

Curriculum Booklet Year 10

2026



Welcome to our school

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

These four core subjects—**Mathematics, English, Science, and Humanities**—are commonly referred to as **MESH** subjects, forming the foundation of a well-rounded education and supporting students' success across all learning areas.

YEAR 7/8 STUDIES

At Margaret River Senior High School, Year 7 and 8 students study a program designed to provide a balanced and broad education. Over these two years, students participated in a taster program that introduced them to a range of Languages, Arts, and Technologies subjects, helping them make informed choices for Years 9 and 10. Students who had been part of the instrumental music program in primary school were able to continue with instrumental lessons for two periods each week, with additional band practice held after school. Music students followed a modified curriculum in the Arts and Technologies areas to accommodate their music commitments.

YEAR 9 STUDIES

In Year 9, students were offered the opportunity to tailor their learning by selecting three elective subjects each semester from the Arts, Health and Physical Education, and Technologies Learning Areas. This flexible structure supported student choice and encouraged engagement by allowing them to explore subjects that reflected their interests and strengths. To ensure a broad educational experience, students were required to study at least one subject from both the Arts and Technologies Learning Areas across either Semester 1 or 2. Health Education and General Physical Education remained essential and were compulsory components of the Year 9 program.

YEAR 10 STUDIES

When it comes to choosing your Year 10 subjects in English, Mathematics, Science, and Humanities & Social Sciences, your Year 9 teachers will be there to guide you. They'll offer advice on the pathway that best suits you, based on how you've progressed and the strengths you've shown throughout the year. For many students, this will mean continuing along the same pathway. However, some may find that a slightly more challenging or more supportive option will help them thrive. The aim is to build a Year 10 curriculum that matches your abilities and supports your future goals—whether that's university, training, or entering the workforce.

To help with planning, subject selections will need to follow the pattern outlined below.:

- Students must choose at least one subject from the Physical Education Area in both Semester 1 and Semester
- 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 across the year.

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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.

PARENT INVOLVEMENT IN SUBJECT SELECTION

Parent involvement plays a vital role in helping students make informed and balanced subject selections. We strongly encourage parents to sit down with their child and review the elective options together, considering both interests and future goals. This support helps ensure students choose a well-rounded program that suits their strengths and aspirations. It's also important for parents to be aware that elective costs can vary depending on the subjects selected. Your guidance and engagement are key to helping your child make confident and informed decisions about their learning journey.

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 64 minutes).
- Students will be allocated courses in English, Mathematics, Humanities and Social Sciences, Science and Health.

Any queries about Year 10 at Margaret River Senior High School may be directed to the following staff members:

POSITION	CONTACT	PHONE
Year 10 Coordinator	Ms Rasidah Dobbs	9757 0731
Learning Support Coordinator	Mrs Carolyn Ralph	9757 0785
Student Services Manager Yr 10, 11 & 12	Mr Michael Wheeler	9757 0750
Deputy Principal – Senior School	Mrs Danielle Sherlock	9757 0707
Head of Learning Area – Careers & VET	Mrs Michelle Miller	9757 0777
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:

POSITION	CONTACT	PHONE
English	Ms Tysoe Richmond	9757 0714
Science	Mr Liam Smith	9757 0763
Mathematics	Mr Alex Bayley	9757 0746
Humanities and Social Sciences and Languages	Mr David Johnson	9757 0770
Health and Physical Education	Mr Shane Joyce	9757 0758
Technologies	Ms Kylie Marsh	9757 0721
The Arts	Mrs Sara Willmott	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
- The Arts
- Mathematics
- English
- Science
- Technologies
- Languages

Parents are asked to check their child's selections. Please ensure that you have read the subject description, and the charges involved for each subject. Prices may vary due to external factors e.g., change in venue hire costs.

Subject teachers will provide advice to students regarding appropriate courses of study. Further advice can be obtained from the Year 10 Coordinator, Ms Rasidah Dobbs.

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

ARTS	TECHNOLOGIES	LANGUAGES
Art & Craft	Agriculture	German/French
Ceramics & Jewellery	Creative Technology	Chinese (Mandarin)/Indonesian
Photography	Food Studies	Spanish/Italian
Dance	General Workshop & Construction	
Drama	Woodwork	
Music	Engineering Fundamentals	
	Child Development	
	Fashion Design & Clothing	
	Construction	

***For music students; Specialist Music 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.

All students must select **ONE** unit of Health Education in either Semester 1 or 2 and **ONE** unit of Physical Education in each semester. Students must choose one subject from the Physical Education subjects listed each Semester.



Charges & Contributions

VOLUNTARY CONTRIBUTIONS & 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 Charges & Contributions booklet details all course costs, extra cost options and voluntary approved requests. We recommend you use it as a guide when doing your course selection.

The prices indicated are accurate at the time of printing. The 2026 Charges & Contributions information will be posted home on or before 1 December 2025. Current year course costs can be view on our website (margaretrivershs.wa.edu.au) using this link:

[View Charges & Contributions Booklet](#)

Payment of all Charges & Contributions is requested by Friday 10 April 2026. 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 10 April 2026. Low-cost electives are marked with an asterisk (**) in this booklet.

LOW COST ELECTIVES 2026

Art/Craft	10AVC1&2	\$5.00
Agriculture	10TAG1&2	\$5.00
Creative Technology	10TCT1&2	\$5.00
Specialised Physical Education- Volleyball	10PVB1&2	\$20.00

In Year 10, 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.



**FULL PAYMENT OF CHARGES MUST BE MADE BY
FRIDAY 10 APRIL 2026**

English



English

The English Department offers the Western 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.

Curriculum

The lower school English curriculum is built on the three interrelated strands of language, literature and literacy. Our program balances and integrates 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 revisit and strengthen these skills as needed.

In Year 10, students use spoken, written or visual communication to interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational context. They will interpret, create, evaluate, discuss and perform a range of spoken, written and multimodal texts. These include various types of media texts including newspapers, film and digital texts, fiction, non-fiction, poetry, and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students will develop a critical understanding of the contemporary media and the differences between media texts.

Students learn how language features and text structures may have aesthetic qualities. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and/or dense information supported by various types of images and graphics. Students in English will encounter a range of literary texts representing individuals and groups in different historical, social and cultural contexts. They learn how these representations relate to context and how techniques shape values, beliefs and attitudes. Texts include literary texts from oral narrative traditions and literature of Aboriginal and Torres Strait Islander Peoples, and classic and contemporary literature from wide-ranging Australian and world authors, 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.

Year 10 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical: particularly in our program, narratives responses (including reviews and personal reflections), arguments, literary analyses, discussions, visual texts, oral and audio texts, poetry and types of media (including screen, online and digital texts) for a range of audiences.



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.

To support our student's future pathway success, the Year 10 cohort is streamed. The two programs are designed to complement students predicted Upper School pathways. The process for selection into Pathways is based on data from MESH subjects, NAPLAN data, student success in English and ongoing communication with students during the school year. Pathway 1 is designed to develop students analytical and writing skills in line with ATAR English expectations, to improve student's likelihood of success. Pathway 2 supports student's Literacy needs in completing OLNA and achieving WACE and provides students with strategies for success in future General English and Certificate courses.

Monitoring, Assessment & Reporting

Monitoring and assessment are an ongoing process between student and teacher. Teachers monitor students 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 semester and English teachers moderate this work systematically. This means that we regularly cross-mark to ensure fairness and consistency.

For English course charges see the [Charges & Contributions Booklet](#)

Humanities & Social Sciences



Humanities & Social Sciences

The Year 10 West Australian Humanities and Social Sciences Curriculum consists of Modern History, Economics and Business, Geography, Civics and Citizenship and Geography.

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 the four school terms. A separate grade will be awarded for each course.

To support students in their future academic pathways, the Year 10 HaSS cohort is structured into two streams that align with their intended Upper School courses. Placement in these pathways is determined using data from MESH subjects, NAPLAN results, performance in HaSS, and ongoing discussions with students throughout the year.

One pathway focuses on developing higher-order thinking, research, and writing skills to prepare students for the demands of ATAR HaSS subjects. The other pathway provides targeted support to strengthen literacy skills, assisting students in meeting OLN requirements and building confidence for success in General HaSS and Certificate courses.

MODERN HISTORY

Investigating World War II and Investigating rights and freedoms

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 modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. They consider the impacts of world events on human rights and freedom of different groups of people.

ECONOMICS & BUSINESS

Economic performance and living standards and The changing world of business

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 role of governments in managing economic performance to improve living standards. They inquire into the ways businesses can manage their workforces to improve productivity.

CIVICS & CITIZENSHIP (POLITICS & LAW)

Protecting democracy and Australia as a global citizen

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

GEOGRAPHY

Environmental change and management and Geographies of human wellbeing

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

LANGUAGES

Chinese (Mandarin)/Indonesian

10LCM1 & 10LCM2

Learning a language is an excellent way to explore different cultures and societies, allowing us to see the world from a new perspective. It also reinforces our understanding of language fundamentals, enhancing literacy skills in our first language and improving adaptability in both social and professional settings, including online conferences.

Additionally, language learning helps us develop effective memorization and learning strategies that can be applied across various subjects. It opens doors to diverse career opportunities in fields such as defence, hospitality, tourism, fashion, translation, editing, proofreading, interpretation, teaching, and engineering—any profession that values language and interpersonal skills.

Cultural topics covered include food and cooking, along with opportunities to participate in excursions both locally and in metropolitan areas, as well as international trips.

German/French

10LG1 & 10LG2

This is a Semester based course.

Would you like to be more confident with your German communication? Then expand on your Intermediate German from Year 9 to investigate new language scenarios, expand your vocabulary, and flex your extensive grammar knowledge.

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, 8 and 9 and develops competence in talking about significant events in the lives of young people in Europe and in Australia.

Spanish/Italian

10LSI1 & 10LSI2

Students wishing to deepen and extend their understanding and competence in Spanish and/or Italian. Languages are invited to select the 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 7,8 and 9 develops competence in talking about significant events in the lives of young people in Southern Europe and in Australia.

For HASS and Language course charges see the [Charges & Contributions Booklet](#)

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.

For Year 10 there is a change of structure to our classes to help the transition to upper school courses. There will be three Pathways (1, 2 and 3) which students will be placed into based on their previous performance in the subject.

Pathway 1 will include our highest ranked “A Program” students to help prepare them for demanding courses in Year 11 and 12. These students will study the 10 and 10A Mathematics Curriculum.

Pathway 2 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 and Mathematics Essentials.

Pathway 3 is designed to provide support to students that experience difficulty with the subject. This course will focus on basic skills and numeracy required for the workplace.

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.

Each is important in giving an overall picture of the student’s understandings of the concepts.

Homework Policy

Homework in Mathematics consists of the following:

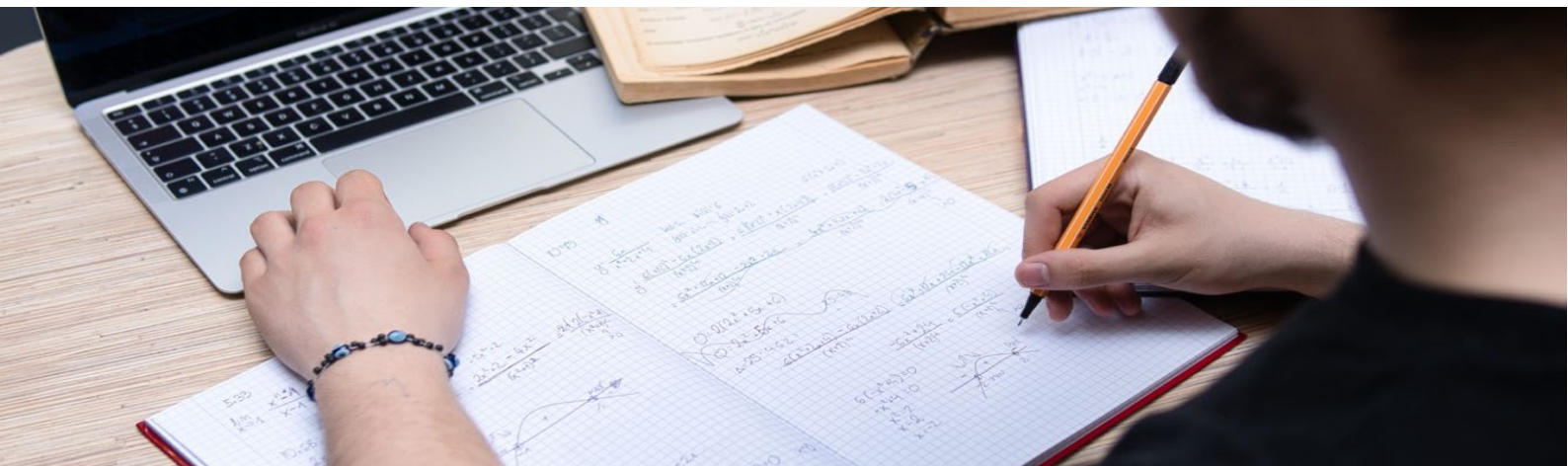
1. Completion of work started in class.
2. Fortnightly assigned tasks for each program of difficulty.
3. Weekly Mathspace tasks (online Maths platform).

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 endpoints 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.

High D grade or a C grade

Mathematics Applications which may be part of a course leading to tertiary entrance or a requirement for group training apprenticeships.

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.

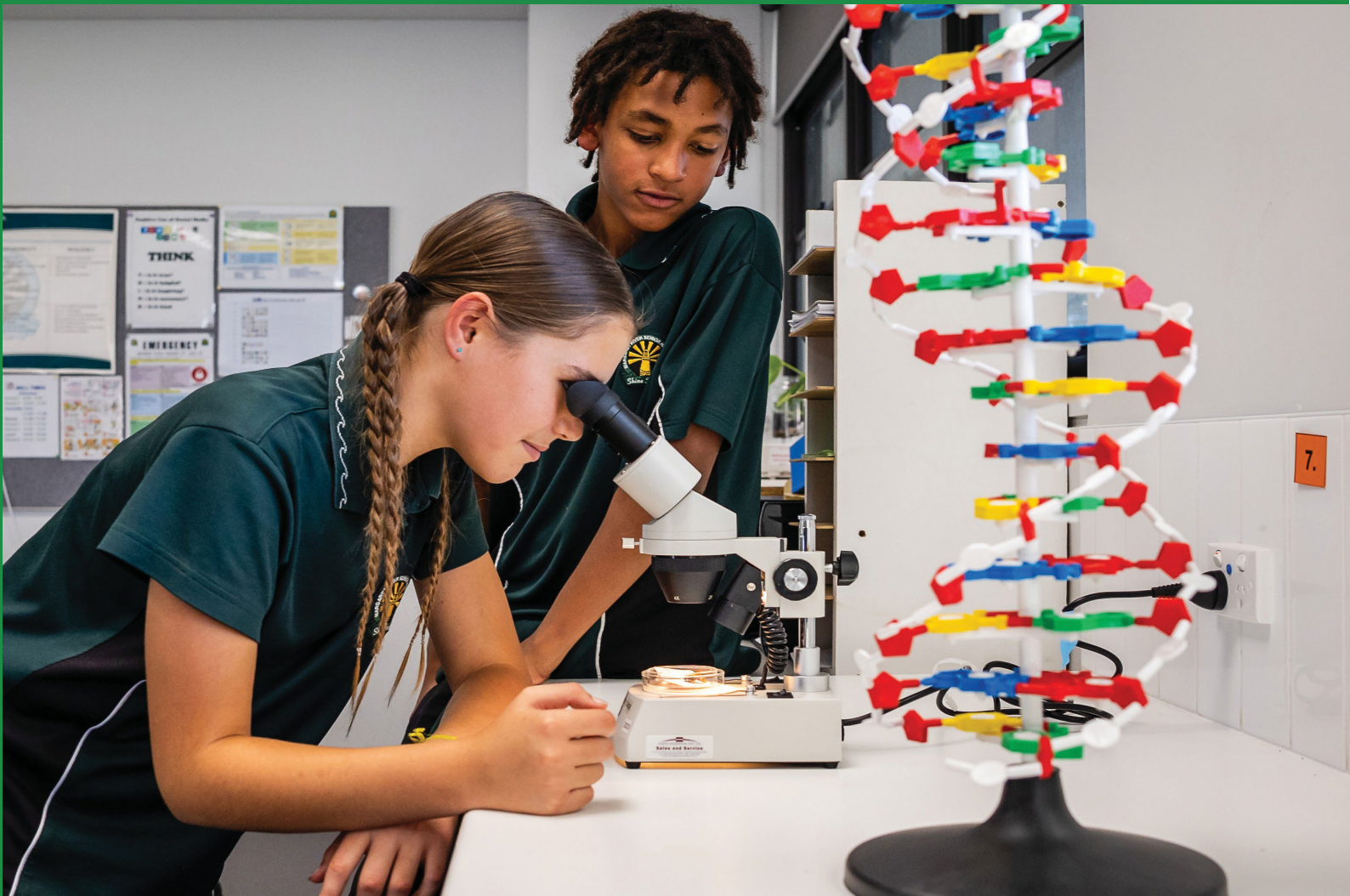
A grade

Mathematics Specialist which can only be done if doing Mathematics Methods.

High A grade

For Mathematics course charges see the [Charges & Contributions Booklet](#)

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.

The following pathways will be offered to students in Year 10 in 2026.

Term	Pathway 1 4 periods/week	Pathway 2 4 periods/week	Pathway 3 4 periods/week
1	Preparation for Chemistry WACE Courses	Preparation for Chemistry WACE Courses	Chemical Science (household chemistry)
2	Preparation for Physics WACE Courses	Preparation for Biology WACE Courses	Biological Science (Studies of the environment and body systems)
3	Preparation for Biology & Human Biology	Physical Science (Energy and the Future)	Physical Science (Energy and the Future)
4	Extension projects for Physics, Chemistry, Biology and Human Biology WACE Courses	Preparation for Human Biology WACE Courses	Extension and Preparation for non-ATAR WACE courses plus STEM applications

Science students in the Pathway One and Pathway Two classes will complete similar programs of work in Term One (Extension Chemistry). During Term One some movement may occur between the Pathway One and Pathway Two classes based on results.

Prerequisites for Year 11 Courses of Study Subjects

Year 10 students must keep in mind the prerequisites for upper school science courses:

An “A” grade in the relevant preparation course pathway is necessary for Physics, Chemistry, Human Biology, or Biology.

Psychology prerequisites are an “A” grade in science plus a recommendation for ATAR English or English Literature.

Science in Practice, a year 11 General course, can be studied from any pathway.

The HOLA Science will make final upper school course recommendations based on Term One and Two grades.

Students in Pathway Two and Three classes can complete work packages for upper school Chemistry and Physics preparation. A high “B” grade will result in recommendation for these courses.

Students will be placed in pathways in Year 10 on the basis of their achievement in Year 9 and their requirements for further studies in Science. If you have any concerns regarding the chosen pathway, please contact Mr Liam Smith, Head of Learning Area on 9757 0763.

For Science course charges see the [Charges & Contributions Booklet](#)

Health & Physical Education



Health & Physical Education

HEALTH EDUCATION

10PHED

In Year 10, 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:

- Keys For Life
- Mental Health
- Relationships & Sexuality
- Alcohol and Other Drugs
- Safety & First Aid

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



SPORT EDUCATION

10PPE1 & 10PPE2

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

Students self-assess their own and others' leadership styles and apply problem-solving approaches to motivate participation and contribute to effective team relationships. They are also provided with opportunities to assume direct control of physical activities in coaching, coordinating or officiating roles.



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

- Basketball
- Cricket
- Hockey
- Soccer
- Volleyball
- Tennis
- Netball
- Australian Football
- Touch
- Gym Games

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 Sport 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
- Parent's 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.

OUTDOOR EDUCATION – CANOEING & MOUNTAIN BIKING

10POE1 & 10POE2

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 is divided into two areas of study: Canoeing and Mountain Biking. During this course students become proficient in the use of canoes on both flat and white water, focusing on stroke technique, capsize drills and river rescue. Students will also gain competency in camp craft and stove cooking and have an opportunity to use these skills to participate in an overnight canoeing camp on the Blackwood River. This course will also teach students to become proficient in the use of mountain bikes on off-road terrain and develop an understanding of bike maintenance. Students will also gain competency in camp craft and stove cooking and have an opportunity to use these skills to participate in a mountain biking camp in the southwest region.

Prerequisites for this course include all students having the ability to swim 200m within 7 minutes in flat water and tread water for a total of 15 minutes. It is important to note that this course can be delivered outside regular school hours, so all students are recommended to check with the Outdoor Education teacher. For students who meet the satisfactory requirements of the course, they will have the opportunity to attend a Canoeing camp in Semester 1 or a Mountain Biking cam in Semester 2.

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

- Moving Our Body
- Understanding Movement
- Learning Through Movement

PHYSICAL RECREATION

10PPR1 & 10PPR2

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 Physical 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:

- | | |
|-----------------------------|----------------|
| • Baseball | • Tchoukball |
| • Ultimate Frisbee / Vortex | • Softcrosse |
| • Handball | • Floor Hockey |

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

- Moving Our Body
- Understanding Movement
- Learning Through Movement

SPECIALISED NETBALL

10PSN1

Students will develop advanced performance skills in Netball 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

SPECIALISED VOLLEYBALL

10PVB1 & 10PVB2

Students will develop the skills and knowledge to develop and participate in a quality specialist program focusing on Volleyball. Skills learned 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 Volleyball is Movement & Physical Activity which includes:

- Moving Our Body
- Understanding Movement
- Learning Through Movement

FITNESS (BOYS) & FITNESS (GIRLS)

10PFB1 & 10PFB2-10PFG1 & 10PFG2

Students will develop the skills and knowledge to develop, create and participate in a diverse fitness program. This course will include both theory and practical components to enhance students' skills and knowledge. Activities involved will focus on the areas of cardiovascular fitness, functional strength, agility and flexibility. Students will be tested prior to and at the completion of the program to assess their overall performance in the program.

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

- Moving Our Body
- Understanding Movement
- Learning Through Movement



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

For Health and Physical Education course charges see the [Charges & Contributions Booklet](#)

Technologies



Technologies

AGRICULTURE

10TAG1 & 10TAG2

The school farm in response to societal demands, is committed to incorporating research, management, marketing and enterprise components into our programs. 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 – Beef Cattle, Factors that influence animal production Agricultural chemicals

Semester 2 – Plant structure and function, Reproduction in plants, Factors influencing production, Pastures, Fodder Conservation

Our 20-hectare farm has the following enterprises:

50 Corriedale sheep

- 13 Angus cattle
- 3 Alpacas
- 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.



CREATIVE TECHNOLOGY

Software Engineering 3 - AI Metaverse: Crafting Virtual Worlds

Discovering the AI-Powered Metaverse Students explore cutting-edge extended reality technologies like AR, VR, and immersive environments through tools such as Meta Quest 3. This unit covers multi-disciplinary applications across science, entertainment, education, healthcare, retail, tourism, and more, opening doors to countless career opportunities. Students design educational VR experiences, honing valuable skills like storytelling, problem-solving, and creativity.

Innovation in AI-Driven Virtual Worlds and Gaming Diving into virtual world creation, game design, and algorithmic thinking using platforms like Nvidia Omniverse, GODOT and Unity. Emphasis is on essential skills like critical thinking, creativity, collaboration, and innovation through boundary-pushing team projects in digital gaming, AI-generated virtual realities, simulations, and immersive experiences. Potential career paths span industries like gaming, marketing, architecture, engineering, training, science, medicine, and many fields that benefit from immersive technologies.

Throughout, students develop an entrepreneurial mindset and appetite for lifelong learning to thrive in an ever-evolving technological landscape. The integration of AI and machine learning principles equips them with future-proof skills applicable to virtual production, simulated environments, digital twinning, and the boundless possibilities at the convergence of extended reality, virtual worlds, and emerging technologies.

Software Engineering 4 - Digital Design & Animation

Unleash your creativity in the vibrant realm of digital design, web design and animation. Master industry-standard tools to transform concepts into stunning visuals. Explore 3D modelling and animation with Tinkercad and Blender, advancing from sketches to complex 3D models and animated 3D models. Craft detailed images impactful layouts and web pages, making digital media thrilling. Bridge virtual and tangible worlds through 3D printing.

Delve into cutting-edge AI applications like generative art and machine learning-assisted animation. Analyse design's impact across contexts, from architecture to product design. Gain versatile skills applicable to numerous creative and technology-driven fields, including graphic design, animation, multimedia production, AI-assisted design, virtual world creation, immersive experience development, creative technology consulting, web design and emerging roles at the intersection of design, technology, and artificial intelligence.

This program explores the ever-evolving design and technology landscape, equipping you with creativity, innovation, and digital proficiency for success across diverse industries, including those being redefined by AI advancements.

Students undertaking the yearlong course will gain more experience in drone piloting.

JEWELLERY

SEMESTER 1 – 10TJW1

This Jewellery course builds upon previous knowledge and skills as students dive deeper into the manipulation of metals and other materials to produce a range of different jewellery pieces. Students will learn to plan and produce their work using an explicit design process and design thinking skills.

Examples of projects that may be completed are:

- Stone setting
- Lost wax casting
- Designing of own jewellery pieces
- Twisted wire earrings and pendants
- Rings, necklaces and pendants



GENERAL WORKSHOP AND CONSTRUCTION

SEMESTER 1- 10TWG1 & SEMESTER 2 – 10TWG2

This course will cover a broad range of trade related practical skills and related theory. The unit will expand upon previous wood and metal-based skills with an emphasis on tasks of a practical nature, with students designing and making projects to take home. Students can expect to complete several practical and theoretical based projects that are aimed to increase their skills in welding, timber construction and basic building tasks.

In Semester 1 students can expect to develop welding skills, basic engineering, timber construction, and a variety of minor building and construction related skills. Students will be expected to work independently building projects like serving trays, small tables and simple welding projects, as well as, collaboratively on timber framing projects and building tasks. The course has a focus on working sustainably and incorporating recycled materials where possible.

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 building and welding techniques, forging and bending metals, concreting and brickwork. Students will again work independently building their own projects from timber and metal, as well as, collaboratively on group building tasks.

Both Semester 1 and Semester 2 courses will establish sound foundation skills and give a taster for multiple pathways in Year 11, having major links to Year 11 Metalwork and Certificate II Engineering, as well as for those students wishing to enrol in the Year 11 Building and Construction course.

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.

ENGINEERING FUNDAMENTALS

METALS & COMPOSITES – 10TEN1 & 10TEN2

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. It helps focus research, prototyping, and testing products and services to find new ways of improving the product, service or design.

Projects may include those specifically targeted at developing the necessary skills to build solutions to engineering challenges i.e., Lathe and machining skills, gas and electric welding methods, sheet metal and fabrication practices. Engineering challenges may include designing and building a Trebuchet, a solar powered vehicle, an electrical component or a flight challenge. Students will also consolidate their skills using either Fusion 360 or AutoCAD, two computer assisted drafting programmes, to draw components of their design before manufacturing them.

WOODWORK

Woodwork 1

10TWW1

In this course, students are encouraged to actively design and plan their own projects. They are given the opportunity to access more complex machines, such as the router and compound mitre saw, and modern technologies including the use of AutoCAD to draw projects and the laser cutter to enhance the aesthetic appeal of their finished product. Typical projects include a folding event table and lidded bowl produced on the lathe. Students are also introduced to the use of resin work. The emphasis in the course is on developing the student’s personal confidence and self-reliance.

Students may need to supply unusual or large quantities of materials themselves and pay for clock mechanisms as required.

Woodwork 2

10TWW2

Theme: Furniture

This course is almost totally given over to personal development. Through the now familiar design process, students will attempt one minor and one major project. Minor projects may include a jewellery box, carving project, lathe project or chess board. The major project will be a piece of furniture: stool, chair, cabinet, table, etc. Students will be given the opportunity to fully exploit their potential in both the designing and making of fine wood-working pieces. Students will need to supply unusual or large quantities of materials themselves.

For Technologies course charges see the [Charges & Contributions Booklet](#)

Home Economics



Home Economics

FOOD STUDIES – CAFÉ CULTURE

10TFS1

Focus: Students will be exploring the way food is used in our society as a social tool. Students will be designing and making food for a variety of social occasions, including formal and informal. The current Café culture will be explored with opportunity to develop some basic barista skills.

Students will also explore and develop some of the basic skills needed to work in the hospitality industry.

Examples of foods prepared:

- Breakfasts, lunches and dinners
- Café cuisine
- Coffee making



FOOD STUDIES - INTERNATIONAL FOOD

10TFS2

Focus: Students will be exploring the multicultural nature of our society through the medium of food. A wide range of countries will be studied in relation to their recipes, cooking techniques and eating habits.

Students will investigate at least one country in detail to discover their food habits and how they influence our current Australian society.

Examples of foods prepared:

- Mexican food
- Japanese cooking
- Indian cooking
- Italian cooking

CHILD DEVELOPMENT

10TCD2

Through an emphasis on practical activities, students will explore the stages of child development from conception to preschool. Activities will include building an understanding of the way children develop, play and how you can facilitate proper care and development of children. Emphasis is placed on the role of parents in providing for a child's physical, emotional, social and intellectual needs at various stages of development. Practical activities may include making toys, room decorations and meals for preschool children. Demonstrations, films, and guest speakers will add to the experience. Students may have the opportunity to parent a "virtual baby" and may visit a kindy/pre-primary and day care centres.

Pathways for Students:

Introduction to Certificate II in Community Service (Child Care)



FASHION DESIGN AND CLOTHING CONSTRUCTION

Making their own fashion garments provides students with lifelong practical and creative skills. In this gender inclusive course, students will extend their sewing skills, use of patterns and creativity to make clothes and/or textiles products for themselves and family members. They will be encouraged to try a variety of designs for garments and fashion accessories and are expected to complete a minimum of two articles along with developing a working knowledge of using a commercial pattern. Please note that students may need to provide some fabrics and patterns.

Technology skills developed in this unit will provide a useful background for any of the Home Economics pathways offered in Year 11 and 12.

Knowledge:

- Safety in the sewing room
- Use of sewing equipment, materials and notions to construct garments of own choice
- Fashion design – elements and principles of the design process, inspiration and mood boards
- Further exploration of ethical and sustainable fashion and technologies
- Choosing a range of commercial patterns to meet the needs of different family members and sizing

Skills:

- Sewing machine and Overlocker use
- Adapting and using a range of commercial patterns for different family members and projects
- Designing, constructing and evaluating a variety of clothing items
- Using the design process to plan, construct and evaluate garments
- Ethical and sustainable clothing construction, and use of recycled or upcycled materials within the design process
- Fabric dyeing

Pathways for Students:

Materials, Design and Technology – Textiles (General) is planned to be offered for Year 11/12. Multiple TAFE and University courses in Fashion and Design are available across Australia.

For Home Economics course charges see the [Charges & Contributions Booklet](#)

Visual & Performing Arts



Visual & Performing Arts

The Arts Learning Area includes:

VISUAL ARTS

Art & Craft
Ceramics & 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 courses in the Arts depending on their interests and future career aspirations.

ART/CRAFT

10AVC1 & 10AVC2

Students may explore the areas of ceramics, textiles and printmaking, drawing, painting and digital art and portfolio presentations. 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. There will be opportunities for students to exhibit and sell their work.

Selecting this course will help students interested in careers enhanced by having an artistic background such as: jeweller, animator, interior decorator, make-up artist, photographer, potter, set/stage designer, beauty therapist, draftsperson, digital or graphic designer, interior designer, landscaper, architect, fashion designer and more.

Students learn valuable skills in preparation for Certificate II Visual Arts in Year 11 and 12. It is advisable to select at least one of the Visual Art units if students are interested in studying Art 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 10.

CERAMICS & JEWELLERY

10ACJ1 & 10ACJ2

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

Learn to make a variety of wearable pieces including chain maille, felted jewellery 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 Year 11 & 12 Certificate II Visual Art. It is advisable for students to select at least one of the Visual Art units if they are interested in studying Art in Year 11 and 12.

The content of this course is different each semester so students who enjoy ceramics and jewellery can choose this course in both semesters of Year 10.

PHOTOGRAPHY

Photography 1

10ADP1

This course is based on topics where advanced photography techniques are taught, and themes used to demonstrate their acquired skills. Students are encouraged to design, create and appraise their own work, with quality photographic pieces presented for school and community displays. This course is ideal for those students considering further studies in Photography or as an introduction to an enjoyable leisure time activity.



Photography 2

10APD2

This course allows students to expand their knowledge of camera techniques as well as extend their final image taking and editing skills. Topics and themes are used to develop key photographic principals, with greater emphasis given to student driven design and evaluation of work. All students are expected to exhibit at least one quality photograph for the Margaret River Show and are encouraged to enter local, regional and national photographic competitions. New students to photography are welcome and will be given additional instructions to gain necessary skills and knowledge. This course is desirable for those students considering studying the Design (Photography) course in upper school, further studies in this field, or future career pathways.

DANCE

10ADA1 & 10ADA2

Year 10 Dance encourages students 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.

Through the Year 10 Dance course, students continue to extend 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. Through performance, students continue to work on confidence, accuracy, clarity of movement and projection. They refine their discussion of the elements of dance, choreographic processes and design concepts in their own dance and the dance of others. They investigate dance and the influences of the social, cultural and historical contexts in which it exists. Students extend their use of the elements of dance (BEST) and choreographic processes to expand their choreographic intentions in their choreography.

Dance genres that may be studied include:

- Contemporary
- Hip Hop
- Jazz

Please note: Students interested in studying Dance in Upper School are encouraged to select Year 10 Dance for both semesters to ensure that essential content is covered.



DRAMA

10ADR1 & 10ADR2

Year 10 Drama offers students an opportunity to develop their performance/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. They will study a range of theatrical styles (both representational and presentational). Through engaging, interactive workshops

students will learn essential course content in a practical way. 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 most career opportunities. The Year 10 Drama course builds self-awareness, self-esteem, empathy, understanding and a sense of identity and belonging- along with confidence and improved interpersonal skills.

Upper School Drama at MRSHS is offered as both an ATAR and a General course of study. Students who wish to study this arts subject in Year 11 and 12 should enrol in both semesters of Year 10 Drama 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.





MUSIC SPECIALIST

10AMS1 & 10AMS2

Note: Year 9 Music Specialist is a prerequisite for this Year 10 course.

Year 10 Music Specialist 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 in preparation for Upper School Music. 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, Showcase Performances and Concerts.

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

Please note:

- Year 10 Music Specialist is a prerequisite for Year 11 ATAR Music, and covers content required to begin the ATAR course.
- Students who are interested in music but are not planning to continue their studies in Upper School are still welcome to study Music Specialist in Year 10.
- The confidence, resilience, responsibility and the skills developed in Music Specialist are invaluable to students as they learn to stage quality work with their peers.
- Students who do not wish to continue Music Specialist are invited to participate in the ensembles. Please see music staff if this option interests you.

Students may choose from the following instruments:

- Classical Guitar
- Bass Guitar
- Flute
- French Horn
- Saxophone
- Voice
- Trumpet
- Clarinet
- Trombone
- Percussion
- Euphonium

Students will choose from the following ensembles:

- Guitar Ensemble- guitar and bass students
- Concert Band- woodwind, brass and percussion students
- Choir- voice students

For Visual & Performing Arts course charges see the [Charges & Contributions Booklet](#)

Senior School Engagement Program



Senior School Engagement Program

We recognise that students return to Senior School for a variety of reasons, and we have developed this program in order to create educational opportunities that:

- plan for Individual Educational Programs to cater for student academic need.
- build Individual Pathway Plans to achieve career goals.
- incorporate flexible options and opportunities to exit school.

PROGRAM

The Senior School Engagement Program (SSEP):

- connects with the student's current level of achievement.
- has flexibility to modify individual timetables.
- offers a mix of negotiated educational opportunities.
- links learning to life skills.
- is delivered by skilled and experienced teachers.
- is carefully monitored to ensure the needs of each students continue to be met throughout the year.
- has a focus on engagement and health and well-being.

The students in the SSEP:

- follow the usual subject selection process in their transition from Year 10 to Year 11 and can request a SSEP pathway during their counselling sessions.
- can choose to be part of a discrete group for SSEP Literacy, Numeracy and Workplace Learning that includes:
 - Units of Competency from approved training packages,
 - Curriculum Council endorsed programs,
 - excursions and visits to industry and commerce,
 - work mentoring opportunities,
 - development of work and employability skills.
 - participate in programs to enhance positive health and well-being.
 - participate in a choice of mainstream subjects as arranged through their individual education plan.

SSEP students are expected to be involved in the WORK MENTORING PROGRAM to:

- recognise the relevance of their educational program to the workplace and identify their career pathway.
- build upon the skills required for successful future employment.
- maintain a high level of motivation and commitment.
- gain valuable work experience.

The work mentoring/work placement structure could include:

- **One day only:** the student is placed with a work mentor for a brief introduction to the workplace.
- **Regular placement:** the student attends the same workplace at regular intervals; weekly, fortnightly...for a month, term or semester; gradually increasing their workplace skills.
- **Block placement:** one week or two-week time frame allowing for focus on the development of skills as well as the experience of daily work requirements.

For Senior School Engagement Program course charges see the [Charges & Contributions Booklet](#)

Careers



Careers

INTRODUCTION TO WORK INTEGRATED LEARNING (IWIL)

In Year 10, students are presented with a valuable opportunity to gain practical experience and cultivate a deeper understanding of the professional world. To maximize their exposure, we have designed a comprehensive program that combines work experience with an endorsed program known as the ADWPL (Authority Developed Workplace Learning). Combined with work experience students will participate in a series of workshops aimed at enhancing their abilities and ensuring their success in the workplace.

As part of this program, students will have the chance to complete their Construction White Card Training (additional cost), undergo aptitude testing, participate in work tasters, visit various workplaces, and engage in either block or weekly work experience. Throughout the program, students will receive guidance to develop their self-marketing skills, including refining their resumes, creating portfolios, and expanding their knowledge of potential career pathways.

It is important to note that this program will operate independently of the regular school curriculum, requiring students to attend specific workshop days and excursions (which may involve an additional cost).

By participating in the IWIL program, students will gain valuable real-world experience, enhance their professional skill set, and develop a strong foundation for their future careers. This is also a chance for students to deepen their awareness for making career development.





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