



# 2020 Year 9 Elective Selection Handbook



**Carey**  
Baptist  
College  
Harrisdale

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# Introduction

The aim of the Year 9 program at Carey is to provide a challenging learning environment that enables each student to expand their horizons and for them to 'shine' in the areas in which they are gifted. Year 9 is often about discovering what these areas are. Students can look forward to experiencing an extensive range of electives which they can choose from, which are described in this handbook. These courses provide students with the opportunity to study specific areas of interest, as well as being able to select courses that will support possible future career and educational pathways.

To be successful in Year 9, 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 allocate to their schoolwork and how much time to other activities. Developing a regular homework / study routine is a really good place to begin.

The Year 9 Curriculum is constructed with the aim of:

- Providing all students with a program of academic rigour and stimulation suited to individual abilities and interests.
- Encouraging students to take responsibility for their learning and their future.
- Providing all students with the opportunity to explore their beliefs and values within a supportive Christian framework.
- Providing students with the necessary background and knowledge to pursue potential chosen careers, whether these careers involve further study or not.

Throughout their time at the College, students will be exposed to new challenges and new expectations will be placed upon them. These opportunities and challenges are designed to build character and leadership, and help to develop students for the world outside the College. As a College, we value your children as individuals and we aim to provide a safe and supportive environment for them.

We pray that all our students will have a desire to learn and achieve their potential in a positive atmosphere where they are encouraged to do their best. 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

# Year 9 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 (18)		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</li> <li>• Outdoor Recreation</li> <li>• Specialist Basketball*</li> <li>• Specialist Soccer*</li> <li>• STEM</li> <li>• Technologies: Computing</li> <li>• Technologies: Design</li> <li>• Technologies: Digital Multimedia</li> <li>• Technologies: Engineering</li> <li>• Technologies: Food and 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      | \$76  | AMEB enrolment                    |
| • Music Specialist   | \$76  | AMEB enrolment                    |
| • Outdoor Recreation | \$220 | Venue and equipment hire          |

# How to Choose your Electives

## Webchoice - selecting your electives - Year 9

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

In Year 9 Dance, students are given further opportunities to choreograph using the elements of dance and choreographic devices. They build on and refine technical competence in specific dance styles. Students are given opportunities to present dance to an audience, focusing on retention and clarity of movement, projection, focus, expression and musicality. They investigate the evolution of particular dance genres / styles.

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.

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

## Drama

The Year 9 Drama course provides students with the opportunity to explore Drama in depth through creating, interpreting, exploring and presenting their own original Drama work. Drama enables both individuals and groups to explore, shape and symbolically represent ideas, feelings and their consequences.

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.

In Year 9 Drama, opportunities for higher-scale performance continue to grow. For instance, Year 9 Drama students participate in the Youth On Health Festival (YOHfest) – a statewide performing arts festival, held annually in Western Australia. Students may also have opportunities to perform at Carey Assemblies, Arts Showcases and College Theatre Productions.

While studying and engaging with established Drama forms and styles (e.g. Australian Drama and World Drama scripts), students will also view live theatre productions and work with industry professionals.

## 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 9, we build on the basic skills that students were introduced to in Year 8, 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 expand their photographic, camera work and editing skills,

learning to work independently. They will use a variety of software to edit their photographs (Adobe Bridge, Photoshop) and video (Adobe Premiere). Student will experiment with how to use editing techniques to craft engaging, persuasive and imaginative media products that are appropriate to their chosen audience.

## Music General

### Minimum entry requirements

A 'C' Grade in Year 8 Music.

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

This course is designed to give students an experience of Music that will help them to gain an appreciation and understanding of how popular music culture came to exist between 1950 and today. Taught from the historical context of Rock Music, students spend one session per week studying the historical and theoretical aspects of rock and roll, and spend one session per week playing the styles of rock studied during music history.

### 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 weekly practise routine on his / her instrument (including voice students). In addition, regular revision of course material (30 minutes per week) is necessary.

Students choosing this course will complete the AMEB Grade 2 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.

## Music Specialist

### Minimum entry requirements

A 'B' Grade in Year 8 Music and a pass or better in first grade Music Craft or first grade Musicianship. Students that wish to change into Music in Year 9 need to undergo an interview and audition with Mr B. Thompson, Director of Music.

This course is designed for those students who are more serious about Music. Students are given

intensive training in all four music outcome areas:

- Performing.
- Composing / arranging.
- Listening and responding.
- Culture and Society.

Students considering studying Music through to 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 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.

Students choosing this course will complete the AMEB Grade 2 Music Craft 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 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

Through interaction with the natural world, the Outdoor Recreation course aims to develop an understanding of students' relationship with the environment, others and themselves. The ultimate goal of this course is to enjoy physical activity in the outdoors, while contributing to a sustainable world.

In this course, students will:

- Learn skills involved in archery and navigation.
- Complete the Community surf rescue certificate. Participate in stand up paddle-boarding.
- Learn knot tying and minimal impact practices.

This elective is a highly desirable course for those wanting to pursue a pathway in Outdoor Education in Year 10, 11 and 12.

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

## 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 Aurecon Bridge Building Competition or an environmental competition, such as Eco-challenge Australia.

### Coding and Construction

Students use coding, science and mathematics in the construction and operation of a device such as a robotic arm, or drone boat.

### Investigation

Students are given a problem, or present a problem they would like to investigate and offer a potential solution to it. The aim is for students to follow the scientific investigative process and present their findings.

### Technologies: Computing

Computers are an integral part of life in the 21st century. In this course, students will study the history, 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, games and HTML coding.

Students will have the opportunity to explore and apply programs such as: the integrated Google environment, Adobe Animate, Unity and C#.

### 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 involves 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.

This course is an introduction to computer software and hardware to produce: graphics, videos, animation and sound collaboratively. This course enables students to begin production activities such as: TV news productions, video interviews, vodcast / podcast, video live events, video graphics, digital animation etc.

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.

## Technologies: Engineering

This is an introductory course concerned with the design and production of practical projects in a metal-based context.

This course caters for the curious student in 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 welding equipment, lathe, guillotine and bandsaw to produce their projects.

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

## Technologies: Food and Nutrition

This is a practical course designed to build on the knowledge and skills students have gained in Year 8. Students are given the opportunity to prepare a range of delicious and tasty food-related to healthy eating.

Students investigate how convenience food, prepared food and quick, easy healthy family meals accommodate a busy active lifestyle. Participants will develop an appreciation and understanding of the concepts used in society to produce and refine nutritional, healthy food choices. The last term will focus on how to prepare foods for special occasions such as simple BBQs, birthday parties, Christmas foods and packaged foods suitable for gift-giving.

## Technologies: Woodwork

This course extends the knowledge and hard skills that students gained in previous years. Theoretical and practical aspects of Woodwork are investigated which are intended to develop design and problem-solving techniques.

The course is designed to introduce students to:

- The knowledge and application of the correct use and care of tools, machines and materials.
- An understanding of safe and orderly working habits.
- The self-discipline needed to efficiently complete an assigned or selected task.
- The means of translating ideas into reality utilising a graphic language.

Projects include: a gumball machine, model aeroplane, laser-cut project, turned bowl, cheese board and clock.

## Visual Art: Art and Design

The Year 9 Art & Design course enables students to create their own unique artworks using more advanced artistic techniques to build sculptures and develop greater creativity within the Drawing, Printing and Painting areas and within their Visual diaries.

The course includes a day excursion to the 'Sculpture by the Sea' exhibition located in Cottesloe where students work with professional Artists to create their own unique sculptures.

The Art course content is linked to the National curriculum and is weighted to be more practical with a minimal amount of Art Theory usually required per term. Homework is advised in the form of Visual diary exploration or sometimes finishing off a final artwork at home for exhibiting. The main focus is to continue to develop and practice making Art and research styles of Art which can inspire students to create further.

Over the course of the year, guest artists and industry specialists are invited to conduct workshops to enhance the Visual Art Curriculum as they model professional art careers and creative processes. This is also further enhanced within the Artscape after-school program (see below).

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

- **Ceramics and Sculptural Techniques:** slab techniques, coil pot building, wire sculpture making, cardboard sculptures, wooden sculptures, recycled materials, etc.
- **Painting:** Acrylic, Goache, Water Colour, mixed media painting techniques.
- **Printmaking:** Lino Printing – 1 to 5 colours, T-shirt prints.
- **Graphic rendering techniques and design:** coloured pencil and graphic markers are used to create logo designs, posters and creative lettering.

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 9 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 9 Graphic Art course enables students to create their own unique Graphic artworks using Graphic Art techniques. Students focus on being able to graphically communicate to others through the vehicle of design and rendering skills as well as an introduction to digital techniques and processes.

Graphic Art is fundamental to our culture. It is present 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 graphic designs and 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 through a number of graphic techniques. 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, Car design and rendering techniques, Introductory digital 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 9 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 9 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 trialled 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?)

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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?

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

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Outline the training schedule you are currently involved in.

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Have you had any refereeing experience?

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

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### Sporting Goals

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

Immediate (the next year)

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Medium term (3 years)

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Long term (5 years)

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# Specialist Soccer Program: Application

## Year 9 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 trialed 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?)

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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?

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

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Outline the training schedule you are currently involved in.

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### Sporting Goals

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

Immediate (the next year)

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Have you had any refereeing experience?

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Medium term (3 years)

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

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Long term (5 years)

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# Carey Attempt the Extraordinary



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