

A photograph of four young women in school uniforms, smiling and talking. The image is overlaid with a semi-transparent teal filter. The women are wearing blue and white polo shirts with the Carey Baptist College Harrisdale logo. The text '2022 Year 9 Course Information Handbook' is centered over the image in white.

2022 Year 9 Course Information Handbook



Carey
Baptist
College
Harrisdale

Contents

Introduction	4
About Carey	5
General Information	6
Absences	6
Attendance	6
Changing Electives	6
College Awards and Citations	6
Controversial Issues	7
Exams	8
Extension Programs	8
Extra-Curricular / Special Events	10
GATE Programs	11
Heads of Department	12
Homework	13
House System	13
NAPLAN - Year 9	14
Other Timetabled Sessions	15
Pastoral Care	15
Phones	16
Reports	17
SEQTA Learn and Engage	18
Special Provisions	18
Streaming	19
Subject Fees	20
Success in Year 9	20
Teasdale iCentre	20
Technology	20

Year 9 Course of Study	21
Course Descriptions	22
Beliefs and Values	23
English	24
Health and Physical Education	25
Humanities	27
Mathematics	28
Science	29

How to Choose your Electives	30
Elective Descriptions	31
GATE	32
Health and Physical Education	34
Languages	36
Music	38
Science	40
Technologies	41
Visual and Performing Arts	45
Application Forms	49
Specialist Basketball Program	50
Specialist Soccer Program	52





Introduction

The aim of the Year 9 program at Carey is to expand student's horizons and create a challenging learning environment that enables each student to 'shine' in the areas that they are gifted. Year 9 is about discovering what these areas are.

Students can look forward to choosing from an extensive range of electives outlined in this Handbook. These electives provide students with the opportunity to study specific areas of interest that will support possible future career and educational pathways.

To be successful in Year 9, students need the motivation to be prepared to commit regular time for homework and study. Students need to decide how much time they are going to allocate to their schoolwork and how much time to other activities. Developing a regular homework / study routine is a good place to begin.

The Year 9 curriculum is constructed with the aim of providing all students with:

- A program of academic rigour and stimulation suited to individual abilities and interests.
- The opportunity to explore their beliefs and values within a supportive Christian framework.
- The necessary background and knowledge to pursue potential chosen careers, whether these careers involve further study or not.
- The opportunity to select four electives from a wide range of choices.

Throughout their time at the College, students will be exposed to new challenges and expectations. These opportunities and challenges are designed to build character and leadership, and help develop students for the world outside the College. Carey students are encouraged to take increasing responsibility for their learning and their future.

As a College, we value our students as individuals and we aim to provide a safe and supportive environment for them. We pray that all our students will have a desire to learn and achieve their potential in a positive atmosphere where they are encouraged to do their best.

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

Mr R. Stirling
Assistant Principal Curriculum

Mrs K. Lacey
Dean of Curriculum

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. The 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.
- Experience God's love;

Our Motto

The College motto is 'Attempt the Extraordinary'.

This motto is taken from the words of Professor William Carey, a British missionary to India. Carey influenced the social structure of India and left a legacy of colleges and universities. He refocused missionary work throughout the world to help people choose to become liberated from oppression, disease and hunger through education. All of this came from a man who simply believed his only talent was perseverance. Before setting out for India, William Carey preached a sermon titled 'Expect great things from God, attempt great things for God,' and then 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, **the College will initiate procedures to discuss attendance with both the student and their parents if a student's attendance falls below 90%.**

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 away for the whole day when an appointment is booked for a short time in the morning or afternoon.
- Family holidays.
- Weather conditions, for example too hot.

Please remember that the College requires 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 available options.
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 by 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.

Please note that changing electives is subject to the availability of places. Elective changes can only take place up to the end of Week 5 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.

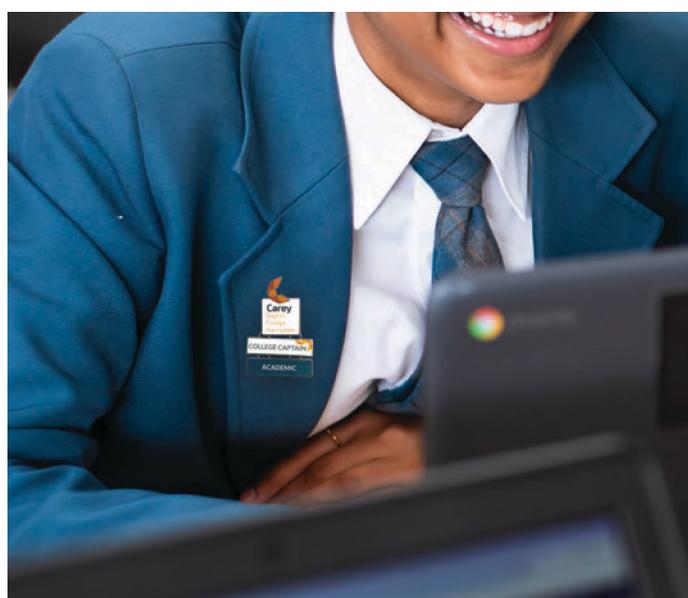
Medals of Excellence

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.
- Sports Colours.
- House Colours.
- Colours for Service to the Carey Community.



COLLEGE HONOURS

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 field 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 and 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 in 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** they are presented with 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.

Exams

Carey's Year 9 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 Year 10–12.**

Carey students sit Year 9 exams in **English, Humanities, Maths and Science.**

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 in Term 4. Year 9 exams are typically 1.5 hours in length, with 10 minutes reading time.

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

Students will undergo tests in Year 7 and 8, but will begin their first formal exams in Year 9.

YEAR	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)	

* Some ATAR courses also have practical exams (e.g. PE Studies, Music, Japanese).

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.

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

Extension Programs

The extension program is delivered to academically able students with the purpose of challenging them to achieve excellence. Extension students will undertake the W.A. Curriculum alongside students of similar ability, providing them with the opportunity to enhance their knowledge, understanding and skills in a particular field of study. These programs are designed for students to develop critical thinking and problem solving through the use of various extension activities.

In giving students a wide range of opportunities to develop their understanding and knowledge of the world around them and to develop their God-given talents and abilities, it is our desire to see them become innovators, entrepreneurs, lifelong learners and responsible global citizens. This is enriched by the streaming process whereby students are placed into one of four streams according to their performance, as they move through Years 7 to 10.

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 this 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.

For further details, refer to the section on Streaming.

Education Perfect

Education Perfect is an online platform designed to make learning fun, engaging and effective. It is used in over 1,200 schools for students' daily learning, revision and assessment. Through the Education Perfect Championships, students are able to join with others from all around the world to earn points towards individual and school awards as an incentive to their learning. Carey uses this program in Year 8 English, Science and Languages.

In Year 9 English, Education Perfect enables teachers to track students' progress against the literacy demands of the English course. Students' results in Education Perfect provides feedback that is used by teachers to tailor lessons suitable to the specific needs of each student. Education Perfect is also used to provide homework activities to enable students to work on their literacy proficiency at their own pace. It acknowledges students independence as learners and encourages their individual work ethic.

Mathspace

Mathspace is an online Maths platform used in Year 9 Maths which challenges high achievers; supports those who struggle; and empowers Maths students. Using Mathspace, students can access standards-aligned lessons which include videos and hands-on resources. Mathspace encourages self-directed learning

through its mastery-based platform which focuses on: knowledge, not grades; its real-time step-by-step feedback; and personal record tracking for students to keep tabs on what they have learnt.

By using Mathspace, teachers access a range of student and class reports, including a live student report which shows which students are active and working. Teachers are able to monitor students' progress, and can tailor lessons to suit the specific needs of each student.



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 tuition sessions for Carey music 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 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.

Contact Music Administration 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 9. 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:

Languages: Japanese or Mandarin

There are many advantages to learning a language 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.

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.

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, expand their abilities, and their problem-solving skills.

Technologies: Aviation

The study of Aviation at Carey is not only for students wanting to become pilots, but for anyone interested in the aviation industry, including air traffic controllers, drone operators, engineers, mechanics, administrators and business operators. This is a STEM elective as its approach is an interdisciplinary one (similar to that used in STEM), based on design elements and on project-based learning.

Extra-Curricular / Special Events

Cheer and Pom

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

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 presented 'Oliver' in Term 1.

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

GATE Programs

These programs provide gifted and talented students with a stimulating and challenging learning environment designed to cater for their academic and developmental needs. Students are encouraged to excel in their areas of academic talent and develop a love of learning. Students underwent a selection process and HAST entrance test for admission into this program in Year 7, or have been invited to join the GATE STEM, Academic Excellence or Music Specialist classes as a result of their excellent performance.

One unique aspect of these programs is that each occurs at different times in the school's timetable, which may allow students the possibility of participating in more than one of these programs. Other Year 9 Extension students may also be invited to join the various GATE classes, or participate in aspects of these programs, especially those involving competitions.



The three GATE programs are:

GATE STEM

STEM integrates the disciplines of Science, Technology, Engineering and Mathematics into real-world, rigorous, and relevant learning experiences as a way of engaging students in imaginative and collaborative problem solving and reasoning.

The GATE STEM program incorporates 21st Century learning strategies, focusing on project / problem solving and inquiry based learning where students are encouraged to excel in their areas of academic talent and develop a love of learning. STEM skills are crucial to innovation and development in our contemporary technological knowledge-based and competitive global economy.

In the STEM program,

- Students are explicitly supported to engage with the processes of investigation and problem solving.
- Students engage in mathematical / scientific reasoning and argumentation.
- Students are encouraged to develop an understanding of creative problem solving and design processes.
- Students are challenged and supported to develop their own representations as a means of explaining and justifying their understanding.

GATE STEM students will also participate in the Year 9 Science and Mathematics Extension classes.

GATE Music Specialist

The Year 9 Specialist Music Program is aimed at GATE students with the demonstrated experience and passion to further their Music studies. **Entrance to this program is by selection, audition or invitation.**

Students participate in a variety of Music ensembles and bands, and have multiple opportunities to perform during the year – on-site, across Perth and Western Australia, and in national competitions.

Carey Baptist College has active connections with WAAPA (Western Australian Academy of Performing Arts) and the James Morrison Academy, with many of its Music students accepted into these tertiary institutions following graduation from Carey.

Students entering the GATE Specialist Music program in Year 7 will continue in the program until the end of

The Heads of Department are:

DEPARTMENT	HEAD OF DEPARTMENT	EMAIL ADDRESS
Beliefs and Values	Mr J. Birt	jbirt@carey.wa.edu.au
English	Mr J. McNamara	jmcmamara@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 D. Braithwaite	dbraithwaite@carey.wa.edu.au
Technologies	Mrs A. Rushby	arushby@carey.wa.edu.au
Visual and Performing Arts	Mrs S. Cuellar	scuellar@carey.wa.edu.au

Year 10, before being able to choose the ATAR Music program in Year 11 and 12.

GATE Academic Excellence

The Academic Excellence Program provides gifted and talented students with a program designed to challenge and extend them to attain the highest levels of excellence.

Participants in this program will have consistently demonstrated an excellent academic standard and potential in a number of areas, particularly in English, Humanities and / or the Arts.

The integration of critical thinking, creativity, communication, persuasion, leadership and entrepreneurship in real world contexts will engage students in collaborative problem solving and competitions which will enhance their research, analytical, writing and reasoning skills. It is aimed at equipping students to successfully contribute to the rapidly changing and increasingly global society in which they live. Academic Excellence students will also participate in the Year 9 English and Humanities Extension classes.

Heads of Department

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

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 9, and be aiming to complete **7 hours per week** (1 hour and 15 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 2 exams.**

We recommend that students should draw up a timetable outlining what they are planning to do each night, and include other commitments and activities. It is important to negotiate the timetable with parents so that it is as realistic as possible. If the timetable is varied for some reason, then the time should be made up at the end of the week, making sure that a minimum 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 of 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.
- Development of study skills and organisational habits.
- Completion of tasks because of missed lessons due to illness, College events, holidays, music lessons, sport etc.

What is appropriate as Homework?

- Assignments to be done over a period of time before being handed in for assessment.
- Revision, study, reading and comprehension tasks.
- Activities that reinforce basic principles of subjects – e.g. times tables, periodic table, vocabulary.
- Catching up on 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.**

House System

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. 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.

NAPLAN – Year 9

The National Assessment Program – Literacy and Numeracy (NAPLAN) is the annual national assessment for all students in Years 3, 5, 7, and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. NAPLAN testing normally happens in May.

NAPLAN tests provide parents and schools with an understanding of how individual students are

performing at the time of the tests. They also provide schools, states and territories with information about how education programs are working and which areas need to be prioritised for improvement

Students who achieve **Band 8 or higher** in any of the reading, writing and numeracy components in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency and will not be required to sit the corresponding OLN component in Year 10, 11 or 12. If students do NOT achieve this level, there are two further opportunities (via the OLN test) 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 NAPLAN testing at long@carey.wa.edu.au.

NAPLAN Year 9 Mean Scores (2017-2019)

The Year 9 Carey NAPLAN results reflect a consistently strong trend in all five of the tested areas when compared to other W.A. schools. In 2020, no NAPLAN testing took place due to COVID restrictions.

2019 (137 students)									
Numeracy		Reading		Writing		Spelling		Grammar/Punctuation	
Carey	WA Schools	Carey	WA Schools	Carey	WA Schools	Carey	WA Schools	Carey	WA Schools
616	602	601	589	573	558	607	587	592	579

2018 (147 students)									
Numeracy		Reading		Writing		Spelling		Grammar/Punctuation	
Carey	WA Schools	Carey	WA Schools	Carey	WA Schools	Carey	WA Schools	Carey	WA Schools
630	602	605	589	575	551	600	586	601	585

2017 (125 students)									
Numeracy		Reading		Writing		Spelling		Grammar/Punctuation	
Carey	WA Schools	Carey	WA Schools	Carey	WA Schools	Carey	WA Schools	Carey	WA Schools
634	595	604	583	602	556	607	583	608	572

The House and House Coordinators are:

HOUSE COORDINATORS		
HOUSES	COORDINATOR	SEASONS
Birak	Mr B. de Vries	Dec - Jan First Summer
Bunuru	Mr L. Mullane	Feb - Mar Second Summer
Djeran	Mrs K. Lockwood	Apr - May Autumn
Makuru	Mr B. Golding	Jun - Jul Winter
Djilba	Mr J. Norton	Aug - Sept First Spring
Kambarang	Miss S. Chew	Oct - Nov Second Spring

Other Timetabled Sessions

House Session

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 9, 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 8.

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 times per term, usually with two Middle School Assemblies (Year 7-9) and one Whole School Assembly (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

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 a student with particular diagnosed disabilities we offer Inclusive Education Plans (IEPs), and employ Education Assistants to provide support for these students where appropriate.

It is our belief that effective pastoral care involves strength, sacrifice and service. **Every child has the right to feel comfortable and safe at school, therefore, we have no tolerance for harassment, vandalism or possession of illegal substances or materials.**

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.

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 the extended Homeroom sessions.

As students journey through their Secondary education, the Year Manager will be a key member on the team assisting with, Beliefs and Values days and school functions. They also oversee group resources, such as student lockers. Year Managers love to help students. **The Year 7-9 Year Managers are located in S block, in Office S10.**

The Year Managers are:

YEAR GROUP	YEAR MANAGER
Year 7	Mr A. Kilminster
Year 8	Mr M. Nguyen
Year 9	Mr M. Scaddan
Year 10	Ms J. Roberts
Year 11	Miss R. Bennett
Year 12	Mrs A. McElroy

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 9 Home Group teachers, Year 9 Year Manager, the Chaplain, Mr K. Chidgzey and the School Psychologist, Mrs K. Hallifax, are part of the team that are here to help. Mr Chidgzey can be contacted at kchidgzey@carey.wa.edu.au and Mrs Hallifax at khallifax@carey.wa.edu.au. If students see someone else struggling, please let us know. We can only act and help if we are aware of the problem.

Phones

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 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.

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 concerns. 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 9 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 1 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 1 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 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.

SEQTA partners 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. The Parent / Teacher interviews 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 occur in Term 1. This is a good opportunity to meet the teacher, and discuss how the student has settled into Year 9. A focus on areas where they can improve, any areas of concern or student background, and their study habits is recommended.

The second Parent / Teacher Interviews occur 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 the 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 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 SCSSA 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 plans 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 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 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.

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 / Foundation	Mainstream / Foundation	Mainstream / Foundation*	Foundation*

* Depending on the number of students needing a Foundation stream, this class may be a stand-alone class or it may be a subset within a Mainstream class.

Can students change streamed classes during Year 9?

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 stream, **students need to consistently achieve high marks.**

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 often motivational.

With cohorts of approximately 150 students there will exist a wide range of ability, aptitude, attitude and achievement across five classes per year cohort. Streaming allocations in Year 9 are based on the available school data; Year 8 Reports and Year 8 teacher recommendations.

Our desire is for each student to develop a **Growth Mindset** (based on the research of Dr Carol Dweck) to set aspirational yet attainable goals and seek to achieve them.

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 impact on the range of eligible subject choices.

- 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 2021 data. They are subject to change and the 2022 fee schedule will be published in November.

Success in Year 9

To succeed in Year 9, students should adopt the following approaches:

- Students need to develop good study habits and balance extra-curricular activities with homework and study.
- Students need to adjust to an increased workload as they encounter more complex problems. Students need to revise and go over their work on a regular basis to consolidate their learning.
- Students have an unrestricted choice of electives and choose which areas they wish to pursue. It is important for them to have discussions with parents and teachers, so they can choose what is right for them for the future.
- Students need to keep study notes to help them prepare for more complex essay and research tasks in a systematic way.
- Students are encouraged to develop the habit of reading. It is a great way to improve their literacy, vocabulary and communication skills.

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 direction in how to:

- Locate relevant information.
- Process information.
- Evaluate information including recognising bias.
- Use information ethically, 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.

The iCentre provides access to a vibrant, current collection and students are encouraged to read for information and pleasure, with the objective of creating lifelong, independent readers. It also provides access to printing and photocopying facilities before and after school, as well as during recess and lunch breaks.

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.

Year 9 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 Session		1
Extended Homeroom / Assembly		1
ELECTIVES (22)		SESSIONS PER WEEK
GATE: Academic Excellence GATE: STEM 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 Languages: Mandarin Music: General Music: Specialist Science: STEM Technologies: Aviation Technologies: Computing Technologies: Digital Multimedia Technologies: Engineering Technologies: Food and Nutrition 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 Art Visual and Performing Arts: Media Arts	Students select FOUR subjects for the year <i>* Application required indicating experience</i>	4 x 2

Course Descriptions

All subject fees are indicative and based on fees charged in 2021.

They are subject to change and the fee schedule for 2022 will be published in November.





Mr J. Birt
(Head of Department)

Beliefs and Values

Course Description

The Year 9 Beliefs and Values course is designed to provide students with the space to think carefully about some of the bigger questions of life, so that they can make informed decisions. We do this from a Christian point of view, encouraging students to consider what they believe for themselves.

In Term 1, we take a student-led dive into some of the trends in modern youth culture. From fashion to technology, music to language, the students investigate and analyse a current youth trend. This leads us to examine the role of social media in today's world, which in turn leads us to consider the way cognitive biases can affect the way we look at and understand the world around us.

Dr Seuss' story 'Horton Hears a Who' guides us as we explore our assumptions about what is real in life. This then sets up a series of lessons about Science. How did science begin? What is it? Are science and faith incompatible? These are big questions and we tackle them straight on.

In Term 3, we look at the life of Jesus by watching season 1 of 'The Chosen', a modern miniseries based on the stories of the gospels. We compare the TV version of the stories with the original versions in the New Testament, sifting through producer's embellishments.

In our final term, we learn about the story behind Lee Strobel's book, 'The Case for Christ.' Lee, an investigative journalist, tried to understand the reasons for believing in the resurrection of Jesus. We follow him on his journey of discovering the facts from fiction. We then jump into the weird and wonderful world of first Century Apocalyptic Literature. Sound a bit weird? It is. As we learn more about this ancient genre of writing, we will find that the last book of the bible, The Revelation, makes a lot more sense than it might initially seem.

Subject Fee

Nil

Further Information

Mr J. Birt



Mr J. McNamara
(Head of Department)

English

Course Description

The Year 9 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Throughout the course students engage with a variety of texts for enjoyment. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

Assessment

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. Students will sit an exam at the end of Semester 2.

Subject Fee

\$25 – Education Perfect

Further Information

Mr J. McNamara

Mr C. Bolton
(Head of Department)



Health and Physical Education

Course Description

The Health and Physical Education (H & PE) curriculum teaches students how to be part of a healthy, active population and live a healthy, active and fulfilling life. Study in the H & PE Learning Area is compulsory for all Year 9 students, who will study both Health Education and Physical Education. These classes are taught on a gender basis.

The Health and Physical Education teaching and learning philosophy is such that if a student engages in learning they will participate on a more consistent basis. This, in turn, will then allow students to increase self-efficacy and feeling of self-confidence when participating in Health and Physical Education. These classes at Carey are highly interactive, with students strongly encouraged to develop confidence.



The H & PE curriculum is shaped by five propositions:

- Focusing on educative purposes.
- Taking a strengths-based approach.
- Valuing movement.
- Developing health literacy.
- Including a critical inquiry approach.

H & PE classes at Carey are highly interactive, with students strongly encouraged to develop confidence.

Health Education

Health Education expands students' knowledge and understanding to help them be successful in personal, social, movement and online situations. Students will learn how to take positive action to enhance their health, safety and well-being by applying problem-solving and communication skills, and through a range of preventative health practices.

Physical Education

In Physical Education classes, students will develop and refine specialised movement skills and focus on developing tactical thinking skills in a game-based learning environment. Students will learn about health-related and skill-related components of fitness and the types of activities that improve individual aspects of fitness. The application of fair play and ethical behaviour is a focus of classes.

Students participate in a range of sports in Year 9, including Cricket, Touch Rugby, Athletics and Gymnastics.

Carnivals

In Year 9, students will have the opportunity to participate in three House carnival events: Swimming, Cross Country and Athletics. All carnivals are compulsory and form part of H & PE assessment.

Co-Curricular Sport

Students will have the opportunity to be selected for the Carey Interschool Swimming, Cross Country and Athletics teams that participate in the ACC Competition. Year 9 students can also choose to compete in Carey Interschool Teams, including Cricket, Soccer, Netball, Basketball and Hockey. **These competitions (except Hockey) take place after-school on Wednesday afternoons during Terms 1 and 2.**

Training

Students selected in co-curricular sport at Carey will be expected to participate in team training sessions to prepare for upcoming carnivals and competitions.

Subject Fee

Nil

Further Information

Mr C. Bolton



Mr C. Austin
(Head of Department)

Carey Baptist College has adopted a section of the Bibbulmun Track between Denmark and Peaceful Bay that we are helping to maintain.

Humanities

Course Description

The Year 9 Humanities curriculum provides opportunities for students to acquire the knowledge, skills and values to become active citizens in a rapidly changing world. Using their knowledge and skills they have been developing in earlier year's students will discover the long reaching impacts of the Industrial Revolution, for people and for the environment. We will learn about the growth of Australian identity from World War 1.

Using their questioning and reasoning skills, students will learn about Australian democratic process and the factors that shape Australia's government. We will discover how Australia's economy fits into the global economy and the influences and impacts of these. We then finally look at how food is distributed around the world and discuss how all global citizens have easier access to food.

Students will have the opportunity to engage in the content through investigations, research projects, group activities i.e. mini election, textbook work, lectures, guest speakers, an excursion to the Army Museum and State Parliament and have the opportunity to enter National competitions in specific subjects.

In Year 9 Humanities, students will explore the following areas of study:

- **History** – The Industrial Revolution (1750-1914); World War I (1914-1918).
- **Geography** – Biomes and Food Security and Geographies of Interconnections.
- **Economics and Business** – Australia and the Global Economy.
- **Civics and Citizenship** – Our Democratic Rights.

Assessment

Students will take part in fieldwork activities, complete tests, conduct research and enquiry projects, conduct interviews and discuss ideas, concepts, and understanding. Students will sit an exam at the end of Semester 2.

Subject Fee

Nil

Further Information

Mr C. Austin



Mrs L. Karasavas
(Head of Department)

Mathematics

Course Description

In Year 9 Mathematics, students are encouraged to develop an appreciation of Maths. The course aims to provide students with the means to develop confidence in the use of maths. Students learn to develop capabilities for mathematical concepts, skills and processes and use them to pose and solve problems and reason with number, algebra, measurement, space, statistics and probability. They are encouraged to make connections between the areas of maths and apply it to model situations in various fields and disciplines. Students are presented with the means to develop skills that will provide them with the ability to investigate, represent and interpret situations in their personal and work lives and make choices as active, numerate citizens.

As part of the Year 9 Mathematics course, students:

- Apply the index laws to numbers and express numbers in scientific notation.
- Expand binomial expressions.
- Solve problems involving simple interest.
- Find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment.
- Sketch linear and non-linear relations.
- Interpret ratio and scale factors in similar figures and explain similarity of triangles.
- Recognise the connections between similarity and the trigonometric ratios.

- Calculate areas of shapes and the volume and surface area of right prisms and cylinders.
- Use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.
- Calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes.
- Compare techniques for collecting data from primary and secondary sources.
- Construct histograms and back-to-back stem-and-leaf plots.
- Are able to describe and interpret data by making sense of the position of the mean and median in skewed, symmetric and bi-modal displays.

Mental Maths skills will be included in class work. There will be two tests per term and other assessments, including investigations. Students will sit an exam at the end of Semester 2.

Subject Fee

\$25 – Mathspace

Further Information

Mrs L. Karasavas



Mr D. Braithwaite
(Head of Department)

Science

Course Description

Year 9 Science explores the interdependence of body systems and ecosystems, the structure of atoms and this explains how they can be rearranged through chemical change, how energy is transferred through electricity and light, and how plate tectonics explains the geology of Earth.

In Year 9 Science, students will:

- Describe how body systems work together to respond to changes in their environment.
- Describe the structure of the atom.
- Explain how the structure of the atom affects how atoms can be rearranged through chemical reactions.
- Understand the importance of chemical reactions.
- Explore and analyse electric circuits.
- Explain the behaviour of light.
- Use knowledge and understanding to predict and explain scientific processes.
- Develop science inquiry skills.

Students learn through a variety of different tools. They will engage with content through theory, laboratory experiments, investigations, text-book work, and online learning tools.

Assessment

Assessments include tests, assignments and experiment reports. Homework will include tasks that help in the consolidation of classroom learning, revision and assignment work. Students will sit an exam at the end of Semester 2.

Subject Fee

\$25 – Education Perfect

Further Information

Mr D. Braithwaite

How to Choose your Electives

Your choices are due by 9am on Thursday 12 August.

one

A link and Webcode will be emailed to your parent's 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 want to do most 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 your first preferences are unavailable.

six

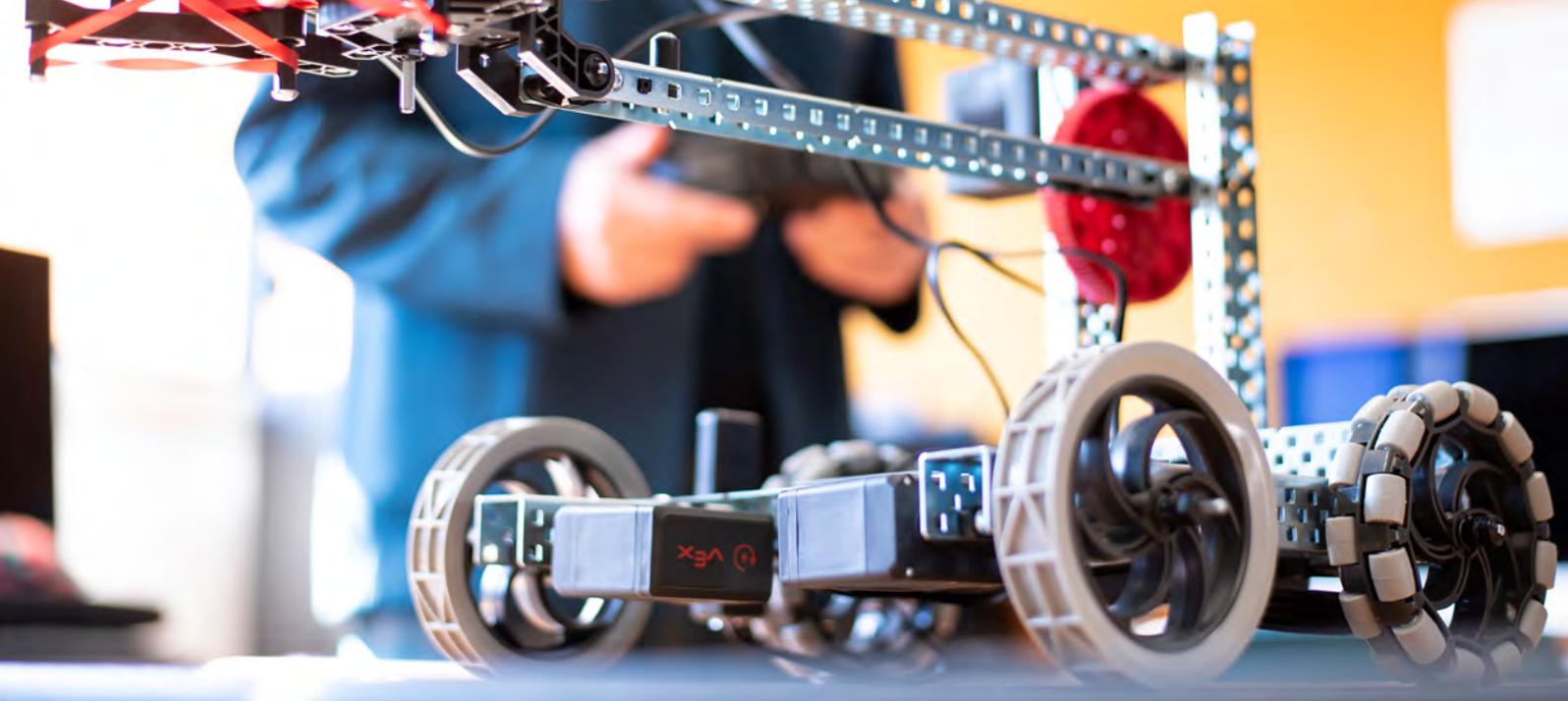
Click on the submit button.

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



GATE

Entry to the Gifted and Talented (GATE) program was initially by application and selection to sit an entrance test in Year 6. In Year 7 and 8, top performing students may also have been invited to join the GATE STEM,

Academic Excellence and Music Specialist programs, based on the availability of places. GATE Music Specialist is covered in the Music section. **Entrance to the GATE program is by invitation.**

GATE Academic Excellence

The GATE Academic Excellence program has a focus on project-based learning in an English and Humanities context. **Year 8 GATE Academic Excellence students will be allocated to this class.** GATE STEM and GATE Music Specialist students may choose this elective, but the class size is limited to 24 students..

This GATE program provides opportunities for students to excel in an group context through a progression of varied and engaging activities.

Students engage in a variety of extracurricular competitions and challenges that will foster their teamwork skills, as well as their own critical thinking skills, through tasks that will extend them.

The goal is to provide students with experiences and skills that we believe will support them in upper years and beyond. The goal is to reframe education as a group activity, where students learn through dialogue and discussion; and to develop the 21st Century skills of creativity, communication, leadership, persuasion and entrepreneurship.

Subject Fee

Nil

Further Information

Mr J. McNamara



GATE STEM

The GATE STEM program is an exciting initiative that has an interdisciplinary Science, Technology, Engineering and Mathematics (STEM) focus, based on project-based learning.

Year 8 GATE STEM students will be allocated to this class. The class size is limited to a maximum of 24 students. In this program, students will work in groups and focus on a STEM competition of their choice.

Competition choices include:

- **VEX V5 Robotics Competition**
This competition is the largest school robotics program globally. An engineering challenge is presented in the form of a game, and students (guided by teachers) build innovative robots ready for the competition.
- **F1 in Schools**
This is the world's premier student STEM competition. Students take on the challenge of developing the world's fastest miniature F1 car using engineering and manufacturing disciplines to design, analyse, test, make and race.

- **Young Physicists' Tournament**
This is one of the world's most prestigious science competitions focused on investigating open-ended inquiry problems. Students design and perform experiments, and draw conclusions from their experiment outcomes. The final competition is based around a scientific discussion and defence of findings.
- **Microsoft Imagine Cup**
This is a competition designed around making a positive difference in an online world. With competition categories of Earth, Education, Health, and Lifestyle, students have the opportunity to pursue their passions and share their tech ideas to solve some of today's most pressing global challenges.

Subject Fee

Nil

Further Information

Mr D. Braithwaite, Mr G. Choo

Health and Physical Education

Mr C. Bolton (Head of Department)

Outdoor Recreation

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

In this course, students will:

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

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

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

Subject Fee

\$220 – Venue and Equipment Hire

Further Information

Mr C. May, Mr C. Bolton

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



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 also 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

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:

- School Life in Japan and Australia.
- Transport.
- Special Days.
- Hobbies and Interests.

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

The College has established ties with Sayama High School in Osaka, Japan, and has been conducting a reciprocal student exchange program for several years. Participation in this program is offered to Japanese language students in Years 10 or 11 and it 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 ATAR Japanese through to Year 12.

Subject Fee

\$25 – Education Perfect

Further Information

Mrs K. Bonciani



Mandarin

The Year 9 Mandarin course offers students the opportunity to further their Mandarin writing, speaking, listening and reading skills developed over the last two years in the Year 7 and Year 8 Mandarin course. Students are given more insight into the Chinese culture, tradition and language, with a focus on immersing themselves in the cultural and social norms of the Chinese people.

The course is designed to cover a variety of topics which includes culture, religions, festivals, family life, politics, key Chinese individuals, trade and commerce, geography and history. It has a particular focus on the following topics:

- Dates and Birthdays.
- Times and Daily Routines.
- Position and Location of Things.
- Clothing.
- Shopping.
- Making a Phone Call.
- Eating at a Restaurant.
- The Weather.

The topics in Ni Hao 2 are closely related to students' family lives, which will keep the students engaged in dialogue which is easily utilised in day-to-day conversations. Cultural hands-on aspects covered include: the art of calligraphy; reading Chinese historical poems: and singing Chinese songs.

China is an economic powerhouse in the world and one of Australia's biggest trading partners. This makes the Mandarin language a very useful and relevant language. Participation in the Mandarin course will not only enable students to receive a deeper understanding into its complex language system and appreciate another culture, but also prepare them for the future and open doors for many opportunities.

Subject Fee

\$25 – Education Perfect

Further Information

Mrs K. Bonciani



Music

Mr B. Thompson (Head of Department)

Music General

Minimum Entry Requirements

- A 'C' Grade in Year 8 Music.
- Students wishing to change into Music in Year 9 need to undergo an interview and audition with Mr B. Thompson, Head of Music.

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

Students choosing this course must be receiving individual music tuition for a minimum duration of 30 minutes per week. Various opportunities will arise for students to attend concerts, performances and workshops around the Metropolitan area (approximately 2-3 full days). In addition, they may be invited to attend the Music Camp during Term 3.

Each student is required to commit to a regular weekly practice routine on his / her instrument (including voice students). In addition, regular revision of course material (30 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 2 Musicianship** exam. This fee is charged to the annual College account. Students choosing this course will complete the theory books and an online examination.

Subject Fee

\$80 – AMEB Enrolment + Exam

Further Information

Mr B. Thompson



GATE Music Specialist

Minimum Entry Requirements

- A 'B' Grade in Year 8 Music.
- A pass in Grade 1 Music Craft or Grade 1 Musicianship (or higher).
- Students wishing to change into Music Specialist in Year 9 need to undergo an interview and audition with Mr B. Thompson, Head of Music.
- **Year 8 GATE Music Specialist students will be allocated to this class.**

This course is designed for students who are wishing to further their study of Music. Students are given intensive training in all four music outcome areas:

- Performing.
- Composing / Arranging.
- Listening and Responding.
- Culture and Society.

Students considering studying ATAR Music should choose this course.

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 (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 practice routine on his / her instrument (including voice students). In addition, regular revision of course material (30 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 2 Music Craft** exam. This fee is charged to the annual College account. Students choosing this course will complete the theory books and an online examination.

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

\$80 – AMEB Enrolment + Exam

Further Information

Mr B. Thompson



Science

Mr D. Braithwaite (Head of Department)

STEM

This is a Science based program that integrates the study of Science, Technology, Engineering and Mathematics. The focus of this course is the exploration of the practical aspects of Science in the modern world. Students who are self-disciplined, able to work in groups, and with an interest in Science and problem solving, are suited to this elective.

Projects are STEM based with a context of Science (Chemistry, Physics or Biology) or Technology and Engineering. One such context is the VEX V5 program, which has been developed to explore STEM through robotics.

Activities include:

- Builds.
- Design.
- Coding.
- Languages.
- Competitions.

Where possible, organisations such as CSIRO, University and Industry participation are incorporated into this course.

The course includes:

- **Coding and Construction**
Students use coding, Science and Mathematics in the construction and operation of a device such as a VEX robot, and a robotic arm.
- **Competition and Challenges**
Depending on availability, students enter age-relevant competitions, which may include a VEX V5 competition. Students are also issued short school-based challenges, including drone operation.
- **Investigations**
Students are given the freedom to investigate a problem, or are given several problems to investigate. The students follow a scientific investigative process to verify or discount a claim or provide solutions to problems, and are required to present their findings.

Subject Fee

\$25

Further Information

Mr D. Braithwaite, Mr G. Choo



Technologies

Mrs A. Rushby (Head of Department)

Aviation

This course will build upon the foundational skills learned in Year 7 and 8 Aviation. Students will study the mechanics of aircraft in greater detail, the physics of flight, and propulsion systems through fun and engaging model-making. It includes design elements and project based learning. This practical Aviation course provides the opportunity for students to prepare for post-school options of employment and training.

With the aid of a flight simulator, students will learn about flight navigation, control systems, propulsion systems, and perform a range of flight calculations.

Students will also learn about flight instrument control through the practical application of Drone Coding and Drone Flight.

In partnership with the Royal Aero Club (Jandakot), students will also have the opportunity to participate in a scenic flight in which they assist with taxiing, take-off, flying and landing.

Subject Fee

\$300 – Flight Levy

Further Information

Mr S. Griffiths



Computing

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

Students will explore:

- Communication Networks.
- The Internet.
- Computer Security.
- Automation.
- Advantages of Computer Technology.

In addition, students will learn how to build a computer, install an Operating System and undertake essential computer maintenance.

Subject Fee

Nil

Further Information

Mr S. Murua

Digital Multimedia

Digital Multimedia is the use of computers, programs, software and hardware to present text, graphics, video, animation and sound in an integrated way. This course involves a hands-on approach to learning.

Students will be engaged in a variety of practical activities as they produce a wide range of multimedia products. This course is an introduction to computer software and hardware to produce graphics, videos, animation and sound collaboratively.

This course enables students to begin production activities including: TV news productions; video interviews; vodcasts / podcasts; video live events; video graphics; digital animation, etc. Students will have the opportunity to explore and apply programs such as: Adobe Animate; Illustrator; Photoshop; Adobe Premiere / Final Cut X; Garage Band; iMovie; and Motion.

Subject Fee

Nil

Further Information

Mr S. Murua



Engineering

This is an introductory course concerned with the design and production of practical projects in a metal-based context. This course caters for the curious student by exploring how things work, the properties of metals and the practical aspects of metalworking.

While many of the tasks will be prescribed, students are expected to research, analyse and devise new solutions to modify and improve the designs.

Students will use new tools and machinery such as welding equipment, lathe, guillotine, bandsaw and CAD software to design CNC cut materials and produce their projects. The integration of theory and practice will provide a springboard for other advanced accredited courses in Senior School as well as career pathways within the trade industries.

Subject Fee

Nil

Further Information

Mr J. Wilmot, Mr S. Griffiths

Food and Nutrition

Students are given the opportunity to prepare a range of delicious and tasty food, related to healthy eating.

Students investigate how convenience food, prepared food and simple, homemade family meals accommodate a busy active lifestyle. Participants will develop an appreciation and understanding of the concepts used in society to produce and refine nutritious food choices.

In Term 4, the focus will be on how to prepare foods for special occasions such as BBQs, celebrations, Christmas foods and packaged food hampers suitable for gift-giving.

Subject Fee

Nil

Further Information

Mrs A. Post, Miss J. Stone



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, better products, better processes and better performance.

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

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

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

Woodwork

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

The course introduces students to:

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

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

Subject Fee

Nil

Further Information

Mr C. Burns, Mr S. Griffiths



Visual and Performing Arts

Mrs S. Cueller (Head of Department)

Art and Design

The Year 9 Art and Design course comprises of two sessions per week. Students build on key skills they have acquired in Year 8 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 9 students produce artworks within an A3 Visual diary which is a key part of their practical assessment. Visual diaries 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.

Alongside the process of art making, responding to artworks provides students with a more rounded understanding of why Art and 'The Arts' are so 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. Visual Art workshops are provided by guest artists to connect 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 are:

- **Ceramics and Sculptural Techniques:** Coil pot building using the slab technique, and recycled materials.

- **Painting:** Acrylics, Gouache, Watercolour, Mixed Media painting techniques.
- **Printmaking:** Lino Printing 2–3 colours, Silk-screening – T-shirt designs.
- **Graphic Art:** Techniques and Digital Design (see the Year 9 Graphic Art course).
- **Visual Diary Hints and Tips:** Techniques to create stunning Visual diaries that are both colourful and functional.

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

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 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).



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 kinesthetic and spatial learning as well as intra and interpersonal knowledge of self and others in the community.

In Year 9, Dance students are given opportunities to choreograph using the elements of dance (BEST), choreographic devices and structures to develop choreographic intent.

They build on and refine technical competence in their dance skills in the styles of:

- Jazz.
- Contemporary.
- Hip Hop.
- Cultural Dance.

Students are given opportunities to present dance to an audience, focusing on retention and clarity of movement, projection, focus, expression and musicality.

They will critically analyse use of the elements of dance, choreographic devices and structures, and design concepts for choreographic intent in the dances they make and view. They research and present the evolution of contemporary dance in case studies.

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

- College Assemblies.
- Carey Orientation Day.
- South of the Swan Dance Festival.
- Carey Dance Concert.
- Opportunity to perform in the College musical.

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

Subject Fee

Nil

Further Information

Mrs S. Cuellar



Graphic Art

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 9 Graphic Art course comprises of two sessions per week and is an introduction into the ways designers and communicators create and think. The Graphic Art 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 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 Art students will be more involved in graphic-led projects such as Carey Year Books, Art Calendars, Exhibitions, Murals, Stage Design and other graphic related initiatives. High achieving Graphic Art 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 9 Graphic Art 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 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 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).



Drama

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

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

In Year 9 Drama, opportunities for higher-scale performance continue to grow. Year 9 Drama students will participate in the Youth on Health Festival (YOH Fest) – a state wide Performing Arts festival held annually in Western Australia. Students may also have opportunities to perform at Carey Assemblies, Arts Showcase and College Theatre productions.

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

Subject Fee

Nil

Further Information

Mr T. Bowles

Media Arts

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 9, we build on the basic skills students were introduced to in Year 8, completing two major 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 concept, plan, film or photograph, edit and present their projects. Students will expand their photographic, camera work and editing skills.

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

Subject Fee

\$20 – SD Card

Further Information

Mrs L. Warwick



Application Forms

Specialist Basketball Program
Specialist Soccer Program

Specialist Basketball Program: Application

Year 9 Application Form 2022

Please return the completed full application with your elective selection to the box in Building J by Thursday 12 August (following the instructions in the Specialist Basketball description in this handbook).

Selection Criteria

Individual application

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

Practical performance

Students will trial in the following skills:

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

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

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

Applicant Details

Surname: _____ First Name: _____

Date of Birth: _____ / _____ / _____ Male Female

Parent name(s): _____

Address: _____

P/code: _____

Email: _____

Student Signature: _____

Parent/Guardian Signature: _____ Date: _____ / _____ / _____

Student Questionnaire

[Completed by the applicant]

Name: _____

Male

Female

Last club played for and year: _____

Age group: _____

Height (cm): _____

What is your preferred position? _____

Have you played for a WABL or State Basketball team before? 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?

Outline the training schedule you are currently involved in.

Have you had any refereeing experience?

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

Sporting Goals

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

Immediate (next year)

Medium term (3 years)

Long term (5 years)

Specialist Soccer Program: Application

Year 9 Application Form 2022

Please return the completed full application with your elective selection to the box in Building J by Thursday 12 August (following the instructions in the Specialist Soccer description in this handbook).

Selection Criteria

Individual application;

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

Practical performance;

Students will trial in the following skills:

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

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

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

Applicant Details

Surname: _____ First Name: _____

Date of Birth: _____ / _____ / _____ Male Female

Parent name(s): _____

Address: _____

P/code: _____

Email: _____

Student Signature: _____

Parent/Guardian Signature: _____ Date: _____ / _____ / _____

Student Questionnaire

[Completed by the applicant]

Name: _____

Male

Female

Last club played for and year: _____

Age group: _____

Height (cm): _____

What is your preferred position? _____

Have you played for an NPL or State Soccer team before? 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

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Carey
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Jump
Carey Early
Development