

# 2020 Year 10 Elective Selection Handbook



**Carey**  
Baptist  
College  
Harrisdale

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# Introduction

Year 10 is a time when students and their parents will be faced with many new challenges and decisions. The habits developed in Year 10 will either help or hinder students from making progress into upper school. There are an extensive set of electives for students to choose from in Year 10, but students should also consider which electives will give them a good background for their potential courses in Year 11 and 12.

Year 10 students are:

- Expected to take more responsibility for their own learning and behaviour.
- Expected to be more organised.
- Provided with the knowledge and skills to set the foundations for future goals and plans.
- Encouraged to assume more roles of leadership within the school environment.
- Expected to show increased independence.
- Expected to plan and manage more complex tasks.

Students' achievement in Year 10 will determine the subjects they can study in Years 11 and 12. Year 11 ATAR subjects have minimum prerequisite marks that students must achieve BEFORE a student is accepted into a particular subject. Subject selection for Year 11 begins at the end of Term 2 and takes place during Term 3 each year. That means that the **marks which count most are the marks that are achieved on the Semester 1 reports**. Students must demonstrate that they have achieved the prerequisites to choose many of the ATAR subjects offered.

This process is aimed at correctly placing students in the courses that match their level of ability, and give them the best opportunity for success. If prerequisites are NOT met, students must choose from the other subjects where they do meet the prerequisites. There will be a second chance for students to meet the prerequisites by achieving them in the Semester 2 Exams and Reports. Past experience confirms that the published Carey prerequisites are MINIMUM requirements, and that students who don't meet them will struggle in Year 11 and 12.

We would challenge all of our Carey students to work hard now to achieve big tomorrows. There is no reason why they cannot achieve their dreams and potential if they work hard and do their best, but we would encourage them to begin now. If you would like to discuss any of these matters, please feel free to contact the Dean of Curriculum.

*Mr R. Stirling*  
Assistant Principal Curriculum

*Mrs K. Lacey*  
Dean of Curriculum



# Year 10 Course of Study

Learning Area	30 Sessions per week
English	4
Mathematics	4
Humanities	4
Science	4
Physical Education	2
Health Education	1
Beliefs and Values	1
Homework / Study Skills	1
Clubs	1
House Activities	1
Extended Form / Assembly	1

Electives (20)	Sessions per week
<ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Japanese</li> <li>• Media: Photography / Film and TV</li> <li>• Music General</li> <li>• Music Specialist 1 &amp; 2 (4 sessions)</li> <li>• Outdoor Recreation</li> <li>• Psychology</li> <li>• Specialist Basketball*</li> <li>• Specialist Soccer*</li> <li>• STEM</li> <li>• Technologies: Childcare</li> <li>• Technologies: Computing</li> <li>• Technologies: Design</li> <li>• Technologies: Digital Multimedia</li> <li>• Technologies: Engineering</li> <li>• Technologies: Food &amp; Nutrition</li> <li>• Technologies: Woodwork</li> <li>• Visual Art: Art and Design</li> <li>• Visual Art: Graphic Art</li> </ul>	<p>Students select three subjects for the year.</p> <p><i>*application required indicating experience</i></p>
	3 x 2

## Subject Levies

These levies are an indication only and based on the 2019 charges. Subject levies for 2020 will be published during Term 4. You will be invoiced these levies at the beginning of the year.

- |                      |       |                                   |
|----------------------|-------|-----------------------------------|
| • Art and Design     | \$113 | Resource fee                      |
| • Graphic Art        | \$113 | Resource fee                      |
| • Indonesian         | \$25  | Education Perfect Online Resource |
| • Japanese           | \$25  | Education Perfect Online Resource |
| • Music General      | \$81  | AMEB enrolment                    |
| • Music Specialist   | \$81  | AMEB enrolment                    |
| • Outdoor Recreation | \$275 | Venue and Equipment hire          |

# How to Choose your Electives

Webchoice - selecting your electives - Year 10

---

one

A link and Webcode will be emailed to your parents' email address.

two

Click on the link and type in your Webcode.

three

Click on the Elective Selection button.

four

Choose your three electives in order of preference—put the one you most want to do first. In the first box you must choose Phys Ed.

five

Then choose two reserve electives—in case any of your three preferences 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 in to Building J and put them in the box on the enrolments counter.

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**Your choices are due by 9am Thursday 8 August.**

# ELECTIVES

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## Dance

Students considering a Certificate II in Dance in Year 11 should enrol in this course in Year 10.

Dance students continue to expand their choreographic intentions in their choreography, such as presenting a tertiary structure. They extend their technical dance skills to include style-specific movement skills.

Through performance, students continue to work on confidence, accuracy, clarity of movement and projection. They refine their discussion of the use of elements of dance, choreographic processes and design concepts in their own dance and the dance of others. They investigate dance and influences of the social, cultural and historical contexts.

Dance performances may include: College Assemblies, South of the Swan Dance Festival, and the Carey Dance Concert. Students will also be given the opportunity to view live dance productions and engage with industry professionals.

Various opportunities will arise for students to attend performances and workshops, as well as engage in workshops conducted by professional dancers.

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

## Drama

In Year 10 Drama, students will be given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and appropriate, published script material (e.g. Australian Drama and World Drama scripts).

This course is designed to prepare students to undertake further Drama study in Years 11 and 12.

Drama is a language-rich subject, and provides opportunities for developing reading, writing, listening and speaking skills, as well as providing foundations for interpreting and reasoning. The ability to communicate orally and physically is a key life skill for successful participation in contemporary society.

Students will also have the opportunity to expand their knowledge and experience of the elements of Drama in production by learning about stagecraft and completing production team roles, including lighting, costume, make-up, set and properties for performance.

Various opportunities will arise for students to attend performances and workshops as well as engage in workshops and performances, facilitated by Drama professionals, at Carey and other venues.

## Japanese

The study of a second language provides students with the opportunity to broaden their cultural, social and linguistic understandings. Students in the 21st Century are part of a global community and need to have a high level of communication, literacy proficiency and cultural understanding.

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 and 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 and provides invaluable opportunities to practice and enhance language skills while experiencing the Japanese culture and lifestyle.

Students at Carey have the opportunity to continue their study of Japanese through to Year 12.

## Media: Photography / Film and TV

In Media Arts, students will have the opportunity to challenge themselves and explore their creative ideas in the vibrant Media Studio, working with a range of technologies and equipment to generate creative media artworks.

In Year 10, we consolidate the skills and techniques students were introduced to in Year 9, completing two major projects over the year in the areas of Television, Film and Digital Photography. Students develop their skills to effectively use DSLR cameras to produce photographs that create a point of view or meaning. They will also refine their cinematography (video camera) skills, creating a short film.

In each project, students will work in small crews to develop their concept, then plan, film/photograph, edit and present their projects. Students will extend their photographic, camera work and editing skills, learning to work independently. They will use a variety of software to edit their photographs (like Adobe Bridge, Photoshop) and video (Adobe Premiere). Students will experiment with and manipulate the skills and techniques in each area to craft engaging, persuasive and imaginative media products and they will start to develop their own personal style.

Media Arts provides students with:

- The opportunity to develop vital life and work skills.
- The ability to work independently as well as in small groups.
- Problem-solving skills.
- The ability to generate and explore creative ideas, seeing them through to the presentation of a final product.
- An understanding that our media saturated culture presents many values, viewpoints and ideas, and how to distinguish which are positive and healthy.

Studying Media Arts complements the study of English and Technologies, and prepares students for further studies at TAFE and University.

## Music General

### Minimum Entry Requirements

Students that wish to change into Music in Year 10 need to undergo an interview and audition with Mr B. Thompson, Director of Music.

This course provides students with a broad appreciation of music history across a spectrum of musical contexts, including Western Art Music and

Musical Theatre. The course content includes the study of specific musical works which are considered to have defined certain musical eras.

### Students choosing this course must be receiving individual music tuition for a minimum duration of 30 minutes per week.

Various opportunities will arise for students to attend concerts, performances and workshops around the Metropolitan area (approximately 2-3 full days). In addition, they may be invited to attend Music camp during Term 3.

Each student is required to commit to a regular weekly practise routine on his / her instrument (including voice students). In addition, regular revision of course material (45 minutes per week) is necessary. There will be occasions where students will also be required to finish off tasks begun during class time.

Students choosing this course will complete the AMEB Grade 3 Musicianship theory books and online examination. There is an examination fee charged by the University of W.A. for the administration of this examination. This fee is charged to the annual College account.

It is expected that all Music General students will participate in a co-curricular music ensemble playing their major instrument of study. The opportunity is available for students to audition and participate on a voluntary basis in more than one ensemble if they wish to do so.

## Music Specialist 1 and 2 (4 session elective)

### Minimum Entry Requirements

Student must have studied Music during Year 9. Students that wish to change into Music in Year 10 need to undergo an interview and audition with Mr B. Thompson, Director of Music.

Note that this is a 4 session elective. Students wishing to choose Music Specialist must include Music Specialist 1 and Music Specialist 2 in their three nominated electives.

This course is designed for those students who are serious about Music and want to keep their options open to perhaps pursue a Music career pathway. Students considering studying ATAR Music through to an ATAR pathway should choose this course. With for sessions per week, students are given intensive training in all four Music outcomes:

- Performing.
- Composing / arranging.
- Listening and responding (through the Grade 3 Music Craft syllabus\*).
- Culture and Society.

\*There is an examination fee charged by the University of W.A. for the administration of the AMEB Grade 3 Music Craft examination. This fee is charged to the annual College account.

Students considering studying Music through an ATAR pathway should choose this course as it gives those Musicians who are serious about their craft the opportunity to devote time and energy to becoming quality players.

**Students choosing this course must be receiving individual music tuition for a minimum duration of 45 minutes per week.** Various opportunities will arise for students to attend concerts, performances and workshops around the Metropolitan area (approximately 2-3 full days). In addition, they may be invited to attend Music camp during Term 3.

Each student is required to commit to a regular weekly practise routine on his / her instrument (including voice students). In addition, regular revision of course material (1 hour per week) is necessary. There will be occasions where students will also be required to finish off tasks begun during class time.

It is expected that all Music Specialist students will participate in a co-curricular music ensemble playing their major instrument of study. The opportunity is available for students to audition and participate on a voluntary basis in more than one ensemble if they wish to do so.

## Outdoor Recreation

The Year 10 Outdoor Recreation course is based on the experiential learning cycle. This cycle is made up of three stages: plan, do and review. Students plan for outdoor experiences, participate in these experiences and reflect on their involvement.

In this course students will:

- Learn skills involved in rock climbing, kayaking, hiking and orienteering.
- Fulfil the requirements of the Bronze Medallion qualification.
- Learning bush cooking, knot tying, fire lighting and minimal impact practices.
- Attend a two day and one night expedition.

This elective is a highly desirable course for those wanting to pursue a pathway of Outdoor Education into Years 11 and 12.

All students undertaking this course will participate in an overnight camp, which is part of their assessment

and as such is a compulsory aspect of the course. The camp will allow students an opportunity to demonstrate their skills in an outdoor context.

This course has requirements of out-of-school time, including some days before or after school.

## Psychology

Psychology is the scientific study of how people think, feel and act.

During this course, students will be introduced to some foundational theories of psychology and examine the interrelationship between our behaviours (such as eating, sleeping, sneezing, watching television) and our mental processes (such as perceptions, memories, dreams, thoughts, feelings and emotions). Students will examine the role of Psychology as it applies to life.

Psychology is an ATAR subject in Year 11 and 12 which can be selected for University entrance.

## Specialist Basketball\*

### Application and Trial Required

In this Specialist Basketball Program, students will develop their knowledge, skill level and the tactical side of basketball. While there will be an emphasis on skill development, students will be required to have a certain level of skill for them to be able to choose this course. By completing an application form (at the end of this Handbook) and attending a trial session at a date to be advised, this will allow staff to see if applicants meet the practical criteria. There will also be a requirement to participate in the Carey Baptist College inter-school sporting program in the sport of basketball. This selection will be dependent upon the age group of the team and also team balance.

Assessment types include such things as: practical assessments and personal reflections.

**Literacy:** students will read basketball plays to understand the structure required on the court. They will also learn to use specialist words when talking about their movement patterns. Speaking and listening are also key skills in the Specialist Basketball Program. Students will need to express opinion and explain the reasoning behind decisions they make on the court. Students will also listen to explanations from teachers and other sources, like multimedia and the internet, and be able to interpret and apply the ideas presented. They will actively contribute to class discussions.

**Numeracy:** students will use numeracy in a range of ways such as producing, collating and analysing

statistics during basketball games. They will be required to keep score in games of basketball.

**ICT:** students will use ICT as a way of analysing their performance and using it as a tool to help improve their movement patterns. They will also use it to gather information regarding 'set plays' and see how they are executed; and as a tool for writing reflections each week.

### **Applicants take Note**

Applicants for Specialist Basketball should list this as one of their three elective choices, and submit their filled in application forms with their signed elective choices. If applicants are not selected for the Specialist program, their choice will revert to their first reserve choice, so that they will not be disadvantaged.

### **Specialist Soccer\***

#### **Application and Trial Required**

In this Specialist Soccer Program, students will develop their knowledge, skill level and the tactical side of soccer. While there will be an emphasis on skill development, students will be required to have a certain level of skill for them to be able to choose this course. By completing an application form and attending a trial session at a date to be advised, this will allow staff to see if applicants meet the practical criteria. There will also be a requirement to participate in the Carey Baptist College inter-school sporting program in the sport of soccer. This selection will be dependent upon the age group of the team and also team balance.

Assessment types include such things as: practical assessments and personal reflections.

**Literacy:** students will read soccer plays to understand the structure required on the pitch. They will also learn to use specialist words when talking about their movement patterns. Speaking and listening are also key skills in the Specialist Soccer Program. Students will need to express opinion and explain the reasoning behind decisions they make on the pitch. Students will also listen to explanations from teachers and other sources, like multimedia and the internet, and be able to interpret and apply the ideas presented. They will actively contribute to class discussions.

**Numeracy:** students will use numeracy in a range of ways such as producing, collating and analysing statistics during games of soccer.

**ICT:** students will use ICT as a way of analysing their performance and using it as a tool to help improve

their movement patterns. They will also use it to gather information regarding 'set plays' and see how they are executed; and as a tool for writing reflections each week.

### **Applicants take Note**

Applicants for Specialist Soccer should list this as one of their three elective choices, and submit their filled in application forms with their signed elective choices. If applicants are not selected for the Specialist program, their choice will revert to their first reserve choice, so that they will not be disadvantaged.

### **STEM**

This is a Science based program that integrates the study and application of Science, Technology, Engineering and Mathematics. The focus of the STEM course is the exploration of the practical aspects of Science in the modern world.

The course aims to cover four streams:

- Coding.
- Construction.
- Challenge[s] / Competition entry.
- Problem / Investigation.

Each stream occurs within a context of chemistry, physics or biology. Where possible, organisations such as CSIRO, university and industry participation are incorporated into this course.

Topics may include:

#### **Challenge Series**

Students are issued a series of short challenges which may include industry or university involvement.

#### **Competition Entry**

Depending on availability, student enter an age relevant competition, which may include an engineering challenge, such as Science and Engineering Challenge or UWA Solar Car Challenge.

#### **Coding and Construction**

Students use coding, science and mathematics in the construction and operation of a device such as a solar electric vehicle, or submarine construction.

#### **Investigation**

Galactic Garden. Students engage in garden maintenance which involves conducting an investigation. They cover topics such as selection, bioengineering, biotechnology and growing in a space environment.

### Technologies: Childcare

Students will explore the implications of becoming a parent and consider the ways parenthood would affect their lives in the future. They will participate in taking care of an “electronic baby”.

Students will have the opportunity to investigate the physical, social, emotional and intellectual needs of young children and how to satisfy these in a caring way.

As part of this course, students will develop working packages suitable for them to use when babysitting preschool children and when hosting children’s parties.

### Technologies: Computing

Computers are an integral part of life in the 21st century. Building upon foundational skills, students will study the design, development and analysis of software and hardware used to solve problems in a variety of educational and professional contexts.

Students will explore different Operating Systems, binary systems and how to build a computer. Students will learn to code through practical tasks such as web applications, advanced multiplayer games and website design (HTML).

Students will have the opportunity to explore and apply programs such as: Adobe Animate 2D applications, Unity platform First Person Shooter (FPS) Multiplayer at a more advanced level.

### Technologies: Design

Design is responsible for shaping the environment we live in; the digital world and the products and services we use. It is design that creates better places, better products, better processes and better performance.

Students will develop digital literacy through practical hands-on learning in a range of contexts such as fashion, humanitarian and consumer design. The tasks will integrate technology through projects such as smart-clothes (e-wearables) and other fashion products, community service projects and personal product design.

Students will be introduced to computer aided design (CAD), micro-chip programming, concept designing and manufacturing with technologies such as laser cutting and 3D printing.

Projects will be produced in a range of materials such as textiles and plastics that will be integrated with

technologies such as NFC chips and programmable circuits.

### Technologies: Digital Multimedia

Digital Multimedia is the use of computers, programs, software and hardware to present text, graphics, video, animation and sound in an integrated way. This course will take a hands-on approach to learning. Students will be engaged in a variety of practical activities as they produce a wide range of multimedia products and will be given the opportunity to apply their technical skills at College community events.

This course has been designed to empower students to use computer software and hardware to produce graphics, videos, animation and sound collaboratively.

Students will have the opportunity to explore and apply programs such as: Adobe Animate, Illustrator, Photoshop, Adobe Premiere / Final Cut X, Garage Band, iMovie and Motion.

They will also develop technical skills using High Definition (HD) video cameras, mixing video desk, mixing audio desk, studio lights and studio microphones in a professional recording studio.

### Technologies: Engineering

This course focuses on the design and production of practical projects in a metal-based context building upon foundational skills.

This course caters for the curious student by exploring how things work, the properties of metals and practical aspects of metalworking. While many of the tasks will be prescribed, students are expected to research, analyse and devise new solutions to modify and improve the designs.

Students will use new tools and machinery such as a MIG welder, hydraulic press and CNC plasma cutter to produce their projects.

The integration of theory and practice will provide a springboard for other advanced accredited courses in senior school and career pathways within the trade industries.

### Technologies: Food and Nutrition

#### Semester 1 – International Foods

Australian cuisine is fast becoming a melting pot for international fare. Students will develop an understanding of various cultural food histories, ingredients and dishes while learning how to cook traditional tantalising recipes from around the world.

## Semester 2 – Café Society

The Café Culture, along with our Mediterranean climate, has opened up a whole new style of entertaining. Students will develop the skills to read a menu, learn techniques to prepare café food products and present them with flair. The assessment tasks will allow opportunities for students to develop recipes for specific café dining situations.

## Technologies: Woodwork

This course extends the knowledge and hand skills students gained in previous years. Theoretical and practical aspects of Woodwork, which are intended to develop design and problem solving techniques are explored. This course provides an integration of theory and practice and a springboard for other advanced accredited courses in Years 11 and 12.

The course is designed to introduce students to:

- Knowledge and application of the correct use of tools, machines and materials.
- An understanding of safe and orderly working habits.
- Self-discipline needed to efficiently complete an assigned or selected task.
- An understanding of industrial processes and related occupations.
- Using the design process to develop a concept, communicate ideas graphically and produce a unique product.

Projects include a toolbox, corner table, turned bowl, step ladder and a personal project.

## Visual Art: Art and Design

The Year 10 Art and Design course enables students to further explore their own unique ways of creating Art. Year 10 Visual art students experience a number of Artistic disciplines within a relaxed environment.

The Art course content is weighted to be more practical with minimal amount of homework. However, a small amount of Art Theory is usually required per term. Students continue to build on the drawing and design skills developed from Year 9 from which they are then able to explore other artistic disciplines with a higher degree of difficulty and creative thought. It is envisaged that the overall standard and awareness of Art and Visual language will reflect a greater maturity. All middle school art courses are linked to the National Curriculum Framework.

Some of the Artistic disciplines included, but are not limited to:

- **Ceramics: Special effects – Dragons and Monsters.** Students can experience disciplines using Ceramics – (creating a handmade sculpture such as a dragon or conceptual Sci –fi Monster) desk tidy, vases and platters and hand thrown pottery.
- **Painting:** students will also learn about how to paint with water based paints, such as Acrylic, Goache and Water Colours. Students can also enter Art competitions for posters and murals for various events such as the Atwell Gallery, Black Swan and so on.
- **Printmaking:** further exploration into printmaking techniques will enable students to produce multi-coloured printed T-Shirts and Artworks suitable for posters, multi coloured - Lino prints suitable for an exhibition.
- **Graphic Rendering and Drawing Techniques:** will focus on Illustrative rendering techniques produced from hand drawn images as well as using digital formats such as an IPAD or tablet suitable for graphic design, architecture, or industrial design and product design concepts.

All Year 10 students are given the opportunity to visit a number of exhibitions such as the ‘Sculpture by the Sea’ Exhibition and participate in various tours and workshops at Cottesloe. Students are also able to experience other Art excursions such as visiting the Perspectives Exhibition at the Art Gallery or going on drawing excursions to Fremantle or Kings Park when able.

High achieving Visual Art students who love producing their art are often selected to enter various Art competitions to represent the College.

All Art Materials used within the Art Department are supplied by the College from the Year 10 Art and Design levy. There is no need to buy extra Art equipment as all materials are of a professional standard and quality.

## Artscape

Extra-curricular Art classes are available to those students who desire to foster a passion for creating Art works outside of the normal class time using all types of Art disciplines. This is available for all Visual Art students or by consultation with Mr Leeming. Artscape runs in Terms 2 & 3 and has a limited class size. There will be a set fee for the year for this activity. Guest artists will be invited to be part of this after-school activity.

## Visual Art: Graphic Art

The Year 10 Graphic Art course enables students to further develop their own unique graphic artworks and graphic techniques. Students focus on being able to graphically communicate to others through the vehicle of design through both practical rendering skills as well as greater exploration into digital techniques and processes.

Graphic Art is fundamental to our culture. It is within most signs, the clothes we wear, the cars we drive as well as our schools, products and culture. Students formulate an understanding as to the purpose of Graphic Design and how the graphic design processes influence our life styles as a whole.

Below is a list of projects related to the Graphic Design Industry of which students can start to develop, this is not an exhaustive list:

Lettering Design, Logo type design and Branding, Illustration design, Poster design, Product design, Corporate design, T-Shirt designs – Rock / Pop group, Clothing brand design, Book design and Illustration, Mural designs, Comic book design, Textile designs and processes, Children's book Design.

As the Graphic course develops, Graphic Design students will be involved in more graphic led projects around the school to enhance and collaborate with other Curriculum areas.

High achieving Graphic Design students who love producing very graphic artworks are often selected to enter various art competitions to represent the College.

All Art Materials used within the Art department are supplied by the College from the Year 10 Visual Graphic art levy. There is no need to buy extra Art equipment as all materials are of a professional standard and quality.

### **Artscape**

Extra-curricular Art classes are available to those students who desire to foster a passion for creating Art works outside of the normal class time using all types of Art disciplines. This is available for all Visual Art students or by consultation with Mr Leeming. Artscape runs in Terms 2 & 3 and has a limited class size. There will be a set fee for the year for this activity. Guest artists will be invited to be part of this after-school activity.



# Specialist Basketball Program: Application

## Year 10 Application Form 2020

Please return the completed full application with your elective selection to the box in Building J by Thursday 8 August, 2019 (following the instructions in the Specialist Basketball description in this handbook).

### Selection Criteria

#### Individual application

Student applications will be required to be completed and submitted inside the timeline as per Subject Selection. Following this, students will be assessed on their appropriateness and suitability to the course based on involvement within the given sport. If required, students will then be invited to attend the trial session which will be announced later in Term 3.

#### Practical performance

Students will trial in the following skills;

1. Control Dribble.
2. Lay-up.
3. Defence - on ball containment.
4. Off-stance triple threat.
5. Shoot - one dribble jump shot.

These skills will be trialed in three separate drills. In addition, students will perform match play against other trial members in a half court scenario.

Students skill level will be determined by Mr C. Bolton and Mr B. Golding during the trial phase which will take place during Term 3.

#### Applicant Details

Surname: \_\_\_\_\_ First Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Male

Female

Parent name(s): \_\_\_\_\_

Address: \_\_\_\_\_

P/code: \_\_\_\_\_

Email: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

## Student Questionnaire

[Completed by the applicant]

Name: \_\_\_\_\_

Male       Female

Last club played for and year: \_\_\_\_\_

Age group: \_\_\_\_\_

Height (cm): \_\_\_\_\_

What is your preferred position? \_\_\_\_\_

Have you played for a WABL or State Basketball team before? (When, who for?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

There are practical and theoretical parts of the course. How do you think you will manage the theory work behind basketball and then writing about it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why do you want to join the Specialist Basketball Program at Carey Baptist College?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Outline the training schedule you are currently involved in.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have you had any refereeing experience?

\_\_\_\_\_  
\_\_\_\_\_

List your personal skills and abilities (can be personal, academic, sporting or other):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Sporting Goals**  
Indicate briefly what future goals you may have in your sporting career.

Immediate (the next year)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Medium term (3 years)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Long term (5 years)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Specialist Soccer Program: Application

## Year 10 Application Form 2020

Please return the completed full application with your elective selection to the box in Building J by Friday, 2nd August, 2019 (following the instructions in the Specialist Soccer description in this handbook).

### Selection Criteria

#### Individual application

Student applications will be required to be completed and submitted inside the timeline as per Subject Selection. Following this, students will be assessed on their appropriateness and suitability to the course based on involvement within the given sport. If required, students will then be invited to attend the trial session which will be announced later in Term 3.

#### Practical performance

Students will trial in the following skills;

1. Dribbling.
2. Long lofted pass.
3. Control - low ball.
4. Short pass.
5. Shooting.

These skills will be trialled in two separate drills. In addition, students will perform match play against other trial members in a half pitch scenario.

Students skill level will be determined by Mr C. Bolton and Mr J. Norton during the trial phase which will take place during Term 3.

#### Applicant Details

Surname: \_\_\_\_\_ First Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Male

Female

Parent name(s): \_\_\_\_\_

Address: \_\_\_\_\_

P/code: \_\_\_\_\_

Email: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

## Student Questionnaire

[Completed by the applicant]

Name: \_\_\_\_\_

Male  Female

Last club played for and year: \_\_\_\_\_

Age group: \_\_\_\_\_

Height (cm): \_\_\_\_\_

What is your preferred position? \_\_\_\_\_

Have you played for an NPL or State Soccer team before? (When, who for?)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

There are practical and theoretical parts of the course. How do you think you will manage the theory work behind soccer and then writing about it?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why do you want to join the Specialist Soccer Program at Carey Baptist College?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Outline the training schedule you are currently involved in.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Sporting Goals**  
Indicate briefly what future goals you may have in your sporting career.  
Immediate (the next year)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have you had any refereeing experience?  
\_\_\_\_\_  
\_\_\_\_\_

Medium term (3 years)  
\_\_\_\_\_  
\_\_\_\_\_

List your personal skills and abilities (can be personal, academic, sporting or other):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Long term (5 years)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Carey Attempt the Extraordinary



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