



**Year 10 Third Elective  
Selection Handbook  
2022**



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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 NESA'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 NESAs 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 NESAs Developed Courses) or the Common Grade Scale (for School Developed NESAs 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 NESAs;
- 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.

NESAs 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.

## Choosing Your Third Elective Course

You must choose one elective course as your third elective from the range of courses outlined in this handbook. You will be emailed, via your education account, a login and password to access the subject selection form. You must complete this form by the date detailed in the email.

## 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.

## Marine and Aquaculture Technology

**Fee:** \$45/year

**Additional Cost:** Excursions as required

**Faculty:** Science

**Contact:** Ms Herwig

### 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

## 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

### 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

## 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



## Work Education

**Fee:** Nil

**Additional Cost:** Excursions as required

**Faculty:** HSIE

**Contact:** Mrs Patterson

### Course Description

*Work Education* enables young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

### Students will develop:

- knowledge and understanding of work, the work environment and skills for employment
- knowledge and understanding of employment options, career management, life planning and further education and training
- skills for success in the workplace
- skills in critically assessing personal and social influences on individuals and groups.

### Work Placement and Experience

Students have the opportunity to participate in regular work experience and placement opportunities, in career areas of interest.

### Is this course for me?

The *Work Studies* course is designed to assist students in their transition from school to work. It develops knowledge and understanding of the issues faced by students in the transition to work and the skills needed for effective career planning and performance of tasks in the work environment.



## Child Studies

<b>Fee:</b>	Nil	<b>Additional Cost:</b>	Excursions as required
<b>Faculty:</b>	PDHPE	<b>Contact:</b>	Mr Hatfield

### 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)

<b>Fee:</b>	Nil	<b>Additional Cost:</b>	Excursions as required
<b>Faculty:</b>	PDHPE	<b>Contact:</b>	Mr Hatfield

### 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)

<b>Fee:</b>	Nil	<b>Additional Cost:</b>	Excursions as required
<b>Faculty:</b>	TAS	<b>Contact:</b>	Mr Willis
<b>Hours:</b>	200	<b>Years:</b>	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.

## Industrial Technology Engineering

**Fee:** \$60

**Additional Cost:** Excursions as required

**Faculty:** TAS

**Contact:** Mr. Willis

### 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.



## iSTEM

<b>Fee:</b>	\$20/year	<b>Additional Cost:</b>	Excursions as required
<b>Faculty:</b>	Maths and TAS	<b>Contact:</b>	Mr Willis

### 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 NESA 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)

<b>Fee:</b>	\$25	<b>Additional Cost:</b>	Excursions as required
<b>Faculty:</b>	TAS	<b>Contact:</b>	Mr Willis
<b>Hours:</b>	100	<b>Years:</b>	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

### 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

### 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

### 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

<b>Fee:</b>	\$25/year	<b>Additional Cost:</b>	Excursions as required
<b>Faculty:</b>	CAPA	<b>Contact:</b>	Mr Davis

### 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

### 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

### 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.



Joyce Street, PO Box 911, Coffs Harbour 2450  
Tel: (02) 6652 1077  
Fax: (02) 6651 3842  
Website: [www.orara-h.schools.nsw.gov.au](http://www.orara-h.schools.nsw.gov.au)  
Email: [orara-h.school@det.nsw.edu.au](mailto:orara-h.school@det.nsw.edu.au)