversation, in particular through regular opportunities to converse with Indonesian native-speakers
- Response to spoken and written stimulus, including songs, radio announcements, advertisements, news reports etc
- Writing for a variety of purposes
- Studying Indonesian culture through texts
INFORMATION PROCESSES AND TECHNOLOGY

FACULTY: TECHNOLOGY AND CREATIVE DESIGN

UNIT VALUE: 2

RATIONALE:
The Technology and Creative Design Faculty brings together a variety of disciplines with different histories and traditions. The study of Information Technology in this course places emphasis not only on how technology works but also on how it can be instructed to carry out new or different tasks and how computer-based information systems are designed and implemented.

VALUE OF COURSE FOR STUDENTS:
As a result of studying this course students should be able to:
- Understand the key concepts of data, information and systems
- Work with current and emerging technologies
- Communicate ideas in various ways (written, aural, graphical, etc.)
- Work with others in a team environment
- Plan, execute and evaluate projects

COURSE DESCRIPTION AND CONTENT:
The course teaches students about information based systems. It covers the processes of collecting, organising, communicating and managing information, as well as the technologies that support them. With this background, students will be well placed to adapt to new technologies as they emerge.

This course is divided into two sections: Preliminary and HSC.

PRELIMINARY COURSE:
Topic 1 Introduction to Information Skills and Systems
Topic 2 Tools for Information Processes
Topic 3 Developing Information Systems

HSC COURSE:
Topic 1 Project Management
Topic 2 Communication Systems
Topic 3 Option strands, the study of two information systems
Topic 4 Information Systems and Databases
LEGAL STUDIES

FACULTY: SOCIAL SCIENCES

UNIT VALUE: 2

RATIONALE:
Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies Stage 6 will develop an understanding of legal concepts and the way the law functions in our society.

The syllabus focuses on the way in which law is generated, how it is structured and how it operates in Australian and international contexts. Learning about our legal system will allow students to investigate the way our society operates and the influences that shape it.

Students will develop an understanding of the implications that legal decisions can have for Australian society and the ways in which the legal system can affect the lives of Australian citizens. A critical understanding of the processes of reform and change will help students to contribute to making our society more equitable for all.

VALUE OF THE COURSE FOR STUDENTS:
The Legal Studies Stage 6 course offers excellent preparation for life through a study of the legal system, its principles, structures, institutions and processes. The course fosters respect for cultural diversity. It allows students to question and evaluate legal institutional structures in the domestic and international environments and to undertake a comparative analysis of other political and institutional structures.

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. The course will assist in the development of students’ knowledge of their basic legal rights and responsibilities in a broad selection of contexts which appeal to their interests.

The Legal Studies Stage 6 course also provides learning that prepares students for further education and training, employment and full and active participation as citizens in Australia and in the global society. Students gain the skills of critical analysis, independent research, collaboration, and effective communication.

COURSE CONTENT:
The Preliminary Course consists of three compulsory topics:
1. The Legal System
2. The Individual and the Law
3. The Law in Practice

The HSC course consists of two core topic and two options:
1. Crime
2. Human Rights
3. Option 1 – Family Law
4. Option 2 – Decided by student interest

These topics will incorporate key themes and challenges. There will be opportunities to investigate relevant and engaging legal issues and to develop research skills.
GENERAL MATHEMATICS

FACULTY: MATHEMATICS

UNIT VALUE: 2

RATIONALE:
Mathematics is an integral part of our lives. General Mathematics focusses on mathematical skills and techniques which have direct application to everyday activity.

VALUE OF COURSE FOR STUDENTS:
This course provides an appropriate mathematical foundation for students furthering their secondary studies. It may provide a satisfactory basis for university study in most areas, including business, humanities, nursing and paramedical sciences. However, it is essential that students check if this level of Mathematics is an acceptable pre-requisite for future University study.

COURSE DESCRIPTION AND CONTENT:

PRELIMINARY COURSE
The course includes topics from the areas of:

- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling

Focus Studies:
- Mathematics and Communities
- Mathematics and Driving

HSC COURSE
The foundations established in the preliminary course are built upon in this course. The course includes topics from the areas of:

- Financial Mathematics
- Data and Statistics
- Measurement
- Probability
- Algebra and Modelling

Focus Studies:
- Mathematics and Health
- Mathematics and Resources
**MATHEMATICS**

**FACULTY: MATHEMATICS**

**UNIT VALUE: 2**

**PREREQUISITES:** Successful completion of Mathematics at the 5.3 Pathway in Years 9 and 10. A mark of 75% or above in the Year 10 Course is highly recommended.

**RATIONALE:**
Mathematics, and in particular Calculus, are integral building blocks for many areas of further study. Calculus provides a basis for the study of rates of change in our dynamic world.

**VALUE OF COURSE FOR STUDENTS:**
This course is a sufficient basis for further studies in Mathematics as a minor discipline at tertiary level in support of courses such as the life sciences, commerce and psychology.

**COURSE DESCRIPTION AND CONTENT:**

**PRELIMINARY COURSE**

- Basic arithmetic and algebra
- Real functions
- Trigonometric ratios
- Linear functions
- The quadratic polynomial and the parabola
- Plane geometry
- Tangent to a curve and derivative of a function

**HSC COURSE**

- Co-ordinate methods in geometry
- Applications of geometrical properties
- Geometrical applications of differentiation
- Integration
- Trigonometric functions
- Logarithmic and exponential functions
- Applications of calculus to the physical world
- Probability
MATHEMATICS EXTENSION 1

FACULTY: MATHEMATICS

UNIT VALUE: 1

PREREQUISITES: Successful completion of Mathematics at the 5.3 Pathway in Years 9 and 10. A mark of 75% or above in the Year 10 Course is an expectation in conjunction with substantial results in the Year 10 School Based Assessment.

RATIONALE:
Mathematics has always been a foundational study for the sciences. Recent advancements in Science and Technology make Mathematics a significant area of study. Extension 1 Mathematics provides the opportunity for a deeper study and development of skills and interest in this subject.

VALUE OF COURSE FOR STUDENTS:
Students will find this level of Mathematics invaluable in pursuing further study in such disciplines as Mathematics, Aeronautical Studies, Engineering, Financial Planning etc.

COURSE DESCRIPTION AND CONTENT:

PRELIMINARY COURSE
This includes all topics covered in the Mathematics course as well as:

- Other Inequalities
- Circle Geometry
- Further Trigonometry
- Angles between two lines
- Internal and external division of lines into given ratios
- Parametric Representation
- Permutations and Combinations
- Polynomials
- Harder applications of the Preliminary 2 Unit Course

HSC COURSE

- Methods of integration
- Primitive of \( \sin^2 x \) and \( \cos^2 x \)
- Velocity and acceleration as a function of \( x \)
- Projectile motion
- Simple harmonic motion
- Inverse functions and inverse trigonometric functions
- Induction
- Binomial theorem
- Further probability
- Iterative methods for numerical estimation of the roots of a polynomial equation
- Harder applications of HSC 2 Unit topics
**MATHEMATICS EXTENSION 2**

**FACULTY:** MATHEMATICS

**UNIT VALUE:** 2 (WITH MATHEMATICS EXTENSION 1 CONTRIBUTING 2 UNITS)

**PREREQUISITES:** Offered by invitation to Extension 1 students in Year 12.

**RATIONALE:**
The syllabus is designed for students with a keen interest in Mathematics who have shown that they possess special aptitude for the subject.

**VALUE OF COURSE FOR STUDENTS:**
For those students choosing a career which relies heavily on Mathematics, this course gives a distinct advantage in Tertiary Studies. It is a prerequisite for some tertiary course such as Actuarial Studies.

**COURSE DESCRIPTION AND CONTENT:**
The course content includes the entire Mathematics course, the entire Extension 1 Mathematics course and, in addition, contains:

- Graphs
- Complex numbers
- Conics
- Integration
- Volumes
- Mechanics
- Polynomials
- Harder Extension topics
MODERN HISTORY

FACULTY: HISTORY AND INTERNATIONAL STUDIES

UNIT VALUE: 2

RATIONALE:
This course is designed to provide students with the opportunity to investigate individuals, groups, events, institutions, societies and ideas in a range of historical contexts. It will consider the importance of both continuity and change in the 20th century.

VALUE OF COURSE FOR STUDENTS:
The central aim of the course is for students to develop a sense of historical perspective. The study of the past provides unique insights into the present and provides a basis for assessing future direction. This involves the processes of asking questions and analysing evidence. It also involves the development of empathy with people in the past - of understanding the beliefs and values that caused them to think and act as they did. At Macarthur we are in the unique position also to examine these beliefs and values from a Christian point of view.

COURSE DESCRIPTION AND CONTENT:

PRELIMINARY COURSE
The Preliminary Course is structured to provide students with opportunities to investigate key features, individuals, groups, events, concepts and historiographical issues in a range of historical contexts as background for their HSC studies.

Students are required to study Parts I, II and III of the Course.

• Part I: Case Studies
  At least two case studies will be undertaken. They include:
  1. North American Case Study – The Civil Rights Movement in USA in the 1950s and 1960s (List A Study)
  2. Case Study – The Cuban Revolution

• Part II: Historical Investigation
  Students will investigate a personality, group, and/or event relevant to the Case Study - Civil Rights in USA.

• Part III: Core Study – The World at the Beginning of the Twentieth Century
  Students will investigate the core study using a source-based approach – The World at the Beginning of the Twentieth Century.
  * Nature of European Society: rich and poor, urbanization and industrialization, social change and forms of government.
  * Imperialism: growth of imperialism and its impact and colonial rivalries
  * Emerging forces and ideas: politics of the working class – Socialism, Trade unionism, Marxism

HSC COURSE
Students are required to study Parts I, II and III and IV of the Course.

• Part I: Core Study - World War I, 1914-1919 – a Source-based Study
• Part II: ONE National Study – Germany 1918-1939
• Part III: ONE Personality in the C20th: Albert Speer
• Part IV: ONE International Study in Peace and Conflict – Conflict in Europe
MUSIC I

FACULTY: MUSIC AND PERFORMANCE

UNIT VALUE: 2

PREREQUISITES: There are no prerequisites for this subject, but having studied Music in Years 9 and 10 as a 100 hour course is a distinct advantage.

RATIONALE:
This course provides the opportunity for senior students to study Music regardless of their background or previous musical experiences in the subject. It is expected that students undertaking the course will have a wide variety of interests and musical abilities. The course is very flexible in topic choice and areas of study enabling students to work to their areas of interests and strengths.

The study of Music is important because it is a significant part of our culture; it is an enriching social, emotional and intellectual experience; and it is an art form which may provide a means of personal expression and pleasure.

VALUE OF COURSE FOR STUDENTS:
This course is an excellent opportunity for students from a variety of musical backgrounds to study the subject at HSC level while pursuing topics of choice to express their interest in Music. Students will have the opportunity to select elective options to suit their own musical strengths and passions.

COURSE DESCRIPTION AND CONTENT:
Students will study the concepts of Music (pitch, duration, dynamics, tone colour, texture and structure) through Music Performance, Composition, Musicology and Aural.

This course consists of twenty-two topics. Three of these topics are selected in the Preliminary year and three in the HSC year. Students study topics through the areas of Performance, Composition, Musicology and Aural. In the HSC year, students will be assessed in each of these areas. Assessment is also undertaken in the area of elective options, students having the opportunity to work to their strengths, be it composition, performance or through the presentation of a research music viva voce.

The twenty-two Music elective topic options are:

Australian Music  Baroque Music  An Instrument and its Repertoire
Jazz  Medieval Music  Methods of Notating Music
Music and Related Arts  Music in Education  Music for Radio, Film, TV and Multimedia
Music of the 18th Century  Renaissance Music  Music of the 20th/21st Centuries
Music for Large Ensembles  Music and Religion  Music for Small Ensembles
Music Traditional  Rock Music  Traditional Music of a Culture
Music of the 19th Century  Popular Music  Technology and its Influence on Music
Music in Education
MUSIC 2

FACULTY: MUSIC AND PERFORMANCE

UNIT VALUE: 2

PREREQUISITES:

- A substantial background in Music with an area of strength in either composition, performance or musicology.
- Music in Years 9 & 10 as an elective 200 hour course, with substantial achievement in Year 10 Music. (Students who elect the 100 hour Music course, have completed AMEB levels and have participated in the co-curricular Music programme will also be eligible for Music 2. Students in this category must have approval from the Head of Music.)

RATIONALE:

This course is designed to provide senior music students with the opportunity to continue their study of Music. Students undertaking the course will have needs and interests ranging from a broad interest to the desire to develop more specialised skills. Flexibility in the course is provided to meet the students varying areas of interests and strengths. It is a challenging course which should motivate students to develop their musical skills interests. The study of Music is important because it is a significant part of our culture. It is an enriching social, emotional and intellectual experience and it is a means of personal expression and enjoyment.

VALUE OF COURSE FOR STUDENTS:

This course is of value to those students who are experienced and accomplished musicians wishing to develop their knowledge and skills. It is advantageous for students wishing to study Music at a tertiary level to choose this course.

COURSE DESCRIPTION AND CONTENT:

Students will study the concepts of Music (pitch, duration, dynamics, tone colour, texture and structure) through Music Performance, Composition, Musicology and Aural. The study, listening and analysis of Music from a variety of periods of time including Western Art Music and different genres and art forms from the 20 Century comprises a large component of the class content of the course.

PRELIMINARY COURSE

Students will study the mandatory topic and one additional topic. The mandatory topic is: The Western Tonal Tradition (1600-1900)

The additional topics are: Australian Music, Music of a Culture, Medieval Music, Renaissance Music, Music 1900-1945, Music 1945 to Music 25 years ago.

HSC COURSE

Students will study the mandatory topic and one additional topic. The mandatory topic is: Music of the last twenty five years (Australian focus)

The additional topics are: Music of a Culture (different to preliminary course), Medieval Music, Renaissance Music, Baroque Music, Classical Music, Music in the Nineteenth Century, Music 1900-1945, Music 1945 to Music 25 years ago.

In the HSC year, students will be assessed in the areas of performance, composition, musicology and performance. Students have the choice to present elective to showcase their strengths and abilities, be it through composition, performance or in the writing of a musicology research essay.

HSC Music extension is available in this course in the areas of Composition, Performance and Musicology.
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

FACULTY: PD HEALTH AND PE

UNIT VALUE: 2

RATIONALE:
The course provides for an understanding of Personal Health issues related to the individual and to society, covering topics of importance to the adolescent and to make informed decisions that support and contribute to healthy active lifestyles and communities.

An analysis of personal management and skills movement are dealt with so as to provide an understanding of human structure, movement, injury, treatment and values.

VALUE OF COURSE TO STUDENTS:
The topics covered would provide a general background to many choices of career including physiotherapy, nursing, sports psychology, nutritionist, sport and recreation work as well as coaching and teaching in human movement skills.

Through the study of PDHPE students will develop:

• values and attitudes that promote healthy and active lifestyles and communities
• knowledge and understanding of the factors that affect health
• a capacity to exercise influence over personal and community health outcomes
• knowledge and understanding about the way the body moves
• an ability to take action to improve participation and performance in physical activity
• an ability to apply the skills of critical thinking, research and analysis.

COURSE CONTENT AND DESCRIPTION:

PRELIMINARY COURSE

The preliminary course will consist of three core modules representing sixty percent of course time. An options component representing forty percent of course time includes four options of which students are to study two.

<table>
<thead>
<tr>
<th>Core</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Better Health for Individuals</td>
<td>First Aid</td>
</tr>
<tr>
<td>2. The Body in Motion</td>
<td>Composition and Performance</td>
</tr>
<tr>
<td></td>
<td>Fitness Choices</td>
</tr>
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<td></td>
<td>Outdoor Recreation</td>
</tr>
</tbody>
</table>

HSC COURSE

The HSC course will consist of two core modules representing sixty percent of course time. An option component representing forty percent of course time includes five options of which students are to study two.

<table>
<thead>
<tr>
<th>Core</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Health Priorities in Australia</td>
<td>The Health of Young People</td>
</tr>
<tr>
<td>2. Factors Affecting Performance</td>
<td>Sport and Physical Activity</td>
</tr>
<tr>
<td></td>
<td>Sports Medicine</td>
</tr>
<tr>
<td></td>
<td>Improving Performance</td>
</tr>
<tr>
<td></td>
<td>Equity and Health</td>
</tr>
</tbody>
</table>
PHYSICS

FACULTY: SCIENCE

UNIT VALUE: 2

CO-REQUISITES: The approval of the Faculty Head is required for this course. Mathematics is a co-requisite. Mathematics Extension 1 is highly recommended. A mark of 75% or above in the Year 10 Course in Mathematics and Science is highly recommended.

RATIONALE:

Physics is a fascinating discipline in which we seek to understand the physical world by a mixture of reflection, experimentation, persistence and inspiration. With Chemistry, it is the best preparation for all tertiary Science-related courses.

To perform at least satisfactorily in this course, a student is required to undertake reading and problem solving. Both reading skills and mathematical skills are therefore important for success in Physics.

VALUE OF COURSE FOR STUDENTS:

The study of Physics is recommended for entry into many science based courses within tertiary institutions eg. Computing, science, agriculture, veterinary science, medicine, dentistry, pharmacy, physiotherapy, surveying, engineering and architecture.

COURSE DESCRIPTION AND CONTENT:

The Preliminary course incorporates the study of kinematics and dynamics; the properties of waves, electrical energy, electric and magnetic fields, and the interaction between energy and matter that brought about the formation of the Universe.

The HSC course builds upon the Preliminary course. It examines the effects of gravitational fields, momentum, projectile and circular motion in the context of rocketry. It explores the interaction of electricity and magnetism, which leads to an understanding of Motors and Generators. It explores the development of our understanding of the macro and atomic world throughout the Twentieth Century.

PRELIMINARY COURSE - MAIN TOPICS COVERED

- The World Communicates
- Electrical Energy in the Home
- Moving About
- The Cosmic Engine

HSC COURSE - TOPICS COVERED

- Space
- Motors and Generators
- From Ideas to Implementation

One Option from the following

Medical Physics, Astrophysics, Geophysics, From Quanta to Quarks, The Age of Silicon.

PARTICULAR COURSE REQUIREMENTS:

Practical experiences should occupy a minimum of eighty indicative hours across Preliminary and HSC course time.
SOCIETY AND CULTURE

FACULTY: HISTORY AND INTERNATIONAL STUDIES

UNIT VALUE: 2

RATIONALE:
Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. The interaction of people, society and culture is affected by both the environment and the ongoing process of time. This course attempts to provide a means whereby young people can study concepts and research methodologies that are relevant to their future lives.

Society and Culture enables students to grow as individuals. They will learn skills which will aid in carrying out social research and they will become aware of and participate in relevant issues in society.

VALUE OF COURSE FOR STUDENTS:
Students will acquire research and interpretation skills which can equip them to become more active and responsible participants in society. Greater communication between people can also result in an increased self awareness. Students are exposed to a myriad of social sciences including social psychology, anthropology, sociology, political science, legal studies and religious studies. These not only broaden their understanding but also provide them with knowledge beneficial to a range of courses at tertiary level.

COURSE DESCRIPTION:
Course concepts include becoming an adult, social, economic and chronological changes, adolescence, laws, social irregularity, religion, communication and sport and leisure. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme to study.

Students undertake research in an area of interest and the research findings are presented for external assessment in the Personal Interest Project (PIP).

COURSE CONTENT:

PRELIMINARY COURSE

- The Social and Cultural World
- Personal and Social Identity
- Intercultural Communication

HSC COURSE - CORE

- Social and Cultural Continuity and Change
- The Personal Interest Project

DEPTH STUDIES - TWO TO BE CHOSEN FROM

- Popular Culture
- Belief Systems and Ideologies
- Social Inclusion and Exclusion
- Social Conformity and Non-Conformity
SOFTWARE DESIGN AND DEVELOPMENT

FACULTY: TECHNOLOGY AND CREATIVE DESIGN

UNIT VALUE: 2

CO-REQUISITES: The approval of the Faculty Head is required for this course. Mathematics Extension 1 is a co-requisite.

RATIONALE:
Computing is an area of rapid growth and change. The study of Software Design and Development provides students with an opportunity to learn how to develop software solutions by systematically solving problems using a creative approach. Different approaches commonly used by those who professionally develop software are studied in this course. The course also focuses on the development of team and communication skills, which are recognised as being important prerequisites for successful software developers.

VALUE OF COURSE FOR STUDENTS:
This course is of value to those students who are both experienced and naturally motivated in computing and wishing to develop their knowledge and skills. It serves as a good basis for students wishing to study Computing Studies at a tertiary level.

COURSE DESCRIPTION AND CONTENT:
This course is divided into two sections: Preliminary and HSC.

PRELIMINARY COURSE:
The Preliminary course introduces students to the basic concepts of computer software design and development. It does this by looking at the different ways in which software can be developed, the tools that can be used to assist in this process and by considering the interaction between software and the other components of the computer system.

- Topic 1 Concepts and Issues in the Design and Development of Software
- Topic 2 Introduction to Software Development
- Topic 3 Developing Software Solutions

HSC COURSE:
The HSC course builds on the Preliminary course, and asks students to develop and document software using a variety of data structures and language facilities, and through these will learn to solve a number of interesting and relevant software problems.

- Topic 1 Development and Impact of Software Solutions
- Topic 2 Software Development Cycle
- Topic 3 Developing a Solution Package – major project
- Topic 4 Options: Evolution of programming languages OR The Software Developer’s view of the hardware
STUDIES OF RELIGION 1 AND 2

FACULTY: HISTORY AND INTERNATIONAL STUDIES

UNIT VALUE: 1 OR 2 UNITS

RATIONALE:
Religion is an integral part of human experience and a component of every culture. Studies of Religion allows students to examine critically the role religion plays in enabling believers to make sense of human existence. Studies of Religion explores the diversity of religious expression and experience. It will provide students with the opportunity to increase their awareness and understanding of the cultural diversity of our world and Australian society in particular. As a Christian school, special emphasis will be given to the history of the Christian faith and the diversity of its expression.

VALUE OF COURSE FOR STUDENTS:
Studies of Religion promotes an awareness, understanding and critical appreciation of the nature of religion and the influence of religious traditions, beliefs and practices in societies and on the individual, with an emphasis on the Australian context. From a Christian perspective the course informs students of their own religious heritage.

COURSE DESCRIPTION:

COURSE CONTENT:

PRELIMINARY COURSE
- Nature of Religion and Beliefs
- Religious Tradition Study 1 - Christianity
- Religious Tradition Study 2 - Islam
- Religious Tradition Study 3 Buddhism (Studies of Religion II only)
- Religions of Ancient Origin (Studies of Religion II only)
- Religion in Australia pre 1945 (Studies of Religion II only)

HSC COURSE
- Religion and Belief Systems in Australia post 1945
- Religious Tradition Depth Study 1 – Christianity
- Religious Tradition Depth Study 2 – Islam
- Religious Tradition Depth Study 3 – Buddhism (Studies of Religion II only)
- Religion and Peace Studies (Studies of Religion II only)
- Religion and Non-Religion (Studies of Religion II only)
**VISUAL ARTS**

**FACULTY: Technology and Creative Design**

**UNIT VALUE: 2**

**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 skills and theories studied in the Mandatory Years 7-8 course and/or Years 9 and 10 course. Students will be introduced to the conceptual framework. This will provide students with a model they can use for learning more about artists, audiences, artworks and the world and relationships between these.

**MAKING ART**

Over the next 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,
- **3D** - Ceramics, Sculpture, Designed Objects, Textiles and Installation
- **4D** - 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.

**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.