

NEWSLETTER


www.orange-h.schools.nsw.edu.au

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22nd August, 2013 : Week B

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DEBATING REPORT

Last Tuesday the 13th August, the Year 9 Debating team travelled to Molong to participate in the Western Region Finals of the Years 9 and 10 Premier's Debating Challenge. In the semi-final, Orange were up against Dubbo College, Delroy Campus. The topic was *that songs with violent lyrics should be banned*. Orange was the negative and were able to successfully argue against the ban on violent lyrics. In the final against Henry Lawson High School, Orange High was once again the negative and were able to argue against raising the drinking age to 21. Congratulations to Freya Hawke, Isabella Bankovic, Eleanor Delaney and Alexandra Boyd on becoming the Western Region winners. The girls will now compete against the Riverina Region winner on the 29th August.



Congratulations also to Isabella Bankovic who was selected to be a part of the Western Region Representative team. She will travel to Sydney later in the year to compete against the Representative teams from the other NSW school regions.

Kristy Hilton, OHS Debating Co-ordinator

FACULTY NEWS – ENGLISH

As the chilly weather greets us this week, it has been anything but cold and frosty in English classrooms at Orange High School. Over the last few weeks the English faculty have been busy marking the Year 12 Trial HSC Exams for English and ensuring that all students receive quality feedback. There are also many exciting events happening in the classrooms every day.

Last week saw the submission of the HSC Extension 2 Major Works. For the five students who have now completed this course, it was their fourth unit of English and they had to complete a major project which is externally assessed. All five students elected to complete the short story option, which is a 6000 to 8000 word story based on an original concept as well as a 1500 word reflection statement. Taylor Rumney composed *Brodway St*, an exploration of the fine line that exists between good and evil. Kieran Fraser also played with the idea of who and what can influence who we are with his compelling *Dark Laneway*. Drawing on the world of Sigmund Freud and Carl Jung was Sebastian Conroy-Bateson's piece, *Symbiote* and Olivia Dunn examined how society recognises different laws in her story *The Sun Dance* inspired by the Sioux Native Americans. *The Memory Thief* is an inter-textual exploration into the importance of memory in constructing our identity by Elle Cropley. I congratulate all of the students who have worked tirelessly to create innovative, interesting and inspiring works.

An excerpt from Taylor Rumney's *Brodway St*,
"It was the night.

The night haunted me now.

How do I protect myself from my thoughts when my only company was a swirling fusion of darkness and moonlight? During the day the sunlight blinded me from my reality, and I could almost pretend my body wasn't host to a monster.

Almost "

Achievement in a supportive environment

YEAR 7 PICTURE BOOKS

Last term Year 7 created Picture Books for their assessment tasks and it was excellent to see the high quality of the work that the majority of students completed. We cannot feature all of them here, but I felt that I needed to share a few exceptional examples with you. Harry Goldsmith in Ms Walker's class used lino printing and acrylic paints to create the highly artistic and moving tale *The Wide Ocean*, the story of Squish a puffer fish who has always lived in a rock pool and has never seen the outside world. The quality of Harry's work was exceptional and I look forward to the next task he creates.

Several students in Mr Thacker's Year 7 class also created outstanding picture books that explored an issue. Brendan Wilson challenged us to think *What Would Happen If...* as he examined a series of hypothetical scenarios. Kaleb Cook explored the importance of water in *Water Crisis*. Again, I was impressed with the quality of the work that these students produced and maybe we have some Extension 2 students in the making!

Brendan Wilson



It would create a pandemic and it would spread so quickly that cities and countries would be wiped out before we know it.

English Assessments

Year 8 have just completed their assessment task where they composed their own myth. We will try to showcase some of these in the next installment of English faculty news. Years 9 have been spending time with the Bard, also known as William Shakespeare. They are currently creating their Shakespearean Portfolio for their assessment task. Year 10 are busy creating their own utopian worlds as well as composing narratives about dystopian societies in their current unit. Many students have enjoyed looking at where the future may take us in the short story collection, *10 Futures*.

I must take this opportunity to wish Year 12 the best of luck with the little time that they have left – it will be sad

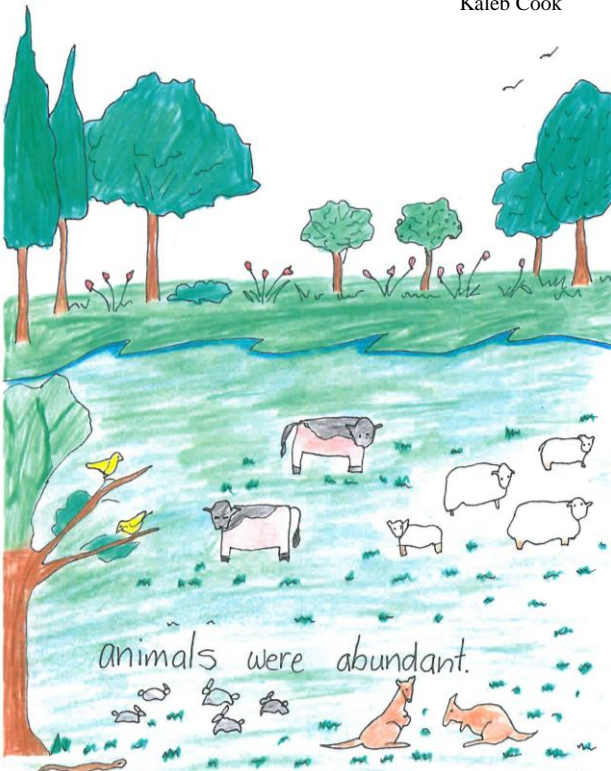
to see them go. There is still plenty of time for revision of both knowledge and skills. It is always amazing to see how much students can improve between the Trial Exams and the final HSC Examination.

As always, please feel free to contact myself or your child's English teacher if ever you have a concern or simply just want to see how they are progressing in English.

Kathleen Maksymczuk, Head Teacher English

Lush plants covered the ground,

Kaleb Cook

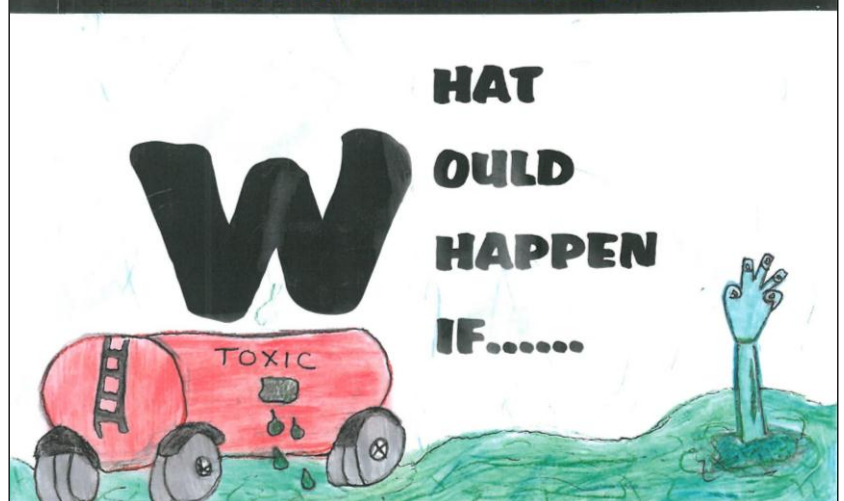


Brendan Wilson



The world would become over populated and we would run out of resources such as food.

Brendan Wilson



PRINCIPAL'S NEWS

Twenty five aspiring 2014 Prefects participated in a leadership development afternoon yesterday. A number of the sessions, including understanding self as a leader, leadership styles and what to expect as a leader, were led by our current School Captains, Amanda Clothier and Lachlan Jensen. Cate Griffen (SRC Coordinator), Lachlan, Amanda and I were very impressed with the enthusiasm and talents of young people putting themselves forward for leadership. **It was one of those moments where we all said to ourselves 'the future with the young people the calibre of these is in very strong hands'.** Pictured below are some of the students collaborating around leadership. Prefects will complete their speeches on Monday after which voting will occur. Successful 2014 Prefects will be announced on Wednesday afternoon next week. Good luck to all!



Year 12 students were treated to a BBQ Lunch yesterday to boost morale and celebrate the end of exams. **Students are now strapping themselves back in for the ride to end of the term**

where the pressure and expectations increase another notch given the finality of the end of school. There is no doubt that some of the Trial HSC exam results were very impressive but as teachers I think we know the students can step it up to fully achieve the results of which they are truly capable. **We look forward to supporting students over the next few weeks and nurturing their efforts.**



Congratulations to David Clare who was awarded a High Distinction in the recent Australian History Competition. An exceptional result for an extremely talented young Historian. Congratulations also to Harry Roth who achieved a Credit.

Talking of achievements, congratulations to all students who have completed Major Projects in Visual Arts and Design and Technology for their HSC courses over recent weeks. The display last night in the Performing Arts Centre was of a very high standard. **Equally impressive were the public drama performances last Tuesday night.** Again, the result of talented young people performing their skills.

Presentation Night has been pushed back a week from its traditional night in the second last week of December. The main reason for moving the event to Tuesday the 17th December, the last week of school, is to support an extra week of regular teaching and learning. **Please mark the 17th December in your diaries as a night to celebrate learning at Orange High School.**

ASSESSMENTS DUE – WEEK 7

Year 7: PDHPE (Practical peer assessment) – Japanese (Task 3) - PDHPE wks 7-10 (Fitness-Warmup activity)

Year 8: Japanese (task 3) Vis Arts (in-class worksheets) – PDHPE (portfolio – where's your headspace)

Year 9: Marine St (blind navigation practical), Graphics Tech (research), Food Tech (research), Agriculture (group project) Music (composition), PDHPE (ONGOING Wks 7 – 10) Group performance

Year 10: Marine St (fish ladder model), Science (solve problems), Music (composition), Aust Hist (research), PDHPE Mandatory (practical)

Year 11: English Adv (guided extended response), English CEC (tba), English – Std (guided extended response)

Year 12

Please check the website for the amended assessments for Mathematics.

THANK YOU KENNARD'S HIRE

A big thank you to Kennard's Hire who have offered us **free** use of a dingo digger for 24 hrs. It would normally cost about \$300.

ORANGE CITY CRICKET CLUB

2012/13 PREMIERS - FIRST GRADE, SECOND GRADE, UNDER 16, UNDER 12

Orange City place great importance on developing players through the junior ranks and we also know that forming teams from kids who go to the school means they stick together over many years.

So if you want to be a part of this great family club, don't forget to talk about it at school with your mates, tell your parents and get down to Riawena Oval on either 7th September (1.00pm to 3.00pm) or 8th September (10.00am – 12.00pm) to sign on. There is a form of cricket for all school ages, boys and girls so play with your mates and have a go!!

2013/14 Fees

The fees include insurance, a playing shirt and cap for all new players. There are no additional game day fees and no need to buy any gear.

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|----------------------------|---------------|
| • Milo In2 Cricket | To be advised |
| • Under9's (Kanga) | \$85.00 |
| • Under 10's, 11's, 12's | \$90.00 |
| • Under 14's to Under 16's | \$100.00 |



For more information and a registration form, please contact Scott Larsen (0428312091) or scott.larsen@moneylink.com.au.

ORANGE DISTRICT JUNIOR CRICKET 2013 / 2014 SEASON

SIGN ON DAYS – ALL GRADES, ALL TEAMS AND ALL AGES – SENIORS AND JUNIORS RIAWENA OVAL – SATURDAY SEPTEMBER 7TH (1.00PM TO 3.00PM) AND SUNDAY SEPTEMBER 8TH (10.00AM TO 12.00PM).
COME AND SPEAK TO INDIVIDUAL CLUBS – WE WILL FIND YOU A TEAM!

GIRLS – SPECIAL AGE RULES APPLY – COME AND HAVE A GO!

CLUBS PARTICIPATING – ORANGE CITY, CAVALIERS, CENTRALS, SJS-CYMS, WARATAHS, MOLONG, MILLTHORPE

SATURDAY MORNING COMPETITIONS FROM UNDER 11'S TO UNDER 16'S

Longer games played between 8.30am and 12.00pm.

SATURDAY AFTERNOON COMPETITIONS - SENIOR CENTENARY CUP

A special competition designed to bridge the junior and senior competitions.

THURSDAY AFTERNOONS MILO IN2CRICKET - UNDER 9'S (KANGA) – UNDER 10'S

From skill based formats to introductory games with modified rules, there is a game for you.

More details? - Contact the Orange District Junior Cricket Association:

- PO Box 1930, Orange, 2800

- Email steveryan@markcolin.com.au, scott.larsen@moneylink.com.au, nick.cooper@incitecpivot.com.au

- Telephone 0412247075 / 0428312091 / 0408935613

Study Tips

Article #34 Exams – Once you are in the exam

(This article was prepared for Year 12 students by Michael Auden. It is an extract from resources available from www.HSCin2013.com)

Once you are in the exam

Read all the questions during reading time and identify the ones you might attempt. Re-read those and make a final selection (if you have a choice).

Calculate how much time you can spend on a question, relative to its mark value. Then stick to it! At the start of reading time make some brief notes next to each of the questions you will attempt. Consider how you will respond to the question, the subject area/s you will be dealing with, and any main points or initial thoughts. This will give you something to start from, or build on, later in the exam when you are getting tired.

Write the easiest essay first. It will enable you to settle into the exam and develop your confidence.

Article #35 Exams – Essay Plans

(This article was prepared for Year 12 students by Michael Auden. It is an extract from resources available from www.HSCin2013.com)

Write a brief essay plan.

Consider the following:

- How many paragraphs do you expect to write?
- What will the topic of each paragraph be?
- What supporting evidence or information will you provide for each major point you make?
- What is the most logical order in which to make your points so they develop and support your argument?

Write clearly. If your handwriting is not very clear, consider printing. Remember that the examiner will have just a few minutes to read and mark your response; don't make their job harder.

Try to use the wording of the question in your first sentence. For example, 'Compare the main features of orthogonal and oblique cutting processes'. You could begin your response with 'The main features of orthogonal and oblique cutting processes differ in three main ways. Firstly, ...'

Improve your essay structure by using clear transition or connecting words to help organise your ideas and to make it easier for the examiner to follow your arguments. For example: Firstly, ... Secondly, ...; In contrast to...; In addition...; As a result...

Include an introduction and conclusion. While introductions and conclusions can be pretty basic in exam essays they are worth including for the guidance they can provide you as a writer and especially for the reader/examiner. Furthermore, make them as clear and succinct as possible. Include clear signal language: 'This essay will argue that ...'; 'In conclusion, ...'; 'To sum up...'

Most importantly, re-read the question and check that you have answered it – all parts of it. If you haven't answered the question directly you will not get the marks!

Article #36 Writing Essays

(This article was prepared for Year 12 students by Michael Auden. It is an extract from resources available from www.HSCin2013.com)

Always give your answer in the first sentence

A good technique is to use the wording of the question in your answer. For example:

"How do the goals of liberal and socialist feminism differ?"

You could begin your essay with:

"The goals of liberal and socialist feminism differ in three main ways . . ."

This approach makes sure you answer the question, and makes the exam easier to mark.

Make sure you structure your essay

You should include:

An Introduction

An introduction should explicitly state your answer and the organisation of the essay. For example:

"The goals of liberal and socialist feminism differ in three main ways. The first is that . . . The second is . . . and the third main area of difference lies in the . . . This essay will argue that although these differences exist in approaches, the practices of liberal and socialist feminism have become very similar".

The Body

The Body of your essay should include:

- supporting material
- appropriate details for your answer.

Make sure you structure the body of the essay as you indicated in your introduction. Use transitions to tie your ideas together. This will make your essay flow. If you feel you are losing the plot, go back and reread the question and your introduction.

The Conclusion

In your Conclusion, re-answer the question and refer briefly to the main points in the body. Show HOW you have answered the question. For example:

"In conclusion, it is clear that although liberal and socialist feminism originally held differing views on how to attain their goals, a realistic assessment now shows that their practice has become very similar. This is most clearly illustrated by . . . (give your best example and end the essay).

If you run out of time, answer in point form

Markers will often give you some marks for this.

Try to write as legibly as possible

- Print your answers instead of using cursive writing.
- Be aware of grammar, spelling and punctuation.
- If you are using exam booklets, write on every second line.
- If you have time at the end of the exam, proof read your essay for grammatical and spelling errors.

Leave space in between answers in case you have time to add any information you didn't include in your essays.