

2021 Year 10 Elective Selection Handbook



Carey
Baptist
College
Harrisdale

Contents

Introduction	4
About Carey	5
General Information	6
Planning Ahead for Year 11	18
Year 10 Course of Study	23
How to Choose your Electives	24
Elective Descriptions	25
Health and Physical Education	26
Outdoor Recreation	26
Specialist Basketball*	27
Specialist Soccer*	28
Languages	29
Japanese: General	29
Japanese: Specialist	29
Music	30
General	30
Specialist	31
Science	32
Psychology	32
STEM	33
Technologies	34
Childcare	34
Computing	34
Digital Multimedia	35
Engineering	35
Food and Nutrition	35
Product Design	36
Woodwork	36
Visual and Performing Arts	37
Art and Design	38
Dance	39
Drama	40
Media	40
Graphic Design	41
Specialist Basketball Application Form	42
Specialist Soccer Application Form	44



Introduction

Year 10 is a time when students and their parents will be faced with many new challenges and decisions. There is an extensive list 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 courses in Year 11 and 12. One exciting innovation for 2021 is that Year 10 students will be able to select four electives instead of three.

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. This 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 gives 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 Years 11 and 12.

We would challenge all 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

About Carey

Our History

Established in 1998, Carey Baptist College has grown into a leading Christian education provider in the south-east corridor of Perth. The campus at Harrisdale has grown to more than 1,500 students from Kindergarten to Year 12 and has consistently achieved exceptional educational outcomes. The College is well-known for its holistic education of students as well as its passionate local community. Carey Harrisdale is also home to Carey Baptist Church, Timber Café and Jump Carey Early Development Centre.

Carey's reputation reflects a commitment to outstanding academic achievement, positive pastoral care, and a rich diversity of co-curricular activities, including service learning. Learning takes place within a faith-based values system that encourages students to become independent, creative and flexible. Its Secondary program features:

- A tradition of graduating exceptional young people of character and capacity.
- A wide selection of ATAR and Vocational pathways.
- Highly respected Arts and Music programs.
- GATE, STEM and Aviation programs.
- Year 7 Scholarships in STEM, Music Specialist and Academic Excellence.
- A safe, rigorous and engaging learning community of over 800 students.

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.

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 to be 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.
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- Have the opportunity to say yes to Jesus; and
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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 he went on to live out his faith and vision in God.

General Information

Absences

Students should be punctual to their Homeroom at 8.35am. They should not arrive at school before 8.00am unless attending specially organised classes (e.g. Music) or training (e.g. Cheer). Likewise, students are requested to leave the College grounds promptly at the end of the day at 3.25pm, unless involved in a College organised event.

Any absence from school must be confirmed by the student's parent / guardian. This may be in the form of:

- An email to absentees@carey.wa.edu.au
- A text message to 0428 031 096, including: Year, House, date, your name and an explanation for your absence.
- A response to a College generated SMS Attendance alert.

Absences of more than three consecutive days require a medical certificate.

Late Arrival / Early Departure

- 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.

Attendance

Attendance and participation in class is crucial to a 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 a 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 reasons other than medical is not advised, but if necessary, parents should advise 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 a detailed explanation of any absences, as records are an essential part of the legislative requirements placed upon schools.

Changing Electives

The process for requesting an elective change is as follows:

1. An initial discussion is held with the Dean of Curriculum to consider the options that are available.
2. Available options for each student will depend on gridlines and class sizes.
3. A Course Change Request Form needs to be completed and fully signed (including signatures from teachers, Heads of Department and parents).
4. The Course Change Request Form should be submitted to the Curriculum Office (in Building J).
5. 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 of Term 1.

College Awards and Citations

Merits

The College uses Letters of Affirmation, and student Diaries to positively encourage students in academic, social, cultural, and sporting aspects of student life. Examples of the types of situations in which these may be awarded include:

- Outstanding effort on an assignment.
- Helping other students or teachers beyond what is normally expected.
- Acts of bravery / courage.
- Reporting harassment.
- Exemplary leadership.

Awards

The College has a range of awards that reward excellence, such as:

- Medallions for Sport.
- Certificates of Excellence.

Subject Awards

These Curriculum awards are presented in an Awards Assembly which takes place at the end of Semester 1 and Semester 2. There are two categories for these course awards:

- **Outstanding Achievement Award**
This is presented to the student with the highest academic achievement in each course.
- **Outstanding Application Award**
This is presented to the student with the most consistent application in each class. It is equally important to recognise the diligence and work ethic that students bring to their studies in their learning journey.

Medals of Excellence

These Curriculum awards recognise and honour academic excellence across all the courses a student studies. They are achieved when a student **receives at least 75% of 'A' Grades across all of their courses** in a Semester's report.

College Colours

College Colours are presented to students who demonstrate excellence in their chosen field and uphold the College values at all times. Colours recipients will be inclusive, service-oriented leaders in any of five fields listed below:

- Academic Colours.
- Arts Colours.
- Health and Physical Education Colours.
- House Colours.
- Colours for Service to the Carey Community.

College Honours

Honours recipients will have first been recognised with College Colours and then have given at least two years of service in their area, whilst also excelling in other areas of College life.

Recipients must demonstrate and uphold the College values of Kindness, Courage, Respect, Humility and Integrity. Honours recipients will be assessed according to their contribution, team spirit, conduct, goodwill, cooperation and proficiency across a range of areas.

College Honours recipients **will have competed at a State level or above and be a recognised leader in their area by their peers and staff.**

Controversial Issues

Carey Baptist College is a Christian College whose mission is to serve the community. The College is mandated to teach the W.A curriculum, but does so within a Christian framework. It is the intention of the College to equip students to be lifelong critical learners, and provide them with a values framework, which we believe will assist them in dealing with the issues that will confront them through our society, and prepare them for future studies.

Many issues that could be viewed as controversial are covered in the curriculum. Carey enables the questions and issues raised to be unpacked and answered by skilled Christian teachers in the context of a loving and caring environment. We are focused on equipping students to be critical thinkers, providing them with a positive framework for critical analysis.

Examples of courses that contain issues which may be controversial could include:

- Health Education (sexuality, drugs, contraception).
- Beliefs and Values.
- Human Biology (sexuality and evolutionary processes and theory).
- English, Media and Arts (text books, reading and viewing materials).

The W.A. curriculum mandates the topics covered, but teachers and Heads of Department ensure that they are delivered in an age and maturity appropriate context. Our task is to teach students to be discerning and equip them with skills to interrogate the material with which they are presented from a position of integrity.

Parents who have a concern with an aspect of a course are welcome to discuss the course with the class teacher and relevant Head of Department in the first instance. All College teachers are active Christians and we consider this to be critical, given the need to instil a values framework based on Christian ideals in the context of a secular curriculum.

Day (Session) Times

ROOM	TIMES
Homeroom	8:35 – 8:40
Session 1	8:45 – 9:40
Session 2	9:45 – 10:40
Recess	10:40 – 11:00
Session 3	11:00 – 11:55
Session 4	12:00 – 12:55
Lunch	12:55 – 1:30
Session 5	1:30 – 2:25
Session 6	2:30 – 3:25

Exams

Carey's Year 10 program encourages creative thinking, learning via discovery and most importantly – teaching students how to learn. **We believe that it is important that students learn the skill of sitting exams to equip them for the demands of Senior Secondary.**

Carey runs Year 10 exams at both mid-year and end-of-year in: **English, Humanities, Maths, Science, Languages (Written and Oral)** and these are weighted a minimum of 20% of the Semester's grade. The results obtained in Year 10 exams are a good indication of how a student will cope in Year 11 ATAR subjects.

Teachers will prepare students for these exams, explaining the process and providing revision tips. It is also important that parents work with their child to ensure that they are dedicating some time to study in the lead up to the exams. These Semester exams are usually held in an exam block which runs over 4 days and occur in June and November. Exams are typically 2 hours in length.

To assist students with preparing and studying for exams, no other assessments or homework are set in the week prior to the exams.

	WHEN	DURATION	EXAM LENGTH	SUBJECT
9	Term 4	4 days	1½ hrs + 10 mins (reading)	Maths, English, Science, Humanities
10	Semester 1 (Term 2)	4 days	2 hrs + 10 mins (reading)	Maths, English, Science, Humanities, Languages
	Semester 2 (Term 4)	4 days	2 hrs + 10 mins (reading)	
11	Semester 1 (Term 2)	2 weeks	2½ hrs + 10 mins (reading)	All ATAR courses*
	Semester 2 (Term 4)	2 weeks	3 hrs + 10 mins (reading)	
12	Semester 1 (Term 2)	2 weeks	3 hrs + 10 mins (reading)	All ATAR courses*
	Semester 2 (Term 4 & Holidays)	2 weeks	3 hrs + 10 mins (reading)	

Revision

As students encounter more complex problems, and face more difficult exams, they need to revise on a more regular basis to develop confidence and mastery of the core skills. Procrastination is a common problem for students and starting to prepare for exams 3 days before the exam date often results in under-achievement.

It is important for students to begin a revision program early in a regular and systematic fashion (as part of their weekly study routine), and discuss how to do this with their teachers. This involves constructing unit outlines and summaries, as soon as each section of each course is completed.

Exam marks make up a large component of the final marks, and exams are important practice for Year 11 and 12, where exams make up an increasing percentage of the final mark in each year. Performance in exams are also the best indication of how students will cope in Year 11 ATAR courses.

Research suggests that 15 minutes of revision per content subject per day has been shown to increase memory retention dramatically.

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 them the opportunity to connect with a number of extension activities.

This is further enhanced by the streaming process whereby students are placed into one of four streams according to their performance.

The four streams at Carey are:

- Extension**
 Aimed at students who have demonstrated a high capacity and potential in a particular subject. This stream completes the W.A. Curriculum to a high level and involves extension activities to further deepen knowledge and develop skills.
- Mainstream**
 The majority of students are placed in thus stream. Students complete the W.A. Curriculum at a pace that allows them to develop sound knowledge and skills in a particular subject.
- Foundation**
 Aimed at students who have demonstrated that they have significantly struggled with the subject in the past. Students complete the main structural elements of the W.A. Curriculum. Work and assessments are slightly modified.
- Support**
 This is for students who require significant assistance or learning support. Work and assessments for students in this stream are heavily modified.

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 for 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). 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. Pathways include:

- Jazz (Specialist Music Pathways).
- Contemporary Popular Music (CPM).
- Western Art Music Traditions.
- Music for Leisure.

The advantages of being involved in these AMEB programs are that:

- All examinations successfully completed are reported to the School Curriculum and Standards Authority.
- They are listed on the student's WASSA (Western Australian Statement of Student Achievement).
- They may contribute towards the breadth and depth requirement of WACE.
- They may contribute towards the C grade requirement of the WACE.

The College also offers an extensive Co-Curricular Ensemble Program (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 for the following instruments:

- **Woodwind** – Flute, Clarinet, Saxophone.
- **Strings** – Violin, Viola, Cello, Classical Guitar, Double Bass, Acoustic Guitar, Bass Guitar, Electric Guitar.
- **Brass** – Trumpet, Trombone, Baritone, Euphonium.
- **Percussion** – Pianoforte, Keyboard, Percussion, Drum Set.
- **Voice** – Jazz, Contemporary, Musical Theatre.

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

Please contact the Music Administration at the College for further information or Mr B. Thompson (Head of Music) at bthompson@carey.wa.edu.au for any further enquiries.

Extension Electives

Carey offers a broad range of electives in Year 10. Several of these are specifically designed to extend more able students and provide them with a strong academic background suitable for preparation for ATAR level subjects and University courses.

These programs aim to further develop the skills and abilities of gifted and talented students by providing a challenging environment where students can work with peers who share similar interests, aspirations and abilities. These include:

Language: Japanese General, Japanese Specialist

There are many advantages to learning Japanese as students:

- Learn to communicate in the language and develop an understanding that there are more ways to interact with people.
- Learn how languages work and develop their literacy skills. A clear link exists between learning another language and literacy development in English.
- Analytical skills are increased along with their ability to transfer skills across languages.
- Problem solving skills are enhanced by thinking laterally and working collaboratively, increasing their self-confidence, self-esteem, resilience and tolerance.
- Learn to develop an understanding and respect for other cultures, people, their ideas and ways of thinking which enriches global connections.
- Career opportunities will be greater as a result of an increasingly globalised market.

Psychology

Students learn about how the mind works and how it affects our thoughts and the choices we make. In this elective, students explore the answers to these questions and learn how our physiology and experiences influence who we are.

STEM (Science, Technology, Engineering and Maths)

STEM integrates Science, Technology, Engineering and Mathematics into a cohesive learning model based on real-world applications. This is an inquiry-based program where students, who are interested in this area, and desire to become the scientists of the future, can explore their interests and expand their abilities, and their problem-solving skills.

Music Specialist and Sports Specialist (Basketball and Soccer)

The pursuit of excellence is set as a goal for all students and particularly participants in the school's specialist programs in Music and Sports (Basketball and Soccer). These programs cater for secondary students with special interests, aptitudes and proficiency.

Entrance to these programs is through a variety of methods including testing, application, interviews, auditions / trials, portfolio presentations or by invitation. Studying this subject in Year 9 is an advantage.

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. **Cheer** 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 gymnasts.

Pom is a mix of cheer and dance. It is predominantly dancing but with quicker, sharper, cohesive movements. If teams work hard and well with each other, students will participate in other genres such as Lyrical, Contemporary, Jazz and Hip Hop as the year progresses. 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 7-12 at the College. Students who choose to join Carey Jewels 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 travelled overseas to London and Paris to compete at the biggest competition in Europe; Future Cheer Internationals, and won numerous trophies. The team also performed at Disneyland Paris as part of the Walt Disney Performing Arts Program.

Musical / Drama Production

Every two years, the College presents a major production that many students from Year 6-12 can participate in. Auditions and rehearsals occur in Semester 2 of the previous year, but there are many opportunities for students to be involved.

In 2021, the College will present **'Oliver' from the 11-13 March, 2021**. It is a British musical, with music and lyrics by Lionel Bart, and is based on the 1838 novel *Oliver Twist* by Charles Dickens.

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 the trials and try out for a team. 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 Wednesday afternoons. This competition gives students who love sport, an opportunity to represent the College in their chosen sport and compete against other nearby schools.

There are several team options in the JSAS Competition including Boy's Touch Rugby, Soccer and Basketball; and Girl's Netball, Touch Rugby, Soccer and Basketball.

Career Conference Days

Year 10 Careers Education centres around an intensive 3-day career conference. This is combined with the large-scale expo which provides students with an introduction to mapping career options and setting achievable goals.

- **Day 1**
The first day of the conference sees the students exploring two Western Australian Universities and a range of courses and entrance opportunities.
- **Day 2**
On Day 2, students examine more about who they are and how they see their immediate future developing. They set goals and look more thoroughly at the choices available for both senior study and tertiary education options.
- **Day 3**
Day 3 is designed to equip students with the confidence to find areas of passion and discover entrepreneurship, enterprise and resilience. There are opportunities for students to expand their creativity by writing rap songs, doing comedy workshops and exploring opportunities in online careers.

X-Over Program

This is an incredibly diverse and engaging Service Learning Program which makes extra-curricular experiences accessible to Carey students by creating different types of activities at a range of prices.

These programs will occur at the end of the Year 10 academic year, after exams, and involve all Year 10 students. An information night, explaining the different choices and allowing students to nominate their choices, takes place in Term 1.

Heads of Department

At Carey, the different subject areas are organised into ten different Departments. The Heads of Department and the Assistant Principal (Mr R. Stirling) and Dean of

Curriculum (Mrs K. Lacey) coordinate the curriculum content and assessment processes across the College in accordance with the guidelines set down by SCSA.

The Heads of Department are:

DEPARTMENT	HEAD OF DEPARTMENT	EMAIL ADDRESS
Beliefs and Values	Mr J. Birt	jbirt@carey.wa.edu.au
English	Mr P. Fallon	pfallon@carey.wa.edu.au
Health and Physical Education	Mr C. Bolton	cbolton@carey.wa.edu.au
Humanities and Social Science	Mr C. Austin	caustin@carey.wa.edu.au
Languages	Mrs K. Bonciani	kbonciani@carey.wa.edu.au
Mathematics	Mrs L. Karasavas	lkarasavas@carey.wa.edu.au
Music	Mr B. Thompson	bthompson@carey.wa.edu.au
Science	Mr P. van Dam	pvandam@carey.wa.edu.au
Technologies	Mr R. Stirling	rstirling@carey.wa.edu.au
Visual and Performing Arts	Mrs S. Cuellar	scuellar@carey.wa.edu.au

Homework

Setting homework is important for reinforcing good working habits in students. It is also important that the level of homework is gradually increased over the years, but 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 of Year 10, and be aiming to complete **8 hours per week** (1 hour and 45 minutes + 15 minutes of reading, four times per week).

This is a recommended minimum. It is important to do more than these minimum requirements, rather than less, especially in the lead up to the **Semester 1 and 2 exams**. 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 their 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 is achieved each week. This pattern needs to become a habit for students to be able to manage their revision and time effectively

Extension students would typically commit to more than the above homework guideline. 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 of 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 consolidate essential skills and content.
- Completion of assignments and weekly tasks.
- Develop 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 missed work 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

Homework will usually be issued for completion over a week. Students need 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.**

OLNA – Year 10

Students who have achieved **Band 8 or higher** in any of the three components of reading, writing and numeracy in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency in that component and will not be required to sit the corresponding OLNA component. If students have NOT achieved this level, there are two further opportunities to achieve this in Year 10, two in Year 11 and two in Year 12. This level is required to satisfy the minimum literacy and numeracy requirement needed to achieve the WACE in Year 12.

Tutoring is provided for these students in **Literacy and Numeracy** to assist them in achieving this level. Please contact **Mrs L. Ong (Director of Accessing Curriculum)** if you have any questions about OLNA testing at long@carey.wa.edu.au.

Other Timetabled Sessions

House Session / Study Skills

Carey has an integrated Pastoral Care and House System in which Homerooms and Houses are aligned. Each morning students begin their day in their homeroom, which is also their House. The House system is designed to empower students to find their place of belonging and to foster a competitive spirit underpinned by a communal ethos within the College.

Through the House system, students will compete in weekly competitions and the school's carnivals. House competitions range from academic challenges to cultural and sporting activities.

Within the House system, there are a range of student leadership opportunities, from captaining teams, helping run activities, through to leading a House and helping to design the House challenges. Student engagement and success in the House program is recognised in a number of ways, from certificates awarded in assemblies, the attainment of leadership positions, to the awarding of House Colours.

The names of the Houses reflect the Indigenous names for the changing seasons in the South-West of W.A.

These are:

- **Birak (Maroon).**
- **Bunuru (Orange).**
- **Djeran (Green).**
- **Makuru (Blue).**
- **Djilba (Purple).**
- **Kambarang (Gold).**

Along with student leaders, the **House system is overseen by the College's six House Coordinators** who develop and resource the House program so that students and staff can engage in and enjoy the House challenges.

The weekly House Session incorporates units on Study Skills, which are taught by the Homeroom teacher. Study skills are integral to every student's success. The further along a student is in their education, the ability to use essential study skills to work 'smart' and have optimal achievement becomes increasingly important.

Good study skills take consistent practice and support from educators and parents. We all need to be speaking the same language to enhance the consolidation of study skills. Carey provides information for both our staff and parents so that we can collectively support the building of these important skills. Best practice means that we are reinforcing these skills both in the classroom and at home.

In Year 10, students will need to grasp new skills and consolidate study practices such as self-directed learning and revision, building on study skills covered in Year 9.

Extended Homeroom / Assembly Session

Each Thursday morning, there will be an extended homeroom / assembly session that takes place during Session 1. A formal Assembly occurs approximately three or four times per term, usually with two Middle School Assemblies (Year 7-9) and one or two Whole School Assemblies (Year 7-12).

Student performances, presentations, and events like Easter and ANZAC Day are part of these Assemblies. Assembly dates can be found on the College Calendar and **parents are warmly invited to attend.**

In the remaining sessions, there will be an extended home room session focusing on pastoral care. At these longer home room times, students will be involved in programs organised by the Year Managers and homeroom teachers, including the 'Keeping Safe' and 'Wellbeing' programs. This time may also be used for guest speakers or for organising House Activities / Carnivals.

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 are regularly sent by teachers across a range of activities in the daily life of the College.

Each student is part of a Home group that meets with their Homeroom teacher each day, and for an extended session on Thursdays. In addition, there is a Year Manager that has the overall care of each year group. These Year Managers often follow the students for multiple years of their Secondary schooling. The **Dean of Pastoral Care, Mr N. Harris**, and the **Assistant Principal Pastoral Care, Dr C. Montgomery**, have the oversight of this 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 those 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, at Carey, we have no tolerance for harassment, vandalism or possession of illegal substances or materials.

Year Managers

A key member in Carey's Pastoral Care System is the Year Manager. In Secondary school, the variety of subjects that students study, all taught by different teachers, creates a rich and diverse educational experience. However, it can be slightly harder for families to keep track of who their child's teachers are, and who they need to speak to if they have questions. To simplify this process, and as a part of providing holistic care for our students, we appoint Year Managers to oversee the pastoral care of each year group at Carey.

Your child's Year Manager is their primary point person through the year. Their purpose is to nurture and support the wellbeing of each student as they grow socially, spiritually, emotionally and academically through their adolescent years. Year Managers will provide avenues of support and accountability when students encounter difficulties. They are also instrumental in developing the leadership potential within each child.

Carey runs annual year group camps or day trips and the Year Managers coordinate these programs. In addition, they have developed our Wellbeing curriculum which runs through extended Homeroom sessions. As students journey through their Secondary education, the Year Manager will be a key member on the team assisting at school carnivals, Beliefs and Values days and school functions. They also oversee group resources, such as student lockers. Year Managers love to help students. The Year 10-12 Year Managers are located in M block, in Office ML6.

Chaplain and School Psychologist

Students should always talk to someone and tell them how they feel, especially if they are worried or have concerns. The Year 10 Home Group teachers, Year 10 Year Manager, the **Chaplain, Mr K. Chidzey** and the **School Psychologist**, are part of the team that are here to help. If students see someone else struggling, let us know. We can only act and help if we are aware of the problem.

Phones

Students may only access their phones and headsets before and after school, outside of school activities as we understand they are a prime method of communicating with home and give added security when traveling to and from school.

Whilst at school or engaged in school activities, students' phones should not be seen or heard at any point. **Students are required to store their phones in their lockers at all times between 8.35am and 3.25pm.**

Students may bring their phones on extra-curricular events. However, they should only be used as a mechanism to update parents if an excursion is not running to the expected timing for unforeseen reasons, such as heavy traffic causing delays. Staff will direct students when it is appropriate for them to use their phone in such instances.

Students using phones during school hours and activities without express permission from a teacher will receive a minimum of a Level*. Students caught with a phone in change rooms or bathrooms will receive a minimum Zero Tolerance* consequence. *Please refer to the School Diary for a summary of how the Pastoral Care and Discipline System operates.

Reports

Academic Progress

Academic progress is reported continually throughout the year via SEQTA Engage (parents) and SEQTA Learn (students). The available information includes students marks in comparison to the class minimum, maximum and averages, and may also include teacher comments.

Subject teachers, Heads of Department and / or Year Managers will keep parents informed of any academic or attendance concern. If parents have any general concerns about their child they should contact their Year Manager. If the concern is about a specific subject, contact the child's teacher (in the first instance) or the relevant Head of Department.

If students need extra assistance, they are encouraged to see their teachers. Year 10 parents and students should keep up-to-date on their progress through SEQTA Learn or SEQTA Engage. Students are encouraged to ask their teachers not only how they are progressing, but also what could be done to improve grades and marks.

Semester Reports

Semester reports are made available in SEQTA Engage in Term 2 (Semester One report) and Term 4 (Semester 2 report). They provide an overview of achievement (marks and grades), and a description of the attributes demonstrated by the student. They do not include teacher comments.

The Semester One report focuses on progress over Terms 1 and 2. Carey's end of year report summarises the year's achievements. These reports are available to view and download through SEQTA.

An explanation of the grade descriptors and the personal attribute descriptors are included in the reports.

Carey's system of grading in Years 7 to 10 is in line with the WA Curriculum Guidelines:

A	Excellent	The student demonstrates excellent achievement that greatly exceeds the expected standard.
B	Good	The student demonstrates achievement that exceeds the expected standard.
C	Satisfactory	The student demonstrates achievement at the expected level.
D	Limited	The student demonstrates achievement below the expected standard.
E	Very Low	The student demonstrates achievement below the minimum acceptable for this year level.

A 'C' Grade indicates that the student is working at the required level for their year.

W.A. Curriculum grades are recorded on reports in the MESH (Maths, English, Science and Humanities) subjects to allow relative comparisons to be made between the grades achieved across the different streamed classes (e.g. an 'A' in a Mainstream class may correspond to a W.A. Curriculum grade of a 'B').

Reports are not issued to students who have left the College during the Semester.

The College Diary and SEQTA partner with the reporting process, providing opportunities for ongoing information and feedback, and parents are welcome to make appointments to meet with College staff at any time during the term. SEQTA Engage is an online portal accessed via the College website which provides parents with up to date information.

Parent / Teacher Interviews

Education is a partnership between parents and teachers, and communication is crucial in any partnership. Reports and the Parent / Teacher interviews (which follow) are an important opportunity for two way conversations to take place. These are intended to make it easier for parents to communicate with multiple teachers at the same time. Students are encouraged to attend these interviews with their parents.

The first Parent / Teacher Interviews occurs in Term 1. It is a good opportunity to meet the teacher, and discuss how the students has settled into Year 10. A focus on how the student has settled in, areas where they can improve, any areas of concern or student background, and their study habits is recommended.

The second Parent / Teacher Interviews occurs at the start of Third Term, after the Semester 1 Reports have been issued. If your son / daughter is able to attend the interview, please make sure they engage in the process. Any outcomes are more likely to be successful if they are part of the shared vision. A focus on student progress in Semester 1, and what areas they need to focus on in Semester 2 is recommended. The power of the parent / student / teacher / interview is that it can provide a clear pathway for future improvements or continued excellence.

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 their timetable, set goals, contact their teachers, view subject information, assessment schedules, assignments and homework.

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, parents can access academic results, lesson outlines and online lessons, school notices and other school documents.

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 their child, they are asked to contact the relevant Year Manager. If parents concern is about a specific subject, please contact the child's teacher or the relevant Head of Department.

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 are provided 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 are provided. 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 access, 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.

If a student who has been granted special provisions is considering an ATAR pathway, these same provisions can be applied for in the final WACE examinations in Year 12. The granting of special examination arrangements is not automatic, but is dependent on the provision of medical and / or psychological and school-based evidence to justify the decision. Please contact **Mrs L. Ong (Director of Accessing Curriculum)** at 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 students with special needs who have a particular diagnosis 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 and independence goals).
- 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 then plan together. This is coordinated by **Mrs N. Prince**, who can be contacted at 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 that can be implemented. 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

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 more measured 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 be a wide range of ability, aptitude, attitude and achievement across five classes per year cohort. Streaming allocations in Year 10 are based on the available school data: Year 9 Reports; and Year 9 teacher recommendations. Our desire is for each student to develop a **Growth Mindset** (based on the research of Dr Carol Dweck) and set aspirational but attainable goals.

Streaming Structure

YEAR 7 English, Humanities, Science and Maths	Year 8 English, Humanities, Science and Maths	Year 9 English, Humanities, Science and Maths	Year 10 English, Humanities, Science and Maths
Extension	Extension	Extension	Extension
Extension	Extension	Extension	Extension
Mainstream	Mainstream	Mainstream	Mainstream
Mainstream	Mainstream	Mainstream	Mainstream
Mainstream	Mainstream	Foundation	Foundation

Can students change streamed classes during Year 10?

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 **consistently** achieve high marks.

Alternatively, students who learn at a more measured pace may be moved to a class where they can experience more success and grow in confidence. Students are moved from classes at the discretion of the Head of Department, and in consultation with teachers, usually **at the end of the Semester**. Students and parents will be notified prior to a student changing classes.

Does the stream for a Curriculum Area have implications for Years 11 and 12?

The answer is ... Yes. This will have an impact on the range of eligible subject choices. Please refer to the prerequisites for Year 11 Courses for specific grade requirements.

- Students in **Extension** classes are being prepared for Year 11 and 12 ATAR courses.
- Students in **Mainstream** classes are being prepared for courses in Years 11 and 12, designed for University or TAFE entrance. A target achievement of 65% in this stream (Semester and Exam) is a guide to the appropriateness of a University pathway. The **exam score** is a good indication of how the student will cope with Year 11 and 12 ATAR courses.
- Students in **Foundation** classes are being prepared for courses in Years 11 and 12, which lead to TAFE entrance.

Subject Fees

All subject fees (noted in the Elective Descriptions) are a guide only and are based on 2020 data. They are subject to change and the 2021 fee schedule will be published in November.

Success in Year 10

Students must prepare for the following to succeed in Year 10:

- Students should expect an increase in conceptual difficulty as the topics become **more challenging**
- Students need to develop a clear understanding of the key concepts, or they will default to memorising a large amount of information.
- Students should expect an increase in the workload as it takes longer for homework completion.
- Students need to become **more self-directed** in their learning. Learning how to research, and how to practice skills independently, such as revision and study, are essential ATAR skills.
- Students must assess which subjects to continue with in Year 11.

Teasdale iCentre

Open: Monday to Friday 8.15-4.15pm

The Teasdale iCentre plays an integral part in student learning and development. Students are given direction with research and homework assignments and are encouraged to access the iCentre before, during and after school.

iCentre staff are available to assist students with acquiring the skills associated with Information Literacy which involves directions 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. Information regarding Medicine, Geography or Technology is usually out of date after three to five years. Online, continually updated information is always current.

Technology

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.

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.

Planning Ahead for Year 11

One of the key decisions that needs to be made in Year 10 is what subjects do students wish to study in Year 11 and 12. These choices should reflect their **strengths and interests** to ensure they achieve their best, and graduate with the skills and qualifications that provide a stepping stone to their career of choice.

Different subject choices are required for different educational pathways. Those wishing to attend **University must choose academic subjects that count towards the Australian Tertiary Admission Rank (ATAR)**. Those wishing to do a trade, apprenticeship or traineeship; study at a registered training organisation; or wishing to enter the workforce after school should look at **Vocational and General** subjects.

Students may find that a mix of academic and vocational / general subjects is right for them (especially if they want to keep their options open or are undecided about what they want to do after school). Please make an appointment with **Mrs Post (Careers Advisor)** if Career advice / guidance is needed, especially to examine the different vocational / University options open to students.

Many students are unsure which subjects they should choose in Year 11 and base their decisions on their 'like' for the subject or teacher, rather than basing it on the prerequisite or recommended subject guidelines. Sources of information include University Handbooks, University and TAFE websites, and University Open Days / Careers Expos. Choosing subjects becomes easier if students have some idea about their future goals and aspirations. Students who have a clear idea of what subjects they plan to study in Year 11 and 12 often take Year 10 subjects seriously and therefore be more successful.

Subject Prerequisites

Students cannot simply choose whatever subjects they like in Year 11. **Many courses have prerequisites that must be achieved for students to be eligible to choose that course.** Prerequisites are used to assist the student to choose appropriate courses that match their level of ability, and give them a good opportunity for success. This system is used in most schools and many University courses. Prerequisites are based on the stream that the student is in, and the grade and mark achieved.

Subject Selection for Year 11 each year occurs during the first part of Term 3. This means that the **marks that are achieved on the Semester 1 reports in Year 10 are the ones used in determining the subjects that can be chosen in Year 11.** Students must demonstrate that they have achieved minimum marks (i.e. prerequisites), or they will NOT be accepted into some the subjects they may wish to do. A minimum of 4 ATAR subjects needs to be chosen to achieve an ATAR score for University entrance, and most students choose five. If prerequisites are NOT met, students must choose from other subjects where they do meet the prerequisites.

Semester 2 reports represent a second chance To achieve the prerequisites, and students can change their selections at this point. In exceptional circumstances, a student may be permitted to attempt a subject where they have not quite achieved the prerequisite. This decision rests with the **Head of Department. Past experience confirms that prerequisites are minimums, and that students who don't meet them will struggle in Year 11 and 12.**

Why mention this now? **It is so that students can begin to work hard from the outset of Year 10 to achieve the levels they need to enrol in their desired courses.** The 2022 prerequisite / subject list will be included in the Year 11 and 12 Course Selection Handbook issued on the 2022 Subject Selection Information Session which will be held on **Tuesday, 29 June.** Please put this date into your diary. In the meantime, the current prerequisites are included on the following pages as a guide for both parents and students.

Year 11 Subjects and Prerequisites (2021)

ATAR COURSES	PREREQUISITES (MUST HAVE ACHIEVED)	DESIRABLE (RECOMMENDED)
Biology	C Grade in Year 10 Extension or B Grade in Year 10 Mainstream in Year 10 Biology.	C Grade in English Mainstream.
Chemistry	B Grade in Year 10 Extension or A Grade in Year 10 Mainstream in Year 10 Chemistry.	C Grade in Year 10 Maths Extension or B Grade in Maths Mainstream.
Economics	C Grade in Year 10 Humanities Extension or B Grade in Year 10 Humanities Mainstream.	Nil.
English	C Grade in Year 10 English Extension or B Grade (min. of 70%) in Year 10 English Mainstream.	Nil.
English as a Language/Dialect	Students must meet SCSA's eligibility requirements (submitted online).	Nil.
Geography	C Grade in Year 10 Humanities Extension or B Grade in Year 10 Humanities Mainstream.	Nil.
Health Studies	B Grade in Year 10 Health Education.	C Grade in English Extension or B Grade in English Mainstream.
Human Biology	C Grade in Year 10 Extension or B Grade in Year 10 Mainstream in Year 10 Biology.	C Grade in English Mainstream.
Japanese: Second Language	B grade in Year 10 Japanese; students must meet language eligibility requirements.	B Grade in English Mainstream.
Literature	B Grade in Year 10 English Extension or A Grade in Year 10 English Mainstream.	Nil.
Maths Applications	B Grade in Year 10 Maths Mainstream.	65% or better in Year 10 Maths Mainstream exam.
Maths Methods	B Grade (min. of 70%) in Year 10 Maths Extension.	70% or better in Year 10 Maths Extension exam.
Maths Specialist	A Grade in Year 10 Maths Extension.	70% or better in Year 10 Maths Extension exam.
Modern History	C Grade in Year 10 Humanities Extension or B Grade in Year 10 Humanities Mainstream.	Nil.
Music	C Grade in Year 10 Music Specialist.	C Grade in English Extension or B Grade in English Mainstream.
Physical Ed Studies	B Grade in Year 10 Physical Education or C Grade in Physical Education Specialist.	B grade in Year 10 Science Mainstream.
Physics	B Grade (min. of 70%) in Year 10 Extension or A Grade in Year 10 Mainstream in Year 10 Physics.	C Grade in Year 10 Maths Extension or A Grade in Maths Mainstream.
Politics & Law	C Grade in Year 10 Humanities Extension or B Grade in Year 10 Humanities Mainstream.	Nil.
Psychology	C Grade in Year 10 Science Extension or B Grade in Year 10 Science Mainstream; C Grade in Year 10 Humanities Extension or B Grade in Year 10 Humanities Mainstream.	B Grade in Year 10 Psychology

GENERAL COURSES	PREREQUISITES (MUST HAVE ACHIEVED)	DESIRABLE (RECOMMENDED)
Applied Information Technology	Nil.	Nil.
Career & Enterprise	Nil.	Nil.
English	Nil.	Nil.
Food Science & Technology	Nil.	Nil.
Human Biology	Nil.	C Grade in Year 10 Science Mainstream.
Integrated Science	Nil.	C Grade in Year 10 Science Mainstream.
Maths Essential	C Grade in Year 10 Maths Foundation.	Nil.
Outdoor Education	Nil.	Nil.
Physical Education Studies	C Grade in Year 10 Physical Education.	Nil.
Visual Arts	Nil.	C Grade in Year 10 Visual Art.

CERTIFICATE COURSES	PREREQUISITES (MUST HAVE ACHIEVED)	DESIRABLE (RECOMMENDED)
C2 Active Volunteering Christian Ministry (1 year)	Nil.	Nil.
C2 Business (1 year)	Nil.	Nil.
C2 Community Services (2 years)	Nil.	Nil.
C2 Construction (2 years)	Nil.	Nil.
C2 Dance (2 years)	Nil.	C Grade in Year 10 Dance.
C2 Engineering (2 years)	Nil.	Year 9 / 10 Metalwork/ Engineering.
C2 Tourism (1 year)	Nil.	Nil.

ENDORSED COURSES	PREREQUISITES (MUST HAVE ACHIEVED)	DESIRABLE (RECOMMENDED)
Workplace Learning	Nil.	Nil.
Theatre and Dramatic Arts (LAMDA)	Nil.	Participation in lower school Drama, or involvement in College/Community Theatre Productions.
UniReady (Year 12)	UniReady is available for students moving from a Year 11 ATAR course to a Year 12 General pathway. An application and interview with Mrs Lacey is required.	Nil.

The prerequisites listed are current, but are subject to change. The list of courses offered does vary slightly from year to year and reflects the size of the cohort, their elective choices, class sizes, and the distribution of students in the group.

Subject Selection Timeline

ENDORSED COURSES	PREREQUISITES (MUST HAVE ACHIEVED)	DESIRABLE (RECOMMENDED)
Friday 26 June	Sem 1 reports released on SEQTA.	
Tuesday 30 June	Year 11 Parents Information Evening, 7:00pm-8:30pm – an important opportunity to have questions answered, particularly if you haven't had a student go through Year 11 and 12 before.	Families receive a Year 11 and 12 Course Selection Handbook which includes the subjects offered for 2022, the prerequisites required, and explanations of the WACE, ATAR, University and TAFE Admission.
Monday 20 July	Web Choice opens – students will choose their six top choices, and two reserve choices.	This is used to determine what subjects will run, and which subjects are placed on the same grid lines (i.e. which will run at the same time).
Tuesday 21 July	Parent Teacher Interviews from 10:00am–6:00pm.	Student achievement should be discussed with teachers, and advice on Year 11 subject suitability should be sought.
Thursday 6 August	Web Choice closes at 6:00pm.	Students cannot access Web selections after this date.
Monday 7 Sept	Final Subject Selections are made from the grid lines. Students need to choose which subject to study on each of the six grid lines.	
Friday 17 September	Grid line choices closes at 9:00am.	Grid lines are temporarily locked for the building of the timetable
Friday 4 December	Year 10 Semester 2 reports released on SEQTA.	

Year 11 Subject Selection Information

Students will have the opportunity to participate in a range of activities that both support and inform their decision making about career options. The College hosts Parent Evenings during the year for students and families to gain information regarding TAFE, University and private training pathways. We also host a Careers Expo and have various career programs to assist students in making decisions.

Students may or may not have identified a career direction at this time in their studies. In either instance, we work with them to set specific goals, look for opportunities to strengthen their application for potential careers and explore and identify individual pathways.

At the end of Term 2, students will receive an initial subject selection for courses for Year 11. There will be a three week gap before these selections are to be returned on-line using **webchoice**. This will allow time for parents and students to book an interview with the Assistant Principal Curriculum, for ATAR courses, or the Careers or VET coordinator for Vocational courses. For students who are undecided, they should book an interview with the Assistant Principal Curriculum.

Students who have not met the prerequisites will be **ineligible** to choose those subjects. In August, students are required to select their final courses for Year 11 from the grid lines, which is constructed from the initial selection data.

During the subject selection process, students should consider:

- What grades and / or subjects do they need to have achieved to follow the pathway they are interested in?
- What pathway options could they take to lead them to the occupation they identified?
- Do they need to study a course at a tertiary institution (e.g. private college, TAFE or university) as part of the pathway to the occupation they are interested in?
- What different alternatives are there available to them?
- What are the entry requirements for these institutions?
- After they finish the course, what jobs could they qualify for? Are these available locally?

- Do they need work experience to complement their studies?
- Who do they know that can help them? Who should they talk to?
- What resources and networks does their community / family have to offer?
- If their choice requires a university degree, are they prepared to use alternative entrance via a bridging course or Certificate IV entrance? How do these work?

In the 21st century, very few people will have a job or an occupation for life. In this frequently changing world, building a desire for life-long learning will help students to feel fulfilled in their career and to remain in employment demand. Students should not underestimate the value of the networks already around them. Their family, friends, neighbours, any work experience or part-time work networks are valuable resources that students can use.

Where to go for Careers information / Certificate Courses / TAFE Pathways / Pre-apprenticeships and Apprenticeships

- Mrs A. Post – Careers Coordinator
apost@carey.wa.edu.au
- Mrs P. Shaw – VET Coordinator
pshaw@carey.wa.edu.au
- Tertiary Open Days; Career Expos, University websites
- Websites
SMTAFE www.southmetrotafe.wa.edu.au
NMTAFE www.northmetrotafe.wa.edu.au

Work Experience

A number of opportunities exist for students to 'try out' various occupations while studying, such as holiday work experience. Students are encouraged to examine the possibilities for work placement in their holidays.

Previous students have been successful in obtaining some amazing work experience opportunities over the years. Some have obtained apprenticeships, others part-time work, and a number have discovered their passion for a career as a result of work experience.

Year 10 Course of Study

LEARNING AREA	SESSIONS PER WEEK
English	4
Mathematics	4
Humanities	4
Science	4
Physical Education	2
Health Education	1
Beliefs and Values	1
House Activities / Study Skills	1
Extended Homeroom / Assembly	1

ELECTIVES (21)		SESSIONS PER WEEK
Health and PE: Outdoor Recreation Health and PE: Specialist Basketball (<i>by application*</i>) Health and PE: Specialist Soccer (<i>by application*</i>) Languages: Japanese General Languages: Japanese Specialist (4 sessions) Music: General Music: Specialist (4 sessions) Science: Psychology Science: STEM Technologies: Childcare Technologies: Computing Technologies: Digital Multimedia Technologies: Engineering Technologies: Food and Technology Technologies: Product Design Technologies: Woodwork Visual and Performing Arts: Art and Design Visual and Performing Arts: Dance Visual and Performing Arts: Drama Visual and Performing Arts: Graphic Design Visual and Performing Arts: Media	Students select four subjects for the year. <i>*application required indicating experience</i>	4 x 2

How to Choose your Electives

Your choices are due by 9am on Thursday 6 August.

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 **FOUR** electives **in order of preference—put the one you most want to do first**. You are more likely to get the choices that you rank the highest. In the first box, you must **choose Physical Education**.

five

Then choose two reserve electives—in case any of your four preferences are unavailable.

six

Click on the submit button.

seven

Print out your electives and **get a parent to sign them**, then bring them to the Curriculum Office (in Building J) and put them in the box on the front counter.



Elective Descriptions



Health and Physical Education

Mr C. Bolton (Head of Department)

Health and PE: 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.
- Learn about bush cooking, knot tying, fire-fighting and minimal impact practices.
- Attend a two day and one night expedition.

This elective is a highly desirable course for students wishing to pursue Outdoor Education into Years 11 and 12.

All students undertaking this course will participate in an overnight camp which is part of the assessment and as such is a compulsory aspect of the course. The camp will provide students with the 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.

Subject Fee

\$275 – Venue and Equipment Hire

Further Information

Mr C. May, Mr C. Bolton

Health and PE: 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 back 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 the team balance.

Assessment types include 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 language when talking about their movement patterns. Speaking and listening are also key skills in the Specialist Basketball Program. Students will need to express opinions and explain the reasoning behind decisions they make on the court. Students will interpret and apply the ideas presented by teachers and coaches, and from multimedia and internet sources. They will also 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 that are played.

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

Important Information for Applicants

Applicants for Specialist Basketball should list this as one of their four elective choices, and submit their 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.

Subject Fee

\$100 – Equipment, Specialist Coaching

Further Information

Mr C. Bolton

Health and PE: 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 (at the back 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 soccer. This selection will be dependent upon the age group of the team and the team balance.

Assessment types include 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 language when talking about their movement patterns. Speaking and listening are also key skills in the Specialist Soccer Program. Students will need to express opinions and explain the reasoning behind decisions they make on the pitch. Students will interpret and apply the ideas presented by teachers and coaches, and from multimedia and internet sources. They will also 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 use it to gather information regarding 'set plays' and see how they are executed; and as a tool for writing reflections each week.

Important Information for Applicants

Applicants for Specialist Soccer should list this as one of their four elective choices, and submit their 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.

Subject Fee

\$100 – Equipment, Specialist Coaching

Further Information

Mr C. Bolton



Languages

Mrs K. Bonciani (Head of Department)

Japanese General

2 Session Elective

The study of a second language provides students with an 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 topics covered are:

- The Neighbourhood.
- Describing People.
- Free Time and Leisure Activities.
- Shopping and Travel.

The course is topic based and the four macro skills of listening, speaking, writing and reading 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 Year 10 and 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 in Year 11 and 12 by choosing Japanese: Second Language at ATAR level.

Subject Fee

\$25 – Education Perfect

Further Information

Mrs K. Bonciani, Miss S. Chew

Japanese Specialist

4 Session Elective

The Japanese Specialist program provides additional cultural and language enrichment opportunities to our Japanese (General) students. The course enables students to apply their foundational Japanese skills covered in the Japanese General program in a more varied and in-depth approach, providing students with an additional two hours per week in Year 10.

The Japanese Specialist program offers students the opportunity to be part of an engaging, interesting and innovative linguistic program that further broadens their cultural and social understanding of their community and the world.

The topics covered in the Specialist course are inclusive of the topics covered in the general course in addition with topics such as; Future, Directions, Weather, Writing structures (e.g. letters and emails), Education and Hobbies. The course content is topic-based and the four macro skills of listening, speaking, writing and reading are emphasised, with an additional focus on the Kanji script.

The extended exposure and additional time afforded in Japanese Specialist should enable students to attain stronger WACE results at ATAR level Japanese. Participation in the Japanese Specialist program occurs concurrently with the Japanese General course for two sessions and will provide invaluable opportunities to enhance students' Japanese learning and linguistic development in the additional two sessions.

Subject Fee

\$25 – Education Perfect

Further Information

Mrs K. Bonciani, Miss S. Chew



Music

Mr B. Thompson (Head of Department)

Music: General

2 Session Elective

Minimum Entry Requirements

A 'C' grade in Year 9 Music. Students wishing to change into Music in Year 10 need to undergo an interview and audition with Mr B. Thompson, Head 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 the 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.

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

It is expected that 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.

Subject Fee

\$85 – AMEB Enrolment + Exam

Further Information

Mr B. Thompson



Music: Specialist

4 Session Elective

Minimum Entry Requirements

- Student must have studied Music Specialist during Year 9.
- Students wishing to change into Music Specialist in Year 10 need to undergo an interview and audition with Mr B. Thompson, Head of Music.

Note that this is a 4 session elective.

This course is designed for students who are seeking to further their studies and pursue a Music career pathway. Students considering studying ATAR Music should choose this course. With four 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.

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.

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

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

Subject Fee

\$85 – AMEB Enrolment + Exam

Further Information

Mr B. Thompson



Science

Mr P. van Dam (Head of Department)

Science: Psychology

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

During this course, students will be introduced to the foundational theories of Psychology. They will examine the interrelationship between our behaviours, such as eating, sleeping, sneezing and 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. This elective is a good introduction to Year 11 ATAR Psychology.

The grade achieved will be considered as part of the required prerequisites to be able to enrol in Psychology in Year 11.

Minimum Requirement

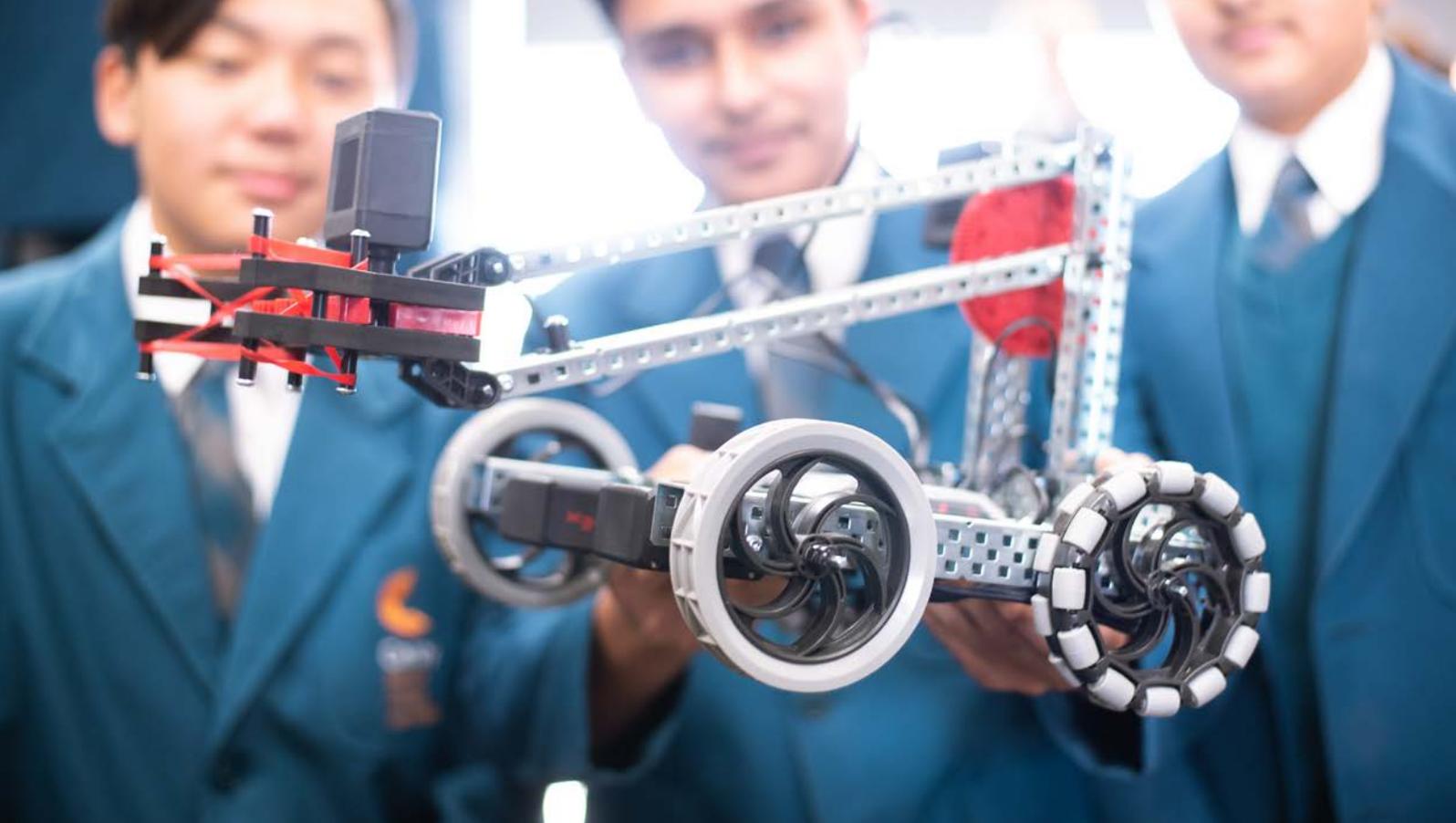
Students choosing this elective require a minimum of a C grade in Mainstream Science in order to meet the requirements of this course.

Subject Fee

Nil

Further Information

Mr R. Redner



Science: STEM

This is a Science based program that integrates the study 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 includes:

- Investigations.
- Construction and Coding.
- Competition and Challenges.

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. A context that will be implemented will be a 'Mission to Mars' with its challenges of shelter, vehicle operation and food supply.

Challenge Series

Students are issued a series of challenges throughout the year. Challenges in previous years have included the 'best storm-proof house'; and the 'best soldering challenge'.

Competition Entry

Depending on availability, students enter age relevant competitions. In relation to the 'Mission to Mars', students will be constructing a Solar Car to enter the UWA Solar Car challenge.

Coding and Construction

Students construct a device to solve a problem. Constructions range from, but are not limited to:

- Underwater submarines.
- Remote underwater video surveillance devices.
- Electric vehicles.

Investigations

Students engage in gardening in space, as part of the 'Mission to Mars' context. Topics include purposeful plant selection, bioengineering, biotechnology, growing plants in a vegetable plot (both on Earth and in a space environment, e.g. a space capsule or base).

Subject Fee

Nil

Further Information

Mr P. van Dam



Technologies

Mr R. Stirling (Head of Department)

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 hosting children's parties.

Subject Fee

Nil

Further Information

Mrs A. Rushby

Technologies: Computing

The objectives of this course are to present the most up-to-date technology in an ever-changing discipline and give students an in-depth understanding of why computers are an essential component in business and society. They will learn the fundamentals of computers and computer terminology, mainly concerning personal computer hardware and software, and the Web.

Students will explore strategies from purchasing a desktop computer to building it themselves and will learn about planning a career in this field.

Among other concepts, they will learn: Communications and Networks; Creating their own Network; Fixing and Maintaining an up-to-date Computer; Computer Security and Safety; Digital Communications and Enterprises.

Subject Fee

Nil

Further Information

Mr S. Murua

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 allowed 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, among others. 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. In this course, students will have the opportunity to be immersed for the first time in the new world of **Virtual Reality**, experiencing the latest VR Technology, its applications and advantages in our world today.

Subject Fee

Nil

Further Information

Mr S. Murua

Technologies: Engineering

Engineering 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.

Subject Fee

Nil

Further Information

Mr J. Wilmot, Mr S. Griffiths

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 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.

Subject Fee

Nil

Further Information

Mrs A. Post, Miss J. Stone, Mrs A. Rushby



Technologies: Product 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, products, processes and 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.

Students will undertake projects using a range of different materials such as textiles and plastics that will be integrated with technologies such as NFC chips and programmable circuits.

Subject Fee

Nil

Further Information

Mr S. Griffiths, Mrs A. Post

Technologies: Woodwork

This course extends the knowledge and hand skills students have 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, orderly working habits.
- The self-discipline required 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.

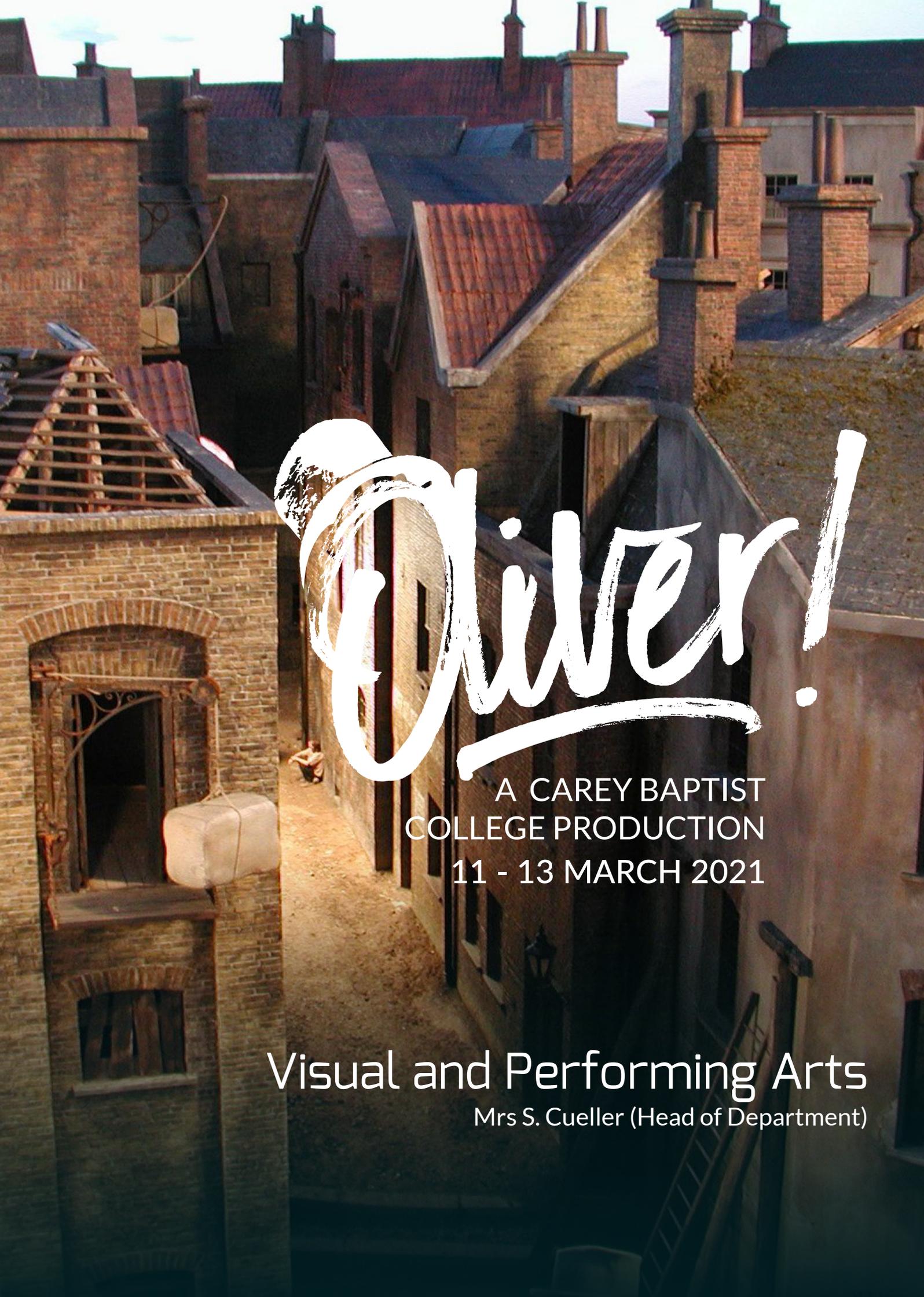
Projects will include: a toolbox; collapsible table; turned bowl; step ladder; and a personal project.

Subject Fee

Nil

Further Information

Mr C. Burns, Mr S. Griffiths



Oliver!

A CAREY BAPTIST
COLLEGE PRODUCTION
11 - 13 MARCH 2021

Visual and Performing Arts
Mrs S. Cueller (Head of Department)

Visual and Performing Arts: Art and Design

The Year 10 Art and Design course comprises of two sessions per week for the year. Students build on key skills they have acquired in Year 9 and become more focused on their own art making and responses to artworks and art styles. Students explore their own authentic art making within a number of artistic disciplines and develop their own artistic voice and style as they become more confident.

Year 10 students produce artworks within an A3 Visual diary which is a key part of their practical assessment. Visual diaries usually reflect the students' unique creativity and high skill level developed through the art making process in a variety of wet, dry and digital art media.

It is envisaged that the overall standard and awareness of Year 10 Art and Design will reflect a growing maturity which will enable them to have a greater command of manipulating art processes and practices to create amazing artworks.

Alongside the process of art making, responding to artworks provides students with a more rounded understanding of why Art and 'The Arts' are integral to our culture. When we create, we find immense enjoyment in seeing a process culminate into a final artwork that can be both enjoyable to look at and also functional. Safe Art practices and guidelines are also embedded into the Art curriculum, as are guest artists who often provide Visual Art workshops connecting the professional Art community to the Carey School Community.

The Art and Design course content is linked to the W.A. Curriculum and focuses more on practical art making, with a small amount of art theory or responding over the semester.

Some of the artistic disciplines and techniques students learn, but are not limited to are:

- Ceramics and Sculptural Techniques: Coil pot building using the slab technique, and recycled materials, creating Ceramic Heads.
- Painting: Acrylics, Gouache, Watercolour, Mixed media painting techniques.
- Printmaking: Lino Printing 2–3 colours, Silk-screening – T-shirt designs.
- Graphic Design: Techniques and Digital Design (see the Year 10 Graphic Design course).
- Visual Diary Hints and Tips: Techniques to create stunning Visual diaries that are both colourful and functional.

High achieving Visual Art students are often selected to enter a variety of Art Competitions and exhibitions to represent the College and are often extremely successful.

All Art materials used within the Art department are supplied by the College from the Year 10 Art and Design Fee.

Subject Fee

\$120 – Resource Fee

Further Information

Mr P. Leeming

Artscape

Artscape classes are extra-curricular Art classes designed specifically for Art students who have selected one of the Visual Art courses to further develop their abilities and foster a greater passion for the subject they love.

Students pay a set fee over a semester and learn a number of artistic disciplines. They also have contact with professional Artists who conduct artist workshops over the course of the year.

To be accepted into the Artscape program, students need to demonstrate a strong commitment to Visual Art within the classroom and be prepared to enter a number of Art exhibitions and competitions (see Mr Leeming for further details).

Visual and Performing Arts: Dance

Education in the art of dance engages each student in the artistic processes of creating, performing and responding. These processes require students to improvise, use critical thinking skills, excel in communication, exchange ideas, work cooperatively and collaboratively with others, and interact within a multicultural society. More importantly, education in the art of dance develops kinaesthetic and spatial learning as well as intra and interpersonal knowledge of self and others in the community.

In Year 10, Dance students continue to extend their use of the elements of dance (BEST) and choreographic processes to expand their choreographic intentions in their choreography such as presenting a ternary structure. They extend their technical dance skills to include style-specific movement skills such as contemporary and jazz.

Through performances and guidance of industry professionals, students continue to work on confidence, accuracy, clarity of movement and projection. They refine their discussion of the use of the elements of dance, choreographic processes and design concepts in their own dance and the dance of others by critically analysing dance works. They investigate dance and influences of the social, cultural and historical contexts in which it exists.

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

Compulsory dance performances will include, but are not final or limited to:

- College Assemblies.
- South of the Swan Dance Festival.
- Carey Orientation Day.
- Annual Carey Dance Concert.

Various opportunities will arise for students to attend performances and workshops around the Metropolitan area as well as engage in workshops conducted by professional dancers in the Arts industry. Students will be given the opportunity to create a performance to perform in the annual Carey Easter production.

Students in Year 10 Dance will be expected to wear and maintain the standard of the Carey dance uniform (available from the Uniform Shop), along with jazz shoes and socks. There may be some additional costs for items such as makeup and hair supplies. However, please be aware that students having taken the course in previous years will be able to retain many items already purchased (see Mrs Cuellar for further details).

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

Subject Fee

Nil

Further Information

Mrs S. Cuellar

Visual and Performing Arts: 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 original performance material based on devised drama processes and appropriate, published material (e.g. Australian Drama and World Drama scripts). This course is designed to prepare students to undertake further Drama study in Year 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 theatre performances. They will also participate in workshops and performances facilitated by Drama professionals both at Carey and at other venues.

Subject Fee

Nil

Further Information

Mr T. Bowles

Visual and Performing Arts: Media

In Media Arts, students will have the opportunity to challenge themselves and explore their creative ideas in our vibrant Media Studio and Computer Lab, 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 projects over the year in the areas of 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 by creating a short film.

In each project, students will work in small crews to develop their concepts, and plan, film / photograph, edit and present their projects. Students will extend their photographic, camera work and editing skills. 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 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.

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

Subject Fee

Nil

Further Information

Mrs L. Warwick, Mr Z. Cottrell

Visual and Performing Arts: Graphic Design

The process of Graphic Communication is fundamental to most cultures. It is in everything we see and hear, signs, the clothes we wear, the cars we drive, the schools we attend, the football teams we support, the products we buy and the image we want to reflect to others. It is a unique creative industry that generates billions of dollars and influences our lifestyles as a whole.

The Year 10 Graphic Design course comprises of two sessions per week and is an introduction into the ways Graphic Designers and communicators create and think. The Graphic Design course teaches students how to become Designers and Conceptual thinkers who acquire a very high level of art making and design fundamentals to equip them for future Graphic careers.

Students are taught a number of graphic techniques, ranging from initial thumbnail sketches and ideas, black and white designs, and colour roughs, right through to the finished artwork (which can also be a digital artwork). Students reflect their art making and research ideas within a portfolio of works within their A3 Visual diary which can also include digital designs and processes.

Affiliated Graphic Projects

These can include, but are not limited to: corporate identity; logo and lettering design; Illustration techniques; poster design; T-shirt design (Rock, Pop, Jazz group); fashion design labels and products; surf wear; book design; car designs and rendering techniques; comic book designs; and an introduction into digital design techniques.

As the course develops each year, it is envisaged that the Visual Art students and Graphic Design students will be more involved in graphic led projects such as Year Books, Art Calendars, Exhibitions, Murals, Stage Design and other graphic related initiatives.

High achieving Graphic Design students will be selected to enter various Art competitions and participate in exhibitions within the school and community.

All Art materials used within the Art department are supplied by the College from the Year 10 Graphic Design Fee. There is therefore no need to purchase extra Art equipment as all materials are of a professional standard and quality.

Subject Fee

\$120 – Resource Fee

Further Information

Mr P. Leeming

Artscape

Artscape classes are extra-curricular art classes designed specifically for Art students who have selected one of the many Visual Art courses to further develop their abilities and foster a greater passion for the subject they love.

Students pay a set fee over a semester and learn a number of artistic disciplines. They also have contact with professional Artists who conduct artist workshops over the course of the year.

To be accepted into the Artscape program, students need to demonstrate a strong commitment to Visual Art within the classroom and be prepared to enter a number of Art exhibitions and competitions (see Mr Leeming for further details).

Specialist Basketball Program: Application

Year 10 Application Form 2021

Please return the completed application with your elective selection to the box in Building J by Thursday, 6th August (following the instructions in the Specialist Basketball description in this booklet).

Selection Criteria

Individual application

Student applications will be required to be completed and submitted inside the timeline as per Elective 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 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? List teams and years.

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?

Sporting Goals

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

Immediate (next year)

Outline the training schedule you are currently involved in.

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)

Specialist Soccer Program: Application

Year 10 Application Form 2021

Please return the completed application with your elective selection to the box in Building J by Thursday, 6th August (following the instructions in the Specialist Soccer description in this booklet).

Selection Criteria

Individual application

Student applications will be required to be completed and submitted inside the timeline as per Elective 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 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? List teams and years.

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 (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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