



# CARINE SENIOR HIGH SCHOOL

*Seeking Excellence in Education*



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

**2024**

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

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

## Table of Contents

GENERAL INFORMATION .....	3
THE LEARNING CENTRE .....	4
FOCUS PROGRAM .....	6
GIFTED AND TALENTED PROGRAM .....	7
ACADEMIC EXTENSION PROGRAMS .....	8
ENGLISH.....	10
HEALTH AND PHYSICAL EDUCATION .....	14
HUMANITIES and SOCIAL SCIENCES .....	19
LANGUAGES.....	24
MATHEMATICS .....	27
SCIENCE .....	31
THE ARTS .....	35
TECHNOLOGIES.....	42
TECHNOLOGIES – BUSINESS TECHNOLOGIES.....	43
TECHNOLOGIES – DIGITAL TECHNOLOGIES .....	45
TECHNOLOGIES – MEDIA .....	47
TECHNOLOGIES - PHOTOGRAPHY AND DESIGN.....	49
TECHNOLOGIES - HOME ECONOMICS.....	51
TECHNOLOGIES – DESIGN & TECHNOLOGY .....	54
CARINE SHS ATAR YEAR 11 COURSE PREREQUISTES 2024 .....	58

## 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 2024. It will provide information about all eight Learning Areas in the school, including course descriptions for Elective courses, Academic Extension, the Gifted and Talented Program and Intervention or Support 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 2024 prerequisites are detailed on page 57 of this Handbook, they are provided to help students entering Year 10 understand the required level of performance to be eligible, and successful, for 2024 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 online 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 select Class Music for both Semesters. Students wishing to withdraw from the Music Program in 2023 must do this formally in writing to HOLA Ross Brennan.

In Year 9 and 10, French is optional, however students must select French for both Semesters in Year 10.

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.

Raya Sara  
Associate Principal – Lower School

# THE LEARNING CENTRE

## Programs

The Carine SHS 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 9 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 student’s diagnosis and classroom recommendations from documentation. Time is always available to talk to Learning Centre staff further about specific information regarding students.

### Student Support Space

The Student Support Space is located in E block and operates to support students with any social or emotional difficulties they may experience. The SSS supports all students and links in with Student Services to provide a space for students to access support to talk through worries, roadblocks to learning, or a short break to reset and reengage. This includes supporting the development of social competence, support with emotional regulation, support with relationship issues or to talk through problems which are impacting the students wellbeing. When students don’t feel well their ability to learn can be compromised and we work to improve wellbeing and re-engage them in learning. We also support students to identify strategies to support their learning, relationships and mental health. All students with a diagnosed condition are automatically supported by the SSS, however all students at Carine can gain access through discussion with your year manager to identify if it is the right fit for your child. The SSS is co-ordinated by two qualified Social Workers with experience working in education and with families and young people.

### 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 Literacy classes to maximise the support they receive in their first year of high school. A lower student to teacher ratio allows for intensive literacy support and skill-building. The Extra Literacy and Numeracy Program selection process begins when the students are in Year 6. This process involves the collection and evaluation of information from Year 6 teachers, results from the Carine SHS Placement Program process as well as NAPLAN results. Selected students are invited to participate via invitation letter to parents/guardians. Participation in this program is voluntary and is conditional on parental consent. The Extra Literacy and Numeracy classes are timetabled at the same times as French classes in Years 7 and 8. Students who take an Extra Literacy or Extra Numeracy class will not study an additional language. A student cannot undertake both Extra Literacy and Extra Numeracy in Years 7 and 8, which may be interchangeable based on student need, as these programs are a two year commitment.

Extra Literacy and Extra Numeracy are also offered as electives in Years 9 and 10. This additional support in literacy and/or numeracy is available for students who would benefit from ongoing help in improving their reading and writing skills, and consolidation of maths concepts through targeted and engaging programs. This can assist students in achieving Category 3 for the Online Literacy and Numeracy Assessment (OLNA) as it is a prerequisite for attaining a Western Australian Certificate of Education (WACE).

**Education Assistants**

Staff in the Learning Centre value effective, collaborative relationships with teachers. We are fortunate 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. Small groups or 1:1 academic support can be facilitated during Period 0 by prior arrangement.

If you would like to know anything further about the Carine SHS Learning Centre Programs, please contact Learning Centre Manager, Wendy Evans on 6235 7500 or via email at [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 endeavour to provide every student with a pathway to a successful future. Students identified as being at literacy and/or numeracy risk are offered a place in these programs.

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

- Student-centered
- 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 a one-period time allowance that will be used to monitor direct instruction programs to make them highly effective.

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

# GIFTED AND TALENTED PROGRAM

## About the Program

Commencing in 2020, Carine SHS had the honour of becoming one of sixteen Western Australian public secondary schools offering an approved Selective Academic Program for Gifted and Talented (G and T) students. The 2024 intake will include our fourth set of Year 7 students; our inaugural class of 2020 will embark on their first year of Senior Schooling – exciting times.

The academically focused learning environment is intellectually challenging and designed to motivate students to extend their knowledge, understanding and application. The program enhances student's learning skills in preparation for Senior School; it also provides opportunities for a lifetime of personal progress. While the course content follows the WA Curriculum in Science, English, Mathematics, and Humanities and Social Sciences, students will benefit from being exposed to a differentiated curriculum targeted to stimulate the Gifted and Talented student's unique talents and gifts 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 Arts and Technologies.

Students are offered a place in this program if they score highly in the competitive Academic Selective Entrance Test (ASET) 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 is 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 or miss the Year 7 intake, there is a provision for students to gain entry to the G and T Program, commencing in the Year 9 intake, if vacancies should occur. Students wanting to be considered for this will need to register for the testing prior to the January cut-off date on the Department of Education's website. 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, of existing staff, with a panel comprised of the Principal, Associate Principals Academic Performance and the relevant Head of Learning Areas.

Raya Sara      Associate Principal Lower School, Line Management of G and T Program  
Natalie Dowd   Gifted and Talented Program Coordinator,  
                         Academic Performance Manager Year 9 and 10

## 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

## ACADEMIC EXTENSION PROGRAMS 2023

### About the Program

The Academic Extension Program at Carine SHS operates in Year 7 - 9 in the areas of; French, English, Mathematics, Science and Humanities and Social Science (HASS). In Year 10, students are placed in appropriate pathway programs to prepare for Senior School. 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.

### Program Organisation 2023

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 Years 8 and 9

Student entry into the Carine SHS Academic Extension Program is highly competitive and based on student achievement in end of year standard ranking in cohorts. Students will have the opportunity to remain in Academic Extension Programs for the duration of the year. If concerns regarding academic achievement for an individual are formed by the teacher at any time throughout the year, a meeting may be held with the student and parent/s to change to a general or alternative class. A student may also request a change from Academic Extension at any time.

The Academic Extension Program 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 have the opportunity to be a part of it.

Students in all classes are given a fair opportunity (based on results) to enter the Academic Extension program at the end of the year for the following school year. 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.

There will be ongoing processes for review for students who are new to Carine SHS and may suit being in Academic Extension. Placement offers may be made, if there is room, at any time during the year.



## Year 7 – Semester 1

Incoming Year 7 AE students will be decided on using ACER testing, Year 6 grades, NAPLAN results and teacher judgement. The ACER assessments encompasses a Maths and Reading component and an extended written answer.

The Academic Performance Managers - Lower School work within these processes with incoming Year 6 students. 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.

## 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>Raya Sara</b>	Associate Principal Lower School	Line Management of the Academic Extension Program, communication of entry and exit from the program to parents
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## 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 2023 PROGRAM ORGANISATION

YEAR 10 2023					
ENGLISH	G+T	English Advanced	English General	English Core	English Focus
Year 11 Pathway	ATAR (providing prerequisites are met) or General				
HASS	G+T	HASS General	HASS Focus		
Year 11 Pathway	ATAR (providing prerequisites are met) or General				
MATHS	G+T	Maths Advanced	Maths General	Maths Focus	
Year 11 Pathway	Specialist, Methods, Applications Mathematics (pre-requisites must be met)		Applications (pre-requisites must be met) or Essential Mathematics		Essential Mathematics
SCIENCE	G+T	Science Advanced 1 (Physics focus)	Science Advanced 2	Science General	
Year 11 Pathway	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 **G+T, Academic Extension, Advanced Course** and the **General Course** will all cover the WA Curriculum. The G+T Course program and Academic Extension program will cover work with greater complexity than the General or Advanced Course. Differentiated common assessments will aspire to ATAR courses provided grade and exam prerequisites are met. Students in Focus or Core will receive a scaffolded learning program with explicit literacy support.

In Year 10 the **G+T, Advanced and General Course** will all cover the WA Curriculum for English and will be graded in the same way. The Advanced Course program will cover work with greater complexity than the General Course. Common assessments will be the same for all courses and students in both courses will be able to aspire to ATAR courses provided grade and exam prerequisites are met. Students in Focus or Core will receive a scaffolded learning program with explicit literacy support.

## Year 7 Electives

### **Prerequisite: Invitation through 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 may also be 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: Semester 1 and Extra Literacy: Semester 2**

#### **Prerequisite: none**

This course has been designed to be preemptive about students attaining their WACE and the OLN 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 OLN occurs early in Year 10. Year 9 Extra Literacy students are given support to prepare for OLN for a term and a half in this course.

# Year 10 Electives

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

### **Prerequisite: none**

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: Semester 2**

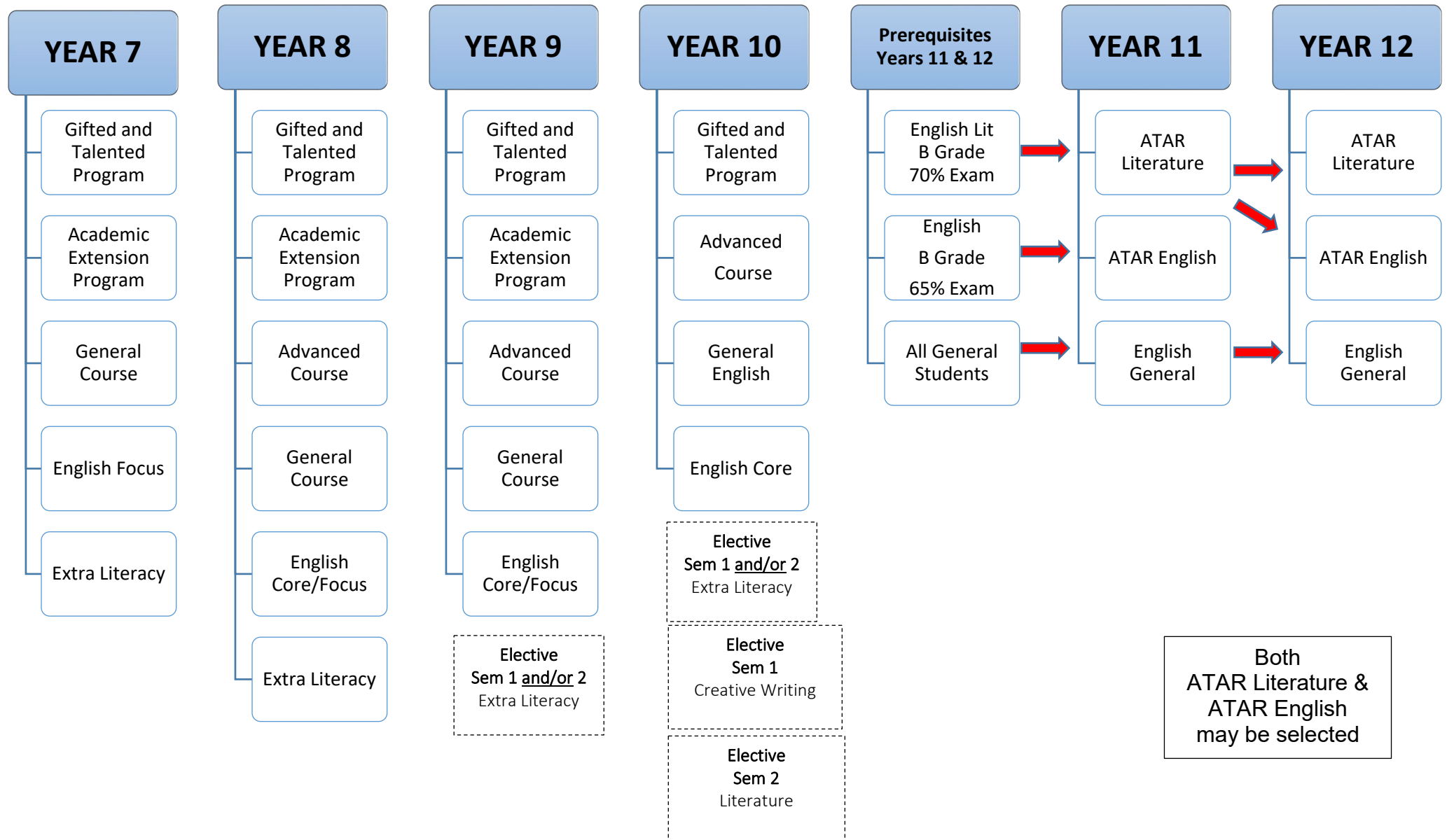
### **Prerequisite: none**

Why are we fascinated by the ghoulish and the ghastly? Why do we tell ghost stories? Through reading and immersing ourselves in the world of the horror genre, 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 and contemporary works and 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 engaged 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
- Students selecting Year 9 Outdoor Education must have a bike for use during the course

### **\* Outdoor Education: 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 Rottneest.

### **\*Surfing and Fitness: 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.*

### **#Boys Team Games and Leadership: Semester 1 and/or 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: Semester 1 and/or 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 2023. 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 2023 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 1 December 2023.**

## 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: 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: 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: 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: Semester 1 and/or 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: Semester 1 and/or 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, Synchronised swimming, Pilates, team games, exercise classes, meditation and positive mental and physical practices for a happy life.

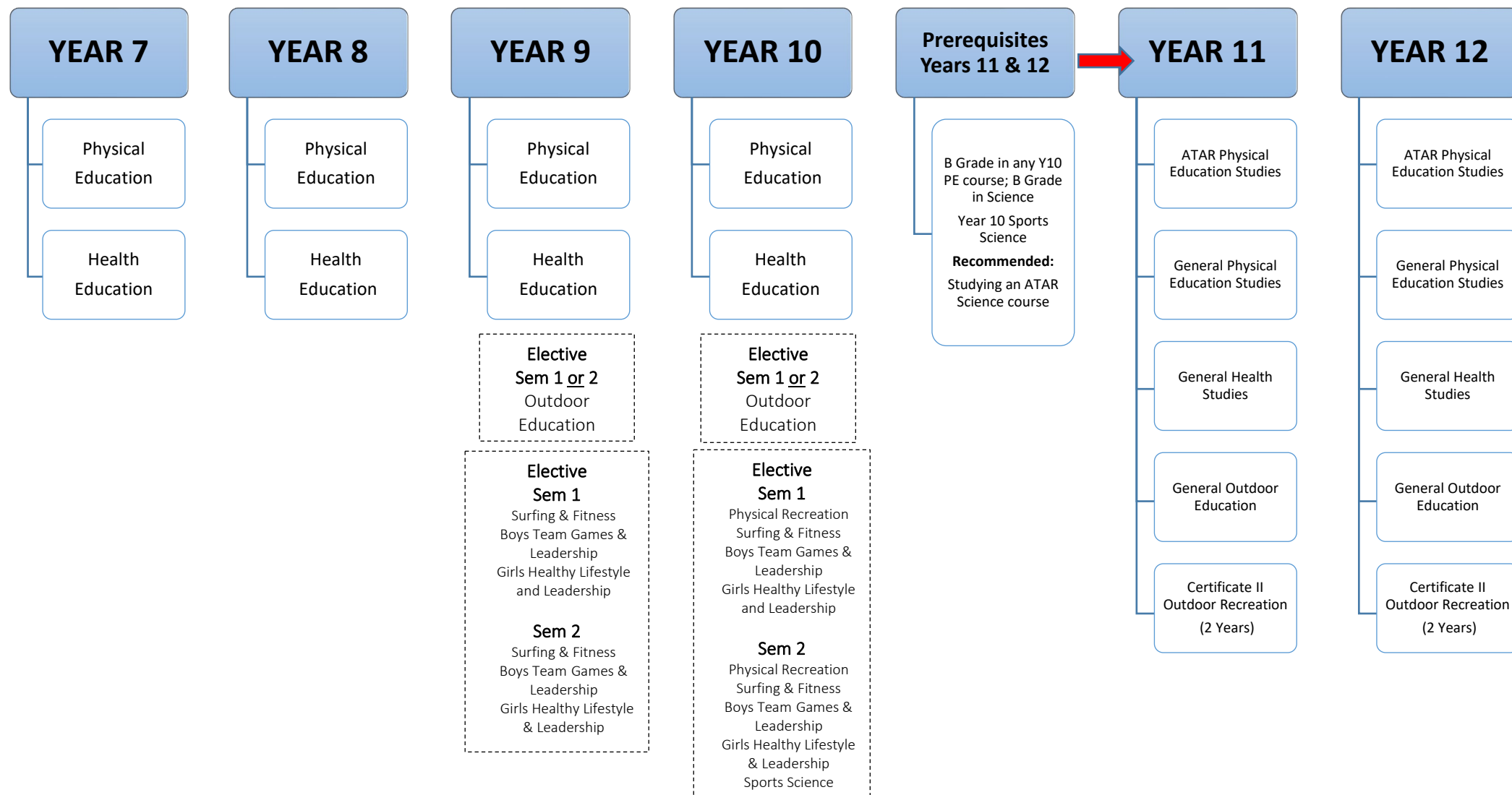
**Sports Science: Semester 2****Prerequisite: none**

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 2023. 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 2023 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 1 December 2023.*

*#While the Boys 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: 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: 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.

## **Archaeology: Semester 1**

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

Time Travellers: Introduction to Archaeology

Do you like a good mystery? Give archaeology a go!

Archaeology is the study of past cultures through the physical remains that people left behind. These can range from small artefacts, such as arrowheads and coins, to large structures, such as campsites and castles. Archaeologists use these remains to try to understand and recreate all aspects of past culture, from the daily lives of ordinary people to the grand conquests of emperors.

This course is an introduction to archaeology and the different techniques used by archaeologists to piece together the puzzles of the past. Through case studies and hands-on activities, such as creating your own artefacts and completing a 'trashcan survey', you'll learn how archaeological research is conducted and interpreted.

## **Ancient History: Semester 2**

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

Great Empires: Introduction to the Ancient World

Did you know that ancient Egypt was nearly conquered by mysterious 'sea peoples'? Or that Alexander the Great loved his horse so much that he named a city after it? Or that archaeologists discovered an 8000 year old flute in China?

Travel back in time to the ancient worlds of Egypt, Greece, and China and explore what life was like for people thousands of years ago. In this course, you will meet significant figures such as Hatshepsut, the Queen who became King, and discover which modern board games originated in ancient China. Using a range of evidence from the past, you will gain insight into the daily lives, customs, and beliefs of ancient peoples and understand how their legacies continue to shape our world today.

# Year 10 Electives

## **Archaeology: Semester 1**

**Pre-requisite: none**

Digging Deeper: Archaeology in Practice

Did you know that one of the most important archaeological sites in Australia is found just 12 minutes south of Margaret River? Or that the Western Australian coastline holds the secrets of many shipwrecks, including one that ended in a murderous mutiny?

Archaeology is the study of past cultures through the physical remains that people left behind. In this course, you will explore real archaeological case studies in both Western Australia and the wider world. You will learn about the different types of archaeology, such as historical and maritime, and will be given the chance to ask a real archaeologist about their work. You'll also explore some of the big questions of modern archaeology, such as:

Should human remains be on display in museums?

Are archaeologists just tomb raiders?

Who owns the past?

## **Ancient History: Semester 2**

**Pre-requisite: none**

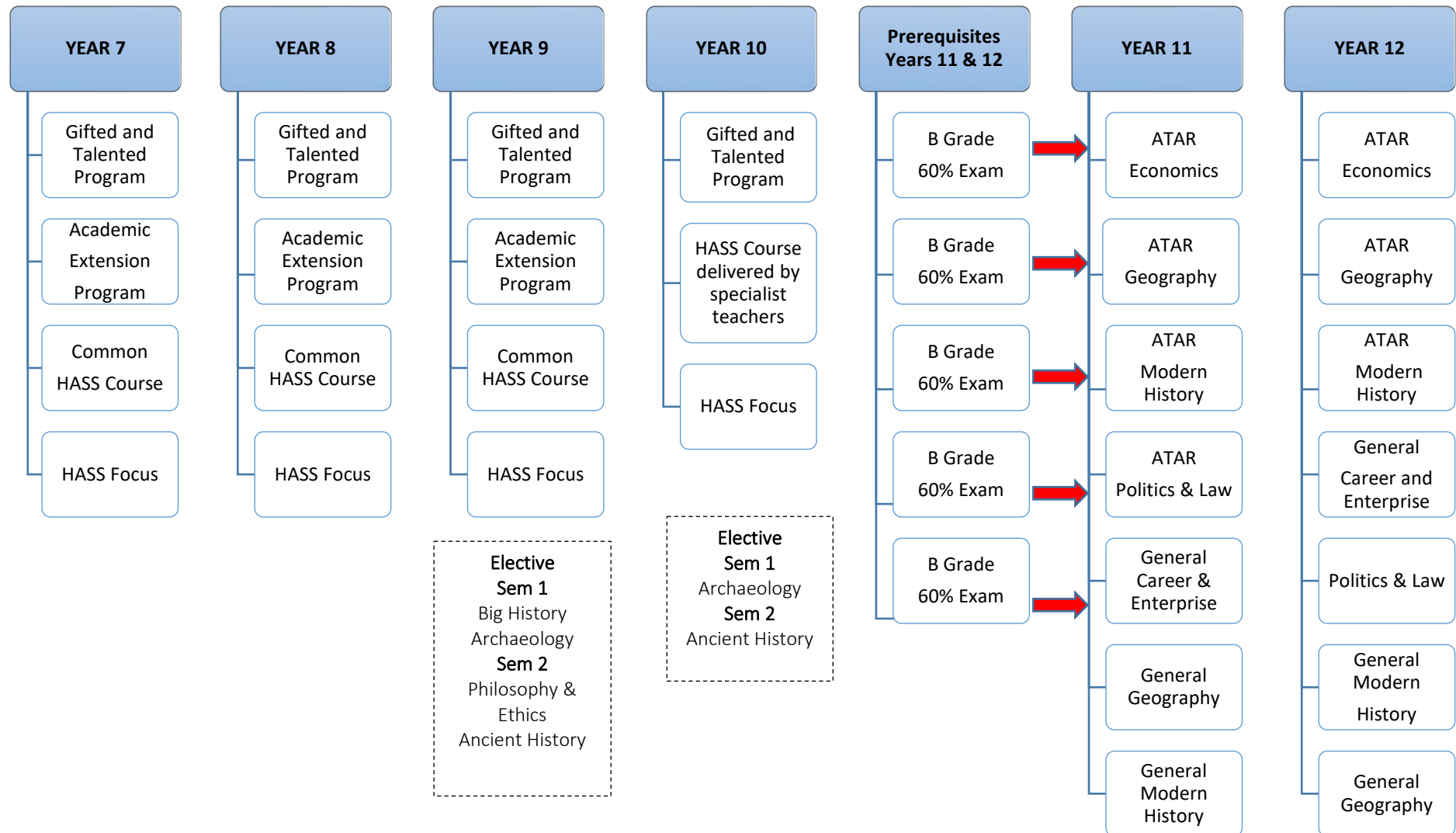
Heroes and Villains

Was Julius Caesar a conquering hero or a dangerous tyrant? What makes Oedipus a tragic hero instead of a cold-hearted murderer? What do Batman and Hercules have in common?

From the myths of Greek heroes and gods to the real-life legends of Viking warriors and Roman emperors, this course explores the enduring archetypes of heroes and villains. Take a deep dive into the lives and deeds of real and mythological heroes and villains such as Julius Caesar, Beowulf, Boudica, and Ragnar Lothbrok. You will uncover how these iconic figures represent the values, beliefs, and fears of their ancient societies and how their legacies continue to shape our understanding of morality and storytelling today.



# 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

The new Western Australian Curriculum for Languages started in 2022, in which Language was fully implemented at Year 7 and year 8 in 2023. 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

In continuation with the new Western Australian Curriculum, 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 8 students communicate in French, exchanging information about their leisure activities, their school and social life. 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.

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 9 Electives

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

**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: The lives of young people**

- **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 est partis en vacances** (We went on holiday) - French names for countries, modes of transport, holiday and leisure activities, past holiday activities.
- **Comparison of special events** (special dates for France and Australia) - Describing future events (Australia Day, le 14 juillet, Easter, Halloween, Christmas etc.), combining use of tenses (future and past).
- **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:** “I think, therefore I am.” – Rene Descartes

**Semester 1 and 2** (must be selected together)

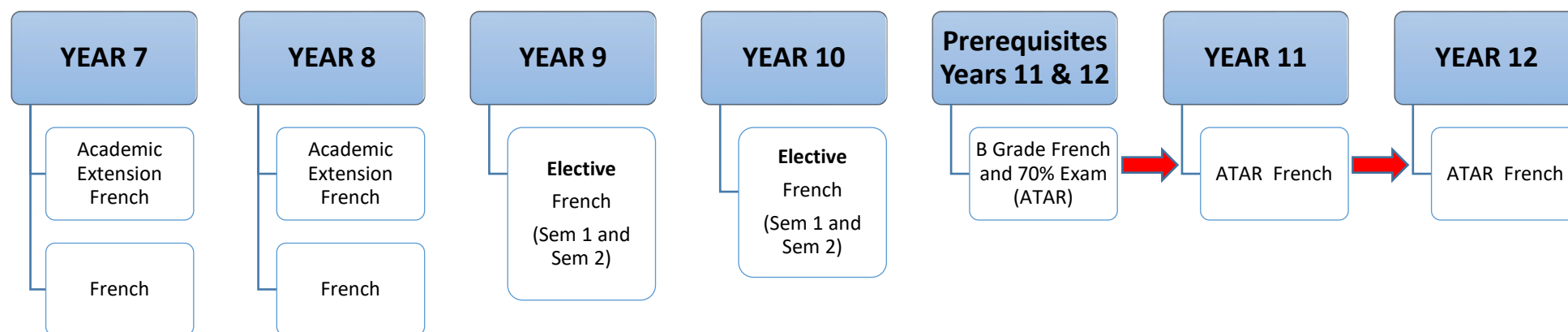
**Prerequisite: Year 9 French**

Students continue to expand their knowledge and skills in French and reinforce grammar points seen in lower school. They learn how to communicate further in the past tenses, describing past events as well as describing habitual actions in the past.

The semester 1 topic is **My personal world and my routine**. Students have the opportunity to explore further the cultural differences between Australia and France.

In Semester 2 students consolidate their linguistic competency in French. They learn how to communicate in the future tense, describing future actions and plans. The semester 2 theme is **My health and my projects** exploring topics such as health, fitness and future projects.

# 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 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 the appropriate differentiation and support for all students.

In Academic Extension classes, the WA Curriculum is delivered with increased complexity and speed of delivery, with additional activities/competitions and learning opportunities. Programs delivered to Academic Extension Program students are 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 Core and Focus program is a dedicated learning program that recognises students have varying needs regarding their preferred learning style and ability to access the curriculum. The students in the Focus and Core Mathematics course follow the Year 7/8 Mathematics WA Curriculum but with the delivery of less complex content, focusing on core numerical skills. Class sizes are kept smaller so teachers are able to provide more one on one assistance to students with an emphasis on functional numeracy. Selection in these programs is based on historic mathematic results, indicating the need for explicit numeracy support.

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.

Year 9 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

### **Extra Numeracy: Semester 1 and Extra Numeracy: 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 Year 10 Mathematics course covers the range of material from the Western Australian Curriculum 10 which is relevant to Year 11 and 12 Mathematics Essentials (Non-ATAR) and Year 11 and 12 Mathematics Applications (ATAR) courses.

The Year 10 Advanced Mathematics content contains additional elements that are included to prepare students for the academically rigorous Senior School Mathematics courses, especially Year 11 and 12 Mathematics Methods and Mathematics Specialist. Students in Year 10 Advanced Mathematics 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 Year 10 Focus Mathematics course follow the Year 10 Western Australian Curriculum for Mathematics but with the delivery of less complex content. Therefore, teachers have the flexibility to emphasise different content based on the needs of their students. Programs and assessments are differentiated to enable students to effectively engage and achieve to their full potential. 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 modified Western Australian Curriculum Mathematics program.

Year 10 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. It is envisaged students in the Gifted and Talented course will also cover the content in the 10 Specialised Mathematics Extension course.

### **Extra Numeracy: Semester 1 and/or Extra Numeracy: 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: Semester 1 and/or Semester 2**

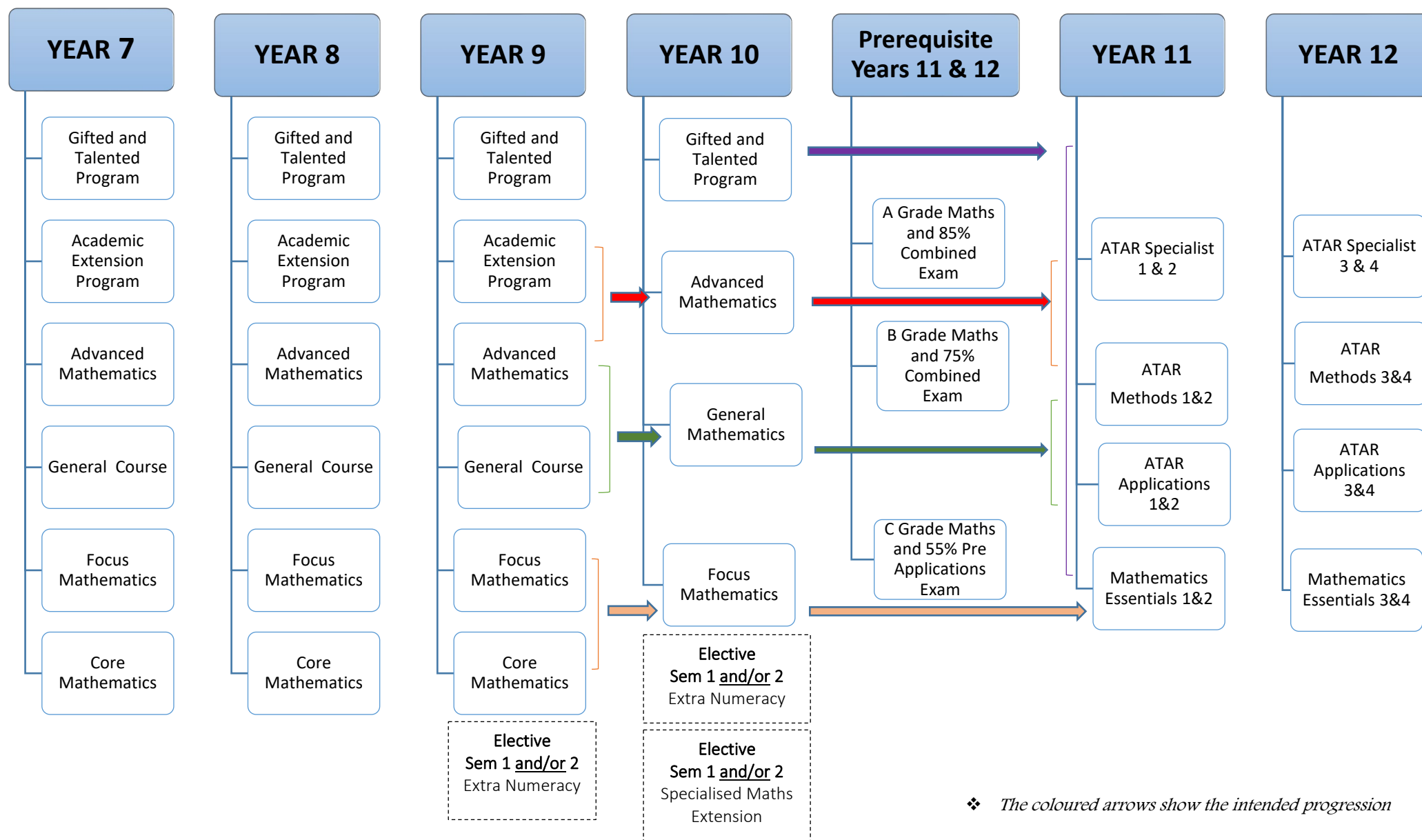
**Prerequisite:** Students who wish to prepare for and be successful in ATAR Mathematics Methods and/or ATAR Mathematics Specialist.

This course will provide opportunities, beyond those presented in the Year 10 Advanced Mathematics 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:

### **Advanced 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.

### **Advanced 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**

The Year 10 General Science course is designed to prepare students for General Human Biology and General Psychology in Senior School, as well as provide our students with engaging and relevant scientific knowledge and experience.

The General Science course focuses on the consolidation of core science skills and therefore more complex content included in Physics, Chemistry and Biology is not included in the assessment program. Students may achieve high results in modified assessments, however the Learning Area Grades are based on the student's demonstration of achievement of what is expected for the year level. 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: Semester 1**

#### **Prerequisite: none**

Do you love the planet? Would you like to see more sustainability initiatives like Waste Free Wednesdays and Plastic-Free July at the 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. Activities include but are not limited to:

- Building awareness of the UN Sustainable Development Goals
- Managing the school's kitchen garden, recycling hub and paper recycling programs
- Conducting citizen science activities and exploring microhabitats in the school and Carine area.
- Using ICT with the Climate Clever for Schools Program
- Exploring contemporary issues associated with climate change and planning local strategies to manage environmental issues.

### **Sustainability: 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.

In addition, students plan and host stalls at community events and the school wellness expo. Students will also help coordinate and take part in our annual interschool climate forum, an event founded by sustainability students at Carine which hosts sustainability councils from other local high schools.

## Year 10 Electives

### **Psychology: 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: 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.

**Sustainability: Semester 1****Prerequisite: none**

Students in the year 10 elective will assess environmental issues in the school and broader community. Using the UN Sustainable Development Goals, students will pitch project ideas that will address issues related to climate change and take action on selected initiatives.

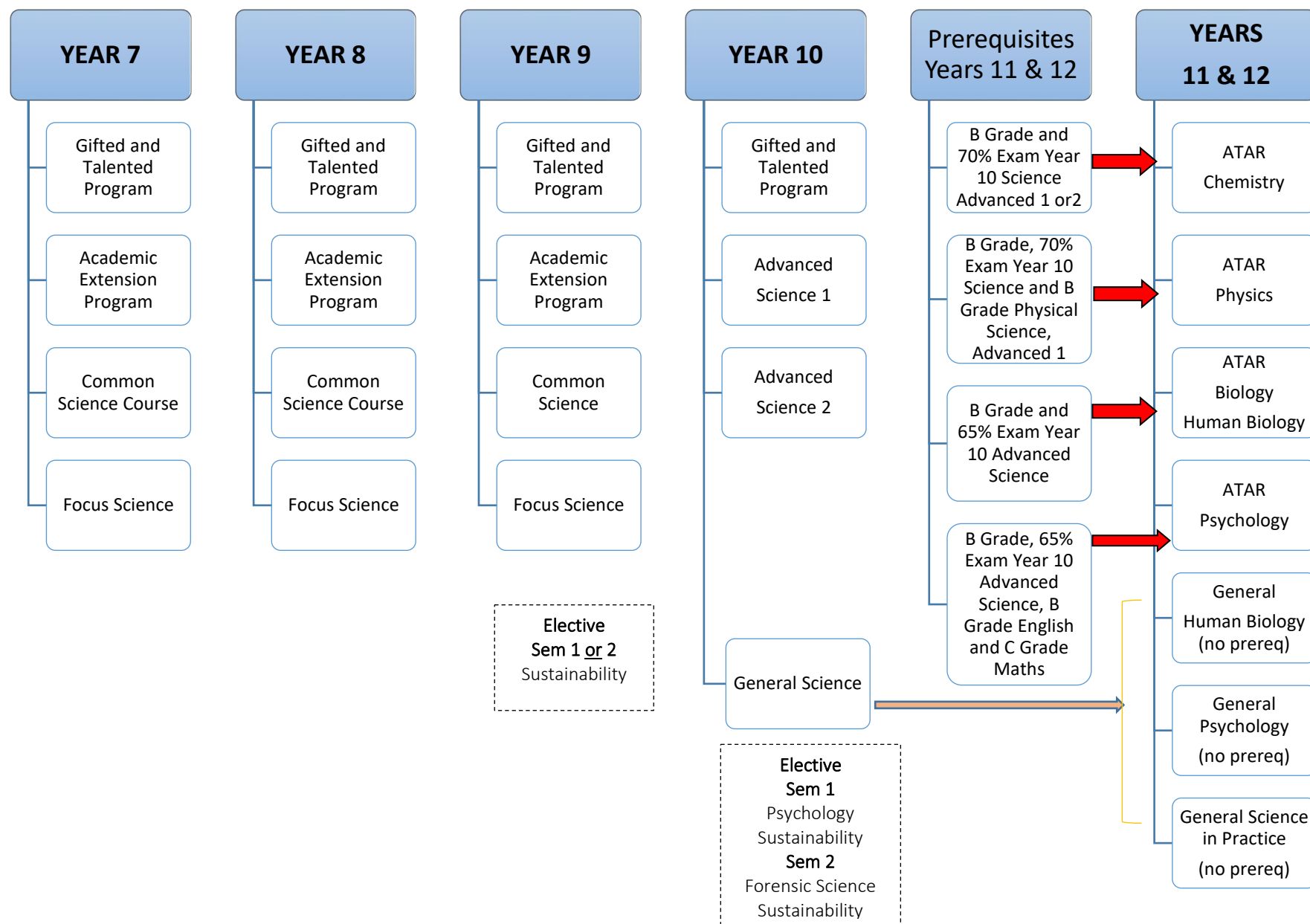
Students will have opportunities to build partnerships with local environment groups and participate in supporting habitats for wildlife, developing micro habitats on campus and rejuvenating spaces in local areas.

**Sustainability: Semester 2****Prerequisite: none**

This elective can be taken as a full-year program or single-semester course. Students will continue or commence new projects in semester 2, including taking part in activities that promote climate change awareness in the school. Students will be encouraged to propose projects of personal interest relevant to climate change and service to the community.

# 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.

*“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 may 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 delete) 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 nature. 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.

**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. Both the Music Elective and the IMSS Instrumental Ensemble Music are considered as **one Elective** course choice.

### Instrumental Ensemble Music: Semester 1 and 2 Year 7

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 e.g., 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 as one elective choice 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 \$200.00.

## **Year 8**

### **Visual Arts**

Students' artistic skills will be extended into more complex tasks in both 2D and 3D techniques. All students will develop a self-portrait, as well as completing drawings and work in other studio areas such as painting and ceramics. 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 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.

**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. Both the Music Elective and the IMSS Instrumental Ensemble Music are considered as **one Elective** course choice.

### **Instrumental Ensemble Music: Semester 1 and 2 Year 8**

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 e.g., 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 as one elective choice 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 \$200.00.

#### **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.

## **Year 9 Electives**

#### **Dance: Jazz and Hip Hop 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 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 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 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.

**Instrumental Ensemble Music: Semester 1 and 2 Year 9**

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 as one elective choice, and attend at least one Ensemble per week.**

**Music: Vocal Tuition with Ben Clarke**

**Prerequisite: None**

**The cost for group vocal tuition per semester is \$200.00**

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: 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: Semester 2**

**Prerequisite: None**

Students will explore exciting techniques to make their own impressions of urban or rural worlds 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 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 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 Semester 1, Youth Theatre and Beyond 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: Exploring the Music Industry Semester 1**

(Must be selected with Music: Developing Performance Craft)

### **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 using instruments and music software independently and collaboratively. Students will begin to develop an understanding of the music industry and the protocols within it.

This course will support a pathway to Certificate III Music Industry in Years 11 and 12 and University entry.

## **Music: Developing Performance Craft Semester 2**

(Must be selected with Music: Exploring the Music Industry)

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

As they progress into Semester 2, students continue to build on music skills and knowledge as well as explore possible career pathways in the music industry. Students will form ensembles in which they will perform and develop rehearsal and performance craft. They will also gain experience with recording and sound production.

This course will support a pathway to Certificate III Music Industry in Years 11 and 12 and University entry.

## **Instrumental Ensemble Music: Semester 1 and 2 Year 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 as one elective choice, and attend at least one Ensemble per week.**

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

**Prerequisite: None**

**The cost for group vocal tuition per semester is \$200.00**

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 Extended Drawing & Painting: 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 studio pieces**. 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 Mixed Media: Semester 2**

**Prerequisite: none**

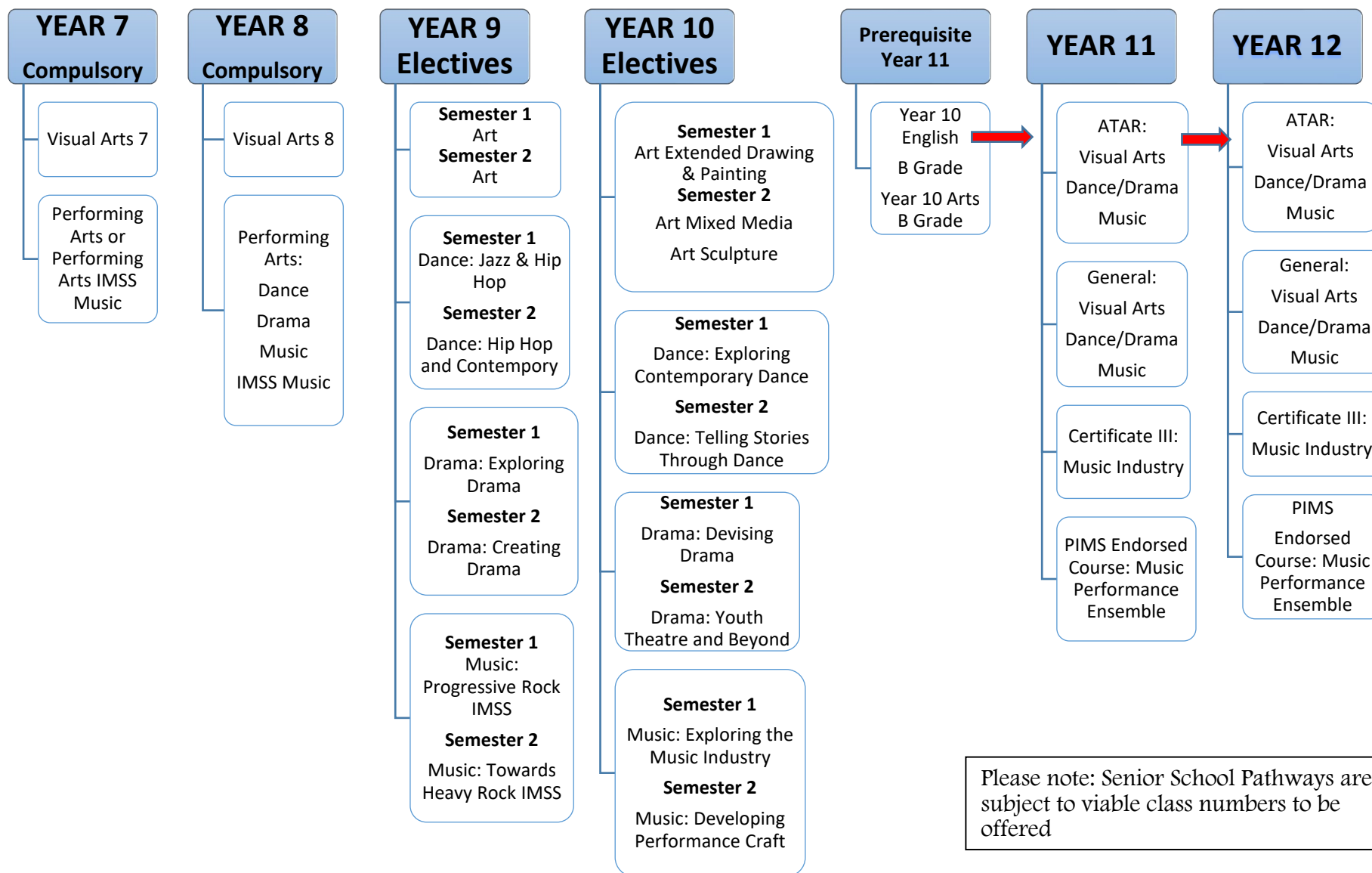
This course is designed for students who wish to extend their creativity and skills through multimedia materials to create an intricate artwork. **This** extended **piece** could incorporate oil painting with drawing and/or layers of Perspex and wood panel. Students will have the chance to develop as 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.

#### **Art Sculpture: Semester 2**

**Prerequisite: none**

This course is designed for students who enjoy working with three-dimensional materials. Students will draw, plan and sculpt an extended artwork using clay that may be functional or purely decorative. They will be given the opportunity to explore a range of sculpture techniques, working in a more independent manner that reflects Visual Arts 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 a significant 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:**

- Digital Technologies:                      Business Technologies  
    Digital Technologies  
    Media  
    Photography and Design
- Design and Technologies:              Design and Technology  
    Home Economics

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

## Year 9 Electives

### **Small Business: 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.

### **Small Business: Semester 2**

#### **Prerequisite: none**

This course provides practical skills and knowledge associated with the business world. Students will run their own small business, 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: 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: 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:

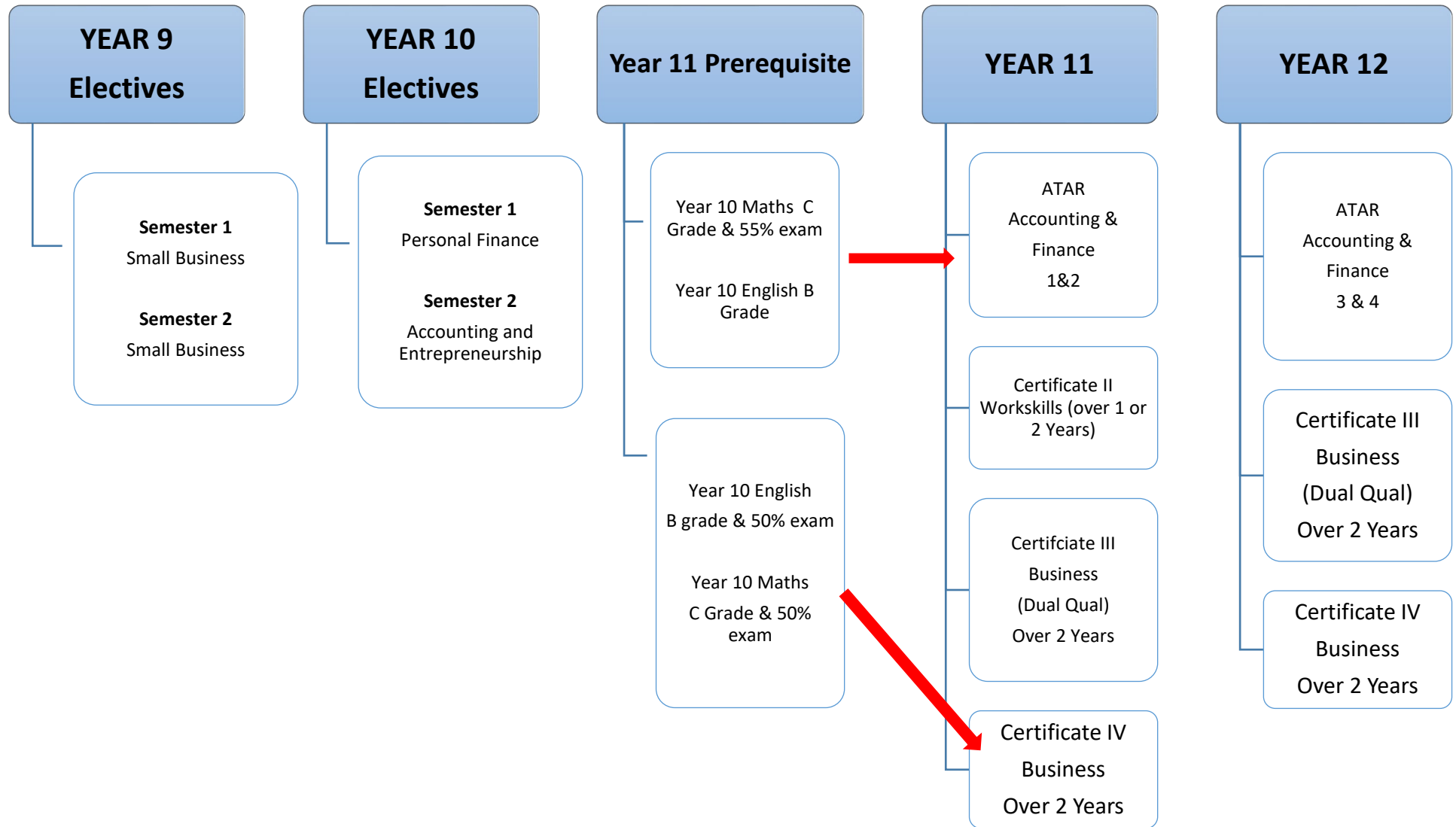
- develop an understanding of what is involved in being an entrepreneur, including starting and growing a business, legal requirements involved, financing and promoting a business
- identify, record, report and explain financial data for a small cash-based business
- prepare simple cash budgets and simple 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 and Year 8 (Compulsory)**

Student learning in Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and creating solutions; 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. 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: 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, and 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: 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.

## Year 10 Electives

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

#### **Prerequisite: none**

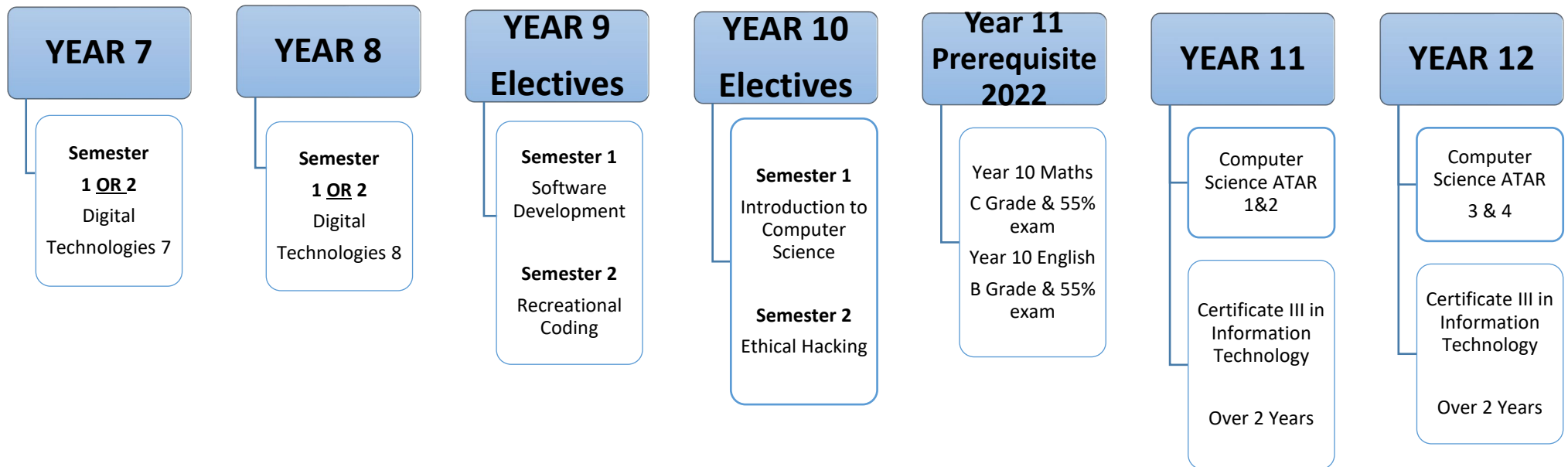
From search engines to smart phones, computers are all around us. Studying Computer Science involves discovering the theory and design behind the intelligent systems and computers that transform the way we all live, work and communicate. This course introduces students to the fundamental principles, 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 while understanding the building blocks of computing. These are practical skills that are vital for employability and daily life in a rapidly evolving, technological world.

### **Ethical Hacking: 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 Ethical Hacking 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 9 Electives

**Media: Semester 1****Prerequisite: none**

Media Semester 1 is a hands-on course that allows students to create video productions and learn about a range of topics in the Media landscape. Tasks include the creation of a Vlog with YouTube thumbnail, and creation of a TV News Current Affairs program. Students will learn skills in filming, editing, writing and sound production. Students that select Media will get to take advantage of a wide range of different Media equipment such as high-tech cameras, green-screens, lighting equipment and the Adobe Premiere Pro editing program, in a fully equipped Media studio.

**Media: Semester 2****Prerequisite: none**

Media Semester 2 is a hands-on course that allows students to develop their creative skills in the production of media content. Tasks include creation of an Advertisement for TV or the internet and a Movie Trailer based on the Horror or Super-Hero genre. Students will learn skills in filming, editing, writing and sound production. Students that select Media will get to take advantage of a wide range of different Media equipment such as high-tech cameras, green-screens, lighting equipment and the Adobe Premiere Pro editing program, in a fully equipped Media studio.

## Year 10 Electives

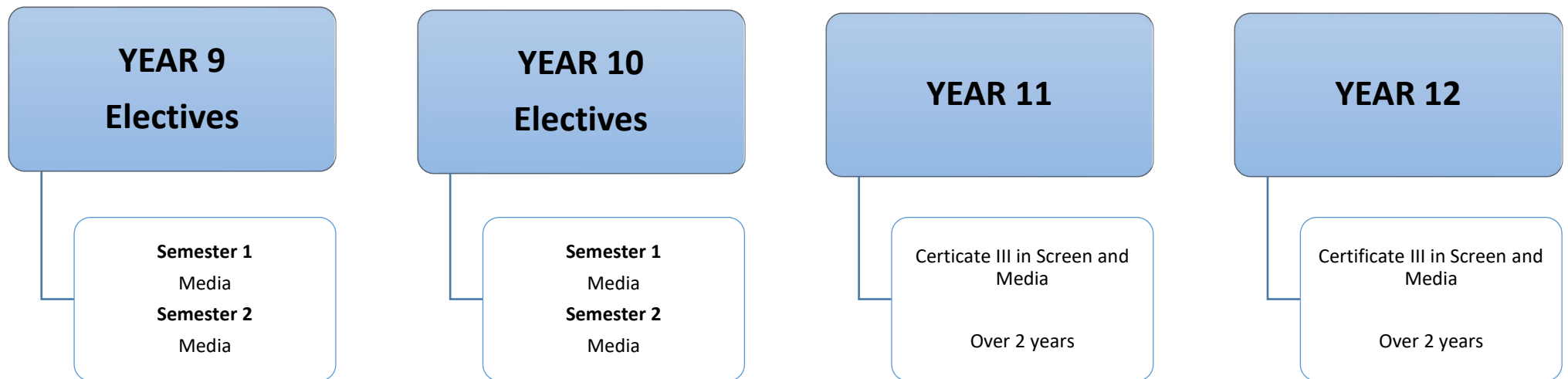
**Media: Semester 1****Prerequisite: none**

Year 10 Media Semester 1 is a hands-on course that allows students to learn the skills to create videos and media content that is relevant to their everyday lives. Students will develop their camera and editing skills by creating Music Videos, Album Covers and their own Netflix Documentary/mockumentary. Students that select Media will get to take advantage of a wide range of different Media equipment such as high-tech cameras, green-screens, lighting equipment and the Adobe Premiere Pro editing program, in a fully equipped Media studio.

**Media: Semester 2****Prerequisite: none**

Media Semester 2 is a hands-on course that allows students to create video content that engages in the ever-growing Media environment that surrounds them. Students will develop their production skills creating their own Reality TV Show and a Super-Hero short film. Students that select Media will get to take advantage of a wide range of different Media equipment such as high-tech cameras, green-screens, lighting equipment and the Adobe Premiere Pro editing program, in a fully equipped Media studio.

# TECHNOLOGIES - MEDIA PATHWAYS TO SENIOR SCHOOL COURSES



## Year 9 Elective

### **Photography and Design: 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 'tangible 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 11 and 12 where students have the opportunity to complete a Certificate 3 in Visual Arts (Photography).

## Year 10 Elective

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

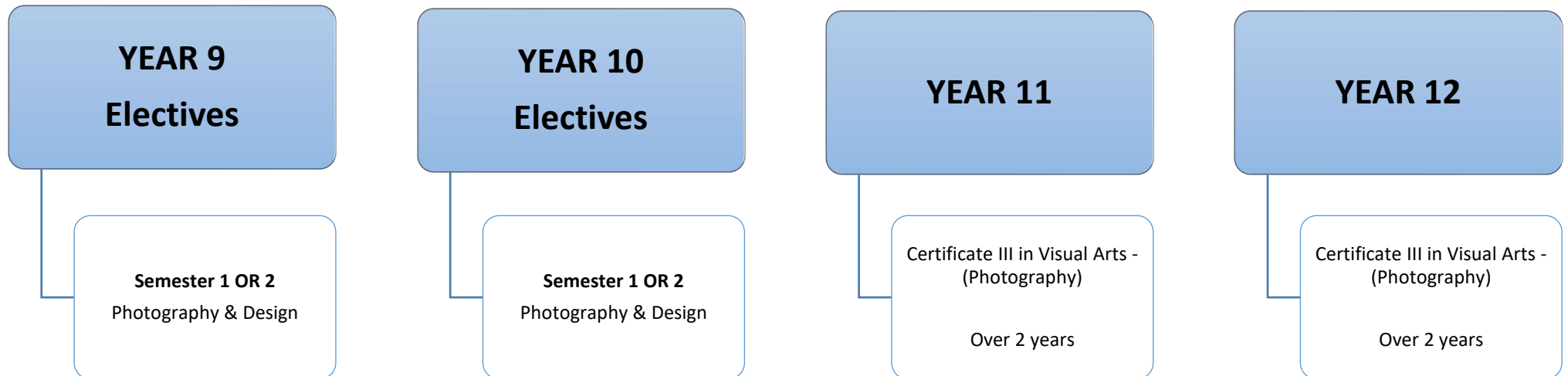
#### **Prerequisite: none**

This course develops students' skills to an elevated 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. The course will also include some video production using Adobe Premiere Pro.

Students learn in our state-of-the-art Photography centre and use high quality, compact digital cameras and DSLR's.

Skills learnt include analysis, depth of field techniques, light manipulation, tabletop photography, graphic design techniques, digital art techniques and visual design. This course enables students to develop skills in the photography and design area. Whilst completion of this course is not a prerequisite for the Certificate 3 in Visual Arts (Photography), the skills learnt in Year 10 are an advantage.

# TECHNOLOGIES - PHOTOGRAPY AND DESIGN 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: 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: Semester 2**

#### **Prerequisite: none**

This practical course will provide students with the opportunity to investigate healthy 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, teamwork, 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: Semester 1**

#### **Prerequisite: none**

This course offers students the opportunity to develop their creative sewing skills as they make a range of items. Students will investigate fashion designers, create a storyboard, and use a commercial pattern to produce clothing items. They will apply the design process to create innovative and original designs that provide solutions to a given brief.

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

### **Summer Fashion: Semester 2**

#### **Prerequisite: none**

This course offers students the opportunity to further develop their sewing skills and consider current trends as they make a range of fun, simple items including accessories and easy to wear clothes for themselves and others. Students will learn to create their own pattern, develop mood boards, and use commercial

patterns to produce clothing items. 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, using the design process, interpreting commercial patterns and simple construction techniques.

## **Year 10 Electives**

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

#### **Prerequisite: none**

This course explores delicious foods from countries and cultures all over the world, you will gain an understanding of the importance of Global Food Equity through exploring lower and more economically developed countries and grow an appreciation of other cultures.

Skills to be learned include food preparation skills, teamwork, cooking and serving a variety of foods.

### **Food and Celebrations: 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 appreciate the role food has in gift giving and celebrations by preparing suitable examples for each.

Skills to be learned include food preparation skills, teamwork, 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: 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: Semester 2**

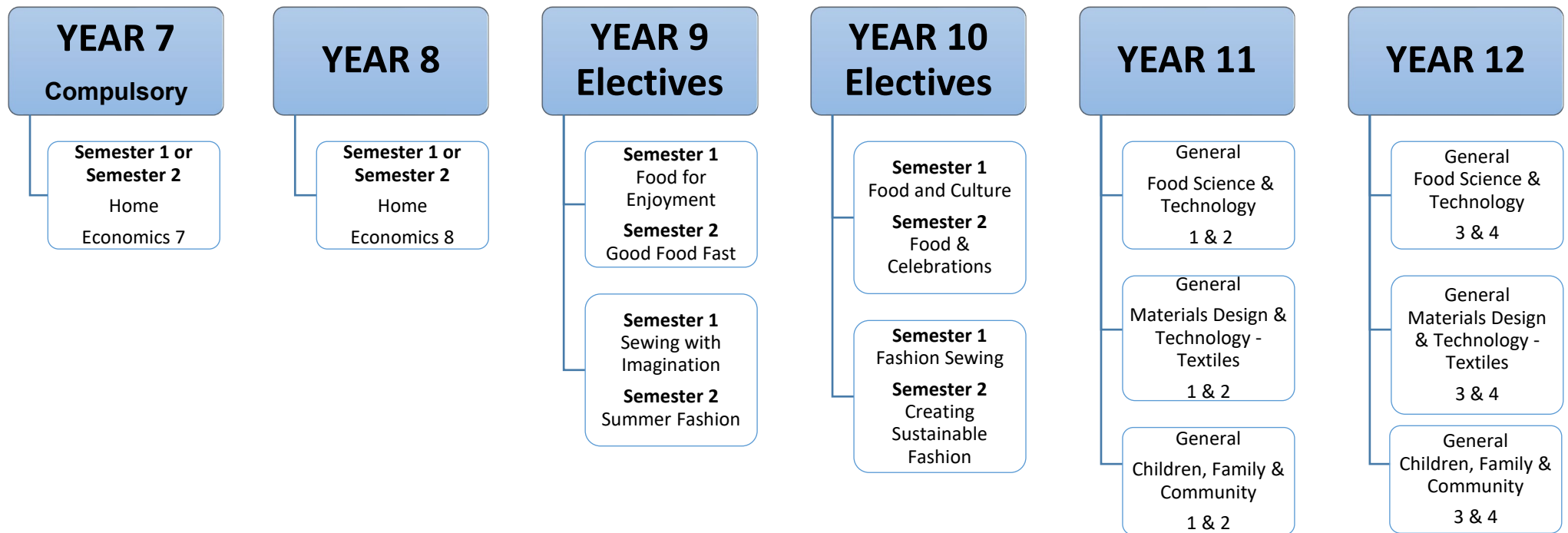
#### **Prerequisite: none**

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. 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: 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: Semester 1**

#### **Prerequisite: none**

This is an introductory robotics and automation course, designed to promote students' understanding, initiative, and skills in the field of robotics and its presence in society. Students will have the opportunity to solve problems and design solutions and work in a fun practical environment. Robots and automation are 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 can develop knowledge and skills in; electronics, mechanics, simple engineering, electrical circuits, and applied mathematics to solve student-centred open-ended tasks.

### **Robotics: 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 are the practical application of artificial intelligence, with rapidly growing importance for industrial, domestic, entertainment and military applications. This course will provide students with the opportunity to explore robotics by utilising Computer Aided Manufacturing. Students will 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.

### **Wood: 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, and manufactured boards. They will be encouraged to develop problem-solving techniques and design processes in a woodwork context, with emphasis on safe workshop practice.

### **Wood: 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 woodwork. Students will be given the opportunity to 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.

**Metal: 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 create designs and manufacture metal and mechanical projects using welding, machining, sheet metal, forging or fabrication techniques. Students will be able to develop skills using equipment such as oxy-acetylene welding, metal inert gas welding (MIG) and use a variety of machinery, including computer numerically controlled (CNC) Auto Laser.

**Metal: 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 use a variety of machinery, including computer numerically controlled (CNC) Auto Laser.

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

**Mechatronics: 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.

**Mechatronics: 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 and demonstrate initiative. They will undertake 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.

**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 woodwork context.

**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 woodwork 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.

**Metal: Semester 1****Prerequisite: none**

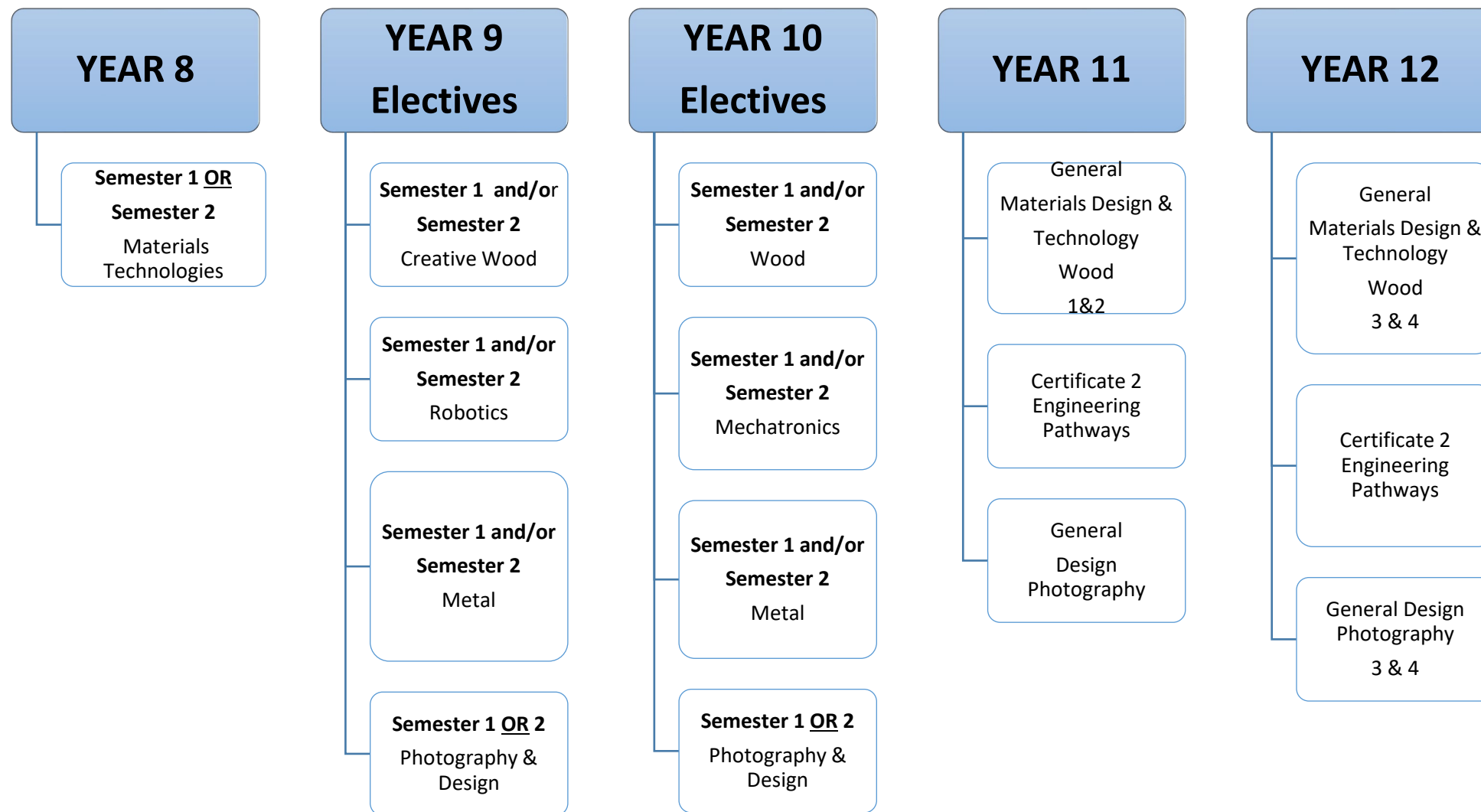
This is a practical course; students will be able to further demonstrate initiative and skills in metalwork. They will be encouraged to design and engineer practical solutions to solve realistic problems in a workshop environment. Students will be given a range of machining and fabrication tasks to assist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

**Metal: 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 applications. Students will have the opportunity to use automation in the manufacturing of components using a variety of 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 applications, including MIG and machining operations 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.

# DESIGN & TECHNOLOGY PATHWAYS TO SENIOR SCHOOL COURSES





# CARINE SHS ATAR YEAR 11 COURSE PREREQUISITES 2024

**LIST A Courses – RED LIST B Courses – BLUE**

**You can only select an ATAR course, UNIPREP or Cert IV if you have met the prerequisites**

\*Combined 10 General Math and Advanced Math Exam mark. ^ Students in Advanced classes have met the Applications Prerequisite.

ATAR COURSES	EXAM	PREREQUISITES
Dance ATAR	N/A	B Dance & B English
Drama ATAR	N/A	B Drama & B English
Economics ATAR	60	B HASS or 60 Economics exam & B Economics
English ATAR	65	B English
French: Second Language ATAR	70	B French
Geography ATAR	60	B HASS or 60 Geography exam & B Geography
Literature ATAR	70	B English and a love of reading
Modern History ATAR	60	B HASS or 60 History exam & B History
Music ATAR	N/A	B Music & B English
Politics and Law ATAR	60	B HASS or B Civics and Citizen & 60 exam
Visual Arts ATAR	N/A	B Art & B English
Accounting & Finance ATAR	55	C Math and B English
Biology ATAR	65	B Science or B Biological Science & 65 exam
Chemistry ATAR	70	B Science or B Chemical Science & 70 exam (Must be in Advanced 1 or 2 in Sem 2)
Computer Science ATAR	55	C Math and B English
Human Biology ATAR	65	B Science or B Biological Science & 65 exam
Mathematics Applications ATAR	55^	C Math
Mathematics Methods ATAR	75 *	B Math
Mathematics Specialist ATAR	85 *	A Math
Physics ATAR	70	B Science or B Physical Science & 70 exam (must be in Advanced 1 Sem 2)
Physical Education Studies ATAR	N/A	B PE & B Science Enrolled in Year 10 Sports Science
Psychology ATAR	65	B Science, B English and C Math

UNIVERSITY PREPARATION PATHWAY	EXAM	PREREQUISITES
ECU UNIPREP	55	C English and C Math

GENERAL COURSES	
Career and Enterprise General	Building and Construction
Children, Family and the Community General	Design (Dimension) General
Dance General	Food Science and Technology General
Drama General	Human Biology General
English General	Integrated Science General
Geography General	Materials Design & Technology (Textiles) General
Health Studies General	Materials Design & Technology (Wood) General
Modern History General	Mathematics Essential General
Music General	Outdoor Education General
Visual Arts General	Physical Education Studies General
	Psychology General

CERTIFICATES	DURATION	PREREQUISITES
Certificate II Workplace Skills ( <b>General Pathway</b> )	1-2 years	OLNA not achieved
Dual Qualification Program - Certificate II Workplace Skills (Year 11) and Certificate III in Business (Year 12)	1-2 years	OLNA Achieved
Certificate III in Music	2 years	n/a
Certificate II Outdoor Recreation	2 years	n/a
Certificate III in Sport Aquatics and Recreation	2 years	n/a
Certificate IV Business	2 years	B English & C Math or application process (online)
Certificate II Engineering Pathways	2 years	n/a
Certificate III in Information Technology	2 years	n/a
Certificate III in Screen and Media	2 years	n/a
Certificate III in Visual Arts (Photography)	2 years	C Year 9 or 10 Photography & Design
Certificate IV in preparation for Health and Nursing	2 years	C Math, C English & C Science, and application process