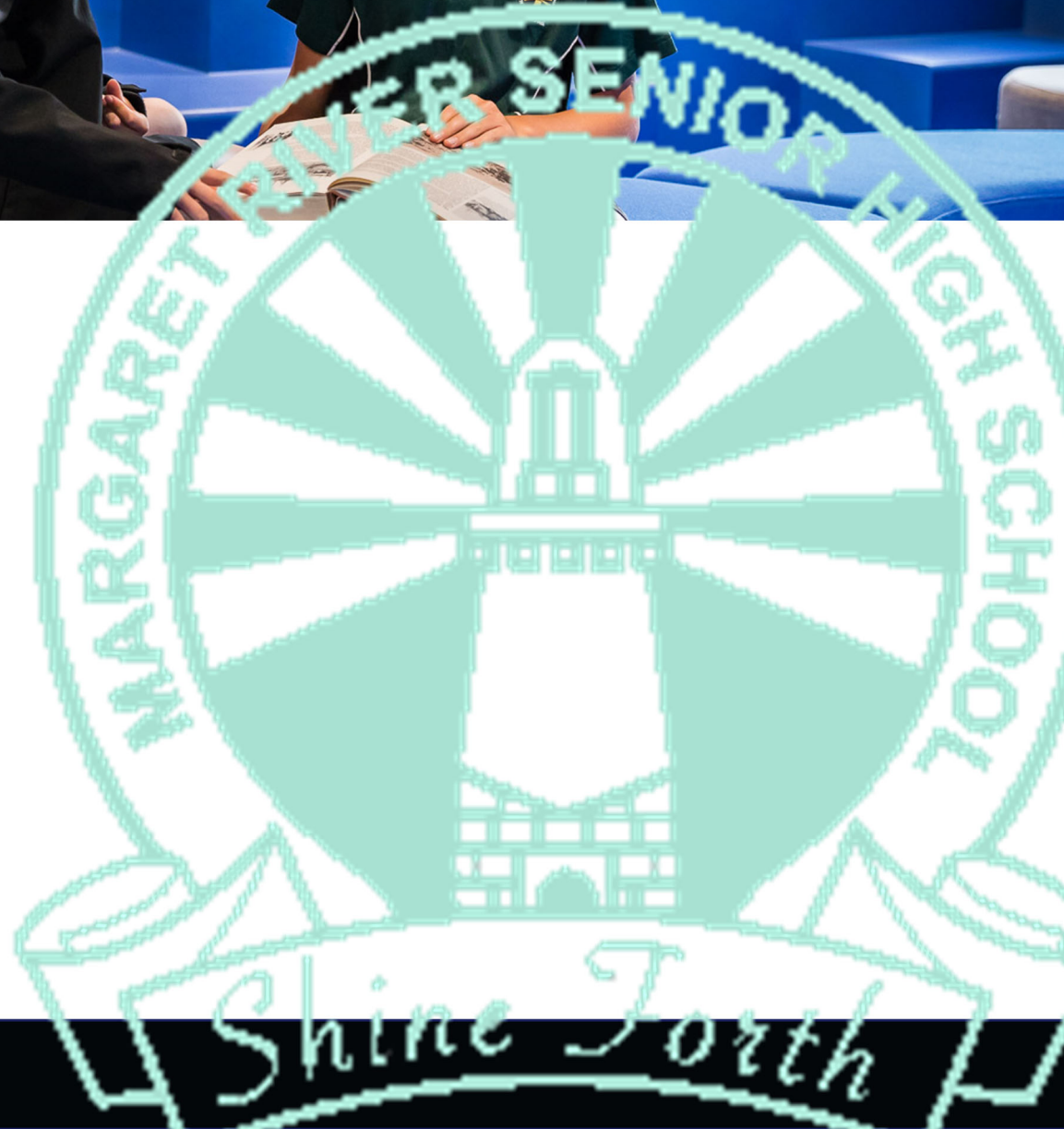


Curriculum booklet 2025

Year 9



Welcome to our school



FOREWORD

Margaret River Senior High School is a vibrant school that aims to maximise the full potential of all our students. The school is regularly placed in the “top performing Schools” awards that recognises schools in Western Australia with exceptional student achievement, in both tertiary and non-tertiary pathways of study. A major strength of the school is its strong links and partnerships with parents and the local community. Parents play a key role in planning for the future and participate in all aspects of school life. The strong sense of community and quality of relationships makes Margaret River Senior High School an exceptional School.

OUR VISION

To offer a personalised education, catering for individual student needs through specialised programs and creation of individual pathways. To nurture, encourage and challenge our students to be active and responsible contributors to our community. We believe that building the leaders of tomorrow is an important focus at Margaret River Senior High School. To enable students to achieve success through a clear focus on Learning and Teaching both within the classroom and building teacher capacity. To create a future focus on innovative 21st Century learning with purpose-built facilities to encompass STEM across all curricula.

LOWER SCHOOL TIME ALLOCATION

There are certain subjects within the Learning Areas which are considered essential for all students in Years 7-10. The minimum number of periods of these subjects which must be taken in each lower school year is:

- 4 hours per week in English, Mathematics, Humanities and Social Sciences and Science (16 hours)
- 3 hours in Health and Physical Education
- 6 hours spread across Languages, Arts and Technologies

YEAR 7 / 8 STUDIES

Margaret River Senior High School believes that the Year 7 and 8 students should study a program that enables them to achieve a balanced education. A taster program is timetabled across Years 7 and 8 that exposes students to Languages, Arts and Technologies options they can choose in Years 9 and 10. Students who were in the instrumental music program in primary school may continue with instrumental music for two (2) lessons per week, with band practice conducted after school outside normal classroom hours. Music students undertake a modified program in the Arts and Technologies areas.

YEAR 9 STUDIES

Year 9 students will generally be able to choose three subjects each Semester, from the Arts, Health and Physical Education and Technologies Learning Areas. Students must choose at least one subject from both the Arts and Technologies Learning Areas in Semester 1 or Semester 2. General Physical Education and Health Education are compulsory for Year 9 students. The three elective subjects completed each semester give you a chance to specialise in areas of interest or to explore a range of topics. You will need to study the subject descriptions and think of the series of subjects you may wish to include over the four semesters you have in Years 9 and 10. In some cases you may plan to study the subject in Years 11 and 12 and need to complete certain subjects in Year 10 to prepare for that. We must form complete class groups for elective subjects. This means you will not always be able to get your first two choices for a semester, but the timetable planners will make sure you get some of your high priorities.

YEAR 10 STUDIES

For Year 10 English, Mathematics, Science and Humanities & Social Sciences you will be given advice by your Year 9 teachers about the subjects considered most appropriate for you to take. This advice will be based on the ability you have shown through subjects successfully completed in Year 9. For most people this will mean continuing the same pathway, but some may be better suited by a less or more demanding pathway. The curriculum should provide you with a combination of subjects best suited to your abilities and ambitions. Subject selections must follow the below pattern:

- Students must choose at least one subject from the Physical Education Area in both Semester 1 and Semester 2.
- Students can choose a maximum of three subjects from Physical Education, The Arts and Technologies Learning Areas in each Semester.
- Health Education is compulsory from Year 7 to Year 10.
- Career education will be embedded into the Humanities and Social Sciences learning area.



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INTRODUCTION

This booklet gives information on the subjects and suggested pathways for study at Margaret River Senior High School. This information will assist students and parents to decide and indicate their needs for the coming year.

Timetable and Course Selection

- ♦ Margaret River Senior High School will operate a two Semester timetable.
- ♦ A Semester will be approximately 20 weeks of study.
- ♦ Elective courses will run for a semester and will be scheduled for two periods over the week (2 x 61 minutes).
- ♦ Students will be allocated courses in English, Mathematics, Humanities and Social Sciences, Science and Health.

Parent Involvement

Parents are asked to assist their children with their elective course selections to ensure their child has chosen a balanced course. Parents are asked to sign the form as acknowledgement of the cost of electives.

Contacts

Any queries about Year 9 at Margaret River Senior High School may be directed to the following staff members:

Year 7 Leader	Mrs Wendy Coffey	9757 0713
Year 8 Leader	Mrs Wendy Coffey	9757 0713
Year 9 Coordinator	Ms Rasidah Dobbs	9757 0731
Year 10 Coordinator	Mr Ben Finch	9757 0731
Learning Support Coordinator	Mrs Carolyn Ralph	9757 0785
Student Services Manager	Ms Natalie Muir	9757 0740
Manager Corporate Services	Ms Cristina Oliveira	9757 0704

Questions relevant to a specific Learning Area may be directed to the following Heads of Learning Area:

Learning Area	Contact	Telephone
English	Ms Tysoe Richmond	9757 0714
Science	Mr Liam Smith	9757 0763
Mathematics	Mr Alex Bayley	9757 0746
Humanities and Social Sciences and Languages	Mrs Sara Willmott	9757 0770
Health and Physical Education	Mr Shane Joyce	9757 0758
Technologies	Ms Kylie Marsh	9757 0721
The Arts	Ms Mem McCormack	9757 0753
Vocational and Education Training	Ms Michelle Miller	9757 0777

Subject Selection

Secondary School Curriculum is divided into eight Learning Areas and each student will study across all eight of these areas:

- Humanities and Social Sciences
- Health and Physical Education
- Visual and Performing Art
- Mathematics
- Science
- Languages
- English
- Technologies

Subject teachers will provide advice to students regarding appropriate courses of study. Further advice can be obtained from the Year 9 Coordinator, Ms Rasidah Dobbs.

Students are required to choose **ONE** elective from both the ARTS & TECHNOLOGIES Learning Areas. This will ensure students experience a wide range of content.

The Arts

- Visual Arts
- Art/Craft
- Ceramics & Jewellery
- Photography

- Performing Arts
- Dance
- Drama
- Music

Technologies

- Creative Technology
- Agriculture
- Food
- Engineering Fundamentals
- Woodwork
- Food in the Fast Lane
- Food for Fun and Health
- Caring for Children
- Introduction to Fashion Design

Languages

- French
- Chinese (Mandarin)
- Indonesian

***For music students; Music Specialist must be selected as an elective in both Semester 1 & 2.**

The third elective is student choice and can be selected from any of the three Learning Areas above.

SCHOOL VOLUNTARY CONTRIBUTIONS AND COMPULSORY CHARGES

Voluntary Contributions and Compulsory Charges are used by our school to provide textbooks, materials, special equipment and consumable items for student use.

The prices indicated are accurate at the time of printing. The 2025 Voluntary Contributions and Compulsory Charges information will be posted home on or before 1 December 2024. Current year course costs can be view on our website using this link:

[Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](https://www.margaretrivershs.wa.edu.au).

Payment of all Voluntary Contributions and Compulsory Charges is requested by Friday 11 April 2025.

Families who cannot meet the full cost at the commencement of the year can arrange payment by instalments. Should you wish to discuss payment options please contact the Manager Corporate Services on 9757 0704 at the commencement of the school year.

Electives

Parents permitting students to select electives other than low-cost electives (**) need to ensure Voluntary Contributions and Compulsory Charges are paid in full by Friday 11 April 2025. Low-cost electives are marked with an asterisk (**) in this booklet.

Low-cost electives on offer for 2025 are:

Elective	Code	Cost
Art/Craft	9AVC1&2	\$10.00
Agriculture	9TAG1&2	\$10.00

Elective	Code	Cost
Creative Technology	9TCT1&2	\$10.00
Physical Recreation	9PPR1&2	\$10.00

In Year 9, students are requested to purchase the personal book and stationery requirements as per the Resource and Booklist. This will be posted home with the Voluntary Contributions and Compulsory Charges information.



ENGLISH

ENGLISH

The English Department offers the Australian Curriculum based on these principles:

- All students can achieve significant learning outcomes, so long as the conditions necessary for their success are met. Therefore, we offer the same curriculum to, and have the same expectations of all students.
- Students learn in different ways and over variable time spans. Therefore, we accommodate a range of learning styles and needs.
- Students' English learning is determined by:
 - a) the knowledge and skills we would like students to have at the end of their educational experience.
 - b) the extent to which the knowledge and skills can be clearly articulated and effectively monitored.

English Curriculum

The Year 9 English curriculum is built around the three interrelated strands of language, literature and literacy. Our teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

The range of literary texts, include the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. The range of literary texts, include the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

In addition, the outcomes follow a continuum of learning from Year 7 to Year 10, focussing particularly on the development of skills and knowledge required for success in Upper School. NAPLAN exercises in grammar, reading comprehension and narrative structure taught in Year 7, 8 and Year 9, while complementing students' outcomes in language and literacy, are also designed to assist students' preparations for NAPLAN testing.

Classroom Organisation

We believe in the benefits of flexibility and variety, within the overall context of a student-centred approach to teaching and learning. Thus, we use a range of organisational strategies including structured group work, pairs work and independent work, depending on the type of learning activity and the needs of the students at specific times.

Monitoring, Assessment and reporting

Monitoring and Assessment is an ongoing and collaborative process between student and teacher. Teachers monitor student's journal work and activities, providing feedback to students. Students use this feedback to reflect and set goals for improvement. Strategies to achieve these goals are put in place to support further improvement in Summative Assessments. Students use their journals to document their reflection on feedback.

Students complete two common assessment tasks per term and English teachers moderate this work systematically. This means that we regularly cross-mark to ensure fairness and consistency.

Cost: [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://Financial Information - Margaret River Senior High School (margaretrivershs.wa.edu.au))





HUMANITIES & SOCIAL SCIENCES

HUMANITIES AND SOCIAL SCIENCES

The Year 9 West Australian Humanities and Social Sciences Curriculum consists of Economics and Business, Geography, History and Civics and Citizenship.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. Students will study four discrete courses, one in each of for the four school terms. A separate grade will be awarded for each course.

Geography – Biomes and Food Security

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, 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.

Economics and Business – Australia and the Global Economy

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

History – Making of the Modern World: 1750-1918

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period and the significance of World War I.

Civics and Citizenship (Politics & Law) Our Democratic Rights

Students continue to build on their understanding of the concepts of the Westminster system, democracy, 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.

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[\(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

LANGUAGES

Chinese (Mandarin)/Indonesian

9LCM1 & 9LCM2

Year 9 Chinese/Indonesian aims to build on the basic skills acquired in Year 8 Chinese/Indonesian. Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community. Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture, and identity.

Note: Students studying a language have the opportunity to participate in excursions, locally and in the metropolitan area and international trips.

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German/French: From Paris to Berlin: 1 & 2

09LGF1 & 09LGF2

Students wishing to deepen and extend their understanding and competence in German and/or French Languages are invited to select this combined Languages elective. The students will revise and learn German and French through a series of movies and TV programs. They will participate in the EP Languages World Championship, use online resources to learn German and/or French and participate in food and cultural study activities. Students will receive personalised instruction and develop independent study skills. The course focusses on reinforcing Languages structures learnt in Years 7 and 8 and develops competence in talking about significant events in the lives of young people in Europe and in Australia.

Cost: [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Spanish/Italian: 1 & 2

09LSI1 & 09LSI2

Students wishing to deepen and extend their understanding and competence in Spanish and/or Italian Languages are invited to select this combined Languages elective. The students will participate in the EP Languages World Championship, use online resources to learn Spanish and/or Italian and participate in food and cultural study activities. You will receive personalised instruction and develop independent study skills. The course focusses on reinforcing Languages structures learnt in Years 7 and 8 and develops competence in talking about significant events in the lives of young people in Southern Europe and in Australia.

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MATHEMATICS

MATHEMATICS

The Mathematics Department is developing courses that allow students to achieve the outcomes expressed in the Australian Curriculum for Mathematics.

These courses cover outcomes from the strands:

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

The overall sequence of our courses is designed to prepare students for upper school studies in Mathematics, Science and Social Science subjects. Our lower school provides for a seamless transition into upper school Courses of Study in Mathematics.

Students in Year 9 are placed in a program (within a mixed ability class) based on the following:

1. The student's mathematical ability, demonstrated throughout the previous year.
2. Success in their course.
3. The requirement of further studies in Mathematics.

In general, a student will stay in the same course throughout Years 9 and 10. If a student is achieving great success in their course and wishes to go to a higher level, this will happen. Students need to be aware that it does become more difficult to move to a higher level as they progress through Years 9 and 10.

"A Program" is the most difficult level, with students progressing at a faster rate so that they will reach the outcomes needed for success in the Mathematical Methods course in upper school.

"B Program" caters for students with sound basic skills in Mathematics, with the course providing access to some complex content. This course is targeted to students that will go on to study Mathematics Applications in upper school.

"C Program" is designed to reach the outcomes needed for success in the General course in upper school.

Assessment in Mathematics

To determine the level of achievement of each student, several forms of assessment will be used.

Tests: These may be done at the end of each module of work and at the end of each semester.

Independent Learning Assessments: Two tasks will be attempted each semester. These tasks involve students gaining an understanding of a concept through independent study.

Homework Mark: This mark will be made up from observations of student's exercise books, completion of set homework and online Mathspace tasks.

Mental: Weekly quiz in which students cannot use a calculator.

Homework Policy

Homework in Mathematics consists of the following:

1. Completion of work started in class.
2. Fortnightly assigned tasks for each program of difficulty.
3. Weekly Mathspace tasks (online Maths platform).

Research has shown that it is important for students to review the work that they have covered each day. For the student who reviews the work the same night as they did the work, their recall is improved. If they review the work a second time, a few days later, their recall is dramatically improved and is sustained.

In the case of Mathematics, this review is easily done by encouraging students to complete assigned tasks at home. By completing tasks, they will have to review, or remember, the lesson that took place during the day and apply this knowledge. Parents are encouraged to check the work that their children are doing and to ensure that work that was not completed in class is completed at home.

Calculators

It is essential that all students have a calculator. Certain aspects of the course rely on students being able to interpret and experiment with problems, without the diversion of spending large amounts of time doing long, tedious calculations.

The ability to do mental calculations is assessed separately to the ability to understand and interpret problems.

Mathematics Studies in Upper School

The following recommendations indicate possible end-points and background for students wishing to proceed to upper school courses.

IN ORDER TO PREPARE FOR:	STUDENTS SHOULD ACHIEVE
Mathematics Essential which may be part of a course of general upper school studies. Can be used to obtain exemptions in some TAFE courses.	A high D grade or a C
Mathematics Applications which may be part of a course leading to tertiary entrance or a requirement for group training apprenticeships.	A high B grade
Mathematics Methods which may be part of a course leading to tertiary entrance for courses requiring Mathematics and Physical Science subjects or Economics.	An A grade
Mathematics Specialist which can only be done if doing Mathematics Methods.	A high A grade

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SCIENCE

SCIENCE

In the Science Learning area, 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.

Students will complete a year-long course of four periods per week, which covers the Australian Curriculum requirements for Year 9 in Science. Some specifics are:

Science Inquiry Skills

Students investigate how to answer questions about the natural and technological world, using reflection and analysis to prepare a plan; to collect, process and interpret data; to communicate conclusions; and to evaluate their plans, procedures and findings.

Earth and Space Sciences

Students understand how the physical environment on earth and its position in the universe impact on the way we live. Specifics include Earth processes such as Plate Tectonics, Earthquakes and Volcanoes.

Physical Sciences

Students understand the scientific concept of energy and explain that energy is vital to our existence and to our quality of life. Specifics include Forces, Electricity and Heat.

Biological Sciences

Students understand their own biology and that of other things and recognise the interdependence of life. Specifics include Ecosystems, Ecology and Human Body Systems.

Chemical Sciences

Students understand that the structure of materials determines their properties and that the processing of raw materials results in new materials with different properties and uses. Topics covered include Atomic Structure, Radiation, and Chemical Reactions.

Stem

Students will also undertake STEM (Science, Technology, Engineering and Mathematics) projects where they will have to design and build solutions to problems using STEM skills.

If you have any concerns regarding the Year 9 Science course, please contact Mr Liam Smith, Head of Learning Area on 9757 0763.

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(margaretrivershs.wa.edu.au)



HEALTH & PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION

Health Education

In Year 9, the content provides students with the opportunity to broaden their knowledge of the factors that shape their personal identity and the [health](#) and [wellbeing](#) of others. They further [develop](#) their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions and manage conflict. Students will undertake Health Education one hour per week for a total of 40 weeks. Topics studied are:

- Mental Health
- Relationships & Sexuality
- Alcohol and Other Drugs
- Health Benefits of Physical Activity
- Safety

The [Health](#) and Physical Education curriculum provides opportunities for students to [develop](#), [enhance](#) and exhibit attitudes and values that promote a healthy lifestyle.

The Western Australian Curriculum Strand assessed in Health Education is Personal, Social & Community Health which includes:

- Being Healthy Safe and Active
- Communicating and Interacting for Health and Well Being
- Contributing to Healthy and Active Communities

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Physical Education

Students focus on elements of speed and accuracy in different movement environments, while continuing to [develop](#) the efficiency of [specialised movement skills](#). They explore ways to [evaluate](#) their own and others' performances through analysis of skills and movement patterns using basic biomechanical concepts. 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, communication and teamwork, and consistently [apply](#) ethical behaviour across a range of movement contexts.

The [Health](#) and Physical Education curriculum provides opportunities for students to [develop](#), [enhance](#) and exhibit attitudes and values that promote a healthy lifestyle.

Sports are selected from a range of skill-based activities involving kicking, striking, throwing/catching, offensive and defensive strategies. Sports can include:

- Athletics
- Soccer
- Australian Football
- Basketball
- Netball
- Softball
- Touch Football
- Volleyball

The Western Australian Curriculum Strand assessed in Physical Education is Movement & Physical Activity which includes:

- Moving Our Body
- Understanding Movement
- Learning Through Movement

Students who are unable to participate in any Physical Education Courses due to injury or illness will be required to provide a note from their Parent/Guardian containing the following information:

- Name of the student
- Date
- Parents daytime contact number
- Reason and duration of exemption
- Parent/Guardian signature

Students will be encouraged to participate in alternative roles such as umpiring, scoring and equipment responsibilities. If a student is unable to participate for more than two consecutive weeks a medical certificate will be required from a medical practitioner to exempt the student from Physical Activity assessments during this period of illness or injury.

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Outdoor Education – Roping (Elective)

9POE1 & 9POE2

This course is designed for students who enjoy challenging outdoor activities. Students will develop the skills to actively engage in a range of outdoor pursuits that will culminate in activity-related excursions for student who have met minimum requirements in class activities.

This course will teach students to become proficient in the use of climbing ropes in a variety of contexts. Students will actively participate in roping systems and use, belaying, prusikking, abseiling and climbing related knots. They will also learn basic first aid and participate in some high ropes activities in natural surroundings.

The Western Australian Curriculum Strand assessed in Outdoor Education is Movement & Physical Activity which includes:

- Moving Our Body
- Understanding Movement
- Learning Through Movement

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Physical Recreation (Elective)

9PPR1 & 9PPR2

These courses are designed to maximise student participation and enjoyment in a variety of contexts. Students will learn a range of alternative activities taught outside of the general Physical Education domain. This course is a general recreation unit that will teach students the rules and etiquette in a variety of sports. Sports in this program may include, but not limited to:

- Badminton
- Spikeball
- Dodgeball
- Gaelic
- Frisbee Golf
- Mini Tennis

The Western Australian Curriculum Strand assessed in Physical Recreation is Movement & Physical Activity which includes:

- Moving Our Body
- Understanding Movement
- Learning Through Movement

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Specialised Australian Football (Elective)

9PSF1

Students will develop advanced performance skills in Australian Football through their involvement in a variety of drill-centred training sessions that will culminate in genuine game-based competitive scenarios. Students will be required to participate in all aspects of the course including fitness and conditioning, skill development including kicking, handballing, marking, bouncing and tackling, game performance incorporating both offensive and defensive strategies and tactics and umpiring roles. Both boys and girls are encouraged to select the course.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

The Western Australian Curriculum Strand assessed in Physical Education is Movement & Physical Activity which includes:

- Moving Our Body
- Understanding Movement
- Learning Through Movement

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Specialised Basketball (Elective)

9PSB2

Students will develop advanced performance skills in Basketball through their involvement in a variety of activity-centred training sessions that will culminate in genuine game-sense scenarios. Students will be required to participate in all aspects of the course including fitness and conditioning, skill development including; footwork, passing, court and spatial awareness. Game performances involve attack and defensive strategies and the development of rule understanding.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle. Skills learnt in this unit may assist in participation at interschool sporting events against other specialist schools, country week participation and community sport involvement.

The Western Australian Curriculum Strand assessed in Specialised Netball is Movement & Physical Activity which includes:

- Moving Our Body
- Understanding Movement
- Learning Through Movement

Cost: [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Margaret River Senior High School Surf Academy

The Margaret River Senior High School Surf Academy is a Talented and Gifted program and is endorsed by the Education Department as a specialised sport program. The Surf Academy is not a learn to surf program and has been designed to help competitive surfers maximise their performance.

Students in the Surf Academy participate in a range of activities including:

- Practical Surfing Sessions with High Performance Coaches
- Video Analysis and Review
- Surf Awareness and Surf Skill Development
- Fitness Sessions
- Involvement with the Margaret River Pro
- Theory Sessions on Nutrition, Training, Analysis, Judging and Sport Psychology

The Surf Academy conduct activities every week as well as other excursions and competitions. Participating students must be independent learners who actively seek out work they miss from the teachers of those missed classes. Students who fall behind in class work or who are not demonstrating the attitude expected of them in their classes will be withdrawn from the Surf Academy.

To be eligible to join the Surf Academy, student's must:

- Complete an application form
- Be a member of a Board riders club
- Be actively competing in Board riders or State round competitions





TECHNOLOGIES

Agriculture

9TAG1 & 9TAG2

Students studying this course will be involved in the day to day running of the school farm. Their theory focus will be as follows:

Semester 1 – Farm Enterprises, The Farm Environment, Sheep, Animal Anatomy

Semester 2 – Alpaca's, Dairy Cattle, Aquaculture, Goats

Our 20 hectare farm has the following enterprises:

- 50 Corriedale sheep
- 13 Angus cattle
- 3 Alpaca's
- 100 Hyline Brown Chickens running as a certified egg production business
- Aquaponics with 200 Silver Perch
- Hydroponics
- Vegetable Garden and Espaliered orchard
- 2.5 hectare vineyard with Cabernet Sauvignon, Semillon and Sauvignon Blanc grape varieties.

Students are involved in all facets of the above farming practices with a strong focus on sustainability and permaculture.

Cost: [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](#)

Creative Technology – Movie Editing, Animation and Game Making

9TCT1 & 9TCT2

The Year 9 Creative Technology course is designed to develop critical thinkers and creative innovators, who are prepared for a technological 21st century workforce. This course aims to develop transferable technology skills and knowledge that are relevant to industry. Students will be encouraged to develop their problem-solving and computational thinking skills.

Examples of projects that students may complete:

- Create and edit movies using a video camera and Adobe Premiere
- Fly a drone and gather footage
- Create an animation using Adobe Animate
- Create an arcade computer game using Game Maker
- Code your way through a Minecraft adventure

There are two different courses running, one in Semester one and one in Semester two. Students may elect to enrol in both semester courses, or enrol in the first or second semester course.

Cost: [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](#)

TECHNOLOGIES

Jewellery

9TJW2

This Jewellery course introduces students to the skills, metals, processes and designs associated with jewellery making.

Examples of projects that may be completed are:

- Brass, copper and silver rings and bracelets.
- Enamelled brooches and pendants.
- Cuttlefish and lost wax casting.
- Designing of your own jewellery.

Cost: [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Engineering Fundamentals

9TEN1 & 9TEN2

In this course, students will expand on their previous years "*Design Thinking*".

At the core of "Engineering Fundamentals", is the intention to improve or create new products by analysing and understanding how users interact with products and investigating the conditions in which they operate. Learning opportunities will occur through a "hands on approach" that will involve asking questions and challenging assumptions. Once students have questioned and investigated the conditions of a problem, the solution-generation process will help produce ideas that reflect the genuine constraints and facets of that particular problem. "Engineering Fundamentals" will offer students a way of digging deeper and utilise a wide variety of suitable materials such as metals, timbers, plastics and more modern composites. Focus is on research, prototyping, and testing products and services to find new ways of improving the product, service or design.

Projects may include water rockets, bedside lamp, boat hull design, geared electric vehicle and an MP3 mono amplifier.

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Woodwork 1

9TWW1

This course allows students to develop their knowledge, hand skills, design skills and use of technology. Students have the opportunity to develop problem-solving techniques and demonstrate their creativity in completion of their design tasks. A child's wooden toy would be a typical project. In addition, an introduction to bowl turning on the lathe is covered.

Note: Students may need to supply unusual or large quantities of materials themselves and pay for extra materials as required.

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Woodwork 2

9TWW2

This course deals with the re-enforcement of design and problem-solving skills with the use of appropriate technology. A number of design projects are covered. Typical projects would be a kitchen roll dispenser or a purpose built storage unit for games CD, DVD etc. Students will also have the opportunity to further develop their turning skills on the lathe through a vase type vessel.

Students may need to supply or purchase extra materials for oversized projects.

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General Workshop and Construction

Semester 1 – 9TWG1 and Semester 2 9TWG2

This course will introduce and expand upon previous wood and metal-based knowledge and skills from Year 7 & 8. The focus is on tasks of a more trade-related nature whereby students design and make metal & timber projects to take home. Students can expect to complete several practical and theoretical based projects that are aimed to introduce and extend their skills in metalwork, timber construction and basic building tasks.

In Semester 1 students can expect to develop an understanding of safe work practices through an induction process. Welding skills, basic engineering, timber (carpentry) construction, and a variety of minor building and construction related skills. Students will be expected to work independently and collaboratively on their building projects.

Semester 2 is designed to further prepare students who have a real interest in a trade's pathway or want to further develop their practical skills. The unit will expand on skills learnt in Semester 1 and introduce students to more advanced carpentry, metal working techniques, concreting, brickwork and paving. Students will again work independently building their own projects from timber and metal, as well as, collaboratively on group building tasks.

Both the Semester 1 and Semester 2 courses provide pathways to the Year 10 General workshop courses, then Year 11&12 Building and Construction, Certificate II Engineering.

Semester 1 and Semester 2 are different courses. Students may elect to enrol in both semester courses or enrol in the first or second semester course.

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HOME ECONOMICS

HOME ECONOMICS

Food in the Fast Lane

9THE1

Focus: Students investigate the changing nature of our food habits and some of the reasons why this is occurring in Australia and across the world. They will explore the influence convenience and fast foods have on our health; food and nutrition labelling; ethical and sustainable food production and the impact of purchasing local foods. They will be preparing home-made versions of a range of these foods and will have the opportunity to design their own recipes.

Examples of foods prepared:

- Oven baked wedges
- Home-made chicken nuggets
- Muffins
- Gnocchi
- Home-made wraps
- Home-made pastries, kebabs, hamburgers and breads
- Naan bread and dhal

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Food for Fun and Health

9THE2

Focus: This course investigates the importance of food to your health and fitness. Students will investigate a range of health and nutritional information that is available to them and will apply it in practical and design situations. Interesting and nutritional foods based on the Australian Guide to Healthy Eating and the Australian Dietary Guidelines will be explored and prepared, showing that nutritious foods can be healthy, tasty and enjoyable.

Examples of foods prepared:

- Cereals, breads, rice, pasta and noodles
- Meals based on staple foods including meat, poultry, fruits and vegetables, dairy and eggs
- Healthy desserts, snacks and baked goods

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Caring for Children

9TCC1

This course focusses on learning about child development from conception through pregnancy, birth and the first years of life, through a series of practical activities. Students will develop skills to help them to care for the needs of babies and toddlers. This role may be as babysitters, parents of the future or with a view to employment. Students will become aware of the part they and other family members play in the care of babies and toddlers from birth. Students will make an item for a new baby or toddler. Students will also make meals suitable for pregnancy and create a “fun” toddler meal. Students may also have the opportunity to parent a “virtual baby” and will visit a childcare centre.

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Introduction to Fashion Design

9TIF2

In this practical, gender inclusive course students will build on the skills acquired in Year 7 and 8 and revisit how to use a sewing machine to build upon their practical and creative abilities in textiles. Students will be introduced to basic processes used in fashion design, and construction of clothing and craft items that are both functional and decorative. We aim to give the students the opportunity to gain lifelong skills and processes to produce items that they can use and wear. Students will be encouraged to use and express creativity in all their projects. More in-depth knowledge is focussed on properties and care of fibres and fabrics, using patterns and sewing materials, sustainability principles and the design process. Please note that students may need to provide some fabrics and patterns, if they wish to vary projects.

Knowledge:

- Safety in the sewing room
- Correct use of sewing equipment and notions
- Fabric composition, construction and care
- Design process principles
- Sustainability, recycling, upcycling principles
- Ethical fashion choices
- Basic use of commercial patterns

Skills:

- Extending hand stitching techniques and decorations/embellishments
- Sewing machine use – safe use, using a range of stitches and construction techniques
- Designing and constructing a variety of craft and clothing items
- Using the design process to plan, construct and evaluate
- Construction of items/clothing using recycled or upcycled materials
- Creativity in design is encouraged in all projects

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Pathways for Students

Students who complete this course can follow the pathway to study the Year 10 Course – Fashion Design and Clothing Construction.

Materials, Design and Technology – Textiles (General) is planned to be offered for Year 11/12.

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THE ARTS

THE ARTS

The Arts Learning Area includes:

Visual Arts

- Art/Craft
- Ceramics and Jewellery
- Photography

Performing Arts

- Dance
- Drama
- Music

All students will do a course of study in the Arts based on a minimum of 2 periods of contact time per week. Students may choose additional course in the Arts depending on their interests and future career aspirations.

Visual Arts

Art/Craft

9AVC1 & 9AVC2

Students may explore the areas of ceramics, textiles and printmaking, drawing, painting and digital art. They may wish to develop their skills for further study in upper school or it may just be their favourite part of the day. Students will learn new skills and interesting techniques.

Studying Art and Craft improves performance and develops skills that are useful in other subject areas. This course may be done with any combination of other Performing Arts or Visual Arts subjects.

Selecting this course will help students interested in careers that are enhanced by having an artistic background such as: hairdresser, jeweller, animator, interior decorator, make-up artist, photographer, potter, set/stage designer, beauty therapist or draftsman.

Studying art improves performance and develops skills that are useful in other subject areas.

Students learn valuable skills in preparation for Certificate II Visual Arts & Contemporary Craft in Year 11 and 12.

The content of this course is different each semester so students who enjoy visual art can choose Art/Craft in both semesters of Year 9.

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Ceramics and Jewellery

9ACJ1 & 9ACJ2

This course involves an interesting combination of projects in the fields of ceramics and jewellery.

Learn to make a variety of wearable pieces including: chainmail, wire work and ceramic jewellery. This course introduces students to the skills, processes and design skills associated with craft jewellery and ceramics. They will also design and develop ceramic pieces such as a jewellery box. Students learn valuable skills in preparation for Certificate II Visual Arts & Contemporary Craft in Year 11 and 12.

The content of this course is different each semester so students who enjoy ceramics/jewellery can choose to complete both the Semester One and Semester Two course.

Cost: [Financial Information - Margaret River Senior High School \(margaretrivershs.wa.edu.au\)](http://margaretrivershs.wa.edu.au)

Photography 1

9ADP1

This course introduces students to the history, principles, techniques and materials used in photography. Students are guided through a number of activities to develop skills in camera operations, composition and digital imaging. Opportunity is provided for students to display their work in a variety of settings throughout the course.

This course is an excellent foundation for any student with an interest in photography.

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Photography 2

9APD2

This course builds upon the fundamental skills developed in Semester 1, allowing students to extend their knowledge of materials and techniques in Photography. Topics and themes are used to explore more complex photographic principles, with greater emphasis placed on creative design. Students are given the opportunity to participate in photographic competitions and are encouraged to exhibit at least one photographic piece for the AMR Show.

This course is recommended for those students considering future photographic studies.

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Performing Arts

Dance

9ADA1 & 9ADA2

Year 9 Dance encourages students of all ability levels to advance their dance technique and choreographic skills in a safe and supportive environment. Through Dance, students will develop transferable life skills such as safe movement practices, skills for analysing information, resilience, teamwork and problem-solving skills.

All gender identities are encouraged to participate in this elective.

Through the Year 9 Dance course, students build their technical dance skills in various styles. Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups. They begin to analyse how the elements of dance and design concepts contribute to the meaning of dance works and study the evolution of a dance genre. Students are given opportunities to choreograph using the elements of dance, choreographic devices and structures for choreographic intent.

Dance genres that may be studied include:

- Contemporary
- Jazz
- Hip Hop

Please note: Students passionate about dance are encouraged to select Year 9 Dance for both semesters to ensure that essential Upper School content is covered.

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Drama

9ADR1 & 9ADR2

Year 9 Drama offers students an opportunity to develop their performance and production skills and knowledge by presenting Drama to an outside audience of family members and/or school students. Students achieve outcomes through the key activities of creation, performance and reflection.

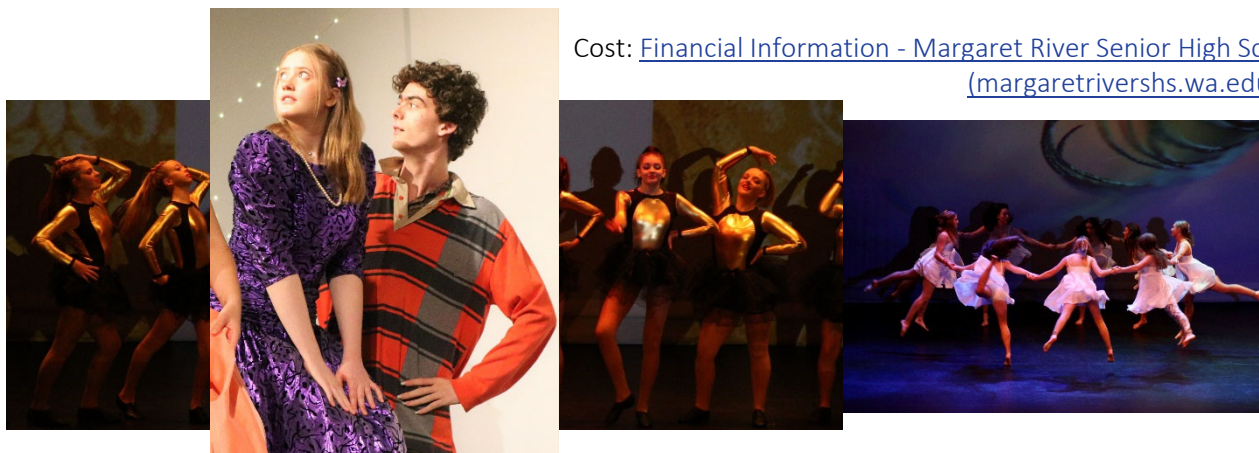
Students will study the elements of drama and will work on both devised and scripted drama productions to create fully polished performance work using lighting, sound and costume to enhance audience impact. When opportunities arise, students will be invited to see plays performed in our school and the broader community.

Students who study Drama develop interpersonal and organisational skills that can be transferred to a range of careers and situations. The Drama course builds confidence, empathy, understanding about human experience and a sense of identity and belonging.

Students who might be interested in studying either Drama GENERAL or Drama ATAR in Upper School, are encouraged to enrol in Year 9 Drama **both** semesters to ensure that essential upper school content is covered.

Different content is covered (and a different production is performed) in each semester of Drama.

Drama enthusiasts are encouraged to enrol in Drama for BOTH Semester 1 and Semester 2.



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Music

9AMS1 & 9AMS2

Note: Year 8 Music Specialist is a prerequisite for this Year 9 course. If you have not completed Year 8 Music Specialist a teacher meeting is required prior to enrolment.

Year 9 Music encourages creativity, passion and enthusiasm as students work towards performance opportunities. It is selected as an elective for **both** Semesters, and consists of two classes per week; theory and practical.

Theory lessons: In these classes students will learn music notation, aural and compositional skills, as well as being introduced to several different music technologies. A variety of music genres and music history will be explored. Students will respond to different styles considering the elements of music.

Practical lessons: In these classes students rehearse as a whole class band or in small groups. Students will compose, arrange, and perform at different events throughout the year such as Arts Festivals, Big Band Picnic and other performance opportunities.

Instrumental students will be required to attend one instrumental lesson and one ensemble rehearsal each week.

Please note:

- *Year 9 Music is a prerequisite for Year 10 Music.*
- *Students who are interested in music but are not planning to continue their studies in Upper School are still welcome to study Music in Year 9.*
- *The confidence, resilience, responsibility and the skills developed in Music are invaluable to students as they learn to stage quality work with their peers.*
- *Students who do wish to study classroom Music are invited to participate in the ensembles. Please see music staff if this option interests you.*

Students may choose from the following **instruments**:

- | | | | |
|---------------|--------------------|--------------|-----------|
| 🎸 Bass Guitar | 🎷 Flute | 🥁 Percussion | 🎺 Trumpet |
| 🎷 Clarinet | 🎷 French Horn | 🎷 Saxophone | 🎤 Voice |
| 🎷 Euphonium | 🎸 Classical Guitar | 🎷 Trombone | |

Students will choose from the following **ensembles**:

- 🎸 Guitar Ensemble- guitar and bass students
- 🎷 Concert Band –woodwind, brass and percussion students
- 🎤 Choir – voice students

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