

2026

Year 9-10

Course Information Handbook



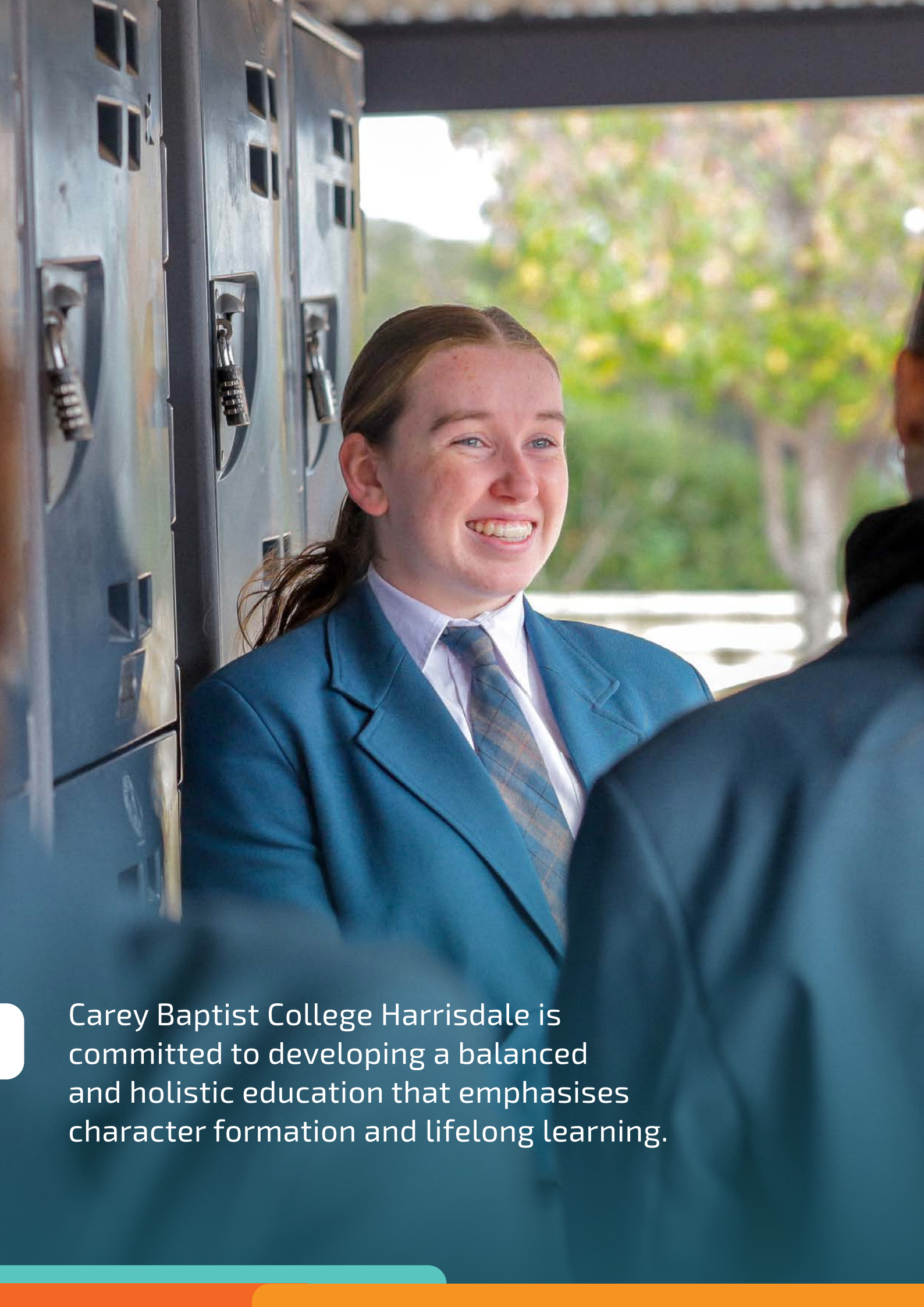
Carey
Baptist
College
Harrisdale



Carey Attempt
the Extraordinary

Contents

Introduction	3
About Carey	4
Succeeding in Year 9	6
Succeeding in Year 10	7
Growth Mindset	8
Pastoral Care	10
General Information	12
Educational Resources	14
Controversial Issues	15
Homework	15
Heads of Department	17
College Awards and Citations	17
Gifted and Talented (GATE) Programs	18
Electives	19
NAPLAN - Year 9	19
Student Academic Progress and Support	20
Streaming	22
Teasdale iCentre	24
Technology / Chromebooks	24
Planning for Year 11 and 12	26
Year 11 Subjects and Prerequisites (2026)	27
Year 11 Course Selection	30
Year 9 and 10 Course of Study	31
Course Descriptions	32
Beliefs and Values	33
English	34
English	35
Year 10A English	35
Health and Physical Education	36
Health Education	37
Physical Education	38
Outdoor Education	39
Sports Development Programs	40
Humanities	42
Humanities	43
GATE REACH	44
Languages	45
Japanese	46
Year 10 Japanese Specialist	47
Mandarin	48
Mathematics	49
Mathematics	49
Year 10A Mathematics Extension	50
Music	51
Year 9 Music General	52
Year 9 GATE Music Specialist	52
Year 10 Certificate III in Music	53
Year 10 GATE Music Specialist	53
Science	54
Year 10 Psychology	55
Science	56
GATE STEM	57
Technologies	58
Aviation	59
Year 10 Childcare	60
Computing	61
Metalwork Engineering	62
Food and Nutrition	63
Product Design	64
Woodwork	65
Visual and Performing Arts	66
Visual Arts	67
Visual Arts - Graphic Arts	68
Media Arts	69
Dance	70
Drama	72



Carey Baptist College Harrisdale is committed to developing a balanced and holistic education that emphasises character formation and lifelong learning.

Introduction

At Carey, we aim to provide a learning culture that fosters excellence and challenges students to work towards achieving 'big tomorrows'. They are encouraged to realise that their abilities are not fixed, but even if they struggle with certain skills, these can be improved through hard work, perseverance, good strategies and input from others. If students can put these things into practice, there is no reason why they cannot achieve their potential.

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.

The aim of the Year 9 and 10 programs 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, and to begin to deepen their expertise in some subjects that they are developing their interest in.

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 their possible future career and educational pathways.

The Year 9 and 10 programs have been developed to provide all students with:

- Academic rigour and stimulation suited to individual abilities and interests.
- The opportunity to explore their beliefs and values within a supportive Christian framework.
- A pastoral care focus that builds self-awareness, responsibility, resilience and the shift to adulthood.
- Opportunities to explore future pathways.

To be successful in Years 9 and 10, students need the motivation to be prepared to commit regular time for homework and study. They need to decide how much time they are going to allocate to their schoolwork and how much time to other activities.

Students' results in Year 10 will influence the subjects they can study in Years 11 and 12. Year 11 ATAR subjects have minimum prerequisite marks that students must achieve BEFORE a student is accepted into a particular subject.

Subject selection for Year 11 begins at the end of Term 2 and takes place during Term 3 each year. This means that the marks which count most are the marks that are achieved on the Semester 1 reports. Students must demonstrate that they have achieved the prerequisites to be able to choose the ATAR subjects offered.

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

Mrs K. Lacey

Assistant Principal Curriculum

Mr M. Gethin

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 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 Secondary learning community of over 900 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.

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.



Mr Brenden Gifford
Carey Harrisdale Secondary Principal



Succeeding in Year 9

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

- + Develop good study habits and balance extra-curricular activities with homework and study.
- + Adjust to an increased workload as they encounter more complex problems.
- + Revise and go over their work on a regular basis to consolidate their learning. Formal exams start in Year 9, towards the end of Term 3.
- + 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.
- + Keep study notes to help them prepare for more complex essay and research tasks in a systematic way.
- + Develop the habit of reading. It is a great way to improve student's literacy, vocabulary and communication skills.
- + Students are given more responsibility for their own learning. For example, they need to do more research and find out information for themselves.
- + As the level of work gets harder, students may need to ask for more teacher assistance, and may require additional help in subjects like Maths.



Succeeding in Year 10

Year 10 is a **pivotal year** in a student's school journey. Students are encouraged to consider future career pathways in much more detail. Students need to assess which subjects to continue with in Year 11 and work hard to be able to choose the subjects they might like / or need to do.

Seeking information and getting advice is critical in this process. For ATAR pathways, please make an appointment to see **Mrs Lacey**. For careers and alternative course pathways advice, please make an appointment to see **Mrs Rushby (Careers Coordinator)**. For certificate qualifications and alternative course pathways advice, please make an appointment to see **Mrs Shaw (VET Coordinator)**.

Key things to consider:

- + The workload commitment grows as more is expected. The reason for this is that students are increasingly doing the foundational work for potential academic Year 11 courses, which prepare students for University.
- + Procrastinating and working only when students need to will increasingly lead to underachievement.
- + Marks are more important, as prerequisites exist for eligibility into many courses, especially ATAR courses. Students should be mindful of the **prerequisites in each subject**, and work hard to achieve **them from the start** of the year.
- + Students are working towards significant Semester exams. These form **40%** of the marks that make up each Semester's total. Performance in these exams are the best indicator for success at Year 11 and 12 ATAR level.
- + Students need to become **more self-directed** in their learning. Learning how to research, and how to practice skills independently, such as revision and study, are essential skills. **To succeed in Year 10 and 11, these things need to become a habit.**
- + Revision and study becomes more important (not just homework) as students need to prepare to do well in their exams. Students should begin to start revising at the completion of the first topic they finish in each subject and should not leave revision until the few weeks prior to the exams. **Research suggests that 30 minutes at a time is the most effective way to start, as it is easier to maintain focus.**
- + Students should develop different ways of reviewing the material (for example, by writing flashcards or by answering practice test questions). Varying the approach taken makes study more interesting and leads to better results.
- + It is important for students to take notes as this will not only keep them more engaged during class, but will also help them narrow down what they need to study when exam time approaches. It is much easier to reread notes than to reread the entire textbook. Research suggests that **handwritten notes are more effective.**
- + The conceptual difficulty of some subjects increases, as some topics in Science and Maths (in particular), become more challenging.
- + In English and Maths, the Extension stream divides, with a 10A Extension class focusing more on preparation for harder ATAR subjects like Maths Methods and Literature.
- + Memorising chunks of information is less effective, as students need to develop a clear understanding of the key concepts to answer higher order questions, especially in subjects like Humanities and English.
- + Organisation is important as making a plan for what students are going to do and when they are going to do it, will ensure they keep on track. This involves developing a regular schedule that works for them, and maintaining it.
- + Students need to find a study place that will maximise their productivity and is away from the television and other distractions.

Growth Mindset

If something goes wrong and you're thinking something like, 'What an idiot,' catch yourself and say, 'Everyone makes mistakes ... at least now I know what I need to do for next time.' Develop the habit of positive self-talk, rather than running yourself down. Aim to adopt the following 'growth mindset' approaches:



Want to know more about the growth mindset - check out Carol Dweck on YouTube.

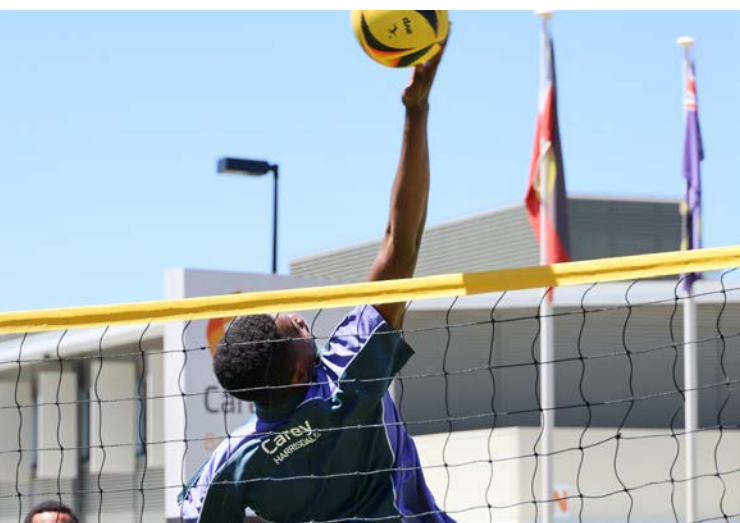


Pastoral Care

Pastoral care is at the heart of relationships at Carey, forming the foundation for meaningful connections between students, parents, and staff. Every day offers multiple opportunities to show care and support within our school community. We believe that true pastoral care is grounded in strength, sacrifice, and service, and that every student has the right to feel safe, valued, and comfortable at school.

The Assistant Principal - Pastoral Care, Mr J. Luis and the Dean of Pastoral Care, Dr C. Montgomery, have oversight of pastoral care.

Each student belongs to a Home Group, meeting daily with their Homeroom teacher and participating in extended sessions every Thursday, as well as house competition activities on Wednesdays. In addition, each year level is guided by a dedicated Year Manager, who often remains with the same cohort for multiple years, providing consistent support throughout their secondary schooling.



Year Managers

Year Managers play a central role in overseeing the pastoral care of each year group. They serve as the primary point of contact for both students and parents throughout the school year. The Year 9 Year Manager is based in S Block, while the Year 10 Year Manager is located in M Block.

Year Managers are dedicated to supporting the social, emotional, spiritual, and academic development of students during their adolescent years. They provide guidance, offer support during challenging times, and help foster leadership potential in each student.

If parents have general concerns regarding their child's wellbeing, the Year Manager should be their first point of contact. Year Managers also help coordinate responses when students face personal challenges, such as health issues, family crises, parental separation, or bereavement. Support may include tailored plans to assist with attendance, engagement, behaviour, or academic expectations.

For students with diagnosed learning or developmental needs, Carey provides Inclusive Education Plans (IEPs) and, where appropriate, support from Education Assistants.

We strongly encourage students to speak up if they are feeling worried, overwhelmed, or concerned—whether for themselves or others. Communication is essential. We can only provide support if we are aware of the issue. A strong support network is in place, including Homeroom Teachers, Year Managers, the School Chaplain, and the School Psychologist.

Year Managers will also keep parents informed of any concerns regarding student attendance or engagement.

Year Managers for 2025

YEAR GROUP	YEAR MANAGER	EMAIL ADDRESS
Year 7	Miss R. Bennett	rbennett@carey.wa.edu.au
Year 8	Ms J. Roberts	jroberts@carey.wa.edu.au
Year 9	Mr A. Kilminster	akilminster@carey.wa.edu.au
Year 10	Mr J. Birt	jbirt@carey.wa.edu.au
Year 11	Mrs A. McElroy	amcelroy@carey.wa.edu.au
Year 12	Mr M. Scaddan	mscaddan@carey.wa.edu.au

House System

Carey's integrated Pastoral Care and House System aligns Homerooms with Houses, creating a strong foundation for community, identity, and student wellbeing. Each morning, students begin their day in their Homeroom, which is also their House group, strengthening connections and a sense of belonging.

The House system is designed to help students find their place within the school community while encouraging a healthy spirit of competition. Students participate in weekly House competitions and major school carnivals, with activities spanning academic, cultural, and sporting domains.

A range of leadership opportunities exists within the House system. Students may take on roles such as team captains or House leaders, contributing to the planning and delivery of House challenges. These initiatives are supported by six dedicated House Coordinators who oversee the program, ensuring it is engaging, inclusive, and well-resourced for both students and staff.

Carey's six Houses are named after the seasons of the Indigenous Noongar calendar, reflecting the natural rhythms and seasonal changes of the South-West of Western Australia. This connection to culture and place enriches the identity of each House and the broader school community.

HOUSE COORDINATORS			
HOUSES	COORDINATOR	SEASONS	
Birak	Mr B. de Vries	Dec - Jan First Summer	
Bunuru	Mr J. Rai	Feb - Mar Second Summer	
Djeran	Mrs B. Filardo	Apr - May Autumn	
Makuru	Mr B. Golding	Jun - Jul Winter	
Djilba	Mr J. Norton	Aug - Sept First Spring	
Kambarang	Mr D. Lin	Oct - Nov Second Spring	



General Information

Attendance

Regular attendance and active participation in class are critical to a student's academic success and overall development. Research consistently shows that students who attend school consistently are more likely to achieve positive educational outcomes. At Carey, students are expected to aim for 100% attendance. Acceptable reasons for absence include illness or participation in approved College activities such as excursions.

Parents play a vital role in supporting regular attendance. By prioritising school attendance, parents help their children develop a strong work ethic, take responsibility for their learning, and build skills essential for future success.

Attendance habits and attitudes toward school are formed early. Students who establish consistent attendance patterns are more likely to maintain them throughout their education. In contrast, irregular attendance can significantly impact a student's learning, limit achievement, and jeopardise future opportunities.

If a student's attendance drops below 90%, the College will initiate a process to discuss concerns with both the student and their parents—unless there are extenuating circumstances supported by a medical certificate.

Extended leave for non-medical reasons is strongly discouraged. However, if such leave is unavoidable, parents must submit a written request to the College Principal in advance.

Absences for reasons such as the following are not considered acceptable:

- Celebrating a birthday
- Fatigue due to a late night
- Missing a full day of school for a short appointment
- Family holidays during term time
- Adverse weather conditions (e.g. hot weather)

All absences must be explained in detail, as schools are legally required to maintain accurate attendance records in compliance with government regulations.

Opportunities to Participate in College Life

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.

Students train two mornings per week, so a high level of commitment is expected for all team members.

Cheer

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. Pom dance is an energetic and dynamic style of dance that places emphasis on precise and synchronised arm movements, formations, jumps, and skills. It is characterised by its use of poms, which dancers hold in their hands throughout the routine.

College Production (Musical Theatre)

Students from Year 5-12 can participate in this biennial production. Auditions and rehearsals occur in Semester 2 of the previous year, but there are many opportunities for students to be involved onstage and offstage.

Co-Curricular Sport

Carey offers students a variety of opportunities to participate in interschool sport competitions, promoting physical activity, teamwork, and an opportunity to represent the College in their chosen sport. These include the ACC Junior Sport Competition (SASJ), ACC Swimming and Athletics Carnivals, and other major sporting events throughout the year.

The SASJ competition runs during Terms 1 and 2 on Wednesday afternoons and allows students with a passion for sport to represent Carey in their chosen discipline against other local schools. Students of all skill levels are encouraged to attend trials and 'have a go' at joining a team.

Carey also participates in ACC and SSWA (School Sport WA) competitions through its Sports Development programs in Basketball, Football (Soccer), and Netball. These programs are available as electives in Years 9 and 10, offering students the chance to further develop their skills and compete at a higher level.

Year 9 Day Camp

The Year 9 day camp consists of three activity packed, fun filled days that help build a sense of belonging to both their Homeroom/House and their Year group. There are opportunities to stretch, grow and be challenged in different aspects of their lives. They will be provided with opportunities to develop team-work skills, to be connected to the wider community and to develop optimistic thinking skills.

In 2025 the Year 9 day camp included a time to learn more about cyber/internet safety with ySafe, some time at Perth Zoo and a day of adventure at Outback Splash.

Year 10 Day Camp

The Year 10 day camp encourages students to consider the possibilities and opportunities that are available to them after Year 12. Students spent a day at Treetop Adventures in Yanchep, a day on site at Carey doing Careers content and participating in a self defence workshop as well as a workshop by a Triple J unearthed artist, and a day visiting Murdoch University and the University of Western Australia.



Educational Resources

Education Perfect

Education Perfect is an online platform designed to make learning fun, engaging and effective. It is used by over 1,200 schools for students' daily learning, revision and assessment.

Through the Education Perfect Championships, students are able to join with others from all around the world to earn points towards individual and school awards as an incentive to their learning. Carey uses this program in **English, Science and Languages**.

Mathspace

Mathspace is an online Maths platform used from Year 7 which challenges high achievers; supports those who struggle; and empowers all 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.

Music Tuition

At Carey, we believe a well-rounded music education includes a mix of learning experiences. While classroom music teaches core skills and theory, and ensembles build teamwork and performance confidence, it's often in individual lessons that students make the most personal progress. These one-on-one sessions allow tutors to give focused guidance on technique, interpretation and style, helping students grow in both skill and confidence.

As a guide, we recommend students aim for a balanced music experience each year:

- one individual music lesson;
- one extra-curricular ensemble;
- one classroom music subject.

Our tutors are professional musicians and experienced educators who teach over 270 lessons each week.

Lessons are offered on a wide range of instruments, including:

- Woodwind – Flute, Clarinet, Saxophone.
- Strings – Violin, Viola, Cello, Classical Guitar, Acoustic Guitar, Electric Guitar, Bass Guitar.
- Brass – Trumpet, Trombone.
- Percussion – Drum Kit, Keyboard, Piano.
- Voice – Jazz, Contemporary.

To find out more or to enrol, contact Music Administration or Mr J. Florisson (Head of Music) at jflorisson@carey.wa.edu.au.



Controversial Issues

Carey Baptist College Harrisdale 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. We believe this 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 teachers in the context of a loving and caring environment.

Our focus is 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 (textbooks, reading and viewing materials).

Teachers and Heads of Department ensure that topics 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.

Homework

Setting homework is important for reinforcing good working habits in students. It is also important that the level of homework is gradually increased from Year 7 to Year 12.

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 myCarey, under Due Work.

Carey students are encouraged to develop 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 continuing to develop their regular homework / study timetable, and be aiming to complete 8 hours per week (1 hour + 45 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 tests and exams.

We recommend that students draw up a timetable outlining what they are planning to do each night, and include other commitments and activities. It is important for students 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 time effectively.

Extension students would typically commit to more than these homework guidelines. 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 can be expected to comprise of an average total of 75% of a student's homework time. Other subjects should comprise approximately 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 and organisational skills.
- Completion of tasks because of missed lessons due to illness, College events, holidays, music lessons, sport etc.



Heads of Department

At Carey, the different subject areas are organised into ten different Departments. The Heads of Department, the Assistant Principal - Curriculum (Mrs K. Lacey) and the Dean of Curriculum (Mr M. Gethin), coordinate the curriculum content and assessment processes across the College in accordance with the guidelines set down by SCISA.

DEPARTMENT	HEAD OF DEPARTMENT	EMAIL ADDRESS
Beliefs and Values	Mrs K. Lockwood	klockwood@carey.wa.edu.au
English	Mr P. Fallon	pfallon@carey.wa.edu.au
Health and Physical Education	Mr Z. Cottrell	zcottrell@carey.wa.edu.au
Humanities	Mr C. Austin	caustin@carey.wa.edu.au
Languages	Mrs N. Prince	nprince@carey.wa.edu.au
Mathematics	Mrs L. Karasavas	lkarasavas@carey.wa.edu.au
Music	Mr J. Florisson	jflorisson@carey.wa.edu.au
Science	Mr D. Braithwaite	dbraithwaite@carey.wa.edu.au
Technologies	Mrs A. Post	apost@carey.wa.edu.au
Visual and Performing Arts	Mrs S. Cuellar	scuellar@carey.wa.edu.au

College Awards and Citations

Merits

The College uses Letters of Affirmation and Commendations to positively encourage students in all aspects of student life.

Examples 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.

Subject Awards

We believe that it is equally important to recognise the diligence and work ethic that students bring to their studies, as well as academic achievement. Subject awards are presented at school assemblies.

Medals of Excellence

These 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 in 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.
- Arts.
- Sports.
- House.
- Community.

College Honours

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

Recipients must demonstrate and uphold the College values of Kindness, Courage, Respect, Humility and Integrity. Honours recipients will be assessed according to their contribution, team spirit, conduct, goodwill, cooperation and proficiency across a range of areas. College Honours recipients will have competed at a state level or above and be a recognised leader in their field by their peers and staff.

Gifted and Talented (GATE) Programs

Entrance to the Carey GATE program is selective and based on academic merit. Applicants must demonstrate ability through an academic entrance test and a music audition (for music applicants). Carey defines gifted and talented as:

- Gifted, whereby a child has the potential for high ability in a certain area. A student may be gifted in one or more areas, such as literacy, numeracy, sport, the arts or more.
- Talented, meaning they can demonstrate outstanding performance or achievement.

The GATE programs are additional to the standard curriculum and are designed to provide gifted and talented students with a stimulating and challenging learning environment to cater for their academic and developmental needs.

Carey offers GATE opportunities in Music Specialist, REACH (Reasoning, English, Arts, Commerce and Humanities), and STEM (Science, Technology, Engineering and Maths). **There are a limited number of scholarships available for these programs.**

GATE REACH and GATE STEM take place for two sessions per week, during the two Homework sessions. Whilst GATE Music Specialist occurs in the Music Elective and includes an optional after-hours session.

At the start of each year, and at the end of Semester 1, places will be offered to high achieving students to give them the opportunity of participating in the GATE programs.

These students may:

- Have joined the College after the initial application process.
- Be excelling later in Year 6 or during Year 7 or Year 8.

These additional positions are not scholarship ones, but an opportunity to work side by side with some of the strongest GATE students in a program that will extend them for later ATAR studies in Year 11 and 12. GATE classes are limited to a maximum of 24 students.

GATE Music Specialist

The Year 9 and 10 GATE Music Specialist 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; at Carey, across Perth, and in festivals and competitions.

GATE REACH

Participants in the GATE REACH 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.

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.

Further information on the Carey Harrisdale GATE Programs and the application process will be available in the 2027 GATE Handbook. This Handbook will be released in October 2026 and will be accessible via the Carey Baptist College website.

Electives

In Years 9 and 10 students can begin to specialise in their areas of interest and expertise. They choose four electives from the more than fifteen electives on offer.

These electives are studied for two sessions per week.

NAPLAN – Year 9

Literacy and Numeracy skills are developed over time throughout the school curriculum and are tested through NAPLAN in Years 3, 5, 7 and 9. These tests identify whether students have the literacy and numeracy skills that provide the critical foundation for their learning and for their productive and rewarding participation in the community. Students are assessed using common national tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

	National Results (Average)			Carey Results (Average)		
	Year 7 (2022)	Year 9 (2024)	Improvement from Year 7	Year 7 (2022)	Year 9 (2024)	Improvement from Year 7
Numeracy	547	565	+18	588	618	+30
Reading	543	565	+22	553	606	+53
Writing	531	574	+43	558	615	+57
Spelling	548	567	+19	583	595	+12
Grammar and Punctuation	534	555	+21	565	609	+44

Students will complete NAPLAN on their Chromebooks in Term 1. The NAPLAN Lockdown browser is installed on all Carey Chromebooks and updated as necessary for different year groups.

The table below compares the difference in average growth in NAPLAN scores between Year 7 and Year 9 students nationally and at Carey.

Online Literacy and Numeracy Assessment (OLNA) - Years 9 and 10

Students who have not pre-qualified in reading, writing and numeracy in their Year 9 NAPLAN must demonstrate their proficiency in that component by sitting the corresponding OLNA component. Students will have six opportunities to sit their OLNA before the end of Year 12. The first opportunity is in Term 4 of Year 9.

Student Academic Progress and Support

Academic Progress

Academic progress is reported continually throughout the year in myCarey. The available information includes students' marks in comparison to the class minimum, maximum and averages, and may also include teacher comments. Parents and students are encouraged to keep up-to-date on their progress through this platform. Students are encouraged to ask their teachers not only how they are progressing, but also what could be done to improve grades and marks.

Subject teachers and Heads of Department will keep parents informed of any academic concerns. If parents have any concerns 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.

Semester Reports

Semester reports are made available in myCarey at the end of Term 2 (Semester 1 report) and Term 4 (Semester 2 report). These reports provide an overview of achievement (marks and grades), and an indication 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 Semester 2 report summarises the year's achievements.

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

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.



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 conversations to take place. Students are encouraged to attend these interviews with their parents.

The Parent / Teacher Interviews occur after the Semester 1 Reports have been issued. If your son / daughter is able to attend the interview, they are invited to engage in the process. Any outcomes are more likely to be successful if they are part of the shared vision.

myCarey

myCarey is a learning management system that provides ongoing information and feedback.

This platform allows students to log in to check their timetable, set goals, contact their teachers, view class information, due work and completed work.

Parents can view their child's timetable, due work and completed work as well as pastoral care information, academic results and courses. Parents will also be able to use this platform to see news and announcements, all courses offered at the College from Year 7 to 12, academic reports and some school policies.

Subject teachers may communicate any concerns by telephone or by email. If parents have any specific subject concerns about their child, they are asked to contact the child's teacher directly.

Special Provisions

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

Special provisions are available for written assessments and examinations.

The College follows the WACE Special Provisions guidelines set by the SCSA when considering what arrangements are appropriate for students to access, depending on their diagnosis. Some examples of special provisions for in-class assessments include (but are not limited to):

- Extra working time (10 minutes per hour).
- Rest breaks (non-working time).
- Use of a computer.

The granting of special provisions is not automatic. It is dependent on the provision of appropriate medical or specialist documentation. Special provisions are managed by: Mrs L. Ong (Special Needs Co-ordinator) 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 significant 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 diagnosis.

The IEP has two general purposes:

- To set reasonable goals for the child (for example, learning, social and independence goals).
- To document the agreed 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 with the student and their parents, reviews the diagnostic assessment information available about the child, and then they plan together.

This process is coordinated by Mrs E. Beal, who can be contacted at ebeal@carey.wa.edu.au.

Other Special Needs

Students who have less severe 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. This includes the management of students in Numeracy and Literacy support.

These students are managed by Mrs L. Ong, who can be contacted at long@carey.wa.edu.au.

Streaming

Streaming is aimed at supporting students in their education, in ways that will maximise their success. It only occurs in Maths, English, Science and Humanities (MESH subjects). The objective is to allow students to learn at a pace which matches their abilities. Classes are streamed in the MESH subjects in Years 7 to 10.

All Year 7 students begin the year in mixed ability classes and are streamed at the end of Semester 1. Movement is common between streams in Years 7 and 8, and less common in Years 9 and 10 as the difference in content between the streams is greater.

Streaming allocations are based on available school data, Semester Reports, standardised testing and teacher recommendations. All streaming changes are communicated to parents before the end of Semesters 1 and 2 or during the year if necessary. Streaming changes are managed by the appropriate Head of Department, in consultation with the student's teacher.

Extension Program

There are usually a maximum of two extension classes in each year group. Extension classes have a faster pace of lesson delivery and content, as well as greater expectations around the depth of knowledge and skill types that students need to demonstrate. GATE students are equally divided between the two extension classes.

The extension program focuses on knowledge depth and is **not an acceleration pathway**.

Mainstream Program

Mainstream classes consist of the majority of students. They follow the pace and content as set by the WA Curriculum. Lesson pace is slightly slower than in extension classes, allowing students more time to grasp the core concepts and to practice skills.

Foundation Program

The Foundation program offers more support for students who are struggling with the pace or content of the Mainstream program. The work is more scaffolded and the course is simplified to reduce the depth of study required, allowing students to focus on the concepts that are fundamental to the subject.

Support Program

Students on an IEP who have significant learning difficulties may be placed in a support program, where there is even more scaffolding and reduction of content.

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

Streaming does have an impact on the range of eligible subject choices. Please refer to the prerequisites for Year 11 courses for specific grade requirements.

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

Exams

Carey's Year 9 and 10 programs encourage 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 11 and 12.

Carey runs exams in: English, Humanities, Maths, Science and Languages (Written and Oral). The results obtained in Year 10 exams are a good indication of how a student will cope in Year 11 ATAR subjects.

Teachers will prepare students for these exams, explaining the process and providing revision tips. It is also important that parents work with their child to ensure that they are dedicating some time to study in the lead up to the exams.

To assist students with preparing and studying for exams, no other assessments are set in the week prior to the exams. Students are expected to attend school in the week before exams. Students do not leave the campus once they have completed an exam, normal classes are in progress at this time.

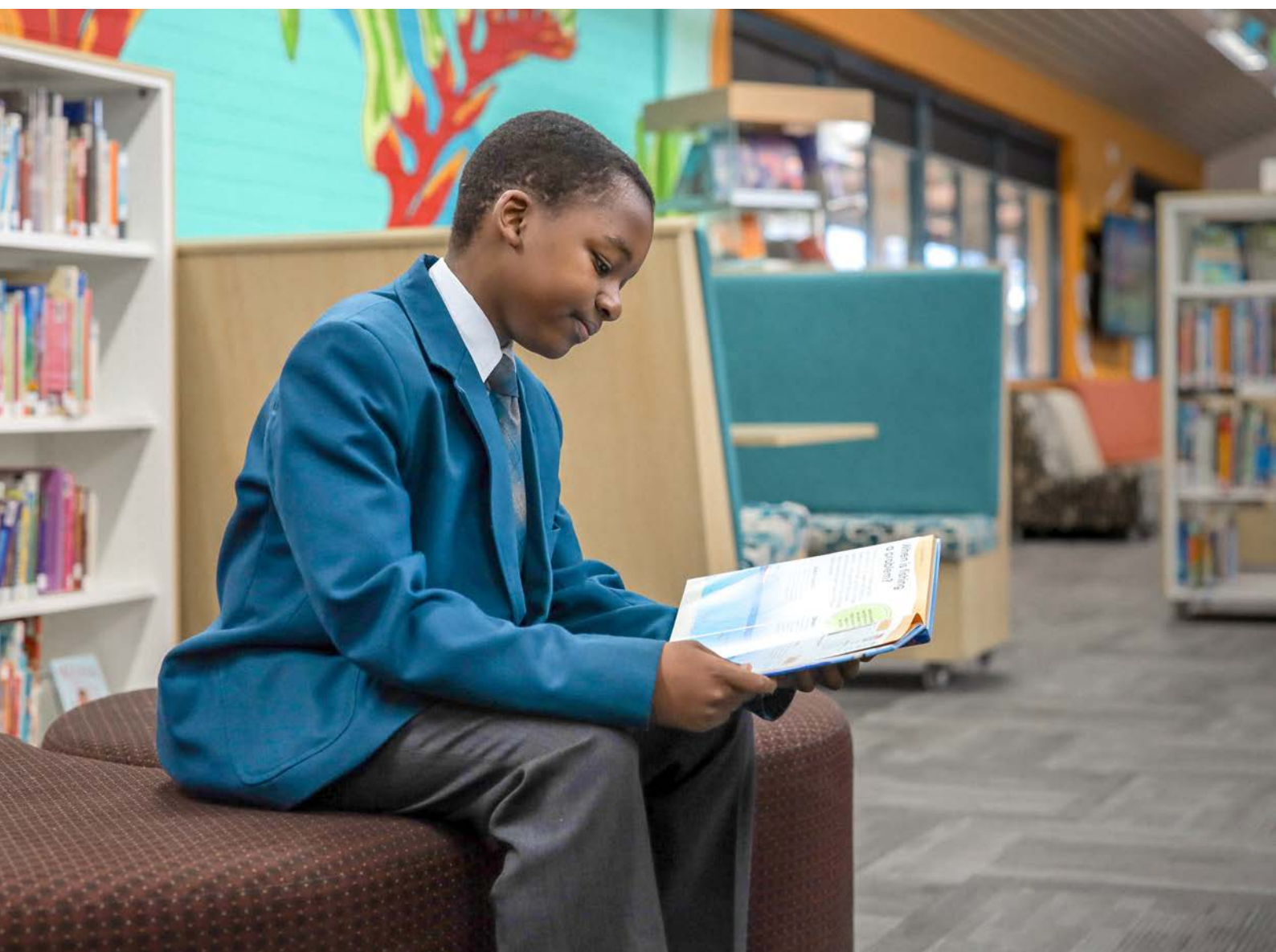
YEAR	WHEN	DURATION	EXAM LENGTH	SUBJECT
9	Term 3	4 days	1.5 hours plus 10 mins (reading)	Maths, English, Science, Humanities
10	Semester 1 (Term 2)	4 days	2 hours plus 10 mins (reading)	Maths, English, Science, Humanities, Languages
	Semester 2 (Term 4)	4 days	2 hours plus 10 mins (reading)	

Revision

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

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

Research suggests that 30 minutes of revision per content subject per day has been shown to increase memory retention dramatically.



Teasdale iCentre

Open: Monday to Friday 8:00am to 4:30pm

The Teasdale iCentre (Library) is a dynamic space accessible to all secondary students before, during and after school.

Here students have access to café style booths which encourage collaborative or private study, as well as use of photocopying and printing facilities.

The Library has a huge variety of classic and contemporary fiction, including Manga and graphic novels and students can request their favourites for the library to add to the collection. We know the positive impact that literacy has on learning, and our library staff will work hard to get just the right book into students' hands.

Staff are also available to assist students in their research needs, and help them to find the information they need, whether that be online or in our physical collection.

In collaboration with the English department, the library will host authors and illustrators throughout the year, as well as running a House Points competition where students can gain points for their House by borrowing, reading, or reviewing books.

Students are welcome to spend time in the library space during opening hours to chill out with a card or chess game or contribute to a community puzzle.

There are also many clubs hosted in the library at lunchtimes such as Scribble Club for crafters and creatives, the Teasdale Writing Club or the Teasdale Advisory Board, who help to organise activities in the library for students. A Chess Club is also held in the Library after school.

Technology / Chromebooks

Computers and other technologies have become an important tool in our society. In an increasingly technological and complex world, we consider it is important to develop knowledge and skills to analyse and creatively respond to design and / or digital challenges.

Students use technology in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Students are issued a new Chromebook in Year 10. The devices are primarily used to perform a variety of tasks using the Google Chrome browser, with most applications and data residing 'in the cloud' rather than on the machine itself.

The Chromebooks device provides a common platform for students to engage in a technological approach which is a foundation of the knowledge economies of the 21st century. Teachers use technology not as an end in itself, but as a strategy that best lends itself to aspects of the learning program (such as research). The myCarey Learning Management system ensures that families are included in the learning process, and this provides a digital framework which scaffolds the learning program.



Planning for Year 11 and 12

One of the most important decisions students face in Year 10 is selecting the subjects they wish to study in Years 11 and 12. These choices should align with each student's strengths and interests, helping them to achieve their best and graduate with the skills and qualifications needed for their chosen career path.

Different subjects suit different educational pathways. Students aiming for university must select academic subjects that contribute to the Australian Tertiary Admission Rank (ATAR). Those planning to pursue a trade, apprenticeship, traineeship, or further study through a registered training organisation—or those intending to enter the workforce—should consider General and Vocational Education and Training (VET) subjects.

A combination of ATAR and General/VET subjects may suit students who are still exploring their options or wish to keep multiple pathways open. For personalised guidance, students and parents are encouraged to book a meeting with Mrs. Rushby (Careers Coordinator) to explore career options and educational pathways.

While many students find subject selection challenging, it's important to base decisions on long-term goals rather than short-term preferences such as enjoyment of a subject or the current teacher. Students with clear aspirations often approach Year 11 with greater purpose and are more successful as a result. Helpful resources include university handbooks, university and TAFE websites, open days, and career expos.

Understanding Subject Prerequisites

Subject selection for Year 11 takes place early in Term 3. The grades and marks achieved in the Semester 1 Year 10 report will determine subject eligibility. Many courses have specific prerequisites—minimum achievement levels that must be met for a student to be enrolled. These are in place to help students select subjects that match their ability level and maximise their chances of success.

To be eligible for an ATAR, students must enrol in at least four ATAR subjects—most students choose five. If the required prerequisites are not met, students will need to select from other subjects where their results meet the eligibility criteria.

The Semester 2 report provides a second opportunity to meet prerequisites, and subject choices may be revised accordingly. In exceptional cases, a student may be permitted to enrol in a subject where they have narrowly missed the prerequisite, at the discretion of the relevant Head of Department. However, experience shows that students who do not meet the stated prerequisites are likely to face significant challenges in Year 11 and 12.

It is important to raise this now, so students understand the significance of their academic performance from the beginning of Year 10.

Year 11 Subjects and Prerequisites (2026)

ATAR Pathway

English Year 11 / 12 Courses	Year 10 Stream / Course	Minimum Semester 1 Grade / Mark required
English	English 10A Extension	C Grade (50% or above)
	English Extension	C Grade (60% or above)
	English Mainstream	B Grade (65% or above)
Literature	English 10A Extension	C Grade (60% or above)
	English Extension	B Grade (70% or above)
	English Mainstream	A Grade (75% or above)

Health and PE Year 11 / 12 Courses	Year 10 Stream / Course	Minimum Semester 1 Grade / Mark required
Health Studies	Health Education	B Grade (70% or above)
	English Mainstream	C Grade (60% or above)
Outdoor Education	Physical Education	B Grade (65% or above)
	English Mainstream	C Grade (60% or above)
Physical Education Studies	Physical Education	B Grade (70% or above)
	Science (Biology) Mainstream	C Grade (60% or above)

Humanities Year 11 / 12 Courses	Year 10 Stream / Course	Minimum Semester 1 Grade / Mark required
Accounting and Finance	English Mainstream	C Grade (50% or above)
	Maths Mainstream	B Grade (65% or above)
Economics	Humanities Extension	C Grade (50% or above)
	Humanities Mainstream	B Grade (65% or above)
Geography	Humanities Extension	C Grade (50% or above)
	Humanities Mainstream	B Grade (65% or above)
Modern History	Humanities Extension	C Grade (50% or above)
	Humanities Mainstream	B Grade (65% or above)
Politics and Law	Humanities Extension	C Grade (50% or above)
	Humanities Mainstream	B Grade (65% or above)

Languages Year 11 / 12 Courses	Year 10 Stream / Course	Minimum Semester 1 Grade / Mark required
Japanese: Second Language	Japanese: General	B Grade (65% or above)
	Successful WACE Language Application	

Mathematics Year 11 / 12 Courses	Year 10 Stream/Course	Minimum Semester 1 Grade / Mark required
Maths Specialist	Maths 10A Extension	A Grade (75% or above)
Maths Methods	Maths 10A Extension	B Grade (70% or above)
	Maths Extension	A Grade (80% or above)
Maths Applications	Maths Mainstream	B Grade (65% or above)

Music Year 11 / 12 Courses	Year 10 Stream/Course	Minimum Semester 1 Grade / Mark required
Music	Music Specialist	C Grade (50% or above)
Music	Cert III in Music	Completed 4 units

Science Year 11 / 12 Courses	Year 10 Stream/Course	Minimum Semester 1 Grade / Mark required
Biology	Science (Biology) Extension	C Grade (50% or above)
	Science (Biology) Mainstream	B Grade (65% or above)
Chemistry	Science (Chemistry) Extension	B Grade (65% or above)
	Science (Chemistry) Mainstream	A Grade (80% or above)
Human Biology	Science (Biology) Extension	C Grade (50% or above)
	Science (Biology) Mainstream	B Grade (65% or above)
Physics	Science (Physics) Extension	B Grade (70% or above)
	Science (Physics) Mainstream	A Grade (80% or above)
Psychology	Science (Biology) Extension	C Grade (50% or above)
	Science (Biology) Mainstream	B Grade (70% or above)
	Humanities Extension	C Grade (50% or above)
	Humanities Mainstream	B Grade (65% or above)

Technologies Year 11 Courses	Year 10 Stream/Course	Minimum Semester 1 Grade / Mark required
Computer Science		

General Courses

Building and Construction		Physical competence for safe work practices
Business Management and Enterprise		Nil
Design	English Mainstream	C Grade (50% or above)
Drama		Nil
English		Nil
Food Science and Technology		Nil
Human Biology		Nil
Maths Essential	Maths Foundations	C Grade (50% or above)
Outdoor Education		Nil
Physical Education Studies	Physical Education	C Grade (50% or above)
Science in Practice		Nil
Visual Arts	Visual Arts or Graphic Arts	C Grade (50% or above)

Certificate Qualifications

AVI30419 Cert III in Aviation (Remote Pilot)	1 Year Certificate Year 11 ONLY	Nil
CCH22015 Cert II in Community Services	2 Year Certificate completed in Year 11 and 12	Nil
CUA30120 Cert III in Dance	2 Year Certificate completed in Year 11 and 12	Nil
MEM20422 Cert II in Engineering Pathways	2 Year Certificate completed in Year 10 and 11	Physical competence for safe work practices
CUA30920 Cert III in Music	2 Year Certificate completed in Year 10 and 11	Completion of first year in Year 10
SIT20122 Cert II in Tourism	1 Year Certificate Year 11 OR 12	Nil
BSB202120 Cert II in Workplace Skills	1 Year Certificate Year 11 OR 12	Nil
BSB30120 Cert III in Business	1 Year Cert Year 12 ONLY	Completion of Cert II in WPL in Yr 11

Endorsed Courses		
	Prerequisites (must have achieved)	Desirable (recommended)
Y10 X-Over (some)	Nil	Nil
Authority Developed Workplace Learning (WPL)	110 hours = subject credit towards the WACE	All Carey Vocational students undertake WPL
Jewels Cheerleading and Pom	Nil	Nil
Life and Faith	Nil	Nil
Drama Masterclass	After school class	Nil
UniReady in Schools (Curtin Uni Preparation) Course		Year 12 ONLY

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

It is important to note that the subjects offered do need to attract a minimum numbers of students to run and be placed on the subject grid line. Not all subjects offered are likely to run.

Year 11 Course Selection

From the end of Term 2, Year 10 students will have a gap before course selections need to be made. This will allow time for parents and students to book interviews to discuss options and pathways.

ATAR Pathway

Mrs Lacey Assistant Principal Curriculum

Certificate Qualifications and VET Pathway

Mrs Shaw VET Coordinator

Career Pathways and advice

Mrs Rushby Careers Coordinator

Unsure/undecided

Mrs Lacey Assistant Principal Curriculum

During the subject selection process, students should consider:

- What grades and / or subjects do you need to have achieved to follow the pathway you are interested in?
- What pathway options could you take to lead you to the occupation you identified?
- Do you need to study a course at a tertiary institution (e.g. private college, TAFE or University) as part of the pathway to the occupation you are interested in?
- What different alternatives are there available to you?
- What are the entry requirements for those institutions?
- After you finish the course, what jobs could you qualify for? Are they available locally?
- How could work experience assist you?
- Who do you know that can help you? Who should you talk to?
- What resources and networks does your community / family have to offer?
- If your choice requires a University degree, can you use an alternative entrance via a bridging course or Certificate IV entrance?

In the 21st century, very few people will have a job or an occupation for life. In this frequently changing world, building a desire for **life-long learning** will help students to feel fulfilled in their career and remain in employment.

Do not underestimate the value of the networks already around you. Family, friends, neighbours, any work experience or part-time work networks are valuable resources that students can use. Don't be afraid to ask questions!

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

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

Work Experience

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

Work Experience is a valuable investment of time, and this can be chosen as one of the X-Over options at the end of Year 10 (see Mrs B Parker, Workplace Coordinator, for further information).

Year 9 and 10 Course of Study

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

ELECTIVES (CHOOSE FOUR)		SESSIONS PER WEEK
Health and Physical Education: Basketball Development (by application*) Football (Soccer) Development (by application*) Netball Development (by application*) Outdoor Education Humanities: GATE REACH Languages: Japanese Japanese Specialist (Year 10 only) Mandarin (Year 9 only) Music: Certificate III in Music (Year 10 only) GATE Specialist General	Other: Private Study Science: GATE STEM Technologies: Aviation Computing Engineering Food and Nutrition Product Design Woodwork Visual and Performing Arts: Visual Arts Dance Drama Media Arts	4 x 2

+ Note that entry to the GATE programs (STEM, Music Specialist, REACH) is by invitation.



Course Descriptions

All subject fees are indicative and based on fees charged in 2025.

They are subject to change and the fee schedule for 2026 will be published in November.



Beliefs and Values

Mrs K. Lockwood
Head of Department

Course Description

Beliefs and Values classes are one session per week. They are not assessed, allowing students to think deeply about the topics, without focusing on grades. The 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.

Year 9

Subject Fee: Nil

Further Information: Mrs K. Lockwood

The Year 9 Beliefs and Values course provides students with a space to explore life's big questions from a Christian perspective, encouraging personal reflection and informed decision-making.

- **Influencers:** Students investigate modern youth culture and trends, leading to discussions on social media and cognitive biases that shape perception.
- **Followers:** Focuses on the life of Jesus and his followers through Season 1 of The Chosen, comparing its portrayal with the original Gospel texts.
- **Reason:** Begins with Horton Hears a Who to examine reality and assumptions, followed by lessons on the origins of science and its relationship with faith. We explore The Case for Christ by Lee Strobel.
- **Revelation:** This unit introduces students to the genre of apocalyptic literature, helping them better understand the final book in the Bible: Revelation.

The course emphasizes deep thinking, open discussion, and personal belief formation in a respectful and engaging environment.

Year 10

Subject Fee: Nil

Further Information: Mrs K. Lockwood

The Year 10 Beliefs and Values course encourages students to reflect deeply on life's big questions from a Christian perspective, helping them form their own beliefs. The Year 10 course focuses on three main topics, each with a specialist teacher. Each class will spend a little over one term on each topic.

- **Philosophy:** Philosophy is both a subject matter and a method of investigating the world. We look at some of the skills employed by philosophers: wondering, reasoning, arguing, identifying logical errors; and put them to good use in our own Community of Inquiry sessions.
- **World Religions:** Offers an overview of major world religions, with a framework for understanding them and opportunities for students of different faiths to share their perspectives. Our premise is that understanding is the basis of care. If we do not understand the people around us, how can we care for them?
- **The Alpha Course:** Introduces the basics of the Christian faith through the interactive Alpha course, encouraging open discussion.

The course emphasizes thoughtful exploration over results, promoting open and respectful dialogue.



English

Mr P. Fallon

Head of Department

Course Description

The 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.

Literary texts that support and extend students as independent readers are drawn from a range of genres. They involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes.

Year 9

Subject Fee: \$40 – Education Perfect

Further Information: Mr P. Fallon

During the year students will engage with various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances.

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.

The course will cover the following units:

- Autobiography.
- Film study.
- Novel study.
- Persuasive Writing.
- Speculative fiction.
- Advertising.
- Interpretive text study.

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 Term 3.



Year 10

Subject Fee: \$40 – Education Perfect

Further Information: Mr P. Fallon

Year 10 English Curriculum is designed to prepare students for courses in Year 11 and 12. The course aims to help students explore and develop their skills in creative writing, critical literacy, and written expression. They will work with ATAR style comprehension of unseen texts, analysis of complex texts and the production of high-quality creative text. Students are expected to engage in a variety of texts and text types both in class and at home to develop the awareness of context and genre necessary for success in Year 11 and 12.

The course will cover the following units:

- Autobiography.
- Documentary study.
- Feature articles.
- Imaginative texts.
- Multimodal text study.
- Narrative writing.
- Novel study.
- Visual text study.

Assessment

Students will sit an exam at the end of Semester 1 and 2.

10A English

Subject Fee: \$40 – Education Perfect

Further Information: Mr P. Fallon

The 10A English Extension program includes the major elements of the Year 10 course, but will place a greater emphasis on classic texts and focus its study on poetry, prose and drama.

Students in this course should be prepared for reading a wide range of classical texts and engaging in rich classroom discussion around the construction and development of literature and literary ideas. Students completing this course will have a strong foundation for ATAR English and ATAR Literature.

As part of this course, students will attend a theatre production during the year.

The course will cover the following units:

- Close Reading.
- Narrative writing.
- Drama study.
- Film Study.
- Poetry portfolio.
- Poetry critique.
- Novel study.
- Documentary study.

Assessment

Students will sit an exam at the end of Semester 1 and 2.

Health and Physical Education

Mr Z. Cottrell
Head of Department



The Health and Physical Education (HPE) curriculum equips students with the knowledge and skills to lead healthy, active, and fulfilling lives. All students are required to study both Health Education and Physical Education, with classes taught in gender-specific groups.

The program is founded on the belief that active engagement in learning fosters more consistent participation. Through this approach, students develop self-efficacy and confidence, promoting a positive and enduring attitude toward health and physical activity.

The HPE department focuses on creating opportunities for students to develop in 3 key spaces:

- Grit - Unwavering determination, demonstrating the courage to try and try again.
- Growth - Continuous development and improvement, Driven by kindness and humility
- Gratitude - Expressing genuine appreciation, demonstrated by showing respect and acting with integrity.

As a department we are always supporting students towards becoming lifelong participants in healthy living, throughout all spheres of their wellbeing; physical, mental, emotional, social and spiritual.

Carnivals

At Carey Harrisdale, all students will have the opportunity to participate in three House carnival events: Swimming, Cross Country and Athletics.

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. Students may also compete in Carey Interschool Teams, including Cricket, Soccer, Netball, Basketball and others. These competitions take place as one day lightening carnivals throughout the year, depending on the competition and sport.

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



Health Education

Course Description

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 wellbeing by applying problem- solving and communication skills, and through a range of preventative health practices.

Year 9

Subject Fee: Nil

Further Information: Mr Z. Cottrell

In Year 9 students will be looking at the following content:

- The dimensions of Health
- Gender stereotypes and norms
- Conflict Resolution
- Mental Health and wellbeing
- Sexual Health and decision making
- Basic First Aid

Year 10

Subject Fee: Nil

Further Information: Mr Z. Cottrell

In Year 10 students will be looking at the following content:

- The importance of Health Literacy
- Developing a Health Inquiry into population health
- Road and Vehicle Safety
- Respect in romantic relationships
- How identity is shaped



Physical Education

Course Description

In Physical Education classes, students will develop and refine specialised movement skills, as well as 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, and is reflected in assessments. Students will participate in a variety of different sporting units, covering invasion games, net and wall games, and striking fielding games.

Each year in term 4, students will participate in a Student Facilitated Sports Program, where the students become the coaches, captains, umpires and scorers. They will organise their own teams and play a round robin style tournament in order to demonstrate different parts of teamwork, communication and collaboration. This is often a highlight.

Year 9

Subject Fee: Nil

Further Information: Mr Z. Cottrell

In Year 9 students will be involved in sports such as:

- Pickleball
- Touch Rugby
- European Handball
- Athletics
- Soccer
- AFL 9s
- Student Facilitated Sports Program

Year 10

Subject Fee: Nil

Further Information: Mr Z. Cottrell

In Year 10 students will be involved in sports such as:

- Floorball
- Basketball
- Volleyball
- Strength and Conditioning
- Badminton
- Netball
- Student Facilitated Sports Program



Outdoor Education

Course Description

Through interaction with the natural world, the Outdoor Education 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.

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

Year 9

Subject Fee: \$250 – Venue and Equipment Hire

Further Information: Mr C. May

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. Students must participate in these activities if accepted into the program.

Year 10

Subject Fee: \$300 – Venue and Equipment Hire

Further Information: Mr C. May

In this course, students will:

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

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

All students undertaking this course will participate in an overnight camp which is part of the assessment and as such is a compulsory aspect of the course. The camp will allow students the opportunity to demonstrate their skills in an outdoor context.

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



Sports Development Programs

Course Description

Subject Fee: \$100 – Equipment, Coaching, Extra-Curricular Opportunities

Further Information: Mr Z. Cottrell

GRIT – GROWTH – GRATITUDE

The sports development programs empowers students to thrive in life through sport. With a positive team culture, we aim to develop resilient individuals who embrace challenges, continually pursue improvement and show appreciation for every opportunity.

Students will develop their knowledge, skill level and the tactical side of their chosen sport. While there will be an emphasis on skill development, students will be required to have a certain level of skill for them to be suitable to choose this course.

***Applicants are required to complete an application form** and attend a trial session, at a date to be advised, to see if applicants can demonstrate the practical criteria.

For applications please visit: carey.wa.edu.au/sports-development-program/

Students in this program will be required to participate in Carey Baptist College interschool sporting competitions in their selected sport. Team selection will be dependent upon the age group of the team and the team balance, at the teacher and coaches' discretion.

Leadership and Sportsmanship

Development Programs will not just focus on practical skills. Students will have the opportunity to develop both their sportsmanship during games and practice, as well as leadership skills.

Interschool Competitions

Students will have opportunity to participate in the ACC interschool activities. These consist of competitive matches in the SASJ competition, and the Championship Tournament competitions in all three sports.



Basketball Development

Course Description

In Basketball Development, students work with college staff to develop their understanding of key skills and tactics, work on strength and conditioning programs, and extend their understanding through simple theory content. Coaches from Redhage Basketball come out multiple times throughout the year to assist the students in specifically identifying areas they can improve on within their own gameplay through high performance drills and activities. These sessions focus on their movement on and off the ball, spacing in offence and defence, and shot selection.

Football (Soccer) Development

Course Description

Football (commonly called soccer) is the most played game in the world, and the world cup is one of the most watched events. Students will work with coaches from Mark Lee Football Coaching to develop their skills and decision making through a variety of gameplay activities. College staff and coaches will assist students in learning how to position and space off the ball, attack and defend set pieces, create scoring opportunities and develop personal goals throughout the program.

Netball Development

Course Description

In the Netball Development program, students work on developing key strategies and tactics as a team and individuals that can be used within attacking and defensive positions. External coaches come in and work alongside college staff in helping the students take their netball skills and gameplay to the next level, with interschool opportunities providing a great place for players to test themselves. Over the year, students will work on various skills and strategies such as split, lead and reoffer, zone defence and court balance to respond to various gameplay situations.

Humanities

Mr C. Austin

Head of Department





Humanities

Course Description

The Humanities course encourages students to explore their place in the world through the different lenses of History, Geography, Economics and Business and Civics and Citizenship.

Year 9

Subject Fee: Nil

Further Information: Mr C. Austin

The Year 9 Humanities course helps students build the knowledge, skills, and values needed to be active citizens in a changing world. Building on what they've learned in previous years, students will explore the lasting effects of the Industrial Revolution on people and the environment. They will also study Australian history from 1750 to 1914.

Students will develop their questioning and reasoning skills by learning how Australia's democracy works and what shapes its government. They'll also explore how Australia's economy connects to the global economy and the effects of these links. Later in the course, students will look at global food distribution and the need for fair access to food worldwide.

Students will explore the following areas of study:

- **History** – Australian History from 1750-1914.
- **Geography** – Biomes and Food Security and Geographies of Interconnections.
- **Economics and Business** – Australia and the Global Economy.
- **Civics and Citizenship** – Our Democratic Rights.

Year 10

Subject Fee: Nil

Further Information: Mr C. Austin

The Year 10 Humanities program is a rich program designed to enhance the student's knowledge and skills of the world around them, as well as preparing them for senior Humanities subjects.

Students develop a higher level of understanding of their place in the world and build on their analysis and communication skills as they explore how rights and freedoms have shaped the modern world. They will also examine the concept of justice and why it can differ between countries. Students will delve into the economic performance, wellbeing, and living standards of developed and developing countries, and explore ways to reduce global inequality.

In Year 10 Humanities, students will explore the following areas of study:

- **History** – The Modern World and Australia, World War II (1939-1945), Rights and Freedoms (1945-present).
- **Geography** – Geographies of Human Wellbeing, Environmental Change and Management.
- **Economics and Business** – Economic Performance and Living Standards.
- **Civics and Citizenship** – Justice at Home and Overseas.



Carey students participating in the Da Vinci Decathlon.

GATE REACH

Course Description

The GATE REACH program has a focus on collaborative project-based learning in the English and Humanities contexts. Its purpose is to provide students with experiences and skills that will support them in upper years and beyond.

GATE REACH consists of two sessions per week, which takes place during the two Homework sessions.

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.

GATE REACH students will be allocated to this class. The class size is limited to a maximum of 24 students..

Year 9

Subject Fee: Nil

Further Information: Mr N. Turner

The Year 9 GATE REACH program is developed around the following in-depth studies:

- Multidisciplinary problem solving and working towards the Da Vinci Decathlon.
- Journalism skills and written form: creating and publishing.
- Archaeology and Ancient History: exhibition.
- Introduction to project-based learning.

Year 10

Subject Fee: Nil

Further Information: Mr N. Turner

The Year 10 GATE REACH program is designed around the pedagogy of project-based learning. Inspired by the International Baccalaureate, Year 10 REACH students, supported by their teacher, will design, investigate and present a core year- long project in an area of interest or expertise

Examples of previously completed projects include:

- Writing and publishing a novel.
- Game Design.
- Sports Science Learning Platform.
- Writing a Drama script.
- Establishing an online Clothing brand and eStore.



Languages

Mrs N. Prince
Head of Department

Key focus areas in Language study include:

- Comprehension and communication through listening, speaking, reading, writing and appropriate use of gestures and body language.
- Development of language learning skills and strategies.
- Awareness and appreciation of different cultures, customs, and lifestyles.

Beyond preparing students for a globalised economy, learning a language improves overall academic performance, cognitive development, and fosters positive attitudes towards other cultures. It also equips students to thrive in today's global marketplace.

Criteria for enrolling in a WACE language course (Years 11 and 12):

Applications for ATAR language courses are assessed by SCSA based on:

- Educational background
- Residency or time spent in the country where the language is spoken
- Use of the language outside the classroom for communication

PATHWAY	CRITERIA FOR PERMISSION TO ENROL IN A WACE LANGUAGE COURSE		
	Education	Residency and/or time spent in-country	Use of the language for communication outside the language classroom
Second language courses	Less than one (1) year in total of formal education (from Pre-primary) in schools where the language is a language of instruction.	Less than two (2) years in total of residency and time spent in a country where the language is a medium of communication.	Use of the language for communication outside the language classroom with a speaker/s of the language is not permitted.



Japanese

Course Description

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 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 Year 10 and 11 and provides invaluable opportunities to practice and enhance language skills while experiencing the Japanese culture and lifestyle.

Students at Carey have the opportunity to continue their study of ATAR Japanese in Year 11 and 12.

Year 9 Japanese

Subject Fee: \$40 – Education Perfect

Further Information: Mrs N. Prince, Mrs K Bonciani

The course is topic based and the four macro skills of listening, speaking, writing and reading are emphasised. The topics covered in Year 9 Japanese are:

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

Year 10 Japanese General

Subject Fee: \$40 – Education Perfect

Further Information: Mrs N. Prince, Mrs K Bonciani

The course is topic based and the four major skills of listening, speaking, writing and reading are emphasised. The topics covered in Japanese (General) are:

- The Neighbourhood.
- Describing People.
- Hobbies and Past-times.
- Weather and Seasons.
- Around the World.



Year 10 Japanese Specialist

Subject Fee: Nil

Recommended B Grade in Year 9 Japanese

Further Information: Mrs K Bonciani

The Japanese Specialist program is taken **in addition to the Japanese elective** and provides additional cultural and language enrichment opportunities to students studying Japanese. The course enables students to apply their foundational Japanese skills covered in the Japanese program in a more varied and in-depth approach, providing students with an additional two hours per week in Year 10.

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

The course content is topic-based and the four major skills of listening, speaking, writing and reading are emphasised, with an additional focus on the Kanji script.

The topics covered in the Specialist course are inclusive of the topics covered in the General course, with additional topics such as:

- Teenage Life.
- Shopping.
- Free Time.
- Travel.
- The Future

The extended exposure and additional time afforded to this subject should enable students to attain better WACE results.

Participation in the Japanese Specialist program will provide invaluable opportunities to enhance students' Japanese learning and linguistic development.



Mandarin

Course Description

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. 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.

Year 9 Mandarin

Subject Fee: \$40 – Education Perfect

Further Information: Mrs N. Prince, Ms C. Chua

The Year 9 course is designed to include 3 themes:

- School life
- Healthy lifestyle
- The environment.

The topics covered are closely related to students' daily activities and lifestyles, 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, appreciating Chinese food and culture 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 to many opportunities.



Mathematics

Mrs L. Karasavas
Head of Department

Course Description

Over their first two years in secondary school students are encouraged to develop an appreciation of Mathematics, and to recognise its usefulness in everyday life. The course aims to provide students with the means to develop an interest and confidence in the use of Mathematics. 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 mathematics and apply it to model situations in various fields and disciplines.

Mental calculations are also included in class work. There will be two tests per term and other assessments, including investigations. A significant proportion of our resources are online. Students will be expected to use their Chromebooks both in class and at home.

Year 9

Subject Fee: \$35 – Mathspace

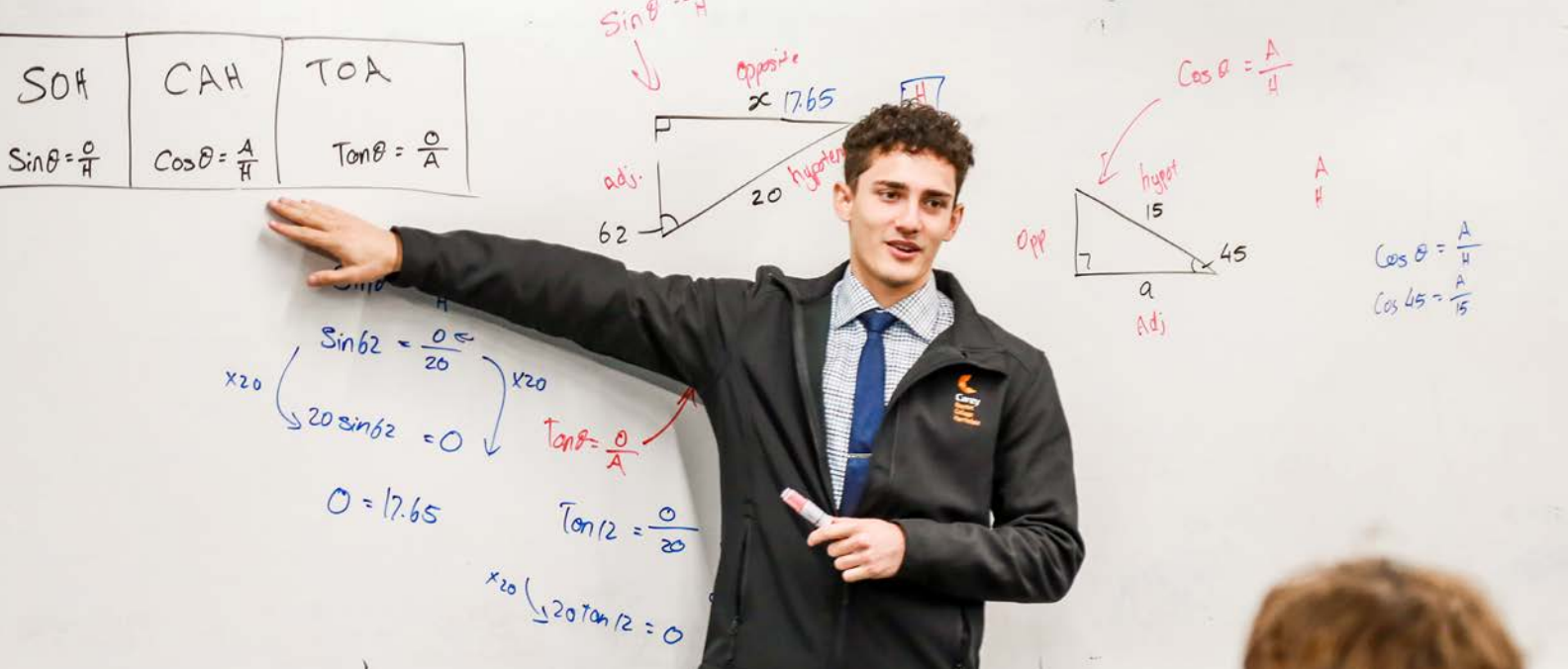
Further Information: Mrs L. Karasavas

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 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.



Year 10

Subject Fee: \$35 – Mathspace

Further Information: Mrs L. Karasavas

The Year 10 course encourages the development of the students' reasoning as students formulate geometric proofs involving congruence and similarity, interpret and evaluate media statements and interpret and compare data sets.

The ability to calculate mentally in certain situations is still required, along with the ability to make appropriate use of the CAS calculator.

As part of the Year 10 Mathematics course, students:

- Accurately calculate simple and compound interest
- Solve problems involving linear equations and inequalities and simple quadratic equations.
- Expand binomial expressions and factorise monic quadratic expressions.
- Perform the four operations with simple algebraic fractions and substitute into formulas.
- Solve surface area and volume problems relating to composite solids.
- Apply deductive reasoning to proofs and numerical exercises involving plane shapes
- Use trigonometry to calculate unknown angles in right-angled triangles.
- Describe statistical relationships between two numerical variables and describe bivariate data where the independent variable is time.
- Are able to list outcomes for multi-step chance experiments and assign probabilities for these experiments.

Assessment

The students will sit an exam at the end of Semester 1 and 2, along with topic tests and investigations.

Year 10A Mathematics Extension

Subject Fee: \$35 – Mathspace

Further Information: Mrs H. Murua

The 10A Maths Extension program includes all of the elements of the Year 10 course, but also includes material from the SCSA Year 10A Mathematic course that will be particularly useful as a foundation for the study of the ATAR Mathematics Methods in Year 11.

As part of the Year 10A Maths Extension course, students:

- Define rational and irrational numbers and perform operations with surds and fractional indices.
- Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations.
- Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts.
- Solve problems involving surface area and volume of right pyramids, spheres and composite solids.
- Use the unit circle to understand trigonometric ratios for all angles.
- Establish and use the sine, cosine and area rules for any triangle and solve related problems.
- Solve simple trigonometric equations.

Assessment

The students will sit an exam at the end of Semester 1 and 2, along with topic tests and investigations.



Music

Mr J. Florisson
Head of Department

Program Overview

At Carey, we believe music is an art form that helps students create and experience meaning. Music expresses emotion, tells stories, and connects people. It shapes who we are and how we relate to the world.

Students choose music for many reasons. Some want to become skilled musicians or explore a career. Others enjoy the challenge of learning an instrument or want a creative outlet for life. Whatever the reason, music education helps students create meaning on purpose. While anyone can enjoy music, structured learning helps students grow, understand more deeply, and express themselves with confidence.

The Carey music program is built around four core areas:

- Classroom Music;
- Individual Tuition;
- Ensembles;
- Events and Performances.

The course descriptions below focus on Classroom Music. These subjects include both practical and written work. Students learn to perform and create, while also studying how music is built and understood. This balance supports steady progress. Students who only focus on playing often reach a point where they feel stuck and lose interest. Learning how music works helps them keep growing and enjoying the journey.

As a guide, we encourage students to take part in:

- One classroom music subject;
- One co-curricular ensemble;
- One instrument through individual tuition.

Together, we want to help you learn, grow, and discover your own musical journey.



Year 9 Music General

Subject Fee: \$92 AMEB exam fee (charged by the AMEB and passed on at cost).

\$260 Family Music Levy (outlined in the music tuition terms and conditions). This one-off annual fee is charged per family and covers music licences, copyright, piano tuning, instrument maintenance and more.

Recommended: C grade in Year 8 Music, or AMEB Practical Grade 2 or equivalent.

Further Information: Mr J. Florisson

This course helps students grow as musicians and appreciate music more deeply. It builds on the previous year's focus on playing the right notes and rhythms, and moves towards making music expressive and meaningful.

Students attend two sessions each week. One focuses on practical skills through group rehearsals and occasional solo performances. Students learn to use techniques like dynamics, articulation, and phrasing to bring music to life. The other session develops written skills in music theory and analysis. Students work towards the AMEB Grade 2 Musicianship exam, building their understanding of how music is constructed and why it works.

As students combine practical and written skills, they begin to ask a deeper question. How can music move people?

Year 9 GATE Music Specialist

Subject Fee: \$92 AMEB exam fee (charged by the AMEB and passed on at cost).

\$260 Family Music Levy (outlined in the music tuition terms and conditions). This one-off annual fee is charged per family and covers music licences, copyright, piano tuning, instrument maintenance and more.

Recommended: C grade in Year 8 Music, or AMEB Practical Grade 3 or equivalent.

Further Information: Mr J. Florisson

This course supports confident young musicians who are ready to learn at a deeper level. Students work alongside others at a similar standard, which helps lift the quality of rehearsal, performance, and creativity. The class environment encourages students to grow through shared progress and high expectations.

Each week includes a practical session with group rehearsals and solo opportunities, focusing on expression, ensemble awareness, and advanced techniques like phrasing and dynamic control. The written session builds theory and analysis skills, preparing students for the AMEB Grade 2 Music Craft exam. This course covers more complex listening and notation than the general program.

Year 10 Certificate III in Music (CUA30920)

Co-Curricular Requirements: As part of the course, students are required to perform regularly. This includes in-class assessments and participation in community and College-based events.

Course Partnership: This Certificate is offered in partnership with Collarts (Australian College of the Arts).

Qualification Structure: To obtain a Certificate III in Music, students must complete 11 units across Year 10 and 11, made up of 3 core and 8 elective units.

Subject Fee: \$260 Family Music Levy (outlined in the music tuition terms and conditions). This is a one-off annual fee charged per family and covers music licences, copyright, piano tuning, instrument maintenance and more.

Recommended: C grade in Year 9 Music, or equivalent experience. Students without formal music training are welcome to apply but are encouraged to speak with Mr J. Florisson to help set clear goals and expectations for success.

Further Information: Mr J. Florisson

This is the main course for students continuing from Year 9 General Music. It is also a flexible option for those who wish to combine it with Year 10 Music Specialist (GATE), or for students with no previous music experience who are keen to get involved.

The course takes a practical, industry-based approach to music study. Students complete performance and music creation tasks, and explore topics such as music careers, legal requirements, and music technology, including lighting, sound, and notation software. The elective specialisation for this certificate is performance. Assessment is task-based, with less emphasis on exams.

Students complete this qualification across Year 10 and 11, with Year A and Year B units alternating each year. Students can begin in either year and continue into Year 11 to complete the full certificate. For some, this course may lead into ATAR Music in Year 11. If so, a conversation with the Head of Department is recommended to help set realistic goals and expectations. Students are also strongly encouraged to take individual music lessons alongside this course to support their practical development.

Year 10 GATE Music Specialist

Subject Fee: \$92 AMEB exam fee (charged by the AMEB and passed on at cost).

\$260 Family Music Levy (outlined in the music tuition terms and conditions). This is a one-off annual fee charged per family and covers music licences, copyright, piano tuning, instrument maintenance and more.

Recommended: C grade or higher in Year 9 GATE Music Specialist, with AMEB Practical Grade 4 or equivalent experience advised. All students are welcome to select this course but are encouraged to speak with the Head of Department to discuss suitability.

Further Information: Mr J. Florisson

This course is designed for students who are passionate about music and want to keep growing as musicians. It offers a combination of rigour and enjoyment, students are challenged to improve their skills while still having fun making music together.

The course provides a focused environment where students can learn alongside others who share a similar level of interest and ability. Practical work includes both solo and ensemble performance, with an emphasis on technique, expression, and preparing for live performance opportunities. In the written sessions, students develop their theory and listening skills in preparation for ATAR Music. While this course lays the groundwork for senior study, the focus is on helping students become more confident, creative, and expressive musicians.

Students come to music with different goals. Some are aiming for a career in the arts. Others are simply looking to challenge themselves or enjoy music as a creative outlet. Whatever their path, this course helps students grow with purpose. Through structured learning and shared experiences, they gain the skills to express themselves with confidence and connect more deeply with the music they play.

Science

Mr D. Braithwaite
Head of Department





Year 10 Psychology

Course Description

Psychology is the scientific study of how people think, feel and act. During this course, students will be introduced to the foundational theories of Psychology.

They will examine the interrelationship between our behaviours, such as eating, sleeping and watching television; and our mental processes, such as perceptions, memories, dreams, thoughts, feelings and emotions. Students will examine the role of Psychology as it applies to life.

Psychology is an ATAR subject in Year 11 and 12 which can be selected for University entrance. This elective is a good introduction to Year 11 ATAR Psychology.

Subject Fee: Nil

Recommended: Students should achieve a minimum of 60% in Year 9 Science (Mainstream), or 50% in Year 9 Science (Extension) to cope with the requirements of this elective.

Further Information: Mrs N. Schrader



Science

Course Description

The Science course equips students with the scientific knowledge, skills, attitudes and values that will further their enjoyment and understanding of Science in everyday life. Students will learn through a variety of different tools. They will engage with the content in Science through laboratory experiments, investigations, research, textbook work, lectures, online learning with programs such as Education Perfect, Quizlet and Quizziz.

Assessment

Assessments include exams, assignments and experiment reports. Homework will include tasks that help in the consolidation of classroom learning, revision and assignment work.

Year 9 students will sit an exam at the end of Term 3. Year 10 students will sit an exam at the end of Semesters 1 and 2.

Year 9

Subject Fee: \$40 – Education Perfect

Further Information: Mr D. Braithwaite

Year 9 Science explores the interdependence of body systems and ecosystems, atomic structure and chemical changes. It examines energy transfer via electricity and light, and how Earth's spheres influence carbon, water cycles, and global climate.

Students will develop their science inquiry skills through experiments and investigations, and explore the following areas of science:

- **Biology:** Ecosystems, plant and animal adaptations and survival.
- **Chemistry:** Atomic structure, the periodic table, chemical bonding and reactions.
- **Physics:** Energy transfer through sound waves and light.
- **Earth Science:** Global systems and their impacts on climate.

Learning occurs through theory, experiments, investigations, textbooks, and online tools.

Year 10

Subject Fee: \$40 – Education Perfect

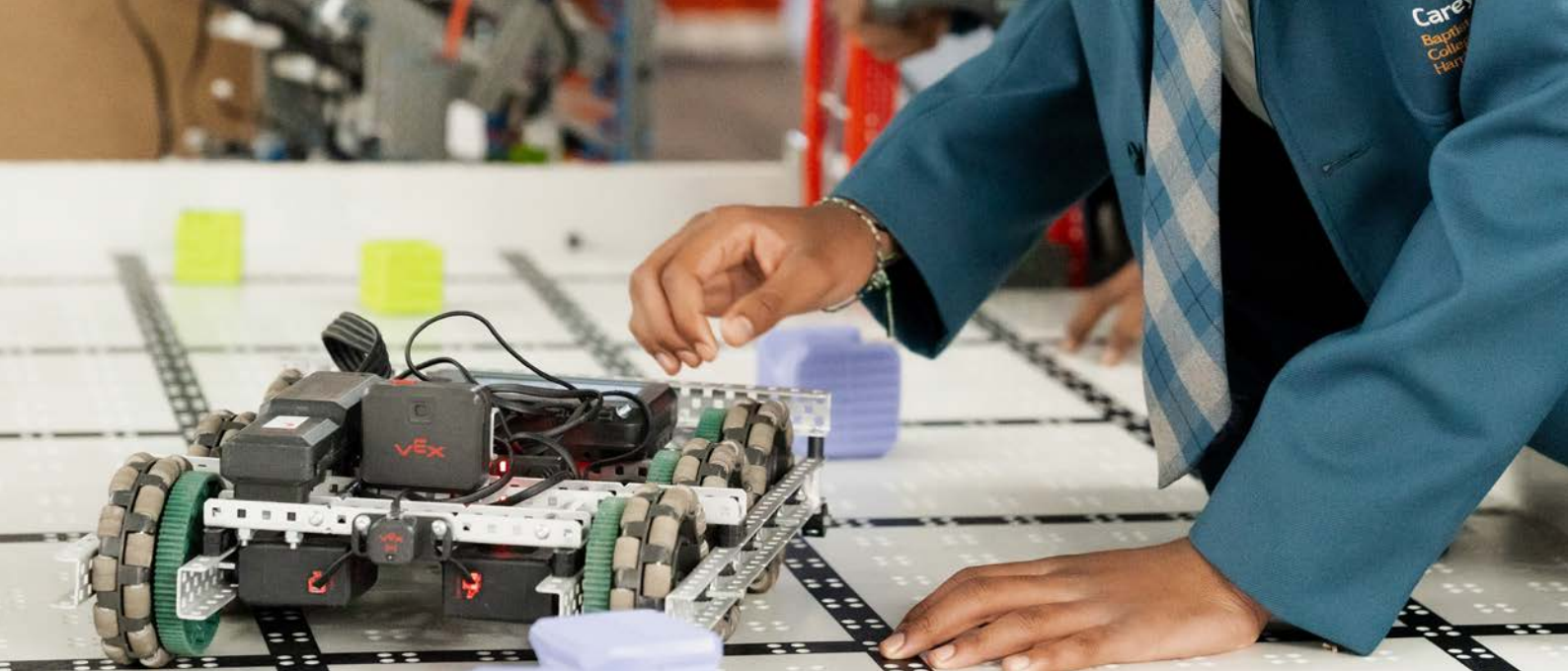
Further Information: Mr D. Braithwaite

Year 10 Science explores genetics, DNA, and natural selection. It covers atomic organisation in the periodic table, chemical equations, motion, and energy transfers. The course also examines the universe's structure and space exploration.

Students will develop their science inquiry skills through experiments and investigations, and explore the following areas of science:

- **Biology:** Cell division, genetics and hereditary and the theory of evolution.
- **Chemistry:** Explaining bonding, predicting chemical reactions and rates of reactions.
- **Physics:** Calculating motion and forces, and the conservation of energy.
- **Earth Science:** The formation of the universe and the impacts of space exploration.

Learning occurs through theory, experiments, investigations, textbooks, and online tools.



GATE STEM

Course Description

GATE STEM is a program that has an interdisciplinary Science, Technology, Engineering and Mathematics (STEM) focus, based on project-based learning. In this program, students will work in groups and focus on a STEM competition of their choice.

Year 9 and 10

Subject Fee: Nil

Further Information: Mr G. Choo

Competition choices include:

- **VEX V5 Robotics Competition**
This competition is the largest global school robotics program. An engineering challenge is presented in the form of a game, and students (guided by teachers) build innovative robots ready for the competition.
- **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.
- **Da Vinci Decathlon**
This is a competition designed to challenge and stimulate the minds of students. Teams compete in 10 disciplines: engineering, mathematics and chess, code breaking, art and poetry, science, english, ideation, creative producers, cartography and legacy.
- **F1 in Schools**
This is the world's premier student STEMcompetition. 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.
- **CSIRO Gold CREST Award**
This is a non-competitive program run by CSIRO (Australia's National Science Agency) where students either complete a science investigation or an engineering project. To achieve the advanced Gold CREST Award, students must work on their project for at least 100 hours and demonstrate originality and real-world application. They must also engage with an external industry or university mentor.

Year 8 GATE STEM students will be allocated to this class. The class size is limited to a maximum of 24 students.

Technologies

Mrs A. Post

Head of Department





Aviation

Course Description

This practical Aviation course provides the opportunity for students to prepare for post-school options of employment and training.

Year 9

Subject Fee: \$300 – Plane Flight (Royal Aero Club)

Further Information: Mr M. Pollock

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.

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

Year 10

Subject Fee: \$300 – Plane Flight (Royal Aero Club)

Desirable: Aviation Year 9

Further Information: Mr M. Pollock

Students will explore the basics of aviation through fixed-wing flight and drone operation. They will learn to fly drones by coding for autonomous flight, freestyle racing in interschool competitions, and investigating how drones are used in different industries.

These skills help prepare students for a Certificate III in Aviation in Year 11, where they can earn a Remote Pilot Licence for drones.

Students will also use flight simulators to learn about control surfaces, flight instruments, and Visual Line of Sight flying. They will have the opportunity for an instructed practical flight in a Cessna 152, where they will perform a pre-flight check and learn skills such as level flight trimming, medium turns, and stall recovery.

In partnership with the Royal Aero Club (Jandakot), students will also take part in a scenic flight where they help with taxiing, take-off, flying, and landing.



Year 10 Childcare

Course Description

In this course students will examine prenatal care and the development and birth of the newborn. Family types, roles, caring for the newborn and issues affecting the development of the foetus will be examined.

Students will have the opportunity to participate in the 'Baby Think It Over' program, an infant simulator which examines the social, emotional, economic and physical changes a newborn can bring to a family. They will also examine how a child grows and develops from birth to 6 years of age and identify important milestones.

Practical activities involve creating products / items for nursery, meals for the pregnant mother and newborn, as well as designing a party package, including birthday cakes.

The key concepts addressed are:

- Family types / family roles and responsibilities.
- Puberty and physical, mental and emotional changes.
- Conception, development, birth and growth of neonates.
- Factors affecting the pregnant mother and neonate.
- Parenting program through Infant Simulator.
- Contraception.
- Diet issues relating to pregnancy.
- Play and learning experiences for children addressing a variety of developmental areas.
- Food issues affecting young children.
- Preparation of healthy nutritious food for children.

Subject Fee: Nil

Further Information: Mrs A. Rushby, Mrs A. Post, Miss J. Stone



Computing

Course Description

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. They will learn the fundamentals of computers and computer terminology, mainly concerning personal computer hardware and software, and the Web.

Year 9

Subject Fee: Nil

Further Information: Mr G. Southwood

In Year 9, students will learn how to build a computer, install an Operating System and undertake essential computer maintenance.

They will also explore:

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

Year 10

Subject Fee: Nil

Further Information: Mr G. Southwood

In Year 10 students are presented with opportunities to investigate the most up-to-date technology in an ever-changing discipline and build an in-depth understanding of why computers are an essential component in business and society. Students will explore strategies in areas such as purchasing a desktop computer and building it themselves. They will also explore how to plan a career in this field.

Among other concepts, students will explore:

- Communications and Networks.
- Creating their own Network.
- Fixing and Maintaining an up-to-date Computer.
- Computer Security and Safety.
- Digital Communications and Enterprises.



Metalwork Engineering

Course Description

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

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

Year 9

Subject Fee: Nil

Further Information: Mr J. Wilmot

Students will engage in a range of projects including:

- Production of a toolbox.
- Creation of tools
 - Hacksaw
 - Punch
 - Cold chisel
 - Hand trowel
 - Screwdriver
- Plasma Art.

While many of the tasks will be prescribed, students will also take control of researching and devising various metal art works using both traditional and modern CNC equipment.

Year 10

Subject Fee: Nil

Further Information: Mr J. Wilmot

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

Projects created include:

- Plasma cut fire pit.
- Folding BBQ.
- Fire poker.
- Wood splitter.

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



Food and Nutrition

Course Description

The study of Food and Nutrition is a fantastic opportunity for students to gain practical skills that will stay with them for life, build their confidence, and strengthen communication and relationship with their peers. Students will prepare foods that are tasty and nutritious, economical, accessible, easy and time efficient to prepare.

Students will gain an appreciation for food and how it can be used to bring people together and strengthen families and communities.

Year 9

Subject Fee: Nil

Further Information: Mrs A. Post, Miss J. Stone, Mrs A. Rushby

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. They will develop an appreciation and understanding of the factors influencing family meals and personal dietary choices. They will learn to consider these factors and design practical solutions when serving meals to others.

Later in the course, students will learn how to prepare foods for special occasions such as BBQs, celebrations, Christmas foods and packaged food hampers suitable for gift-giving.

Students will prepare foods that are tasty and nutritious, economical, accessible, easy and time efficient to prepare.

Year 10

Subject Fee: Nil

Further Information: Mrs A. Post, Miss J. Stone, Mrs A. Rushby

Students will develop an understanding of various cultural food histories, ingredients and dishes while learning how to cook traditional recipes from around the world. With the diversification of Australian food culture comes a diversifying of eating habits, dietary practices and food customs.

Students will research a range of dietary practices (such as vegetarianism, veganism, etc.) and consider the nutritional effects on the health status of the consumer. They will learn to plan for and prepare foods which cater for a range of dietary requirements.

Throughout this course, students will be preparing a variety of tempting and wonderful tastebud sensations. They will have the opportunity to learn the food preparation skills and cooking techniques involved in creating a variety of food products from a range of international countries.

This unit allows students to develop their food preparation skills and cuisines of other cultures. They will explore a variety of other countries and their eating habits and the influence they have had on Australian cuisine.



Product Design

Course Description

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.

It involves a process called **design thinking**, where designers seek to understand the users, challenge assumptions, redefine problems and create innovative solutions to prototype and test. The goal is to identify alternative strategies and solutions that are not instantly apparent at the initial level of understanding. Design thinking provides a solution-based approach to solving problems in a creative and collaborative way.

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), community service projects and personal product design.

Year 9

Subject Fee: Nil

Further Information: Mr G. Southwood

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), 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.

Year 10

Subject Fee: Nil

Further Information: Mrs A. Rushby

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.



Woodwork

Course Description

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.

Year 9

Subject Fee: Nil

Further Information: Mr C. Burns

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.
- A clock.

Year 10

Subject Fee: Nil

Further Information: Mr C. Burns

This course provides an integration of theory and practice and a springboard for other advanced accredited courses in Years 11 and 12.

The course is designed to introduce students to:

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

Projects will include:

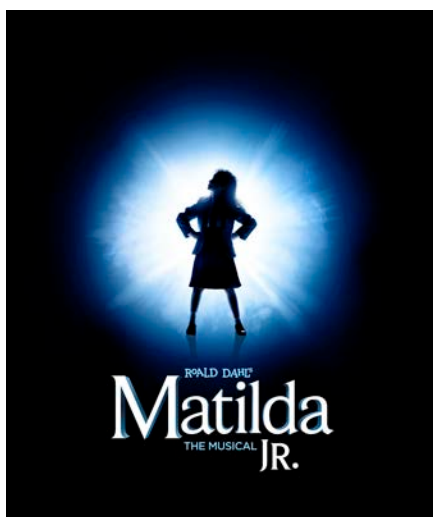
- A toolbox.
- Collapsible table.
- Turned bowl.
- Step ladder.
- A personal project.

Visual and Performing Arts

Mrs S. Cuellar
Head of Department



2026 College Production:





Visual Arts

Course Description

In Visual Arts, students develop their skills in the use of a visual diary to record their artistic development. The diary showcases their creative process, personal ideas, and understanding of the social and historical role of art. In the art room, students are encouraged to be creative in a relaxed and safe environment. Health and safety practices are included in the curriculum to ensure safe use of materials and tools.

High-achieving students may be selected to enter competitions, and many have won awards in sculpture across the state. Students are assessed in two areas: art making and art responding.

Year 9

Subject Fee: \$130 – Resource Fee

Further Information: Mr P. Leeming

The Year 9 Visual Arts course introduces students to 3D art through sculpture using ceramics and 2D art through watercolour painting.

Art gives students a way to express thoughts and feelings that are hard to put into words, helping them connect with their culture and world in a meaningful way.

Some of the artistic exploration Year 9's can apply themselves to looks at focuses on:

- A3 Visual diary construction and scrapbooking, drawing and rendering Techniques using 2B pencil, coloured pencil, fine liner, wet art techniques with paint and ink and mixed media combinations.
- Three-dimensional ceramic (clay) Sculpture making.
- Art History: Visual Language, Analysis of Artworks on Sculptural artists.
- Two-dimensional watercolour painting techniques.

Year 10

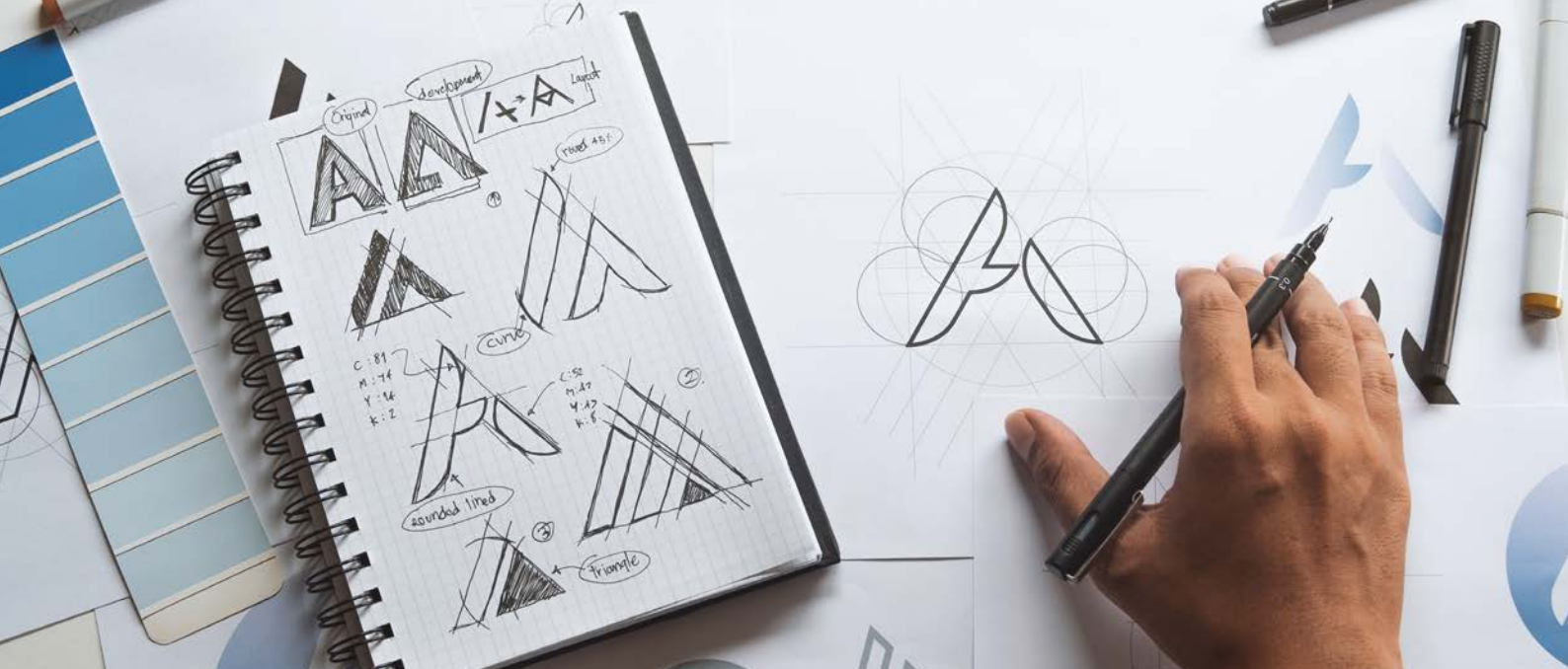
Subject Fee: \$130 – Resource Fee

Further Information: Mr P. Leeming

At the Year 10 art level, students feel more confident and familiar with using a variety of art materials and techniques to create a final artwork. In Year 10, the A3 visual diary usually reflects a high level of unique creativity, organisation and presentation which provides a very strong foundation and skill set to enter into the upper school Year 11 General Art course.

Some of the artistic disciplines and techniques covered are:

- Painting: Acrylics / watercolour / mixed media.
- Advanced Drawing Techniques: Introduction to practical drawing techniques in mixed dry mediums / digital drawing techniques.
- Visual Diary Hints and Tips: Techniques to create stunning visual diaries that are creative, colourful and functional.
- Ceramics and Clay Building Techniques: Coil pot building / building using the slab technique / reduction method of sculpture / glazing knowledge / workplace safety.
- Printmaking: Lino printing / Mono printing / Silkscreening.



Visual Arts – Graphic Arts

Course Description

Throughout the course, students build strong graphic illustration skills using professional materials such as graphic markers, pencils, and black-and-white drawing techniques. Projects may include designs for skateboards, t-shirts, sports cars, industrial products, and posters.

The classroom offers a relaxed, supportive space where creativity is encouraged. Safe work practices are part of the course, and students have the opportunity to enter competitions to represent the College. Students are assessed through art making and art responding.

Year 9

Subject Fee: \$130 – Resource Fee

Further Information: Mr P. Leeming

In the Year 9 Graphic Arts program, students will focus on illustration and graphic design, including lettering, typography, logo design, thumbnails, and marketing ideas. Students learn to think like designers and are encouraged to apply their drawing, painting, and composition skills. Students familiar with digital tools like Procreate or Photoshop can also apply those techniques in their work.

Some of the artistic disciplines and techniques covered are:

- Illustration and Painting: Acrylics / watercolour / mixed media, gouache.
- Advanced Drawing Techniques: Introduction to Graphic rendering and drawing techniques in mixed dry mediums / digital drawing techniques.
- Visual Diary Hints and Tips: Techniques to create stunning Graphic visual diaries that are creative, colourful and functional.
- Design development concepts and Ideation: Corporate and Business Design ideas.

Year 10

Subject Fee: \$130 – Resource Fee

Recommended: Year 9 Graphic Arts

Further Information: Mr P. Leeming

In Year 10 Graphic Arts students use their A3 visual diary to develop graphic-focused skills such as lettering, typography, logo design, thumbnails, and marketing concepts. Strong design thinking, illustration skills, and a good foundation in drawing, painting, and composition (gained in Year 9 Graphic Arts) are important for success in this course. Students with digital design experience using tools like Procreate or Adobe are also encouraged to use them.

Some of the artistic disciplines and techniques covered are:

- Illustration and Painting: Acrylics / watercolour / mixed media, gouache.
- Advanced Drawing Techniques: Introduction to Graphic rendering and drawing techniques in mixed dry mediums / digital drawing techniques.
- Visual Diary Hints and Tips: Techniques to create stunning Graphic visual diaries that are creative, colourful, and functional.
- Advanced Design concepts and Ideation of Corporate Identities.
- High achieving Graphic Art students are selected to enter a variety of art competitions and exhibitions over the Year.



Media Arts

Course Description

In a world saturated with audio visual communication, Media Arts equips students with a range of conceptual and technical skills necessary in today's workplaces; from marketing a business or product, to producing social media content or working in industries such as broadcast media, film making or animation and illustration. In our Mac lab - with Adobe (Premiere, Illustrator, InDesign) and other industry standard apps, students will refine their understanding of editing and production skills throughout the year.

Media students will use problem-solving skills, as well as:

- The ability to work independently and in small groups.
- The ability to generate and explore creative ideas and solutions, seeing projects through to the presentation of a final product.
- An understanding that media products present many values, viewpoints and ideas with a purpose to persuade and influence.
- A stronger sense of their voice and how to interact productively and healthily in online environments.

Students may be selected to enter their work into local and Australia-wide competitions and to display work around the College and in our Arts Showcases and Exhibitions.

Year 9

Subject Fee: \$30 – Resource Fee

Further Information: Miss L. Marais

Students will become competent at using Canon DSLR's, portable and studio lighting, and sound recording equipment. They will refine their photography skills by shooting 'on-location' and use the 'green screen' technology in our own studio to create their projects throughout the year. Exploring genres, they will consider the role of the audience as they go through the stages of developing their concepts, planning, filming, editing and presenting their work.

As they develop their creativity and ideas, students will build lifelong work ready skills including visual literacy, technical capabilities, communication, creative thinking and problem-solving skills, while learning how to deliver a quality product to meet a design brief.

Year 10

Subject Fee: \$30 – Resource Fee

Further Information: Miss L. Marais

In Media Arts, students explore their creative ideas while making a variety of fiction and nonfiction projects in areas like film making, visual layout design and photography storytelling.

Students will use production processes used by industry to refine their pre and post- production skills while developing their cinematography skills. Students will work individually and in small crews to develop their concepts, and plan, film, edit and present their projects. They will experiment with and manipulate the skills and techniques of photography and filmmaking to craft engaging, persuasive and imaginative media products and will start to develop their own personal style.



Dance

Course Description

Education in the art of dance engages each student in the artistic processes of creating, performing and responding. Students who have an interest in performing, improvising, production design and working with others will value the experiences within this course.

In Years 9 and 10 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. Students research and present the evolution of contemporary dance in case studies.

Co-Curricular Requirements

Dance performances include:

- College assemblies.
- Dance Festivals.
- Carey Orientation Day.
- Carey Dance Concert.
- Competitions.
- College Productions, such as a musical theatre.

Various opportunities will arise for students to attend performances and workshops around the metropolitan area and engage in workshops conducted by industry professionals.

Uniform

Students are expected to wear and maintain the standard of the Carey Dance uniform (available from the Carey Uniform Shop), along with dance items such as shoes and performance items which will be outlined by Mrs Cuellar and Ms Rowney at a later date.

There may be some additional costs for items such as hair and make-up supplies. Please note that students who have taken the course in previous years will be able to retain many items already purchased (please see the Dance teachers for further details).



Year 9

Subject Fee: \$30 - Equipment, Resources

Further Information: Mrs S. Cuellar, Ms S. Rowney

Students will be given the opportunity to choreograph for various productions and events where they will use critical thinking skills, excel in communication, work cooperatively and collaboratively with others.

Year 10

Subject Fee: \$30 - Equipment, Resources

Further Information: Mrs S. Cuellar, Ms S. Rowney

In Year 10, Dance students are given opportunities to choreograph using the elements of dance (BDST), 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.
- Lyrical.
- Cultural Dance (Spanish Dance)

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

- Dance Festivals.
- College Assemblies.
- Carey Arts Festival.
- Competitions.
- Carey Dance Concert.

Various opportunities will arise for students to attend performances and workshops around the Metropolitan area as well as engage in workshops conducted by professional dancers in the Arts industry.



Drama

Course Description

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.

Opportunities for higher-scale performance continue to grow. Drama students will participate in the Youth on Health Festival (an annual statewide performing arts festival). They may also have opportunities to perform at:

- Carey Assemblies.
- Arts Showcases.
- College Theatre productions.

Year 9

Subject Fee: Nil

Further Information: Mr T. Bowles

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.

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.

Year 10

Subject Fee: Nil

Further Information: Mr T. Bowles

In Year 10 Drama, students are given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama.

Students develop original performance material based on devised drama processes and appropriate, published material (e.g. Australian Drama and World Drama scripts). This course is designed to prepare students to undertake further Drama study.

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

Various opportunities will arise for students to attend theatre performances. They will also participate in workshops and performances facilitated by Drama professionals both at Carey and at other venues.



Helpful Contacts

Curriculum Office | curriculum@carey.wa.edu.au

Assistant Principal - Curriculum | Mrs K. Lacey curriculum@carey.wa.edu.au

Careers / Endorsed Programs | Mrs A. Rushby arushby@carey.wa.edu.au

Vocational Qualifications (VET) | Mrs P. Shaw pshaw@carey.wa.edu.au

Workplace Learning Coordinator | Mrs B. Parker wpl@carey.wa.edu.au

ATAR and General courses | Heads of Department



Carey

E info@carey.wa.edu.au

T (08) 9394 9111

F (08) 9394 9112

51 Wright Rd Harrisdale WA 6112

PO Box 1409 Canning Vale WA 6970

carey.wa.edu.au



Carey
Baptist
Church



Carey
Baptist
College



Carey
Centre



Jump
Carey Early
Development