



# 2019 Year 8 Elective Selection Handbook



**Carey**  
Baptist  
College  
Harrisdale

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# Introduction

With students having completed one year of Secondary education, they have gradually assumed greater responsibility for their own learning and organisation. We endeavour to support and encourage students to further build academic habits that equip them to optimise achievement in their senior years. In Year 8, students have the opportunity to establish, develop and consolidate effective study routines. One of the things to look forward to this year is the opportunity of a greater range of elective choices within the areas of Visual Arts, Performance Arts, Digital Technologies, and Design and Technology so that students can increasingly specialise in their areas of interest and expertise.

Year 8 students engage in learning experiences that incorporate each of the W.A. curriculum areas, which form the foundational links to the curriculum of the senior years. Our curriculum is designed to develop creativity, flexibility, collaboration and problem solving – all attributes of the 21st century learner. Lessons are designed to stimulate higher order thinking skills and challenge each individual beyond their existing level of competency, particularly in areas like critical thinking, and in applying knowledge and skills to new situations. Teachers recognise that not all students achieve the same level of understanding at the same time. Individual differences are accommodated by providing both extension and support opportunities.

We aim to create a curriculum that is full of hands-on, learning-rich activities which are designed to not only engage the students, but also teach them problem solving skills. We aim to encourage our students to develop a **growth mindset** which leads to a desire to learn and embrace challenges; persist in the face of setbacks; see effort as the path to mastery; learn from feedback; and celebrate the success of others.

To be successful in Year 8, students need the motivation to be prepared to commit regular time for homework and study. Students need to decide how much time they are going to allow for school work and how much time for other interests. Homework is very important and teachers have given it for a specific purpose. Everything needs to be submitted on time and being organised is also very important.

Attributes of Carey's Year 8 program include the following:

- A focus on literacy and numeracy across all subjects.
- Caring staff helping students develop effective learning skills.
- A team of highly dedicated, professional educators, keen to optimise success for every student.
- Opportunities for excellence across a range of activities.
- Guiding students through the process of gradually taking responsibility for their own learning and organisation.

It is our hope that all our students will have an ongoing desire to learn in a positive atmosphere where all students are encouraged to do their best and reach their full potential.

If you would like to discuss any of these matters, please contact the Dean of Curriculum.

*Mr R. Stirling*  
Assistant Principal  
Curriculum

*Mrs K. Lacey*  
Dean of Curriculum



# Carey

## Baptist College

### Our Motto

The College motto is 'Attempt the Extraordinary'.

This motto is taken from the words of Professor William Carey, a British missionary to India. Carey influenced the social structure of India and left a legacy of colleges and universities. He refocused missionary work throughout the world to help people choose to become liberated from oppression, disease and hunger through education. All of this came from a man who simply believed his only talent was perseverance. Before setting out for India, William Carey preached a sermon titled 'Expect great things from God, attempt great things for God,' and then went on to live out his faith and vision in God.

### Our Vision

Carey is a community of people united by a common dream. We long for nothing less than a world transformed by Christ's love. We believe as a community that we are called on mission with God to attempt the extraordinary. Our strategy is to connect with the community and the world to develop community platforms through which people can:

- Experience God's love;
- Have the opportunity to say yes to Jesus; and
- Demonstrate God's compassion for the world.

### Our Values

All members of the Carey Community are encouraged to uphold and behave according to these values:

**Kindness:** A concern for others, which compels us to act for their good.

**Courage:** The willingness to act well in the face of uncertainty and fear.

**Respect:** Sensing and honouring the God-given worth in another.

**Humility:** Embracing a clear perspective for one's place with God and others and seeking to benefit others above ourselves.

**Integrity:** Being honest and consistently living out our moral principles.

# General Information

## Arrival and Absences

Students should be punctual to Session 1 at 8:45am. They should not arrive at school before 8:00am unless to attend specially organised classes or training. Likewise, students are requested to leave the College grounds promptly at the end of the day, unless involved in a College organised event.

## School Hours

- |   |   |
|---|---|
| Monday<br>Wednesday<br>Thursday<br>Friday | <ul style="list-style-type: none"><li>Secondary students commence the day at 8:45am and conclude at 3:25pm.</li></ul> |
| Tuesday                                   | <ul style="list-style-type: none"><li>Secondary students commence the day at 8:45am and conclude at 3:00pm.</li></ul> |

## Late Arrival

- Students are required to sign in at Student Reception if arriving late.
- Parents are required to sign out a student if it is necessary for them to leave early during the school day.
- Parents are asked to contact the School on either the Absentee SMS Service 0428 031 096, Absentee Hotline 9394 9165 or to send an email to [absentees@carey.wa.edu.au](mailto:absentees@carey.wa.edu.au), prior to 9:00am, if their child is going to be absent for the day.

## Attendance

Attendance and participation in class is a key to student's achievement and success. Studies show that students who attend College regularly are more likely to succeed. Students should aim for 100% attendance. The only acceptable reasons for absences are sickness or attendance to a College activity such as an excursion. Parents who make regular school attendance a priority are helping their children to value learning, accept responsibility and develop work readiness skills.

Attendance patterns and attitudes to school and learning are formed early. Children who develop good attendance habits are more likely to maintain them throughout their school years. Irregular attendance comes at a cost to each student's education and seriously jeopardises their further opportunities.

Unless there are extenuating circumstances, which will require a medical certificate, if a student's attendance falls below 90%, the College will initiate procedures to discuss attendance with both the student and their parents.

Extended leave for other than medical reasons is not advised, but if necessary, parents should advise in the College Principal in writing prior to the absence. Sometimes students stay at home for reasons that are **not** acceptable. For example:

- the student's birthday;
- too tired to come to school because of a late night;
- staying home with a sibling or parent who is sick;
- staying away for the whole day when an appointment is booked for a short time in the morning or afternoon;
- going to the airport;
- family holidays;
- weather conditions, for example too hot.

Please remember that we require detailed explanation for any absence, as records are essential and part of the legislative requirements placed upon schools.

## Changing Electives

The process for requesting an elective change is as follows:

- An initial discussion is held with the Dean of Curriculum to consider the options that are available;
- Available options for each student will depend on gridlines and class sizes;
- A Course Change Request Form needs to be completed and fully signed (including discussions and signatures of teachers, Heads of Department and parents);
- The Course Change Request Form should be submitted to the Curriculum Office (in Building J);
- Students must not move classes until the changes have been updated on SEQTA.

**Changing electives is subject to the availability of places. Elective changes can only take place up to the end of Week 4 in Term 1.**

## Extension Programs

As the majority of students at Carey Baptist College enter University at the end of Year 12, the College has a curriculum that extends students throughout Year 7 to 10, and offers the ability to connect with a number of extension activities (listed below). This is further enhanced by the streaming process whereby students are placed into one of four streams according to their performance. In Year 8, the Extension stream is limited to Maths and Science classes, with the remaining students in the Mainstream course.

The four streams at Carey are:

- **Extension** is the academic extension class and is aimed at students who have demonstrated a high capacity and potential in this subject, and includes some extension challenges or competitions for students to take part in.
- **Mainstream** follows the same curriculum as Extension but is accessed at a less demanding level.
- **Foundation** is typically for students who find the subject difficult. These classes operate at a slower pace.
- **Support** is modified for students who need extra assistance or learning support.

## Music Tuition

Students are invited to become part of Carey's Music Program. In addition to improving musical and creative skills, learning an instrument also develops a sense of commitment, perseverance, critical assessment and time management. Creating music gives enjoyment, a sense of achievement to students, and boosts their confidence. Over 20 tutors and educators conduct more than 270 weekly music tuition sessions for Carey music program students. The College endorses and provides learning experiences and assessments in accordance with the Australian Music Examinations Board (AMEB) syllabi. This includes preparing for both practical and written examinations. Tutors will establish programs for each student based on what is regarded as the best pathway for development

The College also offers an extensive Co-Curricular Ensemble Programme (including a Jazz Band and a Secondary Choir). Students are encouraged to join a music ensemble to further their skills on their instruments; learn about playing in a group environment; meet new people; and engage in performances on and off campus.

Tuition is offered in the following instruments:

- Piano
- Classical Guitar
- Violin
- Percussion from Year 2
- Flute from Year 4
- Woodwind–Flute, Clarinet, Saxophone
- Strings–Violin, Viola, Cello, Classical Guitar
- Voice–Jazz, Contemporary, Musical Theatre and Western Art Music
- Brass–Trumpet, Trombone, Baritone, French Horn
- Strings–Double Bass, Acoustic Guitar, Bass Guitar, Electric Guitar from Year 7
- Percussion–Drum Set from Year 7
- Holistic Musicianship\* –Music Theory, Music Craft (Aural Training and Theory), Composition and Arranging from Year 7

\*A certain level of musical proficiency is required for individual tuition in these areas.

Contact Music Administration or Mr B. Thompson (Head of The Arts Department) for any further enquiries at [bthompson@carey.wa.edu.au](mailto:bthompson@carey.wa.edu.au).

## Education Perfect

Education Perfect is an online platform designed to make learning fun, engaging and effective. It is used by over 1,200 schools for students' daily learning, revision and assessment. Through the Education Perfect Championships, students are able to join with others from all around the world to earn points towards individual and school awards as an incentive to their learning. It is used in English, Science and Languages.

In Year 8 English, Education Perfect enables teachers to track students' progress against the literacy demands of the English course. Students' results in Education Perfect provide the feedback teachers use to tailor lessons suitable to the specific needs of each student. Education Perfect is also used to provide homework activities to enable students to work on their literacy proficiency at their own pace. It acknowledges student's independence as learners and honours their individual work ethic.

## Electives

Carey offers a broad range of electives in Year 8. Several of these are designed to extend more able students and provides them with subjects which will give them hands-on practical, engaging experience.

This occurs in the fields of:

### Visual Arts

Where students can choose Media Art or Visual Art;

### Performing Arts

Where students can choose Dance or Drama or Music;

### Digital Technology

Where students can choose Robotics and Digital Photography or 3D Printing and Innovative Technology;

### Design and Technology

Where students can choose Food & Technology or Design: Textiles or Design: Wood, Metal and Plastics.

## Languages: Indonesian and Japanese

There are many advantages to learning another language, including:

- Communicating in the language and developing an understanding that there is more than one way to interact with people;
- Learning how languages work and enhancing student's literacy skills as a clear link exists between learning another language and literacy development in English;
- Analytical skills are increased along with the ability to transfer skills across languages;
- Enhancing problem solving skills along with thinking laterally and working collaboratively, increasing self-confidence, self-esteem, resilience and tolerance;
- Developing an understanding and respect for other cultures, people, their ideas and ways of thinking which enriches global connections;
- Increasing career opportunities in an increasingly globalised market.

## Literacy Support

Literacy Support is a program that is in place for selected students that need intensive/extra literacy support.

These students do not study a language, instead they work in a small specialised class. This helps to support them in other Learning areas. Literacy is foundational to a student's success in Secondary School, and this extra support seeks to improve outcomes in this area.

## Extra-Curricular/Special Events

### Cheer

Carey Jewels Cheer and Pom Team is a competitive performance team available to all students at the College. The aim of the program is to learn new skills, make new friends and belong to a community of amazing people who are working together to achieve the same goals. No experience is needed to join. Cheerleading is a challenging and dynamic sport, which takes an extreme amount of physical work as well as practice. Cheerleaders must be as graceful as dancers, and as athletic as any gymnast. Pom is a mix of cheer and dance. It is predominantly dancing but with quicker, sharper, cohesive movements. Within Pom, if teams work hard and well with each other, as the year progresses, students will participate in other genres such as Lyrical, Contemporary, Jazz and Hip Hop. Students train two mornings per week, so a high level of commitment is expected for all team members.

There are several team options for students in Year 7 to 12 at the College. Students who choose to join Carey Jewels in 2019 will have many occasions to compete in Perth; at the Cheer Unlimited Australia Competition Series, Australian All-Star Cheerleading Federation and Aussie Gold State Spectacular. In 2019, the team will travel overseas for the very first time to London and Paris. Teams will compete at the biggest competition in Europe; Future Cheer Internationals as well as perform at Disneyland Paris as part of the Walt Disney Performing Arts Program.

### Extra-Curricular Sport

Carey competes in several inter-school competitions including the ACC Junior Sport Competition known as JSAS (Junior Southern Associated Schools), the ACC Hockey Challenge, Australian Rules Football and the State Equestrian Inter-School Championships.

Students with limited or extensive experience are welcome to come to trials and try out for a team. The aim of the program is to learn new skills, make new friends and belong to a community of people who are working together to achieve the same goals. Students also have the opportunity to compete in inter-school Swimming, Cross Country and Athletics.

JSAS sport is an inter-school sport competition that runs throughout Terms 1 and 2 on Tuesday afternoons. This competition gives students who love sport an opportunity to represent the College in their chosen sport and compete against other nearby schools.

Students who excel in this program may be invited to attend the Carey Sports Dinner at the end of the year where we celebrate our sporting student's successes. There are several team options in the JSAS Competition including Boy's Cricket, Touch Rugby, Soccer and Basketball; and Girl's Netball, Touch Rugby, Soccer and Basketball.

### **Year 8 Camp**

The Year 8 students participate in three days of activities. The theme of this program is building community through team building and also focusing on the College values of respect, courage, self-discipline and perseverance. During these days, students spend time in smaller groups with their Tutor teacher developing the relationships within the pastoral care group.

## **Homework**

Setting homework is important for reinforcing disciplined working habits. It is also important that the level of homework is gradually increased over the years, but that it is not too time-consuming for the age of the student. The recommended time is a balance between reinforcing and extending the work covered in class, while allowing for other pursuits and family time. Homework is assigned weekly to enable students to plan their study and other activities.

All assessments for the term, with the dates they are due, can be found on SEQTA Learn and Engage, under Assessments.

We encourage our students to get into the habit of study as part of their weekly homework routines, especially when there is no set homework. Study and revision are not only useful around test times, but are a vital part of the learning process. Revising a chapter from their Science book or re-reading a chapter from the English text are good examples of helpful study exercises.

### **How much time in total?**

Students should be developing a regular homework/study timetable from the start:

- **Year 8:** students should aim at completing 6 hours per week (1 hour and 15 minutes + 15 minutes of reading, four times per week), which is recommended for success.

Students should draw up a timetable outlining what they are planning to do each night, and include other commitments and activities. It is important to negotiate the timetable with parents so that it is as realistic as possible. If the timetable is varied for some reason, then

the time should be made up at the end of the week, making sure that a minimum of 6 hours is achieved every week. This pattern needs to become a productive habit.

Extension students would typically commit to more than the above homework guideline. Extra-curricular pursuits (e.g. music or dance practice) should be considered additional to homework. Parents are encouraged to communicate directly with teachers if students are unable to complete homework within the above timeframe on a regular basis. English, Humanities, Mathematics and Science should comprise an average total of 75% of a student's homework time. Other subjects should comprise an average total of 25% of a student's homework time.

### **What is the purpose of Homework?**

- Revision and study: to prepare for future lessons and to consolidate essential skills and content.
- Completion of assignments and weekly tasks.
- Development of study skills and organisational habits.
- Completion of tasks because of missed lessons due to illness, College events, holidays, music lessons, sport etc.

### **What is appropriate as Homework?**

- Assignments to be done over a period of time before being handed in for assessment.
- Revision, study, reading and comprehension tasks.
- Activities that reinforce basic principles of subjects e.g. times tables, periodic table, vocabulary.
- Catching up on work missed due to school absence or attendance at music lessons etc.
- Finishing incomplete tasks begun in class. This should be the exception.

### **Homework expectations and procedures**

Students should be encouraged to complete all homework. If a student is struggling with the content, they need to write a list of questions in their Diary and seek assistance from their teacher at the next opportunity. Students should record time taken to complete set tasks so that teachers have a clear indication of student abilities and limitations.

Homework will usually be issued for completion over a week. Students are to plan their approach to ensure completion of the tasks within the designated time frame. If students miss classes for music lessons or external sporting commitments etc., they must see their teacher to negotiate tasks and catch up on work missed. Parents are encouraged to use Direct messaging in SEQTA Engage to communicate with Staff.

## Pastoral Care

It is our belief at Carey that effective pastoral care involves strength, sacrifice and service, and we have a genuine care about the wellbeing of our students. Pastoral Care is central to relationships at Carey between students, parents and staff, and we are aware that there are many opportunities each day to express care for people in our school community. Messages of encouragement to both individuals and groups occur across a range of activities in the daily life of the College.

Each student is part of a Pastoral Care group that meets with their PCG teacher/tutor each day (except Tuesdays). These tutors generally follow the students through for multiple years of their Secondary schooling. In addition, there is a Year Manager that has the overall care of each year group. The **Dean of Pastoral Care, Mr N. Harris**, and the **Assistant Principal Pastoral Care, Dr C. Montgomery**, have the responsibility for this key area.

At Carey, we believe God is our creator and that we are made in His image and that all humans are equal. Therefore, we believe that each individual is worthy of an excellent education and we are committed to enabling every student to experience his or her highest level of achievement. Staff use humour, positive affirmation and encouragement as tools for promoting mental health and optimal wellbeing.

As part of our Pastoral Care, we provide support for students who are dealing with significant health issues, a personal or family crisis, parent separation or death in the family. This support may include specific plans to assist with areas such as attendance, participation, behaviour or curriculum demands. For students with particular diagnosed disabilities we offer Inclusive Education Plans (IEPs), and employ Education Assistants to provide support for these students where appropriate.

We believe that every child has the right to feel comfortable and safe at school, therefore we have no tolerance for harassment, vandalism or possession of illegal substances or materials.

### Chaplain and School Psychologist

Students should always be able to talk to someone and tell them how they feel, especially if they are worried or have concerns. The Year 8 Pastoral Care teachers, Year Manager, Chaplain **Mr K. Chidzey** and School Psychologist **Mrs T. Graham** are part of the team that are here to help. Mr Chidzey and Mrs Graham can be contacted at [kchidgzey@carey.wa.edu.au](mailto:kchidgzey@carey.wa.edu.au) and [tgraham@carey.wa.edu.au](mailto:tgraham@carey.wa.edu.au). If you see someone else struggling, let us know. We can only act and help if we are aware of the problem.

## Phones

Students may access their phones and headsets before 8:30am and after 3:25pm as we understand they are a prime method of communicating with home and give added security while traveling to and from school. However, they should not be sighted or heard during the school day or in class **unless given express permission by a teacher** (i.e. to take a picture of notes on the board). Ear plugs may only be used in conjunction with laptops, also only with the express permission of the teacher.

## SEQTA Learn and Engage

**SEQTA Learn** is the College's Student Portal, allowing students to log into the College's learning management system (SEQTA) to check out their timetable, set goals, contact their teachers, view subject information, assessment schedules, assignments and homework, or submit tasks.

**SEQTA Engage** is the College's Parent Portal, allowing parents to log into the College's learning management system (SEQTA) and view their son's or daughter's academic results and course. Drawing from the data entered by teachers in their normal, day-by-day work, parents can access academic results, lesson outlines and online lessons, school notices and other school documents.

### Academic Progress and Reports

- Progress is reported continually throughout the year via SEQTA Engage (parents) and SEQTA Learn (students). Available information includes marks in comparison to the class minimum, maximum and averages; and also may include teacher comments.
- Academic reports for students are made available in SEQTA Engage in Term 1, Term 2 and Term 4, and are intended to provide an overview and summary of progress.
- Subject teachers, Heads of Department and/or Year Managers will keep parents informed of any academic or attendance concerns.
- Reports are not issued to students who leave during the Semester.

Subject teachers may communicate any concerns by way of a Direct message in SEQTA Engage, telephone, email or by using the Diary.

If parents have any general concerns about your child, please contact the relevant Year Manager. If your concern is about a specific subject, please contact your child's teacher or the relevant Head of Department.

### Parent/Student/Teacher Interviews (after Reports)

Formal parent interviews are scheduled in Term 1 following the issuing of Interim Reports. These interviews enable parents to meet with staff early in the academic year. Following the issue of Mid-Year reports, there is also an opportunity for parents to meet with staff early in Term 3.

Parents who wish to speak to staff at times other than a formal 'Interview Evening' or who would like a longer session with a teacher, are encouraged to make appointments with individual teachers, at any time of the year, as needed.

If students need extra help, they are encouraged to see their teachers. Year 7 parents and students should keep up to date on their progress through SEQTA Learn and Engage. Students should ask their teachers not only how they are progressing, but also what should be done to improve grades and marks.

### Special Provisions

As a means of providing support for students with diagnosed conditions (documented medical and/or learning disabilities) the College recognises that individual students may need special assessment arrangements to allow them to demonstrate their knowledge, skills and understandings within certain courses.

The underlying principle of special provisions is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities where their assessment may be affected by illness, impairment or personal circumstances. Special provisions are available for written assessments and examinations.

The College follows the WACE Special Provisions guidelines set by the SCSA when considering what arrangements are appropriate for students to have, depending on their diagnosis. Some examples of special provisions for in class assessments include:

- extra working time (10 minutes per hour);
- rest breaks (non-working time);
- use of a computer;
- access to food and drink.

Please contact Mrs L. Ong (Director of Access) at [long@carey.wa.edu.au](mailto:long@carey.wa.edu.au) if there are any questions.

### Special Needs

Carey's policy of **inclusive education** means that all students attend age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

There are two categories of special needs: IEP and Other Special Needs.

#### Inclusive Education Plans (IEP)

Some special needs students who have particular diagnoses with sufficient supporting documentation, may be eligible for an IEP. An IEP is a written statement of the accommodations the school is able to offer appropriate to the child's individual needs, and the impact of the disability.

The IEP has two general purposes:

- to set reasonable goals for the child (for example, learning, social, independence goals); and
- to document the discussion of accommodations, modifications and strategies that are possible within the school context.

The IEP is developed by a team of individuals that includes the Secondary Psychologist, key school staff and the child's parents. The team meets, reviews the diagnostic assessment information available about the child, and plan together.

This is coordinated by Mrs N. Prince, who can be contacted at [nprince@carey.wa.edu.au](mailto:nprince@carey.wa.edu.au)

#### Other Special Needs

Students who have learning difficulties are also supported with accommodations and a systematic plan to notify their teaching staff of their difficulties and appropriate teaching strategies. These are discussed with the child's parents and the child. This group of students is managed by Mrs L. Ong, who can be contacted at [long@carey.wa.edu.au](mailto:long@carey.wa.edu.au)

## Streaming

Streaming refers to the grouping of students within a certain ability range as a class. The objective is to allow 'like' students to learn at a pace which matches their abilities. At Carey, we advocate streaming in the case of individual subjects, especially when the work becomes more complex. This may mean that students are streamed at different levels in different subjects. Within a streamed class setting, the teacher is able to set a suitable pace for the class and maintain that pace. The entire class is challenged at a level gauged to be appropriate for the whole group. In a class with students who may struggle, the same applies. However, a slower pace would be necessary, and an education assistant may be allocated to this group to work with students who need intensive support. In either situation, the teacher is able to select an appropriate pace and move ahead.

In a streamed class setting students are able to:

- motivate each other because they possess similar abilities;
- move ahead at the same pace because there are no major disparities in ability within the stream;
- grow in confidence and self-esteem as no one is made to feel inferior among his/her peers. In fact, they offer each other friendly competition, which is motivational.

With cohorts of approximately 150 students there will exist a wide range of ability, aptitude, attitude and achievement across five classes per year cohort. Our desire is for each student to develop a **Growth Mindset**; to set aspirational yet attainable goals and seek to achieve them.

Streaming allocations in Year 8 is based on the available school data: Year 7 Reports; and Year 7 teacher recommendations.

### Streaming Structure

Year 8 Maths and Science	Year 9 English, Humanities, Maths and Science	Year 10 English, Humanities, Maths and Science
Extension	Extension	Extension
Extension	Extension	Extension
Mainstream	Mainstream	Mainstream
Mainstream	Mainstream	Mainstream
Mainstream	Foundation*	Foundation

\*The foundation stream may not begin until the start of Semester 2, and may be formed as a group within one or more mainstream classes, depending on the number of students involved.

### Can students change streamed classes during Year 8?

Students will be able to move between streams as appropriate. Students who perform at a level significantly higher or lower than the students in their class may have an opportunity to move to another class at specified points during the year. In order to move to a higher class, students need to achieve consistently high marks.

Alternatively, students who perform at a lower level may be moved to a lower class. Students are moved from one class to another at the discretion of the relevant Head of Department, and in consultation with teachers. Students and parents will be notified prior to a student changing classes.

## Teasdale iCentre

The Teasdale iCentre plays an integral part in student learning and development. Students are given direction with research and homework assignments and, to this end, are encouraged to access the iCentre before, during and after school until 4.15pm. Students will, increasingly, have access to virtual as well as physical resources.

Opening Hours: Monday to Friday 8:15am to 4:15pm

iCentre staff are available to assist students with acquiring the skills associated with Information Literacy which involves how to:

- locate relevant information;
- process information;
- evaluate information including recognising bias;
- use information ethically including acknowledging sources;
- use the Dewey Decimal System to locate sources.

Accessing reference material online assists students to keep pace with the dynamic change of information, i.e. political leaders change, countries' borders change, new discoveries are made, etc. It is generally understood that information regarding Medicine, Geography, Technology is usually out of date after three to five years. Online, continually updated information is always current. Physical journals provide information that is current at the time of publishing, whereas online journals include recent research.

## Technology/Chromebooks

Computers and other technologies have become an important tool in our society. In an increasingly technological and complex world, we consider it is important to develop knowledge and skills to analyse and creatively respond to design and/or digital challenges. Students use technology in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Students are given the use of a **Chromebook** in Year 8. A **Chromebook** is a laptop running the Linux-based Chrome OS as its operating system. The devices are primarily used to perform a variety of tasks using the Google Chrome browser, with most applications and data residing 'in the cloud' rather than on the machine itself.

In the Year 8 program, students will be taught the skills to use this technology in a wise manner, developing a worldview that is well informed. Students will be given the opportunity to examine the impact that computers and the Internet have made on shaping world values and develop skills of discernment in their use.

The use of laptops and access to the internet during class is only for educational purposes. Students sighted by staff accessing non educational material will be redirected to appropriate work and parents will be informed.

# Year 8 Course of Study

Students participate in six sessions during the day. Classes include a variety of activities to stimulate student interest and motivation. Students undertake 26 sessions of study per week.

\* Students with a diagnosed Learning Difficulty will be exempt from studying a language and will participate in two Literacy Support sessions per week.

Learning Area		Session per week
English		4
Mathematics		4
Humanities		4
Science		4
Languages [Indonesian or Japanese] / Literacy Support*		2
Physical Education		2
Beliefs and Values		1
Health Education		1
<b>Elective 1</b> (Year Courses) Media Art Visual Art	Students select one Visual Art subject for the entire year	1
<b>Elective 2</b> (Year Courses) Dance Drama Music	Students select one Performing Arts subject for the entire year	1
<b>Elective 3</b> (Year Courses) Robotics and Digital Photography 3D Printing and Innovative Technology	Students select one Digital Technology combination for the entire year	1
<b>Elective 4</b> (Year Courses) Design: Textiles Design: Wood, Metal and Plastics Food and Technology	Students select one Design and Technology subject for the entire year	1

These fees will show on the webchoice document, with a total when you complete the form.

This is for you information only. You will be invoiced for these levies at the beginning of next year.

- Dance \$10.00 Dance student workbook
- Indonesian \$25.00 Education Perfect Online Resource
- Japanese \$25.00 Education Perfect Online Resource
- Drama \$10.00 Costume and makeup recovery fee
- Music \$74.00 AMEB enrolment
- Visual Arts \$66.00 Resource fee

# How to Choose Electives

## Webchoice - selecting your electives - Year 8

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one

A link and Webcode will be emailed to your Carey Student Email Address.

two

Click on the link and type in your Webcode.

three

Click on the Elective Selection button.

four

Choose your electives from the drop down menu in each box.

five

Then choose two reserve electives – in case your first references are unavailable.

six

Click on the submit button.

seven

Print out your electives and get your Mum or Dad to sign them, then bring them into Building G and put them in the box at Student Reception.

## Year 8 Performing Arts Courses

Dance | Drama | Music

All students are required to choose one Performing Arts course from the course lists above. These courses will be studied for one session per week for the year.

### Dance

The Year 8 Dance program engages each student in the artistic processes of creating, performing and responding. It also develops kinesthetic and spatial learning as well as intra- and interpersonal knowledge of self and others in the community.

In Year 8, Dance students choreograph dances for a purpose. They discuss how dance can communicate meaning and how dance genres/styles differ.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

Genres or styles that are taught and explored include contemporary, jazz, hip hop and cultural dance. Dance performances may include: College Assemblies, South of the Swan Dance Festival and the Carey Dance Concert.

Students will be expected to wear the Carey dance uniform (available from the Uniform Shop).

### Drama

The Year 8 Drama program introduces students to the vibrant and exciting world of Drama in its many different forms. This interactive elective works to enhance students' creativity and imagination through creating, interpreting, exploring and presenting Drama.

The course provides an introduction to historical forms of theatre while developing students' performance skills in the following specific areas:

- Voice and movement;
- Playbuilding and character development;
- Production and basic technical elements (including sound, lighting, props and costume);
- Connecting Theatre history with contemporary culture.

In addition to exploring theatre conventions and history, Drama plays an important role in fostering students' self-esteem, confidence and social skills

through group interaction and performance.

Drama has also developed strong cross-curricular links with English to further enhance student learning in both areas.

Students will also experience 'live' theatre, and engage in workshop opportunities with theatre industry professionals.

### Music

Music requires students to attend:

- One session per week during school time (as part of the normal timetable);
- One session per week for one hour after school time.

Students choosing this course must be receiving individual music tuition for a minimum duration of 30 minutes per week. In addition, they may be invited to attend Music Camp during Term 3.

The Year 8 Music course is aimed at significantly expanding students' practical and theoretical musicianship skills. This course is essentially for those students who are passionate about their music.

Students explore a range of different music, but will focus on learning about the sounds produced by instruments of the modern symphony orchestra. Students will rehearse and perform as a class ensemble, investigating the blend between rock, pop, symphonic and jazz contexts.

Students choosing this course will complete the AMEB Music Craft Grade 1 examination.

*There is an examination fee charged by the University of Western Australia for the administration of this examination. This fee is charged to the annual College account.*

## Year 8 Visual Arts Courses

Media Arts | Visual Arts

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All students are required to choose one Visual Arts course from the course lists above. These courses will be studied for one session per week for the year.

### Media Arts

In Year 8 Media Arts, students are provided with opportunities to create and explore within the context of online broadcasting. They create their own Audio Podcasts, YouTube style videos, Advertising Campaigns and Online Magazines.

Students begin to solve problems, work as a team, follow timelines and use processes to ensure safe and responsible use of media equipment.

### Visual Arts

The Year 8 Visual Art course focuses on students exploring their 'Art Making' and 'Responding' to artworks in a relaxed creative environment.

Students continue to develop their foundational drawing and design skills and knowledge of Elements and Principles learnt in Year 7, and apply these to projects that use various materials, such as Ceramics, Painting, Printmaking, Creative Lettering and Design.

All Art materials are supplied by the College from the Visual Art levy.

High achieving Art students are often selected to enter Art competitions to represent the College.



WE MAY ALL BE  
DIFFERENT BUT  
IN THIS CLASS  
WE GROW  
TOGETHER



# LANGUAGES

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## Year 8 Language Courses

Indonesian | Japanese

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All students are required to choose one language course from the course list above. These courses will be studied for two sessions per week for the year.

The Indonesian and Japanese courses cater to students who have studied the language previously as well as those with little or no prior language experience. Both courses emphasise:

- Comprehension and communication in the target language through listening and responding, speaking, and the use of appropriate gesture and body language;
- The development of language learning skills and strategies; and
- Awareness and appreciation of cultures, customs and lifestyles that may differ markedly from those of the learner.

### Indonesian

This course is designed to enable students to establish and maintain their written, speaking, listening and reading skills using the Indonesian language. A thematic approach is used throughout the year, based upon various topics of interest. Theme based topics enable students to develop an understanding of various aspects of Indonesian society and culture, whilst at the same time enabling them to develop their social interaction skills.

Areas studied include:

**Term 1** – Use of various terms of address, revising basic greetings suitable for various times of the day, discuss nationalities, and general likes and dislikes.

**Term 2** – Family structure and relationships. Aspects covered include talking about one's pets and general family routines.

**Term 3** – Indonesian school life, including comparing Indonesian and Western schooling, daily routines, talking about hobbies and interests.

**Term 4** – Indonesian transport, both traditional and modern, telling the time and talking about days of the week.

### Japanese

The study of Japanese offers students the potential to gain many cultural, intellectual and social benefits. As well as contributing to a student's personal development, an understanding of Japanese language and culture also enhances vocational prospects in areas as varied as economics, politics, commerce, hospitality and industry.

The course content is topic based. The four macro skills of listening, reading, speaking and writing are emphasised.

The College has established ties with a high school in Osaka, Japan and has been conducting a reciprocal student exchange program for several years. Participation in this program is offered to Japanese language students in Years 10 or 11.

# TECHNOLOGIES

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## Year 8 Digital Technology Courses

Combination 1: Robotics and Digital Photography

Combination 2: 3D Printing and Innovative Technology

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All students are required to choose on Digital Technology combination from the course list above.

These courses will be studied for one session per week for the year.

### COMBINATION 1: Robotics and Digital Photography

#### Robotics

Robotics is an interdisciplinary science that encompasses electronics, engineering, mechanics and computing. Students will be exposed to a variety of tasks to accomplish and will be required to build, program, test and refine their robotic creation.

Students will use Lego Robotics kits to build a range of robots for a variety of challenges. Students work in teams to design, build and program robots to compete against each other in a series of increasingly complex challenges including:

‘The Obstacle Race’,

‘The Can Push’,

‘The Robots Dance’ and ‘The Feeding Frenzy’.

Students can choose to extend their interest in Robotics by entering State and National Robotics competitions. For these competitions, students create robots that are entered in the robots’ dance, rescue or soccer competitions.

#### AND

#### Digital Photography

This course enables students to expand and develop their skills in Digital Photography and graphic manipulation.

This course is designed to place an emphasis on developing practical skills in both camera techniques and image manipulation. Students will be guided through photographic projects and activities which will introduce them to a variety of image capture and post-production skills including: photographic techniques, photoshop manipulation, graphic novels, photo storytelling, photo montage and airbrushing.

### COMBINATION 2: 3D Printing and Innovative Technology

#### 3D Printing

It is said that the development of 3D Printing ushered in the third Industrial Revolution and this Computer Aided Design (CAD) course gives students the knowledge and skills to work with this cutting edge technology.

Students will use the latest software and technology to express their ingenuity, creativity, intellectual skills and abilities through design and production. They will develop 3-dimensional designs using industry-standard programs, such as AutoCAD and Fusion 360 to produce prototypes and finished products using 3D printers and laser cutters.

#### AND

#### Innovative Technology

This course provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.

Students will collect and analyse relevant data with increasing independence and collaboration, and safely use a range of processes, hardware and software to model, construct, test and evaluate digital solutions.

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## Year 8 Design and Technology Courses

Design: Textiles

Design: Wood, Metals, Plastics

Food and Technology

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All students are required to choose on Design and Technology combination from the course list above. These courses will be studied for one session per week for the year.

### Design: Textiles

Students may be interested in this elective if they enjoy being creative, designing, sewing, drawing and crafts. Students will investigate, design, produce and evaluate creative products.

They will explore textile processes including: machining; over-locking; appliqué; dyeing and other embellishment techniques. Assessed tasks will include: a Product Design Folio, displaying the development of ideas and product designs; and creative items such as a fun cushion, fabric dyed accessories and a pair of boxer shorts.

### Design: Wood, Metal, Plastics

This is an introductory composite-materials course designed to introduce students to various materials, tools, machines and processes within the design and trade industries. Students will undertake problem solving and creative design projects that will extend their knowledge and hand skills in combining various timbers, metals and plastics.

Students will have the opportunity to use industry standard machines such as a wood and metal lathe, bandsaw, laser cutter and various other power tools. This course will equip students with broad educational and industry relevant skills, as well as provide them with future links to further courses of study in the design and technology areas.

### Food and Technology

Food and Technology is a creative, hands-on subject encompassing many life skills. Using a technology and health focus, students are encouraged to use their own initiative to solve problems while working cooperatively with others, using appropriate equipment and managing time effectively.

Students will learn to safely produce a variety of healthy snacks and nourishing foods suitable for breakfast, lunch, dinner, dessert and snacks. Students will examine the relationship between their diet and health. They will take a critical look at what is actually in the foods they eat; what is in the foods that certain food chains encourage them to eat; and how to make wise food choices. Students will prepare foods that are tasty and nutritious, economical, accessible, easy and time efficient to prepare.

# Carey Attempt the Extraordinary



**Carey**

E [info@carey.wa.edu.au](mailto:info@carey.wa.edu.au)  
T (08) 9394 9111  
F (08) 9394 9112  
51 Wright Rd Harrisdale WA 6112  
PO Box 1409 Canning Vale WA 6970  
[carey.wa.edu.au](http://carey.wa.edu.au)



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**Jump**  
Carey Early  
Development