



2027

**STAGE 5 ELECTIVE
SUBJECT SELECTION
HANDBOOK**



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NSW Record of School Achievement

Eligible students who leave school prior to receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA).

SOME OF THE KEY ELEMENTS OF THE ROSA ARE:

- It will be cumulative, showing a student's achievement until the time they leave school.
- A to E grades will be given based on the NESA course performance descriptors for all subjects studied.
- It will only be issued to students when they leave school.
- It will be able to be reliably compared between students across NSW. This is because teachers across the state will be assigning grades based on the same descriptors.
- The RoSA feeds into the Higher School Certificate with its combination of internal school based assessment and external examinations.

The Board of Studies curriculum requirements for the award of the Record of School Achievement and the related elective courses are listed below. All time allocations are indicative of the time expected for a typical student to achieve the objectives and outcomes of the course.

The Record of School Achievement will also record any Preliminary or HSC courses of study that a student has completed at the time when they leave school.

STUDENTS WITH ADDITIONAL EDUCATIONAL NEEDS

All Years 7–10 syllabuses are inclusive of the learning needs of the full range of students. Most students with special education needs will participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content, although they may require additional support, including adjustments to teaching and learning activities and/or assessment tasks. However, for a small percentage of these students, particularly those with an intellectual disability, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.

The decision to access Life Skills outcomes and content should be a collaborative one that involves parents, caregivers, teachers and support staff.

A student who follows a Life Skills course of study in one subject is not precluded from the regular outcomes and content of another syllabus. The decision should be made on a subject-by-subject basis with consideration to the needs, interests, strengths and goals of the individual student.

STANDARDS

The syllabuses guide what students are expected to achieve in the following ways:

- The outcome statements and the specific content (described in terms of 'Students learn about...' and 'Students learn to...') make clear what is to be learnt;
- The Stage Statements provide succinct summaries of what a typical student will know and be able to do by the end of each Stage.

In addition, for each subject, a separate document titled Descriptions of Levels of Achievement has been developed. These contain summary statements that assist teachers in making judgments about the achievement of course outcomes.

Please see link below to view the syllabus documentation provided by NESA.

http://www.boardofstudies.nsw.edu.au/syllabus_sc/

ASSESSMENT

In good teaching, assessment is built into the learning process rather than being a separate event. The teacher monitors the responses of students as they do activities that have been designed to show what they have learnt. These activities also provide opportunities for feedback on what has been achieved and what needs to be done for students to progress in their learning.

In some cases, it is possible for students to monitor their own learning or to benefit from peer feedback. Our school's learning management system CANVAS provides many opportunities for students to track their learning journey, as such, students are encouraged to regularly check CANVAS. All assessment notifications are posted on CANVAS 2 weeks prior to the due date.

At particular times during the learning journey, the teacher may plan to record evidence of student achievement. This could be through observations of the learning process or through more formal assessment tasks.

School-based assessment will determine the A to E grade that will appear on the Record of School Achievement (RoSA) awarded to all school leavers.

Students must be familiar with and follow the expectations as set out in the Assessment Handbook for each Year Group.

REPORTING

As with Stage 4 reporting at Macquarie, a Semester 1 Report is produced in Term 2 and a Semester 2 Report is produced in Term 4.

Achievement in each subject at the conclusion of Year 10 will be entered into the Record of School Achievement (RoSA) for each student. The report will be based on their performance in relation to the Course Performance Descriptors that best reflects the teacher's overall judgment of the student's achievement. For more information on the grading process see the NESA link below.

<https://arc.nesa.nsw.edu.au/go/9-10/stage-5-grading/cpds#Stage-5-grading>

Students who undertake Life Skills courses will receive an individual profile containing the outcomes that they have studied rather than a grade.

General Information

MANDATORY SUBJECTS

In Years 9 and 10, students will study mandatory subjects and elective subjects.

Stage 5 Mandatory Subjects:

- English
- Mathematics
- Science
- History
- Geography
- PDHPE (Personal Development, Health and Physical Education)
- Christian Development

ELECTIVES OPTIONS

In addition to Mandatory Subjects, students select courses in two different elective lines: Line 1 and Line 2.

Elective Line 1 and Elective Line 2 courses are organised as Learning Sessions per fortnight on the timetable.

ELECTIVE COURSES

- Agricultural Technology
- Child Studies
- Commerce
- Drama
- Food Technology
- History Elective
- Industrial Technology Timber
- iSTEM
- Macquarie Agricultural Pathways Program
- Modern Languages German
- Music
- Photographic and Digital Media
- PASS
- Textiles Technology
- Visual Arts



Agricultural Technology

KLA: TECHNOLOGY AND APPLIED STUDIES

Through the study of Agriculture, students develop knowledge and understanding, as well as practical skills that enable them to contribute positively to their own lifestyle as well as the social, economic and environmental future of Australia. It is an opportunity to experience aspects of agricultural lifestyle through direct contact with plants, animals and various associated industries in the Agriculture sector.

Additional Cost: \$40 per term

Child Studies

KLA: PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION

The aim of the Child Studies course in Year 9 and 10 is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

The course reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students will have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Modules

The content is organised into the following modules:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities

Directional Benefits

Students develop an awareness of the diverse nature of career opportunities that exist to support the health and wellbeing of children. The qualifications, skills and knowledge required to perform these roles will be explored, including the desirable personal qualities necessary for working with children. Students may acquire basic first aid skills to manage a number of common accidents and injuries that would be useful in a workplace setting. Currently there is a booming demand for Childcare from working parents. Also, recent changes to government regulations have boosted childcare jobs and a demand for qualified people.

Commerce

KLA: HUMAN SOCIETY AND ITS ENVIRONMENT

Commerce is a course that provides knowledge and understanding for young people to make sound decisions on consumer, financial, business, legal and employment issues. Through the study of Commerce, students develop financial literacy that enables them to participate in the financial system in an informed way. Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy.

Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies that incorporate the skills of analysis and evaluation. Students engage in a learning process that promotes critical thinking, reflective learning and the opportunity to participate in the community.

Additional Cost: \$50 (Excursion)

Drama

KLA: CREATIVE AND PERFORMING ARTS

The study of Drama is founded on distinct ways of understanding the world through exploring, enacting and interpreting real and imagined people, worlds and experiences. All cultures engage in drama and theatre to develop and communicate artistic, critical, sensory and affective meanings.. Drama in years 9 and 10 is the study of making, performing and appreciating drama and theatre. Students learn as practitioners, challenging themselves and others to consider new perspectives on familiar and unfamiliar experiences.

Students use imaginative and embodied play as a learning and artistic process to create dramatic works and experiences. They consider ways of working safely and ethically with collaborators and communities. They collaboratively investigate how creative choices are shared through spontaneous and planned exploration. Students learn how to use drama to ignite discussion and create meaning that can be challenged and reconsidered through critical reflection.

Students will have the opportunity to create, share and interpret drama and theatre in the areas of:

- making by generating, sharing and refining dramatic works in safe,, respectful and inclusive ways
- performing by developing confidence and skills in performance and production to stage, craft and enact characters, ideas, dramatic journeys and experiences for audiences
- appreciating by describing, analysing and reflecting on their own works and the works of others.

In Drama 7-10, students explore dramatic elements through the creation and interpretation of their own works and the works of others. Students are encouraged to work inventively with the elements of drama, performance, and production to imagine, reimagine and extend their understanding of how drama practitioners use these elements to shape and communicate meaning.

Drama strengthens communication, collaboration, creativity and critical thinking. The study of Drama 7-10 can benefit your child by helping them explore and understand:

- their skills and confidence as a performer
- their own and others' cultures, identities and perspectives
- customary and contemporary Aboriginal and Torres Strait Islander Cultural Knowledges
- Wellbeing and social engagement that contributes to safe, healthy and rewarding lives
- communication and literacy skills through written, spoken, visual texts and performances.

Food Technology

KLA: TECHNOLOGY AND APPLIED STUDIES

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their relationship with nutritional considerations and consumption patterns. It addresses the importance of hygiene, safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding are fundamental to the development of food-specific skills, which can then be applied in a range of contexts, enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Students will develop:

- Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- Knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food
- Knowledge and understanding of nutrition and food consumption, and an appreciation of the consequences of food choices on health
- Skills in researching, evaluating and communicating issues in relation to food
- Skills in designing, producing and evaluating solutions for specific food purposes
- Knowledge, understanding and appreciation of the significant role of food in society

Additional Cost: \$150/term

History Elective

KLA: HUMAN SOCIETY AND ITS ENVIRONMENT

The study of History Elective enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used.

The study of History provides broader insights into the historical experiences of different cultural groups within our society – for example, Aboriginal and Torres Strait Islander Peoples, migrants and women. History also encourages students to develop an understanding of significant historical concepts such as continuity and change, cause and effect, significance and contestability. The History Elective course consists of three topics, including History, Heritage and Archaeology, Ancient, Medieval and Modern Societies and Thematic Studies. Within these topics, there are a range of options for study, including, but not limited to, Archaeology, Death and Burial in the Ancient World, Film as History, Genocide, Terrorism, World Myths and Legends, Witchcraft Through Time, Heroes and Villains and Awesome Ancient Women.

Topics to be integrated in teaching and learning programs:

Topic 1: Constructing History

Topic 2: Ancient, Medieval and Early Modern Societies

Topic 3: Thematic Studies

Additional Cost: \$50 (Excursion)

Industrial Technology Timber

KLA: TECHNOLOGY AND APPLIED STUDIES

The study of Timber develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse features and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

The Timber course develops student's knowledge, understanding and skills in relation to timber manufacturing and associated industries. The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the development of student projects.

Additional Costs: \$150 per term

iSTEM

KLA: SCIENCE AND TECHNOLOGY AND APPLIED STUDIES

iSTEM is a NSW Department of Education approved elective course that can be studied in Stage 5. As a result, a student's achievement will be reported with school reports, but not appear on their RoSA.

The aim of the course is to engage and encourage student interest and skills in STEM, appreciate the scope, impact and pathways into STEM careers, and learn how to work collaboratively, entrepreneurially, and innovatively to solve real-world problems.

iSTEM is a student-centred Stage 5 elective course that delivers science, technology, engineering, and mathematics education in an interdisciplinary, innovative, and integrated fashion. It was developed in direct response to industry's urgent demand for young people skilled in science, technology, engineering, and mathematics.

iSTEM develops enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically enabled workforce. It provides students with learning opportunities to develop knowledge and skills to use the most up-to-date technologies including additive manufacturing (3D printing), laser cutters, augmented and virtual reality, drones, smart robotics and automation systems, artificial intelligence (AI), and a range of digital systems.

Students gain and apply knowledge, deepen their understanding, and develop collaborative, creative and critical thinking skills within authentic, real-world contexts. The course uses inquiry, problem and project-based learning approaches to solve problems and produce practical solutions utilising engineering design processes

Macquarie Agricultural Pathways Program (MAPP)

KLA: TECHNOLOGY AND APPLIED STUDIES

The Macquarie Agricultural Pathways Program 2026 will have another Year 9 intake.

The rationale behind the program is to fast-track individuals who have a desire to pursue a career in the Agriculture industry.

Students who are successful in gaining a place in this pathway will study Elective Agriculture on both elective lines, subsequently allowing them to begin their Preliminary (Year 11) studies of Primary Industries in Year 10. Ultimately, students will follow an Experience or Academic pathway, which will enable them to develop greater skills and experiences in Year 11/12 than would be the case with a normal pattern of study.

In summary:

- Academic Pathway – opportunity to begin University study whilst at Macquarie Anglican Grammar School (Year 12) with guaranteed placement in Bachelor program post-school.
- Experience Pathway – focus on gaining qualifications (certificates & competencies), work experience, job placement and industry networking in preparation for employment in the broader Agriculture industry.

Modern Languages German

KLA: LANGUAGES OTHER THAN ENGLISH

Thinking globally, acting locally! This is the mindset of a language learner who is eager to become a good communicator, grow in confidence in the knowledge of their own language, adventurous in their willingness to understand other people and their cultures, and is prepared to go places in the world family of the future.

Students will continue to compare and contrast the cultures of German-speaking countries (Germany, Belgium, Austria, Luxembourg, Liechtenstein & Switzerland) and Australia through a range of activities and experiences, and to develop basic conversational, reading and writing and listening skills.

Students will have further exposure to German language spoken in familiar contexts. This is an excellent opportunity for all to gain a greater appreciation of the impact of cultural connection.

Students in Stage 5 visit Sydney or Canberra for an excursion to the German Film Festival, "Kino For Kids." This is a fabulous opportunity for additional immersion in the German language and culture.

Additional Cost: \$30/term

PAYG Sydney Excursion: \$540 (including German Film Festival)

Music

KLA: CREATIVE AND PERFORMING ARTS

Music is a form of personal and cultural expression that occupies a significant place in global cultures and histories. It can define and express identities, shape and comment on community values, and has the capacity to engage, inspire, enrich and transform the lived experiences of students.

Music strengthens skills in communication, collaboration, creativity and critical thinking. The study of Music 9-10 can benefit students by helping them explore and understand:

- their skills and confidence as a performer and composer
- their own and others' cultures, identities and perspectives
- customary and contemporary Aboriginal and Torres Strait Islander Cultural Knowledges
- Wellbeing and social engagement that contributes to safe, healthy and rewarding lives
- communication and literacy skills through written, verbal and visual texts and performances.

Students will have the opportunity to experience, interpret, create, communicate, and share music, and develop a deep understanding of music from a range of styles, perspectives, times, societies and cultures, including those of Aboriginal and Torres Strait Islander Peoples. Your child will study music in the areas of:

- performing – by developing skills through learning and interpreting songs and instrumental pieces, as well as improvising
- listening – through engaging with, interpreting and discussing a wide range of musical repertoire
- composing – by generating, organising, manipulating, shaping and refining musical ideas and pieces.

Students develop musical literacies as they sing, play instruments, improvise, compose, read notations, record, analyse and appreciate music, enabling the development of aural and theoretical skills.



Photographic and Digital Media

KLA: CREATIVE AND PERFORMING ARTS

Photography and Digital Media (PDM) caters for those who are creative thinkers, who enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world.

PDM enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photography and digital media works in greater depth than through Visual Arts. Students will be challenged and encouraged to express themselves and the world around them through both written and visual forms.

Future Directions

Students will benefit from this course by improving research skills, understanding of photographic media, and learn how to represent their idea in a graphic format. Students also develop skills in problem solving, critical appraisal, written skills, historical and general knowledge.

The skills gained in PDM can potentially be applied where knowledge and understanding of design is required, including; Computer Graphic Designer; Graphic Artist; Photographic Journalist; Film and Video Director.

Media and Forms Explored in PDM include:

- Stop motion Animation
- Wet Photography
- Studio Photography
- Photoshop Software
- Documentary Photography

Additional cost: PAYG Sydney Excursion: \$500 & \$15 per term

Physical Activity and Sports Studies (PASS)

KLA: PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION

PASS aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

The course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding.

Additional Cost: \$20/term and PAYG Excursion

Textiles Technology

KLA: TECHNOLOGY AND APPLIED STUDIES

The study of Textiles develops a student's ability for innovative and creative thought through the planning and production of design projects related to real world needs and situations. Students investigate existing solutions, analyse features and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

The textiles course is designed to develop confidence and proficiency in the design, production and evaluation of textile items. Students actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society. Skills will be developed through the production of student projects.

Textiles classes are designed to develop student's understanding of the design process and development of skills through the production of student projects. Students are required to produce design folios for their projects and the development of these skills will prepare students for Design and Technology in Stage 6.

Student projects should promote the sequential development of skills and will reflect an increasing degree of student autonomy as they progress through the course. Students will undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to undertake project work to develop skills and confidence in the use of a range of equipment, tools, processes and technologies. Practical experiences are used to develop knowledge and understanding of and skills in designing, producing and evaluating.

Additional Cost: \$150/term



Visual Arts

KLA: CREATIVE AND PERFORMING ARTS

Visual Arts has a significant role within the curriculum providing learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they and others make.

Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgment and understanding of art in art making and in critical and historical studies of art. Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way.

Visual Arts empowers students to engage in visual forms of communication. The subject of Visual Arts serves to facilitate an interpretation and organisation of such information. The content of Visual Arts provides opportunities for students to investigate the field of visual arts in complex and rich ways. Opportunities to investigate practice in the visual arts contribute to students' creative and interpretive achievements and the works they produce. These opportunities lead to greater understanding of the field of art through critical and historical studies. Such a focus also offers practical and theoretical insights into some of the post-schooling opportunities available to students, in tertiary, vocational and world of work settings.

Future Directions

The knowledge, understanding, skills and values gained from the Visual Arts Years 7–10 Syllabus assist students in building conceptual, practical and critical skills. These can be applied to the diverse fields of art, design and other contexts including employment, enterprise and pathways of learning.

Skills

All students will complete the four skills components in the calendar year rotating each term (5 periods per cycle) through the courses to provide a range of experiences and opportunities for personal growth. These short courses have been designed to provide students at Macquarie with a range of skills and knowledge to broaden their worldview and preparedness for a rapidly changing workforce.

Additional Cost: \$50/term
PAYG Sydney Excursion: \$500





FAITH IN *Action*

STAGE 5 ELECTIVE SUBJECT SELECTION HANDBOOK

2027

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