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## WELCOME TO YEAR 7 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 1450 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 7. 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 7 (aged 11/12) to Year 12 (aged 17/18). That period is broken into the Middle School (Years 7, 8 and 9) and the Senior School (Years 10, 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 Australian Curriculum and Western Australia's Curriculum Framework.

All students in Year 7 study a set number of hours in each Learning Area. Each student will experience compulsory and elective courses across the learning areas, while some students will also study specialist courses.

### COMPULSORY COURSES made up of

- English
- Maths *Studied for 4 hours per week*
- Science
- Humanities and Social Sciences
- Health and Physical Education *Studied for 3 hours per week*
- Languages – made up of Chinese and Italian *Studied for 2 hours per week for 1 Semester*
- Cross Curricular priority *Studied for 2 hours per week for 1 Semester*

### ELECTIVE COURSES made up of

- The Arts – made up of Visual and Performing arts for example dance, drama, digital photography, ceramics and sculpture
- Technologies – made up of Design and Technology, Food Science Technology and Digital Technology, for example woodwork, metal work, cooking and creative computing.

*Studied for 2 hours per week per choice- students typically choose up to 3 per semester*

### SPECIALIST COURSES

The areas in which a student can specialise in after being accepted to in 2018 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 4 year duration i.e. Years 7, 8, 9 & 10, subject to suitable levels of performance.

**Please Note:** In certain circumstances students underperforming both academically and behaviourally who live out of the Melville SHS local intake area may be asked to leave the school.

## **GIFTED AND TALENTED - Selective Academic Program**

Your child can discover a world of opportunities in Gifted and Talented programs. A key feature of these programs is the extension and extracurricular activities where children can be involved in international, national and state competitions, leadership programs, community service, university extension programs and study tours.

At Melville Senior High School we are aiming to provide students with a comprehensive program that will engage and challenge. Students gain entry into Humanities, English, Maths and Sciences through a state wide testing program. Students will receive academic rigor through extended learning and enrichment opportunities in Maths, Science and the Humanities learning areas. The teachers working with students in this program and have completed additional professional learning that will assist them to develop each child's potential. All Gifted and Talented teachers have completed specialist GERRIC training. Our experienced team of staff will help to support students and give them the best opportunities in their academic learning programs as well as supporting their social, emotional development as young adolescents.

Students apply and are selected for Gifted and Talented programs through a central selection process.

For further queries regarding the G&T Program the school recommends contact with the Teacher in Charge Gifted and Talented Program:

Rhian.Bilclough@education.wa.edu.au

## **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 and are encouraged to take more 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 & Social Sciences)
- 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 in the Social Sciences and English component of the course. Students must maintain high academic performance in both streams (areas).

### **How are students identified?**

As outlined in the *Department of Education's Policy for Identification of Students who are Gifted*, a range of strategies are used to identify students:

- Completion of a maths & creativity test
- Past school grades, portfolios and NAPLAN test results
- Aptitude test

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.

## **CROSS CURRICULAR PRIORITY**

**Cost: \$50.00**

This is an exciting course that, through different Arts & Technologies contexts, provides students with the opportunity to explore Australia's engagement with Asia, in particular the impact of various cultural, aesthetic and technological influences on Australian culture and way of life.

Depending of the course in which they are enrolled students will apply their learning through a variety of cooking, visual, media arts, jewellery, woodwork, design or photography activities.

# AVIATION – SPECIALIST COURSE

**SEMESTER 1**  
**AVIATION 1 - 7AV71**

**Cost: \$52.00 per Semester**

## YEAR 7

The course is based at space travel, transport in space, rocket design and function. An introduction to basic aerodynamics of flight is also covered which is amalgamated with flight lessons in the schools flight simulator.

Program covers areas such as:

### Semester 1 – 7AVN71

- Space Race
- Mans' Journey into Space
- Hazards of space travel
- Living in a space station
- Flight lessons using the flight simulator
- Basic aerodynamics
- Earth in space
- V Space aircraft
- Rockets

### Semester 2 – 7AVN72

- Future of space travel
- Unusual planes
- Breaking records in flight
- Unmanned flight
- Accidents in space
- Rocket design
- Future flight
- Supersonic flight
- Robots in space
- Flight lessons using the flight simulator

### Contact

Teacher in Charge  
HOLA

Mr Randall Brink on 9330 0300  
Mr Kim Rosenthal on 9330 0300

[randall.brink@education.wa.edu.au](mailto:randall.brink@education.wa.edu.au)  
[kim.rosenthal@education.wa.edu.au](mailto:kim.rosenthal@education.wa.edu.au)



## GRAPHIC DESIGN MEDIA – SPECIALIST COURSE

Year 7 forms the first year of this specialist program. It establishes the basic parameters of the program including the design process, design tools and both manual and digital skills in interactive, spatial and time based media.

### Graphic Design Media – 1GDM7

As a certified Specialist program, GDM at Melville tests from student's state wide and this is done via both an academic testing, ideation testing and portfolio interview structure. Students may exhibit a wide range of different types of projects in their portfolios, though the emphasis is on students who work in a self-directed manner and who have demonstrated both passion and quality in their work.

Projects range from Interactive Games and Web Design, 3D Animation and Creature Development, Web Design, Print and Kinetic Graphics, Architecture, Fashion, Industrial Design and Film Production. Main projects will typically be term based assignments which are split up into segments that test different aspects of a student's development. At the heart of the program lies the professional master class workshops. These enable our students to work (both in school and sometimes externally) with professionals in various design and media based industries.

The Graphic Design Media program at Melville SHS is underpinned by a dynamic parent support group who help contribute to the richness of the extension and enrichment programs by both direct assistance and by fundraising activities.

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### Pre-Requisites

- demonstrated body of work to the expected level of quality and rigour
- selection via testing process (see above) to commence\*

\* **Please note** – very few students are selected to BEGIN Graphic Design Media DURING the year in Year 7. Special circumstances will however be considered and transferees from other schools will be considered assuming that PLACES ARE STILL AVAILABLE.

### After Hours

It is expected in the same way that other specialist programs have out of school hours components to their courses that students spend time out of class further developing their skills in this area. It is suggested that 4 hours a week be a nominal benchmark for this extra time, to include activities such as:

- Sketching and drawing from life
- Scrap booking and collecting
- Completing software tutorials (usually online)
- Creating photo journals
- Collecting reference materials and imagery for projects at school

### For more information contact

**Teacher in Charge:** Mr Lev Vykopal on 9330 0295

**Head of Learning Area:** Mr David Anderson on 9330 0300

[lev.vykopal@education.wa.edu.au](mailto:lev.vykopal@education.wa.edu.au)

[david.anderson@education.wa.edu.au](mailto:david.anderson@education.wa.edu.au)

For enrolment forms and to apply for testing dates please contact school administration on 9330 0300



**Year Cost: \$130.00 plus booklist items**

## NETBALL - SPECIALIST COURSE

**7NE7**

**Cost: \$75:00 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 **skills**. There are opportunities to cooperate in a team environment through the use of communication activities both on the court and in the classroom. The students are provided with opportunities to develop a deeper understanding of the game, explore the link between nutrition and performance 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 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 when participating with their club. There will be a practical 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:

Develop a Diamond Program (Year 7)

Rules of the game (Year 7)

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 7 are involved in performance trials when in Year 6; in May/June of Semester 1 and again (if needed) in September of Semester 2.

**Contact Mrs Sonia Soltoggio on 9330 0300 or email: [Sonia.soltoggio@education.wa.edu.au](mailto:Sonia.soltoggio@education.wa.edu.au)**



# MUSIC IN FOCUS PROGRAM

**Semester Cost: \$30.00**

## Music in Focus – 1MU7

Year 7 Music In Focus program offers selected students 2 hours per week focusing on an

- Overview of musical elements, style and genre
- Overview of music Instruments
- In-class band performance and rehearsal – all students

As a part of their class room studies students will continue their lessons with IMSS's instrumental teachers. This forms part of the students' **co-curricular program** which provides opportunities for the extension and practical application of classroom learning. As well as instrumental lessons this includes participation in bands and ensembles (rehearsals and performances).



**Instrumental Music School Services** provide lessons free of charge at Melville Senior High School to students selected for the Music in Focus Program or who are continuing lessons from Primary School\*. Lessons are available on Classical Guitar, Electric Guitar, Bass Guitar, Percussion, Brass, Saxophone, Clarinet and Flute.



Students are expected to join the Vocal Ensemble 1 hour per week after hours and are required to join either our Intermediate Concert Band (3.00-4.00 Tuesdays) or our Classical Guitar Ensemble (3.00-4.00 Thursdays) which rehearse once a week before or after school to fulfil the ensemble requirement of the course.

\* **Please note** that very few students are selected to BEGIN School of Instrumental Music lessons in Year 7 as the usual starting point is Years 6. Special circumstances will be considered and **transferees** from similar high/primary school programs will be given opportunity to audition.

**Extra-curricular activities** provide exciting opportunities for Music in Focus students to enrich their learning through participation in camps, tours, workshops and annual variety shows.

**Pre-requisites** – Completion of Academic and Specialist testing followed by an audition and interview with the the Music Teacher in Charge for selected applicants.

## Ensembles and Bands Rehearsing After Hours

- Classical Guitar Ensemble (Years 7-12)
- Swing Band (invitation only)
- Intermediate Concert Band (Years 6-10)
- Senior Concert Band (Years 10-12)
- Junior Vocal Ensemble (Years 7)
- Melville VOX Vocal Ensemble (Voice Students)

## For more information contact:

**Music Teacher in Charge:** Ms Ana Milas on 9330 0300

**Head of Learning Area:** Mr David Anderson on 9330 0300

[ana.milas@education.wa.edu.au](mailto:ana.milas@education.wa.edu.au)

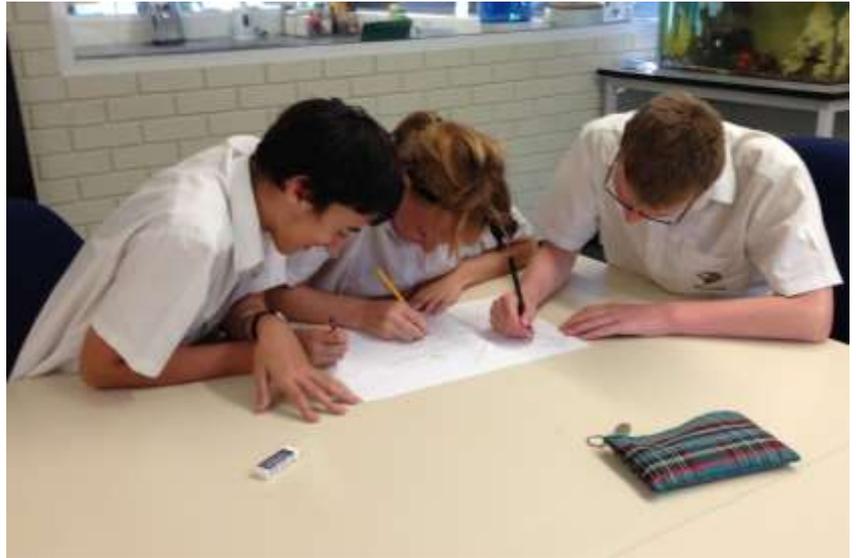
[david.anderson@education.wa.edu.au](mailto:david.anderson@education.wa.edu.au)

**OR**

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

## STUDENT DEVELOPMENT AND SUPPORT

**Melville Learning Centre** is a school focus program available to Melville Senior High School students from Years 7 to 12 who have a disability (as determined by Schools Plus eligibility) combined with specific learning needs. In Melville Learning Centre we operate two separate programs (1) Middle School Years (7, 8 & 9) and (2) Senior School Years (10-12). We aim for a seamless flow for students as they progress between the two programs during their high school years.



The Melville Learning Centre program promotes a learning culture where students are enthused and equipped to achieve success. The program focuses on developing students' skills to make safe and sensible decisions for themselves at school, at home and in the community.

**Enrolment Conditions:** Melville Learning Centre provides an integrated educational program for students from the **local intake area** only. Entrance into the unit is case by case as determined by a panel chaired by the School Psychologists and includes the Deputy Principal Student Services and the Deputy Principal Middle School.

For further information about Melville Learning Centre please call:

Teacher in Charge: Mrs Marina Gaskell (08) 9330 0300  
[Marina.Gaskell@education.wa.edu.au](mailto:Marina.Gaskell@education.wa.edu.au)

Manager: Mrs Stephanie McDonald (08) 9330 0300  
[Stephanie.mcdonald@education.wa.edu.au](mailto:Stephanie.mcdonald@education.wa.edu.au)

### **LEARNING SUPPORT COORDINATOR (LSC)**

The role of the Learning Support Coordinator is to support teachers, in the mainstream school setting, provide an inclusive education program for identified students. The LSC does not work with students and families of students in the MLC and RISE programs.

The LSC assists teachers by providing information on students with recognized diagnosis' of disabilities and/or learning disorders. The LSC also supports staff by providing learning strategies and teaching materials as required.

Other roles include:

- Facilitating communication between outside agencies, parents and school staff.
- Development of overarching Documented Plans in consultation with all parties that may incorporate teaching/learning adjustments and classroom strategies.
- Coordination of Special Exam Arrangements in consultation with relevant school staff including identifying eligible students and completing necessary applications.
- Maintaining a database/guide for staff on students with a recognised diagnosis; SEA, suggested strategies and modifications.

For further information about Learning Support please call:

Teacher in Charge: Ms Yolanda Cool (08) 9330 0300  
[yolanda.cool@education.wa.edu.au](mailto:yolanda.cool@education.wa.edu.au)

Manager: Mrs Stephanie McDonald (08) 9330 0300  
[Stephanie.mcdonald@education.wa.edu.au](mailto:Stephanie.mcdonald@education.wa.edu.au)

## **The RISE Program Years 7 - 9**

Respect Include Scaffold Engage

At MSHS this program is focused on students with literacy and numeracy learning issues.

This program has been structured over three years of lower school with flexible entry and exit points to meet student needs. Year 7-9 students are identified through a number of means by the school. NAPLAN data and previous years' reports are analysed, and specific information received from parents and teachers is taken into consideration. From this process students at educational risk are identified and placed in a learning program designed to meet their individual learning needs to maximise engagement and achievement.

Specialist learning area teachers will each cover their learning area (either Maths, English, HASS or Science) within a classroom environment which provides a scaffolded and structured approach to learning. The class follows the mainstream curriculum with modifications and additional support as needed. There is a focus on NAPLAN preparation across all years and OLNA preparation in Semester 2 of 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
- Classroom education assistant (EA) support

### **Key elements of behaviour management**

- Strong rapport 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 relationship

### **Vocational Pathway Program- Intro Year 10**

With a focus on developing strong career and training pathways and preparation for the Online Literacy and Numeracy testing, the Year 10 Program follows the mainstream curriculum with scaffolding and a vocational and task based focus.

Students are supported to develop their study and career plans and their understandings about the world of work and further learning opportunities. Students are exposed to the wide range of opportunities available in the Vocational Pathway Program in Upper School and also prepare for the General Course they will study in Year 11.

### **Key elements of behaviour management**

- Strong rapport 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 relationship

For further information please call Melville SHS on 9330 0300

## THE ARTS LEARNING AREA

This table reflects the multitude of Arts subjects on offer from all six of our contexts: Graphics, Visual Art, Media, Dance, Drama and Music. It represents the progression through various Arts courses into Senior School. Whilst an advantage, Senior School courses do not require previous experience in Middle School. However, a 'C' grade or higher in English is recommended for all classes.

In Year 7 and 8 students are required to undertake studies in at least one Performing Arts and one Visual Arts course in each year. In Years 9 and 10 students can select based on personal interest and aspiration.

Contexts	Performing Arts			Visual Arts			
	OPEN COURSES		SPECIALIST Select Entry	OPEN COURSES			SPECIALIST Select Entry
<b>YEAR 7 Semester Courses</b>	Performing Arts (1PA7)	Music Appreciation (1CM7)	SPECIALIST Music In Focus (1MU7) <b>YEAR COURSE</b>	Visual Art (1AR7)	Media (1ME7)	Graphic Design (1GD7)	SPECIALIST Graphic Design Media (1GDM7) <b>YEAR COURSE</b>
<b>YEAR 8 Semester Courses</b>	Performing Arts (1PA8)	Music Appreciation (1CM8)	SPECIALIST Music In Focus (1MU8) <b>YEAR COURSE</b>	Visual Art (1AR8)	Media (1ME8)	Graphic Design (1GD8)	SPECIALIST Graphic Design Media (1GDM8) <b>YEAR COURSE</b>
<b>YEAR 9 Semester Courses</b>	Dance (1DA9)	Music Appreciation (1CM9)	SPECIALIST Music In Focus (1MU9) <b>YEAR COURSE</b>	Drawing & Painting (1DP9)	Multimedia (1MM9)	Graphic Design (1GD9)	SPECIALIST Graphic Design Media (1GDM9) <b>YEAR COURSE</b>
	Drama (1DR9)			Ceramics & Sculpture (1CS9)			
<b>YEAR 10 Yearlong Course Packages</b>	Dance (1DAX) & Drama (1DRX)	Music Certificate II in Music Industry	SPECIALIST Music In Focus (1MUX) <b>YEAR COURSE</b>	Drawing & Painting (1DPX) & Ceramics & Sculpture (1CSX) Fashion & Interior Design (1FIX) & Drawing & Painting (1DPX)	Multimedia (1MMX) & Film & Television (1FTX)	Digital Photography (1DGX) & Graphic Design (1GDX)	SPECIALIST Graphic Design Media (1GDMX)
<b>Senior School Courses OF STUDY</b>	ATAR Drama (11 & 12)	ATAR Music (11 & 12)	ATAR Visual Art (11 & 12)	ATAR Media (11 & 12)			
	Certificate II in Live Production (Drama)			ATAR Graphic Design (11 & 12)			ATAR Visual Art (11 & 12)
	Certificate II in Dance	Certificate III in Music Industry (11 & 12)	General Visual Art (+ embedded Certificate II in Visual Arts)	Certificate III in Screen & Media (11 & 12)			
	General Dance (11 & 12)			Certificate II in Creative Industries (Media) (over 1 year – in Year 12 only)			

Whilst an advantage, Senior School courses do not require previous experience in Middle School. However, a 'C' grade or higher in year 10 English is recommended for all classes.

## THE ARTS LEARNING AREA

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, Performing Arts or other disciplines nurtures the development of cognitive, social, and personal competencies.

### Performing Arts

#### Performing Arts – 1PA7

This is an introductory course that gives students opportunities to explore basic skills, techniques and processes involved in various aspects of the Performing Arts. In a fun and safe environment, through practical application, students are introduced to various elements of narrative, movement, performance and staging.

Students will learn a variety of performance routines that will be performed in class, at variety nights, Dance or Drama festivals or in other parts of the school's performance program.

**Semester Cost \$20.00**



#### Music Appreciation – 1CM7

Music Appreciation is a generalist course introducing students to a variety of musical forms.

Using available Music technologies students are introduced to skills and processes involved in recording and production in contemporary music. Students will create music using a range of apps on their iPads such as Imovie, Symphony Pro, Pro Tools Auralia, Beep Street and Garage Band.

In a stimulating, fun environment this course helps take the mystery out of musical concepts and techniques and acts to improve students' general musicianship.

**Semester Cost \$40.00**



### Visual Arts

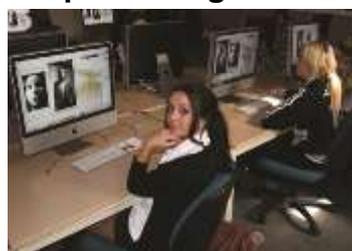
#### Arts Media - 1ME7

This course introduces students to some of the basic ideas, concepts and skills in the broad discipline that is Media Studies. Students will view examples of different media forms and, using a range of Media techniques, will create their own media works – short videos, photographic works, advertisements, animations, etc - using available production technologies.

**Semester Cost \$30.00**



#### Graphic Design - 1GD7



This course develops students' skills in illustration, design and computer aided imagery. You will develop skills that a graphic designer would use in the real world. Projects include CD covers, business cards, magazines, cartooning, desk top publishing, t-shirts, in fact anything graphical. Photoshop, illustrator, digital cameras and scanning are all the latest skills, techniques and programmes you will learn in this course.

**Semester Cost \$40.00**

#### Visual Arts – 1AR7

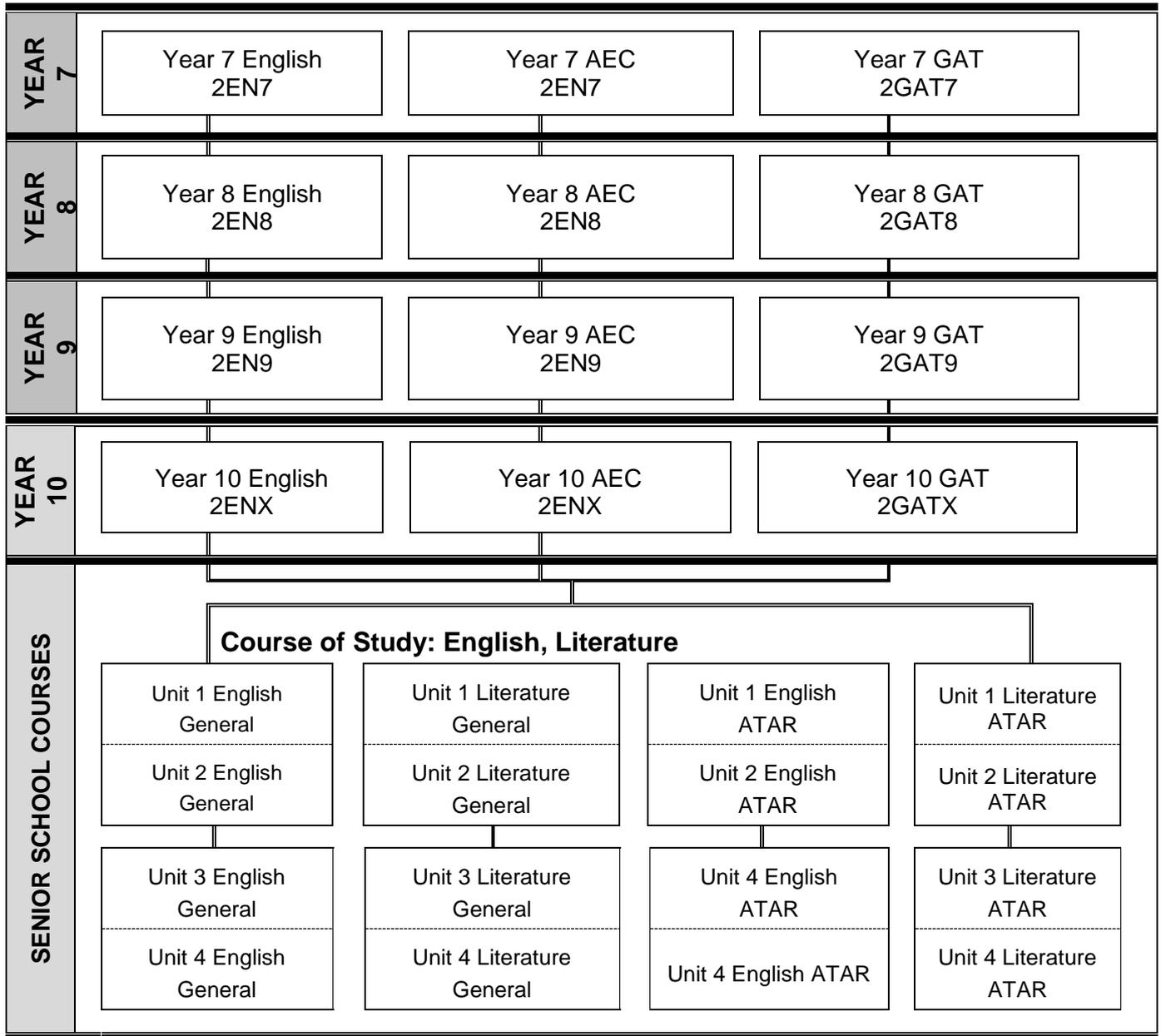
This course is an introduction to the Visual Arts where students will complete a number of short activities that introduce them to the elements and principles of art and experience a variety of art techniques and media.

This develops a variety of skills and techniques in areas including drawing, painting, ceramics and printmedia, and also builds understanding of art language and how to view artworks with a critical eye.

**Semester Cost \$50.00**



## PATHWAYS OF STUDY ENGLISH



**ENGLISH - 2EN7  
- 2GAT7 (Gifted and Talented)**

**Cost: \$15:00 each semester  
Cost: \$30:00 each semester**

This year students will be completing the Year 7 Western Australian Curriculum course for English. The English curriculum is built around three interrelated strands that support students' growing understanding and use of English. These strands are:

- Language
- Literacy
- Literature

The three strands are not designed to be curriculum modules or sub-programs: but rather should be seen as interwoven. They represent aspects of learning that together can be addressed in any activity or sequence of work. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. The new curriculum places extra emphasis on the development of an understanding of how the English language works. As a result there will be regular lessons developing skills in grammar and spelling.

A feature of the Year 7 course will be the preparation for NAPLAN testing conducted in Term 2. 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.

The Department of Education has described expected standards for Year 7 (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:

**GRADE DESCRIPTORS**

<b>A</b>	Excellent	The student demonstrates achievement that has greatly exceeded the expected standard. Their achievement is well beyond what is expected at this year level.
<b>B</b>	Good	The student demonstrates achievement that exceeds the expected standard.
<b>C</b>	Satisfactory	The student demonstrates achievement at the expected standard. The student is able to progress to the next level of learning
<b>D</b>	Limited	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.
<b>E</b>	Very Low	The student demonstrates achievement below the minimum acceptable for this year level.

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 7, 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 7, 8 and 9, ESL teachers focus on improving students' Standard Australian English skills in preparation for 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) courses.



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 (e.g. 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 ATAR 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			Specialist Program		
<b>YEAR 7</b>	Health Education Is a compulsory component in all HPE Courses	Physical Education	Soccer	Advanced Athletics, Swimming & Sport	Netball		
<b>YEAR 8</b>	Health Education Is a compulsory component in all HPE Courses	Physical Education	Soccer	Advanced Athletics, Swimming & Sport	Netball		
<b>YEAR 9</b>	Health Education Is a compulsory component in all HPE Courses	Physical Education	Soccer	Advanced Athletics, Swimming & Sport	Netball		
<b>Choose one of the 4 below</b>				<b>Elective</b>	<b>Specialist Program</b>		
<b>YEAR 10</b>	Health Education Is a compulsory component in all HPE Courses	Physical Education	Recreation	Outdoor Education	Soccer	Sports Science	Netball
<b>SENIOR SCHOOL COURSES</b>	Health Education Studies	Physical Education Studies	Outdoor Education Studies	Senior School Netball Pathway			



## 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. 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 – 3HE7 (Compulsory)

**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 – 3PE7

**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.

### SOCCER PROGRAM – 3SO7

**Cost: \$45.00 each semester**

Students may elect to participate in the special soccer pathway program 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. Students need to have a background in soccer and it is preferred that they play for a club currently or are seeking to do so. If students do not have a background in playing soccer but are very keen to want to learn the game and develop their skills in soccer they can still select this subject. There is a focus on 'learning through game-play' in this program and although the main focus is on outdoor soccer, students will be provided with opportunities to develop their indoor skills as well as their beach soccer skills!

### ADVANCED ATHLETICS, SWIMMING AND SPORT – 3AS7

**Cost: \$25.00 each semester**

*(Note: students who select this subject will still participate in selected team-based sporting activities from the mainstream PE program as a way of enhancing their fitness, physical skills and teamwork skills).*

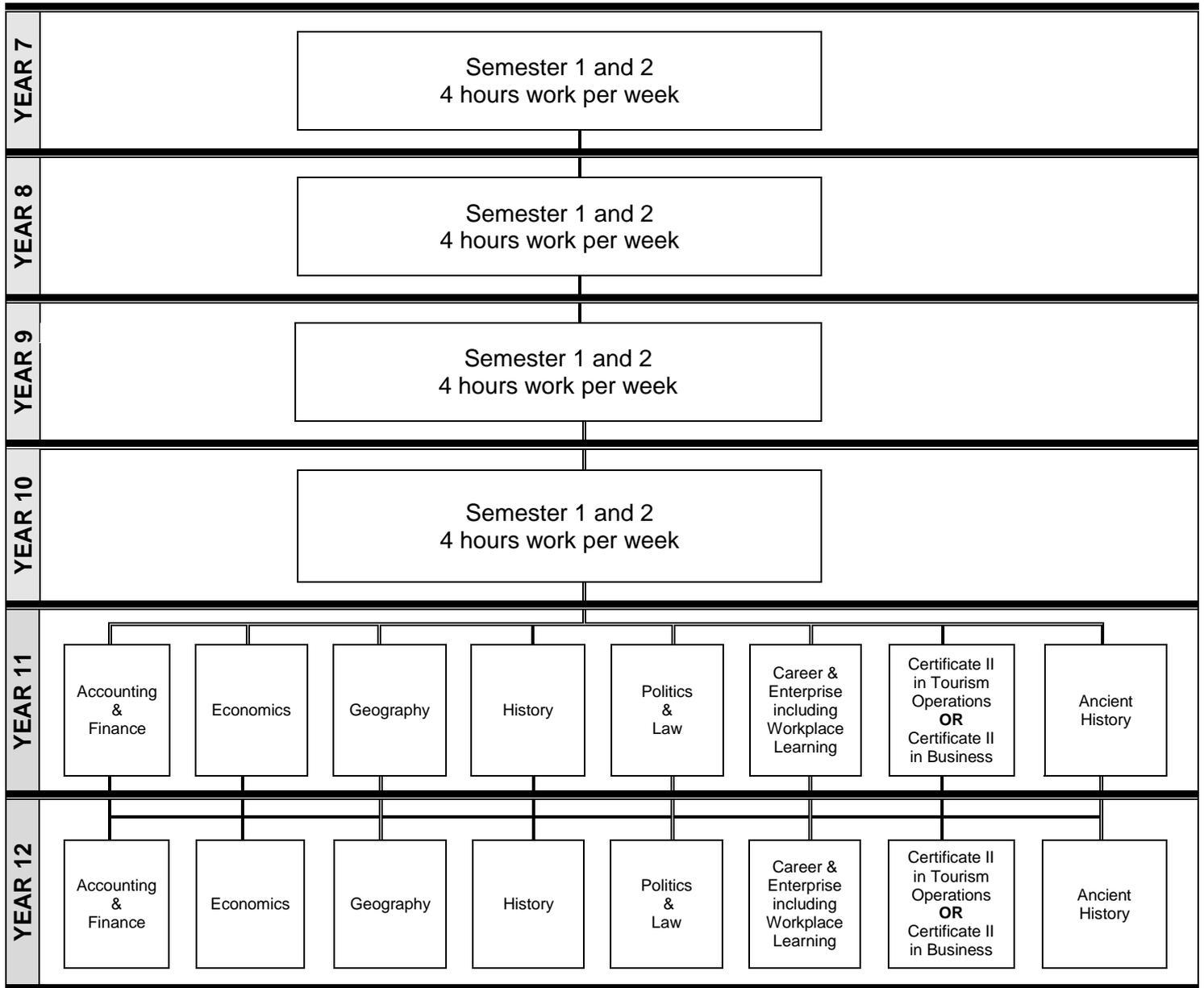
Students may elect to participate in this class instead of the mainstream Physical Education class. This is a new PE option provided for students who aim to become members of our coveted A Division Inter-school Athletics team and/or our Interschool Swimming Team and our Inter-school Sporting teams. Students who select this subject should have a keen interest in improving their skills and ability in athletics and swimming to promote high-level performance in House and Interschool Athletics and Swimming Carnivals. Students who select this subject will enjoy a range of fun and engaging skill and fitness-based activities aimed at improving fitness, technique and conditioning for competition. Some of the activities in this subject include:

- Specific event training and technique development in swimming and athletics
- Mini-biathlon & mini-triathlons
- Group fitness sessions/classes and circuits
- Personal fitness programming (and use of the Fitness Centre)
- Cycling & selected team sports from the Year 7 mainstream PE program
- Aqua aerobics, water polo and other pool activities

(Note: If an insufficient number of students select this subject, students will participate in the normal Year 7 mainstream PE program instead).

# PATHWAYS OF STUDY

## HUMANITIES AND SOCIAL SCIENCES



## HUMANITIES AND SOCIAL SCIENCES

Cost: \$17:00 each semester

In Year 7 Humanities and Social Sciences (HASS) students will be offered a number of subjects under the new topics of the Western Australian Curriculum. In History students will be learning about the role of history in humanity and how people can influence and interpret history. They will then be exploring the Ancient World, looking in depth at Ancient Greece. Some of the skills students will learn are how to view primary and secondary sources from a variety of perspectives and how these sources can help people learn about specific time periods in history.



Students will also be studying Geography and they will gain an understanding of the world around them and they will learn skills such as mapping which will help them enhance their knowledge and understanding. Students will then be looking at the topic "Water". They will learn where water can be found, what it is used for, and how to conserve water to last into the future. Students will also look at "Place and Liveability". They will explore why people choose to live in certain areas and what makes some places more liveable than others. In 2017 Year 7 students attended an excursion to Mundaring Weir (see pictures below) to explore Perth's water supply.

In 2018 Year 7's will also begin learning Civics and Citizenship where we will develop an understanding of the creation and implementation of the Australian Constitution. Students will learn how the Constitution divides the decision making processes and powers in Australia. Students will then look at the practical application of laws in Australian society, focussing on the presumption of innocence, burden of proof and the right to a fair trial.

Students will also be introduced to Economics and Business and they will investigate how they as individuals and informed citizens obtain their needs and wants. We will investigate the characteristics of an entrepreneur and we will discover our entrepreneurial abilities by creating our own products from recycled materials and developing advertising plans. We finish the unit by discussing different types of work that people can do to earn money and be active members of the Australian economy. Humanities is a fun and interactive subject that combines all learning areas and helps students develop a life long love of exploring the work around them.

The Humanities and Social Sciences outcomes covered in Years 7, 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
- Certificate II in Tourism Operations
- Accounting and Finance
- Certificate II in Business

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

It is recommended that students be achieving a 'B' grade in Humanities and Social Sciences for entry into these courses, although students who are aiming for university entrance should be achieving 'B' grade by the end of Year 10.



## PATHWAYS OF STUDY LANGUAGES

	ITALIAN	CHINESE
<b>YEAR 7</b>	<div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> <b>Italian</b> Semester course         </div>	<div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> <b>Chinese</b> Semester course         </div>
<b>YEAR 8</b>	<div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;">           Semester length course Compulsory studies         </div>	<div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;">           Semester Length Course Compulsory studies         </div>
<b>YEAR 9</b>	<div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> <b>Italian</b> Year Length Course         </div>	<div style="display: flex; justify-content: space-around; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;"> <b>Chinese Second Language</b> Year Long Course         </div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;"> <b>Chinese Background Language</b> Year Long Course         </div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;"> <b>Chinese First Language</b> Year Length Course         </div> </div>
<b>YEAR 10</b>	<div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> <b>Italian</b> Year length course         </div>	<div style="display: flex; justify-content: space-around; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;"> <b>Chinese Second Language</b> Year Long Course         </div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;"> <b>Chinese Background Language</b> Year Length Course         </div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;"> <b>Chinese First Language</b> Year Length Course         </div> </div>
<b>SENIOR SCHOOL COURSES OF STUDY</b>	<div style="border: 1px solid black; padding: 10px; margin: 5px auto; width: 80%;"> <p><b>Italian Second Language</b> Year 11 General Unit 1 &amp; 2</p> <p><b>Italian Second Language</b> Year 12 General Unit 3 &amp; 4</p> <p><b>Italian Second Language</b> Year 11 ATAR Unit 1 &amp; 2</p> <p><b>Italian Second Language</b> Year 12 ATAR Unit 3 &amp; 4</p> </div>	<div style="border: 1px solid black; padding: 10px; margin: 5px auto; width: 80%;"> <p><b>Chinese Second Language</b> Year 11 ATAR Unit 1 &amp; 2</p> <p><b>Chinese Second Language</b> Year 12 ATAR Unit 3 &amp; 4</p> <p><b>Chinese Background Language</b> Year 11 ATAR Unit 1 &amp; 2</p> <p><b>Chinese Background Language</b> Year 12 ATAR Unit 3 &amp; 4</p> <p><b>Chinese First Language</b> Year 11 ATAR Unit 1 &amp; 2</p> <p><b>Chinese First Language</b> Year 12 ATAR Unit 3 &amp; 4</p> <p><b>General Chinese Second Language</b> Year 11 Unit 1 &amp; 2</p> <p><b>General Chinese Second Language</b> Year 12 Unit 3 &amp; 4</p> </div>

# LANGUAGES

## *Multiple languages for our multicultural society*

There are two languages offered to students at Melville Senior High School: **Italian and Chinese**. Languages are compulsory in Year 7 and 8. In Year 7, students will study a language of their choice in Semester 1 or 2. The rise and interest in Languages and the need for Languages in a global context, has seen the need for the Western Australian Curriculum to mandate that Languages must be learnt at some stage in a student's educational journey. Today, knowing a Language sets you apart from everyone else and gives you that edge in employment opportunities, travel experiences and general communication. Languages empowers!

Students 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. However, students new to Languages are welcomed to enrol in this wonderful course as it accommodates all ability levels.

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 as well as making us more adaptable to our social and working environments.

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, as a translator, Editor or Proofreader, Interpreter, Teacher, Language Engineer, Lexicographer, Linguist, Localizer, Program Manager, Subtitled, Voice over, Terminologist, Transcriptionist, Translator, News reader and Broadcaster, in Tourism and Hospitality fields or in any field that requires the application of people skills and language.

## **ITALIAN - 4IT71 or 4IT72**

**(cost: \$10.00 each semester)**

Italian is one of the two languages offered at Melville SHS. Italian is encouraged for students who have learnt Italian in primary school, or even students who have no prior knowledge of the language.

## **YEAR 7: Semester 1 or 2**

The Program theme in Semester 1 or 2 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 on a basic level. Students will be presented with 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 as well as sampling some of the tantalising Italian delights. Students will also be involved in whole school activities that embrace Italian studies and their own multicultural background. This course gives students a true introduction to a taste of Italy and Italian language, including incursions/excursions.



## CHINESE

(cost: \$10.00 each semester)

**CHINESE** is for students with no, limited or intermediate Chinese literacy. *Year 7, 8, 9, 10*

The systems of spoken and written language in Chinese are distinct. They are also quite distinct from the English language system. Because of the role of character learning and its impact on reading and writing, learners' spoken language use is more advanced than their written language use; therefore, students will be immersed in the sights and sounds of Chinese. They develop oral language through active listening, observing interactions between native speakers, and using the spoken language for purposes such as socialising, transacting and getting things done, sharing information and engaging in imaginative performance. They are likely to understand more words than they can say or write. They use Pinyin as a resource to support learning, prepare drafts of oral and written texts, and learn new oral vocabulary.

### Unit 1 Chinese Year 7

The focus is **ALL ABOUT ME**. 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.

Classroom interaction is primarily conducted in Chinese. Students extend their knowledge of language structures and text organisation through reading and viewing authentic material and discussing how to apply new learning to their own communication. They are immersed in Chinese language, exploring issues related to youth culture, environmental conservation, family structure and welfare, and the features of diverse Chinese personal and social environments.

This covers the theme of the **Individual & the Community** and Youth Culture. Students will explore the following issues in Chinese.

- the role of the individual 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.



## PATHWAYS OF STUDY MATHEMATICS

<b>YEAR 7</b>	Semester 1 and 2 4 hours work per week	
<b>YEAR 8</b>	Semester 1 and 2 4 hours work per week	
<b>YEAR 9</b>	Semester 1 and 2 4 hours work per week	
<b>YEAR 10</b>	Semester 1 and 2 4 hours work per week	Students will undertake a senior school course as determined by the GAT teacher
<b>SENIOR SCHOOL COURSES OF STUDY</b>	<p>There will be three ATAR courses of study</p> <ul style="list-style-type: none"> <li>• Mathematics Applications</li> <li>• Mathematics Methods</li> <li>• Mathematics Specialist</li> </ul> <p>High achieving students may be given the opportunity to study two of these courses (Methods and Specialist).</p> <p>There will be one non-ATAR (general) course</p> <ul style="list-style-type: none"> <li>• Mathematics Essential</li> </ul>	

**MATHEMATICS - 5MA7  
5GAT7**

**Cost \$12:00 each semester  
Cost \$17.00 each semester**

All Year 7 students will study mathematics for four hours per week.

Year 7 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 (GAT) Program or Academic Extension Course (AEC) are placed into a class consisting only of GAT 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.

Throughout Year 7, students will be assessed in the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability.

Student achievement in Year 7 will be used to determine placement in Mathematics classes for the beginning of Year 8.

During Year 8, 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 9 and 10. During Year 10, students will be advised of their entry point into the post-compulsory courses of study in Mathematics.



## PATHWAYS OF STUDY

### SCIENCE

<b>YEAR 7</b>	Aviation Studies <b>8AV71/72</b> (Specialist Program)	Semester 1 and 2 4 hours per week				
<b>YEAR 8</b>	Aviation Studies <b>8AV81/82</b> (Specialist Program)	Semester 1 and 2 4 hours per week				
<b>YEAR 9</b>	Aviation Studies <b>8AV91/92</b> (Specialist Program)	Semester 1 and 2 4 hours per week				
<b>YEAR 10</b>	Aviation Studies <b>8AVX1/X2</b> (Specialist Program)	Semester 1 and 2 4 hours per week				
<b>YEAR 11 &amp; 12</b> <b>COURSES OF STUDY</b>	Aviation Year 11 General	Physics Year 11 ATAR	Chemistry Year 11 ATAR	Biology Year 11 ATAR	Human Biology Year 11 ATAR	Integrated Science Year 11 General
	Aviation Year 12 General	Physics Year 12 ATAR	Chemistry Year 12 ATAR	Biology Year 12 ATAR	Human Biology Year 12 ATAR	Integrated Science Year 12 General

### SCIENCE - 6SC7

**Cost \$17:00 each semester**

In Year 7 all students study Science for four hours per week. They cover all major concepts of science, including physics, chemistry, biology and earth sciences as well as science laboratory and investigative skills.

In Year 7 students will cover the following outcomes:

- 6 weeks            Working as a scientist
- 9 weeks            Chemistry
- 10 weeks          Biology
- 7 weeks            Earth sciences
- 8 weeks            Physics

These topics are interwoven with the process outcome of Science Enquiry Skills throughout the year.



## TECHNOLOGIES

This document reflects the multitude of Technologies subjects on offer at Melville Senior High School. This table represents the progression through various Technologies courses into Senior School. Whilst an advantage, Senior School courses do not require previous experience in Middle School. However, a 'C' grade or higher in year 10 English is recommended for all classes.

In Year 7 and 8 students are required to undertake studies in at least one Technologies and one Digital Technologies course in each year. In Years 9 and 10 students can select based on personal interest and aspiration.

	Technologies				Digital Technologies	
<b>YEAR 7</b> Semester Courses	Materials & Design (8DA7)		Food & Lifestyle (8FS7)	Textiles (8TX7)	Digital Technologies (8DT7)	Technical Design (8CD7)
<b>YEAR 8</b> Semester Courses	Materials & Design (8MD8)	Jewellery (8JW8)	Food Awareness (8FC8)	Textiles (8TX8)	Digital Technologies (8DT8)	Technical Design (8CD8)
<b>YEAR 9</b> Semester Courses	Materials & Design (8MD9)	Jewellery (8JW9)	Food Choices (8FC9)	Fashion & Textiles (8TX9)	Creative Computing (8CC9)	Technical Design (8CD9)
	Woodwork (8WW9)		International Foods (8IF9)			
<b>YEAR 10</b> Yearlong Course Packages	Introduction to Workshop Trades (8TRX) & Wood Technologies (8WWX)	Jewellery (8JWX) & Materials & Design (8MDX)	Socialising & Entertaining with Foods 1 (8EFX1) & Socialising & Entertaining with Foods 2 (8EFX2)	Child Development (8CFX1) & Caring for Children (8CFX2)	Creative Computing (8CCX) & Computer Assisted Drawing (8CDX)	
<b>SENIOR SCHOOL PATHWAYS</b>	Certificate II in Engineering Pathways (11&12, VET)		General Food Science & Technology (11&12)		ATAR Applied Information & Technology (11&12)	General Design – Technical Graphics (11&12)
	General Materials Design & Technologies – WOOD (11&12)		General Children, Family & Community (11&12)		Certificate II in Information, Digital Media & Technology (over 2 years, 11&12)	
	General Building & Construction (11&12)					
Whilst an advantage, Senior School courses do not require previous experience in Middle School. However, a 'C' grade or higher in year 10 English is recommended for all classes.						

## TECHNOLOGIES

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.

Technologies Curriculum describes two distinct but related areas:

- **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.

In an increasingly technological and complex world, it is important to develop knowledge and skills to analyse and creatively respond to design and/or digital challenges.

Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities.

### Design & Technologies

#### Design and Technology DAT – 8DA7

**Semester Cost \$40.00**



Students in Design and Technology get to explore a range of materials and techniques in classes of Computer Assisted Design, Wood Technology, Jewellery and Materials Design. You will get to design and create your own project in Jewellery and CAD using the facilities and resources available.

In Metals and Wood you will make a range of projects using basic hand and power tools. A Materials Design project will get you using plastics, nickel silver and resin. This course is designed for students who loves a creative challenge and enjoys working with their hands to produce a detailed finished to a high standard.

#### Food and Lifestyle – 8FS7

**Semester Cost: \$65.00**

This course gives students the opportunity to develop the knowledge and practical experience to prepare quick, delicious, foolproof recipes that are packed with nutritional value and to create a simple decorator textile item. Students explore aspects of colour and design, as well as basic construction techniques.

The study of food not only involves learning to cook, it also includes new taste experiences with an emphasis on flavour, colour and texture and presentation.

The focus of this course is to promote healthy eating habits and encouraging sound food choices.



## Digital Technologies

### Digital Technologies DT – 8DT7

In this course students will learn skills to use office software that includes Microsoft office and email assisting in their everyday school work. Students will also have the opportunity to learn touch typing as well as using the latest apps to create and present their work. In this course students will also touch on designing, programming and coding their own games in a fun, encouraging environment that will continue on in Year 8.

**Semester Cost \$25:00**



## Digital Technologies

### Digital Technologies DT-8DT7

In this course students will learn skills to use office software that includes Microsoft office and email assisting in their everyday school work. Students will also have the opportunity to learn touch typing as well as using the latest apps to create and present their work. In this course students will also touch on designing, programming and coding their own games in a fun, encouraging environment that will continue on in Year 8.

**Semester Cost \$25.00**

### Technical Design – 8CD7

Using simple but very effective drawing programs discover how to model anything –then build it! Students will learn how to use software and will also design projects for interschool competitions which we will then construct in the workshop. If you have an interest in 3D design and engineering, this is the course for you.

**Semester Cost \$25.00**

