

NARARA VALLEY HIGH SCHOOL



For The Future

CURRICULUM

YEAR 9

2023

INDEX

	Page
Curriculum	2
English	3
Mathematics	5
Science	7
Geography	8
History	9
PDHPE	10
Choosing Your Electives	12
Agriculture	13
Big History	14
Child Studies	15
Commerce	16
Dance	17
Drama	19
Food Technology	20
Café Culture	21
Graphics Technology	22
Industrial Technology - Electronics	23
Industrial Technology - Metal	24
Industrial Technology- Multimedia/Photography	25
Industrial Technology - Timber	26
Industrial Technology – Engineering	27
Japanese	28
Music	29
Music Performance	31
PASS	33
Preliminary Aboriginal Studies	35
Preliminary Marine Studies	36
Textiles Technology	37
Visual Arts	38
Visual Design	39

CURRICULUM

YEARS 9 & 10

Students in Years 7 & 8 have followed curriculum modules in which all subjects have been compulsory. These modules have enabled students to fulfil some of the curriculum requirements established by the NSW Education Standards Authority (NESA) and the Department of School Education for the award of a Record of School Achievement (RoSA).

The curriculum structure for Years 9 & 10 continues to provide a broad and general education for all students. Whilst the curriculum will place emphasis on Core Subjects such as English, Mathematics, Science, History, Geography and Personal Development /Health/ Physical Education, opportunities for students to select "elective subjects" will become available. The structure offered will enable students to meet the requirements for the Record of School Achievement.

The aim of this booklet is to provide students and parents with information concerning both core and elective subjects.

Information presented on elective subjects should be used to guide the choice of subjects to be studied. Students should be encouraged to choose electives in which they have an interest. Subject choice **should not** be influenced by the choices of their peers or on the basis of which particular teacher may or may not be teaching the subject.

While it may be useful to select particular subjects to suit a proposed vocation, **there is no elective subject which is a prerequisite for any subject offered for the Higher School Certificate or for a particular career or vocation.** The exception to this statement involves study of a foreign language. In general, 2 Unit Language Courses commenced in Year 11 require the language to have been studied in Years 9 & 10. However, students who may wish to commence a language course in Year 11 may commence a special language course (Beginners) at the beginning of Year 11.

Narara Valley High School offers some Year 11 Preliminary Courses over Year 9 and Year 10. Successful completion of this course completes the Year 11 component of a 2 Unit HSC subject. Students will complete the Year 12 course in 2025.

Whilst every effort will be made to provide electives to meet student requests, factors such as staffing and the number of students selecting a course may cause some courses to be cancelled.

It is important to note that choice of electives is for **TWO YEARS.**

Careful selection is necessary as it is unlikely that changes can be made once courses have commenced.

Andrew Skehan
PRINCIPAL

ENGLISH

COURSE CONTENT

The Year 9 and 10 English syllabus is concerned with the further development of students' knowledge and skills in Reading, Writing, Speaking, Listening, Viewing and Representing. Special emphasis will be placed on the development of critical thinking, communication skills and literacy to equip students for both senior school requirements and work.

COURSE OUTLINE

The following units of work outlines the topics studied by **Year 9** students in English:

1. Close Study of Novel
2. Writing
3. Media
4. Non-Fiction Study (Speeches)
5. Poetry
6. Genre Study

The following units of work outlines the units of work studied by **Year 10** students in English:

1. Non-fiction study (Documentaries)
2. Close Study of Novel
3. Shakespeare (Adaptations and Appropriations)
4. Close Study of a Poet (Verse Novel)
5. Creative Writing (Short Stories)
6. Concept Study – Project Based Learning

STAGE 5 AUSTRALIAN CURRICULUM STUDENT OUTCOMES

- A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. **(EN5-1A)**
- A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies. **(EN5-2A)**
- A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning. **(EN5-3B)**
- A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts. **(EN5-4B)**
- A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts. **(EN5-5C)**
- A student investigates the relationships between and among texts. **(EN5-6C)**
- A student understands and evaluates the diverse ways texts can represent personal and public worlds. **(EN5-7D)**
- A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning. **(EN5-8D)**
- A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness. **(EN5-9E)**

SPECIAL REQUIREMENTS:

A Workbook of approximately 220 pages.

COURSE FEE:

There is no course fee for either Year 9 or Year 10 English.

Excursions may be organised to enhance the Year 9 and 10 English Course, with costs being kept to a minimum.

ASSESSMENT

Year 9: Throughout the year students will complete common assessment tasks of the outcomes taught in the unit. Students will receive their rank in the year based on the total of their assessment tasks in each report. Class placement will be based on the assessment rank and on teacher recommendation.

Year 10: Students complete assessment tasks and receive a mark for the examination as part of their formal assessment. Students will also receive a course grade that will reflect their skill level achieved at the end of Year 10.

Head Teacher: Ms J. Rae
Contact Person: Ms J. Rae

MATHEMATICS

There are three Stages of Mathematics available for study in Years 9 and 10:

Mathematics Stage 5.3: is designed for the more academic and able students who have achieved a substantial level of Stage 4, (Years 7 & 8), mathematical concepts. The depth of treatment of topics lays a sound basis for the study of the academic and rigorous mathematics courses of: Mathematics Advanced, Extension 1 and Extension 2, as well as Mathematics Standard, in Years 11 and 12.

Mathematics Stage 5.2: this course is designed for the students who have shown a satisfactory grasp of Stage 4, (Years 7 & 8), mathematical concepts. The course lays a sound basis for Mathematics Standard, in Years 11 and 12.

Mathematics Stage 5.1: this course is designed for students who have experienced difficulties with Stage 4, (Years 7 & 8), mathematical concepts. Whilst students are able to consider Mathematics Standard in Years 11 and 12, it is generally not recommended for students who are wishing to study Mathematics Standard 2 in Year 12. This level is designed for students who are considering Mathematics Standard 1 (Optional ATAR) in Year 12.

Objectives:

KNOWLEDGE, SKILLS AND UNDERSTANDING

Students:

Work Mathematically

- 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

Number and Algebra

- Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

Measurement and Geometry

- Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems.

Statistics and Probability

- Collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements

ACHIEVEMENT OF OUTCOMES:

In terms of achieving course outcomes some students will achieve the Stage 4 outcomes during Year 7, while the majority of students will achieve them by the end of Year 8, whilst other students might not achieve them until Year 9 or later. Consequently, the three specific end points and pathways of 5.1, 5.2 and 5.3 have been identified for students in Years 9 and 10. However there are other end points and pathways that are possible in Stage 5. For example, some students may achieve all of the 5.2 outcomes and a selection of some of the 5.3 outcomes.

ASSESSMENT:

Students will be assessed in terms of outcomes, based on all available assessment evidence; this could include a range of appropriate strategies such as: tests, assignments, activities both in and out of class, self-assessment and peer assessment, to match each student's achievement to a level description.

CLASS PLACEMENT:

Students will be placed into the different Year 9 courses of 5.3, 5.2 and 5.1 based upon results and grades attained in Year 8. At this stage it is envisaged that the classes will be streamed and with the top class working on the 5.3/5.2 outcome levels, whilst the other classes will be working on the 5.2/5.1 outcome levels. This class setup will allow greater flexibility in terms of the students attaining the course outcomes of 5.3, 5.2 or 5.1, class movement and placement.

RECORD OF SCHOOL ACHIEVEMENT:

The NSW Education Standards Authority (NESA) have announced that there will be nine (9) Grades for the Record of School Achievement, A10, A9, B8, B7, C6, C5, D4, D3 and E2. These will be based upon the Course Performance Descriptors being used to describe your child's mathematical understanding as demonstrated through common tests, assignments and activities both in and out of class.

A is the highest grade (indicating excellent achievement) down to E, the lowest grade (indicating elementary achievement in their course).

In extreme cases, the award will be an "N." This means that the student has failed to meet NESA's requirements and, as such, is ineligible to receive a Record of Achievement.

Head Teacher: Mr J. Maranik
Contact Person: Mr J. Maranik

SCIENCE

Science is a compulsory subject for all students in NSW in Years 7 to 10. Along with Mathematics and English, Science grades for the Record of School Achievement depend upon achievement against a state-wide set of course performance descriptors. (A copy of these is issued to students in Year 10).

At Narara Valley, science programs are aligned to learning outcomes to be achieved during each year.

NB: It is mandatory that students must wear fully enclosed leather shoes.

STUDENT OUTCOMES

1. Knowledge and understanding
2. Skills in Applying the Process of Working Scientifically

ASSESSMENTS

Year 9: Students will complete four assessments each year which may include a Research Task, Practical Task, STEM Task and a formal examination.

Year 10: Students must complete four assessments each year which may include a mandatory Independent Research Task, Research Task, STEM Task and a formal examination.

All students undertake essentially the same course although extension material is used for appropriate students and classes. Experiences are drawn from the disciplines of Physics, Chemistry, Biology, Geology, Astronomy, Technology and Environmental Studies.

COURSE FEE

No general fees are charged for Science which is resourced from general school funds including school fees.

Head Teacher: Mrs A. Barrale
**Contact Person: Mr M. Enders/Ms C. Clouston/Ms D. Barron/Ms K.Martin/Mr A. Miller/
Ms L. Rolfe**

GEOGRAPHY (MANDATORY)

COURSE RATIONALE:

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

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.

COURSE CONTENT:

Focus 1:	Sustainable Biomes.
Focus 2:	Changing Places.
Focus 3:	Environmental Change and Management
Focus 4:	Human Wellbeing.

NOTE:

Fieldwork is a compulsory component of this course.

COURSE FEE

Related excursion/costs.
Mandatory Fieldwork expenses approximately \$30.00

ASSESSMENT

Students will undertake a range of assessments including the use and application of technology, in class tasks and inquiry-based research.

Head Teacher: HSIE

HISTORY (MANDATORY)

COURSE CONTENT AND OUTLINE

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The Twentieth Century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

HISTORICAL CONCEPTS

- **Continuity and change:** some aspects of a society, event or development change over time and others remain the same, eg features of life during the Industrial Revolution which changed or remained the same;
- **Cause and effect:** events, decisions and developments in the past that produce later actions, results or effects, eg reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.
- **Perspectives:** people from the past may have had different views and experiences,
- **Empathetic understanding:** the ability to understand another's point of view, way of life and decisions made in a different period of time or society,
- **Significance:** the importance of an event, development, group or individual and their impact on their times and/or later periods.
- **Contestability:** how historians may dispute a particular interpretation of an historical source, event or issue, eg that the Gallipoli campaign 'gave birth to our nation'; whether Australia was justified in taking part in the Vietnam War.

Depth Studies

- **Making a better world**
- **Australia and Asia**
- **Australians at War**
- **Rights and Freedoms**
- **The Globalising World**

COURSE FEE

Related and/or site studies/excursions.

ASSESSMENT

Assessment will be ongoing and linked to the course outcomes. Students will be assessed by their performance in a range of tasks common to all classes. These tasks are designed to give all students the opportunity to access the course outcomes, and cover a variety of skills.

Head Teacher: HSIE

PDHPE FACULTY – 7 to 10 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

AIM

The study of *Personal Development, Health and Physical Education* (PDHPE) in 7–10 aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.

OVERVIEW

The study of **PDHPE** provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

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. **PDHPE has a** combined practical and theoretical component, with focus on the following:

Organisation of Content

The PDHPE 7–10 syllabus is shaped by five propositions, organised into three content strands, with a focus on three PDHPE skill domains. The following diagram provides an illustrative representation of these elements and their relationship.



OBJECTIVES

Knowledge, understanding and skills

Students:

- Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships
- Demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts
- Understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity
- Enact and strengthen health, safety, wellbeing and participation in physical activity.

SKILLS

Students:

- Develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others
- Develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity
- Move with confidence, competence and creativity within and across various physical activity contexts

VALUES AND ATTITUDES

Students value and appreciate:

- Appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities.

REQUIREMENTS:

- 98 page workbook
- Physical Education attire (school sports shirt, shorts, white socks, sports shoes)

ASSESSMENT:

Theory: research assignments, yearly examinations. (50%)

Practical: Participation, enthusiasm and involvement in a number of sporting contexts. (50%)
(Year 10 aligned with RoSA Achievement)

PDHPE FACULTY - SCHOOL SPORT

Year 9 and 10 students will attend two hours of sport every Thursday B week. Sport selections will be made on a semester basis where they will have an opportunity to select new sports for each trimester period. Selections will be completed online. The cost for each sport varies and must be paid for the term upon invoice from the school. A permission and information note will be made available at the end of the year. Students will not be able to participate in sport if invoices are not paid.

PDHPE FACULTY – SPORTS CARNIVALS

Students will attend three compulsory sporting carnivals throughout the course of year. They include;

- 1) Swimming Carnival at Gosford Swimming Pool (Term 1)
- 2) Cross Country Carnival at Narara Valley High School (Term 1)
- 3) Athletics Carnival at Mingara Athletics Centre (Term 2)

Specific dates to be advised and information for each of these carnivals to be available in the weeks leading to the carnival. There will be a small cost for bus and entry to the swimming and athletics carnivals.

Head Teacher: Mr E. Neate

Sports Coordinator: Mr. D. Koen

Contact Persons: Mrs B. Barnes, Mrs C. Drew, Mr. B Bannister, Mr D. Heron, Mrs N. Ludlam, Mrs J. Morrison

CHOOSING YOUR ELECTIVES

Frequently asked questions:

1. **Which Elective Subjects Are The Most Useful?** Some may appear to be more useful than others, but you should remember that no subject is intended as a preparation for any particular vocation, job or career. The simple fact is that employers are most concerned with your achievements in the core subjects, such as English, Science and Mathematics.
2. **Which Subjects Are The Easiest?** A great deal depends on your interests and abilities. If you like a subject and are good at it, you may find it easier than others. Perhaps this is a reason to consider studying it as an elective.
3. **What About the Teacher?** You cannot depend on any particular teacher having your class next year or in any other year. In fact, that teacher may not even be at the school next year.
4. **What About My Friends?** Your selections may affect your future, both at school and beyond and you should not be influenced by what your friends decide. They are concerned with their own future and you should be concerned with yours.
5. **What About If My Brother or Sister Took A Subject?** Your sister or brother can certainly tell you how they have coped with the subjects they chose, but they will not be able to tell you about the subjects they did not choose. Because all people have different abilities and interests, you may find that other subjects have more appeal for you.
6. **What If I Like A Subject?** This is a very good reason for choosing your subjects. A subject that you like, or one in which you can do well, is always a good choice.
7. **Will My Choices Affect My Future Schooling?** All elective subjects offered in Year 9 allow you to progress to appropriate courses in Years 11 and 12.
8. **What about subject Fees?** Read the conditions of each elective carefully including the fees attached. These will differ between electives. They are used to provide the student with ongoing resources and materials to experience the elective. You must discuss your Elective choices with your parents because they need to approve your subjects.

You may need advice from within the School, teachers and Head Teachers will assist you.

Above all, think out your choices carefully. They may affect your ability to do well at school and beyond.

Remember, you cannot change once you have started in Year 9.

Students are only allowed to choose up to a maximum of two Industrial Technology subjects of the five available.

Industrial Technology

- Wood
- Metal
- Electronics
- Engineering
- Multimedia/Photography

AGRICULTURE

COURSE CONTENT

The study of agriculture is aimed at developing individuals by involving them in the practices of raising animals and plants. It is hoped that the students will, through observation, discussion and purposeful study, come to understand many of the principles of plant and animal production.

The course will include the following:

- * Agricultural enterprises - plant and animal.
- * Interactions between the biological physical and social components of agriculture.
- * Marketing and factors affecting production.
- * Sustainability.
- * Technology and innovation in Agriculture.
- * Paddock to plate knowledge and experiences.

SPECIAL FEATURES AND REQUIREMENTS

Safety is a high priority in agriculture. Students will follow safety requirements both in the laboratory and in the agriculture plot. It is essential that students wear

- fully enclosed leather shoes in practical situations.
- protection from the sun is essential. Students must wear a wide brimmed hat in the agriculture plot.
- A change of clothes may be required at times.

Practical experiences will be integrated with the overall course. In general, these "practical experiences" are those in which the students are actively involved. This will occur in the classroom, laboratory, library, school farm or if possible on an excursion. Non-completion of tasks (e.g. assignment/homework) will result in exclusion from practical work (plot) until task is complete.

Excursion/s may be planned during the year. These will involve transport and admission charges where applicable.

COURSE FEE

A fee of \$40.00 will be charged. Students need to be prepared with a set of general stationary equipment i.e. pens, pencils, prior to the commencement of class.

ASSESSMENTS

Year 9: Students will complete four assessments each year which will include an Investigation/Research Project, Practical Application, and an Investigation/Design Project.

Year 10: Students will complete four assessments each year including Practical Applications, STEM Based Design Project Part A and Part B

Head Teacher: (Rel) Mrs J. Sellars

BIG HISTORY

Big History is an exciting new subject that has been approved by the NSW Education Standards Authority (NESA) to be taught at Narara Valley High School. It is a unique course which has been developed in cooperation with the BG3 Foundation in the United States, through the office of Bill Gates; and Macquarie University in Sydney. Narara Valley is very proud to be selected as one of the pioneers of Big History. Now in its ninth year, Big History has developed into a successful global course.

Big History covers the history of the Universe from the Big Bang right through to considerations about our future. It draws on a range of subject disciplines to create an understanding of the Universe and our place in it. There are elements of history, astronomy, chemistry, biology and philosophy helping students to understand that knowledge is drawn from the whole human experience.

Resources for the course are being developed in cooperation with Intentional Futures, a high tech team of Microsoft executives from Seattle in the United States. They are working closely with teachers to ensure that students undertaking Big History will have access to the latest resources possible, developed to ensure students develop a deep understanding of the course content in the most relevant and exciting way possible.

CONTENT OUTLINE

Throughout the course, students will travel from the first second of the Big Bang, through the formation of stars, planets and the earth. From there, they will investigate the emergence of life, evolution and finally the period of human existence. The latest technology will help students to access an exciting array of digital resources provided from the United States. The course will run over 200hrs in Year 9 and Year 10.

COURSE FEE

Course fee: Nil

ASSESSMENT

Assessment will be in line with current policies. There will be assessment tasks throughout each year which allow students to utilise the latest in digital technology, and will be accessible to the full range of student abilities.

Big History is being developed to ultimately be used globally. It is a rare and exciting opportunity for students to contribute to the development of an educational resource that will be used around the world. It is designed to be accessible to the full range of student abilities, and lessons will be geared to the ability level of the class. It will suit students who ask questions, have a sense of adventure, and see learning as an opportunity to develop into global citizens.

Head Teacher: Mrs N Karazinov (TAL Staffroom)
Contact Teacher: Mrs N Karazinov

CHILD STUDIES

AIM

The aim of the Child Studies Content Endorsed Course Year 7 – 10 Syllabus is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0-8 years) in range of settings and contexts.

The course is organized in a logical sequence from conception and family planning to pregnancy, birth and relevant areas of childcare. It will give the students' knowledge and experience that they will use in their adult lives and may also lead to interesting and rewarding careers.

THE MODULES INCLUDE:

- Preparing for Parenthood/Conception to Birth
- Family Interactions/Newborn Care
- Growth and Development
- Play and the Developing Child
- Food and Nutrition in Childhood
- Children and Culture
- Health and Safety in Childhood/Childcare Services and Career Opportunities
- Media and Technology in Childhood
- Aboriginal Cultures and Childhood
- The diverse needs of Children

COURSE FEE

Course fee: \$35.00

REQUIREMENTS

An A4 exercise book of 100 pages is required.

ASSESSMENT TASKS

Year 9

1	Egg Rearing Task	30 %
2	Party Plan Task	30 %
3	Personal Interest Project	40 %

Year 10

1	Recipe Book and Research Folio	30 %
2	Media and Technology Task	30 %
3	Personal Interest Project	40 %

Head Teacher: Mr E. Neate

Contact Person: Mrs B. Barnes, Mrs J. Moody, Mrs N. Ludlam

COMMERCE

COURSE CONTENT

Commerce provides the knowledge, skills, understanding and values that form the foundations on which young people make sound decisions on consumer, financial, business, legal and employment issues. Central to the course is the development of understanding relationships between consumers, business and government in the overall economy.

The aim of the course is to develop confident, competent and responsible commercial citizens who may also continue with Business Studies, Business Services, Retail Services and Legal Studies for the HSC.

Students will cover the core topics of Consumer Choice, Personal Finance, Law and Society and Employment Issues. Students also study a minimum of five options from; Investing, E-commerce, Running a Business, Law in Action, Promoting and Selling, Global Links, Our Economy.

This course provides a sound basis for senior courses in Business Studies, Economics and Legal Studies.

STUDENT OUTCOMES

Students will develop:

1. Knowledge and understanding of consumer, financial, business, legal and employment matters.
2. Skills in decision making and problem solving in relation to consumer, financial, business, legal and employment issues.
3. Skills in working independently and collaboratively.
4. Skills in effective research and communication.
5. Foundation knowledge and skills to assist with Business Studies, Economics and Legal Studies.

SPECIAL FEATURES AND REQUIREMENTS

Students are required to keep effective note sets; be involved in practical and inquiry based research and participates in fieldwork activities. Fieldwork activities include running a student business, integrating gaming to create a virtual business. Studies in Commerce involve local excursions and trips to Sydney.

COURSE FEE

Related excursion costs.

ASSESSMENT

Assessment will be based on the following requirements:

Assessments will take the form of media studies, ICT skills, inquiry based research, practical activities, fieldwork activities and presentations.

Head Teacher: HSIE

DANCE

COURSE CONTENT:

In Dance students engage in an integrated study:

- of the **practices** of performance, composition and appreciation
- and of the **elements of dance**
- within the context of **dance as an art form**

Dance content is integrated, and the study of the **elements of dance** links the three practices.

- Students will develop knowledge, understanding and skills about dance as an art form through **dance performance** as a means of developing dance technique and performance quality to communicate ideas.
- Students will develop knowledge, understanding and skills about dance as an art form through **dance composition** as a means of creating and structuring movement to express and communicate ideas.
- Students will develop knowledge, understanding and skills about dance as an art form through **dance appreciation** as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

STUDENT OUTCOMES:

1. Students demonstrate an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.
2. Students demonstrate enhanced dance technique by manipulating aspects of the elements of dance.
3. Students demonstrate an understanding and application of aspects of performance quality and interpretation through performance.
4. Students explore the elements of dance as the basis of the communication of ideas.
5. Students compose and structure dance movement that communicates an idea.
6. Students describe and analyse dance as the communication of ideas within a context.
7. Students identify and analyse the link between their performances and compositions and dance works of art.
8. Students apply understandings and experiences drawn from their own work and dance works of art.

REQUIREMENTS:

1. A 128 page Exercise Book
2. School Physical Education attire or appropriate dance gear -
 - Black leggings or shorts and t-shirt (no midriiffs allowed)
 - No dance shoes are required

3. IT IS A DEFINITE REQUIREMENT OF THE COURSE TO CHANGE FOR ALL PRACTICAL LESSONS.

PRACTICES:

Performance: Performance refers to the application of dance technique and performance quality to a dance that communicates an idea. The Dance Years 7 – 10 Syllabus employs a generic dance training described as ‘dance technique’ based on the fundamentals of classical ballet and modern dance techniques through which students acquire appropriate strength, flexibility, coordination, endurance and skill.

Composition: Dance expresses ideas, feelings and experiences, and is developed through the creative methods of dance composition. Students engage in problem-solving tasks and manipulate the elements of dance as they explore, devise, select, refine and structure movement in a personal response to various stimuli to communicate ideas.

Appreciation: Dance provides opportunities for students to gain understanding of people, culture and society. In Appreciation, students study and analyse dance. They observe and describe performances, compositions and dance works of art (professional choreography intended to be performed for an audience) through the elements of dance, reinforcing the students’ understanding of their own dance performance and composition.

ASSESSMENT:

Performance	40%
Composition	30%
Appreciation	30%

Dance is mainly a practical subject but also has theory components that are linked to all of the three inter-related areas. Students need to be interested and motivated towards being actively involved in both practical and theory sessions. Students need to be prepared to bring appropriate dance wear to every practical lesson in order to engage with the lesson content and course outcomes.

COURSE FEE

\$22.00 fee required for resources.

Head Teacher: Mrs L. Akhurst
Contact Person: Mrs B. Nicol

DRAMA

COURSE CONTENT

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

Drama in Years 9 and 10 includes the following content material and skills:

- Elements of Drama and Play Building
- Development of Australian Theatre
- History of Theatre – Focus study on Greek Theatre and Commedia Dell' Arte
- Improvisation and Reflection
- Renaissance Theatre and Macbeth
- Realism and Monologues
- Theatre of Reform and Transformation
- Film Acting and Production

STUDENT OUTCOMES

Students will develop their ability to:

- manipulate the elements of drama to create belief, clarity and tension in character, role, situation and action
- contribute, select, develop and structure ideas in improvisation and play building
- devise, interpret and enact drama using scripted and unscripted material or text
- explore, structure and refine ideas using dramatic forms
- apply acting and performance technique to communicate dramatic meaning
- selects and uses performance spaces, theatre conventions and production elements appropriate to audience and purpose
- employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
- responds to, reflects on and evaluates elements of drama, dramatic forms performance styles, dramatic techniques and theatrical conventions
- analyses the contemporary and historical contexts of drama
- analyses and evaluates the contribution of individuals and groups to processes and performance in drama using relevant drama concepts and terminology

SPECIAL FEATURES AND REQUIREMENTS

Excursions to dramatic performances, plus transport and admission costs.

COURSE FEE

A course fee of \$10.00 will apply, plus excursion fees to dramatic performances.

ASSESSMENT

Assessment will be a combination of practical, logbook and assignment work.

Head Teacher: Ms L. Akhust
Contact Person: Ms M. Davidson/Ms S. Thomas

FOOD TECHNOLOGY

AIM

The aim of the Food Technology Years 7-10 Syllabus is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Food Technology has the following 8 Focus Areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends

SPECIAL REQUIREMENTS

An A4 exercise book of 100 pages is required. For practical lessons students will require the following equipment, an apron, cap, tea towel and a container. Students will need to supply and wear hard black leather shoes.

COURSE FEE

A fee of \$80.00 will be necessary to cover the cost of foods used in practical lessons which will occur approximately 6 to 8 times per term.

ASSESSMENT

YEAR 9 FORMAL ASSESSMENT	TERM 1 Design Project	TERM 2 Practical Application	TERM 3 Design Project	TERM 4 Practical Application
YEAR 10 FORMAL ASSESSMENT	TERM 1 Design Project	TERM 2 Practical Application	TERM 3 Design Project	TERM 4 Practical Application

Head Teacher: (Rel) Mrs J. Sellars

CAFÉ CULTURE

COURSE CONTENT

Design and Technology involves designing, producing and evaluating quality designed solutions. Students engage in a range of practical activities during the development of a design project. It involves students investigating through practical 'hands on' applications and processes such as designing, researching, making, communicating and managing.

Pastry Chef will cover the following areas:

Year 9 – Design and Technology (100 hours)

Focus areas:

1. Food

- Kitchen Basics
- Beautiful Biscuits
- Creative Cakes and Amazing Muffins

2. Student-negotiated focus area of design.

- Cake Decorating

Year 10 – AQF VET qualification: SIT10213 Certificate I in Hospitality

This course will be credentialed as a 100-hour elective study on the Record of School Achievement (RoSA).

Units covered:

- **BSBWOR203B** Work effectively with others
- **SITXCCS101** Provide information and assistance
- **SITXWHS101** Participate in safe work practices
- **SITXFSA101** Use hygienic practices for food safety
- **SITHFAB204** Prepare and serve espresso coffee
- **SITHCCC101** Use food preparation equipment
- **SITHCCC103** Prepare sandwiches

SPECIAL REQUIREMENTS

An A4 exercise book of 100 pages is required. For practical lessons students will require the following equipment, an apron, cap, tea towel and a container. Students will need to supply and wear hard black leather shoes.

COURSE FEE

A fee of \$80.00 will be necessary to cover the cost of foods used in practical lessons which will occur approximately 6 to 8 times per term.

ASSESSMENT

Assessment will be as follows:

Year 9 Formal Assessment	Term 1 Design Project	Term 2 Practical Application	Term 3 Design Project	Term 4 Practical Application
Year 10 Folio	100% Competency Based			

Head Teacher: (Rel) Mrs J. Sellars

GRAPHICS TECHNOLOGY

COURSE OUTLINE

Graphics introduces students to the only method of communication that is truly international; that is, communication of technical information by visual means.

The Graphics course in Years 9 and 10 will introduce students to the following areas:

- Computer Assisted Drawing and Graphics.
- Engineering Drawing, including the detailed construction and presentation of orthogonal and pictorial drawings.
- Architectural Drawing, including the preparation of plans and specifications suitable for submission to Council, and site evaluation.
- Technical Graphics, including three-dimensional drawing techniques, toning and shading and technical illustrations of various kinds. Freehand sketching, ink work, and the use of coloured pencils, pens, textas and coloured paper will be covered in the course.

SPECIAL FEATURES AND REQUIREMENTS

Students will need to purchase their own drawing equipment.

COURSE FEE

A \$30.00 fee will apply for the full year, to cover the costs of additional specialised equipment.

ASSESSMENT

Assignments	20 %
Portfolio of Drawings, including original work, Research & completed drawings	80 %

Head Teacher: (Rel) Mrs J. Sellars

COURSE CONTENT

Electronics is a practical based course, with a significant theory component. This course will develop practical skills in the construction of small projects, and their presentation in a professional manner.

Practical projects should reflect the nature of the electronics focus area and provides opportunities for students to develop specific knowledge, understanding and skills related to electronic related technologies.

These may include:

- Electronic circuits and kits
- Electronic controlled devices
- Robotic projects

As the course proceeds, students will be able to make printed circuit boards for each project, and attempt free design projects towards the end of the course.

STUDENT REQUIREMENTS

- A4 exercise book.
- A plastic container to hold components and projects.
- Free choice work will involve students purchasing any extra components needed to complete their design.

COURSE FEE: A fee of \$80.00 will be charged to cover the cost of electronic components and hardware.

ASSESSMENT

Practical Component	80 %
Theory Component	20 %

Head Teacher: (Rel) Mrs J. Sellars

INDUSTRIAL TECHNOLOGY - METAL

COURSE OUTLINE

Metal Technics is a workshop-based course which leads students through a carefully structured set of workshop experiences designed to teach them about the nature of metals and how they are formed and worked into shape.

Metals form an important group of industrial materials and students are led to understand the economic significance of metals to the community.

Emphasis will be placed on producing high quality practical projects and all theory and planning will relate to practical projects to be completed in the specialist Modules

- Metal Machining
- Fabrication

STUDENT REQUIREMENTS

Students will be required to supply an A4 display folder. Students will need to supply and wear hard black leather shoes, an apron, and hair protection and observe all safety rules.

COURSE FEE:

A fee of \$80.00 per year will apply, to cover the cost of individual projects completed.

ASSESSMENT

Practical Component	80 %
Theory Component	20 %

Head Teacher: (Rel) Mrs J. Sellars

INDUSTRIAL TECHNOLOGY – MULTIMEDIA/PHOTOGRAPHY

COURSE CONTENT

This Multimedia/Photography focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia or photography which are enhanced and further developed through the study of specialist modules in photographic or multimedia based technologies.

Practical projects should reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies.

These may include:

- 2D and 3D animations
- Augmented reality (AR) or virtual reality (VR) products
- Computer games
- ePublications
- Individual photographic images and graphics (for print and/or digital display)
- Videos
- Website and apps

STUDENT REQUIREMENTS

Students will be required to supply an A4 display folder. Students will need to supply and use each lesson an 8GB flash drive to store class work and practical activities and projects.

COURSE FEE

A fee of \$25.00 per year will be charged to cover costs of practical equipment including hardware and software required for the course in order to complete the varying practical activities and experiences.

ASSESSMENT

Practical Assessments	80 %
Theory Component	20 %

Head Teacher: (Rel) Mrs J Sellars

INDUSTRIAL TECHNOLOGY - TIMBER

COURSE CONTENT

This course will develop practical skills in design and construction using tools and equipment available in the workshop, with students making selected practical projects in timber and related products. This will involve students working through sequential steps, including:-

- Designing and planning, making and reading drawings.
- Preparation and selection of materials, estimation and costing.
- Setting out shapes and joints

- Cutting, fitting and joining of components.
- Sanding, finishing and assembly of parts.
- Wood finishing and presentation of product.
- Evaluation and assessment of completed products, including an appreciation of workmanship, quality and achievement.

Emphasis will be placed on producing high quality practical projects and all theory and planning will relate to the practical projects to be completed. Possible practical projects may include:-

- Serving Tray
- Tool Carry
- Draw Unit
- Student Designed Coffee Table

SPECIAL FEATURES AND REQUIREMENTS

Students will be required to supply an A4 display folder. Students will need to supply and wear hard black leather shoes, an apron and hair protection, and observe all safety rules.

COURSE FEE

A fee of \$80.00 per year will be charged to cover costs of timber and other materials used by students.

ASSESSMENT

Practical assessments	80 %
Theory Component	20 %

Head Teacher: (Rel) Mrs J. Sellars

INDUSTRIAL TECHNOLOGY - ENGINEERING

COURSE CONTENT

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

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules in Control Systems and Alternative Energy.

Practical projects should reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- A range of devices and appliances
- Electronic and mechanical control systems
- Programmable microcontrollers
- Robotics projects
- Small structures
- Small vehicles

SPECIAL REQUIREMENTS

Students will be required to supply an A4 display folder. Students will need to supply and wear hard black leather shoes, an apron and hair protection, and observe all safety rules. Students will also require a container/toolbox to house projects made during the course.

COURSE FEE

A fee of \$50.00 per year will be charged to cover costs of practical assessment materials used throughout the course.

ASSESSMENT

Practical Assessments	80 %
Theory Components	20 %

Head Teacher: (Rel) Mrs J. Sellars

JAPANESE

GENERAL INFORMATION

Japanese has been identified as a priority language under the National Curriculum, reflecting its importance as Australia's second largest trading partner, a major source of tourist income for Australia and a popular destination for Australian tourists. In today's globalised world, the ability to speak a foreign language and understand another culture is a valuable asset for all students, regardless of their future career goals as it broadens students' opportunities in all fields.

Students at NVHS who select elective Japanese for stage 5 will explore aspects of the Japanese language and culture for the duration of years 9 and 10. They will analyse elements of daily life in Japan through visual images, online media, documentaries, anime movies, art, cooking and

hands on learning. Students will develop communication skills in Japanese through scripted role plays, games, class discussions, posters, creative work, group activities and interactive whiteboard materials. They will consolidate their knowledge of the hiragana alphabet and learn how to write katakana and expand their knowledge of kanji for a truly authentic experience in undertaking this language.

COURSE OUTLINE

Throughout Years 9 and 10 students will cover a wide range of topics, including but not limited to:

- Shopping and leisure
- Food and Eating Out
- Travel and Weather
- Festivals and Celebrations
- Daily Routine
- Making Plans
- School life

To support and further enrich their learning experience a range of incursions and excursions are offered to students whenever possible.

COURSE FEE

Nil

ASSESSMENT

Elective Japanese students will have their progress assessed against NESA syllabus outcomes and will complete a variety of assessment activities including creative tasks, research, in class tests and role plays through 21st century learning experiences. This is managed in Japanese through a range of formal and informal assessment activities across intercultural and language skills covering reading, listening, speaking and writing.

Head Teacher: HSIE
Contact Person: Mrs S. Spence/ Mrs A. Robinson

MUSIC

COURSE OUTLINE

The content of this elective music course is presented in the three areas of Performance, Composing and Listening.

- **Performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.
- **Composing** as a means of self-expression, musical creation and problem solving.
- **Listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

* Students will be expected to develop their ability to perform on their chosen instrument.

- * Students will examine different styles of music (playing), and be familiar with the following concepts and their related vocabulary: pitch, duration, tone colour, texture, structure, dynamics and expressive techniques.
- * Notational skills will be studied in more detail, with these being understood and developed in the students own compositions.
- * A wide variety of music will be encountered, thus developing an understanding of the style and composing techniques of various periods.
- * Individual tuition for focus instruments are not part of this course. It is recommended that external learning is essential for skill development on your instrument. Elective Music is the study of context and concepts that applies to all instruments.

STUDENT OUTCOMES

The students will develop a continuing desire to expand music concepts and skills through activities such as:

1. performing – both solo and ensemble
2. composing – creating own melodies and harmonies, and notating these on computer software
3. listening – to different styles of music and developing aural skills

Students develop the desire to participate in music making for self-expression, satisfaction and enjoyment.

SPECIAL FEATURES AND REQUIREMENTS

- * A hardcover ring folder/exercise book, for music written lessons.
- * A display folder.
- * Access to an instrument at home to practice for practical requirement.
- * Device must be bought to all lessons.
- * Headphones.

Students are expected to have some competency in playing a range of instruments, therefore it is necessary that the student must be **motivated** and have their **own instrument** or have access to some type of musical instrument for rehearsal purposes.

COURSE FEE

A fee of \$25.00 will apply for school manuscript paper, printing, maintenance of instruments, technology resources, sheet music and other consumables.

ASSESSMENT

Students will be assessed according to the three areas implemented during the course.

- | | |
|---|------|
| * Performance | 40 % |
| * Creative Expression
(Aural Skills and Composition) | 20 % |
| * Listening (Theory and Unit work) | 40 % |

Head Teacher: Mrs L. Akhurst
Contact Person: Mr A. Legg/ Mrs G. Diamandis/ Mr B. Ross

MUSIC PERFORMANCE COURSE

COURSE OUTLINE:

This course is an extension of the Elective Music Course. It is essentially a contemporary song writing course which has the following components:

- **Performance** – students perform in a variety of ways: solos, duos, small ensembles, accompanying senior students, concerts, regional events. Presentation and performance skills are also workshopped and developed.
- **Composing** – composing class songs and own pieces
- **Arranging** – arranging parts for own ensembles, creating whole ensemble pieces.
- **Improvising** – skills developed in creating own solos
- **Entertainment Industry facets** – sound, lighting and staging and recording

- ♪ Students will be expected to be motivated and dedicated to Music as their art form.
- ♪ Students will perform in many different styles of music, mainly basics of rock & roll, popular music and music of the media.
- ♪ Students will extend their ability to read music and read from scores/charts and translate compositions onto computerised scores.
- ♪ A wide range of skills will be used from problem solving, teamwork, creative thinking and higher order musicianship.

STUDENT OUTCOMES:

The students will continue developing their musical skills within the Entertainment Industry leading towards career opportunities in the future. They will achieve this by participating in practical based activities focusing on:

1. Various types of performance and in many different situations, provision of many performance opportunities.
2. Creating their own compositions, at all times using musical notation and terminology.
3. Arranging parts for their own instruments and others to form a complete ensemble for a live performance.
4. Learning improvisational skills and employing these stylistically into pieces.
5. Become more involved in the preparation and performance of their pieces and others' pieces.
6. Learning how to stage, light and add sound to performances.

SPECIAL FEATURES AND REQUIREMENTS:

- Students must have elected Music for enrolment into this course.
- Students are required to bring their instrument and associated music to ALL lessons.
- Students will require their laptop/music book to be brought to all lessons.

COURSE FEE:

- There is a fee of \$80 per term for this course.
- This covers external presenters/course resources/composers/musicians/entertainment industry guests that are invited to workshop with the students. It also is for the recording studio costs and any other excursions that occur during this exciting course.

ASSESSMENT:

Students will be assessed on the following:

- | | |
|--|-------------|
| • Performance/Audio Sound Engineering
(in either ensemble or solo format) | 60 % |
| • Composition/Arrangement
(in group or solo pieces) | 30 % |
| • Creative Participation
(Initiating musical ideas, involvement during lessons/guest speakers) | 10 % |

Presently this course is not a Board Endorsed course and will not appear as a subject on the students Record of School Achievement. They will be recognised as completing this course with a certificate at school. It will however, provide them with essential skills and musical 'know how' to enhance them in their chosen areas for their future in the industry.

It must be noted if a student is NOT applying themselves or achieving their potential, they will be asked to leave the course and will have to pick up another elective for the satisfactory completion of the Record of School Achievement.

Head Teacher: Mrs L. Akhurst
Contact Person: Mrs L. Akhurst/ Mr B. Ross

PDHPE FACULTY – PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

Aim

The aim of the Physical Activity and Sports Studies Content Endorsed Course Years 7–10 Syllabus is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Overview

Physical Activity and Sports Studies promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students develop an appreciation of the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled

performance and determined effort.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia

Objectives

Knowledge and understanding

Students:

- develop a foundation for efficient participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport.

Skills

Students:

- develop the personal skills to participate in physical activity and sport with confidence.

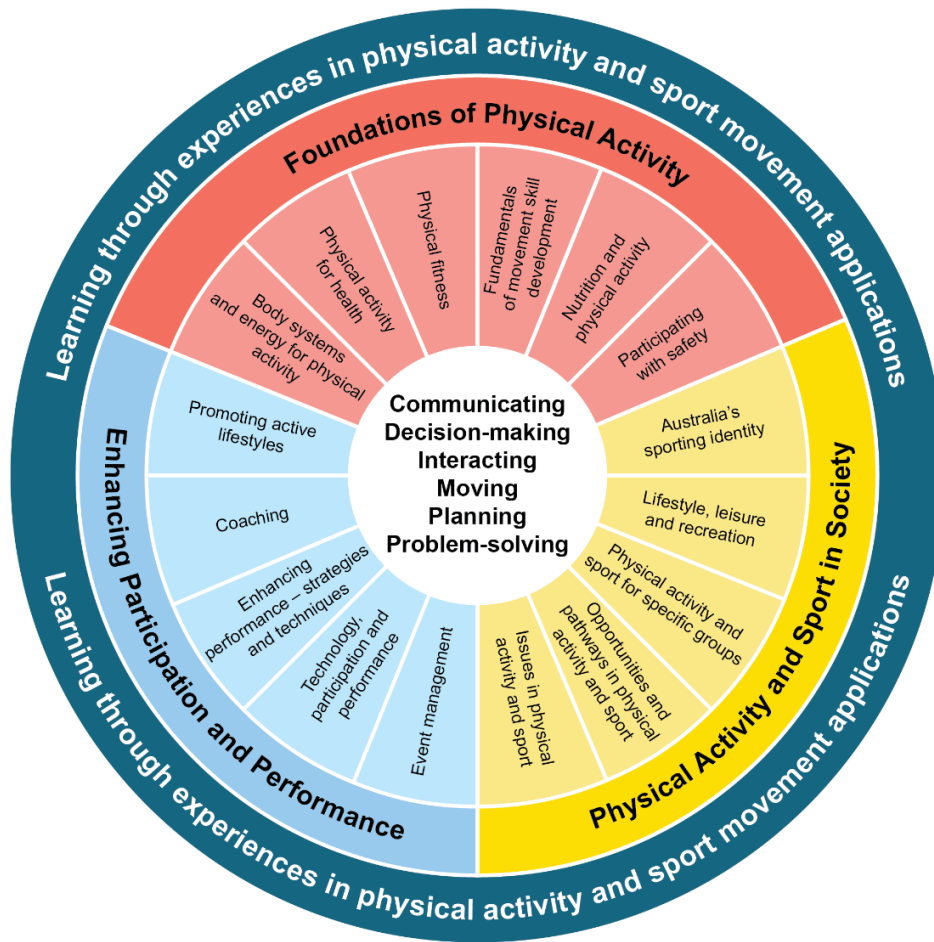
Values and attitudes

Students:

- develop a commitment to lifelong participation in physical activity and sport
- develop an appreciation of the enjoyment and challenge of participation in physical activity and sport
- recognise the value contributions of physical activity and sport have to wellbeing and society.

Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship.



Requirements:

- 98 page workbook
- Physical Education attire (school sports shirt, shorts, white socks, sports shoes, hat)

Assessment:

Theory: Topic tests, research assignments 50%

Practical: Skills and attitudes, participation, enthusiasm and completion of external events 50%

Course Fee: \$25.00 and associated excursion costs

Head Teacher: Mr E. Neate

Contact Person: Mr D. Koen, Mrs N. Ludlam Mr D. Heron, Mrs B Barnes, Mr B Bannister, Mrs C Drew

PRELIMINARY ABORIGINAL STUDIES

This is a school delivered Board Developed Course for HSC. Narara Valley High School offers the Year 11 Stage 6 HSC Course over the Year 9 and Year 10 elective years. Successful completion of this course completes the Year 11 component of a 2 Unit HSC subject allowing students to complete the Year 12 component while in Year 11.

Course Rationale:

The study of Aboriginal Studies develops an appreciation of:

- Aboriginal identity and experiences – an appreciation which acknowledges and addresses racism existing in Australian society and promotes inclusiveness.
- The unique value of Aboriginal Peoples and their cultures to Australian identity.
- The contemporary issues affecting Aboriginal communities across Australia.
- The local community and other Aboriginal communities to develop an understanding of the diversity of Aboriginal Peoples and communities.
- The fundamental importance of land and spirituality to all Aboriginal Peoples.
- The importance of autonomy and self-determination to the future of both Aboriginal and non-Aboriginal people

Course Content:

Students will undertake a study of two core topics and a range of options:

Core Topics

1. Aboriginal identities: - Exploring and expressing culture through dance, storytelling, art and music. Significant local Aboriginal identities.
2. Aboriginal Autonomy: -Making a difference

Elective Topics

1. Aboriginal Enterprise and Organisations
2. Aboriginal Visual Arts
3. Aboriginal Performing Arts
4. Aboriginal Peoples and the Media
5. Aboriginal Oral and Written Expression
6. Aboriginal Film and Television
7. Aboriginal Technologies and the Environment
8. Aboriginal Peoples and Sport
9. Aboriginal Interaction with Legal and Political Systems
10. Class Developed Option

This course is a hands on community linked course that engages students with both the historical and contemporary aspects of Aboriginal culture and life. It links students with the deep history and culture of our region and incorporates the expertise of elders and community members.

Course Fee:

Related excursions / field work expenses.

Assessment:

Students will undertake a range of assessments including the use and application of oral histories, practical experiences, in class tasks, fieldwork, journal entries and inquiry based learning.

Head Teacher: HSIE

PRELIMINARY MARINE STUDIES

This is a school delivered Board Developed Course for HSC. Narara Valley High School offers the Year 11 Stage 6 HSC Course over the Year 9 and Year 10 elective years. Successful completion of this course completes the Year 11 component of a 2 Unit HSC subject allowing students to complete the Year 12 component while in Year 11.

COURSE OBJECTIVES:

Marine Studies provides an educational context, linked to the needs of a population based very much on its coasts and waterways. It fosters links to tertiary study and vocational pathways. It brings a wide range of marine based experiences to students. Students will develop:

- Knowledge, understanding and appreciation that will promote sound environmental practices in the marine environment.
- Manage activities and communicate in a marine context.
- Gain understanding of marine industries and their interaction with society and with leisure pursuits.
- Gain knowledge and skills of safe practice in the marine context.

COURSE STRUCTURE:

YEAR 9	YEAR 10
<ul style="list-style-type: none">• Marine Safety and First Aid	<ul style="list-style-type: none">• Dangerous Marine Creatures
<ul style="list-style-type: none">• Marine Environment	<ul style="list-style-type: none">• Aquaculture
<ul style="list-style-type: none">• Life in the Sea	<ul style="list-style-type: none">• Coral Reef Ecology
<ul style="list-style-type: none">• Humans in Water	<ul style="list-style-type: none">• Marine & Maritime Employment
<ul style="list-style-type: none">• Commercial & Recreational Fishing	<ul style="list-style-type: none">• Marine Archeology

COURSE FEE: \$10 fee plus additional cost of excursions and courses completed.

NB This course may offer many opportunities for excursions and courses. These require additional costs such as:

- Marine Excursion – 2 days approximately \$300
- Snorkeling Certificate approximately \$65

Head Teacher: Mrs A Barrale
Contact Teachers: Ms L Rolfe/ Mr M. Enders

TEXTILES TECHNOLOGY

AIM

The aim of this syllabus is to develop confidence and proficiency in the design, production and evaluation of textile items. Students actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society.

AREAS OF STUDY

- Design
- Properties and performance of Textiles
- Textiles and Society

Through practical experiences and Project based learning students will complete projects related to the following 5 focus areas

- Apparel
- Furnishings
- Costumes
- Textile Arts
- Non-Apparel

PROJECT WORK

There are two components of Project work:

- Development of practical skills to produce a textile item
- Documentation of student work

SPECIAL FEATURES AND REQUIREMENTS

Textiles and Design will give students the opportunity to be creative and imaginative with fabrics through their own designing and making activities. Students will require an A4 Art Diary and **will need to provide their own fabric and accessories** for six different projects over the two years.

Students will need to supply and wear hard black leather shoes. Excursions may be organised throughout the two years.

COURSE FEE

A Fee of \$40.00 per year will apply, to cover incidental costs such as textile samples and fabric paint.

ASSESSMENT

YEAR 9 FORMAL ASSESSMENT	TERM 1 Design Project	TERM 2 Practical Application	TERM 3 Design Project	TERM 4 Practical Application
YEAR 10 FORMAL ASSESSMENT	TERM 1 Design Project	TERM 2 Practical Application	TERM 3 Design Project	TERM 4 Practical Application

Head Teacher: (Rel) Mrs J. Sellars

VISUAL ARTS

COURSE CONTENT

The Visual Arts Course is concerned with developing students' ability to make and study images and objects which have a range of meanings and purposes. Students are encouraged to understand the works they make as well as those of artists, craftspeople and designers by engaging in the three Visual Arts practices of:

Art Making: This involves students in making 2D, 3D and 4D artforms using a variety of media, techniques and subject matter. Students also use their imagination and develop skills to give form to their ideas, feelings and beliefs.

Forms explored could include, Drawing, Painting, Printmaking, Ceramics, Sculpture, Photography, Computer Imaging and Video

Provision to Explore:

Drawing and computer based technologies is a requirement.

Art Criticism:

Involves developing an understanding about the meanings of works as well as making judgements about their own and other works.

Art History:

Involves investigating and interpreting works within their historical context as well as developing relationships between artworks.

Content is organised under the broad areas of Practice, Conceptual Framework and Frames. Programs of work provide opportunities for students to engage in each of these practices with an emphasis on (**making artworks**)

SPECIAL REQUIREMENTS

1. **Mandatory:** Students are required to purchase a sketchbook of quality paper to use as their Visual Arts Process Diary (this may be purchased from the school canteen).
2. Coloured pencils, 3B and 6B pencils, paint apron or shirt to protect clothing (recommended).
3. Excursions may be organised to State and local galleries and field studies for practical activities involving travel costs.
4. Dervice to be bought to all lessons.

COURSE FEE

A cost of \$40 will apply. This will cover the cost of art materials such as paints, inks, clays, printmaking materials, tools, photography materials and use of camera equipment, computer discs and printing materials.

ASSESSMENT

Making Artworks - Artworks	<u>Year 9</u>	<u>Year 10</u>
Studying Artworks - Critical Study	70 %	60 %
- Historical Study	30 %	40 %

Head Teacher:

Mrs L. Akhurst

Contact person:

Mrs L. Akhurst/ Mr M. Cajic / Ms Skoryk

VISUAL DESIGN

COURSE CONTENT

Visual Design aims to develop skills and knowledge related to this specialised field within the Visual Arts. Students will develop and enjoy practical and conceptual autonomy as a Visual Designer.

Students will prepare work within a variety of structured modules and understand and value the meaning and significance in Visual Design artworks.

Modules are organised broadly as Print, Object and Space-Time.

Students will look at and study the role of Visual Design within the local environment and past and present societies and cultures.

Content is based on the broad headings of: Practice, Conceptual Framework and Frames

SPECIAL REQUIREMENTS

1. **Mandatory:** Students will produce a folio of works incorporating resolved artworks.
2. **Mandatory:** Students are required to purchase a sketch book of quality paper to use as their Visual Design Diary (this can be purchased from the school canteen).
3. Black A4 display folder with plastic sleeves.
4. A set of good drawing pencils would be beneficial. Artline pens, textas and other drawing materials would be beneficial if students wish to extend available equipment.
5. Excursions may be organised to the local area and to Sydney involving travel costs.

COURSE FEE

A cost of \$40 will apply. This covers cost of art materials, ink, digital, software and specialist equipment.

ASSESSMENT

		<u>Year 9</u>	<u>Year 10</u>
Making Design works (practical tasks)	-	70 %	60 %
Critical and Historical Investigations	-	30 %	40 %

Head Teacher: Mrs L. Akhurst
Contact person: Mrs L Akhurst/ Mr Cajic/ Ms Skoryk