Curriculum Booklet Year 10

2027

MARGARET RIVER SENIOR HIGH SCHOOL

Shine Forth

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 Leah Russell	9757 0731
Learning Support Coordinator	Ms Lee Pike	9757 0793
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	Mr Johnathan Ripley	9757 0721
The Arts	Mrs Coralyn Lake	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	French
Ceramics & Jewellery	Digital Technology	Asian Languages
Photography	Food Studies	Spanish
Dance	General Workshop & Construction	
Drama	Woodwork	
Music	Engineering	
	Child Development	
	Fashion Design & Clothing	

*For music students; 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. Next year's Charges & Contributions information will be posted home on or before 1 December 2026. Current year course costs can be view on our website (margaretriversshs.wa.edu.au) using this link:

View Charges & Contributions Booklet

Payment of all Charges & Contributions is requested by Friday 9 April 2027. 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 Compulsory Charges are paid in full by Friday 9 April 2027. Low-cost electives are marked with an asterisk (**) in this booklet.

LOW COST ELECTIVES 2027

Art/Craft
Agriculture
Creative Technology
Specialised Physical Education- Volleyball

In Year 10, students are requested to purchase the personal book and stationery requirements as per the Resource and Booklist. This can be downloaded from the school website.

FULL PAYMENT OF CHARGES MUST BE MADE BY
FRIDAY 9 APRIL 2027

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 and Languages

Humanities, Social Sciences and Languages

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 three 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.

The extension pathway focuses on developing higher-order thinking, research, and writing skills to prepare students for the demands of ATAR HaSS subjects. Students who are invited into the extension pathway get the opportunity to participate in competitions and engage with guest speakers to allow them to extend and apply their understanding. The mainstream pathway prepares students for both General and ATAR courses, targeting the key skills for success in both. The foundation pathway provides targeted support to strengthen literacy skills, assisting students in meeting OLNA 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

Asian Languages

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 memorisation 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. In this class, students will be given the choice of studying either Chinese or Indonesian.

Students who wish to be part of the Taiwan Exchange in 2027 must select Asian Languages.

French

Would you like to be more confident with your French communication? Then expand on your Intermediate French 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 the French Language are invited to select this Languages elective. The students will revise and learn French through a series of movies and TV programs. They will participate in the EP Languages World Championship, use online resources to learn 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 France and in Australia.

Spanish

Students wishing to deepen and extend their understanding and competence in Spanish. Language are invited to select the Languages elective. The students will participate in the EP Languages World Championship, use online resources to learn Spanish 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 Spain 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.

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:

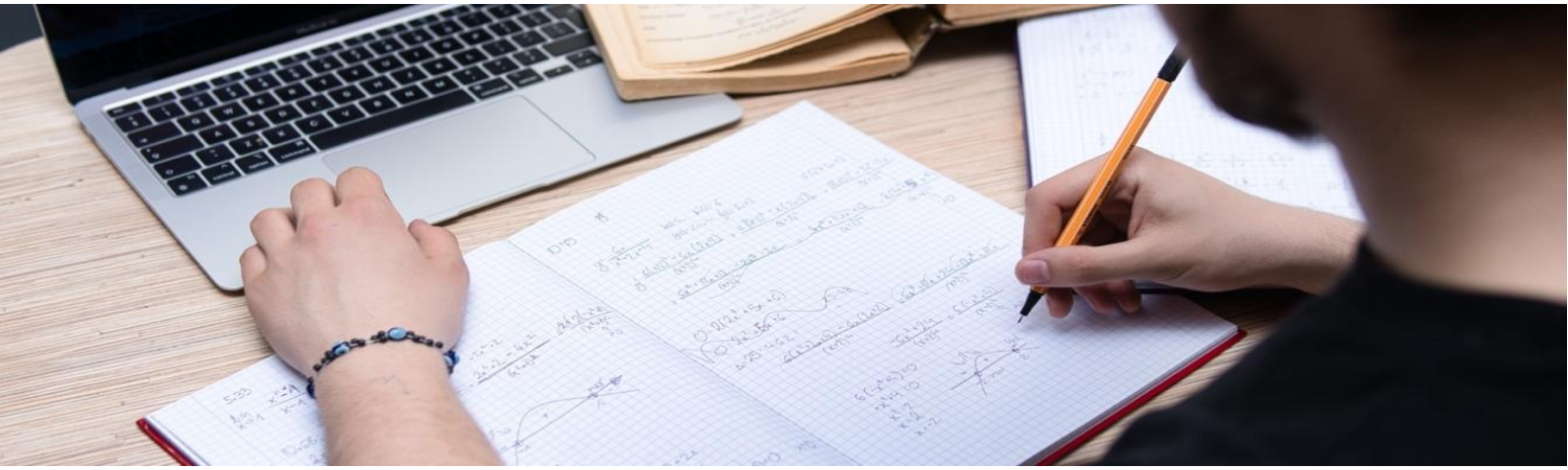
1. Completion of work started in class.
2. Fortnightly assigned tasks.
3. Weekly Mathspace tasks (online Maths platform).

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 2027.

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

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

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
- Ultimate Frisbee / Vortex
- Handball
- Tchoukball
- Softcrosse
- 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

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

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)

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

Semester 1 and Semester 2

Year 10 students in this course will take on increased responsibility in the day-to-day running of our 20-hectare school farm, working with a diverse range of enterprises that include 12 Black Angus cattle, an espaliered orchard, bee hives, a 2.5-hectare vineyard, and an aquaponics system featuring marron. Their studies will focus on cattle production, aquaponics, orchard management, beekeeping, and viticulture, with Semester 2 building on these areas by integrating regenerative farming principles to improve soil health, water quality, and long-term ecosystem resilience. Through hands-on work and targeted theory, students will develop practical skills in sustainable agri-production while contributing to the ongoing restoration and management of our creeks and farm landscapes.

Our 20 hectare farm has the following enterprises:

· 40 Corriedale breeding ewes
· 10 Black Angus cattle
· 3 Alpacas
· 100 Hyline Brown chickens running as a certified egg production business
· 5 Hive apiary
· Aquaponics
· Hydroponics
· Vegetable garden and espaliered orchard
· 2.5 hectare vineyard with Cabernet Sauvignon, Semillon and Sauvignon Blanc grape varieties

This school-based farm program most closely aligns with the Design and Technologies curriculum in Western Australia under the “Food and Fibre” context.

DIGITAL 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

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 and Semester 2

This is a one-semester course with a strong emphasis on practical, hands-on learning. Students have the option to continue the course for the full year to further develop their skills. While the course includes some basic design and planning work, the primary focus is on completing a range of engaging, real-world projects that they can then take home.
Students will undertake a carpentry-based task, developing both hand tool and machine operation skills. They will also complete a steel fabrication project, with a focus on welding techniques and metal manipulation. Where opportunities permit, students may also explore additional trade-based skills such as concreting, paving, and bricklaying.

Year 10 General Workshop and Construction (Semester 2) builds on the skills and knowledge developed in Semester 1, offering students a continued, hands-on learning experience. This course maintains a strong practical focus, with students able to continue for the full year to further consolidate and extend their abilities. While some design and planning work is required, the emphasis remains on completing increasingly complex, real-world projects based on typical industry trades.

Students will further develop their carpentry skills through more advanced tasks, refining both hand tool and machine techniques. In steel fabrication, they will build on their understanding of welding and metal manipulation, producing more detailed and precise projects. Where opportunities permit, students may also continue to explore additional trade-based skills such as concreting, paving, and bricklaying and site preparation.

The progression in project complexity provides students with a solid foundation for those considering pathways into Year 11 and 12 Building and Construction courses, supporting both skill development and industry awareness in a workshop environment.

ENGINEERING FUNDAMENTALS

Semester 1 and Semester 2

Design it. Build it. Improve it.

In Year 10 Engineering, you'll take your skills further through a hands-on, design-focused approach to solving real engineering problems. You'll continue to use design thinking to develop, prototype and refine your ideas, working with a wider range of materials including metals, plastics and composites. You'll have access to industry-style equipment such as 3D printers, laser cutters, CNC machines and workshop tools, to name just a few, while building a deeper understanding of forces, motion, energy, materials and mechanical systems. Students who have completed Year 9 Engineering will have an advantage, but it is not required to take this course.

Projects in this course are more complex and challenge you to design, build and improve working systems. These may include designing and building a Bluetooth speaker, developing mechanical projects such as trebuchets or catapults, and designing and making your own fishing lure, applying ideas around shape, movement and materials to influence performance. You'll also create custom parts using 3D modelling in Autodesk Fusion and apply your knowledge to test performance, refine your designs and improve how your systems function.

This subject is ideal for students who enjoy hands-on work, problem-solving and building real products. It prepares you for senior Engineering by developing your practical skills, independence and ability to take an idea from concept through to a finished solution.

WOODWORK

Woodwork 1

In this course, students are encouraged to further their design skills and expand upon their previous knowledge. New power tools and machinery suitable for the Year 10 context will also be introduced i.e. table router, compound mitre saw, etc.

Typical projects include and are not limited to: occasional tables, chopping boards, etc.

The emphasis in the course is on developing the student's personal confidence and self-reliance.

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

Woodwork 2

For this course students are to develop and broaden their design and practical skills in the woodworking context.

A skill builder and two major projects will be researched, developed and manufactured. The aim is for students to practise and apply problem solving skills in use of materials and the machinery/tools used in production.

Typical projects can be framed cabinets, stools, etc.

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

FOOD STUDIES – CAFÉ CULTURE

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

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

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 offered for Year 11/12.
Multiple TAFE and University courses in Fashion and Design are available across Australia.

For Technologies course charges see the Charges & Contributions Booklet

The Arts

The Arts - Visual & Performing

The Arts Learning Area includes:

VISUAL ARTS	PERFORMING ARTS
Art &Craft	Dance
Ceramics & Jewellery	Drama
Photography	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

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 and complete set tasks 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

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

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

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

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

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

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

Year 10 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 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 both the General and the ATAR Yr 11 Music courses. It covers content required to begin upper school Music programs.
- 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 10.
- The confidence, resilience, responsibility and the skills developed in Music are invaluable to students as they learn to stage quality work with their peers.
- Current Year 9 Music students who do not wish to continue Music in Year 10 are still invited to participate in the 2027 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

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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