



Junior Curriculum Handbook

2022 – 2023

Principal's Message

Students who are working towards a Record of School Achievement (RoSA) are learning valuable skills which will help them for the rest of their lives. We have an excellent wellbeing system of extension and support, and staff are committed to assisting students in their quest to finish Year 10 successfully and to qualify for the RoSA.

As our students grow to be young adults, they are given more choice in their course of studies. Along with this choice, students have increased responsibility in ensuring that course requirements are met with respect to completion of work and attendance.

Whilst students will not be sitting for formal external exams, in order to receive a RoSA at the end of Year 10, they must meet New South Wales Education Standards (NESA) requirements in terms of subject choice (mandatory and elective subjects) and indicative hours.

When a student fails to submit an assessment task or other set work or is not meeting course requirements, they will receive an official NESA warning letter. It is very important that this work is submitted promptly as failure to do so may mean that the student will receive an 'N' Award in that subject. An 'N' Award means that the student will not be accredited with that subject in their RoSA. I would encourage anyone who receives one of these warning letters to contact the school immediately, if they are in doubt about what needs to be done.

The purpose of this system is to encourage all students to achieve success provided they make the necessary commitment by submitting assignments, attending regularly and applying themselves to their studies with sustained effort.

Under the School Leaving Age legislation, students are to remain at school until 17 years of age unless they are meaningfully engaged in an alternate program of work and study. I encourage all students to apply themselves to the best of their ability and to pursue their education for as long as possible, whether this involves continuing at school or another educational path.

Regards,

A handwritten signature in black ink, appearing to read 'Malcolm McFarlane', with a long horizontal flourish extending to the right.

Malcolm McFarlane
Principal

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The Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA:

- Is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of year 10 up until and including some results from year 12.
- Records completed stage 5 (year 10) and preliminary stage 6 (year 11) courses and grades, HSC (year 12) results, and where applicable participation in any uncompleted preliminary stage 6 courses or HSC courses.
- Is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.
- Is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC.

ELIGIBILITY

To qualify for the award of a Record of School Achievement, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the Record of School Achievement;
- met the mandatory curriculum requirements in each KLA. The KLAs are English; Mathematics; Science; Human Society and Its Environment; Technological and Applied Studies; Creative Arts; Personal Development, Health and Physical Education; Languages other than English;
- complied with any other regulations or requirements (such as attendance); and
- completed Year 10.

The minimum hours of study for mandatory courses in Years 7-10 are as follows:

English	Studied substantially in Years 7 to 10 with 500 hours completed by the end of Year 10
Mathematics	Studied substantially in Years 7 to 10 with 500 hours completed by the end of Year 10
Science	Studied substantially in Years 7 to 10 with 500 hours to be completed by the end of Year 10
HSIE	Studied in Years 7 to 10 with 400 hours completed by the end of Year 10 Included in this requirement is the study of 100 hours each of History and Geography in Years 7 and 8 and 100 hours each of Australian History and Australian Geography in Years 9 and 10
Creative Arts	Studied for 200 hours and comprising 100 hours in each of Visual Arts and Music
TAS	Studied for 200 hours and consisting of the Technology (Mandatory) Years 7 and 8 Syllabus
PDHPE	Studied in Years 7 to 10 with 300 hours to be completed by the end of Year 10
Languages	Studied for 100 hours, to be completed in one language over one continuous 12-month period between Years 7 to 10 but preferably in Years 7 and 8.

In addition to these mandatory requirements, there is a range of elective Board developed or approved courses available for study in Years 9 and 10.

GRADING STUDENT ACHIEVEMENT

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

The grade awarded to each student at the completion of a Stage 5 course should indicate the student's overall achievement in relation to the Course Performance Descriptors (for Board Developed Courses) or the Common Grade Scale (for School Developed Board Endorsed Courses and Content Endorsed Courses). Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus.

The NESAs grading system is intended to describe the student's achievement at the end of each course in Stage 5. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the course performance descriptors and other material produced by NESAs to support the consistent awarding of grades.

CRITERIA FOR SATISFACTORY COMPLETION OF A COURSE

A student is considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by the board;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

NESA does not set a minimum attendance for the satisfactory completion of a course. The Principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and Principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

N AWARD WARNINGS

Students will be warned if they are in danger of not satisfactorily completing mandatory requirements. An N Award Warning letter will be sent to the parents/carers of students who are not satisfactorily meeting mandatory requirements. Students are given two weeks to meet the mandatory requirements before follow up letter is sent to parents/carers. Students who accumulate three or more N Award Warnings in one course may be given an N Determination.

N DETERMINATIONS

If students don't complete a course's requirements they will receive an N Determination. If a student receives an N Determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination. If a student is given an N Determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Student Support @ Orara HS

There is a wide support system of teachers and staff ready to provide guidance, assistance or discuss anything that is important or of concern to students. Students are encouraged to seek help from any of the people listed below.

POSITION	NAME	LOCATION
Principal	Mr McFarlane	Office
DP – Years 7, 9, 11	Mr Strachan	Office
DP – Years 8, 10, 12	Mrs Gage	Office
Head Teacher Wellbeing	Mr Denham	PDHPE
Year Advisors	Ms Sommers and Mr Myer	Maths and Learning Support
School Counsellors	Brad and Kate	Counsellor's Office
Chaplain	Erica Butler – Thurs and Fri	Student Support Office
Student Support Officer	Sallyann Lees	Student Support Office
Careers Advisor	Mr Horan	Careers Office

A Note on Course Fees

Some courses attract a course fee. This fee is to pay for materials and resources that will be used for and by your children as part of their learning experience in the elective courses they select. We understand that the cost of living is quite high and that families may experience financial adversity from time to time. We don't want our students – your children – to miss out on having wonderful educational experiences because of the cost of a course. As such, we wish to extend to our families any support we can provide in alleviating the cost of the course fees so that our students can fully participate in their selected subjects without the pressure or burden of worrying about the cost. Please contact the school to discuss our support options so that we can work together to provide your child with the best education they deserve.

English

Course Description

Through the study of English students learn about the power, value, and art of the English language for communication, learning and enjoyment. Developing proficiency in English enables students to become confident communicators, critical and imaginative thinkers, and lifelong learners. Students develop their language skills through activities involving speaking and listening, reading, and writing, and viewing and representing. They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia, and digital texts.

What will students learn?

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing, and representing. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a range of texts including fiction, nonfiction, poetry, films, media, multimedia, and digital texts. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times including texts that provide insights about the peoples and cultures of Asia.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, every day and workplace texts, and a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively, and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive, and critical. They express themselves and their relationships with others and the world and reflect on their learning in English.

Particular Course Requirements

The study of English in Years 7–10 involves the following text requirements:

- In Stage 5, the selection of texts must give students experience of Shakespearean drama.

RoSA

Students who have met the mandatory study requirements for English during Years 7–10 will receive a grade for English for the Record of School Achievement.

Mathematics

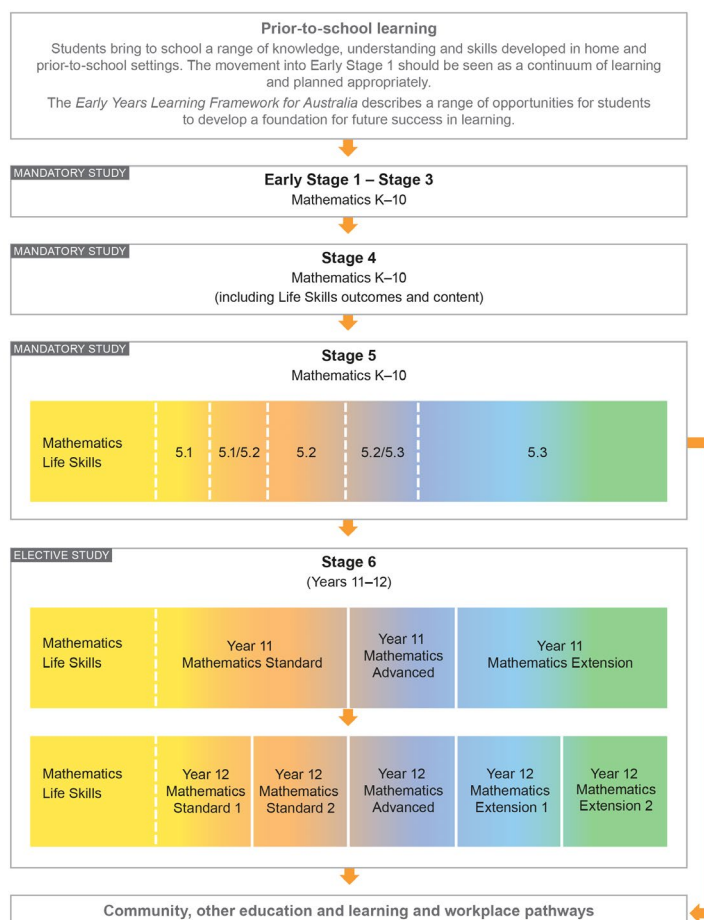
Course Description

Mathematics is used to identify, describe, and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge, and leisure.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought, and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Three sub-stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus:

- Stage 5.1 is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9
- Stage 5.2 builds on the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes, generally by the end of Year 8
- Stage 5.3 builds on the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8.

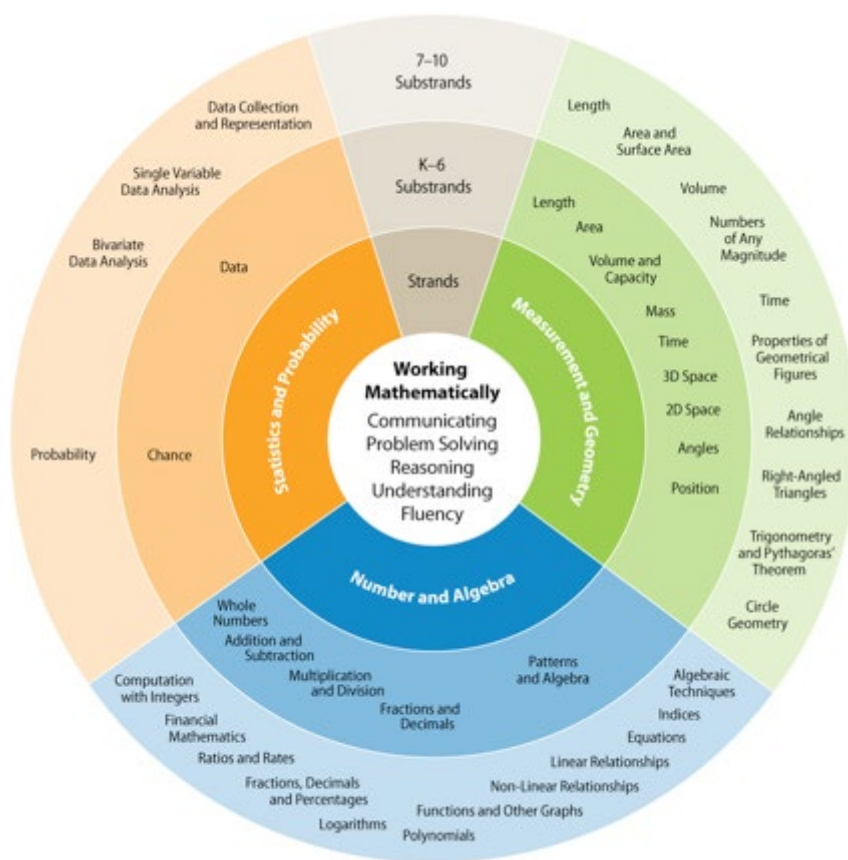


Year 9 and 10 students study a specific pathway that is appropriate to their learning needs. Students studying the 5.3 course will have the option of selecting from all the mathematics courses offered in Year 11. Students studying either the 5.2 or 5.1 courses usually select to study Standard Mathematics in Year 11.

What will students learn?

Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing, and applying problem-solving skills and mathematical techniques, communication, and reasoning.

They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they will cover a range of topic areas including financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.



The diagram represents the relationships between the strands and substrands only. It is not intended to indicate the amount of time spent studying each strand or substrand.

RoSA

Students who have met the mandatory study requirements for Mathematics during Years 7–10 will receive a grade for Mathematics for the Record of School Achievement.

Science

Course Description

Science develops students' skills, knowledge and understanding in explaining and making sense of our Earth and space as well as the chemical, biological, physical, and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

What will students learn?

Through their study of science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology. Students actively engage individually and in teams in scientific inquiry.

They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions and making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

Particular Course Requirements

At least 50% of the course time will be allocated to hands-on practical experiences. All students are required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

RoSA

Students who have met the mandatory study requirements for Science during Years 7–10 will receive a grade for science for the Record of School Achievement.

History

Course Description

The study of History involves investigating 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 History 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 strengthens an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society and how various groups have struggled for civil rights, for example Aboriginal and Torres Strait Islander peoples, migrants, and women. History encourages students to develop an understanding of significant historical concepts such as cause and effect, change and continuity, significance, empathy, and contestability.

What will students learn?

By the end of Stage 5, students describe, explain, and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework and identify relationships between events across different periods of time and places. When researching, students develop, evaluate, and modify questions to frame an historical inquiry. They process, analyse, and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values, and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical arguments. In developing these texts and organising and presenting their arguments, students use historical terms and concepts, evidence identified in sources, and they reference these sources. Students will have undertaken a relevant site study either by visiting an actual site or through a virtual source.

RoSA

Students who have met the mandatory study requirements for History during Years 7–10 will receive a grade for history for the Record of School Achievement.

Geography

Course Description

The study of Geography enables students to become active, responsible, and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work, and everyday life.

What will students learn?

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns, and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social, and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships, and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

RoSA

Students who have met the mandatory study requirements for Geography during Years 7–10 will receive a grade for geography for the Record of School Achievement.

PDHPE

Course Description

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety, and wellbeing in varied and changing contexts. Physical Education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently, and creatively.

What will students learn?

All students study the following three strands:

Health, Wellbeing and Relationships

The strand Health, Wellbeing and Relationships focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths, and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

Movement Skill and Performance

The strand Movement Skill and Performance focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Healthy, Safe and Active Lifestyles

The strand Healthy, Safe and Active Lifestyles focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe, and active.

Through PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident, and socially responsible citizens. Students learn in movement, about movement and through movement and are given opportunities to apply and adapt their skills across multiple contexts. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school.

RoSA

Students who have met the mandatory study requirements for PDHPE during Years 7–10 will receive a grade for PDHPE for the Record of School Achievement.

Choosing Elective Courses

You will choose three elective courses you wish to study. Two of these elective courses must be 200-hour courses which are studied over 2 years. This means you will study these two elective courses in both Years 9 and 10.

The third elective must be a 100-hour course which is studied over 1 year. This elective course will be studied in Year 9. You will then have the opportunity to select a different 100-hour course to study in Year 10.

200-hour course Study for two years in both Years 9 and 10

100-hour course Study for one year in Year 9 OR Year 10

Most courses are offered as both 100-hour and 200-hour, meaning there are two options for study:

- a 2-year course (which is the complete course)
- a 1-year course (which is half the complete course).

You will find the hours and years of study for each course as highlighted yellow in the example below:

Agriculture Technology			
Fee:	Nil	Additional Cost:	Excursions as required
Faculty:	Science	Contact:	Mr Press
Hours:	100 or 200	Years:	1 year or 2 years

If it has 100 or 200 hours, this means the course is offered as both. If it only has 100, then the course is only offered for one year. If it has only 200, then the course is only for two years.

You must keep this in mind when you are choosing your three electives. Your first two electives should be courses in which you have a keen interest or desire to study, and are prepared to study for two years as you are unable to change courses after term 1, week 4.

You must read through the elective courses information hereafter and carefully note the number of hours for each course. It is your responsibility to ensure you select two 200-hour courses and one 100-hour course based on the course information provided.

My elective course selections

Complete the table below in preparation for the online course selection:

Elective choice 1 (line 1)	200-hour course	
Elective choice 2 (line 2)	200-hour course	
Elective choice 3 (line 3)	100-hour course	

Agriculture Technology

Fee:	Nil	Additional Cost:	Excursions as required
Faculty:	Science	Contact:	Mr Press
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

Agricultural Technology provides students with opportunities to gain an understanding of aspects regarding an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies. Throughout the course students are encouraged to take ownership of the welfare of animals such as sheep, chickens, and cattle, as well as growing vegetable and fruit produce on the school farm.

Syllabus outcomes outline that students must undertake a range of practical experiences that occupy the majority of course time. Students undertake a range of practical experiences related to the chosen enterprises through fieldwork, small plot activities, laboratory work, and visits to commercial farm and other parts of the production and marketing chain. Further opportunities may be provided for students to attend agricultural field days and shows as overnight excursions.

What will students learn?

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing, and consumption. Students learn about technology associated with agricultural enterprises, with the aim for students to implement and apply a range of technologies to plant and animal production enterprises on the school farm. Practical experiences allow students to develop skills and confidence in the use of a range of equipment including machinery such as tractors, as tractor driver training is an integral part of this course.

Marine and Aquaculture Technology

Fee:	\$45/year	Additional Cost:	Excursions as required
Faculty:	Science	Contact:	Ms Herwig
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

This course is aimed at students with an interest in the marine environment, including the unique flora and fauna in this area and how we interact and impact on them.

The aim of the Marine Science program is to develop in students a capacity to design, produce, evaluate, sustain, use, and manage marine and water related environments.

What will students learn?

This course is designed for students to learn about the marine environment through practical and theoretical experiences. Students will have hands on experience learning about marine organisms, their adaptations and survival mechanisms and the way they interact with their environment. They will also draw connections between the physical and biological worlds in a marine setting by exploring concepts of ecosystems, environments, and community.

The practical activities allow students to gain a deeper understanding and respect for the marine environment and may include snorkelling, fishing, excursions, and aquaculture, all of which promotes awareness and respect for our marine environment.

Through investigation, students learn about marine plants and animals, dangerous marine creatures, and the oceans. Sustainability of this aquatic environment is the driving theme of this course.

This is a hands-on practical course involving field trips such as excursions to the pool, beach, fishing spots and offshore fishing.

Pre-requisite Skills

Students must be able to swim 200m and tread water for three minutes. Students will need to supply their own snorkelling equipment. Please do not pick this subject if you cannot swim.

Commerce

Fee:	Nil	Additional Cost:	Excursions as required
Faculty:	HSIE	Contact:	Mrs Patterson
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. Commerce students learn to apply themselves to business, finance, and the law. Commerce is the most interesting, useful, and exciting topic you will choose at high school.

Major Excursions/Ventures



Year 9: Sydney Trip: Shop till you drop (Consumer Choice), Downing Centre (Visit Sydney's biggest court complex and sit in on a range of trials, Police & Justice Museum (Law & Society)



Year 10: Shark Tank (Business Trade Fair): Run your own business from seed capital provided by local Coffs Harbour Business, compete against your peers in the ultimate Shark Tank challenge.

What will students learn?

Part 1 – Year 9

- 1.1 *Wheeling and Dealing (Consumer Choice)*** – Learn how to get the best deal shopping online, learn about your consumer rights and how to tell a good product from a shonky one.
- 1.2 *I know my rights (Law & Society)*** – Learn how the legal system works, visit a courtroom, and watch a trial take place, take part in a 'mock trial'.
- 1.3 *Got to have a J.O.B (Employment Issues)*** – Ever wanted to know how much you should be paid? What rights to you have at work? How to manage people?
- 1.4 *Bon Voyage (Travel)*** – Plan your dream vacation, organise your itinerary for your major Sydney excursion. Learn about passports, visas, and foreign exchange.

Part 1 – Year 10

- 2.1 *You can bank on it (Personal Finance)*** – Learn how to make the most of your money. Students create a budget, play the stock market, and learn how to invest their money.
- 2.2 *Advertising Guru (Promoting & Selling)*** – Learn how to become an advertising guru. Product, price, place, and promotion... Case study Apple and McDonalds.
- 2.3 *Shark Tank (Running a business)*** – Start your own business with seed capital (\$) and create your own product or service. Compete with other students for our local business partners to invest your vision! Become a business tycoon.... Do you have what it takes?

Elective History – Heroes and Villains

Fee:	Nil	Additional Cost:	Excursions as required
Faculty:	HSIE	Contact:	Mrs Patterson
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

The aim of the history elective is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and inform our understanding of the present.

This course will take a practical approach to studying history using hands on activities, new technologies and simulations. Exploring controversial issues from the ancient world to the recent past.

What will students learn?

Students will investigate a variety of case studies. These topics may include, but are not limited to:

1. **Conspiracy Theories:** Investigate some popular conspiracies and formulate an opinion. From the assassination of JFK to the cause and effects of the 911 terrorist attacks, are we really told the truth?
2. **Film as History:** There are so many amazing Hollywood movies that have been created to showcase Historical Events. But are they accurate? Can these fantastic cinematic marvels really be historically accurate?
3. **History and the Media:** How does the Media shape our understanding of the past? When Princess Diana died the media went of a witch hunt. Explore evidence from the accident and the media's response to find the real reason for this tragic death.
4. **Societal studies from around the world:** Choose a society from anywhere in the world and learn about their culture, history, and legacy. Choose from Russian Tzars, African Tribes or Asian empires.
5. **Myths and Legends:** The fantastic deeds of Greek gods, the legendary acts of Alexander the Great and the creations from the Dreamtime. Learn about the legends and explore how these beliefs have shaped the world around us.
6. **Crime and Punishment:** Learn about how and why society has punished.
7. **Terrorism**

International Studies

Fee:	Nil	Additional Cost:	Excursions as required
Faculty:	HSIE	Contact:	Mrs Patterson
Hours:	100	Years:	1 year

Course Description

International Studies provides students with the knowledge and experience to engage with global issues and make informed choices in their lives.

This course:

- promotes intercultural understanding
- encourages active and global citizenship
- develops empathy
- broadens individual's world view
- promotes social justice

Students will be assessed on their ability to:

1. examine a variety of cultures to analyse similarities, differences, and cultural diversity
2. analyse different contexts, perspectives and interpretations of cultural beliefs and practices
3. evaluates culturally significant issues, events, and scenarios from a variety of perspectives
4. select and uses a range of written, visual, and oral forms, to describe, analyse and communicate

Activity

Students participate in 'A Taste of Harmony' this is a whole day incursion where students cook and prepare a meal from another culture.

What will students learn?

Core	Culture and cultural diversity in the contemporary world	Option 7	Culture in textiles, art, and architecture
Option 1	Culture and beliefs	Option 8	Culture in film and literature
Option 2	Culture and gender	Option 9	Culture and sport
Option 3	Culture and the media	Option 10	Culture and family life
Option 4	Culture on the move	Option 11	Culture and food
Option 5	Culture and travel	Option 12	Culture, science, technology, and change
Option 6	Culture and the performing arts	Option 13	School-developed option



Child Studies

Fee:	Nil	Additional Cost:	Excursions as required
Faculty:	PDHPE	Contact:	Mr Hatfield
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

The Child Studies course is designed to enhance students' knowledge and understanding of the skills required to positively influence the growth and development of children. Students will also understand the value and importance of effective parenting, as well as the high level of associated responsibilities. Learning in Child Studies will promote a sense of empathy for children, their parents, caregivers, and those that have the potential to influence the learning environment.

Elective course: 100- or 200-hours during Year 9 and 10.

What will students learn?

Students will gain and develop a range of skills through the theory component and practical experiences. Students will develop critical and creative thinking skills, ethical understanding, information and communication technology capabilities, and communication skills to utilise across a ranges of age groups. Students will learn to use time management skills and to seek and utilise information from a variety of sources.

Some of the units covered will be:

- Preparing for Parenthood
- Newborn Care
- Growth and Development
- Play and the Developing Child
- Food and Nutrition in Childhood
- Media and Technology in Childhood

Career Relevance: The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and a range of vocational pathways that support and enhance the wellbeing of children. Study of this course will also support students engaged in voluntary caring, supervision, and child support roles and in formal work opportunities such as childcare and education.

Physical Activity and Sport Studies (PASS)

Fee:	Nil	Additional Cost:	Excursions as required
Faculty:	PDHPE	Contact:	Mr Hatfield
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

This course is an elective course that is designed for those students wishing to extend their learning about being physically active and the health benefits this brings.

Participation in the course will provide opportunities for students to enhance and refine their own physical skills and fitness levels through a variety of activities as well as learning about the theoretical aspects of conditioning and fitness.

What will students learn?

There will be a balance between classroom-based lessons and practical, movement-based lessons. Students will be expected to maintain a high level of personal fitness, as well as developing skills in several movement areas. Some research work and laboratory work will be required, and the students will need to travel to use some community resources.

Students enrolling in this course will develop awareness and a positive attitude towards increased participation in exercise, fitness, and sport as well as a thorough understanding of the theoretical principles involved in each.

Whilst certainly not a pre-requisite for the study of PDHPE in Years 11 and 12, Exercise and Sport Studies is a good introduction for students who are considering further study in this learning area.

Computing - IST

Fee:	Nil	Additional Cost:	Excursions as required
Faculty:	TAS	Contact:	Mr Willis
Hours:	200	Years:	2 years

Course Description

Information and Software Technology is a course designed to help students learn about, choose, and use appropriate Information and Software Technology.

What will students learn?

It is a practical-based course which will allow students to develop the knowledge, understanding and skills which will help them to solve problems in real life contexts. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Options include:

- artificial intelligence,
- simulation and modelling,
- authoring and multimedia,
- database design,
- digital media,
- internet and website development,
- networking systems, and
- software development and programming.

As a result of studying this course, students should be able to make appropriate use of and informed choices about information and software technology.

Food Technology

Fee:	\$40	Additional Cost:	Excursions as required
Faculty:	TAS	Contact:	Mr Willis
Hours:	200	Years:	2 years

Course Description

Food Technology builds on the knowledge, skills and experiences developed in the Technology (Mandatory).

Students can make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food.

Students select, use, and apply appropriate terminology, resources, and a broad range of media to accurately communicate ideas, understanding skills to a variety of audiences.

Students demonstrate practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods, and equipment. Students apply skills and gain confidence in managing, realising, and evaluating solutions for specific purposes.

Through the study of Food Technology, students are aware of the development of technology and its impact on the individual, society, the environment, and the food industry. Students have understanding, knowledge and skills of a range of processes, resources, and technologies, including computer software, appropriate to the planning, preparation, manufacture, experimentation, and plating of food.

Students have a body of knowledge, skills, values, and attitudes and apply these in a practical manner. Students express ideas and opinions, experiment and test ideas and demonstrate responsibility in decision-making in a safe learning environment.

Students reflect on and evaluate decisions made in relation to solutions for specific purposes with regard to food at a person level, and also consider the social implications of these in a variety of settings.

What will students learn?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status, and the quality of life. The following focus areas provide a context through which the core (Food Preparation and Processing, Nutrition and Consumption) will be studied.

- food in Australia,
- food equity,
- food product development,
- food selection and health,
- food service and catering,
- food for special needs,
- food for special occasions,
- food trends.

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods, and equipment safely and competently.

Industrial Technology Automotive

Fee:	\$60	Additional Cost:	Excursions as required
Faculty:	TAS	Contact:	Mr Willis
Hours:	200	Years:	2 years

Course Description

Students who undertake this course will develop a sound knowledge of the way in which both 2 and 4 stroke engines operate through a range of practical tasks. Students undertake the dismantling and overhaul of a variety of small engines and learn to identify and use many of the common mechanical tools. Students also complete a series of tasks and experiments to learn about a variety of systems, including the electrical system, brakes, and suspensions. This is a practical course conducted in a well-equipped workshop and is ideal for anyone who wants to know more about the inner workings of their car, bike, or any other powered vehicle.

What will students learn?

Students also complete a series of tasks and experiments to learn about a variety of systems, including the electrical system, brakes, and suspensions. This is a practical course conducted in a well-equipped workshop and is ideal for anyone who wants to know more about the inner workings of their car, bike, or any other powered vehicle.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

Course Requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students are required to wear study leather footwear in order to undertake this course

Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.

Students undertaking the 100-hour course in each focus area are required to complete the core module. Students undertaking the 200-hour course in each focus area are required to complete the core module plus specialised module(s).

Students with special education needs may require adjustments and/or additional support in order to engage in practical experiences.

Industrial Technology Engineering

Fee:	\$60	Additional Cost:	Excursions as required
Faculty:	TAS	Contact:	Mr. Willis
Hours:	100	Years:	1 year

Course Description:

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

What will students learn?

In Year 9 the Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. The course is based on the practical solving of engineering problems and student will be working predominately in the workshops.

At the end of this course students are expected to be able to:

- Correctly adjust, use, and maintain hand tools
- Work safely in a practical environment
- Safely and correctly use portable and fixed machinery
- Gain information and develop techniques used to produce quality projects using a diverse range of processes and equipment
- Approach practical work with skill and confidence
- Construct quality projects using increasing initiative and independence
- Understand engineering terminology
- Design, Produce and Evaluate Hardware and Emerging Technologies
- Use appropriate ICT

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

Course Requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students are required to wear study leather footwear in order to undertake this course

Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.

Students undertaking the 100-hour course in each focus area are required to complete the core module. Students undertaking the 200-hour course in each focus area are required to complete the core module plus specialised module(s).

Students with special education needs may require adjustments and/or additional support in order to engage in practical experiences.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). This may occur in up to two courses.

Course combinations that contribute to the award of the RoSA in Industrial Technology Years 7–10 may include:

- 1 x 100-hour course
- 1 x 200-hour course
- 2 x 100-hour courses
- 2 x 200-hour courses
- 1 x 100-hour course and 1 x 200-hour course.

Students undertaking the Industrial Technology course based on Life Skills outcomes and content are not allocated a grade.

Industrial Technology Timber

Fee:	\$60	Additional Cost:	Excursions as required
Faculty:	TAS	Contact:	Mr. Willis
Hours:	200	Years:	2 years

Course Description:

Students undertaking this course will use various machines to produce quality jobs such as a storage box and a selection of projects that incorporate wood turning, carryalls, spice racks etc. They will learn how to use the lathe and simple woodworking machines safely. Students completing the 200hr course will have the opportunity to produce a high-quality piece of furniture (e.g., bedside table, small wall unit or clock).

What will students learn?

At the end of this course students are expected to be able to:

- Correctly adjust, use, and maintain hand tools
- Work safely in a practical environment
- Safely and correctly use portable and fixed machinery
- Gain information and develop techniques used to produce quality projects using a diverse range of processes and equipment
- Approach practical work with skill and confidence
- Construct quality projects using increasing initiative and independence
- Use advanced techniques with woodworking procedures
- Design, Produce and Evaluate
- Hardware
- Emerging Technologies
- Use appropriate ICT

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

Course Requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students are required to wear study leather footwear in order to undertake this course

Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.

Students undertaking the 100-hour course in each focus area are required to complete the core module. Students undertaking the 200-hour course in each focus area are required to complete the core module plus specialised module(s).

Students with special education needs may require adjustments and/or additional support in order to engage in practical experiences.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). This may occur in up to two courses.

Course combinations that contribute to the award of the RoSA in Industrial Technology Years 7–10 may include:

- 1 x 100-hour course
- 1 x 200-hour course
- 2 x 100-hour courses
- 2 x 200-hour courses
- 1 x 100-hour course and 1 x 200-hour course.

Students undertaking the Industrial Technology course based on Life Skills outcomes and content are not allocated a grade.

iSTEM

Fee:	\$20/year	Additional Cost:	Excursions as required
Faculty:	Maths and TAS	Contact:	Mr Willis
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

Have you ever wondered what it would take to control a robot, build super strong structures, and race using alternative energy sources or how to create your own 3D parts from scratch? iSTEM is a 100-hour course that focuses on the collective disciplines of Science, Technology, engineering and Mathematics through projects, tasks, and activities. The aim of STEM is to encourage students to think, explore and create solutions to solve real world problems and to inspire students to take on more challenging STEM subjects in the future.

The main purpose of this NSW Educational Standards Authority (NESA) endorsed course is to better engage students in science, technology engineering and mathematics. It is meant to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry-based learning where students are encouraged to learn by doing.

iSTEM is a Board Endorsed Course, meaning that student success is recognised on their Record of School Achievement (RoSA).

What will students learn?

Class members have the opportunity to participate in a variety of competitions and STEM based intervention programs during the course. Students will also study a variety of themed units of work focusing on the application of science, technology, engineering, and mathematics to real life, through inquiry-based learning techniques.

STEM Activities may include:

- Science and Engineering Challenge
- "Schools On Track" participation
- STEM Challenge Days
- Interschool Challenge Days
- Involvement in projects with our business partners Rally Australia & the University of Sydney
- Excursions
- Research projects
- Community projects/presentations

Technical Drawing (Graphics Technology)

Fee:	\$25	Additional Cost:	Excursions as required
Faculty:	TAS	Contact:	Mr Willis
Hours:	100	Years:	1 year

Course Description

This course involves technical drawing, computer aided design and 3D printing.

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

What will students learn?

Year 9 (100-hour course)

Students learn the fundamentals of traditional 'board work', that is, hand drawn technical drawings using drafting equipment with pencils, rulers, set squares and the like. Their skills are developed by subsequent drawings, where students learn different technical and graphical techniques. Towards the end of the year, they transition to Google Sketchup and Fusion 360, which are the computer-aided design programs used in Year 10. Assessment tasks are usually a collection of drawings required at the end of each term.

- Students will have the opportunity to use emerging technology such as laser cutters and 3d printers

Textiles Technology

Fee:	Nil	Additional Cost:	Materials for construction
Faculty:	TAS	Contact:	Mr Willis
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns, and fibres are explored. Project Work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment, and techniques.

What will students learn?

The areas of study are:

- Design
- Properties and Performance of Textiles
- Textiles and Society.

The relevant content from each area of study and the project work will be selected and integrated when creating a unit of work.

Students undertaking a 100-hour course must complete all content from project work and content from areas of study appropriate to the project and focus area selected. Teachers of the 100-hour course must ensure that all outcomes are addressed when selecting content from the areas of study. Students undertaking the 200-hour course must complete all content in each area of study and project work.

Dance

Fee:	Nil	Additional Cost:	Excursions as required
Faculty:	CAPA	Contact:	Mr Davis
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Students learn to express ideas creatively as they make and perform dances, and analyse dance as works of art. They think imaginatively and share ideas, feelings, values, and attitudes while physically and intellectually exploring the communication of ideas through movement. The integration of the practices of *Performance*, *Composition* and *Appreciation* is a key feature of the syllabus.

What will students learn?

In Years 9 and 10 students will experience a range of dance styles from Contemporary, Jazz and Ballet through to Hip Hop and Musical Theatre through both practical and theoretical lessons. Opportunities are provided for students to collaborate with others in group choreography tasks as well as perform for various events such as school CAPA nights, Musicals, Dance Showcase Evenings, Assemblies and Dance Festivals. The development of creativity, imagination and individuality is emphasised, along with building performance skills, technique, group cooperation and confidence. This subject is not just for the boy or girl who is talented in 'Dance' but for anyone who wishes to learn more about expressing their ideas and feelings in a variety of practical situations.

Drama

Fee:	\$25/year	Additional Cost:	Excursions as required
Faculty:	CAPA	Contact:	Mr Davis
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

Drama is a wonderful subject for those wanting to improve their leadership and team skills as well as for developing competency as performers. Drama has both practical and theoretical assessments that will be particularly useful for all senior students.

The aim of Drama is to provide students with experiences in which the intellect, emotions, imagination, and body are all involved and developed through expression, performance, observation, and reflection.

Drama provides a particularly valuable means of increasing self-confidence and social awareness. Students will develop their ability to communicate with increased skill. They will create situations and characters of their own imagining and interpret situations and characters devised by others.

Students participate in Drama Festivals and are given the opportunity to attend both amateur and professional performances. The study of Drama is valuable for students because it is an important form of expression and communication in almost every known culture.

In one way or another, Drama touches every life. It can be a source of learning and entertainment, a point of contact with others, an abiding interest, a career, or an outlet for creative energies.

What will students learn?

Students will develop an increased awareness and perception of the value of self and others, an enjoyment of theatre and a critical understanding of production and performance. Students who wish to develop their confidence and academic ability will enjoy the Drama course.

Drama also provides excellent building blocks for careers in the Entertainment Industry. Students may continue their senior studies with this in mind. It is also possible to focus on the practical production skills in Drama like sound and lighting.

Music

Fee:	\$25/year	Additional Cost:	Excursions as required
Faculty:	CAPA	Contact:	Mr Davis
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

At Orara High School great emphasis is placed on practical music-making. Those who have not learnt to play an instrument will be encouraged to do so and participate in class performances using band instruments and singing. Students will also be encouraged to participate in public performances, for example, CAPA (Creative and Performing Arts) evenings, school assemblies, and local eisteddfod.

After learning a few more of the basics of music theory, through topics students will experiment with writing their own music and arrange to have it performed.

Finally, students will be exposed to an extensive range of music, and endeavour to work out how it was composed. Over the years, annual excursions to Sydney to experience orchestral concerts, jazz and rock concerts, musicals and operas have facilitated this.

What will students learn?

Students in music will continue to develop their instrumental skills while performing, composing, and responding to aural examples.

Music in Year 9 and 10 is organised in topics which can include:

- Popular Music
- Jazz
- Music for Radio, Film, Television and Multimedia
- Theatre Music
- Music of a Culture
- Music for Small Ensembles
- Music for Large Ensembles
- Rock Music
- Music and Technology

Photography and Digital Media

Fee:	\$40/year	Additional Cost:	Excursions as required
Faculty:	CAPA	Contact:	Mr Davis
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

The aim of the Photographic and Digital Media Years 7–10 Syllabus is to enable students to:

- develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works
- understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media.

What will students learn?

Students who have achieved Stage 5 have developed an understanding of practice, the conceptual framework and the frames as they relate to the making and critical and historical interpretations of the field of photographic and digital media.

Students have experienced increasing autonomy and refinement in the selection and application of photographic and digital media conventions and procedures in their practice/making. They may seek to try different techniques and procedures, informed by an understanding of the materials, techniques, and conventions of photographic and digital forms. Students have investigated the building/organisation of a portfolio of work as a way of representing and resolving ideas and interests over time. They have learnt to reflect on the meaning and significance of their own practice and to identify how photographic and digital works, roles and intentions can be understood in their work and the work of artists as photographers, videographers, filmmakers, computer/digital artists, and performance artists.

They have explored the agencies of the conceptual framework and understand the relationships between artist, artwork, world, and audience and how this can contribute to the development of meaning in photographic and digital media in different times and places. They have learnt to apply the structural, postmodern, cultural, and subjective frames to explore ideas and develop meanings in their photographic and digital works.

In critical and historical interpretations students are able to explore, interpret and evaluate photographic and digital works using the frames to investigate different points of view. They have an understanding of the function of and relationships between the artist, artwork, world, and audience and can infer how social and cultural ideas create meaning and significance in photographic and digital works in different times and places.

Visual Arts

Fee:	\$30/year	Additional Cost:	Art diary at \$7.50
Faculty:	CAPA	Contact:	Mr Davis
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

Visual Arts in Years 9 and 10 is an extension of themes and skills experienced in Years 7 and 8. Students will participate in a broad range of making activities including painting, design, drawing, ceramics, and printmaking. Study of artists/craftspeople/designers and their works from an historical and cultural viewpoint will assist students in their art making and the understanding of the art process.

What will students learn?

Units of work are approximately one term in length with preliminary exercises leading to major submitted works.

A Visual Arts Process Diary is used to record ideas, experiments, plans and evaluation of work done and will form a part of the assessment process, along with all practical work.

Visual Arts can form a strong base for continued study in Years 11 and 12 or post-school, although it is not mandatory for this. The critical and creative thought skills taught are highly valued work skills.

Students have the opportunity to participate in excursions to ART EXPRESS, inter-school workshops and to display their work in school exhibitions.

Visual Design

Fee:	\$20/year	Additional Cost:	Art diary at \$7.50
Faculty:	CAPA	Contact:	Mr Davis
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

The Visual Design course will enable students to create and develop functional artworks in 2D, 3D and 4D forms. The course aims to expose students to a variety of media and encourages students to experiment with their creativity which will give them skills for future employment in the artistic field.

What will students learn?

The course is based on the creation of functional artworks, content structure includes:

- Print – multimedia, advertising, cartooning, visual semiotics (text)
- Object – jewellery design, ceramic ware, theatrical applications
- Space and time – interactive artworks, virtual worlds, video/animation, site specific installations.

The content of the course will be based on the available resources at school.

Students will be able to produce individual and also collaborative works which will give them an understanding of, and equip them with, knowledge of visual design practice.

Visual design can lead to further study in years 11 and 12, as well as tertiary education.

French

Fee:	Nil	Additional Cost:	Excursions as required
Faculty:	English and LOTE	Contact:	Ms Lishman
Hours:	100 or 200	Years:	1 year or 2 years

Course Description

This French course provides students with the opportunity to gain effective skills in communicating, to explore the relationship between other languages and English and to develop an understanding of the cultures associated with the chosen language.

Students develop the knowledge, understanding and skills necessary for effective interaction in a language such as listening, reading, speaking, and writing. They explore the nature of languages as systems by making comparisons between English and the chosen language. Students learn the intercultural understandings by reflecting on similarities and differences between their own culture and the culture of the target language.

What will students learn?

Students learn to:

- communicate in French
- listen and respond to spoken language, as well as learn to read and respond to written texts in French
- establish and maintain communication in familiar situations
- explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language
- develop a capacity to interact with people, their culture, and their language

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