

# Year 9 Course Handbook

2027

**Learning** *for* **Living**

[svshs.wa.edu.au](http://svshs.wa.edu.au)



## Acknowledgement of Country

Swan View Senior High School acknowledges the Whadjuk Noongar people and we pay respect to the past, present and future Traditional Custodians and Elders of this nation, Whadjuk Ancestors, who have walked this country. Swan View Senior High School acknowledges their special and unique place in our nation's historical, cultural and linguistic identity.

Swan View Senior High School also acknowledges the contributions of Aboriginal Australians, Torres Strait Islanders and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.

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## Introduction

This book presents a summary of the courses available for study at Swan View Senior High School in Year 9 in 2027.

Further advice and information is available from the following people:

|                     |   |
|---------------------|---|
| Ms Shaina Farrell   | Deputy Principal – Teaching and Learning              |
| Mr Steve Bezant     | Head of Learning Area - Health and Physical Education |
| Mrs Annalise Hayman | Head of Learning Area - English and Humanities        |
| Ms Justine McCann   | Head of Learning Area - Mathematics and Science       |
| Mrs Laura Raven     | Teacher in Charge - Science                           |
| Ms Kate Rogers      | Head of Learning Area - The Arts                      |
| Mr John Vidler      | Head of Learning Area - Technologies                  |
| Mr Robert Vernon    | Head of Learning - Humanities and Social Sciences     |
| Ms Kate Rogers      | VET Coordinator                                       |

It is very important when selecting courses that attention is paid to **minimum entry requirements and/ criteria**.

It is important to note that it may not be possible to run some courses if they are only chosen by a very small number of students. In addition, certain combinations may not be available where particular courses are timetabled to run at the same time. Please select reserve courses so that if the above occurs you have another preference of subject you would like to study.

Year 9, Year 10 and Senior School courses may change from those listed.

# Curriculum Overview

The Year 9 curriculum further develops broad educational knowledge and skills, with 16 of the 25 hours of schooling comprising the required learning areas of English, Mathematics, Science and Humanities and Social Sciences (MESH subjects). A further two hours of Physical Education and one hour of Health are also required subjects. Students also choose three full year courses that develop their own interests and/or career opportunities. These all link to Upper School pathways and courses. A Year 10 student's week will be as outlined below:

| Learning Area                                    | Sessions per week  |
|--|--------------------|
| English  | 4 sessions         |
| Mathematics                                      | 4 sessions         |
| Humanities and Social Sciences (HASS)            | 4 sessions         |
| Science  | 4 sessions         |
| Physical Education                               | 2 sessions         |
| Health   | 1 sessions         |
| 3 Elective Subjects (see more information below) | 6 sessions         |
| <b>Total Overall Sessions</b>                    | <b>25 sessions</b> |

Mathematics, English, Science and Humanities (MESH subjects) are delivered at the year level of students according to the School Curriculum and Standards Authority (SCSA) Western Australian Curriculum, with differentiation and support in place to meet the needs of students. Year 9 students study Health Education and Physical Education for one and two sessions per week respectively.

## Elective Subjects

All Electives are full year courses, and will occur for two periods per week for the whole year. Students wishing to enrol in the Elite Basketball program (2 sessions per week) and specialist FAME program (4 sessions per week), will also need to approach the Head of Learning Area (Physical Education) and the Head of Learning Area (The Arts), respectively for approval. Students are unable to be in both of these special programs due to timetable restrictions.

All Elective selections are submitted using Subject Selection Online. Information about each subject that is being offered is contained in this Year 9 Course Handbook, which is also available online.

**Elective Subject Selections should be completed by Friday 19 June 2026 (Friday Week 9 Term 2).**

Students should select elective subjects that they find interesting and will lead to a course in Upper School. If there are questions regarding pathway planning, students should speak to the Head of Learning Areas, The Teacher in Charge or the Deputy Principal – Teaching and Learning.

Every effort will be made to place students in their most preferred subjects; however, this is not always possible as some subjects can not run if the class size is too small. For this reason it is important that you rank all of your choices, including reserves, in order of choice.

We ask that Students and parents choose subjects carefully, as once the school year commences, subject changes may not be able to be accommodated. The timetable is constructed on student preferences and so changes may become difficult for class sizes to accommodate once the year commences.

Invoices for compulsory and elective subjects are sent out in early December once the timetable and staffing are completed. To ensure a position in the class we ask that a 50% deposit be made on high-cost electives. High-cost electives are considered as any subject over \$50.00. Proposed elective fees may be found on the final page of this booklet.



## Achieving Curriculum Excellence (ACE)

The ACE program was established to cater for students who have a clear academic direction with their studies, wish to study ATAR subjects in Years 11 and 12 and ultimately aspire to tertiary studies. They should be striving to reach these high academic standards by:

- demonstrating an excellent work ethic
- maintaining excellent attendance (90% or above)
- showing consistently strong academic results (achieve A and B grades consistently)
- displaying commitment towards achieving their full academic potential
- being committed to a tertiary pathway
- maintaining respectful relationships with staff and other students.

Through the provision of an accelerated and differentiated curriculum in a supportive educational environment, the ACE Program aims to develop students as life-long learners and to become:

- knowledgeable, with deep understanding
- complete thinkers
- problem solvers
- creative
- active investigators
- effective communicators
- independent and reflective learners
- self-directed

The Deputy Principal —Teaching and Learning, works with parents and students to maintain the expectations and standard of the program. Students are encouraged to attend a wide range of enrichment activities and opportunities that extend their breadth and depth of understanding.

Application for entry to the program can be done by completing the application form at: <https://www.svshs.wa.edu.au/learning/ace/>

## Pathways to Upper School

Students come from diverse backgrounds and have varying needs. They may be interested in university study, have specific vocations in mind involving further education and training, or intend to enter the workforce after leaving school. Once students commence High School, it is important for them to realise that their academic achievement will influence the courses and programs that they can access by the time they enter Upper School. More information about Senior School courses can be found at:

<https://senior-secondary.scsa.wa.edu.au>

The following table gives an overview of the senior secondary (WACE) courses that are referred to in the Learning Area descriptions of courses within this booklet:

| Courses and Programs                              | General Features   |
|---|--|
| Australian Tertiary Admission Rank (ATAR) courses | <p>ATAR courses are typically for students who are aiming to go to university directly from school.</p> <p>These courses are examined by the School Curriculum and Standards Authority through externally set examinations. Student results in ATAR courses are used to calculate a student's ATAR.</p> <p>The ATAR is used to determine eligibility for university entrance.</p>  |
| General Courses                                   | <p>General courses are for students who are typically aiming to enter vocationally based training or the workforce straight from school. They are not externally examined.</p> <p>General courses may be used for alternative entry to some university courses.</p>  |
| Foundation Courses                                | <p>Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy in NAPLAN or OLNA before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support. These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work.</p> <p>Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway.</p> |
| Preliminary Courses                               | <p>Preliminary courses are for students who have been identified as having a learning difficulty and/or an intellectual disability under the Disability Discrimination Act 1992. They provide a relevant option for students when it is understood that:</p>   |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>· the student cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions</li> </ul>  |
| Vocational Education and Training (VET) | <p>These courses include:</p> <p>Certificate II &amp; III courses delivered on site<br/>Profile TAFE courses delivered off-site</p> <p>School-Based Traineeships which offer mandated work placement and the completion of a full Certificate</p> <p>ADWPL (Authority Developed Work Place Learning) is an endorsed course which allows students to achieve C grade equivalents. VET courses are for students aiming to enter further vocationally based training or the workforce</p> |
| Endorsed Programs                       | <p>Endorsed Programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations. They provide access to areas of learning not covered by WACE courses or VET programs, but contribute to the WACE as unit equivalents.</p>  |



# Online Literacy and Numeracy Assessment (OLNA)

The OLNA is an online literacy and numeracy assessment. It is designed to enable students to successfully meet the [Western Australian Certificate of Education \(WACE\) requirement](#) of demonstrating the minimum standard of literacy and numeracy.

To successfully meet the literacy and numeracy requirement, students must demonstrate the skills regarded as essential to meet the demands of everyday life and work in a knowledge-based economy. These skills are described in Level 3 of the [Australian Core Skills Framework \(ACSF\)](#).

These skills must be demonstrated in:

- Literacy (reading and writing)
- Numeracy.

Students have the opportunity to prequalify for OLNA in their Year 9 NAPLAN. The cut off points for prequalification are below:

- Numeracy - 570
- Reading - 572
- Writing - 594

Students who meet these standards will not have to sit the corresponding OLNA test.

## There are three categories in OLNA:

Category 1: students who have not demonstrated the standard, i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students have been identified as at risk of not demonstrating some of these skills before the end of Year 12 and therefore require specific learning interventions to enable the student to demonstrate the required standard.

Category 2: students who have not yet demonstrated the standard, i.e. proficiency in using a range of ACSF Level 3 skills in a component. These students have been identified as at risk of not demonstrating some of these skills and may require specific learning interventions to enable the student to demonstrate the required standard. Individual student feedback identifies some of the skills students have not demonstrated in this component.

Category 3: students who have demonstrated the standard, i.e. proficiency in using a range of ACSF Level 3 skills in a component, either through the OLNA or through their performance in NAPLAN Year 9.

## English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

| Year 7                           | Year 8                           | Year 9                                  | Year 10                           | Year 11 and 12   |
|----------------------------------|----------------------------------|---|-----------------------------------|--|
| 7 ACE English (A or B grade)     | 8 ACE English (A or B grade)     | <b>9 ACE English (A or B grade)</b>     | 10 ACE English (A or B grade)     | ATAR English (OLNA Reading and Writing Category 3 achieved)  |
| 7 ACE English (A or B grade)     | 8 ACE English (A or B grade)     | <b>9 ACE English (A or B grade)</b>     | 10 ACE English (A or B grade)     | ATAR English (OLNA Reading and Writing Category 3 achieved)  |
| 7 English                        | 8 English                        | <b>9 English</b>                        | 10 English                        | General English (OLNA Reading and Writing Category 3)        |
| 7 English                        | 8 English                        | <b>9 English</b>                        | 10 English                        | Foundation English (OLNA Reading or Writing Category 1 or 2) |
| 7 English (Diagnosed Disability) | 8 English (Diagnosed Disability) | <b>9 English (Diagnosed Disability)</b> | 10 English (Diagnosed Disability) | Preliminary English  |

# Health and Physical Education

In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education curriculum (P-10) offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

| Year 7             | Year 8             | Year 9                    | Year 10            | Year 11 and 12   |
|--------------------|--------------------|---------------------------|--------------------|--|
| Health Education   | Health Education   | <b>Health Education</b>   | Health Education   | General Health Studies   |
| Physical Education | Physical Education | <b>Physical Education</b> | Physical Education | General Physical Education Studies<br>Certificate II in Sport and Recreation |

## **Physical Education (Compulsory subject – all students do two sessions each week)**

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialised movement skills. They explore ways to evaluate their own and others' performances through analysis of skills and movement patterns using basic biomechanical concepts. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success.

## **Health Education (Compulsory subject – all students do one session each week)**

In Year 9, the content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions, and manage conflict.

## Humanities and Social Sciences

Throughout the study of Humanities and Social Sciences (HaSS), students continue to build on their understanding of History, Geography, Economics and Business, and Civics and Citizenship. These areas of study are taught concurrently and provide students with the knowledge and skills to become global citizens in a world that is continually changing.

Students will 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.

| Year 7                       | Year 8                       | Year 9                                     | Year 10                       | Year 11 and 12   |
|------------------------------|------------------------------|--|-------------------------------|--|
| 7 ACE HaSS<br>(A or B grade) | 8 ACE HaSS<br>(A or B grade) | <b>9 ACE HaSS</b><br><b>(A or B grade)</b> | 10 ACE HaSS<br>(A or B grade) | ATAR Modern History  |
| 7 HaSS                       | 8 HaSS                       | <b>9 HaSS</b>                              | 10 HaSS                       | ATAR Geography<br>General Aboriginal and Intercultural Studies<br>General HaSS in Action |



## Mathematics

Mathematics is a key component of everyday life. During the year students will learn the key skills to budget, construct and create, as well as develop mathematical concepts in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students will also develop their numeracy capabilities allowing them to have greater success in all of their subjects and in their personal lives.

| Year 7                     | Year 8                | Year 9                       | Year 10                                  | Year 11 and 12                    |
|----------------------------|-----------------------|------------------------------|--|-----------------------------------|
| 7 ACE Maths (A grade)      | 8 ACE Maths (A grade) | <b>9 ACE Maths (A grade)</b> | 10 ACE Maths (A grade)                   | Mathematics Specialist ATAR       |
| 7 ACE Maths (A grade)      | 8 ACE Maths (A grade) | <b>9 ACE Maths (A grade)</b> | 10 ACE Maths (A grade)                   | Mathematics Methods ATAR          |
| 7 ACE Maths (A or B grade) | 8 ACE Maths           | <b>9 ACE Maths</b>           | 10 ACE Maths                             | Mathematics Application ATAR      |
| 7 Maths                    | 8 Maths               | <b>9 Maths</b>               | 10 Maths (OLNA Numeracy Category 3)      | Mathematics Essentials (General)  |
| 7 Maths                    | 8 Maths               | <b>9 Maths</b>               | 10 Maths (OLNA Numeracy Category 1 or 2) | Mathematics Foundations (General) |



## Science

Throughout the year students will have the opportunity to experience the four main subjects in the science learning area. In biology they will study plants, animals and their environments.

Chemistry involves a lot of practical work as students learn about the periodic table and chemical reactions. Physics is the study of motion and movement and is learnt in many different contexts sport science and oceanography. Earth and spaces science looks at our place in the universe and how the planet came into existence. Students learn through real life contexts, building skills that they will be able to use later in life, when they pursue further education or enter the workforce.

| Year 7                       | Year 8                       | Year 9                              | Year 10                       | Year 11 and 12                              |
|------------------------------|------------------------------|-------------------------------------|-------------------------------|---|
| 7 ACE Science (A grade)      | 8 ACE Science (A grade)      | <b>9 ACE Science (A grade)</b>      | 10 ACE Science (A grade)      | ATAR Chemistry<br>ATAR Physics              |
| 7 ACE Science (A or B grade) | 8 ACE Science (A or B grade) | <b>9 ACE Science (A or B grade)</b> | 10 ACE Science (A or B grade) | ATAR Human Biology<br>ATAR Psychology       |
| 7 Science                    | 8 Science                    | <b>9 Science</b>                    | 10 Science                    | General Human Biology<br>General Psychology |



# Elective Subjects

## Health and Physical Education

| Year 7           | Year 8           | Year 9                    | Year 10           | Year 11 and 12   |
|------------------|------------------|---------------------------|-------------------|--|
| Elite Basketball | Elite Basketball | <b>Elite Basketball</b>   | Elite Basketball  | General Physical Education Studies<br>Certificate II in Sport Coaching       |
| Soccer Academy   | Soccer Academy   | <b>Soccer Academy</b>     | Soccer Academy    | General Physical Education Studies<br>Certificate II in Sport Coaching       |
|                  |                  | <b>Outdoor Recreation</b> | Outdoor Education | General Outdoor Education  |
|                  |                  | <b>Sport and Fitness</b>  | Sport and Fitness | General Physical Education Studies<br>Certificate II in Sport and Recreation |

### Elite Basketball (Application and selection process applies)

The Elite Basketball Program gives students the chance to pursue their passion for Basketball. Students will develop skills, fitness, game understanding and tactical knowledge. The class is timetabled four periods each week, plus additional opportunities for training, competitions, and excursions. The program provides students with quality coaching to assist them in reaching their potential as well as opportunities to prepare for competition outside of school.

Note: Physical Education is included as part of the Basketball Program. Students will still complete Health Education separately and may choose additional Health and Physical Education options if they wish.

### Soccer Academy (Application and selection process applies)

Soccer Academy runs two periods each week, plus additional opportunities for training, competitions and excursions outside of class time. It gives students the chance to pursue their passion for Soccer. Students will develop skills, fitness, game understanding and tactical knowledge. The Academy provides students with quality coaching to assist them in reaching their potential as well as opportunities to prepare for competition outside of school.

### Outdoor Recreation

Through interaction with the natural world, Outdoor Recreation aims to get students outside to develop an understanding of the environment, others and ourselves. The course focuses on non-traditional sport, and recreation activities. This will include

Swimming, Snorkelling and orienteering, along with team and individual recreation activities.

### **Sport and Fitness (Boys or Girls)**

Boys and girls have the opportunity to take their sport and fitness to the next level. In these boys or girls only classes, students will have the opportunity to develop skills and strategies related to a number of sports and fitness activities. There will be opportunity to set health and fitness related goals and work toward the achievement of those goals through specifically designed fitness and training activities.



## Languages

The *Western Australian Curriculum: Languages* aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the Japanese language
- extend their literacy repertoire
- understand language, culture, learning and their relationship, and thereby develop an intercultural capability in communication
- develop understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develop an understanding of how culture shapes worldviews and extend their understanding of themselves, their own heritage, values, culture and identity
- strengthen their intellectual, analytical and reflective capabilities, and enhance their creative and critical thinking skills
- understand themselves as communicators.

| Year 7                       | Year 8                       | Year 9                                     | Year 10                       | Year 11 and 12 |
|------------------------------|------------------------------|--|-------------------------------|----------------|
| 7 Japanese<br>(A or B Grade) | 7 Japanese<br>(A or B Grade) | <b>9 Japanese</b><br><b>(A or B Grade)</b> | 10 Japanese<br>(A or B Grade) |                |
| 7 Japanese                   | 8 Japanese                   |  |                               |                |



## Technologies

Technologies enrich and impact on the lives of people and societies globally. Society needs enterprising students who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

The Western Australian Curriculum: Technologies describes two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce solutions for authentic needs and opportunities
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement solutions.

| Design and Technologies         |                                 |  |   |  |
|---------------------------------|---------------------------------|--|---|--|
| Year 7                          | Year 8                          | Year 9   | Year 10   | Year 11 and 12   |
| Materials Design and Technology | Materials Design and Technology | <b>Materials Design and Technology (Wood)</b><br><br><b>Gateway to Engineering</b> | Materials Design and Technology<br><br>Gateway to Engineering | Materials Design and Technology (Wood)<br><br>General Building and Construction (General)<br><br>Certificate II in Engineering |
| Food Technology                 | Food and Nutrition              | <b>International Foods</b><br><br><b>Future Families and Childcare</b>             | Café Foods<br><br>Caring for Children                         | Food Science and Technology (General)<br><br>Children, Family and Community (General)<br><br>Cert II in Hospitality            |

### International Foods

The International Foods course allows students to investigate a range of principles of food including safety, nutrition, preservation, preparation, presentation, physical and sensory properties. Students will have an opportunity to explore the exciting and varied world of International foods.

This course is a pathway to the senior school courses in Food Science & Technology, Children, Family and the Community. Some of the career pathways are Hospitality, Tourism and Childcare.

### Future Families and Childcare

This engaging and practical course introduces students to the foundations of relationships, pregnancy, childcare and family life through hands-on learning and real-world scenarios. Students explore pregnancy and early child development while learning how the needs of infants and young children are supported within families and the community. They develop practical skills in safety, hygiene, nutrition, communication and caregiving, while investigating factors that influence health and wellbeing.

Through collaborative and design-based projects, students create solutions such as child-friendly environments, wellbeing resources and support strategies for families. The course builds confidence, empathy, responsibility and literacy skills through research, problem-solving and practical learning experiences.

This subject introduces students to future pathways including childcare, education support, nursing, midwifery, community services and allied health, while providing a strong foundation for senior school pathways such as Year 11 and 12 Children, Family and the Community.

### Gateway to Engineering

This is a practical, hands-on course which aims to extend students' skills in the exciting world of Engineering. They will look at design problems that engineer's face and how they work out solutions to overcome them. The students will then be introduced to the workshop looking at the tools and equipment used in Engineering.

### Design and Technology - Materials (Wood)

Students develop a comprehensive understanding of a range of design and practical skills related directly to woodwork and gain a greater knowledge of working with various types of timber in a practical setting.

This course is a pathway into the Upper School courses in Materials, Design & Technology (Wood) and Certificate II in Engineering Pathways. Some of the career pathways are Carpentry, Furniture making and the Building and Construction industry.

| Digital Technologies |          |                            |                     |                                      |
|----------------------|----------|----------------------------|---------------------|--------------------------------------|
| Year 7               | Year 8   | Year 9                     | Year 10             | Year 11 and 12                       |
| Robotics             | Robotics | <b>Game Design</b>         | Game Design         | Computer Science (General)           |
|                      |          | <b>Digital Photography</b> | Digital Photography | Design General (Photography Context) |

## Game Design

Students will use a variety of gaming programs to learn how to create and critique games using game design principles. Student analyse and critique contemporary games in order to understand the game strengths and weaknesses and the game play experience. They will also investigate the roles of hardware and software in managing game data in a digital system.

This course is a pathway to the senior school course in Computer Science. Some of the career pathways available are Game Designer, 3D printing specialist and Cyber Security.

## Digital Photography

This is a practical course which allows students to develop a greater understanding of digital photography techniques and is an introduction into basic photo-shop skills.

This course is a pathway to the Design (Photography context) senior school course. Some of the career paths available are photographer, graphic designer and advertising.



## The Arts

Why study Arts? Imaginative activities for young learners can lead to better skills in social interactions and emotional balance and regulation. Engaging in Arts courses will nurture children’s capacity for compassion and tolerance, critical thinking and creative capabilities. Students of the Arts develop thinking skills and abilities that complement training in other fields; in many cases their Arts study will shape children’s vocational choices.

| Performing Arts  |  |   |                                      |   |
|--|--|---|--------------------------------------|---|
| Year 7   | Year 8   | Year 9  | Year 10                              | Year 11 and 12  |
| Music<br>Dance<br>Drama<br>FAME<br><br>(A or B grades) | Music<br>Dance<br>Drama<br>FAME<br><br>(A or B grades) | <b>Music</b><br><b>FAME</b><br><br><b>(A or B grades)</b> | Music<br>FAME<br><br>(A or B grades) | ATAR Drama<br><br>ATAR Media Production and Analysis<br><br>Cert II in Creative Industries<br><br>Cert III in Events<br><br>Cert II in Workplace Skills |
| Music<br>Dance<br>Drama<br>FAME                        | Music<br>Dance<br>Drama<br>FAME                        | <b>Music</b><br><b>FAME</b>                               | Music<br>FAME                        | General Music<br>General Drama<br>General Media<br>Cert II in Creative Industries<br>Cert III in Events<br>Cert II in Workplace Skills                  |

### Music

*It is recommended that students participating in the IMSS program select this course. Please contact our Music teacher to discuss this requirement.*

Students continue to develop their aural skills and theoretical knowledge. They also prepare performances on an instrument and compose their own pieces. They listen to and analyse a variety of pieces, developing an insight into historical and cultural context.

This course leads to senior school courses in Music, Drama and Certificate II in Creative Industries and Certificate II in Events. Careers supported by the study of Music include Sound Production, Advertising (jingle writing), Composer, Artistic Director, Event Production &

Management, Game Design – Music, Music Therapy, Public Relations and other careers requiring creativity, innovation and the ability to problem solve and work in teams.

## FAME

*Please note that performing in front of an audience is a requirement of this course and an integral part of the assessment schedule.*

The FAME (Future Artists Mastering Expression) program aims to give students the opportunity to explore the full range of theatre and wider arts roles, develop their skills as working artists and assist in developing skill sets that will support further study or employment in Arts career pathways. The employability skills acquired through the FAME program also offer valuable support in other career pathways.

In Year 9, we study a wide range of styles including Commedia del Arte, Collage Theatre, Children’s Theatre, Improvisation and the skill of developing a strong character in performance. Students will devise their own performance pieces and will also learn to work from scripts. A highlight of the course is the primary school Book Week tour. The year culminates in a whole class scripted production which is performed as part of the Arts Open day showcase.

This course leads to senior school courses in Drama, Media, Dance, Visual Art and Certificate II in Creative Industries, Certificate III in Events and Certificate II in Visual Art. Careers supported by the study of Drama include Stage, Screen and Radio Performance, Production Design, Law, Teaching, Journalism, Editing & Proof Reading, Arts & Venue Management, Public Relations, Event Planning & Management, Community Arts Liaison, Teaching, Psychology, Counselling & Social Work and other careers requiring creativity, innovation and the ability to problem solve and work in teams.

| Visual Arts                                |  |  |  |   |
|--|--|--|--|---|
| Year 7                                     | Year 8                                     | Year 9   | Year 10                                    | Year 11 and 12  |
| Visual Art<br>Media<br><br>(A or B grades) | Visual Art<br>Media<br><br>(A or B grades) | <b>Visual Art<br/>Media<br/><br/>(A or B grades)</b> | Visual Art<br>Media<br><br>(A or B grades) | ATAR Media<br>Production and<br>Analysis<br><br>ATAR Visual Art<br><br>Cert II in Visual<br>Art |

|                  |                  |                         |                  |                                |
|------------------|------------------|-------------------------|------------------|--------------------------------|
|                  |                  |                         |                  | Cert II in Creative Industries |
|                  |                  |                         |                  | Cert III in Events             |
|                  |                  |                         |                  | Cert II in Workplace Skills    |
| Visual Art Media | Visual Art Media | <b>Visual Art Media</b> | Visual Art Media | General Media                  |
|                  |                  |                         |                  | General Visual Art             |
|                  |                  |                         |                  | General Design – Photography   |
|                  |                  |                         |                  | Cert II in Visual Art          |
|                  |                  |                         |                  | Cert II in Creative Industries |
|                  |                  |                         |                  | Cert III in Events             |
|                  |                  |                         |                  | Cert II in Workplace Skills    |

### Media

This is a practical, hands-on course which allows students to learn how to use a variety of activities to study a range of topics relating to Media Arts. Emphasis will be placed on developing technical skills relating to film production. Students will also explore the world of how films are 'sold' to their audience. This will include making movie trailers and movie posters. These skills will form the basis for all future Media courses studied at school. Skills will be assessed using written and production tasks and observations made during classes.

This course leads to senior school courses in Media Production and Analysis, Photography, Drama, Visual Art and Certificate II in Creative Industries. Careers supported by the study of Media include Screen/Television/Radio Production, Digital and Web Production, Graphic Design, Sound Production, Teaching, Journalism, Public Relations, Market Research, Event Management and other careers requiring creativity, innovation and the ability to problem solve and work in teams.

### Visual Art

This is a practical course which provides a hands-on learning experience, and focuses on the development of art works for creative expression. Students will learn how to use visual arts language and artistic conventions to create complexity in their designs and production processes. They will explore how to adapt, manipulate materials and

techniques while communicating artistic intention. Students are encouraged to with a range of 2D and 3D art forms such as drawing, painting, sculpture, ceramics and print-making. Students will also have opportunities to reflect on and analyse traditional and contemporary art works.

This course leads to senior school courses in Visual Art, Photography, Media and the Certificate II in Visual Art and Creative Industries. Careers supported by the study of Visual Arts include Illustrator, Teaching, Art Therapist, Graphic Designer, Gallery

Manager, Community Arts Director, Concept Artist, Jewellery Designer and other careers requiring creativity, innovation and the ability to problem solve and work in teams.



## Subject Fees

| Subjects                      | Cost     |
|-------------------------------|----------|
| Digital Photography           | \$40.00  |
| Elite Basketball *            | \$80.00  |
| English                       | \$30.00  |
| FAME *                        | \$150.00 |
| Future Families and Childcare | \$40.00  |
| Game Design                   | \$42.00  |
| Gateway to Engineering *      | \$75.00  |
| HaSS                          | \$35.00  |
| Health                        | \$10.00  |
| International Foods *         | \$100.00 |
| Languages                     | \$30.00  |
| Mathematics                   | \$30.00  |
| Media Art                     | \$40.00  |
| Music *                       | \$50.00  |
| Outdoor Recreation            | \$35.00  |
| Physical Education            | \$45.00  |
| Science                       | \$50.00  |
| Soccer Academy *              | \$60.00  |
| Sport and Fitness             | \$35.00  |
| Visual Art *                  | \$60.00  |
| Woodwork *                    | \$90.00  |

Invoices for 2027 Contributions and Charges will be sent in Term 4 2026.

**Please note:**

Subjects marked with an asterisk (\*), require a 50% deposit or payment plan arrangement to confirm your child's placement and to secure a position.

Please contact the Front Office on 9294 6100 for further information or to make a payment.

**We develop our students as confident learners who are resilient, respectful community members.**



**An Independent Public School**

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**Learning *for* Living**

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