



# CARINE SENIOR HIGH SCHOOL

*Seeking Excellence in Education*



***“Partner with families, communities and agencies to support the educational engagement of every student”***

**2022**

## **Lower School Course Handbook Years 7 to 10**

The information and advice contained within this document is accurate at the time of publishing

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## GENERAL INFORMATION

This handbook has been prepared to provide parents and students with details of the courses being delivered in Years 7 to 10 in 2022. It will provide information about all eight Learning Areas in the school, including course descriptions for elective courses, Academic Extension, Gifted and Talented Program and The Learning Centre Programs.

The eight Learning Areas are:

The Arts
English
Health & Physical Education
Humanities & Social Sciences
Languages
Mathematics
Science
Technologies

A student's education program consists of compulsory and elective courses throughout the year. All students are allocated their compulsory courses, that is, English, Humanities and Social Sciences (HASS), Mathematics, Science, General Physical Education and Health Education classes by the school. In Years 7 and 8, courses from The Arts, Technologies and Languages are also compulsory.

In cases where there are distinct pathways in Year 10 that lead to specific Senior School courses, students will be placed in the appropriate courses based on the student's performance and suitability to the course offered in the pathway. Parents will receive communication regarding these pathways and are very welcome to discuss placements with the class teacher or Heads of Learning Area (HOLA).

Students entering Year 10 must consider the prerequisite pathways and grades in courses for entry into Year 11 courses when making selections. The 2022 prerequisites are detailed on page 52 of this Handbook, provided to help students entering Year 10 understand the required level of performance to be eligible, and successful, for 2022 Year 11 courses.

Please note that there are OLN requirements that must be met. These requirements are based on achieving Band 8 in Year 9 NAPLAN Reading, Writing and Numeracy or Category 3 in OLN, if necessary, during Years 10, 11 and 12. Students who fail to meet the OLN Numeracy requirements in Year 10 will undertake Mathematics Essentials in Year 11. An English course is compulsory for all Year 11 and 12 students.

Course selection instructions vary with each year group and are outlined on each year group's course selection forms. Please make your selections carefully; course changes will not be made after the timetable is finalised for students who have simply changed their mind. Changes may be able to be made for medical or curriculum reasons.

Music students must place Class Music 1 and Class Music 2 in their first two choices each semester. Students wishing to withdraw from the Music Program in 2022 must do this formally in writing to HOLA Ross Brennan.

In Year 9 and 10, French is optional and must also be selected as choice one or two both semesters.

We encourage parents/carers to actively participate in the course selection process with their child by carefully considering their child's future needs, interests and possible future pathways.

Tracy Griffiths  
Associate Principal – Lower School

# THE LEARNING CENTRE

## Programs

The Carine Senior High School Learning Centre Office is located downstairs in E Block. The Learning Centre encompasses the following Lower School based programs:

### Core English and Maths

Students, in groups of no more than 16, attend Core Mathematics in Years 7 to 9 and/or English in Years 8 to 10. Extensive testing is undertaken before and during the program to determine accurate placement, with Learning Assistance Plans (LAPs) outlining specific focus skills for students when required. Some students have specific learning disabilities or difficulties, while others need a shorter term placement to “catch up” and re-enter mainstream classes during the year.

### Students with Additional Needs Program

Some students who have additional needs fulfil the criteria set by the Department of Education for allocation of additional funding for school-based support (often in the form of Education Assistant time). Support is specifically allocated to students, ranging from Level 1 to Level 3. It is part of the role of the Learning Centre Manager to both apply for the support funding through Disability Resourcing and allocate this funding to provide support according to students’ learning and safety needs. Each student who is part of the Educational Support Program is required to have a Learning Assistance Plan and meeting times can be arranged throughout the year to allow all teachers and parents to have input into the plan and any appropriate changes made. Initially staff will receive information regarding the students’ diagnosis and classroom recommendations from documentation. Time is always available to talk to Learning Centre staff further about specific information regarding students

### Extra Literacy and Extra Numeracy Programs

The Extra Literacy and Numeracy programs are Year 7 to 10 courses. These programs provide additional literacy and numeracy support for selected students. Many students in the Year 7 Extra Literacy Program are also placed in the Focus English classes to maximise the support they receive in their first year of high school. The lower student to teacher ratios allow for intensive literacy support and skill-building. The Extra Literacy and Numeracy Program selection process begins when the students are in Year 6 and involves the collection and evaluation of information from Year 6 teachers, as well as results from the Carine SHS Placement Testing program and NAPLAN results. Selected students are invited to participate through a letter sent home to parents/guardians. Participation in this program is voluntary, conditional on parental consent. The Extra Literacy and Numeracy classes are timetabled at the same times as French classes in Years 7 and 8, so students who do Extra Literacy or Extra Numeracy will not study an additional language. A student cannot undertake both Extra Literacy and Extra Numeracy.

Extra Literacy and Extra Numeracy are also offered as electives in Years 9 and 10 to continue literacy and numeracy support for students who would benefit from ongoing help in improving their reading and writing skills through targeted and engaging programs. As achieving Category 3 for the Online Literacy and Numeracy Assessment (OLNA) is a prerequisite for attaining a Western Australian Certificate of Education (WACE), these electives will be appropriate for many students.

### Education Assistants

Staff in the Learning Centre value effective, collaborative relationships with teachers. We are fortunate at Carine SHS to have a dedicated and committed group of education assistants. Having an education assistant working with teachers in classes provides many opportunities for enhanced support of group work and individual learning. Education assistants support the needs of the whole class; however, the Education Assistant’s priority is to support students with additional funding.

If you would like to know anything further about the Carine Senior High School Learning Centre Programs, please contact Learning Centre Manager, Wendy Evans on 9243 9100 or via email [wendy.evans2@education.wa.edu.au](mailto:wendy.evans2@education.wa.edu.au).

# FOCUS PROGRAM

## A Successful Pathway for all Students

Carine SHS initiated a new program in 2021 to provide every student with a pathway to a successful future. Students identified as being at literacy and/or numeracy risk will be offered a place in these programs.

We have been pursuing a whole school approach to differentiation. The inherent premise to this approach is “teaching up”. More specifically:

- Student centred
- Robust enough to engage and challenge
- Contains multiple approaches to content, process and product
- Is a blend of whole school class, group and individual activities

To further tailor our Focus Program to the individual student, we have used student achievement data, NAPLAN, teacher judgement and standardized testing to group our students into three tiers. Students are invited to join the program following careful data analysis.

It is anticipated that HASS, English and Science teachers in the Year 7 and 8 programs will have one period time that will be used to monitor direct instruction programs and for planning and creating highly specific and effective programs and resources for at risk students.

Class	Ratios	Components of Intervention
Core	Max 16 Students 1 Teacher ,1 EA	English (Years 9 and 10) and Maths (Years 7-9) Heavily scaffolded and supportive
Focus 1	24 - 25 Students 1 Teacher 1 EA	Focus Literacy classes - Science, English and HASS (3 hrs each) DI sessions 5 hrs (Corrective Reading - Decoding) Utilising 2 hrs Small group instruction 1:6 or 1:8 Extra Literacy – Elective (instead of French)  Focus Maths – 4 hours per week Students can be in Focus Literacy as well as Focus Numeracy/Core Maths
Focus 2	24 -25 Students 1 Teacher 1 EA	Focus classes - Science, English and HASS (3 hrs each) DI sessions 3 hrs (Corrective Reading - Decoding) 2 hrs Extra Literacy – Elective (instead of French)  Focus Maths – 4 hours per week Students can be in Focus Literacy as well as Focus Numeracy/Core Maths
Extra Literacy or Extra Numeracy	Max 20 Students 1 Teacher 1 EA	2 hrs Extra Literacy or Numeracy – (instead of French) Focussing on all aspects of Literacy or Numeracy A student can be in either Extra Literacy or Extra Numeracy

# GIFTED AND TALENTED PROGRAM

## About the Program

Commencing in 2020, Carine Senior High School is now one of fourteen Western Australian public secondary schools offering an approved Selective Academic Program for Gifted and Talented (G and T) students. The 2022 intake will be for Year 7 students and they will join our Year 8 and 9 classes for 2022. By 2023 the program will extend to Year 10.

The academically focused learning environment is intellectually challenging and designed to motivate students to extend their knowledge, understanding and application, and to enhance their learning skills in preparation for Senior School and for a lifetime of personal progress. While the course content will follow the WA Curriculum in Science, English, Mathematics, Humanities and Social Sciences, students will benefit from being exposed to a differentiated curriculum designed to stimulate and develop the individual's skills in inquiry, analytical and critical thinking, communication and creativity. Students in the Gifted and Talented Program in Years 7 to 10 will continue to cover all other areas of the WA Curriculum, including Health and PE, French, The Visual and Performing (Music, Dance, and/or Drama) Arts and Technologies (Design and Digital).

Students offered a place in this program will have scored highly in the competitive Academic Selective Entrance Test administered by the Department of Education.

## Program Entry and Selection

**For specific dates please refer to the Department of Education website:**

**<http://www.det.wa.edu.au/curriculumsupport/giftedandtalented/detcms/navigation/parents/selective-academic-programs/>**

In October, the Principal Consultants from the Department of Education Gifted and Talented Selected Unit provide a general information evening about the Selective Academic Program to Parents of Year 5 students. Carine SHS hosts one of these information evenings each year.

Online registration for Year 6 Entry Test occurs between November and January each year. Students sit a 3-hour multi-choice and written test, Carine SHS will be one of the venues to host this test. All selections are made centrally by the Department of Education Gifted and Talented Selection Unit, the school has no role in the selection of students for the Gifted and Talented (G and T) Program.

If students are not successful in the Year 7 intake, there is a provision for students to gain entry to the G and T Program to commence in the Year 9 intake if vacancies occur. G and T Program students will join mainstream classes in Years 11 and 12 but remain supported by various programs and initiatives.

## Staffing

Gifted and Talented teachers have been selected through an expression of interest process, with a panel comprised of the Principal, Associate Principals Academic Performance and the relevant HOLAs.

Tracy Griffiths	Associate Principal Lower School, Line Management of G and T Program
Betty Bryant	Gifted and Talented Program Coordinator, Year 7 G and T English Teacher

## Curriculum, Assessment and Reporting

Students will be assessed and reported on the WA Curriculum in accordance with the SCSA Teaching, Assessment and Reporting Policy and the DOE Curriculum, Assessment and Reporting Policy. Reporting and feedback to parents regarding the G and T differentiated Curriculum will be a separate one-page report with verbal comments on students' performance and process.

# ACADEMIC EXTENSION PROGRAMS

## About the Program

The Academic Extension Program at Carine SHS operates in Year 7 and 8 in the areas of French, English, Mathematics, Science and Humanities and Social Science (HASS), Year 9 in the areas of English, Mathematics, HASS and Science. Students may be offered one, two, three, four or five of the Academic Extension Programs depending on their individual academic performance.

The Academic Extension Programs focus on teaching the WA Curriculum, assessing and reporting as per year group planning and programming in accordance with the *SCSA Teaching, Assessment and Reporting Policy* and the *DOE Curriculum, Assessment and Reporting Policy*.

Teachers will differentiate curriculum material where appropriate to extend, enrich and engage student learning in French, Science, English, Mathematics and HASS. Students benefit from being exposed to a differentiated curriculum designed to stimulate and develop the individual's skills in inquiry, analytical and critical thinking, communication and creativity.

Student entry into the Carine SHS Academic Extension Program is highly competitive and based on student achievement standard ranking in cohorts. To enable selection to be fair to all Carine SHS students, a full assessment period of one semester will apply to all students prior to entry in the Academic Extension Program. This includes students who are new to Carine SHS.

## Program Organization 2022

COURSE	YEAR 7	YEAR 8	YEAR 9
FRENCH	64 positions	64 positions	Elective
ENGLISH	64 positions	64 positions	64 positions
HASS	64 positions	64 positions	64 positions
MATHS	64 positions	64 positions	64 positions
SCIENCE	64 positions	64 positions	64 positions

## Program Entry and Selection

The Academic Extension Program at Carine SHS is a school based program, therefore student entry and ongoing placement in the program is a school based decision. Fair and transparent processes have been developed to ensure students who suit this extended and more complex and competitive program maintain their place. Students in other classes are given a fair opportunity to enter the Academic Extension program at the end of each semester and students who do not continue to demonstrate their suitability to this program move into other programs. The Academic Extension Program is delivered with increased complexity and speed of delivery, and so it must be understood that many students will not suit this style of delivery and will still achieve excellent results in other classes.

## Year 7 Entry – Semester 1

Incoming Year 7 students will undergo a placement assessment process. This assessment process encompasses ACER PAT Numeracy and Reading, and an extended response using ACER e-write. Data triangulation will occur using the assessment data, Year 6 Semester 1 report grades and Year 5 NAPLAN, with less weighting placed on the latter. The school ranking of students using this triangulation of data remains confidential.

The Academic Performance Manager - Lower School will work with local area primary schools in Term 4 to share and/or deliver the ACER testing suite. Out of area students will be invited to Carine SHS to undertake the assessments.

French Academic Extension for incoming Year 7s is decided through a written application detailed in the enrolment package. The Teacher-in-Charge of French makes the decisions on students who enter this program.

## Year 7 Semester 2 and Years 8 and 9 Semesters 1 and 2

1. Student ranking in the cohort will be reviewed at the end of Term 1 and Term 3. Task reports will be emailed home to provide feedback to students and parents.
2. At the end of Semesters 1 and 2, students ranked in the top 70 students (not including Gifted & Talented students) in the cohort will remain in the Academic Extension Program. Using the top 70 ranking for 64 places accounts for slight variations in performance as well as taking into account the more complex curriculum covered in the Academic Extension Program.
3. Academic Extension Program students who are no longer in the top 70 ranking will receive a letter explaining their movement from the Program and subsequent placement in an alternative, appropriate class.
4. Students who are in the top 64 ranking who are not currently in the Academic Extension Program may receive a letter of offer into the Program, if there are places available. They may choose to accept or decline this offer.

### Staffing

Academic Extension teachers have been selected by HOLAs in consultation with Associate Principal Lower School. Teachers selected will have demonstrated teaching styles that encompass the ability to engage, extend and differentiate curriculum.

<b>Tracy Griffiths</b>	Associate Principal Lower School	Line Management of the Academic Extension Program, communication of entry and exit from the Program to parents
<b>Betty Bryant</b>	Academic Extension Program Coordinator	Professional Learning and support for AE Program Teachers, review of student performance, operational roles

### Curriculum, Assessment and Reporting

Students will be assessed and reported on the WA Curriculum in accordance with the *SCSA Teaching, Assessment and Reporting Policy* and the *DOE Curriculum, Assessment and Reporting Policy*.

## YEAR 10 2022 PROGRAM ORGANISATION

YEAR 10 2022			
<b>ENGLISH</b>	Pre ATAR English	General English	Core English
<b>Year 11 Pathway</b>	ATAR or General, providing pre requisites are met		
<b>HASS</b>	Program delivered by specialist HASS teachers in History, Civics, Geography and History for all students		
<b>Year 11 Pathway</b>	ATAR or General, providing pre requisites are met		
<b>MATHS</b>	Pre Methods	Pre Applications or General Maths	Focus Maths
<b>Year 11 Pathway</b>	Specialist, Methods, Applications Mathematics (pre-requisites must be met)	Applications (pre-requisites must be met) or Essential Mathematics	Essential Mathematics
<b>SCIENCE</b>	Pre ATAR 1 Science (Physics focus)	Pre ATAR 2 Science	General
<b>Year 11 Pathway</b>	Semester 1: All ATAR or General Science courses providing pre-requisites are met		All General Science courses



## ENGLISH

The study of English develops a student's abilities in listening, speaking, reading, viewing and writing with purpose, effect, understanding and critical awareness. The students will develop their abilities in a wide range of contexts. They will also develop knowledge in the ways language varies and develop an improved grasp of the conventions of Standard Australian English with the capacity to apply these.

The course is aligned to the Western Australian Curriculum which is organised into three interrelated strands.

### **These strands are:**

Language: knowing about the English language

Literature: understanding, appreciating, responding to, analysing and creating literature

Literacy: expanding the repertoire of English usage.

### **The learning outcomes for English are:**

Speaking and listening

Reading/viewing

Writing

To enable each student to achieve these outcomes, the English curriculum offers a variety of learning activities that include the use of various texts, (including short stories, novels, non-fiction, poetry, drama, interpretive texts, television, film and still images) with learning outcomes that focus on students comprehending and composing work while demonstrating an understanding of the conventions of the English language. Tasks that students will complete include: written responses to a range of texts, reading for understanding and purpose, writing for a range of purposes and audiences and in a range of contexts, (including essay and letter writing, producing newspaper articles, writing critical reviews, journal writing, writing their own plays, poems and stories) and engagement in collaborative group work.

In Years 7 and 8, most students are in General English classes with the exception of Core/Focus English, Gifted & Talented and Academic Extension classes. The fundamental teaching, learning and assessment programs for all students in Years 7 and 8 will be common but differentiated to suit individual needs.

In Year 9 the **Academic Extension, Advanced Course** and the **General Course** will all cover the WA Curriculum for English and will be graded in the same way. The Advanced Course program and Academic Extension program will cover work with greater complexity than the General Course. Differentiated common assessments will be the same for both courses and students in all courses will be able to aspire to ATAR courses provided grade and exam prerequisites are met.

In Year 10 the **Pre-ATAR** and **General Course** will all cover the WA Curriculum for English and will be graded in the same way. The Pre-ATAR Course program will cover work with greater complexity than the General Course. Common assessments will be the same for both courses and students in both courses will be able to aspire to ATAR courses provided grade and exam prerequisites are met.

**Core English** in Years 8 to 10, provides an English course that offers additional differentiated support within the small class environment for those students who have been identified as experiencing difficulties with their literacy skills.

## Year 7 Electives

### **Prerequisite: Invitation though Placement Testing**

Students will undertake Extra Literacy for Semester 1 and Semester 2 to complete the full program.

### **Extra Literacy 1: Semester 1 and Extra Literacy 2: Semester 2**

Extra Literacy classes provide additional and targeted literacy development support in the important year students begin their high school journey. The Year 7 Extra Literacy Program selection process begins when the students are in Year 6 and involves the collection and evaluation of data and information from Year 6 teachers. Identified students are invited to participate through a letter sent home to

parents/guardians and participation in this program is voluntary, conditional on parental consent. Students recommended for Extra Literacy One are also placed in the Focus English classes to support the direct instruction program. Low class sizes allow for intensive literacy support and skill-building. The Extra Literacy classes are timetabled at the same times as French classes, so students who do Extra Literacy will not study French.

## Year 8 Electives

**Prerequisite: Students who completed Extra Literacy in Year 7 will automatically move into Year 8 Extra Literacy.**

Further offers may be made after analysis of Year 7 NAPLAN and end of year 7 English results. Students need to enrol in Extra Literacy for Semester 1 and Semester 2 to complete the full program.

**Extra Literacy 1: Semester 1 and Extra Literacy 2: Semester 2**

Students in Year 8 Extra Literacy may also be placed in either the Year 8 Focus English class or the Year 8 Core English class, depending on the level of learning support required, to maximise their opportunities. The low ratios allow for intensive literacy support and skill-building. The Year 8 Extra Literacy classes provide fresh units designed to engage and empower students to consolidate their literacy skills. Concepts will be reinforced, and students will be challenged to recognise and adopt the skills of independent readers and self-editing writers across text types. Activities and tasks designed to develop particular areas of literacy are woven through topics relevant to students' lives and the world they inhabit. The Extra Literacy classes are timetabled at the same times as French classes, so students who do Extra Literacy will not study French.

## Year 9 Electives

**Extra Literacy 9-1: Semester 1 and Extra Literacy 9-2: Semester 2**

**Prerequisite: none**

This course has been designed to be preemptive about students attaining their WACE and the OLNA component in particular. It is recommended for any student who is not confident of achieving Band 8 in Reading and Writing in their Year 9 NAPLAN. Skill building is the focus in Term 1. Students who may not have been invited to study Extra Literacy in Years 7 and 8 are eligible to choose this elective.

After the completion of NAPLAN Online, Extra Literacy focuses on cross-curricular literacy through project-based learning.

When NAPLAN results become available the curriculum is differentiated to suit the area of need. The first round of OLNA occurs early in Year 10. Year 9 Extra Literacy students are given support to prepare for OLNA for a term and a half in this course.

## Year 10 Electives

**Extra Literacy 10-1: Semester 1 and Extra Literacy 10-2: Semester 2**

**Prerequisite: none**

This elective is highly recommended for any student who has not achieved Band 8 in NAPLAN Reading and/or Writing and will be therefore required to undertake the Online Literacy and Numeracy Assessment (OLNA) in Year 10. Instruction is differentiated to cater for four groupings: OLNA Writing only; OLNA Reading only; both OLNA Reading and Writing or special project work that prepares students for their English study in Year 10. Students' individual learning needs are central to the design of this course.

**Creative Writing: Short Fiction: Semester 1**

**Prerequisite: C grade in Year 9 English**

This course will focus on developing practical skills in writing short-form fiction. Short fiction is often the first challenge that developing writers face, whether entering competitions, honing skills to be used in later extended writing, or addressing the Composing requirements in Senior School English courses.

Students will be guided in developing skills in generating ideas, developing character, editing, writing under timed conditions, and finding their own distinct writing voice. They will be given opportunities to write pieces that reflect their own voice, perspectives, and interests.

This course will suit those who are interested in developing their own writing for pleasure, and will also benefit students moving into both the ATAR and ATAR Literature English courses in Year 11.

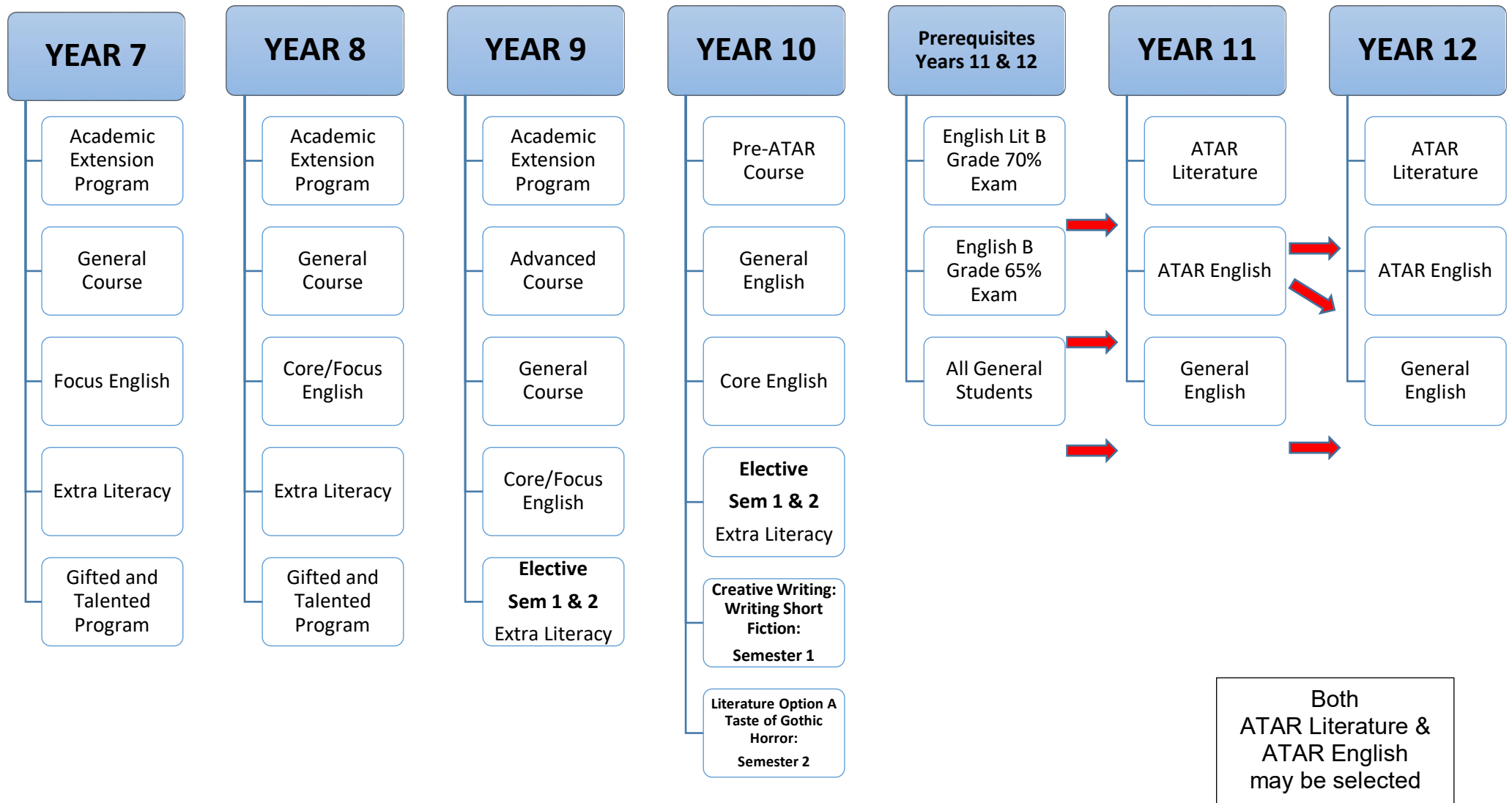
### **Literature Option A Taste of Gothic Horror: Semester 2**

#### **Prerequisite: none**

Why are we fascinated by the ghoulish and ghastly? Why do we tell ghost stories? Through reading and immersing ourselves in the horrors of gothic literature students in this course will explore the origins and evolution of this gripping genre.

Students will have the chance to engage in depth with classic gothic works by the likes of Bram Stoker and Edgar Allan Poe. They will have the opportunity to respond to texts through project based learning.

# ENGLISH PATHWAYS TO SENIOR SCHOOL COURSES



## HEALTH AND PHYSICAL EDUCATION

In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education curriculum offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, wellbeing, and physical activity patterns of themselves, individuals, groups and communities. As students grow and mature, they learn to access, analyse and apply a variety of resources for the benefit of themselves and the communities to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities in various contexts and settings. Students learn about how the body moves; how to approach and resolve challenges; how to optimise movement performance; and the benefits of physical activity to themselves, others and communities. Through movement in a variety of contexts and settings, students acquire, practice, manage and refine personal, interpersonal, social and cognitive skills. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

### **Personal, Social and Community Health:**

- being healthy, safe and active
- communicating and interacting for health and wellbeing
- contributing to healthy and active communities

During the course of the year students will participate in swimming, athletics and a selection of team and/or individual sports. It is expected that all students will actively participate in their physical and recreational activities and be fully changed and prepared to engage.

## Year 7

### **Year 7 Physical Education**

Students continue to develop and refine specialised movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to physical activities. They have opportunities to analyse their own and others' performance using feedback to improve body control and coordination.

### **Year 7 Health Education**

In Year 7, the content expands students' knowledge, understanding and skills to help them achieve successful outcomes in personal, social, movement and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills and through a range of preventive health practices.

## Year 8

### **Year 8 Physical Education**

Students continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes.

## **Year 8 Health Education**

In Year 8, the content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

# **Year 9**

## **Year 9 Physical Education**

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialised movement skills. Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork and consistently apply ethical behaviour across a range of movement contexts.

## **Year 9 Health Education**

In Year 9, the content allows students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions, and manage conflict.

# **Year 9 Electives**

The pre-requisites for outdoor education and surfing as outlined in the Outdoor Education Policy are:  
All students must be able to:

- 200 m swim in less than 7 mins
- Self-support in water for 15 mins without support
- Be able to submerge and re-surface
- Demonstrate survival sculling, floating and treading water

### **\* Outdoor Education 9: Semester 1 OR 2**

**Prerequisite: As above and students also need to provide their own bike.**

This course will provide students with the opportunity to learn and demonstrate skills and knowledge in the key areas of snorkelling, bicycle education, surf rescue, compass and map reading and introductory camp craft. Students may participate in a day trip to Rottnest.

### **\*Surfing and Fitness 9: Semester 1 and/or Semester 2**

**Prerequisite: as above**

This course is designed to allow students to develop their skills in surfing. Students will be provided with equipment for this course. The course consists of a practical surfing component at a beach location paired with fitness for surfing through a variety of activities.

*Note: The Carine SHS Water Safety Policy will be adhered to at all times during this course.*

### **#BoysTeam Games and Leadership 9: Semester 1 and 2**

**Prerequisite: none**

Students will be given the opportunity to further develop their skills in racquet sports and ball games. Tactics, fitness and umpiring will be covered during the semester/s. Students will be given the opportunity to play, manage, coach and umpire a variety of team games. Sports may include tennis, badminton/netball, football codes (rugby, AFL, soccer) and basketball. Undertaking this course will assist in the development of understanding and skills, to make decisions and take action, to strengthen their sense of personal identity and autonomy.

## #Girls Healthy Lifestyle and Leadership 9: Semester 1 and 2

### Prerequisite: none

Healthy bodies mean healthy communities. This course will examine the influence on health and wellbeing of nutrition and exercise through practical application. During the course students will learn about nutrition, fitness, relaxation and how to determine if an individual is meeting current recommendations in these areas. The course is structured in a way that will allow the application of knowledge gained about nutrition and exercise to improve students' own health and fitness. It may include yoga, Pilates, team games, exercise classes, meditation and positive mental and physical practices for a happy life.

*#While the Team Games and Leadership elective is marketed at boy's participation and the Girls Healthy Lifestyle and Leadership has been marketed to girls, these descriptors are not intended to exclude students who would like to participate in either elective. The courses came about after a significant number of students surveyed indicated they would continue participating in sporting and fitness courses if there was the option of a single gender course.*

**\* denotes High Cost Elective:** if your child selects one or more high cost electives for Year 9 2022. Participation is conditional on payment, required to viably sustain the provision of these courses into the future. When you sign your child's Year 9 2022 elective course selections, you were made aware that the high cost electives of Surfing and/or Outdoor Education were optional and a 50% Confirmation **Charge would be required by Friday 3 December 2021.**

## Year 10

### Year 10 Physical Education

In continuing to improve performance, students transfer learned specialised with increasing proficiency and success across a variety of contexts. They use feedback to improve their own and others' performance with greater consistency and evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance.

Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles. During the course of the year students will participate in, athletics and a selection of team and/or individual sports.

### Year 10 Health Education

In Year 10, the content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others and apply analytical skills to scrutinise health messages in a range of contexts.

## Year 10 Electives

The pre-requisites for outdoor education and surfing as outlined in the Outdoor Education Policy are:  
All students must be able to:

- 200 m swim in less than 7 mins
- Self-support in water for 15 mins without support
- Be able to submerge and re-surface
- Demonstrate survival sculling, floating and treading water

### \*Outdoor Education 10: Semester 1 OR 2

#### Prerequisite: as above

This course will provide students with the opportunity to learn and demonstrate skills and knowledge in the key areas of surf rescue, fishing, and canoeing, roping and camp cooking.

Key assessment areas will be surf rescue techniques, fishing skills, rock climbing/abseiling, canoeing and camp cooking skills.

### **\*Surfing & Fitness 10-1 and 10-2: Semester 1 and/or Semester 2**

#### **Prerequisite: as above**

This course is designed to allow students to develop their skills in surfing. Students will be provided with equipment for this course. The course consists of a practical surfing component at a beach location paired with fitness for surfing through a variety of activities.

*Note: The Carine SHS Water Safety Policy will be adhered to at all times during this course.*

### **Physical Recreation 10-1 and 10-2: Semester 1 and/or 2**

#### **Prerequisite: none**

This course will provide students with the opportunity to participate in a variety of physical recreation activities which may include table tennis, golf, ten-pin bowling, snooker, indoor cricket and archery. The combination of sports offered will vary due to availability, resources, weather, etc.

Students will develop understandings of the rules, strategies and tactics of various recreational activities.

### **#Boys Team Games and Leadership 10: Semester 1 and 2**

#### **Prerequisite: none**

Students will be given the opportunity to further develop their skills in racquet sports and ball games.

Tactics, fitness and umpiring will be covered during the semester/s. Students will be given the opportunity to play, manage, coach and umpire a variety of team games. Sports may include tennis, badminton/netball, football codes (rugby, AFL, soccer) and basketball. Undertaking this course will assist in the development of understanding and skills, to make decisions and take action, to strengthen their sense of personal identity and autonomy.

### **#Girls Healthy Lifestyle and Leadership 10: Semester 1 and 2**

#### **Prerequisite: none**

Healthy bodies mean healthy communities. This course will examine the influence on health and wellbeing of nutrition and exercise through practical application. During the course students will learn about nutrition, fitness, relaxation and how to determine if an individual is meeting current recommendations in these areas. The course is structured in a way that will allow the application of knowledge gained about nutrition and exercise to improve students' own health and fitness. It may include yoga, Pilates, team games, exercise classes, meditation and positive mental and physical practices for a happy life.

### **Sports Science 10-2: Semester 2**

#### **Prerequisite: none**

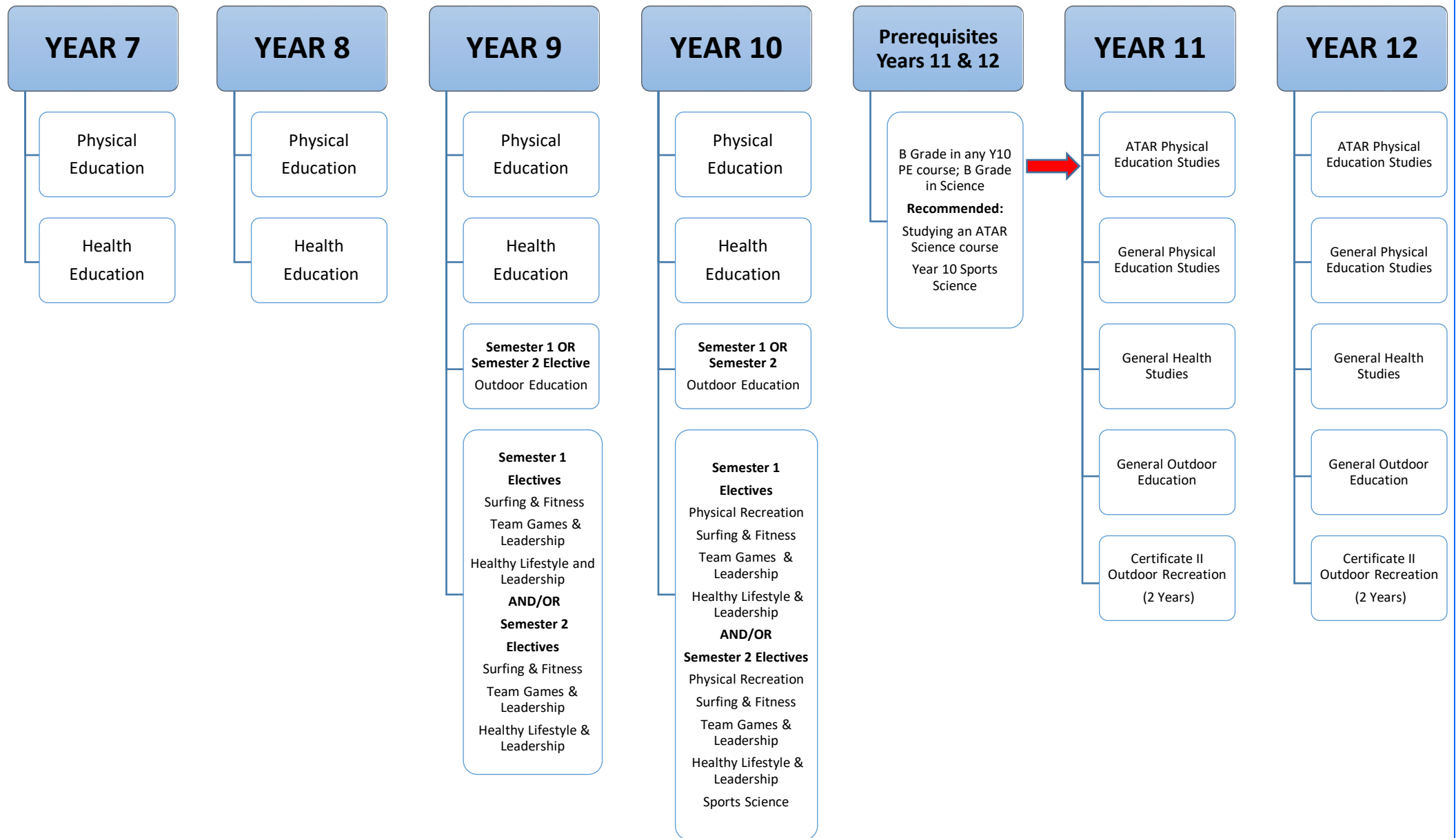
This course will allow students to explore the science of sport through specialising in one or two sports. It will also provide them with the opportunity to learn basic anatomy, physiology and biomechanics and is an ideal preparation for ATAR Physical Education Studies in Years 11 and 12. Year 10 Sports Science is a combination of practical and theoretical activities. Practical assessment will include performance of skills, tactics and game play.

*\*denotes High Cost Elective: if your child selects one or more high cost electives for Year 10 2022. Participation is conditional on payment, required to viably sustain the provision of these courses into the future. When you sign your child's Year 10 2022 elective course selections, you were made aware that the high cost electives of Surfing and/or Outdoor Education were optional and a 50% Confirmation Charge would be required by Friday 3 December 2021.*

*#While the Team Games and Leadership elective is marketed at boy's participation and the Girls Healthy Lifestyle and Leadership has been marketed to girls, these descriptors are not intended to exclude students who would like to participate in either elective. The courses came about after a significant number of students surveyed indicated they would continue participating in sporting and fitness courses if there was the option of a single gender course.*



# HEALTH AND PHYSICAL EDUCATION PATHWAYS TO SENIOR SCHOOL COURSES



## HUMANITIES and SOCIAL SCIENCES

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. It has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future.

In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects. Each subject is organised into two interrelated strands: Knowledge and understandings and Humanities and Social Sciences skills.

In Years 7 to 10, most students are in General HASS classes with the exception of Academic Extension. The teaching, learning and assessment programs for all students in Years 7-10 will be common. In Academic Extension classes, the WA Curriculum will be delivered with increased complexity and speed of delivery, with additional activities/competitions and learning opportunities.

### 1. Civics and Citizenship

Students build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy....

#### Year 7

...and how it is shaped through the Australian Constitution and constitutional change. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.

#### Year 8

...and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

#### Year 9

...democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society.

#### Year 10

... democratic values, justice and rights and responsibilities by exploring Australia's roles and responsibilities at a global level and its international legal obligations. They inquire into the values and practices that enable a resilient democracy to be sustained.

### 2. Economics

#### Year 7

An understanding of the concepts making choices and allocation is further developed through a focus on the interdependence of consumers and producers in the market, the characteristics of successful businesses, including how entrepreneurial behaviour contributes to business success. Work and work futures are introduced, as students consider why people work. Students focus on national issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

#### Year 8

The concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

### **Year 9**

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The roles and responsibilities of the participants in the changing Australian and global workplace are explored.

### **Year 10**

Students are introduced to the concept of economic performance and living standards while continuing to further their understanding of the concepts of making choices, interdependence, specialisation and allocation and markets through examining contemporary issues, events and/or case studies delving into the reasons for variations in the performance of economies. They explore the nature of externalities and investigate the role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity.

## **3. Geography**

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire....

### **Year 7**

...into the nature of water as a natural resource. The concept of place is expanded through students' investigation of the liveability of their own place. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global and in a range of locations.

### **Year 8**

...into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global and in a range of locations.

### **Year 9**

...which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

### **Year 10**

...through an applied focus on the management of environmental resources and the geography of human wellbeing at the full range of scales, from local to global and in a range of locations.

## **4. History**

Students develop their historical understanding through key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context....

### **Year 7**

...of how we know about the ancient past and why and where the earliest societies developed.

### **Year 8**

...of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged and the causes and effects of contact between societies in this period.

### **Year 9**

...of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period and the significance of World War I.

### **Year 10**

...of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

## Year 9 Electives

### **Big History 9-1: Semester 1**

#### **Pre-requisite: none**

Big History is a course that covers the history of everything; from the Big Bang, 13.7 billion years ago, to present day Earth, and what the future may hold for humanity.

The focus of this unit is the creation of the Universe, Solar System and Earth. It covers such topics as types of stars and galaxies, supernovae, black holes, how the Earth's atmosphere, oceans and continents were formed, first life appearing in the oceans, how and why life moved to the land, evolution and natural selection and what caused the extinction of the dinosaurs.

### **Philosophy and Ethics 9-2: Semester 2**

#### **Pre-requisite: none**

The focus for this unit is reason and action. Students examine the basic components of argument, the distinction between opinion and evidence, what it means to be a person, and the way in which we affect people around us.

This course delves into questions such as; What is real? How should we live? What does it mean to be human? and Who am I? Through an in depth exploration of the world around us and the complex questions raised by popular culture, contemporary events and ideas, students will develop skills and understandings that will empower them to better understand, evaluate and engage with society and the philosophical and ethical issues we all face.

## Year 10 Electives

### **Ancient History 10-2: Semester 2**

#### **Prerequisite: none**

This course is designed as an introduction to the history and cultures of ancient Egypt, Greece and Rome. Events starting from the formation of the Egyptian Kingdom in around 3000BCE to the collapse of the Roman empire in around 480CE will be covered.

Students will be introduced to many great personalities like Ramses, Tutankhamen, Cleopatra, Socrates, Plato, Alexander, Caesar, Mark Anthony and Augustus. The course will tell the story of how Egyptian civilisation evolved from hunter/gatherers to the rise of the Pharaohs, becoming the superpower of the region. Towards the end of Egypt's ancient rule, Greece emerged as the "birthplace of Western Civilisation" and was well known for its philosophers, writers, the birth of democracy in Athens and Spartan warriors. Students will study the rise of Rome which followed shortly after, spreading its military and cultural power.

### **Sustainability 10-1**

#### **Prerequisite: none**

This course is designed to allow students to develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living.

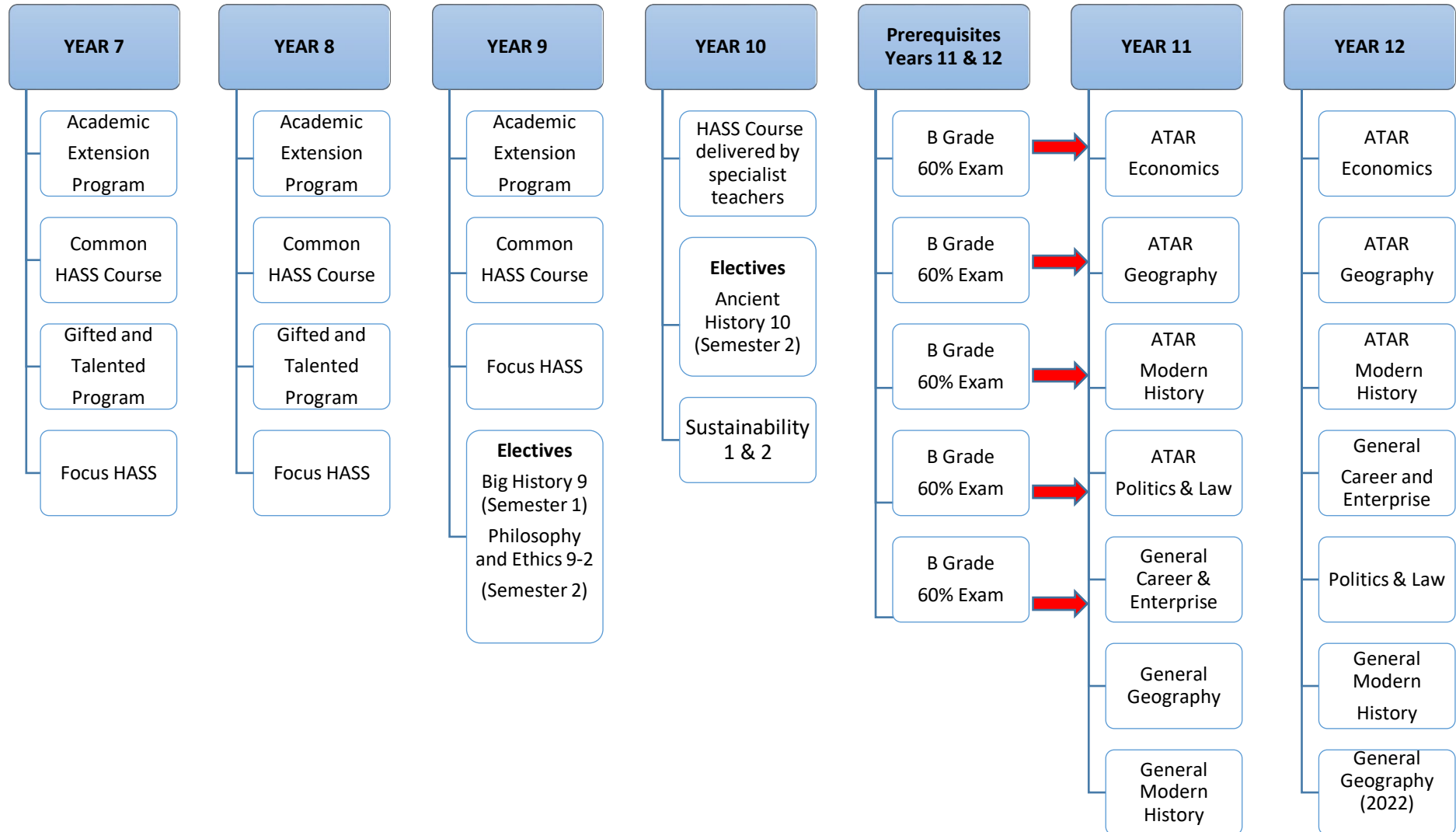
Students will explore some of the issues currently facing our planet at a local, regional and global scale and investigate the ways in which these issues can be addressed. This will be achieved through a combination of inquiry based learning and practical school based activities as well as the opportunity to participate in fieldwork opportunities in the wider Perth area.

Students will investigate topics such as recycling, climate change and mitigation, alternative energy sources, environmentally sustainable gardening and landscaping methods, looking after native wildlife and threats to biodiversity.

**Sustainability 10-2****Prerequisite: none**

This course will provide students with the opportunity to actively collaborate with their peers to develop their own sustainability initiative to implement within the school or wider community. Students will use the inquiry based learning model and critical thinking strategies to conduct research into a sustainability issue affecting the school or local community. They will then use this knowledge to prepare and plan a proposal or initiative to reduce the impact of their threat to sustainability. Through a hands on and practical approach, students will actively build or implement their proposal and monitor its effectiveness.

# HUMANITIES & SOCIAL SCIENCE PATHWAYS TO SENIOR SCHOOL COURSES



## LANGUAGES

The Language offered at Carine SHS is **French**.

French is compulsory in Year 7 and 8 and an elective in Years 9 and 10.

The Year 9 and 10 Language courses seek to consolidate and enrich the students' competencies in French.

### **Through Language study students:**

- develop knowledge, skills and understandings to communicate effectively in a language other than English
- improve their English literacy and English vocabulary
- practise memory skills and train their brain to be active and receptive to new knowledge and ideas
- gain a higher level of awareness, understanding and tolerance of other cultures
- enhance interpersonal and communication skills
- develop skills through language study which promote effective learning across all subject areas
- enhance employment prospects

### **ATAR Languages Bonus for University Entrance**

Curtin University, Edith Cowan University, Murdoch University and the University of Western Australia apply a LOTE bonus for the purpose of determining a student's ATAR. If students complete Year 12 French, their WACE score will be boosted by 10% of their final scaled language mark. Their ATAR will then be calculated on the basis of this enhanced WACE score. This may lift overall results sufficiently to grant admission to a course where they might not otherwise have achieved the cut-off score. This Language bonus applies whether or not a student chooses to continue with foreign language study at tertiary level. In addition, students will receive the bonus irrespective of whether French was counted as one of their best four scores at the end of Year 12.

### **Note:**

- **Students who are native French speakers or who have sufficient background knowledge of and fluency in the language are not permitted to study French: Second Language in Years 11 and 12.**

## Year 7 French

In 2022, the Western Australian Curriculum: Languages will be fully implemented at Year 7 level. The content of the Curriculum is organised into two interrelated strands: Communicating and Understanding. Together, these strands reflect three important aspects of language learning: performance of communication, analysing various aspects of language and culture and understanding oneself as a communicator.

In Year 7 students communicate in French, exchanging information about self, family and friends, and interests. They learn to identify topic, gist and specific points of information from texts related to aspects of their personal and social worlds. Students recognise and use context-related vocabulary and elements of the French grammatical system in spoken and written texts.

English is predominantly used for discussion, clarification, explanation, analysis and reflection. To assist students in the language learning process, support is provided from the classroom teacher in the form of scaffolding, modelling, explicit instruction and feedback.

In Academic Extension classes, the WA Curriculum will be delivered with increased complexity and speed of delivery, with additional activities/competitions and learning opportunities. Programs delivered to Academic Extension Program students will be differentiated to reflect accelerated learning and students will be expected to complement their classwork with additional follow up work at home to keep pace with the course.

## Year 8 French

Students investigate French towns and the names of important buildings. They learn how to both ask for and understand directions, as well as prepositions, so that they can locate buildings when travelling. They examine the role of tourist bureaux and how to make the most use of them. An important cultural element to French culture is the food. French students identify French words for foods, discuss recipes, French meal etiquette, French cuisine and the role of food in French society. The students explore sport, leisure and past-times, comparing their activities and ways of socialising with typical teenagers in France, describing some actions in the past. To further examine lifestyles, they also investigate the typical school routine of a French teenager and compare this and the school system to those in Australia.

In Academic Extension classes, the curriculum will be delivered with increased complexity and speed of delivery, with additional activities/competitions and learning opportunities. Programs delivered to Academic Extension Program students will be differentiated to reflect accelerated learning and students will be expected to complement their classwork with additional follow up work at home to keep pace with the course.

## Year 9 Electives

**French 9-1 and 9-2: Semester 1 and 2** (must be selected together)

**Prerequisite: Year 7 and 8 French**

Students further develop their ability to communicate in the language and expand their understanding of written and spoken French. They become more aware of how the language is structured and explore France and the French culture through a variety of topics. French websites immerse students in authentic language and culture in real time.

**Topics:**

- **Les courses et les magasins** (Shopping and shops) – Learning about different shops, going shopping, buying food and other items, stating quantities required and using French Euros.
- **On part en vacances** (Leaving on holidays) - French names for countries, modes of transport, holiday and leisure activities, future holiday activities.
- **Ce que j'ai fait** (What I did) - Describing past activities (holiday, shopping, party), combining use of tenses (present and past), household chores, family life and routine
- **Bon Appétit** (Enjoy your meal) - Food and drink at the café and restaurant, menus and ordering food, ice-cream flavours, expressing personal preferences and choices, ingredients, likes and dislikes.

## Year 10 Elective

**French for Travel and Tourism 10-1 and 10-2: Semester 1 and 2** (must be selected together)

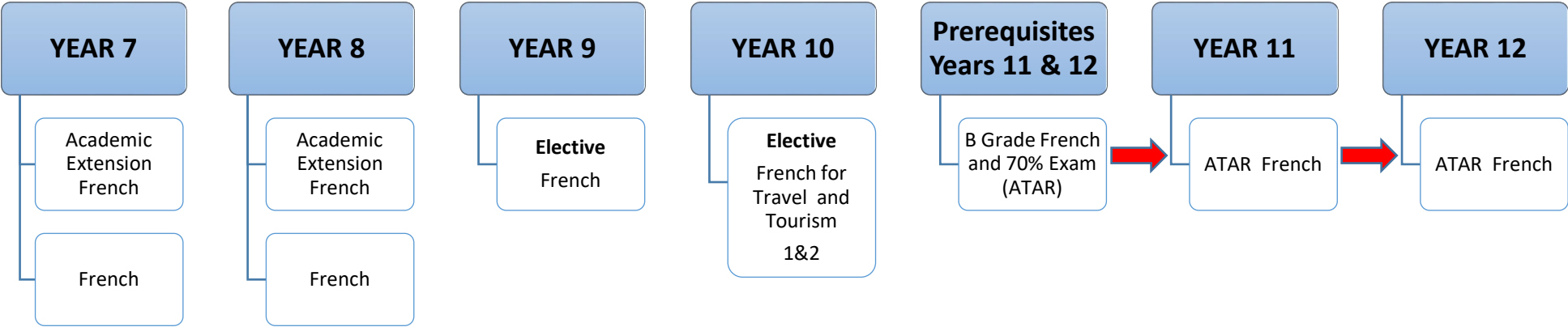
**Prerequisite: French 9-1 and French 9-2**

Students continue to expand their knowledge and skills in French. They learn how to communicate further in the past tense. The overall theme is **Travel and Tourism** and students explore France and other countries of the French-speaking world as holiday destinations.

In Semester 2 students consolidate their linguistic competency in French. They learn how to communicate in the future tense and the past imperfect tense, describing future actions and plans, as well as describing habitual actions in the past. They complete their Lower School French studies exploring such topics as daily life, health and fitness. They also study entertainment such as French cinema and music.



# LANGUAGE PATHWAYS TO SENIOR SCHOOL COURSES



# MATHEMATICS

The Western Australian Mathematics Curriculum is organised around three content strands which describe what is to be taught. They are *Number and Algebra*, *Measurement and Geometry* and *Statistics and Probability*.

## **Number and Algebra**

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

## **Measurement and Geometry**

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

## **Statistics and Probability**

Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

During their Year 9 and 10 studies, students will be placed in appropriate courses based on student's performance in the previous year.

## **Year 7 and 8**

All students will be working with the Western Australian Curriculum via a range of resources.

Students are organised into classes of similar ability by considering their results in Year 5 NAPLAN, a placement test conducted in Year 6 and teacher input from their primary school for Year 7 and by considering their results in Year 7 as well as teacher input for Year 8. The organisation of classes in this way allows for high achieving students to cover the course content in more depth and complexity, while providing extra support to those students who require it.

In Academic Extension classes, the WA Curriculum will be delivered with increased complexity and speed of delivery, with additional activities/competitions and learning opportunities. Programs delivered to Academic Extension Program students will be differentiated to reflect accelerated learning and students will be expected to complement their classwork with additional follow up work at home to keep pace with the course.

In Advanced classes, students are typically in the second tier of high performing students with regards to ranking in the cohort. The WA Curriculum will be delivered in all classes with some increase in complexity, and speed of delivery. The Advanced class program is best suited to students who perform well when work

is delivered to them in a classroom setting with some follow up required at home. Students will remain in Advanced class placement by maintaining continued high performance ranking.

The Focus class is differentiated from mainstream classes by class size and delivery of curriculum. It follows a similar program to the Year 7/8 mainstream. Class numbers are kept smaller so teachers are able to provide more one on one assistance to students. Students are placed in this class by reviewing their previous year's results and teacher recommendations.

The Core class provides intensive support to a select number of students who are experiencing difficulty in Mathematics and places an emphasis on functional numeracy. There is less of a focus on studying Algebra from the Number and Algebra strand in favour of practical applications.

Year 7 Extra Numeracy student placement is by invitation but acceptance is optional. Detailed Year 7 transition information from primary schools, Year 5 NAPLAN data and Year 6 Placement Testing is used to identify students requiring additional numeracy assistance. Students are not able to be in both Extra Numeracy and Extra Literacy. Students who participate in the Extra Numeracy will do so instead of French. As part of the support offered, Year 7 Extra Numeracy students will receive explicit instruction to build on their basic mathematical skills and to prepare for NAPLAN 7 at a deeper level.

Students who were in Extra Numeracy in Year 7 will move through to Extra Numeracy in Year 8. As part of the support offered, Year 8 Extra Numeracy students will receive explicit instruction to build on their basic mathematical skills, reinforce areas of need from the Year 7 Mathematics curriculum, strengthen their understanding of the Year 8 Mathematics curriculum and to prepare for NAPLAN 9 at a deeper level. The commitment to Extra Numeracy is for both Year 7 and 8.

Year 7 and 8 Gifted and Talented program is conducted for students selected externally by the Gifted and Talented testing run by the Department of Education. Students complete a specialised program across all MESH subject areas.

## Year 9

There are courses offering different levels of challenge in Year 9; Core, Focus, General, Advanced and Academic Extension. The Advanced and General courses cover material from all strands and use the same text book, with the Advanced course covering more complex material at a greater depth.

The Academic Extension Program follows the Advanced mainstream course content with extended, in depth studies of various topics and involvement in competitions.

The Core and Focus courses are aligned to the Western Australian Curriculum Year 9, adapted to meet the needs of the class.

### **Extra Numeracy 9-1: Semester 1 and Extra Numeracy 9-2: Semester 2**

**Prerequisite:** none

The requirement to pass the Online Literacy and Numeracy Assessment (OLNA) in order to be eligible to achieve a Western Australian Certificate of Education (WACE) has highlighted the need for students to develop mathematical life skills. This course is designed to improve those skills while reinforcing their main mathematical coursework. As part of the support offered, Extra Numeracy students will receive explicit instruction to build on their fundamental mathematical skills (both with and without a calculator), reinforce areas of need from the Year 8 Mathematics curriculum, strengthen their understanding of the Year 9 Mathematics, including NAPLAN 9 and consolidate numeracy skills required for future employment.

## Year 10

The Pre-Applications course covers the range of material from the Western Australian Curriculum 10 while the Pre-Methods classes cover the Western Australian Curriculum 10 and 10A curriculum. The General Maths course covers the WA achievement standard range of the Year 10 Maths course.

The Pre-Methods content contains additional elements that are included to prepare students for the academically rigorous Senior School Mathematics courses. Students in Pre-Methods must be prepared to commit significant time and effort to their studies in order to be successful with the faster pace and deeper complexity that is required. Success in these courses will lead to the opportunity to study the ATAR based Mathematics courses of Mathematics Specialist, Mathematics Methods or Mathematics Applications in Year 11.

The Focus Maths class is adequate preparation for the study of Mathematics Essentials and has an emphasis on assisting students to achieve OLNA Numeracy. Students in the Focus Maths class work from a highly modified Mathematics program and therefore do not receive a Year 10 grade.

### **Extra Numeracy 10-1: Semester 1 and Extra Numeracy 10-2: Semester 2**

**Prerequisite:** none

The requirement to pass the Online Literacy and Numeracy Assessment (OLNA) in order to be eligible to achieve a Western Australian Certificate of Education (WACE) has highlighted the need for students to develop mathematical life skills. This course is designed to improve those skills while reinforcing their main mathematical coursework (both with and without a calculator). As part of the support offered, Extra Numeracy students will receive explicit instruction to build on their basic mathematical skills, reinforce areas of need identified from the Year 9 Mathematics curriculum, strengthen their understanding of the Year 10 Mathematics curriculum and to prepare for OLNA, and Essential Mathematics in Year 11 at a deeper level. This elective is highly recommended for any student who does not achieve Band 8 in NAPLAN Numeracy and will be therefore required to undertake the Online Literacy and Numeracy Assessment (OLNA) in Year 10. The elective will continue to consolidate numeracy skills required for future employment.

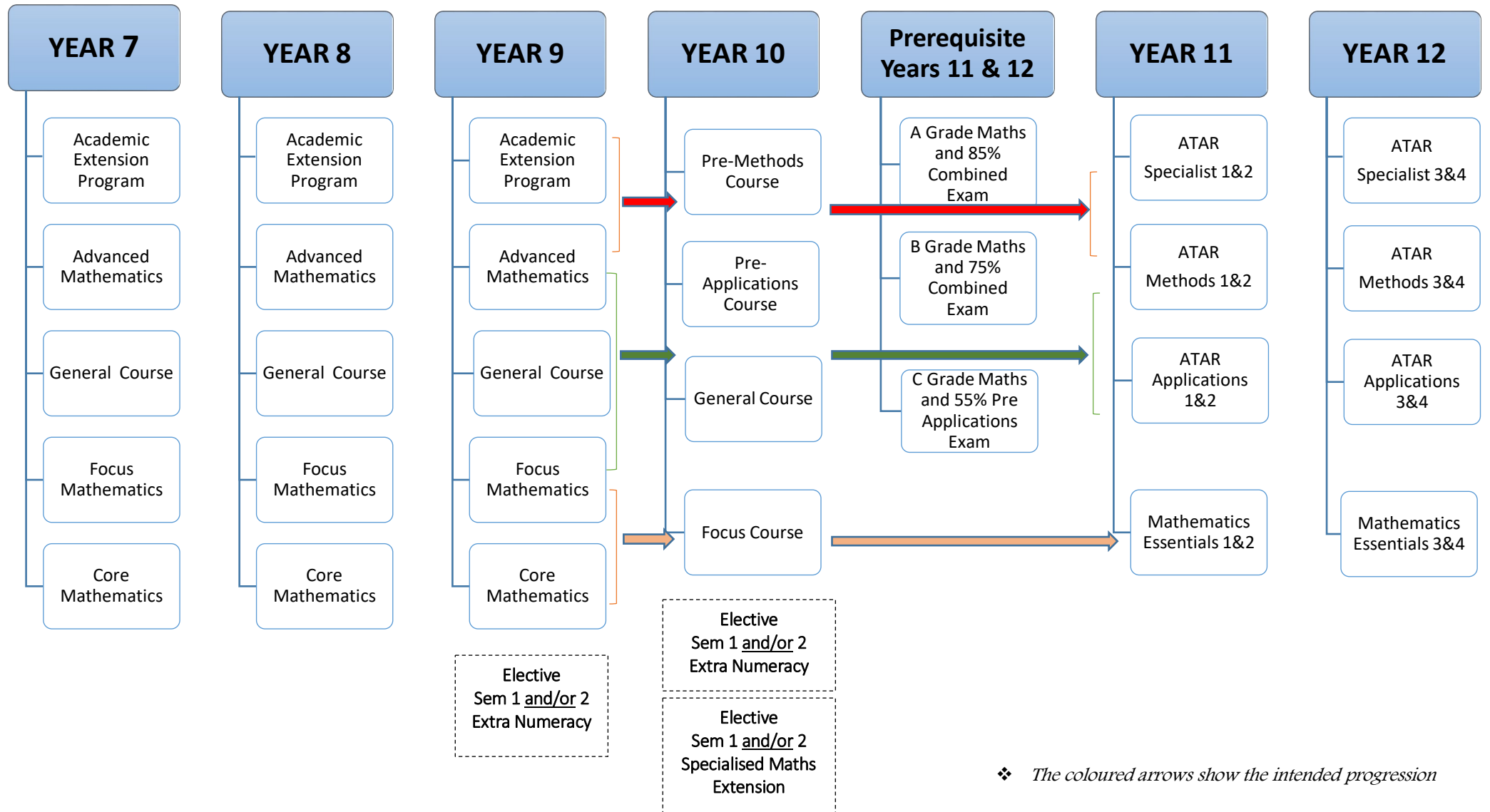
### **Specialised Maths Extension 10-1: Semester 1 and 10-2: Semester 2**

**Prerequisite:** Students who wish to prepare for, and be successful in ATAR Mathematics Methods and/or ATAR Mathematics Specialist.

This course will provide opportunities, beyond those presented in the Year 10 Mathematics Pre-Methods Course, to develop rigorous mathematical arguments and proofs and to more extensively use mathematical models. Bridging Year 10 and Year 11, it will introduce the topics of functions, statistical analysis and calculus that build on and deepen the ideas, understanding and knowledge of statistics and introduces the topics of vectors, complex numbers and matrices. The course provides a transition for further studies in disciplines in which Mathematics and statistics have important roles. It is also advantageous for further studies in the Health and Social Sciences. In summary, this course is designed for you if your future pathways involve Mathematics and statistics and their applications in a range of disciplines at the tertiary level. Year 11 Mathematics Methods and Mathematics Specialist contains an exceptionally packed curriculum, though a portion of the course is content found in the 10A course, in particular linear and quadratic equations. This elective will enable students to grasp these higher order mathematical concepts earlier.

# MATHEMATICS

## PATHWAYS TO SENIOR SCHOOL COURSES



# SCIENCE

## Years 7 to 10

In Science, students learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet. Science helps students to become critical thinkers by encouraging them to use evidence to evaluate the use of Science in society and the application of Science in daily life.

### **The Western Australian Curriculum:**

Science has three interrelated strands: *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills*. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

### **The Science Understanding strand comprises four sub-strands:**

Biological Sciences
Chemical Sciences
Earth and Space Sciences
Physical Sciences

### **Science at Carine Senior High School:**

There is a common Science course in Years 7, 8 and 9.

In Academic Extension classes, the WA Curriculum will be delivered with increased complexity and speed of delivery, with additional activities/competitions and learning opportunities. Programs delivered to Academic Extension Program students will be differentiated to reflect accelerated learning and students will be expected to complement their classwork with additional follow up work at home to keep pace with the course. Every student in Academic Extension Programs will have their performance reviewed each semester. Parent-teacher communication regarding this will occur throughout the course of the semester.

At the end of Year 9, students will be streamed into one of the three pathways of study for Year 10:

### **Pre-ATAR Science 1**

Prepares students for all ATAR Science Courses in Year 11 with a focus on preparation for Year 11 ATAR Chemistry and Physics. The top 96 students will be placed in this course at the start of the year. Students who are trying to meet the prerequisites to study ATAR Physics should be in this course in Semester 2.

### **Pre-ATAR Science 2**

Prepares students for ATAR Biology, Chemistry, Human Biology and Psychology in Year 11. Students who work at a B grade or higher in Science will also be placed in this course. Students who are trying to meet the prerequisites to study ATAR Biology, Chemistry, Human Biology and Psychology should be in this course.

### **General Science**

Studies which can lead to General Human Biology and/or Psychology in Senior School and fulfils compulsory science requirements in Year 10.

## Year 9 Electives

### **Sustainability 9-1: Semester 1**

**Prerequisite: none**

**Semester 1:**

Do you love the planet? Would you like to see more sustainability initiatives like 'straw no more' and paper recycling in our school? Then this elective is for you! Sustainability 9 is a project-based elective where students will select from a range of eco-initiatives to promote and lead in our school. Some of activities include:

- Building awareness of the UN Sustainable Development Goals
- Using ICT to implement the Climate Clever for Schools Program
- Managing our indoor recycling hub & other recycling initiatives
- Building Bee Hotels using upcycled materials.

### **Semester 9-2: Semester 2**

**Prerequisite: none**

This elective is targeted at both students who have undertaken this elective in Semester 1 as well as students who are starting the Sustainability elective in Semester 2. Students will continue, or commence a new, a project-based task where they will select from a range of eco-initiatives to promote and lead in our school, including those listed above.

## Year 10 Electives

### **Psychology 10-1: Semester 1**

**Prerequisite: none**

Have you ever wondered;

- How you learn?
- How you can improve your memory?
- Why some people are outgoing while others are shy?
- How people can commit terrible atrocities in times of war?

These are just some the questions that psychologists try to answer. If these questions interest you, then you should consider choosing this elective. It is also a useful extension to prepare you with further skills and knowledge for Senior School studies in Psychology.

### **Forensic Science 10-2: Semester 2**

**Prerequisite: none**

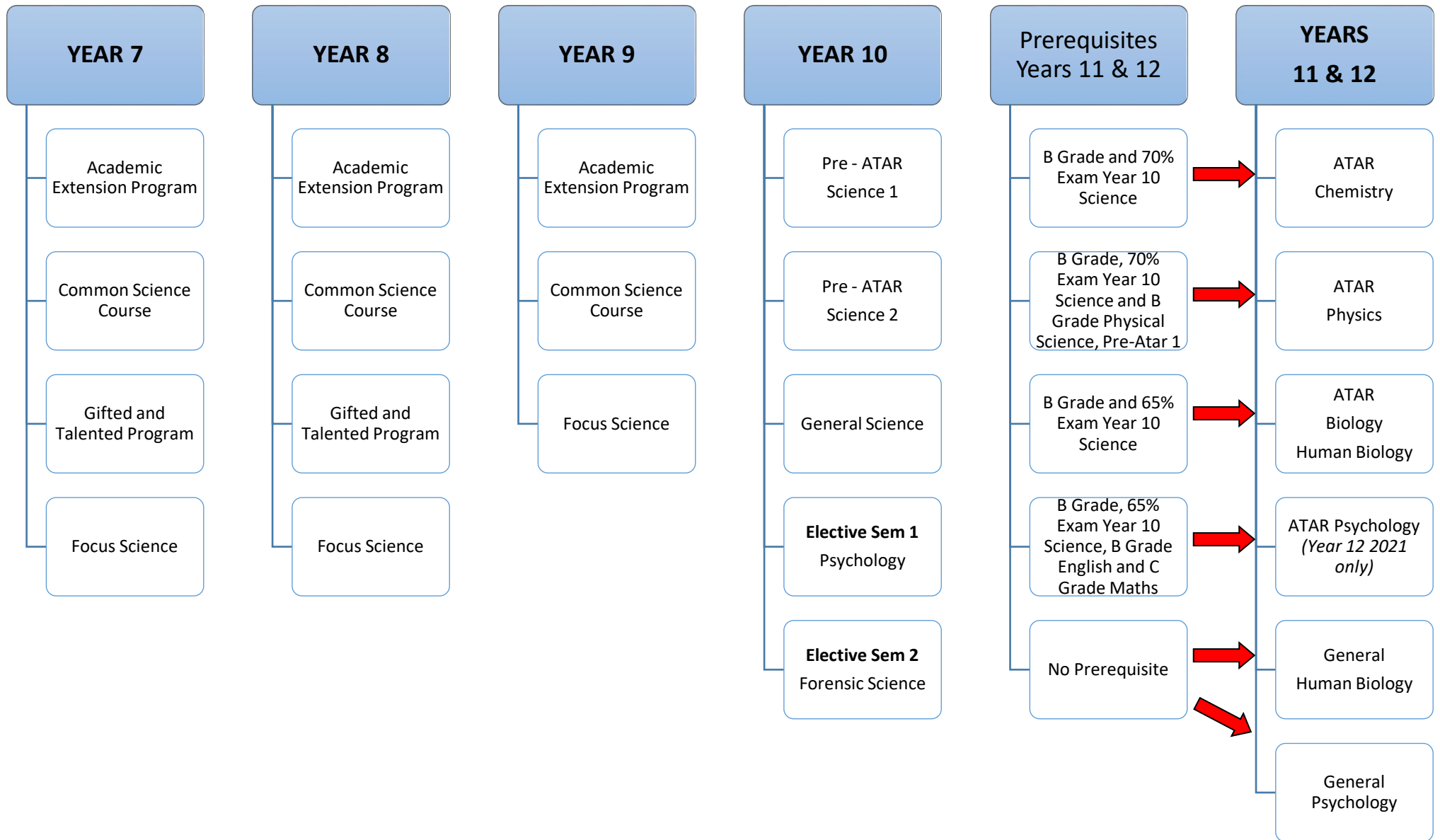
Forensic scientists play a vital role in criminal investigations. They are usually among the first people at a crime scene and the evidence they collect often takes centre stage in the courtroom. In this elective you will learn a range of techniques used in forensics and the scientific concepts and skills that underpin them.

Concepts that will be covered include:

- Victim identification and establishing cause of death.
- Fingerprint collection and analysis.
- The growing importance of DNA analysis in crime scene investigation.
- Hair and fibre analysis.
- Forgery and handwriting analysis.

# SCIENCE

## PATHWAYS TO SENIOR SCHOOL COURSES





## THE ARTS

The Arts are a powerful vehicle for students to communicate an informed viewpoint in our ever changing world. The Arts prepare young people for a future in the workforce by requiring them to seek creative solutions, think divergently and use higher order learner skills.

*“Logic will get you from A to B. Imagination will take you everywhere.” Albert Einstein*

**This is achieved through the learning outcomes which are:**

- Arts Making
- Arts Responding

Students will be given the opportunity to achieve the outcomes of The Arts learning area in at least one of the defined contexts of Dance, Drama, Music or Visual Arts.

**Please Note:** Students learning a musical instrument in the **Instrumental Music School Services (IMSS)** Instrumental Program are recommended to continue into Years 9 and 10. The Class Music courses may be taken without doing an Instrumental and Ensemble course, but no student may take the instrumental and ensemble course unless they also select a Class Music course, this is a requirement of the IMSS Instrumental Program who provide free instrumental/vocal tuition. The courses are considered as **one** course.

### **Instrumental Ensemble Music: Semester 1 and 2 Years 7 to 10**

The aim of this course is to develop both individual practical experience, expertise on an instrument and the ability to join successfully in group performance. The course includes an instrumental lesson (for which at least 30 to 40 minutes daily practice is required) and membership of at least one ensemble group offered by the school eg Junior/Intermediate/Senior Bands, Orchestras, Guitar Ensemble, String Orchestra, Jazz Band, Contemporary Bands, Choir, Percussion Ensemble, Chamber Choir as appropriate for each instrument/voice.

Students will be required to perform individually and in groups on an instrument or with voice and perform music in various styles and genres. Performance and audience etiquette is expected.

**These courses are arranged separately through the Music Department and the IMSS Program. All students taking Instrumental Music must also take Class Music and attend at least one Ensemble per week.**

### **Music Elective: Vocal Tuition with Ben Clarke**

This elective offers group voice lessons with Ben and requires each student to come out of classes for the 30 minute lessons on a rotating timetable once a week. The lessons will include vocal coaching and group song preparation, while developing vocal techniques and self-confidence. Some students will be invited to join the Senior Choir, which includes performances both in and out of school. Year 9 and 10 students can audition for this course from the start of the year. Year 7 and 8 students can audition for this course to commence Term 2 each year. The cost for the group lessons per semester is \$180.

*“The Arts, it is said, cannot change the world, but they may change human beings who might change the world”*

## Year 7

### **Performing Arts**

This course will be based around a theme. The students will learn to create original performance pieces that incorporate aspects of both drama and dance for performance. Students will explore how to utilise techniques such as expressive movement and voice, facial expressions and body language, and dance choreography in performance. They will record what they learn, evaluate their strengths and where they can improve, respond to each other’s group work and record their feedback. They will also listen to music and view performances to interpret meaning and will have an opportunity to perform to a peer audience

### **Visual Arts**

Students will create detailed and intricate 2D and 3D artworks. These will be inspired by drawings completed from life and then developed into either paintings, sculptures or prints, on themes such as food and animals. Students will investigate and learn to appreciate a variety of artists' work and begin to develop their art vocabulary.

### **Music in a Digital Soundscape for IMSS students (Performing Arts and Digital Technologies combined course)**

Students learning a musical instrument in the IMSS Instrumental Program create drum compositions, soundscapes and electronic music using loops and a range of instruments as well as their own. Music literacy is developed to complement their lessons on their instrument and their ensemble work.

This course will introduce students to the role of music in media and technology. Students will create music using a variety of digital media, music software products and instruments in a live or recorded format for presentation to an audience.

## **Year 8**

### **Visual Arts**

Students' artistic skills will be extended into more complex tasks in both 2D and 3D techniques. Using their imagination students will develop a self-portrait into an intriguing studio piece as well as completing drawings and work in other studio areas. Art language will be expanded as students analyse artwork and learn to use other artists as inspiration for their own work.

### **Dance**

Students will have fun moving to music and learning the basic fundamentals of Dance: warming up, introductory technique in a variety of styles focussing on Jazz, performance of a routine and how to choreograph their own dance work.

### **Drama**

In Year 8, Drama students will be given opportunities to plan, refine and present drama to peers by using processes, techniques and conventions of drama. This course will provide the opportunity to engage in team building activities and drama warm up processes to promote confidence. Students will learn the fundamental skills needed to create engaging and thoughtful extended improvisations. Students will also create original pieces using different forms and styles, for a peer audience.

### **Music in a Digital World (Non IMSS Students)**

This course is designed for students who do not play an instrument or read music. It will introduce students to the role of music in media and technology. Students will create music using a variety of software products and instruments in a live or recorded format for presentation to an audience.

### **Digital Technologies- Music in a Digital World (IMSS students- Performance Arts and Digital Technologies combined course)**

Students learning a musical instrument in the IMSS instrumental program study early Rock and Roll, create Blues compositions and merge sound with film using a range of instruments as well as their own. Music literacy is developed to complement their lessons on their instrument and their ensemble work.

This course continues to engage students in music technology using music writing software and multimedia software to merge vision with created sounds, both electronically and with instruments.

# Year 9 Electives

## **Dance: Jazz and Hip Hop 9-1: Semester 1**

### **Prerequisite: none**

Students will learn the basic fundamental dance movement skills and technique for Jazz and Hip-Hop dance. They will be introduced to basic choreographic processes where they will have an opportunity to create, interpret, explore and present dance ideas in performance. Students will also develop an appreciation for dance through reflecting, reviewing and responding to dance works and will research the role of dance in our society. Students will be given an opportunity to learn a class dance plus a small group routine and perform their work in a concert setting.

## **Dance: Hip Hop and Contemporary 9-2: Semester 2**

### **Prerequisite: none**

Students will learn the basic fundamental dance movement skills and technique. They will be introduced to basic choreographic processes where they will have an opportunity to create, interpret, explore and present dance ideas in performance. Students will also develop an appreciation for dance through reflecting and responding to dance works and will research the role of dance in our society and will be given an opportunity to perform a dance routine in a concert setting. Jazz and Hip-Hop dance technique; improved physical competencies ie flexibility, fitness, strength, performance qualities; theatre etiquette, choreographic skills and knowledge of dance in our society.

## **Drama: Exploring Drama: Semester 1**

### **Prerequisite: none**

In Year 9, Drama students are given opportunities to refine their knowledge and skills to present drama as an event. Students will explore different genres of drama through scripted and devised performances. Students will develop skills in voice and movement, improvisation, devising works and characterisation. Students will create drama works to perform to a peer audience. They will respond to their own performance work, and the performance of others.

## **Drama: Creating Drama: Semester 2**

### **Prerequisite: none**

In Year 9, Drama students are given opportunities to refine their knowledge and skills to present drama performances in a variety of forms. Students use play building techniques to devise original performances using different drama & theatre mediums. Students will develop skills in voice and movement, improvisation, devising, slapstick and character development. Students will create drama works to perform to a peer audience. They will respond to their own performance work, and the performance of others.

## **Music: Progressive Rock 9-1: Semester 1** *(Must be selected with Music: Towards Heavy Rock)*

### **Prerequisite: Year 8 Music or Equivalent Instrumental Standard**

In Year 9, Music students continue to build on music skills and knowledge through performing, composing and listening activities. Students will create and perform within the genre of Progressive Rock and the Baroque Era instruments and music software independently and collaboratively.

## **Music: Towards Heavy Rock 9-2: Semester 2** *(Must be selected with Music: Progressive Rock)*

### **Prerequisite: Year 8 Music or Equivalent Instrumental Standard**

As they progress into Semester 2, students continue to build on music skills and knowledge based on the genre of Heavy Rock/Heavy Metal and the Classical Era. Instruments and music software are used to create and perform compositions aligned to the above styles. This includes but is not limited to writing, arranging and performing compositions.

## **Music: Vocal Tuition with Ben Clarke 9-1**

### **Prerequisite: None**

### **The cost for group vocal tuition per semester is \$180**

This elective offers group voice lessons with Ben and requires each student to come out of classes for the 30 minute lessons on a rotating timetable once a week. The lessons will include vocal coaching and group song preparation, while developing vocal techniques and self-confidence. Some students will be invited to join the Senior Choir, which includes performances both in and out of school.

### **Art 9-1: Semester 1**

#### **Prerequisite: None**

Students will use the world around them as inspiration for making Art, either literally from our local coastline or by using their imagination. Projects will begin by drawing; then explore and extend into combinations of either painting, ceramics, sculpture and/or printmaking. In this course students may paint a rolling ocean wave or learn how to sculpt 'imagined' worlds. They will also have the opportunity to improve their ability to talk and write about the art that they are creating.

### **Art 9-2: Semester 2**

#### **Prerequisite: None**

Students will explore exciting techniques to make their own impressions of the world a reality. Studio areas will include drawing and then lead into media such as painting, printmaking, ceramics and sculpture. In this course students may translate landscapes into paintings or create weird and wonderful three dimensional works from clay. Students will also have the opportunity to improve their ability to talk and write about the art that they are creating.

## **Year 10 Electives**

### **Dance: Exploring Contemporary Dance 10-1: Semester 1**

#### **Prerequisite: none**

In this course, students will be introduced to the basic techniques of Contemporary Dance where they will learn a range of contemporary exercises and sequences. Students will learn a class routine and create small group choreography. Emphasis will be placed on the student's awareness of dance within our culture and community, researching the origins of Contemporary Dance. Students will be given an opportunity to perform a dance routine in a concert setting. It is preferable that this course is completed as a prerequisite for the Dance ATAR and Dance General courses in Year 11 and 12.

Skills developed comprise: Contemporary Dance technique, improved physical competencies (flexibility, fitness and strength), performance qualities, theatre etiquette, choreographic skills and knowledge of dance in our community.

### **Dance: Telling Stories through Dance 10-2: Semester 2**

#### **Prerequisite: none**

In this course, students will further develop the basic fundamentals of choreography and be introduced to more complex techniques and structures to create dance works with a theme. Students will continue to develop their technical skills and consolidate their techniques of Contemporary Dance. Emphasis will be placed on the students' awareness of dance within our culture and community, researching the origins of Contemporary Dance. Students will be given an opportunity to perform a dance routine in a concert setting.

It is preferable that this course is completed as a prerequisite for the Dance ATAR and Dance General courses in Years 11 and 12.

### **Drama: Devising Drama 10-1: Semester 1, Youth Theatre and Beyond 10-2: Semester 2**

#### **Prerequisite: none**

In Year 10, Drama students are given opportunities to develop their knowledge and skills to present drama for performance purposes. Students explore presentational theatre styles through both scripted and devised drama. Students will develop skills in voice and movement, improvisation, creating style, devising character and responding to the Arts. Students will have several opportunities to create performance pieces in class to present to a peer audience.

### **Music: Jazz 10-1: Semester 1 (Must be selected with Music: Funk/Disco)**

#### **Prerequisite: Year 9 Music or equivalent instrumental standard**

In Year 10, Music students continue to build on music skills and knowledge through performing, composing and listening activities. Students will create and perform within the genre of Jazz and Impressionism using instruments and music software independently and collaboratively.

**Music: Funk/Disco 10-2: Semester 2** (Must be selected with Music: Jazz)

**Prerequisite: Year 9 Music or equivalent instrumental standard**

As they progress into Semester 2, students continue to build on music skills and knowledge based on the genre of Funk/Disco and the 20<sup>th</sup> Century Era. Instruments and music software are used to create and perform compositions aligned to the above styles. This includes but is not limited to writing, arranging and performing compositions.

**Art 10-1: Semester 1**

**Prerequisite: none**

This course is designed for students who love to draw. Students will develop their ability to think and plan within an Art Journal and develop these concepts into an extended studio piece. In this course they will have the chance to develop as an artist, building up fine arts drawing skills and work in a more independent manner that reflects Visual Art in Upper School courses. Students will also have the opportunity to improve their ability to talk and write about the art that they are creating.

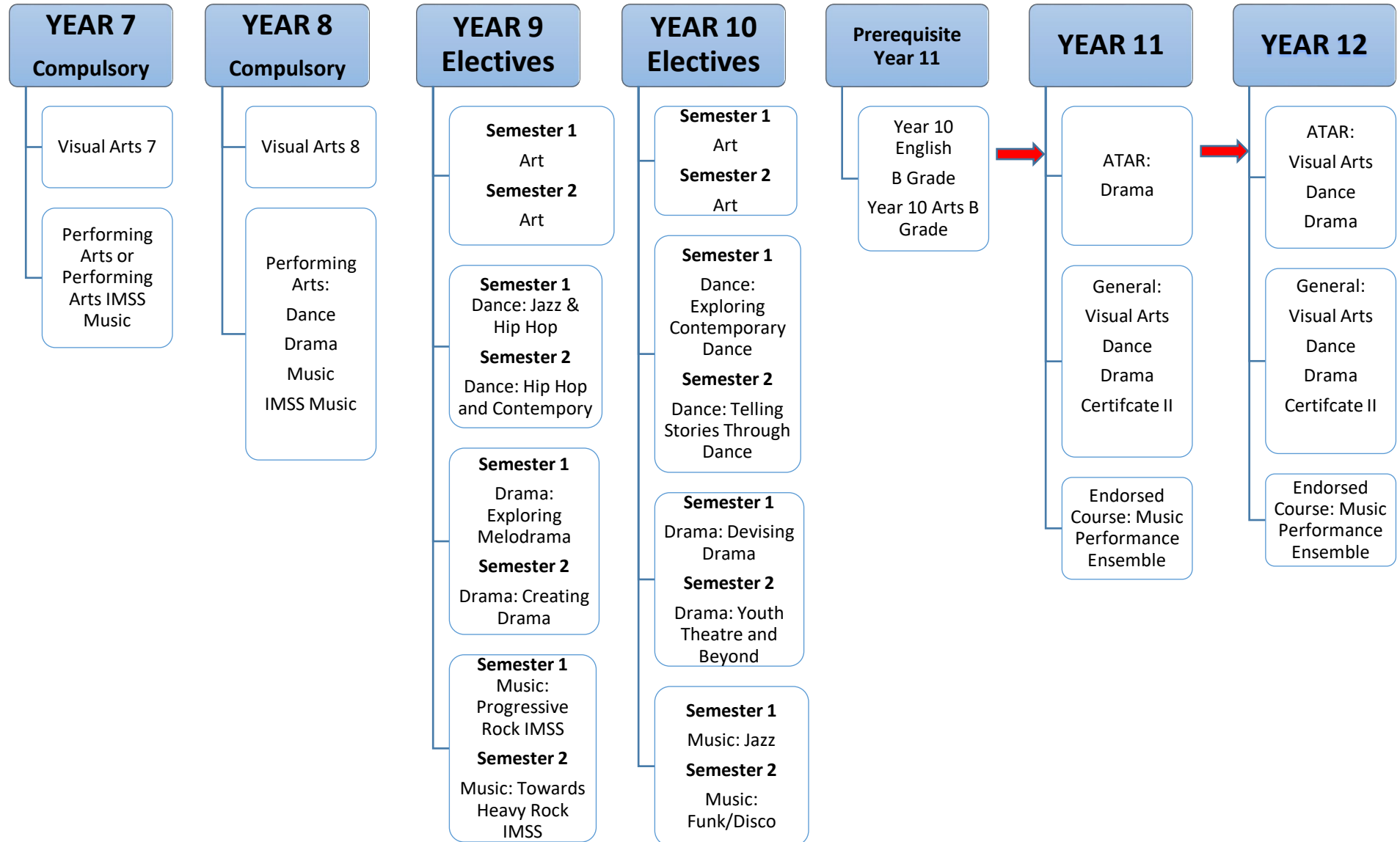
**Art 10-2: Semester 2**

**Prerequisite: none**

This course is designed for students who wish to extend their creativity and skills through multimedia artworks. These extended artworks could incorporate oil painting with drawing or layers of Perspex and wood panel. Students will have the chance to develop as an artist, building up fine arts painting skills and work in a more independent manner that reflects Visual Art in Upper School courses. They will also have the opportunity to improve their ability to talk and write about the art that they are creating.

# THE ARTS

## PATHWAYS TO SENIOR SCHOOL COURSES



# TECHNOLOGIES

**Technologies** describes two distinct but related areas of study:

1. **Design and Technologies**, in which students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities
2. **Digital Technologies**, in which students use computational thinking and information systems to define, design and implement solutions.

In an increasingly technological and complex world, it is important to develop knowledge and skills to analyse and creatively respond to design and/or digital challenges.

Technologies enrich and impact on the lives of people and societies globally. Society needs enterprising students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

Technologies motivate young people and engage them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Technologies provide students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.

**The Technologies Learning Area at Carine comprises courses in the following subject areas:**

- Business Technologies: Business Studies
- Digital Technologies: Information and Communication Technology
- Design and Technologies: Design and Technology  
Photography and Design  
Home Economics

**Digital Technologies and Design and Technologies courses are compulsory in Years 7 and 8**

## Year 9 Electives

### **Small Business 9-1: Semester 1**

#### **Prerequisite: none**

The world of business is dynamic and exciting. It demands certain skills and attributes which students will be given the opportunity to develop. Discover the sneaky tricks advertisers use to get consumers to buy their products, learn how to establish a small business and develop decision making skills. Students will create their own small business idea, logo and advertisement using the marketing techniques they have learned. Small Business is an opportunity for students to investigate the world in a way that might help them discover where their future could be when they leave school.

### **Running a Small Business 9-2: Semester 2**

#### **Prerequisite: none**

This course provides practical skills and knowledge associated with the business world. Students will run their own small business, on a market day, promoting their product or service. They will develop a business plan and website for their business. This course is designed to develop an understanding of the nature and purpose of small business and the opportunities it provides for employment including self-employment.

## Year 10 Electives

### **Personal Finance 10-1: Semester 1**

#### **Prerequisite: none**

Want to learn how to make money and manage it? Ever wondered what mobile contract was the best for you or whether you need insurance? Want to learn ways of saving money for that special something? Personal Finance looks at ways of making money, investing money and using money wisely. Students will learn to budget and become independent financial gurus. Personal Finance is recommended for all students as financial literacy is imperative in today's society. This course provides a good foundation for ATAR Accounting and Finance in Year 11.

### **Accounting and Entrepreneurship 10-2: Semester 2**

#### **Prerequisite: none**

This course promotes students' financial literacy. It helps them to analyse financial data so they can make informed decisions about finance and business.

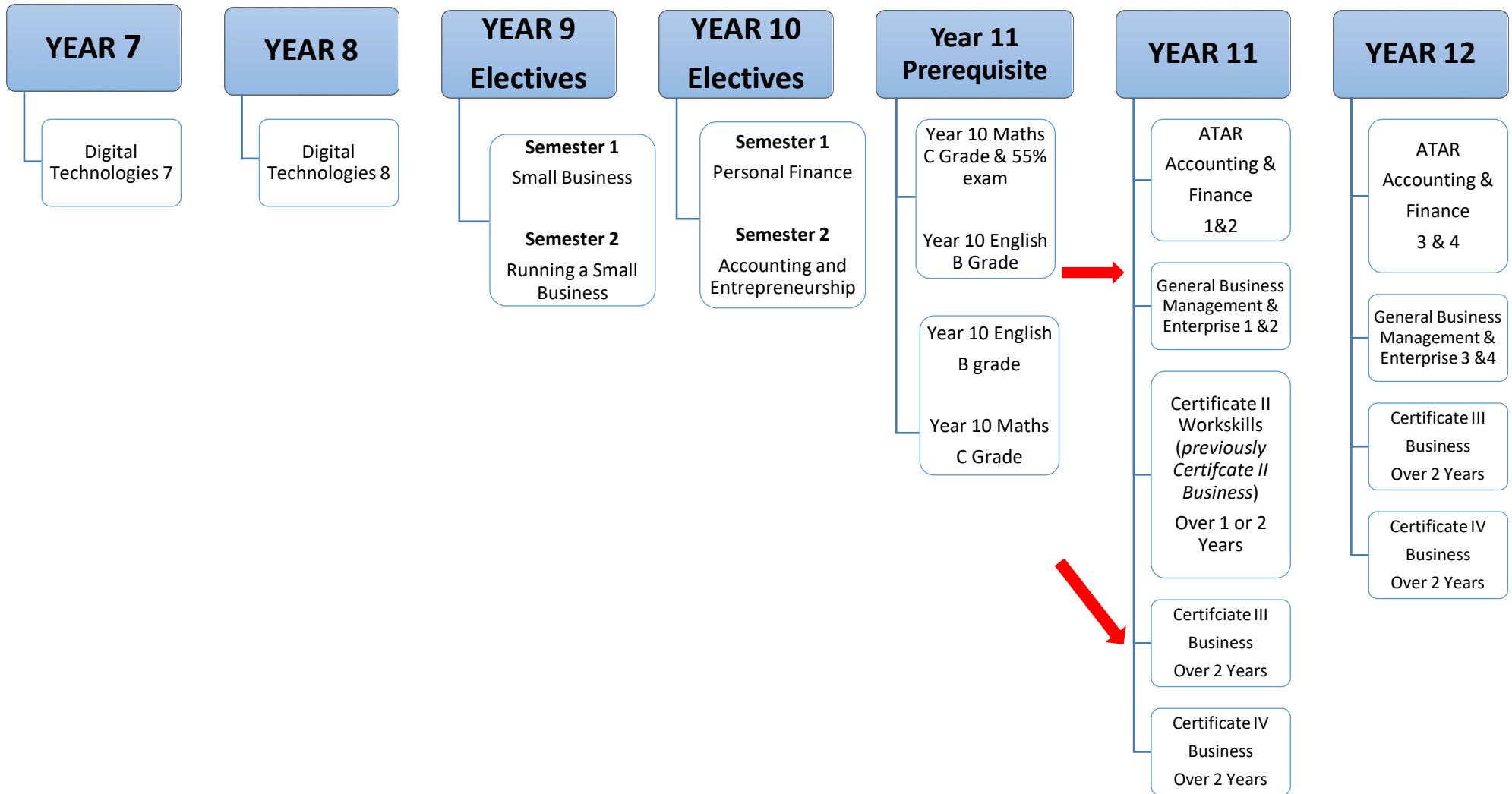
Students will:

- develop an understanding of what is involved in being an entrepreneur, including starting and growing a business, legal requirements involved, financing and promoting a business
- participate in the NAB program '\$20 Boss'
- identify, record, report and explain financial data for a small cash-based business
- prepare simple cash budgets and simple financial reports
- learn to interpret and analyse financial information
- be a part of ASX's Sharemarket Game

This course provides a good foundation for ATAR Accounting and Finance in Year 11



# TECHNOLOGIES - BUSINESS TECHNOLOGIES PATHWAYS TO SENIOR SCHOOL COURSES



## Year 7 and Year 8

### **Digital Technologies 7 (Compulsory)**

Student learning in Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in the digital world. Students will have numerous opportunities to create a range of digital solutions, such as interactive web applications, along with operating in a simulated environment. This course will continue to enhance student digital literacy by exposing them to a range of programming technologies and languages, thus better preparing our students for the future.

## Year 9 Electives

### **Software Development 9-1: Semester 1**

#### **Prerequisite: none**

Did you know that one in two jobs in Australia will require high-level programming and IT skills within the next 10 years? The Software Development course aims to help students to gain experience in coding and computational thinking so they are well equipped to solve problems in a digital environment. Building on the skills students have gained through Digital Technologies in Years 7 and 8, the course will practically explore fundamental concepts such as algorithms, control flow, data types, variables, functions and explore emerging technologies such as artificial intelligence. The tasks will also give students the opportunity to develop planning, designing and problem solving abilities whilst strongly encouraging independent learning. The knowledge and skills explored will set students up on a journey to become well prepared for life and careers in the rapidly changing digital world.

### **Recreational Coding 9-2: Semester 2**

#### **Prerequisite: none**

Have you ever wondered what goes into producing a video game? This course teaches students to design, program and publish games using a game development engine. They will investigate game mechanics and plan solutions to overcome logic challenges. As well as the technical aspects, students will also gain an understanding of what makes a game enjoyable and marketable. They will study the importance of narrative structure, character development and the ethical responsibilities of a game programmer.

### **Introduction to Media Studies 9-1: Semester 1**

#### **Prerequisite: none**

This hands-on course allows students to experiment with a range of software packages to produce different creative media texts. Students investigate the ways the media influences our attitudes, decisions and behaviours. Students will study the ethics of media, including bias, stereotypes and body image. Projects will include advertising using Adobe Animate and magazine codes and conventions using Adobe InDesign.

### **Media & Popular Culture 9-2: Semester 2**

#### **Prerequisite: none**

This hands-on course allows students to experiment with a range of software packages to produce different creative media texts. Students investigate the ways the media influences our attitudes, decisions and behaviours. Students will study narrative conventions of music video and fiction texts and the defining ideas and beliefs of various eras. Projects will include video game characterisation using Adobe Illustrator and music video production using Adobe Premiere Pro.

# Year 10 Electives

## **Introduction to Media Studies 10-1: Semester 1 2021**

### **Prerequisite: none**

This hands-on course allows students to experiment with a range of software packages to produce different creative media texts. Students investigate the ways the media influences our attitudes, decisions and behaviours. Students will study the ethics of media, including bias, stereotypes and body image. Projects will include advertising using Adobe Animate and magazine codes and conventions using Adobe

## **Media & Popular Culture 10-2: Semester 2 2021**

### **Prerequisite: none**

This hands-on course allows students to experiment with a range of software packages to produce different creative media texts. Students investigate the ways the media influences our attitudes, decisions and behaviours. Students will study narrative conventions of music video and fiction texts and the defining ideas and beliefs of various eras. Projects will include video game characterisation using Adobe Illustrator and music video production using Adobe Premiere Pro.

## **Introduction to Computer Science 10-1: Semester 1**

### **Prerequisite: none**

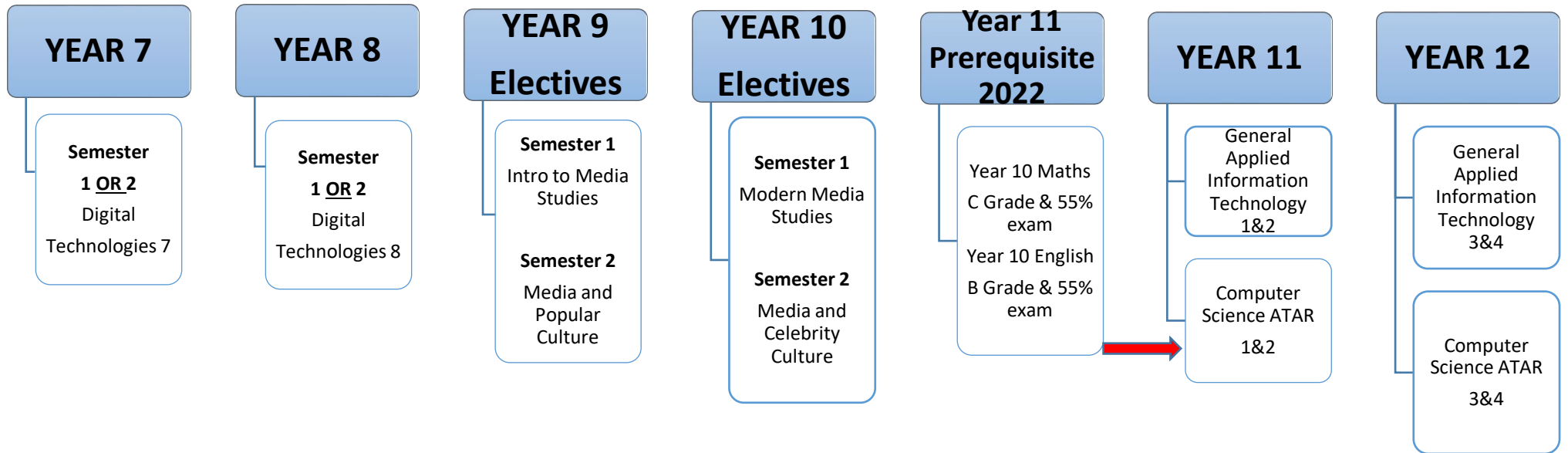
From search engines to smart phones, computers are all around us. Studying Computer Science involves discovering the theory and design behind the intelligent systems and computers that transform the way we all live, work and communicate. This course introduces students to the fundamental principles, concepts and skills used in the field of computing. Students explore how computer and information systems are created and how they run. Students develop problem-solving abilities and technical skills as they learn how to diagnose and solve problems in the course of understanding the building blocks of computing. These are practical skills that are vital for employability and daily life in a rapidly evolving, technological

## **Cyber Security 10-2: Semester 2**

### **Prerequisite: none**

With the increasing reliance on digital technologies in all aspects of life, there has been an exponential rise in the threats posed by exploiting vulnerabilities in these systems. The Cyber Security course will equip students with entry-level skills to become an ethical, or “white hat” hacker that could help them to fill one of the 3.5 million global job opportunities in this emerging field. Students will further develop computer science skills including programming, networking, planning and problem-solving.

# TECHNOLOGIES - DIGITAL TECHNOLOGIES PATHWAYS TO SENIOR SCHOOL COURSES



## Year 7 (Compulsory)

Home Economics in Year 7 is designed to be an introduction to the courses the students can take in our learning area from Year 8 through to Year 12. The students spend part of their time in the Textiles area, learning the basic use of the sewing machine and simple hand sewing skills. They will spend time in the Food area, focussing on basic nutrition and starting to develop their cooking skills. A highlight of this course is the class catering for a Morning/Afternoon Tea for the students' parents/guardians to attend.

## Year 8 Elective

Home Economics in Year 8 builds on the skills developed in Year 7, providing more understanding of the courses they can select in Home Economics in Years 9 to 12. Students spend part of their time in the Textiles area developing their technology skills designing and producing a pair of shorts for themselves. Their style can range from pyjamas to board shorts. They will also spend time in the Food area building on their knowledge and improving their cooking skills, they will also have the opportunity to plan their own recipes. A highlight of this course is a task requiring the students to each cook a recipe at home.

## Year 9 Electives

### **Food for Enjoyment 9-1: Semester 1**

#### **Prerequisite: none**

This practical and hands on course will provide students with the opportunity to investigate a wide range of delicious foods and learn about their own food choices and the need to make wise and healthy choices about foods. Whilst developing their cooking skills, students will learn to make the best possible use of many of the exciting foods available today. They will prepare delicious and interesting foods and have the opportunity to develop their own recipes.

### **Good Food Fast 9-2: Semester 2**

#### **Prerequisite: none**

This practical course will provide students with the opportunity to investigate good food choices for different age groups. The students will look at fast, efficient and delicious food preparation techniques and will continue to build on their cooking skills. They will look at current food trends and the impact of these trends on today's society. Students will learn to make the best possible use of many of the exciting foods available today. They will prepare delicious and interesting foods and have the opportunity to develop their own recipes. Key skills taught in this course include: practical cooking skills, recipe development, team work, time management, good nutrition and cooking for others. This course is designed to build on skills developed in Semester 1, or develop these skills in students who have not completed the Semester 1 course.

### **Sewing with Imagination 9-1: Semester 1**

#### **Prerequisite: none**

This is a fun practical course that offers students the opportunity to develop their creative sewing skills through making a range of items. Students will learn to use the design process to add some individuality to their practical projects.

### **Summer Fashion 9-2: Semester 2**

#### **Prerequisite: none**

This course gives students the opportunity to further develop their sewing skills while making a range of fun, simple items including accessories, current trends and easy wear clothes for themselves. This course is designed to build on skills developed in Semester 1, or develop these skills in students who have not completed the Semester 1 course.

Skills to be learned include: using a sewing machine and overlocker, hand sewing skills, making accessories, design process, using commercial patterns and simple construction techniques.

# Year 10 Electives

## **Food and Cultures 10-1: Semester 1**

### **Prerequisite: none**

An appreciation of other cultures through the investigation, preparation, cooking and serving of a variety of foods from other cultures will be fostered in this course. A wide range of cultures will be studied and students will develop food preparation skills.

## **Food and Celebrations 10-2: Semester 2**

### **Prerequisite: none**

This course examines food as a symbol of hospitality and involves students in investigating, planning and preparing food for celebrations. Students will plan and prepare meals of their choice and also appreciate the role food has in gift giving and celebrations by preparing suitable examples for each.

Skills to be learned include: food preparation skills, team work, appreciation of foods from other cultures, menu planning and food presentation.

This course is designed to build on skills developed in Semester 1, or develop these skills in students who have not completed the Semester 1 course.

## **Fashion Sewing 10-1: Semester 1**

### **Prerequisite: none**

This is an exciting course that will provide students with the knowledge and skills to develop their budding fashion and design skills. In this course students will have the opportunity to investigate current fashion trends and develop the sewing skills they need to make their own fashion items or to create items that make their own fashion statement. Students will develop their practical sewing skills and learn how to modify commercial patterns to create their designs.

This course provides an excellent background for the Materials Design and Technologies General Textiles course offered in years 11 and 12.

## **Creating Sustainable Fashion 10-2: Semester 2**

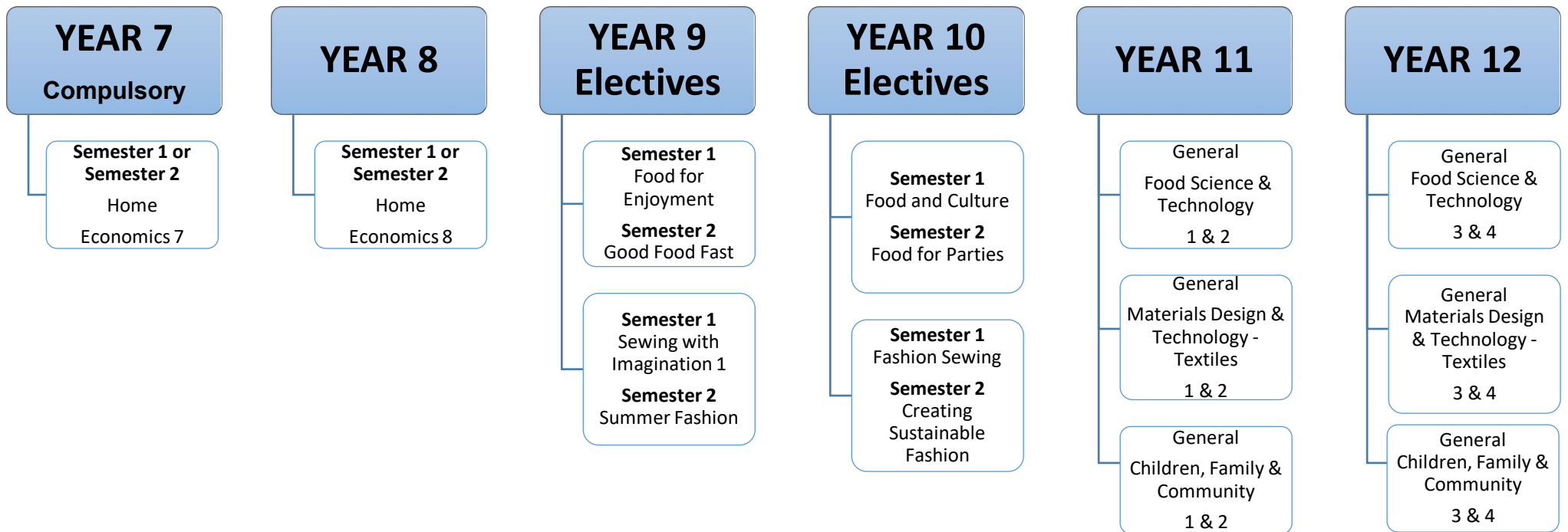
### **Prerequisite: none**

This is a fun and creative course that will provide students with the opportunity to explore eco-friendly and sustainable ideas to embrace their fashionable side, without a big budget. Students will develop their creativity using textiles. They will be encouraged to consider the benefits of recycling, 'upcycling' and repurposing materials. Students will be able to select embellishment techniques and learn how to use these techniques on a range of textile items including clothing, accessories and quilts. Possible techniques could include: - beading, appliqué, embroidery, and quilting. This course is designed to build on skills developed in Semester 1, or develop these skills in students who have not completed the Semester 1 course.

Skills to be learned include: embellishment techniques, machine and hand sewing skills, commercial pattern use and creative designing.

This course provides an excellent background for the Materials Design and Technologies General Textiles course offered in years 11 and 12.

# TECHNOLOGIES - HOME ECONOMICS PATHWAYS TO SENIOR SCHOOL COURSES



## Year 8 Electives

### **Materials Technologies 8: Semester 1 or Semester 2**

**Prerequisite: none**

Materials Technologies is a practical, introductory course, providing students with an opportunity to work in our Design and Technology workshops, developing their knowledge, design and production skills.

The students will have the opportunity to develop skills, using hand, machine and Computer Numerically Controlled (CNC) processes for the design and production of personal projects, using a variety of materials (wood, metal, plastics).

The course enables students to be innovative, adaptable and reflective in the design and production of their projects.

## Year 9 Electives

### **Robotics 9-1: Semester 1**

**Prerequisite: none**

This is an introductory robotics and automation course, designed to promote students' enterprise, initiative and skills in both mechanical and electrical systems. Students will have the opportunity to solve problems and design solutions and work in a fun practical environment. Robots and automation is the practical application of artificial intelligence, which is rapidly growing in importance for industrial, domestic, entertainment and military applications. Students will be encouraged to design and engineer practical solutions to solve realistic and challenging problems. Students have the opportunity to develop knowledge and skills in; electronics, mechanics, simple engineering, electrical circuits and applied mathematics to solve student-centred open ended tasks.

### **Robotics 9-2: Semester 2**

**Prerequisite: none**

This course is designed to develop and further expand students' knowledge and skills in robotics and automation. Students will be encouraged to be creative, demonstrate initiative and skills in problem solving in a group environment. Robots and automation is the practical application of artificial intelligence, with rapidly growing importance for industrial, domestic, entertainment and military applications, this provides students with the opportunity to explore this area of technology use practical skills and initiative to solve realistic and relevant problems.

This course is designed to build on skills developed in Semester 1, or develop these skills in students who have not completed the Semester 1 course.

### **Working with Wood 9-1: Semester 1**

**Prerequisite: none**

This is an introductory course, designed to promote students' knowledge, initiative and skills in a woodworking context. Students will have the opportunity to develop practical skills, using hand, machine and Computer Numerically Controlled (CNC) processes for the design and production of personal woodwork projects. Students will acquire knowledge, skills and processes in manipulating solid timbers, manufactured boards and they will be encouraged to develop problem-solving techniques and design processes in a woodwork context, with emphasis on safe workshop practice.

### **Creative Wood 9-2: Semester 2**

**Prerequisite: none**

This course is designed to develop and further expand students' knowledge and skills in a practical woodworking context. Students will be encouraged to be creative and demonstrate initiative and skills to problem-solve, design and produce a high standard of practical wood work. Students will be given the opportunity use a variety of hand tools, machinery and equipment, including computer numerically controlled (CNC) machines, to develop their skills and produce solutions to design problems in wood.



### **Introduction to Metal and Mechanics 9-1: Semester 1**

#### **Prerequisite: none**

This is an introductory metal and mechanical engineering course, designed to promote students' enterprise, initiative and skills in a practical metalwork context. The students will have the opportunity to design and manufacture metal and mechanical projects using welding, machining, sheet metal, forging or fabrication techniques to create solutions to set problems. Students will be able to develop skills using equipment such as oxy-acetylene welding, metal inert gas welding (MIG) and tungsten inert gas welding (TIG) and use a variety of machinery, including computer numerically controlled (CNC) Plasma-cam.

### **Creative Metal and Mechanics 9-2: Semester 2**

#### **Prerequisite: none**

This course is designed to develop and further expand students' knowledge and skills in a practical metal and mechanical engineering context. Students will be encouraged to be creative and demonstrate initiative and skills to problem-solve, design and produce a high standard of practical work. Students will be able to develop skills using equipment such as oxy-acetylene welding, metal inert gas welding (MIG) and tungsten inert gas welding (TIG) and use a variety of machinery, including computer numerically controlled (CNC) Plasma-cam.

This course is designed to build on skills developed in Semester 1, or develop these skills in students who have not completed the Semester 1 course.

## **Year 10 Electives**

### **Design Mechatronics / Automation: Semester 1**

#### **Prerequisite: none**

This is a practical course with a focus on mechatronics and automation. Students can discover the world of mobile robots and automation, how they move, how they interact with the world and how to build them. This is a combination of mechanical, electronic and computer engineering. This is the practical application of artificial intelligence, which is rapidly growing in importance for industrial, domestic, entertainment and military applications. Students have the opportunity to develop knowledge and skills in electronics, mechatronics, simple engineering, electrical circuits and applied mathematics to solve student-centred open ended tasks.

### **Innovative Mechatronics / Automation Semester 2**

#### **Prerequisite: none**

This course is designed to develop and expand students' knowledge and skills in robotics and automation. This is a combination of mechanical, electronic and computer engineering. Students will be encouraged to be innovative, demonstrate initiative and skills in problem solving in a group environment. Students will be encouraged to be innovative in their designs and engineer practical solutions to solve realistic and challenging problems. Students will develop knowledge and skills in electronics, mechatronics, simple engineering, electrical circuits and applied mathematics to solve student-centred open ended tasks.

This course is designed to build on skills developed in Semester 1, or develop these skills in students who have not completed the Semester 1 course.

### **Design Wood: Semester 1**

#### **Prerequisite: none**

In this practical course students are exposed to fundamental processes of designing and producing projects using a variety of materials, skills and techniques commonly used in the woodworking industry. Students will be given the opportunity to create woodwork designs and refine the use a range of hand skills and machining operations (including a computer numerically controlled CNC machines). They will use these skills in the construction processes and finishing techniques as they address design problems in a wood work context.

**Innovative Wood: Semester 2****Prerequisite: none**

This is a student-centred, practical course, designed to motivate students to use innovation and initiative to create and design solutions and manufacture products to suit a wide range of practical woodwork situations. Students will have the opportunity to manufacture a very high standard of wood work projects, using a variety of hand tools, power tools, machines, lathes and a computer numerically controlled router (CNC) used in industry.

This course is designed to build on skills developed in Semester 1, or develop these skills in students who have not completed the Semester 1 course.

**Creative Metal / Mechanics: Semester 1****Prerequisite: none**

This is a practical course; students will be able to further demonstrate initiative and skills in both mechanical and metals contexts. Students will be encouraged to design and engineer practical solutions to solve realistic problems in a workshop environment. Students will be given mechanical problem and the opportunity to perform a range of machining and fabrication tasks to assist them in devising a suitable practical outcome. Students will apply a variety of welding skills and techniques commonly used in industry. This will include practical skills in metal inert gas welding (MIG) tungsten inert gas welding (TIG) and the use of a variety of tools and CNC equipment.

**Innovative Metal / Mechanics: Semester 2****Prerequisite: none**

This is a student-centred practical course, designed to motivate students to use initiative and innovation to solve problems in a wide range of practical, metal and mechanical applications. Students will have the opportunity to use automation in the manufacturing of components using a variety of mechanical tools, metal working tools, lathes, milling machines and a CNC plasma cam. Students will be producing a high standard of work in a variety of mechanical applications, including MIG and TIG welding techniques, and machining operations used in industry. Students may also work with motor / engines, mechanical systems and operations to solve a series of design problems.

This course is designed to build on skills developed in Semester 1, or develop these skills in students who have not completed the Semester 1 course.

## Year 9 Elective

### **Photography and Design 9: Semester 1 or 2**

#### **Prerequisite: none**

This course will develop in students' new skills to create photographs related to many styles of Photography. They will cover the following: care and use of cameras, editing with Adobe Photoshop software, photographic composition, manual control of cameras, visual design, analysis and the production of a personal portfolio.

Students learn in our state of the art Photography centre and use high quality, compact digital cameras. Students will experience 'real results' by producing high quality images and prints for photographic tasks. The tasks are all practical and give the students' opportunity to work around their own interests, they involve gathering inspiration, analysis of images, varied camera techniques, Photoshop image editing, special effects, composition and visual design.

This is an enjoyable and practical based course that builds the students' skills along the way, continuing through to Year 12.

## Year 10 Elective

### **Photography and Design 10: Semester 1 or 2**

#### **Prerequisite: none**

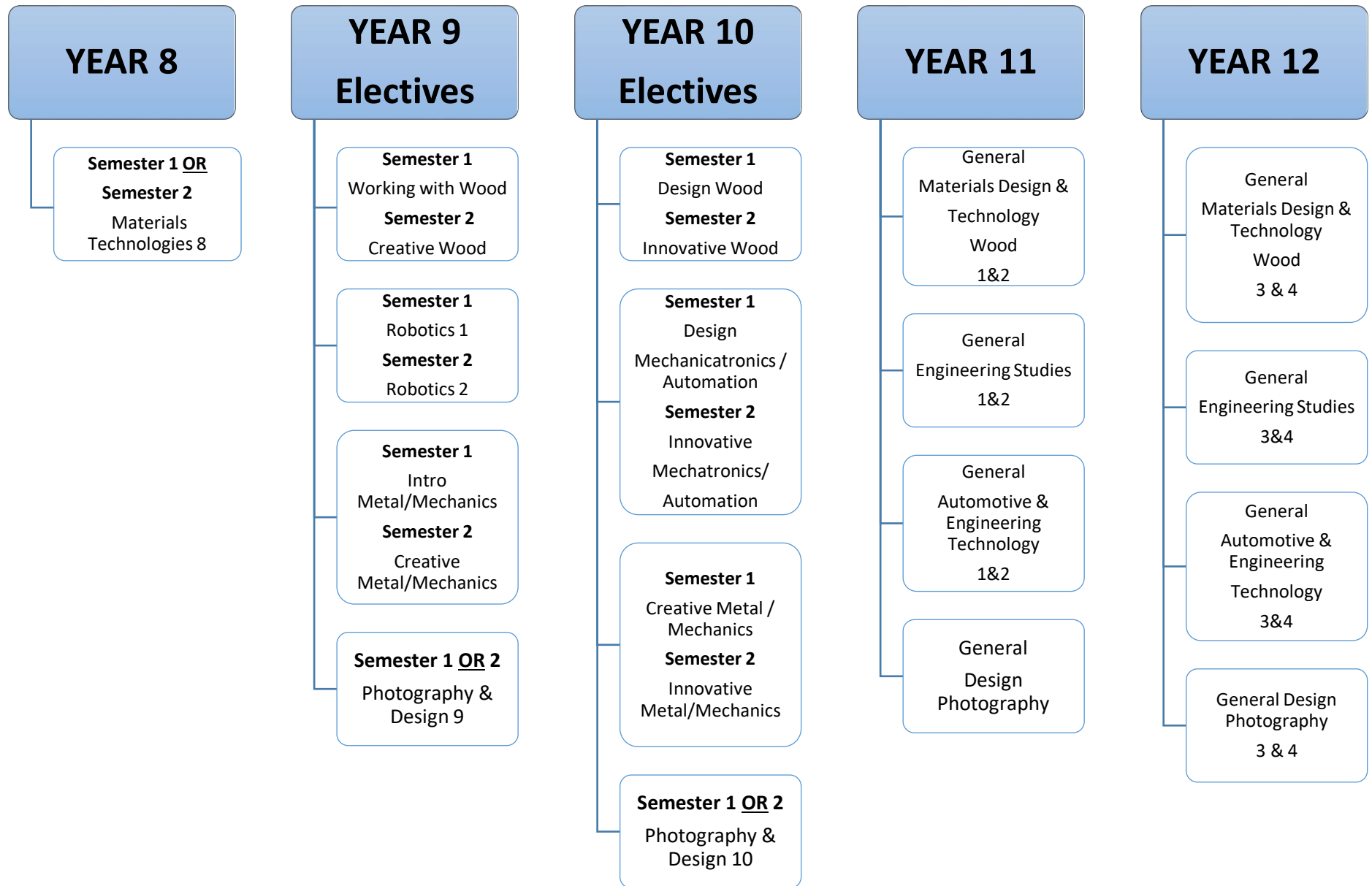
This course develops students' skills to a high level in a variety of interesting practical tasks. This course builds upon the learning in the Year 9 course, however, new students are also welcome to take this course for the first time. Students will cover the following: advanced use of cameras, development of advanced Photoshop editing skills, portraiture, natural light manipulation, exploration of the manual controls of digital cameras, digital art, product photography and further development of their personal portfolio. I also plan to include some video production in the course in 2021.

Students learn in our state of the art Photography centre and use high quality, compact digital cameras. Skills learnt in tasks include: analysis, depth of field techniques, light manipulation, table top photography, graphic design techniques, digital art techniques and visual design.

This is an enjoyable course that enables the students to develop good skills in the photography and design area.

Whilst completion of this course is not a pre requisite, the skills learnt in Year 10 give a huge advantage to those students intending to undertake the Design General - Photography course in Year 11 and 12.

# DESIGN & TECHNOLOGY PATHWAYS TO SENIOR SCHOOL COURSES



## CARINE SHS ATAR YEAR 11 COURSE PREREQUISITES 2021

(List A Red, List B Blue)

**NOTE: YOU MAY ONLY SELECT AN ATAR COURSE IF YOU HAVE MET THE PREREQUISITE**

ATAR COURSES	CODE	EXAM	PREREQUISITES	COST 2021
Accounting & Finance ATAR	AEACF	55	C Math and B English	\$70.00
Biology ATAR	AEBLY	65	B Science	\$100.60
Chemistry ATAR	AECHE	70	B Science (Must be in Pre ATAR 1 or 2 in Sem 2)	\$100.60
Dance ATAR	AEDAN	N/A	B Dance & B English	\$80.00
Computer Science ATAR	AECSC	55	C Math and B English	\$75.00
Drama ATAR	AEDRA	N/A	B Drama & B English	\$95.00
Economics ATAR	AEECO	60	B HASS or 60 Economics exam & B Economics	\$80.00
English ATAR	AEENG	65	B English	\$52.50
French: Second Language ATAR	AEFSL	70	B French	\$85.00
Geography ATAR	AECEO	60	B HASS or 60 Geography exam & B Geography	\$80.00
Human Biology ATAR	AEHBY	65	B Science	\$100.60
Literature ATAR	AELIT	70	B English and a love of reading	\$84.00
Mathematics Applications ATAR	AEMAA	55 ^	C Math	\$49.00
Mathematics Methods ATAR	AEMAM	75 *	B Math	\$49.00
Mathematics Specialist ATAR	AEMAS	85 *	A Math	\$49.00
Modern History ATAR	AEHIM	60	B HASS or 60 History exam & B History	\$80.00
Music ATAR	AEMUSW	N/A	B Music & B English	\$85.00
Physical Education Studies ATAR	AEPEP	N/A	B PE & B Science Year 10: Sports Science (Sem 2)	\$174.00
Physics ATAR	AEPHY	70	B Science & B Physics (Must be in Pre ATAR 1 in Sem 2)	\$100.60
Politics and Law ATAR	AEPAL	60	B HASS or 60 Civics & Citizenship exam and B Civics	\$80.00
Psychology ATAR	AEPSY	65	B Science, B English and C Maths	\$100.60
Visual Arts ATAR	AEVAR	N/A	B Art & B English	\$110.00

\* Combined 10 Pre App and Pre Method Exam mark. ^ Students in Pre- Methods classes have met the Applications Prerequisite.

GENERAL COURSES	CODE	COST 2021
Applied Information Technology General	GEAIT	?
Automotive Engineering and Technology General	GEAET	\$198.00
Business Management Enterprise General	GEBME	?
Career and Enterprise General	GECAE	\$60.00
Children, Family and the Community General	GEFCF	\$92.00
Dance General	GEDAN	\$65.00
Design (Photography) General	GEDESP	\$80.00
Drama General	GEDRA	\$65.00
Engineering Studies General	GEEST	\$189.00
English General	GEENG	\$52.50
Food Science and Technology General	GEFST	\$247.00
Geography General	GECEO	\$80.00
Health Studies General	GEHEA	\$90.00
Human Biology General	GEHBY	\$100.60
Materials Design & Technology (Textiles) General	GEMDTT	\$110.00
Materials Design & Technology (Wood) General	GEMDTW	\$137.00
Mathematics Essential General	GEMAE	\$49.00
Modern History General	GEHIM	\$80.00
Music General	GEMUS	\$85.00
Outdoor Education General	GEOED	\$174.00
Physical Education Studies General	GEPES	\$174.00
Psychology General	GEPSY	\$102.00
Visual Arts General	GEVAR	\$100.00

CERTIFICATES	CODE	DURATION	PREREQUISITES	COST / YEAR 2021
Certificate II Business (ATAR Pathway students)	BSB2011	1 year	Minimum 4 ATAR	\$90.00
Certificate II Business (General Pathway students)	BSB2011	2 years	OLNA not met	\$90.00
Certificate II Music Industry	CUA2061	2 years		\$170.00
Certificate II Outdoor Recreation	SIS2021	2 years		\$220.00
Certificate III Business	BSB3011	2 years	OLNA met	\$90.00
Certificate IV Business	BSB4021	2 years	B English & C Math	\$90.00

