NEW SOUTH WALES
STAGE 5

RECORD OF SCHOOL ACHIEVEMENT

STUDIES HANDBOOK

YEAR 9, 2015 - 2016
# MACARTHUR ANGLICAN SCHOOL
## NEW SOUTH WALES STAGE 5 STUDIES HANDBOOK
### YEAR 9, 2015 - 2016

## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEARS 9 AND 10 AT MACARTHUR ANGLICAN SCHOOL</td>
<td>2</td>
</tr>
<tr>
<td>PREREQUISITES FOR ENTERING COURSES IN YEAR 11</td>
<td>5</td>
</tr>
<tr>
<td>SUBJECTS AVAILABLE FOR STUDY IN YEARS 11 AND 12</td>
<td>6</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>7</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>9</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>10</td>
</tr>
<tr>
<td>MANDATORY HISTORY AND MANDATORY GEOGRAPHY</td>
<td>11</td>
</tr>
<tr>
<td>GEOGRAPHY (ELECTIVE)</td>
<td>13</td>
</tr>
<tr>
<td>HISTORY (ELECTIVE)</td>
<td>14</td>
</tr>
<tr>
<td>AGRICULTURAL TECHNOLOGY</td>
<td>15</td>
</tr>
<tr>
<td>COMMERCE</td>
<td>16</td>
</tr>
<tr>
<td>DESIGN AND TECHNOLOGY</td>
<td>17</td>
</tr>
<tr>
<td>INDONESIAN</td>
<td>18</td>
</tr>
<tr>
<td>INFORMATION AND SOFTWARE TECHNOLOGY</td>
<td>19</td>
</tr>
<tr>
<td>DRAMA</td>
<td>20</td>
</tr>
<tr>
<td>MUSIC</td>
<td>21</td>
</tr>
<tr>
<td>VISUAL ARTS</td>
<td>22</td>
</tr>
</tbody>
</table>
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, with a strong emphasis on critical and creative thinking which will provide an excellent grounding for further studies.

CURRICULUM RULES FOR YEARS 9 AND 10
The Board of Studies, Teaching and Educational Standards, NSW (BOSTES) 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, Science and Personal Development, Health and Physical Education are compulsory
• Mandatory History and Mandatory Geography are compulsory
• An International Subject (History, Geography or Indonesian) is compulsory
• Two additional elective subjects must be studied from those offered at the School
• Biblical Studies will be studied by Year 9 students. 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 elective subjects for Year 9 and 10, one subject will be a Major and two subjects will be Minors. Major subjects are 200-hour courses (6 lessons per two-week cycle) and Minor subjects are 100-hour courses (3 lessons per two-week cycle). Students are not able to pick the same subject on more than one line.

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. This may be either the 100 or 200 hour course.

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 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.

**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 and can be downloaded from the Intranet.

**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.

For Macarthur students selections should be completed online. When completed the page is to be printed, signed by parents and returned to the Reception counter in the School Administration Centre no later than Monday 22 June 2015. Preferred subject choices cannot be guaranteed for late submissions.
### Subject Lines

#### Mandatory Subjects

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<thead>
<tr>
<th>Line 1</th>
<th>Line 2</th>
<th>Line 3</th>
<th>Line 4</th>
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<tbody>
<tr>
<td>English</td>
<td>Mathematics</td>
<td>Science</td>
<td>History (Mandatory)</td>
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<tr>
<td></td>
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<td>Geography (Mandatory)</td>
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<td>PDHPE</td>
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<td>Biblical Studies (Year 9 Only)</td>
</tr>
</tbody>
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#### Elective Subjects

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<thead>
<tr>
<th>Line 5 Majors</th>
<th>Line 6 Minors</th>
<th>Line 7 Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>History</td>
<td>History</td>
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<tr>
<td>Geography</td>
<td>Geography</td>
<td>Commerce</td>
</tr>
<tr>
<td>Indonesian</td>
<td>Design and Technology</td>
<td>Music</td>
</tr>
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<td></td>
<td>Drama</td>
<td>Agriculture</td>
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<td></td>
<td>Information Software and Technology</td>
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<td>Visual Arts</td>
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You cannot choose the same subject for both a major and a minor.
You must choose an international subject (shaded).
PREREQUISITES FOR ENTERING COURSES IN YEAR 11 AT MACARTHUR ANGLICAN SCHOOL

Chemistry
An A grade in the Year 10 course is highly recommended.

English Extension I
An A grade in the Year 10 course is highly recommended.

Indonesian Continuers
Indonesian in Years 9 and 10.

Mathematics
By invitation from Year 9 and 10 Mathematics. An A or B grade in the Year 10 course is highly recommended. Students studying Mathematics 5.3 will be eligible for this course.

Mathematics Extension 1
By invitation from Year 9 and 10 Mathematics. An A grade in the Year 10 course is an expectation.

Music 2
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.

Physics
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.

Software Design and Development
The study of Mathematics is highly recommended.
## Subjects Available for Study in Years 11 and 12

### English
- English Advanced
- English Standard
- English Extension 1
- English Extension 2 (Year 12 only)
- English as a Second Language

### Mathematics
- Mathematics
- General Mathematics
- Mathematics Extension 1
- Mathematics Extension 2 (Year 12 only)

### Science
- Biology
- Chemistry
- Physics
- Agriculture
- Earth and Environmental Science

### Personal Development, Health and Physical Education
- Personal Development, Health and Physical Education

### History and International Studies
- Ancient History
- Modern History
- Society and Culture
- History Extension 1 (Year 12 only)
- Studies of Religion 1
- Studies of Religion 2

### Social Science
- Geography
- Business Studies
- Legal Studies
- Economics

### Music and Performance
- Music 1
- Music 2
- Music Extension (Year 12 only)
- Drama

### Technology and Creative Design
- Visual Arts
- Design and Technology
- Design and Technology (Textiles)
- Information Processes and Technology
- Software Design and Development

### Foreign Languages
- Indonesian Continuers
- Indonesian Extension (Year 12 only)
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:

• Read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities.

• Study a range of texts including:
  • Spoken
  • Print
  • Visual
  • Multimedia, media and digital

• Study Australian literature, including texts that give insights into Aboriginal experiences in Australia.

• A wide range of literary texts from other countries and times, texts about the peoples of Asia and intercultural experiences.

• Shakespearean drama.

• Everyday and workplace texts and texts focused on the environment.

• A wide range of cultural, social and gender perspectives, popular and youth culture.

• Non-fiction, picture books and graphic novels.

• Digital texts including film, media and multimedia.
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:

- Respond to and compose a comprehensive range of image, factual and critical texts using different modes and technologies.
- Enjoy, reflect on and critically assess and articulate processes of response and composition.
- Respond to and compose a wide range of texts.
- Analyse meaning, perspective, cultural assumptions, ideologies and language.
- Reflect on their own and others’ learning, assessing learning strategies and purposes to adapt their knowledge, understanding and skills to new contexts.

**Assessment:**

All candidates will be assessed using the Levels of Achievement set out by BOSTES.
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.

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

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 undertake 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 BOSTES.
**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 BOSTES Stage 5 syllabus for the Australian Curriculum. Areas of study incorporate:

**Skills**
Students develop skills in applying the process of working scientifically through regular, active participation in a range of activities:
- Questioning and predicting
- Planning investigations
- Conducting investigations
- Processing and analysing data and information
- Problem solving
- Communicating

**Practical Experiences**
- Student Research Project
- Undertaking laboratory investigations
- Undertaking fieldwork and surveys
- Research
- Collecting and recording data
- Using and constructing models
- Extracting and re-organising information
- Using digital technologies
- Presenting data and information in multi-modal texts.

**Student Research Project**
Students are required to undertake at least one substantial research project during Years 9 and 10.

**Knowledge and Understanding**
- Physical World
- Earth and Space
- Living World
- Chemical World

**ASSESSMENT:**
All candidates will be assessed using the Levels of Achievement set out by BOSTES.
MANDATORY HISTORY

FACULTY: HISTORY & INTERNATIONAL STUDIES

INTRODUCTION:
Students will describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They will sequence events and developments within a chronological framework, and identify relationships between events across different periods of time and places. The study will involve students in:
• Explaining the significant patterns of continuity and change in the development of the modern world and Australia
• Analysing the motives and actions of past individuals and groups in historical contexts
• Analysing the causes and effects of events and developments in the modern world and Australia.

MANDATORY HISTORY RATIONALE:
History allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence. The study of History investigates the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts.

VALUE OF MANDATORY HISTORY COURSE FOR STUDENTS:
Students will value and appreciate:
• History as a study of human experience
• The opportunity to develop a lifelong interest in and enthusiasm for history
• The nature of history as reflecting differing perspectives and viewpoints
• The opportunity to contribute to a democratic and socially just society through informed citizenship
• The contribution of past and present peoples to our shared heritage.

MANDATORY 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)
MANDATORY GEOGRAPHY

FACULTY: SOCIAL SCIENCE

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 BOSTES Levels of Achievement.
GEOGRAPHY (ELECTIVE)

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 Major Geography course comprises six Focus Areas:

• Gold Coast: Coastal Management, Tourism and Development. A detailed study of this region in SE Queensland incorporating a four day trip to the Gold coast where fieldwork includes studies of the theme parks, urban development and coastal issues relating to the demands of urban growth, tourism and global warming
• 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.
• Primary Production: An overview of the variety of primary production throughout the world and the methods used, followed by a case study of primary production in Australia, e.g. dairying, sugar cane farming, mining etc.

ASSESSMENT:

Students will be assessed against the BOSTES Levels of Achievement.
**HISTORY (ELECTIVE)**

**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:

<table>
<thead>
<tr>
<th>100 Hours Course</th>
<th>200 Hours Course</th>
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<tbody>
<tr>
<td>• The Julio-Claudians – Ancient Rome</td>
<td>• Conflict on the Plains</td>
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<td>• Joan of Arc &amp; the 100 Years War</td>
<td>• Slavery &amp; the US Civil War</td>
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<td>• William Wallace (Braveheart)</td>
<td>• The Julio-Claudians – Ancient Rome</td>
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<tr>
<td>• Crime &amp; Punishment - Pyjama Girl, Graham Thorne and the Shark Arm Murder</td>
<td>• Crime &amp; Punishment – Ned Kelly, Hapshepsut</td>
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<td>• Nelson Mandela &amp; Apartheid</td>
<td>• The French Revolution</td>
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<td>• Stalin's Russia</td>
<td>• Stalin's Russia</td>
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<td>• The Cold War</td>
<td>• The Cold War</td>
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<tr>
<td>• JFK’s Assassination</td>
<td>• JFK’s Assassination</td>
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<tr>
<td></td>
<td>• Nelson Mandela &amp; Apartheid</td>
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**ASSESSMENT:**
Assessment will be derived from a series of tasks including a Yearly Examination. At the end of Year 10 students will be assessed against the BOSTES 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 BOSTES 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. sheep 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.
COMMERCES

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 BOSTES 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 BOSTES 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 largest and 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 and interpersonal understanding, literacy as well as thinking and communication skills. Learning Indonesian will help students better understand English and help them better relate to others.

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:

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>• Small Talk and Etiquette</td>
<td>• Relationships</td>
</tr>
<tr>
<td>• Daily Routine</td>
<td>• Religion</td>
</tr>
<tr>
<td>• Eating Out</td>
<td>• Environment</td>
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<tr>
<td>• Health and Sickness</td>
<td>• Overcoming Problems</td>
</tr>
</tbody>
</table>

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 BOSTES 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.
DRAMA

FACULTY: MUSIC AND PERFORMANCE

RATIONALE:

Drama in Years 9 and 10 is a dynamic subject that provides students with opportunities to develop confidence, creativity, communication, interpersonal, and oral/written literacy skills. Students engage in the making, performing and analysing of a variety of theatre styles, gaining theoretical understanding of theatre and its validity as a universally unique and challenging art form.

VALUE OF COURSE FOR STUDENTS:

Drama provides students with a range of opportunities to develop both intellectually and emotionally, as their imaginations and physical abilities are developed through the practices of making, performing and appreciating Drama. Interpersonal and problem solving skills are extended through group playbuilding projects, skills which are highly valued and useful in our ever changing world. Students who study Drama are provided with key skills required in fields such as the arts, media, theatre, radio, television, film, communications, design, advertising and community cultural development. Students will acquire a life long appreciation and understanding of theatrical texts, theatrical performance, film and the actor’s craft.

COURSE DESCRIPTION AND CONTENT:

Students engage in the making, performing and analysing of a variety of theatre styles forms and conventions including Improvisation, Playbuilding, Commedia dell’ Arte, Realism, Absurdism, Mask, Australian Theatre, History of World Theatre, Scripted Drama and Comedy. Students have opportunities to create and perform in a variety of forums including duologues, monologues, group playbuilding, and published scripted material. Students gain deep understanding of the elements of drama, and how to utilise theatrical techniques to engage and challenge audiences. Students also undertake design projects such as set design, costume design and theatrical promotions design. Students learn to critically reflect on their own work, and the work of others, through formal written analysis of styles, forms, devices, conventions and technologies.

ASSESSMENT:

Formal assessment is spread equally over the key practices of Making, Performing and Appreciating. Students are assessed in small group contexts as well as individually, with tasks varying between devised playbuilding, scripted performances, oral presentations and formal written tasks.

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 AND PERFORMANCE

RATIONALE:
Music is an exciting and significant component of our everyday lives. The Elective study of Music in Years 9 and 10 will provide students with the opportunity to creatively explore key aspects of music in greater depth and further develop their skills and abilities in the areas of composition and performance. Class activities will expose students to a wide variety of genres and styles in the areas of listening and musicology. Music is an integral component of our everyday culture, and as such, is beneficial for all students. 2016 will see the introduction of 100 hour courses and 200 hour courses in Music.

VALUE OF COURSE FOR STUDENTS:
Studying Music at Macarthur provides students with the opportunity to acquire and extend their skills in a wide variety of contexts both as a solo performer and as a member of an ensemble. Students will have opportunities to develop creative abilities in the area of composition and to study in-depth the music of many different cultures, and styles. The study of Music develops abilities musically, socially and academically. As a result of their study of Music, students will have the foundation to study HSC Music.

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 for the 200 hour course 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 20th Century and 21st Century
- Theatre Music
- Rock Music
- Music and Technology
- Baroque Music
- Classical Music
- Nineteenth Century Music
- Medieval Music
- Renaissance Music

In the 100 hour course students will study Australian music and a range of other electives.

Performance activities will include singing and playing instruments individually or in small group context and will also assist students in developing skills in musical improvisation and sight-reading. Students will gain experience in the creative aspects of composing and creating. Students will use the computer application Sibelius to compose and arrange music and perform their compositions. Students will build on the foundations of reading and writing music skills they have gained in Year 8 to assist them in the areas of composition and performance. Students will develop the ability to analyse and write about what they are hearing through class listening activities and through an in-depth understanding of the concepts of music.

ASSESSMENT:
The areas of Music (Performance, Composition, and Listening) are evenly weighted. Performance skills will be measured as a solo performer and in a small ensemble.

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 Years 7-8 course. Students will be encouraged to further develop their creative thinking skills through their art making and art analysis.

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 graphics based computer programmes to allow them to create and manipulate digitally generated images.

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. This will help students develop their research and thinking skills as well as their essay writing skills.

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.