Year 8 Subject Selection Handbook 2013
## CONTENTS

| INTRODUCTION – Welcome to Year 8 students and their parents | 2 |
| YEAR 8 COURSES |  |
| 1. SPECIALIST PROGRAMS |  |
| Gifted and Talented Education | 3 |
| Academic Extension Course | 3 |
| BUILD | 3 |
| Education Support | 4 |
| Aviation Studies | 5 |
| Netball | 6 |
| Music | 7 |
| 2. THE ARTS | 8 – 10 |
| 3. ENGLISH | 11 - 12 |
| English as a Second Language | 13 |
| 4. HEALTH & PHYSICAL EDUCATION | 14 - 15 |
| 5. LANGUAGES OTHER THAN ENGLISH | 16 |
| Italian | 17 |
| Indonesian | 17 |
| Chinese | 18 |
| 6. MATHEMATICS | 19 - 20 |
| 7. SCIENCE | 21 - 22 |
| 8. SOCIETY & ENVIRONMENT | 23 - 25 |
| 9. TECHNOLOGY AND ENTERPRISE | 26 - 27 |
WELCOME TO YEAR 8 STUDENTS AND THEIR PARENTS

Congratulations on your choice of Melville Senior High School for your secondary education. We believe, because of the size of the school (approximately 1000 students) and the many and varied programs on offer (Aviation, Academic Extension, Graphic Design Media, Music, Languages and Netball to name a few), that we can provide a warm, caring environment that is rich in culture, challenge and diversity.

We hope that your association with the school is a pleasant and rewarding one. This booklet outlines the academic courses available to students entering Year 8. The aim of the program that you select is to give you a wide range of opportunities in the future with subjects that fit your needs and/or interests and in which you will ultimately specialise.

Secondary education covers Year 8 (aged 13) to Year 12 (aged 17). That period is broken into the Middle School (Years 8, 9 & 10) and the Senior School (Years 11 and 12). It is a legal requirement that students must attend school until the end of the year in which they turn 17.

Please seek further help if you require it, and WELCOME!

Melville Senior High School operates a five period day, with each period lasting one hour. The middle school curriculum at Melville Senior High School follows the Curriculum Framework.

All students in Year 8 study a set number of hours in each of the 8 Learning Areas (as shown in the table). Each student will experience compulsory and choice components across the learning areas.

<table>
<thead>
<tr>
<th>Year 8– hours per week</th>
<th>Main Stream</th>
<th>BUILD Students</th>
<th>Graphic Design Media</th>
<th>G&amp;T students</th>
<th>Netball students</th>
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** A choice of one or the other
* These are the hours of the specialist program

SPECIALIST COURSES
The areas in which a student can specialise in 2013 are
- **Gifted and Talented program (G&T) – centrally selected**
- **Academic Extension Course -AEC (Humanities and/or Sciences)**
- **Netball (Health & Physical Education)**
- **Aviation**
- **Graphic Design Media**
- **Music Focus program**

These programs are described in more detail elsewhere in this handbook.

Their specialisation is recognised by a student studying the subject **throughout** the year. Selection into specialist programs is based on testing and/or interviews, conducted during the first half of a calendar year. Placement in a specialist program is for a 3 year duration i.e. Years 8, 9 & 10, subject to suitable levels of performance.
GIFTED AND TALENTED EDUCATION (G&T)
At Melville Senior High School we are aiming to provide students with a comprehensive program that will engage and challenge. Students are selected into either Humanities or Sciences or both programs through a state wide testing program. Students will receive academic rigor through extended learning and enrichment opportunities in Sciences and the Humanities learning areas. The teachers working with students in this program are of a high calibre and have undergone professional learning programs that will assist in developing each child’s potential. The wealth and experience of our staff will help to support students and give them the best opportunities in their learning programs while supporting their emotional and developmental needs.

The program aims to encourage students to excel in their area of talent and to stimulate students’ inquiry, analytical, critical and creative thinking skills. Classroom teachers aim to provide a motivating environment, to give students the skills and the time to explore an issue, text or problem in more depth and communicate their conclusions more effectively. Students are encouraged to gradually take responsibility for their own learning. Students are selected for G&T through a central selection process.

ACADEMIC EXTENSION COURSE (AEC)
The Melville SHS AEC program provides students with a differentiated curriculum where students’ needs are catered for by acknowledging various learning styles and rates of learning. Students are involved in developing higher order thinking strategies, problem solving skills, creative and divergent thinking along with taking responsibility for their own learning. Competitions, workshops, excursions and rich tasks based on a thematic approach are also undertaken throughout the year.

How is the course structured?
The AEC program is designed so that students are given every opportunity to optimise their areas of talent; therefore we have divided the program into two areas:
1) Humanities (English & S & E)
2) Maths & Science

Some students demonstrate exceptional ability in all four subjects and will be placed in the Humanities and Maths/Science areas, whilst other students may be talented in one area i.e. Humanities and will be placed only the S&E and English component of the course.

How are students identified?
As outlined in the Department of Education’s Policy for Identification of Students who are Gifted, a range of strategies is used to identify students:
- Completion of a maths & creativity test;
- IQ test;
- Past school grades, portfolios and NAPLAN test results.

The aim of the identification program is to include rather than exclude. Students are selected through a school run process and It is expected that students have a strong level of commitment to the program in terms of participation, attitude and achievement.
Contact: David Combe - 9330 0300

(BUILD) BETTER UNDERSTANDING INCLUSIVE LEARNING DEVELOPMENT
At MSHS this program is focussed on those students with literacy and numeracy learning issues.

This program has been structured over three years of lower school. Year 8 BUILD students are identified through a number of means. Our main feeder primary schools are requested to fill out transition data sheets and interviews are held with the Year 7 teachers. NAPLAN data is analysed and specific information received from parents and teachers is taken into consideration. From this information students at differing levels of educational risk are identified and placed in a class specifically created to adapt to students’ needs. The philosophy of this classroom is that two specialised teachers will cover Maths, English, S&E and Science in a classroom which provides safety, familiarity and ownership more conducive to difficulties with learning. Research shows that students work better within a structured, specific program where their particular educational needs can be more easily met. For ‘choice’ courses, students proceed along a mainstream gridline but with written and verbal support given to these teachers by the BUILD team. A similar classroom environment for BUILD students is constructed for Year 9.
Key Elements of teaching and learning:

- Student centred learning
- Scaffolding of tasks
- Smaller class sizes
- Group/individual educational plans
- Assessment tasks set to individual students needs/demonstrated capabilities
- Teaching/learning adjustments
- Negotiated curriculum/assessment policy
- Establishment of individual learning styles – teaching/learning opportunities to reflect this diversity
- Parent/family involvement
- Improving social skills and values/building effective relationships and resiliency
- Negotiated curriculum/assessment policy
- Establishment of individual learning styles – teaching/learning opportunities to reflect this diversity
- Parent/family involvement
- Improving social skills and values/building effective relationships and resiliency

Key elements of behaviour management:

- Strong rapport built between student and teacher
- Negotiated and simple classroom behaviour management plans
- Positive behaviour modification plans
- Close working relationship with student services
- Conflict resolution and problem solving skills as element of classroom tasks
- Parent/family involvement
- Increasing school attendance through relationships

EDUCATION SUPPORT UNIT (ESU) – Middle School Years (8-10)

Melville Senior High School has an Education Support Unit (ESU) for students from Years 8 to 12 who have a disability combined with specific learning needs. We aim to provide the very best education available for students with disabilities. Our focus is providing an innovated curriculum which is inclusive and where each student has an Individual Educational Plan. We strive to build a learning community where students are secure in their experience of belonging and acceptance and where students have clear pathways into the community. Having high expectations for students, building trusting relationships and a learning community which thinks, creates, works and learns together are key objectives.

Our Year 8 – 10 programs have a strong academic focus where students work in small groups with a teacher and Education Assistant to specifically improve their literacy, numeracy and social skills. Being an Independent Public School we are able to employ a speech therapist who works closely with ESU staff to collaborate on literacy and communication goals for students. Society and Environment and Science outcomes are addressed through an innovative hands-on cross curricular program. Our protective behaviours program ensures that students have the skills to make safe and sensible decisions for themselves at school, at home and in the community. Additionally students spend approximately 30% of their class time integrated in mainstream classes working with their mainstream peers. The amount on mainstream inclusion time is tailored to the individual student and their learning needs.

Community Access during the middle school years focuses on four key areas: shopping and cooking; recreation in our community; leisure in our community and community services. Most weeks students spend a half-day in the community supported by ESU staff. During these middle school years transport training is also introduced.

There is a seamless flow for students as they progress through the middle school years (8-10) to the senior school years (11-12) and vocational programs. Based on student need there is also the option of ESU students completing Year 13. These senior school years focus on promoting a learning culture where our students are enthused and equipped to achieve success through meaningful post school options including: employment pathways, community contributions and in managing their lives.

Being situated in a mainstream high school, the ESU is able to take part in all school events offered to students. ESU staff support students’ involvement in whole school and year group activities such as: Year 8 camp, sport carnivals, assemblies, incursions, excursions and Year 12 Ball.

As a school we are proud and passionate about out Education Support Unit and its students. We collaborate together respectfully and know we are making a difference. We enjoy the challenge of striving for excellence. We build pathways for our students into their community.

For further information about Melville Education Support Unit please call:
Mrs Janelle Cahoon
(08) 9330 0331
janelle.cahoon1@education.wa.edu.au
MECHANICS OF FLIGHT
This topic is designed to familiarize students with the components of an aircraft. It then deals with the concepts involved in achieving flight.
Educational objectives covered:
- Parts of an aircraft and their functions
- How an aeroplane flies

WORLD OF AVIATION
This topic covers the awareness of the history of flight and the manner in which the aircraft has shaped the world. In addition, the student will discover and appreciate the many roles to which the aeroplane has been committed since its invention.
Educational objectives covered:
- Development of aircraft
- Aviation pioneers
- The jet revolution
- Roles of the aeroplane

STRUCTURE OF THE AIRCRAFT
This topic involves a study of the manner in which aircraft are constructed, following which students practice these techniques in the construction of models.
Educational objectives covered:
- Aircraft structures
- Stresses
- Controls
- Modelling

AIRCRAFT AND THE ENVIRONMENT
The topic involves a study of the environment in which aeroplanes operate. This includes the aerodrome, the atmosphere and the communications and control network with which it is involved.
Educational objectives covered:
- The aerodrome
- The atmosphere
- Air traffic control and communications

Entry to the Aviation course is only available to those students who have been selected by testing and/or interview.

PRE-REQUISITES:
Proven performance in the areas of Maths, Science and English.

Aviation Course of Study (year 11 and 12):
Students who achieve a B grade or better at the end of year 10 will be able to enter the Aviation Course of Study in Stages 2A/B in year 11 and 3A/B in year 12. Aviation Course of Study counts towards the WACE score at the end of year 12.

Costs of Flight Experience flights year 8-10 are borne by the parents at a cost of approx $70 for a 30 minute flight. Flight training is available after students are 15 ½ years old. Flight training costs vary at the time of commencement of training and should be discussed with the Aviation co-ordinator.
NETBALL - SPECIALIST PROGRAM

8NE8   (cost: $70.00 each semester)

What are the qualities and elements of the program that make it special?
Melville Senior High School provides students with four lessons per week all year round. The majority of the sessions are on the court learning new skills, strategies and improving both individual and team skill levels. There are opportunities to cooperate in a team environment through use of communication activities both on the court and in the classroom, develop a higher understanding of the game, understand nutrition and develop their umpiring and coaching abilities as part of the theory side of the program.

Levels are according to the outcomes in Physical Education: skills for physical activity, self-management skills, interpersonal skills and knowledge and understanding.

How does the program provide rigour and challenge, pursuit of excellence individual learning and problem solving ability to meet the needs and interests of my child?
The program is developed with input from Netball WA and is designed to add to the experience and skills that have been developed in the individual through their club participation and training. Students will follow individual programs and will be able to chart their improvement and progress as they go through the course. Students will become flexible in the positions in which they can play, and will also be provided with opportunities for development in positions in which they may specialise. Students will learn to manage, coach and umpire throughout the program, and will be expected to put their experience and knowledge into practice within their club. There will be a practical experience component to the course where the students will be expected to demonstrate their management, coaching and umpiring abilities as part of their assessment.

What are the anticipated student outcomes and achievement at various levels, eg local, state and national levels of recognition?
Outcomes anticipated are as follows:

- Introduction to Umpiring (Year 8)
- Role modelling at primary schools (Year 8)
- Level one Umpiring (Year 9)
- Umpiring primary school tournaments (Year 9)
- Accredited Sports Medicine course (Year 10)
- Accredited Foundation Coaching course (Year 10)
- Phys. Ed. Studies introduction (Year 10)
- Ability to coach, manage and umpire teams (Year 10-12)
- Ability to organise all aspects of a netball carnival (Year 11/12)
- Phys. Ed. Studies – netball specific course of study (Year 11/12)

*Note: Students who wish to join the specialist netball program in Year 8 are involved in performance trials when in Year 7; in May of Semester 1 and again in September of Semester 2.
Contact Mrs Sonia Soltoggio on 9330 0300
Why Learn Music?

Music is a science
It is exact, specific and it demands exact acoustics. A conductor’s full score is a chart, a graph which indicates frequencies, intensities, volume changes, melody, and harmony all at once and with the most exact control of time.

Music is mathematical
It is rhythmically based on the subdivision of time into fractions which must be done instantaneously, not worked out on paper.

Music is a foreign language
Most of the terms are the Italian, German, or French; and the notation is certainly not English - but a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is the most complete and universal language.

Music is history
Music usually reflects the environment and times of its creation, often even the country and/or racial feeling.

Music is physical education
It requires fantastic coordination of fingers, hands, arms, lip, cheek, and facial muscles, in addition to extraordinary control of the diaphragmatic, back, stomach, and chest muscles, which respond instantly to the sound the ear hears and the mind interprets.

Music is all these things, but most of all, Music is Art
It allows a human being to take all these dry techniques and use them to create emotion. That is one thing science cannot duplicate; humanism, feeling, emotion, call it what you will..... If you think your son or daughter would be interested in being a part of the Special Music Program but have not yet attended an audition/interview then contact Mrs Bridget Fraser at the school for more information on 9330 0315.

ADVANCED MUSIC (CONTEMPORARY AND CLASSICAL)
Melville Music offers students from Year 8 to 12 a range of opportunities. Students in lower school continue their lessons with their instrumental teachers and complete their musical training with the classroom Music program. Students in Year 10 commence their study of the Senior School Music Course of Study while students in Years 11 and 12 will have the opportunity to take the “Music” Course of Study as far as they wish. In addition students will be required to join either our Concert Band or our Classical Ensemble which rehearse once a week. Other exciting opportunities include music tours and camps, school musicals, annual variety shows and social outings.

Need more info?
Contact
Music Director- Ms Renae Boyd on 9330 0290  renae.boyd@det.wa.edu.au
HoLA - Mrs Alanna Sherwood on 9330 0358  alanna.sherwood@det.wa.edu.au

OR – Why not talk to one of our current music students or their parents? We guarantee you will enjoy your Melville Music experience!
THE ARTS LEARNING AREA

This document reflects the multitude of Arts subjects on offer from all five of our contexts: Art, Media, Dance, Drama and Music. The diagram graphically represents the lack of pre-requisites from one Arts subject to the next, however it is strongly advised that you select a pathway that provides you the experience necessary to specialise in one or two Arts courses in senior school.

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>DANCE</th>
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<th>ART</th>
<th>DRAMA</th>
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<td>Media 1ME8</td>
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<td>Ceramics and Sculpture 1CS8</td>
<td>Actor's Workshop 1AW8</td>
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<td>Digital Photography 1DG8</td>
<td>Fashion and Interior Design 1Fi8</td>
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<td>Film and Television 1FT8</td>
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<th>YEAR 9</th>
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<td>Multimedia 1MM9</td>
<td>Drawing, Painting &amp; Printmaking 1DP9</td>
<td>Scripted Drama 1SD9</td>
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- **DANCE**
- **MEDIA PRODUCTION & ANALYSIS**
- **DRAMA**
- **VISUAL ART**
- **MULTIMEDIA VET: MPA**
- **DESIGN: GRAPHICS**
- **MUSIC**
THE ARTS LEARNING AREA – CREATING MELVILLE

Students should select 2 (two) of the following four Arts contexts for 2012. Students specialising in Music will need to select the two Music units and will gain exposure to the other four Arts contexts through their music course.

In the Arts learning area students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in dance, drama, media, music, visual arts and combinations of arts forms. The Arts develop students’ sense of personal and cultural identity and equips them for lifelong involvement in, and the appreciation of the Arts.

The Arts provide young people with authentic learning experiences that engage their minds, hearts, and bodies. The learning experiences are real and meaningful for them. While learning in other disciplines may often focus on development of a single skill or talent, the Arts regularly engage multiple skills and abilities. Engagement in the Arts—whether the visual arts, dance, music, theatre or other disciplines—nurseries the development of cognitive, social, and personal competencies.

DANCE

| Dance Fundamentals- 1DF8 Semester 1 cost: ($20:00) |
| Dance Skills - 1DS8 Semester 2 cost: ($20:00) |

Key Activities

This course is an introduction to dance which will give students the basic skills and technique needed for upper school dance and beyond if they wish to pursue the art form as a career.

In Dance, students will explore the elements of body, space, time and energy. In this course students will achieve the outcomes through participating in the key activities of choreography, performance and reflection.

In choreography, students manipulate the elements of movement to create movement that communicates ideas and emotions.

In performance, students use physical and expressive skills and understand and apply the principles of human movement. They take into account the dynamic relationship between performers and the audience.

In reflection, students describe, analyse, interpret and evaluate their own dance and the movement of others.

Most importantly, students will gain confidence and benefit from learning through a very disciplined art form. Independence, enthusiasm and creativity are among many skills our dancers refine whilst completing this course.

DRAMA

| Drama – 1DR9 Semester 1 (cost: $20:00) |
| Actor’s Workshop – 1AW9 Semester 2 (cost: $20:00) |

Key Activities

This is a generalist course for the drama enthusiast that aims to give a taste of what drama is about and what exciting tangents drama will take you on. Students will be involved in improvisation, theatre-sports, techniques of basic acting, voice and movement, reading scripts, undertaking different theatre roles such as acting, directing etc. They will learn different forms/styles/conventions of drama and they will view a range of performances, including an incursion.

An essential component is the reflection students will undertake in their ‘log books’ which is a critical response to their ideas, experiences and performances in lessons and in the community. They will become more aware of their audience and the interaction they will have with their surroundings.
MEDIA — Communicating with print, film and electronic media

Key Activities
Students will achieve outcomes through participating in the key activities of creation, production and analysis.

In creation, students generate ideas, conduct research, write scripts and plans, organise resources and select appropriate codes and conventions to create media works that communicate ideas and emotions.

In production, students create media works using a range of technologies. They reflect upon, evaluate, modify and present their media works.

Through analysis, students describe, interpret and evaluate meanings created in their own media works and those of others.

Elements
Students use the elements of media: media forms; media codes and conventions; narrative; and genre.

Skills & Processes
In working with these elements, students use communication, organisational and technological skills. They recognise selection processes, structures and constraints. They take into account the relationship between the media and audiences. They learn to respond to and evaluate the media.

Students experience a wide range of media forms. They come to understand and use different styles and genres which reflect a variety of cultural and historical influences. They experience media produced in Australia as well as the media works of other students. These contexts are reflected in their own media production.

You are asked to choose courses from within this context:

- Graphic Design - 1GD8 (cost: $40:00)
- Digital Photography - 1DG8 (cost: $40:00)
- Film and Television - 1FT8 (cost $30:00)
- Media - 1ME8 (cost: $30:00)

ART
Key Activities
In this course of study students will explore a range of materials such as ceramics, lino printing, fashion design, painting and drawing.

Through the process of visual inquiry, students will explore ideas and feelings through a variety of exercises that are recorded in their own visual diary.

In studio practice, students will use skills, processes and techniques to create arts works, this is the focus of the class where students work with the elements and principles of design, to create fabulous painting, print-making, sculpture, ceramics, jewellery, graphics and textiles works.

Through exhibition and display, they present and describe their arts works to others, exhibitions that students work may be displayed in are the City of Perth Yo-fest, City of Fremantle Art Blast and the City of Melville Atwell Youth awards as well as other 2012 competitions and exhibitions. In their reflections, students describe, analyse, interpret and evaluate their own arts works and those of others.

You are asked to choose courses within this context:

- Drawing, Painting and Printmaking - 1DP8 (cost: $50:00)
- Ceramics and Sculpture - 1CS8 (cost: $50:00)
- Fashion and Interior Design - 1FI8 (cost: $50:00)
## PATHWAYS OF STUDY

### ENGLISH

**YEAR 8**
- **ESL or English**
- **2ES8/2EN8**
- **Semester 1 and 2**
- **4 hours per week**
- **Semester 1 and 2**
- **GATE students**
- **4 hours per week**

**YEAR 9**
- **ESL or English**
- **2ES8/2EN9**
- **Semester 1 and 2**
- **4 hours per week**
- **Semester 1 and 2**
- **GATE students**
- **4 hours per week**

**YEAR 10**
- **ESL English**
- **2ESX/2ENX**
- **Semester 1**
- **4 hours per week**
- **Semester 1**
- **G&T students**
- **4 hours per week**

### SENIOR SCHOOL COURSES

**Course of Study: English, Literature and EAL/D**

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<tr>
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<th>2B Year 11</th>
<th>1C Year 11</th>
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<td>3A Lit Year 12</td>
<td></td>
<td></td>
<td>3A Year 12</td>
<td>3B Year 12</td>
<td>2A Year 12</td>
<td>2B Year 12</td>
<td>1C Year 12</td>
<td>1D Year 12</td>
</tr>
</tbody>
</table>

### ENGLISH - 2EN8

**YEAR 8**
All students study English in Year 8 for a minimum of four periods a week of one hour duration. Students in Year 8 will study a range of text types including novels, short stories, feature films, autobiographies, newspapers and advertising. They will be expected to demonstrate mastery of a range of writing genres including autobiographical narratives, poetry, short stories and newspaper articles. Students will also be introduced to the basics of essay writing and be expected to develop skills in writing opinionative essays.

(cost: $15:00 each semester)
A feature of the Year 8 course will be the preparation for NAPLAN testing conducted in first semester of Year 9. These national tests in reading, writing, spelling and language conventions give parents, students and teachers the opportunity to measure student progress against national benchmarks. Although they are only one aspect of monitoring student progress it is important students are ready for the demands of NAPLAN. As a result there will be regular revision of skills in grammar, spelling and reading comprehension to ensure students are fully prepared for these significant milestones.

Australian schools are moving towards a unified national curriculum so many aspects of Year 8 English will reflect the direction of the new course.

The Department of Education has described expected standards for Year 8 (linked to an end of year C grade) to assist principals and teachers in this process of allocating grades. Student progress will be reported on at the end of each semester where students will be allocated the following grades:

<table>
<thead>
<tr>
<th>GRADE DESCRIPTORS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Excellent</td>
<td>The student demonstrates achievement that has greatly exceeded the expected standard. Their achievement is well beyond what is expected at this year level.</td>
</tr>
<tr>
<td>B  Good</td>
<td>The student demonstrates achievement that exceeds the expected standard.</td>
</tr>
<tr>
<td>C  Satisfactory</td>
<td>The student demonstrates achievement at the expected standard. The student is able to progress to the next level of learning</td>
</tr>
<tr>
<td>D  Limited</td>
<td>The student demonstrates achievement below the expected standard. The student demonstrates a quality of learning that is adequate for progression but will still need additional support or assistance to progress.</td>
</tr>
<tr>
<td>E  Very Low</td>
<td>The student demonstrates achievement below the minimum acceptable for this year level.</td>
</tr>
</tbody>
</table>
ENGLISH AS A SECOND LANGUAGE - 2ESL8 (cost $15:00 each semester)

ESL English is a flexible program of instruction for language and literacy development, designed to assist students whose first language is not English. ESL classes are formed in Year 8, 9 and 10, as required. Newly arrived students are eligible for ESL studies during their first 3 years in Australia.

ESL education caters for those students who have recently arrived in Australia from a non-English speaking country or those who have recently exited from an Intensive English Centre (IEC). At each year level, students are encouraged to take advantage of ESL provision to improve and consolidate their English language and literacy skills. Being a competent user of English is essential for success at school.

ESL is not a modified mainstream English course but rather focuses on improving oral and written language skills across a range of English texts and subject area content. In particular, ESL studies are designed to help students with basic aspects of English such as:

- pronunciation
- spelling
- vocabulary development
- grammar
- sentence construction
- paragraph organization
- whole text construction

ESL classes are small and therefore, students are assisted individually to ensure improvement and develop confidence.

In Years 8 and 9, ESL teachers focus on improving students’ Standard Australian English skills in preparation for WAMSE and NAPLAN testing. Grades achieved by students are based on each student’s progress against the ESL/ESD progress maps in the four language modes: speaking/listening, reading/viewing and writing. All lower school ESL programs are designed to effectively prepare students for achieving their WACE through participation in the English as an Additional Language (EAL) stage 1, 2, 3 units.

In Year 10, ESL students are involved in the Oracy Australia speaking program. In this program students prepare a small number of oral language tasks (eg talk accompanied by a power point; role play; reading a passage) which are presented and assessed by a trained external Oracy Australia assessor. This helps to prepare students for upper-school EAL course units where all semester exams (and the TEE exam) contain an oral examination.

Finally, ESL classroom programs will assist learners to develop key cultural and social understandings by discussing, watching, reading and responding to a range of Australian fiction and non-fiction texts across a range of common school genres (eg persuasive and argumentative texts, documentary, report, journal writing etc).
# Pathways of Study

## Health & Physical Education

### Elective Components

<table>
<thead>
<tr>
<th>Year</th>
<th>Health Education</th>
<th>Physical Education</th>
<th>Elective Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td><strong>Is a compulsory component in all HPE Courses</strong></td>
<td>Soccer</td>
<td>Netball</td>
</tr>
<tr>
<td>Year 9</td>
<td><strong>Is a compulsory component in all HPE Courses</strong></td>
<td>Soccer</td>
<td>Netball</td>
</tr>
<tr>
<td>Year 10</td>
<td><strong>Is a compulsory component in all HPE Courses</strong></td>
<td>Outdoor Education</td>
<td>Soccer</td>
</tr>
</tbody>
</table>

### Senior School Courses of Study

<table>
<thead>
<tr>
<th>Health Education Studies</th>
<th>Physical Education Studies (Netball)</th>
<th>Outdoor Education</th>
</tr>
</thead>
</table>

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14
HEALTH AND PHYSICAL EDUCATION

Health and Physical Education Learning Area outcomes are linked to the progressive development of a healthy, active lifestyle for students. Students progress throughout their schooling to achieve higher levels of skills and knowledge about influences that enable the attainment of healthy active lifestyles. Students also utilise time in the Health and Physical Education Learning area to develop self-management skills, which are based on informed decision making. Central to the ongoing education of each student is the development of interpersonal skills for the establishment and maintenance of effective relationships in life.

Although students do demonstrate attitudes and values with increasing complexity over time, it is difficult to describe a developmental sequence for the measurement of attitudes and values that students hold and demonstrate toward achieving a healthy, active lifestyle. The Health and Physical Education Learning Area encourages and monitors the values each student places on achieving a healthy, active lifestyle.

Outcomes linked with the Health and Physical Education Learning Area are predominantly addressed through learning in such areas as Health Education, Physical Education, Outdoor Education, Sport and Dance.

HEALTH EDUCATION - 3HE8  (cost: $8:00 each semester)
The focus during this course is on knowledge, communication, decision making and assertiveness. Pressures to be sexually active and strategies to counter these influences are considered. Ambitions and goals are clarified. Issues related to the use of alcohol, tobacco, and drugs (both legal and illegal) are comprehensively discussed. Lifestyle choices connected with conception, pregnancy and births, as well as contraception is reviewed. Individual diet and exercise programs are monitored and personal fitness levels are measured.

PHYSICAL EDUCATION - 3PE8  (cost $10:50 each semester)
Linked with the Health Education component will be physical activity electives that will allow students to develop outcomes in aspects of swimming, lifesaving, hockey, touch, football, athletics, netball, badminton and cricket. These sports will engage students in skill development and involve them in cooperative and strategic games. Team groupings should allow students to demonstrate the full potential of their skills and to practise and acquire higher levels of movement skills and strategies. Integrated within the activity sessions will be opportunities to develop interpersonal and self-management skills, as well as to encourage the establishment of positive attitudes and values toward living a healthy lifestyle.

SOCcer PROGRAM - 3SO8  (cost: $70:00 each semester)
Students may elect to participate in a special soccer class in place of Physical Education. This class will be delivered by a specialist soccer coach. The program aims to develop personal and team skills through training and games, representing Melville SHS in competition. Skills and understandings will also be developed in coaching and umpiring. It is expected that students will be involved with the sport outside the school and already have a good level of skill development.
## PATHWAYS OF STUDY

### LANGUAGES

<table>
<thead>
<tr>
<th></th>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>SENIOR SCHOOL COURSES OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDONESIAN</strong></td>
<td>Indonesian Year length course</td>
<td>Indonesian Year length course</td>
<td>Indonesian Year length course</td>
<td><strong>WACE</strong> Chinese Course of study (Stage 2/3)</td>
</tr>
<tr>
<td><strong>ITALIAN</strong></td>
<td>Italian Year length course</td>
<td>Italian Year length course</td>
<td>Italian Year length course</td>
<td><strong>WACE</strong> Italian Course of study (Stage 2/3)</td>
</tr>
<tr>
<td><strong>CHINESE</strong></td>
<td>Chinese CSL 1A/B Year Length Course</td>
<td>Chinese CSL 1A/B Year Length Course</td>
<td>Chinese CSL 1A/B Year Length Course</td>
<td><strong>WACE</strong> Chinese Course of study (Stage 2/3)</td>
</tr>
</tbody>
</table>
LANGUAGES
Multiple languages for our multicultural society

Languages is a strongly suggested pathway of study in Year 8 & 9. Students at Melville Senior High School can elect to study either Italian, Indonesian or Chinese and are encouraged to continue with the language they studied in the previous year to maximise competency and learning opportunities into the post-compulsory years of schooling and tertiary education.

Learning a language is the best way to learn about cultures and societies other than our own and to help us see the world from another perspective. It also makes us go back to language basics, helping us to strengthen our understanding and literacy skills in our first language. Languages also make us think about the way we learn and memorise facts and information, which we can apply to any other learning area. Learning a language also provides excellent opportunities for those intending to pursue a career in the defence forces, hospitality, tourism, fashion, teaching, translating/interpreting or in any field that requires the application of people skills.

ITALIAN  4IT8 (cost: $20.00 each semester)
Italian is one of the languages offered at Melville SHS. Italian is encouraged for students who have learnt Italian in primary school, Year 8 or even students who have no prior knowledge of the language.

YEAR 8
The Program theme in Semester 1 is ‘Facciamo Amicizia.’ This program will develop students’ language skills to a level where they can communicate with an Italian speaker and exchange personal information. Students will be presented with Italian pen-pal letters and authentic documents that will introduce them to a new range of vocabulary and expressions. Students will also be researching Italy and the Italian influence in Australia. There is emphasis on descriptive language, expressing likes and dislikes. Students will participate in a Matchmaking Video Profile and create ‘e-pal’ letters of their own.

The Program in Semester 2 is ‘Buon Appetito’ the focus being food. Students will participate in role plays and classroom games to master new expressions about eating out in Italy. Students will look at Italian recipes and even sample Italian gelato (ice-cream) on ‘Gelato Day.’ Pizzeria’s are popular both here in Australia and Italy. Students will be interpreting authentic pizza menus and making pizzas and menus of their own.

INDONESIAN  4IN8 (cost: $20.00 each semester)
Imagine waking up one day and finding yourself in Indonesia. What would you do to communicate and make yourself understood? This course will develop students’ language skills to a level where they can initiate a one-on-one conversation with an Indonesian speaker, enabling them to convey personal information and ask people simple questions about a wide range of topics. Emphasis is on formal language styles and essential ‘survival’ language.

Students also explore the links between English and Indonesian, as well as the similarities and differences of the two cultures. Through the creation of a children’s book and participation in a wide variety of classroom games, DVDs, powerpoint presentations and media, student reflect on how we actually learn and acquire a language and may use this knowledge to develop sound study techniques to aid learning in other subjects. Programme themes include Saya bisa bahasa Indonesia! (I can speak Indonesian!), A Day in the Life, Siapa Mau Menjadi Jutawan? (Who Wants to Be a Millionaire?) and Kota Saya (My City). During the year, students visit the Indonesian Consulate to participate in traditional music, dance and art workshops such as gamelan and batik making.
CHINESE - 4CL8 or 4CB8 (cost: $20.00 each semester)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Entry Requirements</th>
<th>Code</th>
<th>Year 8, 9, 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese CSL</td>
<td>No requirements</td>
<td>CSL</td>
<td>1A/1B</td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese CBS</td>
<td>Formal education in Chinese</td>
<td>CBS</td>
<td>Stage 1</td>
<td>Stage 2</td>
<td>Stage 3</td>
<td>A</td>
</tr>
</tbody>
</table>

**CHINESE CSL** is for students with no or limited Chinese literacy. *Year 8, 9, 10 (Unit 1A CSL)*

**Unit 1A CSL**
The focus is 青少年 (teenagers). It introduces students to the Chinese language and culture from a personal perspective, enabling them to share information related to personal identity, aspects of everyday life, and popular culture. They begin to develop an understanding of what it is to be Chinese-speaking, and compare their own lives to those of others in Chinese-speaking communities.

**Unit 1B CSL**
The focus is 课余生活 (things to do). It is aimed at students who have basic knowledge of Chinese. They share information about and develop a sense of their own space and place. While developing the skills to travel within Chinese-speaking communities, students learn more about communities and their cultures and their sense of space and place.

**CHINESE CSB Year 8, 9, 10 (Stage 1)**
Chinese Background Speakers Course is one of the tertiary entrance examination subjects in Western Australia. Chinese Background Speakers Course is designed for students who have received a few years of formal education in a Chinese speaking country or area.

Stage 1 A covers the theme of the Individual & the Community and Youth Culture. Students will explore the following issues in their native language, Chinese.

- the role of the individual in today’s society
- changing gender roles in today’s society
- the role of family and marriage in contemporary society
- pressures on young people today
- the place of education in young people’s lives
- the impact on young people of changes in traditional social values.

Students are given opportunities to develop skills in analysing Chinese literature and writing a variety of articles in Chinese.

Stage 1 B covers the themes of Chinese Communities Overseas and Global Issues. Students will explore the following issues in their native language, Chinese:

- adapting to new cultures (education, leisure, lifestyle)
- the maintenance of Chinese cultural contexts
- economic growth and its impact
- environmental issues
- the impact of international influences on Chinese-speaking countries

Students are given opportunities to develop skills in analysing Chinese literature and writing a variety of articles in Chinese.
### PATHWAYS OF STUDY

#### MATHEMATICS

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>Semester 1 and 2 BUILD Students</th>
<th>4 hours work per week</th>
<th>Semester 1 and 2 GATE Students</th>
<th>4 hours work per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 9</td>
<td>Semester 1 and 2 BUILD Students</td>
<td>4 hours work per week</td>
<td>Semester 1 and 2 GATE Students</td>
<td>4 hours work per week</td>
</tr>
<tr>
<td>YEAR 10</td>
<td>Semester 1 and 2 BUILD Students</td>
<td>4 hours work per week</td>
<td>Students will undertake a post-compulsory course of study determined by the GATE teacher</td>
<td></td>
</tr>
</tbody>
</table>

#### SENIOR SCHOOL COURSES OF STUDY

There will be two courses of study
- Mathematics
- Mathematics: Specialist

The Mathematics course consists of units 1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 3A, 3B, 3C, and 3D.

The Mathematics: Specialist course consists of units 3A, 3B, 3C and 3D. Melville SHS will offer paired combinations of these units with lower school performance determining the entry point.

Students studying units at Levels 2 and 3 will sit an external examination at the end of Year 12 where the result will contribute to their ATAR (a measure used to determine University Entrance).
All Year 8 students will study mathematics for four hours per week.

YEAR 8

In Year 8 students are arbitrarily allocated to a Mathematics class in such a way that a balance exists between the numbers of boys and girls. One exception to this arbitrary distribution is that all students identified through pre-entry testing such as the Gifted and Talented (G&T) Program or Academic Extension Course are placed into a class consisting only of G&T or AEC students. A second exception is that students considered to be at educational risk (as identified by feeder primary schools) are placed into a smaller class where their individual needs can best be met. This class will be known as the BUILD class.

Throughout Year 8, students will be assessed in the areas of Space, Measurement, Chance & Data, Number, Algebra and Working Mathematically.

Student achievement in Year 8 will be used to determine placement in Mathematics classes for the beginning of Year 9.

During Year 9, students will further their studies in each of the above areas and some changes to classes will be made during the year in an effort to keep students of similar ability in the same group.

This process continues into and through Year 10. During Year 10, students will be advised of their entry point into the post-compulsory courses of study of Mathematics.
# Pathways of Study: Science

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1 and 2</th>
<th>4 hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
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<tr>
<td>Year 10</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11 Courses of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 2A &amp; 2B</td>
</tr>
<tr>
<td>Chemistry 2A &amp; 2B</td>
</tr>
<tr>
<td>Biology 2A &amp; 2B</td>
</tr>
<tr>
<td>Human Biology 2A &amp; 2B</td>
</tr>
<tr>
<td>Integrated Science 1A &amp; 1B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12 Courses of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics 3A &amp; 3B</td>
</tr>
<tr>
<td>Chemistry 3A &amp; 3B</td>
</tr>
<tr>
<td>Biology 3A &amp; 3B</td>
</tr>
<tr>
<td>Human Biology 3A &amp; 3B</td>
</tr>
<tr>
<td>Integrated Science 1C &amp; 1D</td>
</tr>
</tbody>
</table>
From Year 8 all students will study Science for four hours per week. They will continue to study aspects of both physical and biological sciences in a thematic approach through to Year 10.

In Year 8 students will cover the following outcomes:

- 5 weeks  Working as a scientist
- 13 weeks  Natural & Processed Materials
- 11 weeks  Life and Living
- 11 weeks  Energy and Change

These outcomes are interwoven with the process outcomes of Investigating Scientifically.

Students aiming to complete university bound courses should be achieving a minimum of an ‘A’ grade in Natural & Processed Materials and Energy & Change for the study of Chemistry and Physics 2A/2B and a ‘B’ grade or better in Life & Living for the study of Human Biology or Biology 2A/2B by the end of Year 10.

Students wishing to follow Integrated Science in Year 11 should be achieving a minimum C grade across all disciplines in Years 9 & 10.
PATHWAYS OF STUDY
SOCIETY AND ENVIRONMENT

YEAR 8
Semester 1 and 2
4 hours work per week

YEAR 9
Semester 1 and 2
4 hours work per week

YEAR 10
Semester 1 and 2
4 hours work per week

YEAR 11
Economics
Geography
History
Politics & Law
Career & Enterprise, including Workplace Learning
Certificate II in Tourism Operations

YEAR 12
Economics
Geography
History
Politics & Law
Career & Enterprise, including Workplace Learning
Certificate II in Tourism Operations
The Year 8 course has a diverse context. Through their studies of Society and Environment, students will achieve outcomes in the context of Australian and Western Australian culture, geography and its economy. Students will also study history from the ancient to the modern world (650bc to 1750ad).

Students will complete work in the following strands:
1. Investigation, Communication and Participation.
2. Place and Space
3. Culture
4. Resources
5. Time Continuity Change

The Society and Environment outcomes covered in Years 8, 9 and 10 will lead to entry into the following senior school courses of study:

- Geography
- Modern History
- Politics and Law
- Economics
- Career and Enterprise, including Workplace Learning
- Certificate II in Tourism Operations

Entry into humanities courses in senior school years will be influenced and affected by grades attained in lower school.

It is recommended that students be achieving a ‘C’ grade in Society and Environment for entry into these courses, although students who are aiming for university entrance should be achieving ‘B’ grade by the end of Year 10.
SOCIETY AND ENVIRONMENT FOR ESL STUDENTS

7SS8 (cost $15.00 each semester)

Melville Senior High School has a very diverse student cohort with many newly arrived migrant learners. These students are still in the process of developing mastery over the English language. Many Intensive English Centre students who enter mainstream subjects find the Society & Environment learning area presents them with various language learning challenges.

For this reason and as a way to further support students who are still learning English, a targeted Society & Environment class group for recently arrived migrant students has been established at Melville Senior High School. Students in this class will cover the mainstream Year 9 Society & Environment program but will be taught by trained and experienced English as Second Language teachers who can support students’ English language and literacy learning needs. Students will learn Society & Environment but also be assisted to develop their English vocabulary, sentence structure, paragraphing & whole text development skills along with building reading comprehension abilities.
<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>Aviation Studies 8AV81/82 (Specialist Program)</th>
<th>Materials Design 8MD8</th>
<th>CAD Computer Assisted Drawing 8CD8</th>
<th>Entertaining with Food 8EF8</th>
<th>Creative Computing 8CC8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jewellery 8JW8</td>
<td>Food Choices 8FC8</td>
<td>I.T.’s For You 8IT8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wood Technology 8WW8</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>Aviation Studies 8AV91/92 (Specialist Program)</th>
<th>Materials Design 8MD9</th>
<th>CAD Computer Assisted Drawing 8CD9</th>
<th>Entertaining with Food 8EF9</th>
<th>Creative Computing 8CC9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jewellery 8JW9</td>
<td>Food Choices 8FC9</td>
<td>I.T.’s For You 8IT9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wood Technology 8WW9</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>Aviation Studies 8AVX1/X2 (Specialist Program)</th>
<th>Materials Design 8MDX</th>
<th>CAD Computer Assisted Drawing 8CDX</th>
<th>Entertaining with Food 8EF1X</th>
<th>Creative Computing 8CCX</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jewellery 8JWX</td>
<td>Children in the Community 8CDX</td>
<td>Making Money Made Easy 8BBX</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Workshop Trades 8TRX</td>
<td>Food Choices 8FCX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wood Technology 8WWX</td>
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<tbody>
<tr>
<td></td>
<td>Construction</td>
<td>Children, Family &amp; Community</td>
<td>Information Technology Certificate 1 &amp; 2</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Business Management &amp; Enterprise</td>
<td>Certificate I &amp; 2 Business</td>
<td></td>
</tr>
</tbody>
</table>
TECHNOLOGY AND ENTERPRISE

CAD - Computer Assisted Drawing - 8CD8  (cost: $10:00)
Students taking the CAD course will be introduced to industry standard ‘Autocad’ software to draw technical drawings. The course will provide opportunities for students to experience design and technical aspects of drawing.

Creative Computing - 8CC8  (cost: $23:00)
If you are up to the challenge, then be “creative” in your computing. Start creating more challenging web sites which will be as good as those on the Internet and create animation using Flash and Dreamweaver. Extend your skills and develop what you have learned in Art, Music, Society or, English. From a “blank canvas” we will help you, the student, to flourish and develop the skills you never thought you had. This is an excellent choice of subject if your intention is to progress to TAFE or, if Applied Information Technology is your upper school subject choice.

I.T’s for You. - 8IT8  (cost: $10:00)
Your first steps in Information Technology at Melville SHS. If you are looking to develop your computing skills from the very start, then this is the course for you. With technology being very much a part of daily life, we will help you in developing your skills in all Microsoft Office software packages. In the long run, this unit will help with your studies in all learning areas. This unit will help you develop correct processes in using and applying technology skills.

Jewellery - 8JW8  (cost: $35:00)
This jewellery unit introduces students to the basic skills required to work with sterling silver and other metals to produce small items of jewellery. The safe use of workshop tools and equipment will help to build student confidence in designing and making their own items of jewellery.

Wood Technology – 8WW8  (cost: $35:00)
Students will be introduced to tools and equipment in order to construct small items in wood. They will develop skills which will allow them to begin making projects of their own design. Students will learn to read use drawings and follow instruction in order to complete their practical tasks.

Materials Design – 8MD8  (cost: $35:00)
Materials Design will provide students with the experience in the use of tools and equipment in order to construct small items in various materials. Skills learned will allow them to begin making projects of their own design. Computer Assisted Drawing software may be used to complete accurate drawings of their design ideas. A range of materials may also be used including sterling silver as well as plastics and other metals. Students will be encouraged to use imagination and creativity in designing and making their own projects.

Food Choices – 8FC8  (cost: $40:00)
In Home Economics students will learn to prepare a range of quick nutritious snacks and meals using equipment and products found in the modern home. A basic knowledge of nutrition related to promoting healthy eating habit will be the focus of this courses.

Entertaining with Food – 8EF8  (cost: $40:00)
This elective involves students planning and preparing food for a variety of formal and informal occasions. The place of hospitality in our own modern lives from formal dining to buffets and casual brunches will be looked at.