2027-2028

PRELIMINARY SUBJECT SELECTION HANDBOOK

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Introduction

The Preliminary Subject Offerings Handbook provides students and their families with the information needed to navigate the Stage 6 subject selection process. The handbook contains information regarding the possible pathways at Macquarie. We encourage students to discuss course options with their family to ensure a positive balance between academic strengths and general study interests. For further information about specific course descriptions and requirements, please email the proposed course teacher or visit the NSW Education Standards Authority http://educationstandards.nsw.edu.au to review Stage 6 curriculum and syllabus information.

THE SUBJECT SELECTION PROCESS

With such a broad range of subjects on offer, the process of selection has commenced in Term 2 with conversations with each student so we can tailor subject offerings.

Term 2, Weeks 2/3	Individual interviews with all Year 10 students/parents to discuss their aspirations and goals for the future.
Term 2, Week 3	Subject Selection Handbook emailed to all parents and Year 10 students.
Term 2, Week 3	The Parent & Student Information Night and Subject Expo will be held in J Block on: **Wednesday 6 May 2026 at 5.30pm** This is a very important opportunity for all parents/carers and Year 10 students to discuss their options with Senior Teachers and Academic Leaders regarding their child's subject choices. Mrs Natalie Cole (Careers Advisor) will also host a session for those students considering alternate pathways. All parents and students are strongly encouraged to attend.
Term 2, Weeks 4/5	Individual Interviews for 2026 subject selections with each Year 10 student. Parents are most welcome to join with their young adult for this interview. Booking information will be sent closer to this time.
Term 3	Year 11 Subject Lines published.

ESSENTIAL RESOURCES TO GUIDE SUBJECT SELECTION

Below is a list of important resources to assist you in making subject selections for the Preliminary and HSC years.

- Mrs Marina Simcox – Deputy (marina.simcox@mags.nsw.edu.au)
- Mrs Natalie Cole – Teacher Career Pathways (natalie.cole@mags.nsw.edu.au)
- Mrs Lynne Fleming – Director of Teaching & Learning (lynne.fleming@mags.nsw.edu.au)

WHAT LEVEL OF TRAINING DOES YOUR CAREER GOAL INVOLVE?

https://myfuture.edu.au/career-bullseyes
https://www.gooduniversitiesguide.com.au/careers-guide

Senior Curriculum

Work in the senior years relies on independent reading and study in all subjects and encourages the development of critical thinking and self-expression. A student's experience in the senior secondary years is not solely about being taught, but also about learning independently. Macquarie will provide opportunities within a caring environment to assist each student to develop his or her potential by guiding them and ensuring that curriculum requirements are met, but a significant determinant of success will be the level of application by each student.

As students begin planning their subject selection for the senior years, it is imperative to view Years 11 and 12 in a broad educational sense, with a balance between subjects suitable for a possible future career, subjects to provide scope for change and subjects that they might particularly enjoy in a truly educational sense.

At Macquarie, we take the time to individually meet with each Year 10 student and plan their subject selection. Students are required to provide their top two choices for Stage 6 (with the exception of English and Mathematics) and then five other choices of equal value.

All students at Macquarie engage in Christian Development lessons once per fortnight throughout Stage 6.

2 Unit Courses

These courses are undertaken for 120 (indicative) hours as a Year 11 Preliminary Course and for 120 (indicative) hours as a Year 12 HSC Course.

1 Unit Courses

These courses are able to be taken in addition to a 2 Unit Course. They are undertaken for 60 (indicative) hours.

To achieve the HSC, you must complete a minimum of:

- 12 Preliminary units (in Year 11) 10 HSC units (in Year 12).
- In Year 11 and Year 12, your course selection must include at least six units of Board Developed Courses, two of which must be English, three courses of two units or greater, and four subjects.

To ensure eligibility for an Australian Tertiary Admission Rank (ATAR), students must check that they are studying at least 10 units of eligible Board Developed Courses.

Students are reminded that engaging in subjects requiring major works can be challenging, and are recommended to be limited to a maximum of 2.

- Students studying Industrial Technology (Manufacturing & Engineering – Introduction) are not permitted to study courses relating to the Metal and Engineering Industry Framework.
- Students studying Industrial Technology (Electronics Industries) are not permitted to study TAFE delivered Electronics Technology 2 Unit.
- There is only one History Extension Course. It can be studied with either the Ancient History Course or the Modern History Course in Year 12.
- You may not include any more than 6 units of the following Science courses in Year 11: Biology, Chemistry, Physics, and Investigating Science.
- There is only one Science Extension Course. It can be studied with any other Science Course. 7 units of Science courses can be studied in Year 12.
- You must study Music Course 2 if you wish to study HSC Extension Music.

Additional information about courses and the HSC is available on the NESA Website: http://educationstandards.nsw.edu.au

Record of School Achievement

The Record of School Achievement aims to recognise school achievement prior to the attainment of the Higher School Certificate. The RoSA is a cumulative credential, designed to record academic achievement to and beyond Year 10 and will be awarded to eligible students when they leave school prior to completing the HSC.

Grades awarded on the RoSA will be based on the results achieved in school assessment tasks throughout the year. It is planned that Literacy and Numeracy test results and extra-curricular achievements will be recorded on the RoSA.

ASSESSMENT

NSW Education Standards Authority requires all students to follow a HSC Assessment Program, with tasks determined by relevant faculties.

In the Senior School, students' progress will be assessed continuously in Year 11 and Year 12. Assessment marks are compiled in each subject studied for the Preliminary course, based on a set of tasks determined by the relevant faculties. Students must satisfactorily complete all tasks on the assessment schedule prepared for each course. Students may be given a **Non-Determination** in any course if they do not complete course tasks and Assessments satisfactorily, therefore becoming ineligible for the HSC.

Satisfactory completion of 12 Units of Preliminary Courses is a necessary requirement for progression to the HSC courses and for the award of the HSC.

ALL MY OWN WORK

NSW Education Standards Authority Studies (NESA) also mandates that each student presenting for the Higher School Certificate must satisfactorily complete a prescribed course entitled "All My Own Work." Students MUST complete this course prior to enrolment in Preliminary Courses. At Macquarie, students complete this course during Step Up week in Year 10.

The course focuses on the need for the student to submit only work which is "theirs". Non-completion of this course prohibits sitting for the HSC examinations.

Course Offerings at Macquarie

BOARD DEVELOPED COURSES

1. Agriculture
2. Ancient History
3. Biology
4. Business Studies
5. Chemistry
6. Community and Family Studies
7. Design and Technology
8. Drama
9. Economics
10. English Advanced
11. English Standard
12. English Extension
13. Food Technology
14. Geography
15. German Beginners
16. Health and Movement Science
17. Industrial Technology
18. Investigating Science
19. Legal Studies
20. Mathematics Standard
21. Mathematics Advanced
22. Mathematics Extension 1
23. Modern History
24. Music
25. Physics
26. Society and Culture
27. Studies of Religion Macquarie mandatory 1 unit course
28. Textiles
29. Visual Arts

BOARD ENDORSED COURSES/CONTENT ENDORSED COURSES

28. Sport, Lifestyle and Recreation
29. Numeracy (2 Unit)

INDUSTRY CURRICULUM FRAMEWORK COURSES

30. Primary Industries

INFORMATION ON ALTERNATE COURSES OF STUDY

31. School-Based Apprenticeships and Traineeships (SBAT)
32. TAFE (TVET) courses
33. Distance Education

BOARD DEVELOPED COURSES

Board Developed Courses are courses developed by the Board of Studies NSW.

A syllabus is available for each of these courses. Schools must use the current syllabus for any Board Developed Preliminary or HSC course they teach.

All Board Developed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement, as well as counting towards the calculation of the Australian Tertiary Admission Rank (ATAR).

Agriculture

The Agriculture Preliminary course shows the relationship between agricultural production, marketing and management, while considering the issue of sustainability of the farming system. This is an 'on-farm', environment-oriented course.

The Agriculture HSC course builds upon the Preliminary course. It examines the complexity and scientific principles of the components of agricultural production. It examines the place 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 both national and international perspectives. This is achieved through the farm product study.

The Preliminary Course covers a number of units including: Overview of Australian Agriculture (15%), The Farm Case Study (25%), Plant Production (30%) and Animal Production (30%).

The HSC Course covers two core topics: Plant/Animal Production (50%) and a Farm/Product Study (30%). It also includes one of the following Electives (20%): Agrifood, Fibre and Fuel Technologies, Climate Challenge or Farming for the 21st Century.

Ancient History

The study of history is an inquiry into past experience that helps make the present more intelligible. A study of the past is invaluable, for to be unaware of history is to be ignorant of those forces that have shaped our social and physical worlds. Through the study of ancient history, students learn both about the interaction of societies and the impact of individuals and groups on ancient events and ways of life. The study of ancient history gives students an understanding of the possibilities and limitations of comparing past to present and present to past by exposing them to a variety of perspectives on key events and issues. It also gives them opportunities to develop their own perspectives on the origins and influence of ideas, values and behaviours that are still relevant in the modern world.

Ancient History Stage 6 has a unique role in the school curriculum because it allows students to study and analyse past societies with a detachment conferred by the perspectives of at least two millennia. It draws on a variety of disciplines and sources, both written and archaeological, such as literary works, coins, inscriptions, art, architecture, artefacts and human remains, enabling students to piece together an informed and coherent view of the past. Because the amount of surviving evidence is relatively small, students are able to consider it in its entirety and thus weigh their own interpretations alongside those found in published secondary works, while noting how to deal with gaps in the evidence. In addition, it introduces students to scientific methods used in the historian's investigation of archaeological evidence.

Through the study of ancient history, students develop knowledge and understanding of the similarities and differences between the various societies of the ancient past and the factors affecting change and continuity in human affairs.

The study of ancient history raises significant contemporary ethical issues associated with present and future ownership, administration and presentation of the cultural past. It empowers students with knowledge, understanding, skills, values and attitudes that are useful for their lifelong learning.

The skills, knowledge and understanding that students acquire through studying Ancient History Stage 6 make a good introduction to the world of work and informed citizenship. This is because Ancient History Stage 6 teaches a critical and intelligent reading of events and documents, as well as the effective and fluent communication of narrative, detail, ideas and judgements.

Biology

The Biology Stage 6 course explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. When Working Scientifically, students are provided with opportunities to design and conduct biological investigations both individually and collaboratively.

The study of biology, which is often undertaken in interdisciplinary teams, complements the study of other science disciplines and other STEM (Science, Technology, Engineering and Mathematics) related courses. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Business Studies

Business activity is a feature of everyone's life. As consumers and producers, employees, employers or self-employed, savers and investors, and as importers and exporters, people throughout the world engage in a web of business activities to design, produce, market, deliver and support a range of goods and services.

Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life. 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 provides rigour and depth and lays an excellent foundation for students either in further tertiary study or in future employment.

Contemporary business issues and case studies are embedded in the course to provide a stimulating and relevant framework for students to apply to problems encountered in the business environment. Students investigate business planning and use a range of information to assess and evaluate business performance. The role of incentives, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

Business Studies makes a significant contribution to the ability to participate effectively in the business environment. Students completing this course will develop general and specific skills including research, analysis, problem-solving, decision making, critical thinking and communication.

Chemistry

The Chemistry course explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

The course further develops an understanding of chemistry through the application of Working Scientifically skills. It focuses on the exploration of models, understanding of theories and laws, and examination of the interconnectedness between seemingly dissimilar phenomena.

Chemistry involves using differing scales, specialised representations, explanations, predictions and creativity, especially in the development and pursuit of new materials. It requires students to use their imagination to visualise the dynamic, minuscule world of atoms in order to gain a better understanding of how chemicals interact.

The Chemistry course builds on students' knowledge and skills developed in the Science Stage 5 course and increases their understanding of chemistry as a foundation for undertaking investigations in a wide range of Science, Technology, Engineering and Mathematics (STEM) related fields. A knowledge and understanding of chemistry is often the unifying link between interdisciplinary studies.

The course provides the foundation knowledge and skills required to study chemistry after completing school, and supports participation in a range of careers in chemistry and related interdisciplinary industries. It is an essential discipline that currently addresses and will continue to address our energy needs and uses, the development of new materials, and sustainability issues as they arise.

Community & Family Studies (CAFS)

Community and Family Studies is primarily a social studies subject involving the analysis of family, community and cultural groups that exist in society. The basis of this sociology is underpinned by an ever-changing world of different cultures, religions and changes to accepted practices, involving individuals, families and communities. Students are required to explore many social justice principles and develop research methodology of current social trends in families and communities.

The dynamic nature of this area of study places particular importance on the skills of inquiry and investigation. Research is an integral component of this subject. Students are required to develop research skills in planning, collecting, recording, interpreting, analysing and presenting as they employ various research methodologies to complete an Independent Research Project (IRP).

Community and Family Studies can have a direct and positive influence on the quality of students' lives both now and in the future. During the school years, students are confronted with an awareness of their emerging identity as young women and young men. Community and Family Studies investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society.

Community and Family Studies explore life issues that are important to all young people and of equal relevance to female and male students. The topics investigated and the emphasis on research ensures a course that is attractive to many students, with the capacity to challenge and extend all students' ability levels.

Design & Technology

Design and Technology is designed to develop students' confidence, competence and responsibility in designing, producing and evaluating to meet both needs and opportunities, and to understand the factors that contribute to successful design and production.

The Preliminary course will involve a minimum of two design projects. The projects will develop skills and knowledge to be further developed in the HSC course. Each project will place emphasis on the development of different skills and knowledge in designing and producing.

Students must participate in hands-on, practical activities to achieve the outcomes of this course. Class activities should be designed to develop knowledge and skills in designing and producing. Students should develop their knowledge of the activities within industrial and commercial settings which support design and technology, and relate these processes to the processes used in their own designing and producing.

Design projects must involve the design, production and evaluation of a product, system or environment that includes evidence of design processes recorded in a design folio, which may be in a variety of different forms. Students should be encouraged to communicate their design ideas using a range of appropriate media. Costing approx. $150/term.

Drama

Drama is a collaborative art form that involves the creative interaction of individuals using a range of artistic skills. Drama is an important means of understanding, constructing, appreciating and communicating social and cultural values. The study of Drama will develop the talents and capacities of all students physical, emotional, intellectual, social, spiritual, creative and expressive, as well as developing self-confidence and self-esteem.

Stage 6 Drama provides opportunities for students to develop a range of skills in making, performing and critically analysing Drama, and the opportunity to concentrate on areas of personal interest. It is designed for students who have completed the Stage 5 Drama course and for those who are studying Drama for the first time.

The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions, including, but not confined to, theatre, media, communications and community cultural development. The syllabus provides continuity with many tertiary and industry courses.

Preliminary Course

- Improvisation, Playbuilding and Acting
- Elements of Production in Performance
- Theatrical Traditions and Performance Styles

HSC Course

- Australian Drama and Theatre (Core component)
- Studies in Drama and Theatre
- The Group Performance (Core component)
- The Individual Project

In the Individual Project, students demonstrate their expertise in a particular area. They use knowledge, skills and experience acquired in the Preliminary course to select an area in which to specialise. Students have a wide range of choices from Performance, Design, Script, Video Drama or Critical Analysis. Students chart the process of their project in a logbook. Some class time is allocated to this project, but students must be prepared to work independently.

In the Group Performance, students (3-6) collaborate to devise and perform a piece of original theatre (8-12 minutes in duration). As a starting point, students must choose ONE topic from a list published by NESA. Each student charts the process of this project in a logbook. The Group Performance is developed in class time; however, outside class time rehearsals are strongly recommended.

Economics

Economic decisions have a crucial influence on the quality of life experienced by people throughout the world. The study of economics can help individuals, groups and societies make choices that assist them to improve their quality of life.

As a subject, Economics Stage 6 is distinctive because of the range of problems and issues that it investigates and the skills that it develops. A student who has completed the Preliminary and HSC courses should have knowledge and skills enabling them to: comprehend the background and implications of contemporary economic issues, discuss appropriate policies to solve economic problems and issues, understand what a change in interest rates, share values or the value of the Australian dollar means to individuals and the economy, identify uctuations in the global and Australian economies and their likely effects on business, understand reasons for changes in employment patterns, identify, using economic thinking, appropriate strategies to protect the natural environment.

The discipline of economics has a theoretical basis, and economists often debate the relative merits of different theories when assessing economic issues and proposing solutions to economic problems, including economic modelling.

Discussion of economic issues dominates the media and politics. By understanding economics, students can make informed judgements about issues and policies and participate responsibly in decision-making.

The study of Economics Stage 6 allows students to develop knowledge and understanding, skills, attitudes and values using subject matter and methodology that suit their interests. The course benefits students when they pursue further education and training, employment and active participation as citizens.

English (Standard, Advanced and Extension)

The study of English is central to the learning and development of students in NSW and is the mandatory subject for Preliminary and HSC study. The importance of English in the curriculum is recognition of its role as the national language and increasingly as the language of international communication. Proficiency in English enables students to take their place as confident, articulate communicators, critical and imaginative thinkers and active participants in society.

English involves the study and use of language in its various textual forms, encompassing written, spoken and visual texts of varying complexity, including the language systems of English through which meaning is conveyed, interpreted and reflected.

The study of English enables students to recognise and use a diversity of approaches and texts to meet the growing array of literacy demands, including higher-order social, aesthetic and cultural literacy. This study is designed to promote a sound knowledge of the structure and function of the English language to develop effective English communication skills. The English Stage 6 courses develop in students an understanding of literacy expression and nurture an appreciation of aesthetic values. Through reading, writing, listening, speaking, viewing and representative experience, ideas and values, students are encouraged to adopt a critical approach to all texts and to distinguish the qualities of texts. Students also develop English language skills to support their study at Stage 6 and beyond.

In Stage 6, students come to understand the complexity of meaning, to compose and respond to texts according to their form, content, purpose and audience, and to appreciate the personal, social, historical, cultural and workplace texts that produce and value them. Students reflect on their reading and learning and understand that these processes are shaped by the contexts in which they respond to and compose texts.

The study of English enables students to make sense of, and to enrich, their lives in personal, social and professional situations and to deal effectively with change. Students develop a strong sense of themselves as autonomous, reflective and creative learners. The English Stage 6 syllabus is designed to develop in students the faculty to perceive and understand their world from a variety of perspectives, and enables them to appreciate the richness of Australia's cultural diversity.

ENGLISH (STANDARD) (2 UNITS)

This course is designed for students to increase their expertise in English in order to enhance their personal, social and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

ENGLISH (ADVANCED) (2 UNITS)

This course is designed for students undertaking English (Advanced) who choose to study at a more extensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

ENGLISH (EXTENSION) (1 UNIT)

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. The courses are designed for students with a desire to pursue a specialised study of English.

These courses provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement in investigation and composition, students explore multiple meanings and relative values of texts. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.

Food Technology

Food Technology refers to knowledge and activities that relate to meeting food needs and wants. The provision and consumption of food are significant activities of human endeavour, with vast resources being expended across domestic, commercial and industrial settings. Food issues have a constant relevance to life. This concept underpins the subject and is reflected throughout the Preliminary and HSC courses.

The syllabus provides students with a broad knowledge of food technology. The factors that influence food availability and selection are examined and current food consumption patterns in Australia are investigated.

Food handling is addressed with emphasis on ensuring safety and managing the sensory characteristics and functional properties of food to produce a quality product. The role of nutrition in contributing to the health of the individual and the social and economic future of Australia is explored. The structure of the Australian food industry is outlined and the operations of one organisation are investigated. Production and processing practices are examined and their impact evaluated. The activities that support food product development are identified and the process is applied in the development of a food product. Contemporary nutrition issues are raised, investigated and debated. This knowledge enables students to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers.

Opportunities exist for students to develop skills relating to food that are relevant and transferable to other settings. Such skills include the ability to research, analyse and communicate. Students also develop the capability and competence to experiment with and prepare food as well as design, implement and evaluate solutions to a range of food situations.

The syllabus is inclusive of the needs, interests and aspirations of both genders and provides opportunities and challenges for students of all abilities to deal with food products and systems. In order to be a relevant and meaningful learning experience, which fully extends students' understanding and application of food technology, programs developed from this syllabus must take into consideration the life experiences, values, learning styles and characteristics of both male and female students. The knowledge, skills and attitudes gained during the course will have applications to, and provide benefits for, both vocational and general life experiences.

Costing approx. $120/term.

Geography

Geography is an investigation of the world which provides an accurate description and interpretation of the varied character of the earth and its people. It is a key discipline through which students develop the ability to recognise and understand environmental change and the interactions which take place in our world.

Geographers investigate the opportunities for human activities, the constraints placed upon them and the impacts of these activities. The study of Geography allows students to perceive the world in a variety of ways and helps them make sense of a complex and changing world.

Geography is a lifelong interest, stimulating a natural curiosity about how and why the world's people and their environments are so varied. There are four primary reasons why students should study the subject of Geography:

- By definition, Geography provides knowledge of the earth and helps people to plan and make decisions about the spatial dimensions of the world.
- Geography provides an intellectual challenge to reach a deeper understanding of the variable character of life on our planet.
- With a strong grasp of Geography, students are well prepared to explore issues as informed citizens in a changing world.
- Students of Geography develop skills and understandings transferable and applicable to the world of work.

Studies in both physical and human geography provide an important information base on which students investigate contemporary geographical issues to explore why spatial and ecological differences exist, the importance of effective management and how they may take an active role in shaping future society. Clarifying, analysing, acquiring and judging values and attitudes allows students to respond to geographical issues, questions and problems.

German Beginners

Language underpins all communication and human interaction. Learning a second or subsequent language equips students with the knowledge, understanding and skills needed to participate successfully in the dynamic world of the 21st century. Communicating in another language broadens students' perspectives as both national and global citizens.

Students who learn another language gain insight into how languages function as systems. Through analysing patterns and structures, they develop skills that can be applied to learning additional languages. Comparing languages also strengthens their command of their first language.

Studying German offers many long-term benefits. It is valuable across a range of tertiary fields and opens pathways for future employment and experiences both in Australia and internationally, including in areas such as public relations, commerce, hospitality, education, marketing, international relations, media and tourism.

The German Beginners course aims to develop effective communication skills, an understanding of the nature of language, and an appreciation of the relationship between language and culture.

The Preliminary course focuses on outcomes, with topics providing contexts for developing communication skills and cultural understanding. In the HSC course, students further extend and refine these skills while deepening their knowledge of language and culture.

German Beginners Stage 6 is a two-year course designed for students beginning their study of German at senior secondary level. It is suitable for students with little or no prior experience, including those who have studied less than 100 hours of German in Stages 4 and 5.

Health and Movement Science

Health and Movement is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practicing ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

In order for students to enhance personal growth and to make a significant contribution to the wellbeing of others, the Health and Movement course focuses on the health of individuals and communities and the factors that influence movement skill and physical activity levels.

The course also focuses on a social view of health where the principles of diversity, social justice and supportive environments are studied as fundamental aspects of health. The examination of individual, family and community values and beliefs and the sociocultural and physical environments in which we live, provides an explanation for health status and sustainable solutions for better health.

This course also includes a detailed study of movement and physical activity. The emphasis is on understanding how the body moves and the sociocultural influences that regulate movement. Scientific aspects to be studied include anatomy, physiology, biomechanics and skill acquisition. Students will also develop the ability to think critically about aspects of history, economics, gender and media as they impact patterns of participation in physical activity and the ways that movement is valued. These areas of study prepare students to be informed participants in movement culture and develop respective skills in order to become intelligent performers and analysts of movement.

As students are confronted by issues in Health and Movement, they are challenged to examine problems in socially imaginative ways and respond in terms of individual plans and lifestyle decisions with a distinct clarification of values. The syllabus gives emphasis to the development of those skills that enable students to translate knowledge and understanding and beliefs into action. This includes the ability to:

- Research, inquire and question in order to facilitate transfer of learning in a changing society
- Define issues, identify and consider outcomes of possible solutions of choose, implement and evaluate courses of action
- Resolve conflict, assert rights and access social support.

Industrial Technology

Through a process of observing and analysing industry practice, and through personal practical experiences, students develop a broad range of skills and knowledge related to the focus area chosen for the course. Students select and apply appropriate design, management and production skills in the development of a Major Project and portfolio.

Industrial Technology at Stage 6 will develop a student's knowledge and understanding of a selected industry and its related technologies, highlighting the importance of design, management and production through practical experiences.

Industrial Technology Stage 6 consists of project work and an industry study that will develop a broad range of skills and knowledge related to the focus area chosen for the course.

Focus areas

- Automotive Technologies
- Electronics Technologies
- Graphics Technologies
- Metal and Engineering Technologies
- Multimedia Technologies
- Timber Products and Furniture Technologies

Investigating Science

The Investigating Science Stage 6 course is designed to assist students of all abilities to engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues.

The ongoing study of science and the specific Working Scientifically skills processes and their application have led humans to accumulate an evidence-based body of knowledge about human interactions – past, present and future – with the world and its galactic neighbourhood. The course is firmly focused on developing the Working Scientifically skills, as they provide a foundation for students to value investigation, solve problems, develop and communicate evidence-based arguments, and make informed decisions.

The course promotes active inquiry and explores key concepts, models and phenomena. It draws and builds on the knowledge, understanding, skills, values and attitudes gained in Science Stage 5. The Stage 6 course is designed to enhance students' understanding of the value of evidence-based investigations and the use of science-based inquiry in their lives.

The Investigating Science course is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. The course draws on and promotes interdisciplinary science, by allowing students to investigate a wide range of STEM (Science, Technology, Engineering and Mathematics) related issues and concepts in depth.

Investigating Science encourages the development of a range of capabilities and capacities that enhance a student's ability to participate in all aspects of community life and within a fast-changing technological landscape. The knowledge, understanding and skills gained from this course are intended to support students' ongoing engagement with science, and to form the foundation for further studies and participation in current and emerging STEM-related post-school activities and industries.

Legal Studies

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.

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.

Mathematics (Standard, Advanced and Extension 1)

Studying Mathematics provides students with essential skills in logical thinking, problem solving, and quantitative reasoning that are highly valued in everyday life, further education, and a wide range of careers.

While Mathematics is not a compulsory subject for the HSC, students may choose from a range of mathematics courses suited to their abilities, interests, and future aspirations. Students also have the option to complete the Numeracy CEC course if they are not undertaking a Board Developed Mathematics course.

MATHEMATICS STANDARD (2 UNIT)

Mathematics Standard is designed for students who want to strengthen their general numeracy skills for everyday life, work, and further education. It covers practical mathematical topics such as financial maths, measurement, statistics, and algebra.

This course is ideal for students who do not intend to pursue mathematics at university but want to maintain a solid foundation for tertiary studies in areas such as the humanities, nursing, business, and trades.

MATHEMATICS ADVANCED (2 UNIT)

Mathematics Advanced is an academically rigorous course that develops a strong understanding of algebra, functions, calculus, and statistical analysis. It is essential for students who wish to pursue tertiary study in fields such as science, engineering, health sciences, and commerce.

This course is suitable for students who have demonstrated a strong understanding of mathematical concepts in Stage 5 and enjoy problem-solving and abstract reasoning.

MATHEMATICS EXTENSION 1 (1 UNIT)

Mathematics Extension 1 offers an in-depth and abstract study of mathematical concepts, including advanced calculus, proof, and complex functions. It builds on the Mathematics Advanced course and challenges students to think logically and creatively.

This course is recommended for students who are highly capable in mathematics and considering future studies in mathematics, physics, engineering, or computer science.

Please note: Mathematics Extension 1 must be studied in conjunction with Mathematics Advanced. It cannot be studied as a standalone course.

Modern History

The study of history is an inquiry into past human experience that helps make the present more intelligible. History has been described as a contested dialogue between past and present, where the concerns of the present illuminate a consideration of the past, while the experiences of the past contribute to an understanding of the present. The study of history allows students to perceive the world in a variety of ways as they develop powers of deduction and reasoning and learn to make sense of an increasingly complex global society.

The study of Modern History Stage 6 has a distinctive role in the school curriculum as it challenges students to consider the great social, technological, economic, political and moral transformations from the late eighteenth century to the present. It requires students to analyse the causes, progress and effects of these transformations and, finally, to make judgements about them. Modern History Stage 6 is especially relevant to the lives of students, as the events and issues that form its content are, in many cases, still current.

The study of Modern History Stage 6 also contributes to the development of skills that are of great importance in today's workforce. The fluent communication of thoughts and ideas gleaned from the critical analysis of primary and secondary sources is a sought-after skill. The ability to deconstruct texts and narratives, pose intelligent questions, test hypotheses and make critical use of information technologies is essential to living and working in the 21st Century. Within the Australian context, the knowledge, skills, values and attitudes acquired through a study of Modern History Stage 6 are essential ingredients in the promotion of a democratic, harmonious, progressive and tolerant society.

Modern History Stage 6 helps empower students to become responsible and active citizens who will recognise the factors affecting change and continuity in human affairs. This broad understanding encourages students to develop an appreciation of different views and to be aware of how such views contribute to individual and group actions in various local, national and international contexts.

Music

The purpose of Music 1 is to provide students with the opportunity to acquire knowledge, skills, understanding and attitudes within a broad musical context and encourage the desire to continue learning in formal and informal music settings after school. The course provides students with opportunities to engage in a range of musical styles, including contemporary popular music, and for many, it will serve as a pathway for further training and employment in the music industry or in contemporary music fields.

Music 1 is designed to provide a variety of musical opportunities for our students. It allows for the development of musical skills in four focus areas and, most importantly, a lifelong love of listening to, creating and performing music.

The four main areas on which we focus are:

PERFORMANCE

Students will be expected to participate in performance activities both within the classroom and in an extracurricular capacity. There will be involvement in both solo and ensemble performance activities. Students will be given the opportunity to perform pieces of their own choice as well as pieces provided by their teacher. These pieces will be related to the topics studied in the Musicology portion of the course. It is highly recommended that students undertake private tuition in order to develop skills on their chosen instrument/s.

COMPOSITION

Composition involves students writing their own music. They will be skilled in strategies to compose simple melodies, slowly developing these to create complex pieces with more than one part.

MUSICOLOGY

Musicology involves the study of a variety of musical topics. The Preliminary Course involves the study of 3 topics from a large list. All assessment tasks, performance, composition and aural activities will relate to these topics. There is a large variety of topics to choose from. These range from Rock Music to Classical Music, from Theatre Music to World Music.

AURAL

The aural component of the course involves the development of listening skills. Students will cultivate skills allowing them to discuss how music is constructed and the use of the Concepts of Music (Pitch, Duration, Texture, Structure, Tone Colour and Dynamics and Expressive Techniques) in a piece.

Physics

The Physics Stage 6 course involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time, from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

The problem-solving nature of physics further develops students' Working Scientifically skills by focusing on the exploration of models and the analysis of theories and laws, which promotes an understanding of the connectedness of seemingly dissimilar phenomena.

Students who study Physics are encouraged to use observations to develop quantitative models of real-world problems and derive relationships between variables. They are required to engage in solving equations based on these models, make predictions, and analyse the interconnectedness of physical entities.

The Physics course builds on students' knowledge and skills developed in the Science Stage 5 course and helps them develop a greater understanding of physics as a foundation for undertaking post-school studies in a wide range of Science, Technology, Engineering and Mathematics (STEM) fields. A knowledge and understanding of physics often provides the unifying link between interdisciplinary studies.

The study of physics provides the foundational knowledge and skills required to support participation in a range of careers. It is a discipline that utilises innovative and creative thinking to address new challenges, such as sustainability, energy efficiency and the creation of new materials.

Society & Culture

The central goal of Society and Culture is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.

Society and Culture draws on cross-disciplinary concepts and social research methods from anthropology, communication, cultural and media studies, philosophy, social psychology, and sociology.

Society and Culture has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:

- themselves
- their own society and culture
- the societies and cultures of others.

Society and Culture encourages students to manage their own learning, including opportunities to experience working within teams. In allowing students to study in areas of direct relevance to their lives, Society and Culture contributes greatly to the promotion of lifelong learning, providing opportunities for students to acquire a range of skills to support such learning.

The study of Society and Culture prepares students for adult life by developing knowledge, understanding, skills and other qualities associated with effective citizenship at local, national, regional and global levels. In doing so, it forms a basis for moving towards a more just society through positive participation in community life and attaining social and cultural literacy.

Studies of Religion (2 Unit)

Through this course, students develop their understanding and critical awareness of the influence of belief systems and religious traditions on individuals and within society. Studies of Religion II promotes an understanding and critical awareness of the nature and significance of religion and the influence of belief systems and religious traditions on individuals and within society.

Preliminary course:

- Nature of Religion and Beliefs: The nature of religion and beliefs including Australian Aboriginal beliefs and spiritualities, as a distinctive response to the human search for meaning in life.
- Three Religious Traditions
- Depth Studies from Buddhism, Christianity, Hinduism, Islam, Judaism
  - Origins
  - Principal beliefs
  - Sacred texts and writings
  - Core ethical teachings
  - Personal devotion/expression of faith/observance.
- Religions of Ancient Origin: The response to the human search for ultimate meaning in TWO religions of ancient origin from:
  - Aztec or Inca or Mayan
  - Celtic
  - Nordic
  - Shinto
  - Taoism
  - an Indigenous religion from outside Australia
- Religion in Australia pre-1945: The arrival, establishment and development of religious traditions in Australia prior to 1945.

Textiles and Design

Experimenting and product manufacturing are integrated throughout the content areas and include the completion of textile projects. Throughout Year 12 students develop a Major Textiles Project including supporting documentation.

The Preliminary course involves the study of design, communication techniques, manufacturing methods, fibres, yarns, fabrics and the Australian Textile, Clothing, Footwear and Allied Industries. Practical experiences, experimenting and product manufacturing are integrated throughout the content areas and include the completion of two preliminary textile projects. These projects develop each student's creative abilities and skills in designing, manipulating, experimenting and selecting appropriate fabrics for an end use.

The HSC course builds upon the Preliminary course and involves the study of fabric colouration and decoration, historical design development, cultural factors that influence design and designers, contemporary designers, end-use applications of textiles, innovations and emerging textile technologies, appropriate textile technology and environmental sustainability, current issues and the marketplace.

This course involves the development of a Major Textiles Project, worth 50% of the HSC mark. The project is selected from one of the five focus areas and enables students to explore an area of interest. The project has two components: the supporting documentation and textile item(s).

Costing approx. $150/term.

Visual Arts

Visual Arts caters for those who are creative thinkers, who like to use their hands and who like to work visually to express their ideas. It does not require you to be able to draw. Drawing abilities can be useful, but it is not a requirement. Throughout the course, students have opportunities to experiment and further develop skills in a variety of forms: ceramics, sculpture, print making, paint media, drawing media and photographic media. This exploration of media provides an opportunity for students to make an informed decision on what form they feel most comfortable using and one they may choose to use in Year 12. Students will be challenged and encouraged to express themselves and the world around them through both written and visual forms.

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary. They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study artworks.

Board Endorsed / Content Endorsed Courses

Content Endorsed Courses have syllabuses endorsed by the Board of Studies to cater for areas of special interest not covered in Board Developed Courses.

There is no external examination for some Board Endorsed Courses. Assessment is school-based.

All Board Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. Subjects that do not have an external examination will not be counted in a student's Australian Tertiary Admission Rank (ATAR) calculation. Board Endorsed Courses may be studied as 1 or 2 units and as Preliminary and/or HSC courses.

SPORT, LIFESTYLE AND RECREATION (2 UNIT)

The SLR course features a highly practical focus with physical activity being both an area of study and a medium for learning. All students are given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive. Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

Students also develop a preparedness to contribute to the establishment of a health-promoting community that is supportive of its members adopting a healthy lifestyle. The strength of the community in this regard is enhanced by its members having the necessary skills and desire to adopt a range of officiating and support roles introduced in this course.

This course caters for a wide range of student needs. It can assist students in developing:

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport
- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- the skills of coach, trainer, first aid officer, referee and fitness leader.

At Macquarie, students will have the opportunity to acquire the following recognised qualifications:

HLTAID003 Provide First Aid, Bronze Award levels and selected coaching and sport-based courses.

NUMERACY

The Numeracy course builds on the knowledge, skills and understanding from the K–10 Mathematics curriculum. It is designed for students who would benefit from further development of their numeracy skills to confidently engage with the mathematical demands of everyday life, work, and further learning.

This course supports students in developing numerical reasoning and mathematical thinking in practical, real-world contexts. It encourages questioning, communication, and reflection, helping students connect mathematical ideas to their daily lives. Students learn to analyse and solve problems, make decisions based on evidence, and explain their reasoning.

The course focuses on developing essential skills in areas such as:

- Working confidently with whole numbers, fractions, decimals and percentages
- Applying measurement to calculate length, area, volume, mass, and capacity
- Understanding and using time, location, temperature, and design concepts
- Representing and interpreting data using tables, graphs, and statistics
- Making informed financial decisions using basic budgeting and calculations
- Estimating, calculating, and interpreting rates, ratios, and chance

Students also develop their ability to use appropriate digital technology to support their learning and problem-solving. The Numeracy course is ideal for students seeking a practical and supportive mathematics course that prepares them for life after school, whether in training, the workforce, or everyday situations.

Industry Curriculum Framework Courses

Industry curriculum frameworks give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks are based on nationally endorsed Training Packages. They specify the range of industry-developed units of competency from the relevant Training Packages, which are suitable for the HSC. They also define how units of competency are arranged in HSC Vocational Education and Training (VET) courses to gain unit credit for the HSC.

Some of the Board Developed VET courses have an optional HSC exam, if students choose to sit the exam, their results can also count towards their ATAR.

PRIMARY INDUSTRIES (CERTIFICATE II IN AGRICULTURE)

This VET Board Developed course aims to provide students with the foundation knowledge and skills required to assist in a livestock, production, cropping, or mixed farming environment. The qualification is recognised as an entry-level qualification for employment in the agricultural industry.

The course provides opportunities to:

- Apply knowledge and understanding of Work Health and Safety (WHS) requirements and environmentally sustainable practices in the agricultural industry
- Care for and handle livestock
- Manage plants, weeds, and diseases to achieve optimum production
- Maintain and operate basic machinery, equipment, and fencing
- Work effectively by gathering information, solving problems, and observing livestock and crops
- Organise work schedules and meet outcomes
- Work independently and in teams

This course is studied as a 240-hour course over two years. Students are required to complete 35 hours of mandatory work placement each year of the course. Students undertaking the course are working towards a Certificate II in Agriculture. The school does not guarantee that a student will complete the qualification.

AHC20122 Certificate II in Agriculture (2027-2028)

Independent Schools NSW

RTO No:90413

Units of Competency to be Delivered (Approved by Independent Schools NSW RTO) Units are correct at time of printing				
Unit Code	**Unit Title**	**AQF Category**	**HSC Hours**	**Timing Term**
AHCWHS202	Participate in workplace health and safety processes Must be deemed Competent prior to work placement	Core	15	1, 2027
AHCWRK212	Work effectively in industry	Core	20	1, 2027
AHCINF205	Carry out basic electric fencing operations	Group A	10	1, 2027
AHCWRK213	Participate in workplace communications	Core	10	2, 2027
AHCINF206	Install, maintain and repair farm fencing	Group A	15	2, 2027
AHCWRK211	Participate in environmentally sustainable work practices	Core	15	3, 2027
AHCCHM201	Apply chemicals under supervision	Group A	20	3, 2027
AHCLSK223	Carry out regular livestock observation	Group A	10	4, 2027
AHCLSK229	Provide feed for livestock	Group A	10	4, 2027
AHCWRK210	Observe and report on weather	Group A	15	4, 2027
AHCLSK222	Care for health and welfare of livestock	Group A	20	1, 2028
AHCLSK225	Identify & mark livestock	Group A	10	1, 2028
AHCLSK224	Handle livestock using basic techniques	Group A	15	1, 2028
AHCMOM304	Operate machinery and equipment	Imported	15	2, 2028
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity	Group A	10	2, 2028
AHCMOM202	Operate tractors	Group A	20	2, 2028
HLTAID011	Provide First Aid delivered by an external provider in the last semester	Group C	20	3, 2028
AHCLSK227	Monitor water supplies	Group A	10	3, 2028

Course Costs				
Yr 11	Approx $70 per term	**Yr 12**	Approx $70 per term	Payable with school fees. Refund arrangements to be negotiated with school

Uniform, Personal Protective Equipment, Tools and Resources

Appropriate work clothing, including boots and hat.

Delivery Arrangements

This course is currently integrated into the normal school timetable. Previously, this course has been taught one afternoon per week after school.

For further information see

Teacher name:	Miss Dimmock Miss Wyse Mr Knight Mr Blackburn	Teacher email:	savannah.dimmock@mags.nsw.edu.au domonique.wyse@mags.nsw.edu.au owen.knight@mags.nsw.edu.au tom.blackburn@mags.nsw.edu.au

Alternate Courses of Study

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS (SBAT)

HSC studies may be undertaken at the same time as a part-time traineeship or apprenticeship. SBAT's can be sourced in a range of industry areas and provide students with a mix of workplace and vocational training throughout their Preliminary and HSC years. SBAT's can provide up to 4 units towards a student's HSC course of study.

TAFE (TVET) COURSES

Students have the opportunity to undertake training through the local TAFE in a range of courses, many of which contribute toward both HSC and ATAR attainment. In choosing a TVET course, students must consider time allocation and the requirements for attaining an ATAR.

TVET for 2027 may include:

- Automotive
- Electrotechnology
- Hospitality (Kitchen Operations)
- Human Services
- Animal Care
- Beauty Services
- Community Services
- Construction
- Early Childhood Education and Care
- Salon Assistant
- Wool Handling (1 year)

Note: School-based TVET Courses and TAFE Courses incur a cost ranging from approximately $1600 - $6000 per year. Macquarie covers the cost of one external course per student. Withdrawing from a course will result in a financial penalty equal to the full cost of that course. This will be oncosted to families.

DISTANCE EDUCATION

Despite offering a wide range of subjects, there are times in which students may wish to study a specific course that is not offered at Macquarie. We can facilitate this mode of study; however, students must consider the self-directed nature of distance courses and the allocation of time and extra costs associated when making their decisions.

Note: Distance Education courses incur a cost ranging from approximately $1600 - $6000 per year. Macquarie covers the cost of one external course per student. Withdrawing from a course will result in a financial penalty equal to the full cost of that course.

FAITH IN *Action*

PRELIMINARY SUBJECT SELECTION HANDBOOK

2027-2028

For more information
visit **www.mags.nsw.edu.au** or
contact us on **02 6841 6222**