



CARINE SENIOR HIGH SCHOOL

Seeking Excellence in Education

2026

Lower School Course Handbook Years 7 to 10



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

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GENERAL INFORMATION

This handbook has been prepared to provide parents and students with details of the courses being delivered in Years 7 to 10 in 2026. 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. Carine SHS data over subsequent years confirms that the best predictor of a student's success in a course is through meeting course pre-requisites. Year 9 NAPLAN achievement is also a guide for identifying a student's suitability for an academic 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).

The 2026 prerequisites are detailed on page 58 of this Handbook, they are provided to help students entering Year 10 understand the required level of performance to be successful, for 2026 Year 11 courses.

Course selection instructions vary with each year group and are outlined on the relevant Year group's online course selection forms (SSO). 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 2026 must do this formally in writing to Teacher in Charge, Matthew Barker.

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

LEARNING SUPPORT AND INCLUSION CENTRE

The Carine Senior High School Learning Support and Inclusion Centre (LSIC) is located on the ground floor of E Block. The LSIC provides a range of support programs, including Literacy and Numeracy Support, for students who require additional assistance.

Available Support Programs

We offer various support options for students with additional learning needs, including the following **Lower School curriculum-support programs**:

Focus Programs

The Focus Program is designed to cater to students with different learning styles and varying levels of curriculum access. Led by passionate teachers, the program provides scaffolded, adapted, and differentiated learning activities and assessments. The goal is to help students progress to *at expected standard* achievement and beyond in the key learning areas of Mathematics, Humanities and Social Sciences (HASS), Science, and English. The integration of Direct Instruction (DI) is a key strategy in Year 7 Focus classes, providing explicit and structured teaching to accelerate reading.

Core English and Maths

Students requiring additional support may be offered Core Mathematics (Years 7–9) and/or Core English (Years 9–10) in small groups of no more than 16 students. These smaller class sizes allow for greater flexibility in teaching approaches.

- Students undergo extensive testing before and during the program to ensure accurate placement.
- Documented Plans outline specific focus skills for students who need targeted support.
- Some students may require longer-term support, while others participate short-term to “catch up” before transitioning back to mainstream classes.
- Programs align with the General courses in each Learning Area to ensure continuity.

Extra Literacy and Numeracy Programs

These Year 7–10 courses provide two additional classes per week for students needing further support in literacy or numeracy.

- Selection for Years 7 and 8 is based on Program Placement Testing results, Primary School grades, and NAPLAN results. These courses replace French.
- Students receive targeted instruction and practice to strengthen key literacy and numeracy skills.
- In Years 9 and 10, Extra Literacy and Extra Numeracy are available as electives, particularly for students needing support to achieve Category 3 in OLNA.

Additional Learning Support

Education Assistants

Education Assistants work alongside teachers to support group work and individual learning in the classroom.

- They assist multiple students rather than being assigned to one individual, helping foster independence among all learners.
- This collaborative approach allows both teachers and education assistants to extend student learning across different ability levels.

Support for Students with Individual Needs

Some students qualify for additional school-based support funding through the Department of Education’s Disability Resourcing System (DRS).

- Funding levels (ranging from Level 1 to Level 3) determine the allocation of Education Assistants in classrooms.
- Teachers can access Learning Assistance Plans (LAPs) via Compass, which provide guidance on classroom accommodations and reasonable adjustments for students with additional needs.

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

What is our Focus Program?

Focus is a dedicated learning program that recognises students have varying needs regarding their preferred learning style and ability to access the curriculum. Our Focus program is run by passionate teachers who can scaffold, adapt, and differentiate learning activities and assessments, based on the curriculum so that all students can experience success as they progress to ‘at expected standard’ achievement and beyond in the main learning areas of HASS, Science, and English.

Benefits of being a part of the Focus Program include:

- Smaller class sizes.
- Dedicated Education Assistant support.
- Differentiated and flexible assessment schedule to meet student needs:
Students may not always complete the same Common Assessment Tasks as the General courses. Focus assessments include detailed marking rubrics that highlight skills and progress demonstrated within the task. Assessments may include a 1-5 Focus Progress scale rather than a percentage mark/grade, so students are motivated by recognition of progress. Students achieving a 5 will have demonstrated ability ‘at or above the expected standard’ (C-Grade or higher) for their year level. At the end of Semester 1 and Semester 2, students will receive a Learning Area Grade and a Focus Course Mark on their reports.
- Involvement in a direct instruction program, during Year 7, called *SRA Decoding*. This program is delivered three times a week utilising one hour each from HASS, Science, and English.

The benefit from this direct instruction reading program is most likely a significant improvement in reading ability as has been demonstrated in comprehensive research about direct instruction. It is expected that this will in turn facilitate improved reading ability, improving results and accessibility across all courses.

GIFTED AND TALENTED PROGRAM

About the Program

Established in 2020, Carine Senior High School is proud to be one of sixteen Western Australian public secondary schools offering a Department of Education–approved Selective Academic Program for Gifted and Talented (GAT) students. Our 2026 intake marks the seventh cohort of Year 7 students, building on the success of our program, including the graduation of our inaugural Year 12 GAT cohort in 2025.

The GAT Program provides an academically rigorous learning environment that is intellectually stimulating and designed to motivate high-ability students to extend their knowledge, skills, and understanding. It prepares students for success in Senior School and beyond, encouraging lifelong learning and personal growth. In addition to academic excellence, the program places strong emphasis on student wellbeing—supporting each learner’s social and emotional development through targeted pastoral care, mentoring, and enrichment opportunities.

Students follow the Western Australian Curriculum in English, Mathematics, Science, and Humanities and Social Sciences, enriched through a differentiated curriculum designed to develop inquiry, critical and analytical thinking, problem-solving, creativity, and communication skills. GAT students in Years 7 to 10 also participate in the full range of curriculum offerings, including Health and Physical Education, French, the Visual and Performing Arts, and Technologies.

Program Entry and Selection

Placement in the GAT Program is determined by student performance on the competitive Academic Selective Entrance Test (ASET), administered centrally by the Department of Education’s Gifted and Talented Selection Unit.

Key dates, including test registration and information evenings, are published on the Department’s website: <https://www.education.wa.edu.au/gifted-and-talented>

An annual information evening is hosted at Carine SHS in October for parents of Year 5 students, led by Principal Consultants from the Department’s Gifted and Talented Selection Unit.

Students sit the ASET in Year 6, typically across November to January. Those not selected for Year 7 may have an opportunity to enter the program at Year 9, should vacancies occur. Entry for the Year 9 intake also requires registration and testing through the Department’s website.

In Senior School, students transition into mainstream ATAR or General courses but continue to benefit from program support, extension opportunities, and enrichment 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 Principal Lower School, GAT Program Co-ordinator and the relevant Head of Learning Areas. Extensive curriculum enrichment is led by the Learning Area GAT Coordinators, ensuring ongoing depth and breadth within the program.

Raya Sara Associate Principal Lower School, Line Management of GAT Program

Natalie Dowd Gifted and Talented Program Coordinator, Academic Performance Manager Year 9 and 10

Curriculum, Assessment and Reporting

GAT students are assessed and reported on in accordance with the requirements of the School Curriculum and Standards Authority (SCSA) and the Department of Education’s Assessment, Teaching and Reporting Policy. Assessment tasks may be differentiated where appropriate to extend and challenge Gifted and Talented learners.

ACADEMIC EXTENSION PROGRAMS

About the Program

The Academic Extension (AE) 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 2026

COURSE	YEAR 7	YEAR 8	YEAR 9	YEAR 10
FRENCH	2 classes	2 classes	elective	elective
ENGLISH	2 classes	2 classes	2 classes	2 classes
HASS	2 classes	2 classes	2 classes	2 classes
MATHS	2 classes	2 classes	2 classes	2 classes
SCIENCE	2 classes	2 classes	2 classes	2 classes

Program Entry and Selection

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 discuss a more appropriate pathway. Students or parents may also request a change from Academic Extension at any time.

The Academic Extension Program is delivered with increased complexity and speed of delivery, so it must be understood that many students will not suit this style of delivery and will still achieve excellent results in other classes.

The AE 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 participate.

Incoming Year 7 AE students will be decided on using the triangulation of data from Year 6 Program Placement Testing, Year 6 grades and NAPLAN results. End of year student academic ranking will determine suitability for Year 8 and Year 9 AE considerations.

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.

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 primary school grades and 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.

Raya Sara	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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ENGLISH

The study of English develops students' skills in listening, speaking, reading, viewing, and writing with purpose, effect, understanding, and critical awareness. Students engage with a wide range of contexts and texts, while also developing an understanding of how language varies. They gain an improved grasp of the conventions of Standard Australian English and the ability to apply them confidently.

The course aligns with the Western Australian Curriculum, which is organised into three interrelated strands:

- **Language:** Knowing about the English language
- **Literature:** Understanding, appreciating, responding to, analysing, and creating literature
- **Literacy:** Expanding the repertoire of English usage

The key learning outcomes for English are:

- Speaking and listening
- Reading and viewing
- Writing

To support each student in achieving these outcomes, the English curriculum offers a variety of learning activities that make use of diverse and engaging texts. Students develop skills in comprehending and composing texts that reflect an understanding of key English concepts, genre conventions, and the structures of the English language.

Gifted and Talented Program

Students in the Gifted and Talented Program continue their enriched learning across all MESH subjects. In English, they engage in complex and conceptually demanding tasks that emphasise critical thinking, intertextual analysis, and philosophical inquiry. These students are selected externally through Department of Education testing and follow a specialised program in Mathematics, English, Science, and Humanities.

Academic Extension

Academic Extension classes follow the Western Australian Curriculum at an accelerated pace and with greater complexity. Students participate in enrichment activities, competitions, and extended tasks. Success in these classes requires a strong passion for reading and the ability to articulate ideas effectively in both speaking and writing. Students must be highly committed and capable of managing a fast-paced program with higher cognitive demands. This course develops the skills necessary for success in ATAR English and Literature. Program entry and selection details can be found on page 8.

Advanced English

The Advanced English course is designed for students who are high achieving within the cohort. Lessons are delivered with increased challenge and pace. Ongoing placement in this pathway depends on sustained academic performance. This course prepares students for ATAR English and Literature, as well as all non-ATAR English courses in Year 11.

General English

General English follows the Western Australian Curriculum and is suitable for students with sound English skills. It provides a solid foundation for students planning to undertake either ATAR or non-ATAR English courses in Year 11.

Focus and Core English

Focus and Core English classes follow the Western Australian Curriculum through a dedicated learning program that recognises students have varying needs in terms of learning styles and curriculum access. These classes deliver less complex content and place a strong emphasis on developing foundational literacy skills. Class sizes are smaller to enable more one-on-one support, with a focus on functional literacy. Placement in these programs is based on a student's previous performance in English and an identified need for explicit literacy support.

Year 10 Focus or Core English will prepare students for Year 11 General English. Students in Year 10 Focus/Core will **not** meet the prerequisites for ATAR English courses.

Year 7 Electives

Prerequisite: Invitation though Placement Testing

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

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

Extra Literacy classes provide additional and targeted literacy development support in the important year students begin their high school journey. The Year 7 Extra Literacy Program selection process begins when the students are in Year 6 and involves the collection and evaluation of data and information from Year 6 teachers. Identified students are invited to participate through a letter sent home to parents/guardians and participation in this program is voluntary, conditional on parental consent. Students recommended for Extra Literacy 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 OLNA component in particular. It is recommended for any student who is not confident of achieving Band 8 in Reading and Writing in their Year 9 NAPLAN. Skill building is the focus in Term 1. Students who may not have been invited to study Extra Literacy in Years 7 and 8 are eligible to choose this elective.

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

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

Year 10 Electives

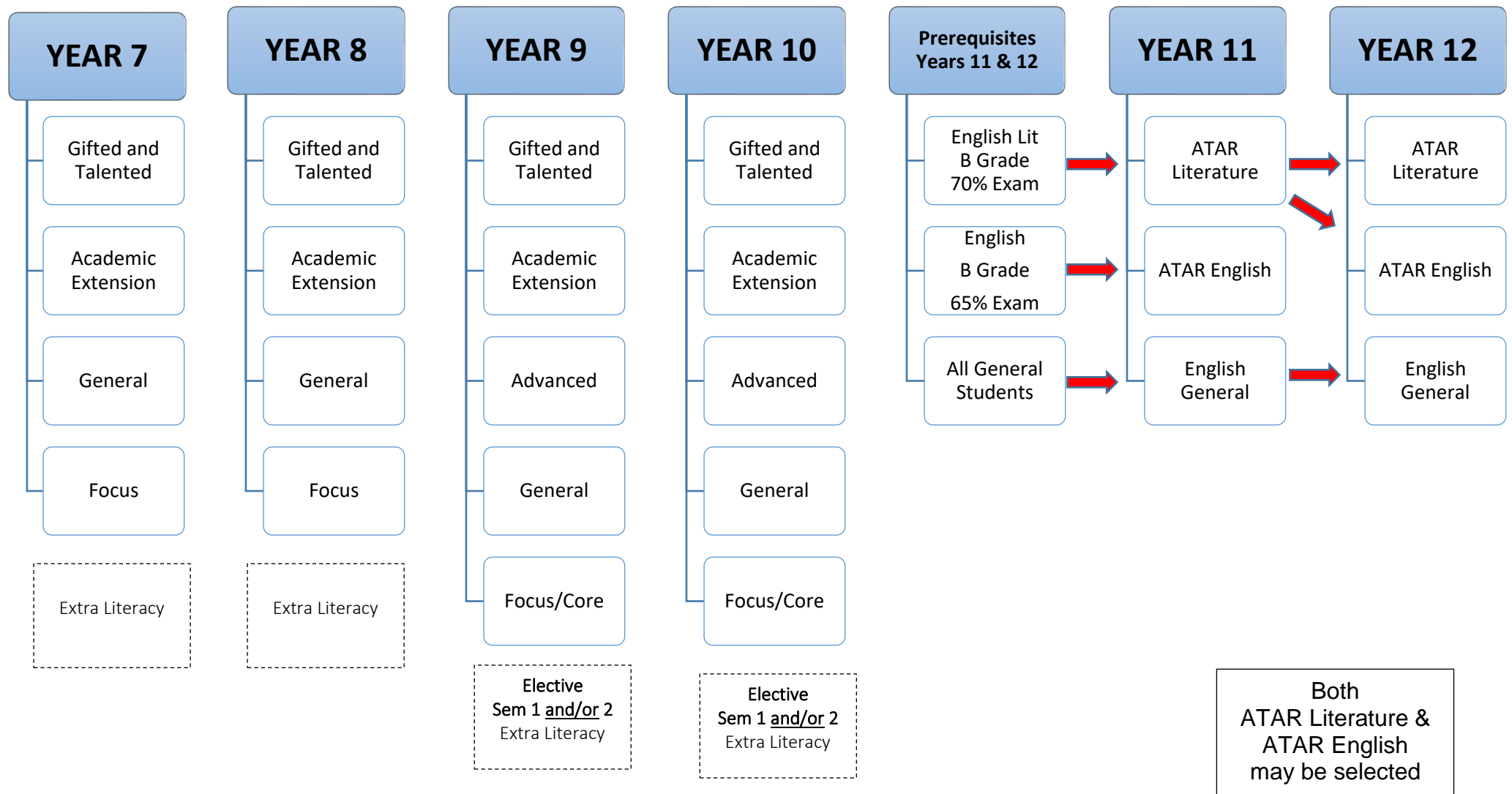
Extra Literacy: Semester 1 and Extra Literacy: Semester 2

Prerequisite: none

This elective is highly recommended for any student who has not pre-qualified through Year 9 NAPLAN Reading and/or Writing and will therefore be 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.

ENGLISH

PATHWAYS TO SENIOR SCHOOL COURSES



HEALTH AND PHYSICAL EDUCATION

Health and Physical Education enables students to develop the knowledge, skills and understandings to positively influence the health and wellbeing of themselves, and their communities. In a rapidly changing world, it is critical for every young Australian to grow and thrive as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to health issues and challenges, and to participate and evolving physical activity options.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts, and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance. They build resilience and perseverance as they develop new skills and engage in movement challenges.

In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups, and communities. Students develop the understanding and skills to challenge bullying, bias, discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent, and respect in different activity and social contexts.

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

Year 7

Year 7 Physical Education

Students continue to develop and refine movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to a range of physical activities. They have opportunities to analyse their performance using feedback to improve body control and coordination. They learn about the types of activities that enhance aspects of fitness and wellbeing. The application of fair play and ethical behaviour continues to be a focus for students as they consider how communication skills can assist with improving group cohesion.

Year 7 Health Education

In Year 7, students develop strategies to manage the physical, emotional and social changes associated with transitions and puberty. They learn how to make decisions and take positive action to promote their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices. Students develop effective communication skills when consent is required to be given or denied.

Year 8

Year 8 Physical Education

Students continue to broaden their repertoire of movement skills and knowledge of tactical thinking and apply these to an expanding array of physical activity contexts. They build on skills to analyse performance and describe the impact of regular participation on health, fitness and wellbeing. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play and contribute to positive team cohesion.

Year 8 Health Education

In Year 8, students develop skills and strategies to promote health, safety and wellbeing, including assertive responses and refusal skills, and apply them to a range of situations, including 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 movement skills. They explore ways to evaluate performances, through analysis of skills and movement, and measure a number of the body's responses to physical activities. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success. 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, students take into consideration the influence of external factors on their ability to make safe and informed choices, which may impact their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships, with a focus on skills that promote positive interactions and resolving conflict. Students examine effective strategies that may be implemented in situations where the giving or denying of consent is required.

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 must have participated in the swimming unit of work in Year 8 Physical Education.

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 can be selected to participate in a day trip to Rottneest at the end of the year based on behaviour and performance throughout the semester.

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

***Surfing and Fitness: Semester 1 and/or Semester 2**

Prerequisite: as above and students must have participated in the swimming unit of work in Year 8 Physical Education.

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. Some of these activities will be school based.

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 Semester 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 Semester 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 2026. 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 2026 elective course selections, you were made aware that the high cost electives of Surfing & Fitness and/or Outdoor Education were optional and a **Confirmation Charge would be required by Friday 28 November 2025.**

Year 10

Year 10 Physical Education

In continuing to improve performance, students transfer learned movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve performance and critically evaluate movement responses based on the outcome of previous performances. Students create plans to enhance or maintain levels of lifelong physical activity to improve fitness, health and wellbeing. They investigate skills, such as leadership and apply these to motivate participation and contribute to effective team relationships and performance. Students are also provided with opportunities to apply fair play and ethical behaviour to influence the outcome of physical activities.

Year 10 Health Education

In Year 10, students develop health literacy skills to evaluate health information and messages in the media and evaluate their impact on personal identity and the health of the broader community. They continue to develop and refine communication techniques to enhance interactions with others, including situations where the giving or denying of consent is required. Students develop skills and strategies to promote respectful relationships, and an understanding of how emotional responses impact relationships.

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 and students must have participated in the swimming unit of work in Year 9 Physical Education.

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, body boarding, rock climbing/abseiling, canoeing and camp cooking skills.

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

***Surfing & Fitness: Semester 1 and/or Semester 2**

Prerequisite: as above and students must have participated in the swimming unit of work in Year 9 Physical Education.

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. Some of these activities will be school based.

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

Physical Recreation: Semester 1 and/or Semester 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, frisbee golf, pickle ball 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 Semester 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 act, to strengthen their sense of personal identity and autonomy.

#Girls Healthy Lifestyle and Leadership: Semester 1 and/or Semester 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

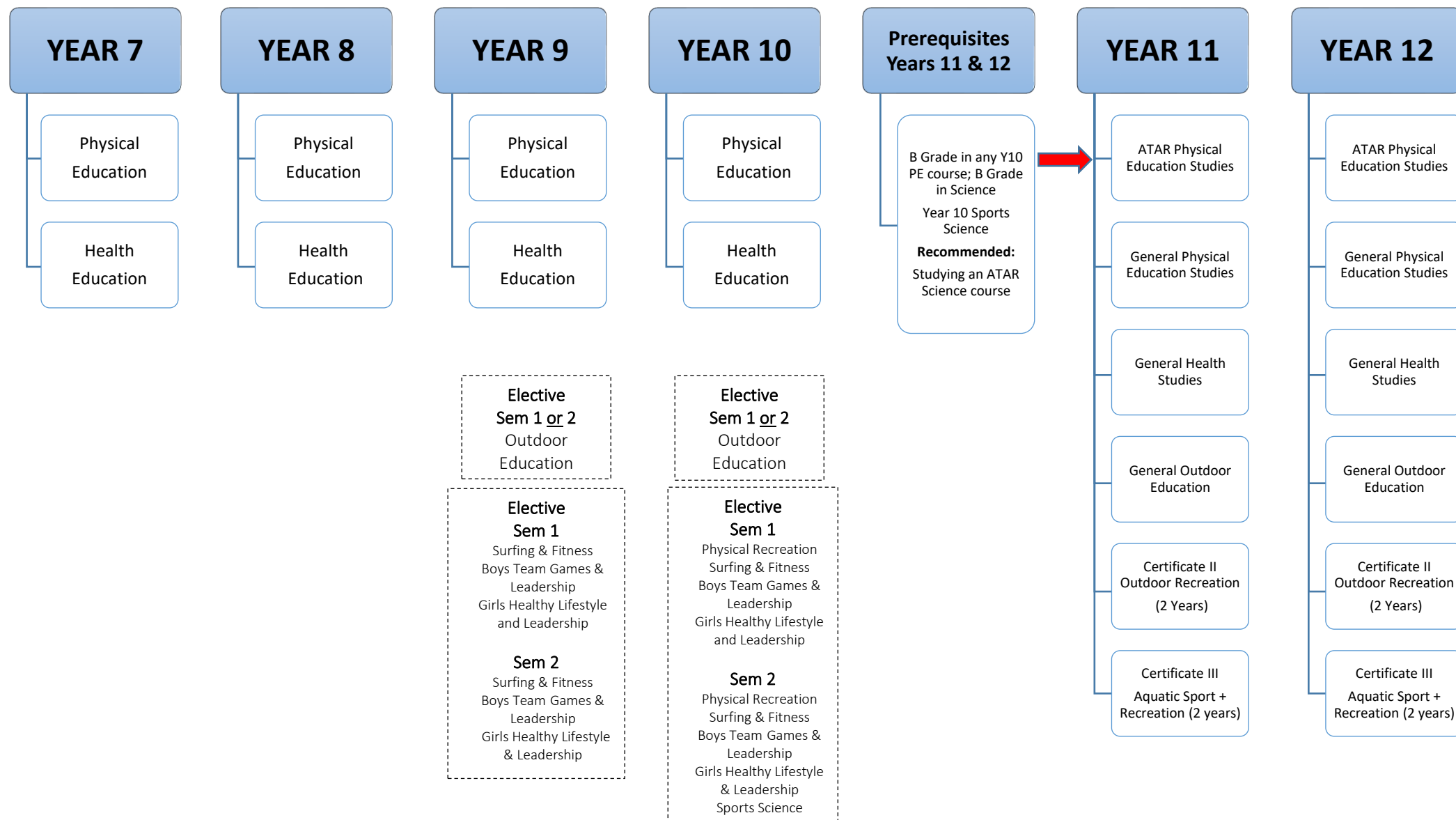
Prerequisite: none

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 2026. 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 2026 elective course selections, you were made aware that the high cost electives of Surfing & Fitness, Physical Recreation and/or Outdoor Education were optional and a Confirmation Charge would be required by Friday 28 November 2025.

#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.

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 also explore how First Nations perspectives are reflected in our democratic practices.

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 in regional and global contexts. They inquire into the values and practices that enable a resilient democracy to be sustained.

2. Economics and Business

Year 7

An understanding of the concepts making choices and allocation is developed through a focus on the interdependence of participants in the economy, the characteristics of successful businesses, including how entrepreneurial behaviour contributes to business success. 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. Students study the world of work, including how and why people work and consider ways to manage their personal financial choices. 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 ways individuals can practise personal financial safety are also 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, and the role of ethical decision-making in production and consumption.

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 scarce 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 and significance. 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 with a focus on Deep Time History of Australia as well as Ancient Rome.

Year 8

.... Of medieval Europe and the Industrial Revolution. They consider how societies changed, what key beliefs and values emerged and the causes and effects of contact between societies in these periods.

Year 9

....Of Australian history (1750-1914) and World War 1. They consider how new and changing ideas contributed to change in this period and the various people who lived through them.

Year 10

....Of World War II and the Australian civil rights movement, focusing on the significant events that shaped them, changing roles and experiences of people who lived through them.

Year 9 Electives

Archaeology: Semester 1

Prerequisite: 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.

Philosophy and Ethics: Semester 2

Prerequisite: none

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

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

Year 10 Electives

Learning to Lawyer: Semester 1

Prerequisite: none

Are you good at winning an argument? Have you ever watched 'Suits' and imagined yourself standing up in court fighting for someone's rights In this unit students will be introduced to some basic legal knowledge, learn the craft of legal advocacy and get to prepare and participate in the Interschool Mock Trial competition. This course and the mock trial competition is a fun and hands-on way to learn about the WA's legal system and how court cases run. It also help students increase self-confidence as well as build skills in public speaking and communication, problem solving, critical thinking and how to work well in a team.

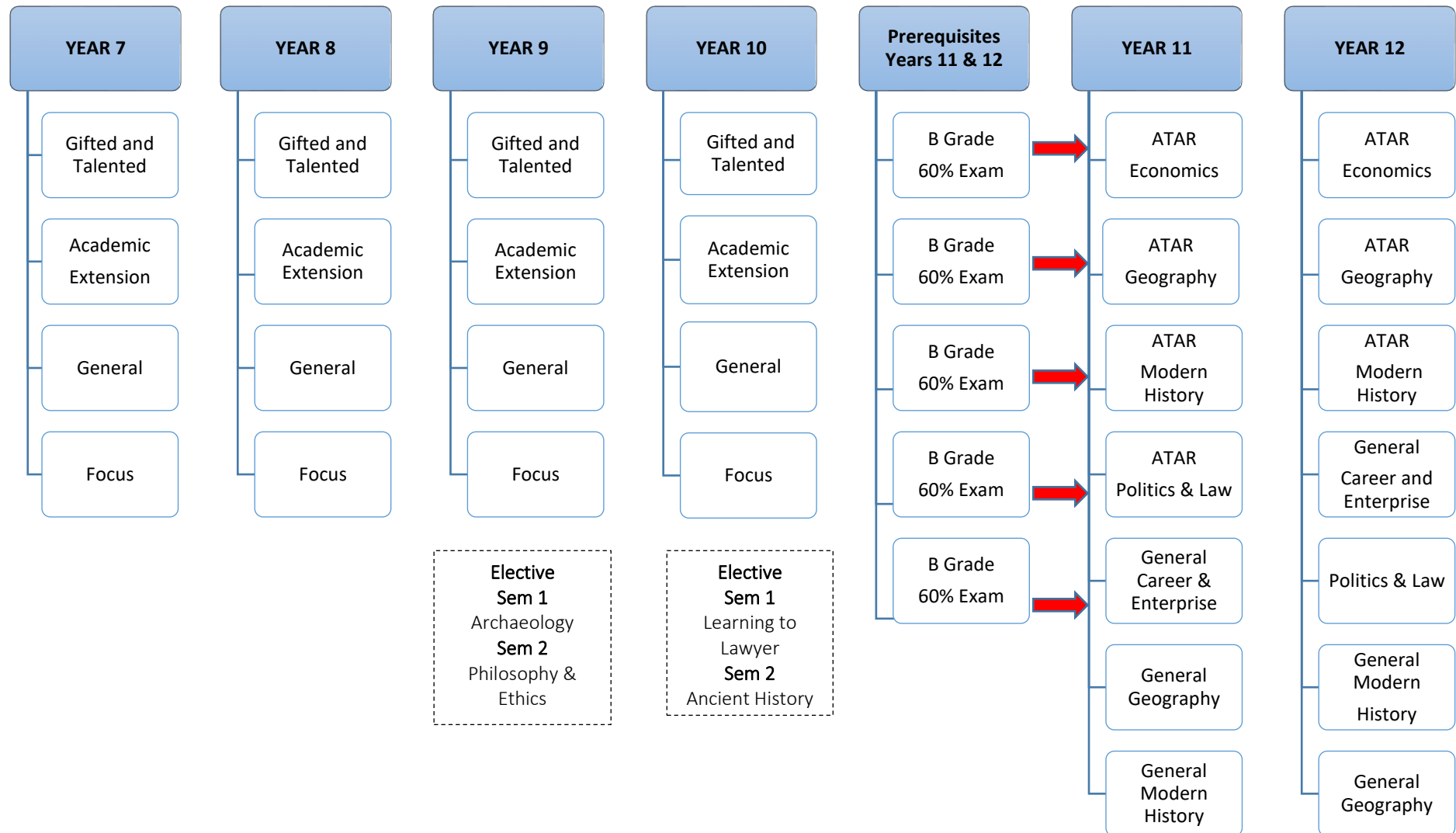
Ancient History: Semester 2

Prerequisite: none

Heroes and Villains

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 while broadening their cultural knowledge.

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

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 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 year 7 French 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.

Topic: My personal experiences

- **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 events (Australia Day, le 14 juillet, Easter, Halloween, Christmas etc.).
- **On va partir ou partirait en vacances** (we are going or would go on holiday) – Describe your future holiday and your dream holiday.

Topic: My personal world

- **La routine quotidienne** (daily routine) – Describing a routine including what the person usually does (activities) and eats (food and drinks).
- **Mes plans pour l'avenir** (future plans) – Discussing what you are going to do after school, on the weekend, on holiday

Year 10 Elective

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

Semester 1 and 2 (must be selected together)

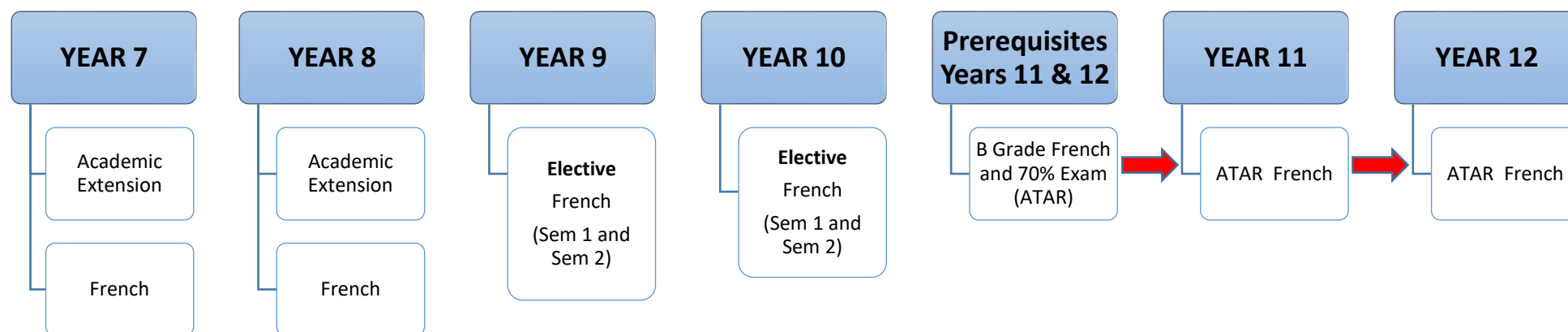
Prerequisite: Year 9 French

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, present and future tenses.

The Semester 1 topic is **The World around me**. Students consolidate their linguistic competency in French. They learn how to communicate further in the past and present tenses, exploring topics such as health, fitness and how to promote the awareness of wellbeing issues for teenagers. Students will have the opportunity to explore further the cultural differences between Australia and France in terms of the environment.

The Semester 2 topic is **My World**. Students will be discussing their future studies, the benefits of learning a language other than English and the opportunity to consider the topics of part-time jobs and work placements for students.

LANGUAGE PATHWAYS TO SENIOR SCHOOL COURSES



MATHEMATICS

The Western Australian Mathematics Curriculum is organised into three interrelated content strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

These strands describe the essential knowledge, skills and understandings that students build over time. Mathematics learning encourages students to explore relationships, represent problems, apply strategies, and reason logically to find solutions. Learning is structured to support a clear progression from year to year, while promoting confident, competent and critical mathematical thinking.

In Year 7, students are placed into courses according to their ability, based on results from previous years, or information such as NAPLAN results, Primary School placement testing and teacher recommendations. Year 7-10 placement is determined by previous and current academic results. Courses offered have varying levels of complexity and support: Academic Extension, Advanced, General, Core, and Focus.

This structure allows for appropriate differentiation and ensures students are working at a level suited to their needs and future pathways. All courses follow the WA Curriculum.

Academic Extension classes follow the WA Curriculum at an accelerated pace and with increased complexity. These students participate in enrichment activities, competitions, and extended tasks. Success in these classes requires additional work outside of school to maintain pace and depth. Students need to be highly committed and capable of managing a fast-paced program with higher cognitive demands. Program entry and selection details can be found on page 8.

Advanced classes follow the WA Curriculum and cater to students who are high achieving within the cohort. These students also work with increased challenge and pace in their lessons. The program is structured to suit students who perform well in structured classroom environments, with the expectation of some independent consolidation at home. Ongoing placement depends on sustained academic performance.

General Mathematics classes follow the WA Curriculum, it builds on core knowledge and develops problem-solving, reasoning, and analytical skills in practical and real-world contexts. This course is suitable for students with sound mathematical understanding. In Year 10, the curriculum delivered builds on prior learning and supports transition into Year 11 Mathematics Essentials (General) or the ATAR Mathematics courses: Applications, Methods, and Specialist.

The Core and Focus classes follow a dedicated learning program that recognises students have varying needs regarding their learning style and ability to access the curriculum. The students in the Core and Focus Mathematics course follow the Mathematics WA Curriculum but with the delivery of less complex content, focusing on core foundational 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 performance, indicating the need for explicit numeracy support. Placement in Year 10 Focus and Core can have implications for Senior School pathways that require a Maths Exam results.

Students in the **Gifted and Talented Program** continue their enriched program across all MESH subjects. In Mathematics, this may include content from the Specialised Mathematics elective.

Students in the Gifted and Talented Program are selected externally through Department of Education testing. These students follow a specialised program across Mathematics, English, Science, and Humanities.

Year 7 and Year 8 Elective

The **Year 7 Extra Numeracy** program is offered by invitation to students identified as needing additional support based on NAPLAN data, placement tests and primary school information. Participation is optional. Students in this program receive explicit instruction in core skills to support their development and improve readiness for future numeracy assessments. Extra Numeracy replaces French for participating students. Students are not able to be in both Extra Numeracy and Extra Literacy.

Students enrolled in Year 7 Extra Numeracy continue in this program throughout Year 8. The Year 8 program reinforces key concepts from the Year 7 course and further develops the skills needed to meet Year 8 expectations and prepare for NAPLAN 9. This is a two-year support commitment.

Year 9 Elective

Extra Numeracy: Semester 1 and/or Semester 2

Prerequisite: none

The requirement to pass the Online Literacy and Numeracy Assessment (OLNA) to be eligible to achieve a Western Australian Certificate of Education (WACE), has highlighted the need for students to develop mathematical skills needed for the workforce. This course is designed to improve those skills while supporting 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 Elective

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 mathematical skills, reinforce areas of need and strengthen their understanding of the Year 10 Mathematics curriculum. The course also helps to prepare students for OLNA and Year 11 Essential Mathematics. This elective is highly recommended for any student who does not achieve a satisfactory level in Year 9 NAPLAN Numeracy and is 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: Semester 1 and/or Semester 2

Prerequisite: none

This elective is designed to challenge students who are preparing for ATAR Specialist and/or Methods with a focus on Year 11 and Year 12 concepts.

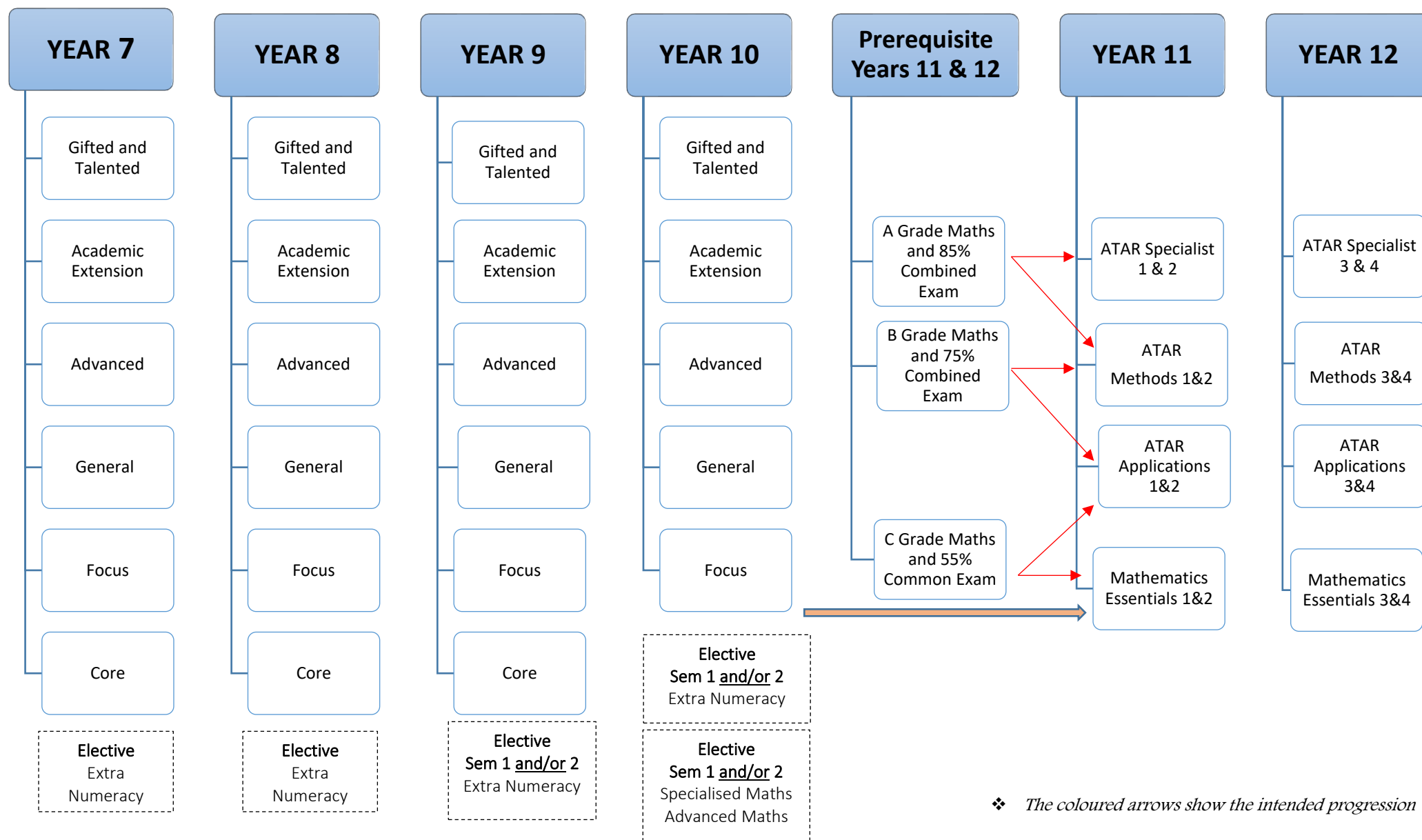
Advanced Maths: Semester 1 and/or Semester 2

Prerequisite: none

This elective is designed to prepare students for ATAR Methods with a focus on more complex Year 10 concepts. The course supports the WA 10A Mathematics Curriculum. Students will explore more complex concepts to build confidence and readiness for Year 11 Methods.

MATHEMATICS

PATHWAYS TO SENIOR SCHOOL COURSES



SCIENCE

The Western Australian Science Curriculum has three interrelated strands:

- *Science Understanding*
- *Science as a Human Endeavour*
- *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. 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 Science Understanding strand comprises four sub-strands:

- Biological science
- Chemical sciences
- Earth and Space sciences
- Physical sciences

Students are placed into courses according to their ability, based on results from previous years or information such as NAPLAN results, Primary School placement testing and teacher recommendations. Courses offered have varying levels of complexity and support: Academic Extension, General, and Focus.

This structure allows for appropriate differentiation and ensures students are working at a level suited to their needs and future pathways.

Students in the **Gifted and Talented Program** continue their enriched program across all MESH subjects. Students in the Gifted and Talented Program are selected externally through Department of Education testing. These students follow a specialised program across Mathematics, English, Science, and Humanities.

Academic Extension classes follow the WA Curriculum at an accelerated pace and with increased complexity. These students participate in enrichment activities, competitions, and extended tasks. Success in these classes requires additional work outside of school to maintain pace and depth. Students need to be highly committed and capable of managing a fast-paced program with higher cognitive demands. Program entry and selection details can be found on page 8.

The **Advanced** course is offered to recommended students in Year 10 and caters to students who are high achieving within the cohort. These students work with increased challenge and pace in their lessons. Ongoing placement depends on sustained academic performance. The Advanced pathway prepares Year 10 students for ATAR Physics, Chemistry, Biology, Human Biology, and Psychology, along with all Non-ATAR Science courses in Year 11.

The **General Science** course follows the WA Curriculum, and is suitable for students with sound Science understanding. This course is available for students in Year 7 – 10. In Year 10, General Science lays a solid foundation for students aiming to undertake ATAR or Non-ATAR Science courses in Year 11.

Focus classes follow a dedicated learning program that recognises students have varying needs regarding their learning style and ability to access the curriculum. The students in the Focus Science course follow the Science WA Curriculum but with the delivery of less complex content, focusing on core foundational skills. Class sizes are kept smaller, so teachers can provide more one on one assistance to students. Selection in these programs is based on historic science performance, indicating the need for extra support.

The Year 10 Focus course will prepare students for General Human Biology, Science in Practice and General Psychology in Senior School, as well as provide our students with engaging and relevant scientific knowledge and experience. Students in Year 10 Focus Science will **not** meet the requirements for ATAR Science Courses.

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

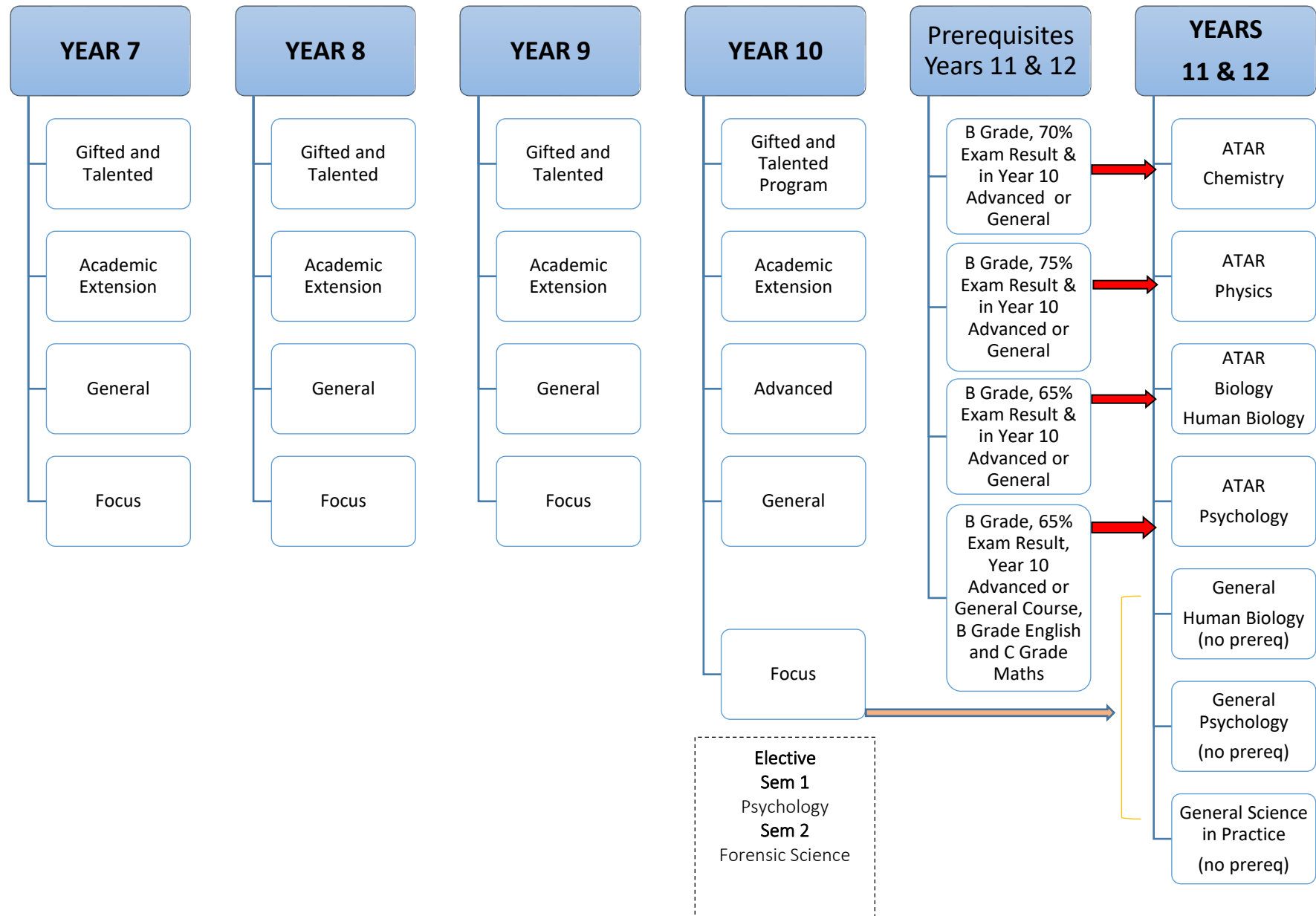
Forensic scientists play a vital role in criminal investigations. They are usually among the first people at a crime scene and the evidence they collect often takes centre stage in the courtroom. In this elective you will learn a range of techniques used in forensics and the scientific concepts and skills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

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, body language and dance choreography in performance. They will record what they learn, evaluate their strengths and where they can improve, respond to each other's group work and record their feedback. They will also listen to music and view performances to interpret meaning and will have an opportunity to perform to a peer audience

Visual Arts

Students will create detailed and intricate 2D and 3D artworks. These will be inspired by drawings completed from life and then developed into either paintings, sculptures or prints, on themes such as food and 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.

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 20 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 Hip Hop and Contemporary, performance of a routine and how to choreograph their own dance work.

Drama

In Year 8, Drama students will be given opportunities to plan, create and present to their peers 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 and scripted performances 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 20 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 9-1 (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 9-2 (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. Contemporary and Hip-Hop dance technique; improved physical competencies i.e. flexibility, fitness, strength, performance qualities; theatre etiquette, choreographic skills and knowledge of dance in our society.

Drama 9-1 (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 and characterisation. Students will create drama works to perform to a peer audience. They will also demonstrate understanding of drama techniques and conventions through responding to relevant and thoughtful reflections.

Drama 9-2 (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 and character development. Students will create drama works to perform to a peer audience. They will also demonstrate understanding of drama techniques and conventions through responding to relevant and thoughtful reflections.

Music 9-1 (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 9-2 (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 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: 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 20 minute lessons on a rotating timetable once a week. The lessons will include vocal coaching and group song preparation, while developing vocal techniques and self-confidence. Some students will be invited to join the Senior Choir, which includes performances both in and out of school.

Art 9-1: Semester 1**Prerequisite: none**

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

Art 9-2: Semester 2**Prerequisite: none**

Students will explore exciting techniques to make their own impressions of 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 10-1 (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 10-2 (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.

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 10-1 (Youth Theatre and Beyond) Semester 1

Prerequisite: none

In Year 10, Drama students are given opportunities to develop their knowledge and skills to present purposeful drama for performance. Students explore presentational theatre styles through both scripted and devised drama. Students will develop skills in voice and movement, improvisation, creating form, devising character and developing impactful drama works. Students will have several opportunities to create performance pieces in class to present to a peer audience. Students will also demonstrate their understanding of drama techniques and processes through thoughtful responses and reflection.

Drama 10-2 (Exploring Theatre) Semester 2

Prerequisite: none

In Year 10, Drama students are given opportunities to develop their knowledge and skills to present purposeful drama for performance. Students explore presentational and representational theatre styles through both scripted and devised drama. Students will develop skills in voice and movement, playbuilding and devising. Students will explore drama works from styles and forms to rehearse and perform impactful drama works to a peer audience. Students will also demonstrate their understanding of drama techniques and processes through thoughtful responses and reflection.

Music 10-1 (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 10-2 (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 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: 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 20 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 10-1 (Extended Drawing and 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 10-2 (Mixed Media) Semester 2

Prerequisite: none

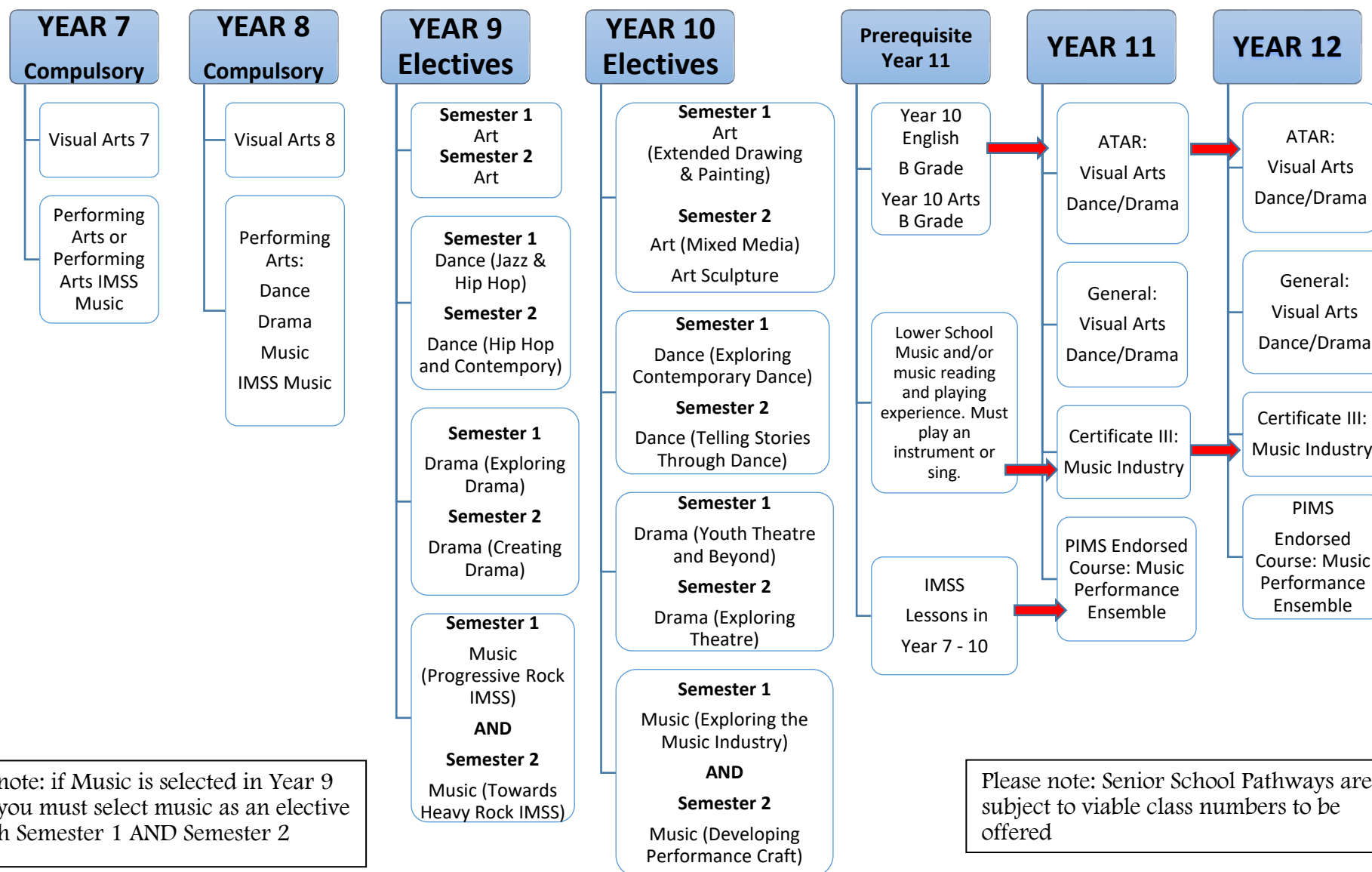
This course is designed for students who wish to extend their creativity and skills through multimedia materials to create an intricate artwork. **This** extended **piece** could incorporate oil painting with drawing and/or layers of Perspex and wood panel. Students will have the chance to develop as 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 10-2: 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

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

Year 9 Electives

Small Business 9-1: Semester 1

Prerequisite: none

Explore what makes a business tick—from marketing and money to teamwork and tech. You'll get hands-on with real-world skills like budgeting, branding, and planning, and even design your own mini business. Whether you dream of running your own company or just want to understand how the world of work operates, this course is your first step into the world of business.

Small Business 9-2: Semester 2

Prerequisite: none

Get ready to roll up your sleeves and bring business to life! Small Business in Action is a hands-on course where you don't just learn about business—you run one. Explore how businesses are born, marketed, and managed. Work in teams to plan, promote, and operate your small business venture. Along the way, you'll build confidence, creativity, and skills that count in any career.

Year 10 Electives

Finance 10-1 (Finance 4 Life): Semester 1

Prerequisite: none

This is your go-to guide for making smart financial choices now and in the future. From budgeting your first pay slip to understanding how loans, tax, and savings really work, this course puts you in control of your financial future. Whether you're saving for your first car or just want to make your money go further, you'll walk away with practical skills you can use for life.

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

Finance 10-2 (Future Finance and Innovation): Semester 2

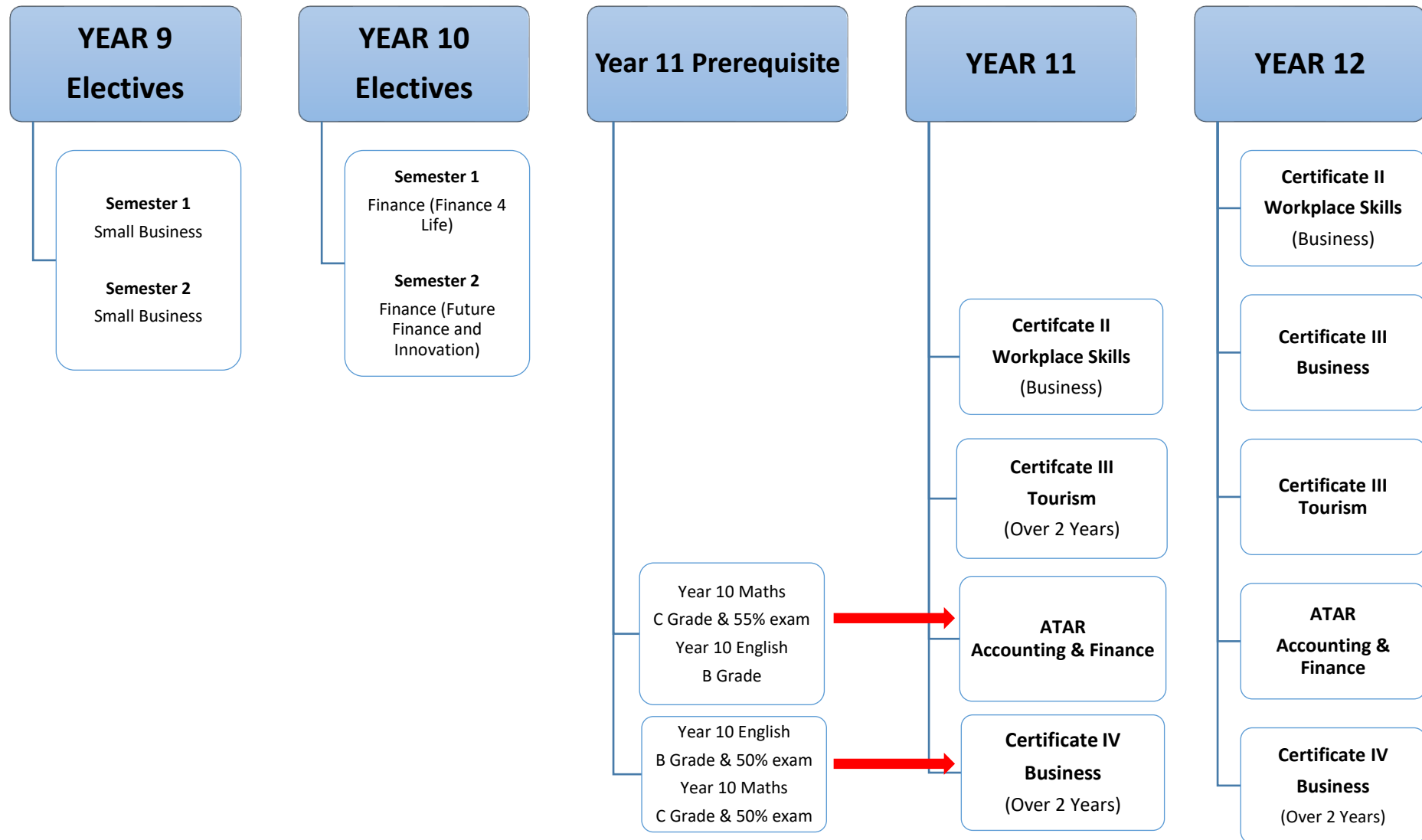
Prerequisite: none

Blend accounting skills, financial literacy, entrepreneurship, and emerging technologies to help you thrive in a changing world. Learn how to manage money, track business performance using basic accounting principles, and make smart financial decisions. You'll explore how innovations like digital payments, e-commerce, and AI are transforming industries, and apply your knowledge by designing and pitching your own business idea. Whether you dream of being your own boss, working in finance, or just want to understand how money really works—this course is for you.

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

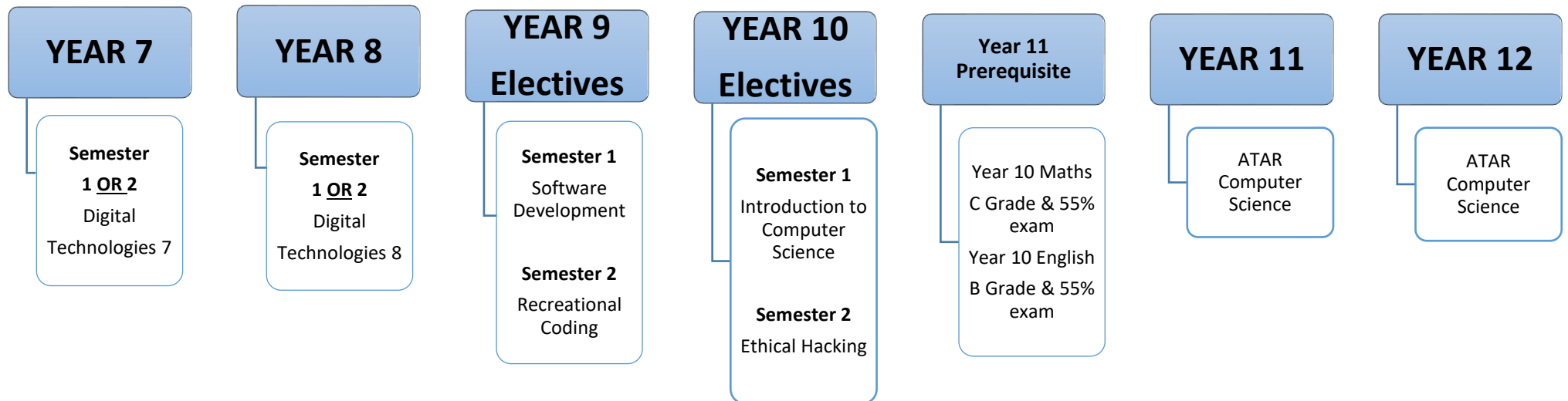
From search engines to smart phones, computers are all around us. Studying Computer Science involves discovering the theory and design behind the intelligent systems and computers that transform the way we all live, work and communicate. This course introduces students to the fundamental principles, 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 9-1: 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 9-2: 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 10-1: 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.

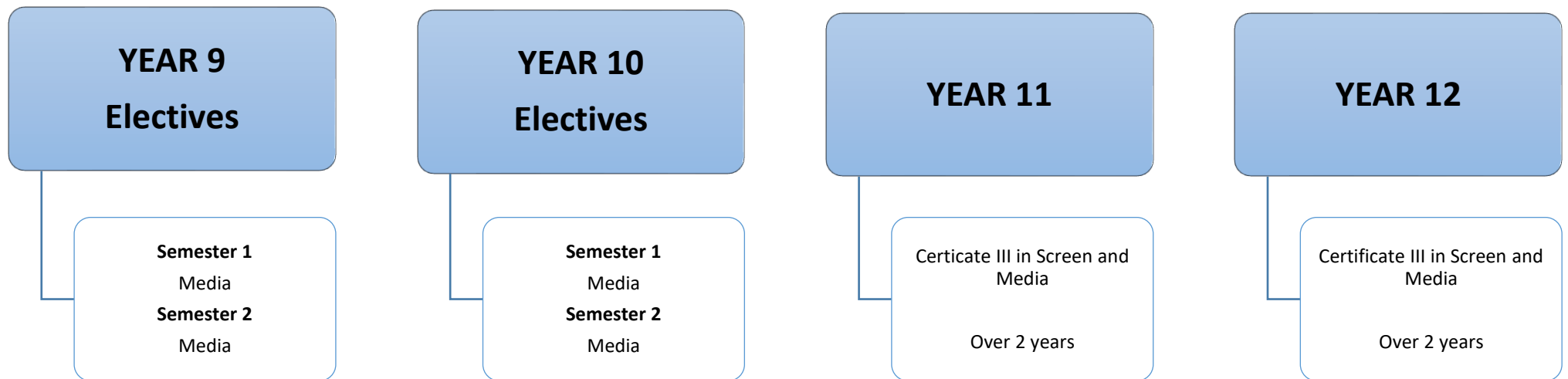
Media 10-2: Semester 2

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

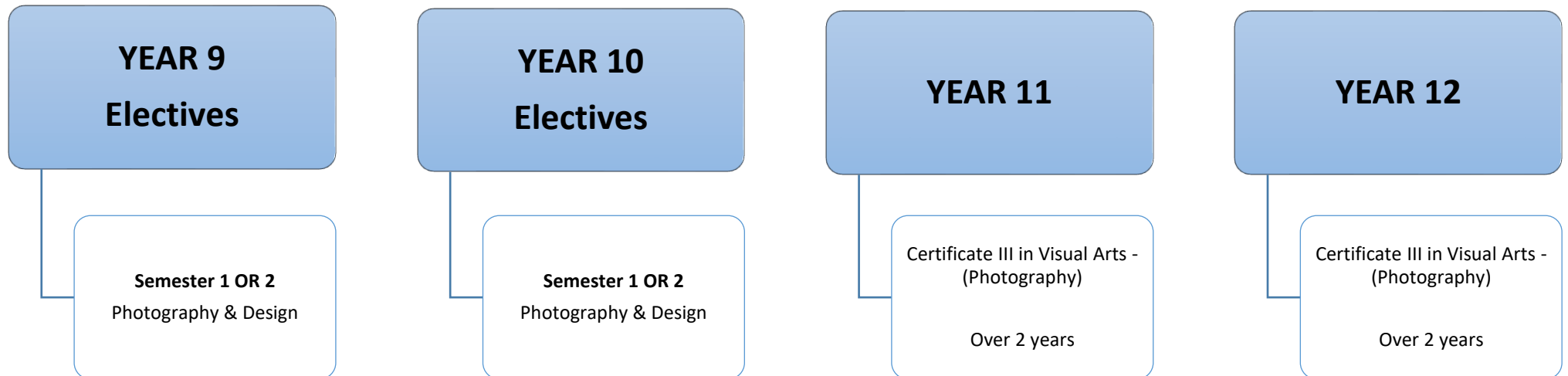
This course develops students' skills to an elevated level in a variety of interesting practical tasks. This course builds upon the learning in the Year 9 course, however, new students are also welcome to take this course for the first time. Students will cover the following: advanced use of cameras, 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 is a one semester course designed to introduce students to our Learning Area and our options from Year 8 through to Year 12. Students will spend time in the Food area, focussing on basic nutrition, together with food safety and hygiene. Students will have the opportunity to develop various practical cooking skills and gain the ability to produce a variety of recipes suitable to make at home. A highlight of this course is the class using their cooking skills to cater for a morning/afternoon tea for the students' parents/guardians to attend.

Year 8 Elective

Year 8 Home Economics (Fab Food for You and your Family!) Semester 1 or 2

Prerequisite: none

The year 8 semester course builds on the knowledge and skills developed in year 7. Students will learn about nutrition, as well as food hygiene and safety. They will apply recipes, using food preparation and processing techniques. Students will apply the technology process - investigate, devise, produce and evaluate food products, whilst completing two design briefs.

- Food, You and a Burger, and
- Versatile Vegetables

Using locally or regionally sourced ingredients, recipes may include Shish kebabs, Japanese tacos, Mega Marble muffins and Beef Chow Mein, plus many more.

Year 9 Electives

Food for Enjoyment: Semester 1

Prerequisite: none

The Year 9 semester one course, 'Food for Enjoyment' will facilitate students to develop their passion for food and guide them towards effective food selection habits. In term one, students learn about the importance of consuming a nutritious breakfast in the morning and how to cater for diverse dietary requirements. Students learn that preparing a meal for someone is a great way to show them that you care and understand their personal preferences. Year 9's will use the technology process to investigate, devise, produce and evaluate a breakfast dish of their own choice. In term two, students also learn about the six main nutrients and the significance of incorporating these nutrients into their diet. The Year 9's participate in a 'MasterChef' challenge where they produce a recipe that contains all 6 nutrients, whilst their peers are the 'judges' and will taste their food and do a sensory evaluation of their final food product.

Good Food Fast: Semester 2

Prerequisite: none

Throughout term one students will be preparing and cooking a variety of healthy, quick, nourishing, and simple foods which will allow students to build on prior knowledge they have learnt in past years. In term three, students learn to create 'Good Food Fast' in which they will focus on the importance of families maintaining their health and being productive and positive members of the community. In class students will have the opportunity to work collaboratively, investigate, plan, research, cook and serve a fast and nutritious meal. In term four, students focus on food trends that are constantly changing and various alternatives to "Snack Foods". The trend for fast food in Australia is continuing and broadening to include fast healthy food and snack foods are no exception to this trend. Students will research what influences our food choices and investigate the complexity of food labelling requirements in Australia. Students will be required to research and design a suitable healthy snack food that is relevant to teenagers and their preferences.

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.

Early Childhood Development: Semester 1

Prerequisite: none

This course has an emphasis on practical activities, producing items for self and for others. Students will briefly investigate the domains of child development from conception to age four and develop real life skills for caring for others. Students will explore the roles and responsibilities of family members and community support services to satisfy a child's basic needs. They will have the opportunity to produce food products to support optimal development during various stages of childhood, as well as designing and producing simple toys and items for babies and young children.

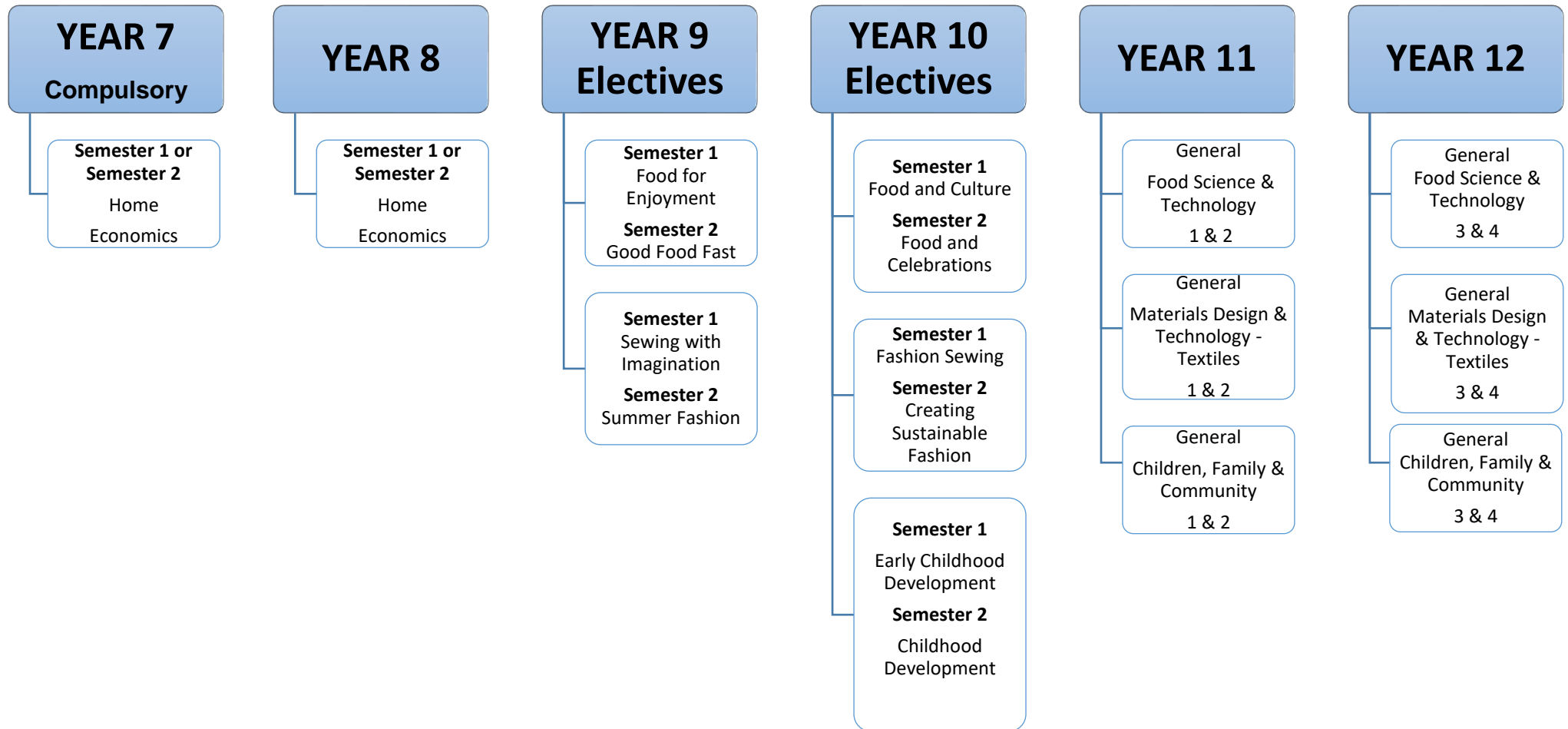
Childhood Development: Semester 2

Prerequisite: none

Students will develop real-life skills for working with children and others. They will explore developmental milestones, specifically from age five to adolescence and look at the role nutrition plays during these life stages by producing recipes that provide the essential building blocks during these critical periods. In addition students will produce simple items and activities for potential work with children. This course aims to develop skills that they can be used in the wider community and for future employment or training.

This course offers a strong foundation to the Children, Family and the Community (General) pathway in Senior School.

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.

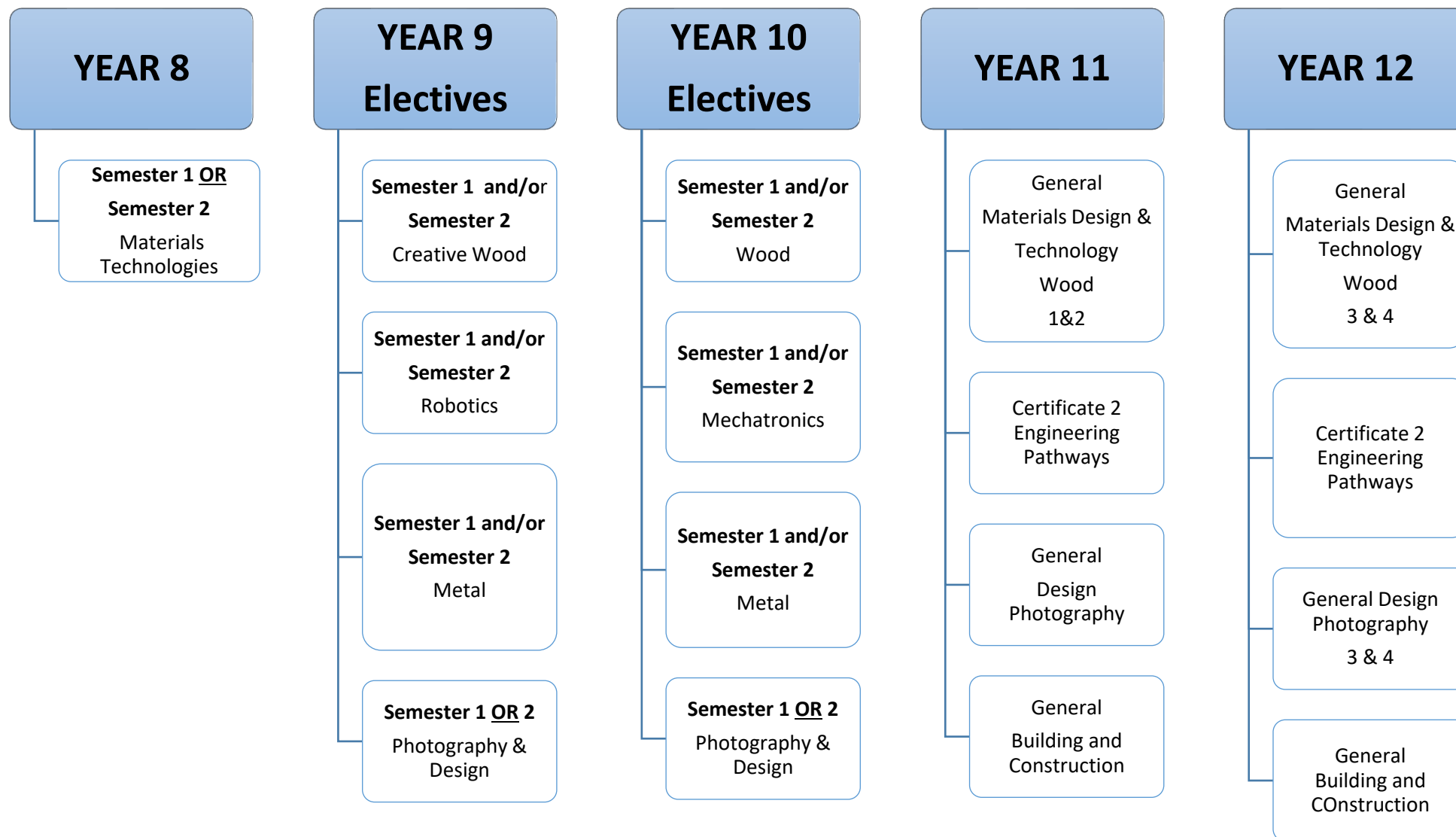
Metal: Semester 2**Prerequisite: none**

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 2026

CARINE SHS ATAR YEAR 11 COURSE PREREQUISITES 2026

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	60	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
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 C 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 Sem 2)
Computer Science ATAR	55	C Math and C 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 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	
Careers and Employability General	Building and Construction
Children, Family and the Community General	Food Science and Technology General
Dance General	Human Biology General
Drama General	Materials Design & Technology (Textiles) General
English General	Materials Design & Technology (Wood) General
Health Studies General	Mathematics Essential General
Modern History General	Outdoor Education General
Visual Arts General	Physical Education Studies General
	Psychology General
	Science in Practice

CERTIFICATES	DURATION	PREREQUISITES
Dual Qualification Program - Certificate II Workplace Skills (Year 11) and Certificate III in Business (Year 12)	1-2 years	n/a
Certificate II in Engineering Pathways	2 years	n/a
Certificate II in Outdoor Recreation	2 years	n/a
Certificate III in Music	2 years	n/a
Certificate III in Screen and Media	2 years	n/a
Certificate III in Tourism	2 years	n/a
Certificate III in Visual Arts (Photography)	2 years	C Year 9 or 10 Photography & Design
Certificate IV in Business	2 years	C Math and B English OR NAPLAN results review (no more online application process)