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## 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 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 new or ongoing association with our 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 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 8 study a set number of hours in each Learning Areas. 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 *Studied for 4 hours per week*
- Maths *Studied for 4 hours per week*
- Science *Studied for 4 hours per week*
- Humanities and Social Sciences *Studied for 4 hours per week*
- Health and Physical Education *Studied for 3 hours per week*

### 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.
- Languages – Chinese and Italian

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

### SPECIALIST COURSES

The areas which a student can specialise in after being accepted for in 2015 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 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.

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 apply and are selected for G&T Programs through a central selection process.

'Top-up' testing for this program is available in Years 8, 9 and 10 for entrance into the program in the following academic year. The school recommends contact with the Teacher in Charge of the Gifted and Talented Program:

Mrs Rhian Bilclough – 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, including:

- 1) Humanities (English & Humanities and 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 in only the Humanities and Social Sciences 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 are used to identify students, including:

- 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.

# AVIATION – SPECIALIST COURSE

## SEMESTER 1

### AVIATION 1 - 8AV81

Cost: \$79.00

#### 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 and functions of an aeroplane since its invention. Educational objectives covered:

- Development of aircraft
- Aviation pioneers
- The jet revolution
- Roles and functions of the aeroplane

## SEMESTER 2

### AVIATION 2 - 8AV82

Cost: \$79.00

#### 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



#### For information contact

Teacher in Charge Mr Randall Brink on 9330 0300

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

HOLA

Mr Kim Rosenthal on 9330 0300

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

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

# GRAPHIC DESIGN MEDIA – SPECIALIST COURSE

## Graphic Design Media – 1GDM8

Year Cost: \$130.00 plus booklist items

Graphic Design Media students will cover a wide variety of contexts from different areas of design and media production during this year. 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. Workshops with students studying film special effects maquette construction and 3D animation with leading industry professionals is an example of the Master Class workshops offered. As a certified Specialist program, GDM at Melville tests student's from 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.



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.

## Pre-Requisite

Completion of Year 7 in the GDM program to the expected level of quality and rigour OR selection via testing process (see above) to commence\*.

\* **Please note** that very few students are selected to BEGIN Graphic Design Media in Year 8 as the usual starting point is 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.

# NETBALL - SPECIALIST COURSE

**3NE8**

**Cost: \$80:00 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 8 are involved in performance trials when in Year 6; in May of Semester 1 and again (if needed) in September of Semester 2.

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



## MUSIC IN FOCUS PROGRAM

### Music in Focus – 1MU8

Semester Cost: \$40.00

The time allocation of four hours per week for Year 8 Music in Focus is split up in the following way:

- World Music
- Music from the 50's and 60's Music
- In-class band performance and rehearsal – all students
- Theory composition
- Respond to and critique performances

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.



**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 year 7\*. 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 students BEGINNING School of Instrumental Music lessons in Year 8 must speak to the Music Teacher and get approval from IMSS. Special circumstances will be considered and **transferees** from similar high 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 Year 7 Music in Focus Course OR audition with the music teacher for admission.

### Ensembles and Bands Rehearsing After Hours

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

### 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)

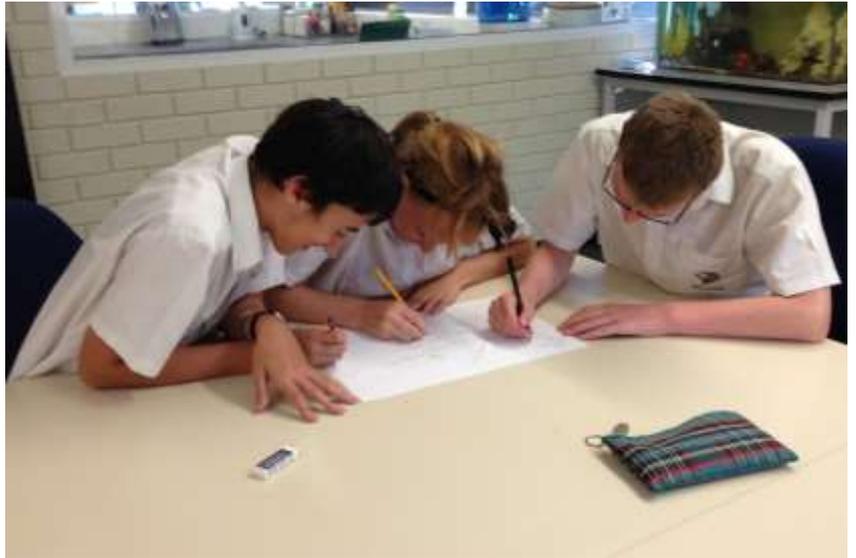
[david.anderson@education.wa.edu.au](mailto:david.anderson@education.wa.edu.au)

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 8 students are required to undertake studies in at least one Performing Arts and one Visual Arts course per 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 8</b> Semester Courses	<b>Performing Arts</b> (1PA8)	<b>Music Appreciation</b> (1CM8)	<b>SPECIALIST Music In Focus</b> (1MU8) <b>YEAR COURSE</b>	<b>Visual Art</b> (1AR8)	<b>Media</b> (1ME8)	<b>Graphic Design</b> (1GD8)	<b>SPECIALIST Graphic Design Media</b> (1GDM8) <b>YEAR COURSE</b>
<b>YEAR 9</b> Semester Courses	<b>Dance</b> (1DA9)	<b>Music Appreciation</b> (1CM9)	<b>SPECIALIST Music In Focus</b> (1MU9) <b>YEAR COURSE</b>	<b>Drawing &amp; Painting</b> (1DP9)	<b>Multimedia</b> (1MM9)	<b>Graphic Design</b> (1GD9)	<b>SPECIALIST Graphic Design Media</b> (1GDM9) <b>YEAR COURSE</b>
	<b>Drama</b> (1DR9)			<b>Ceramics &amp; Sculpture</b> (1CS9)			
<b>YEAR 10</b> Yearlong Course Packages	<b>Dance</b> (1DAX) & <b>Drama</b> (1DRX)	<b>Music</b> Certificate II in Music Industry	<b>SPECIALIST Music In Focus</b> (1MUX) <b>YEAR COURSE</b>	<b>Drawing &amp; Painting</b> (1DPX) & <b>Ceramics &amp; Sculpture</b> (1CSX)  <b>Fashion &amp; Interior Design</b> (1FIX) & <b>Drawing &amp; Painting</b> (1DPX)	<b>Multimedia</b> (1MMX) & <b>Film &amp; Television</b> (1FTX)	<b>Digital Photography</b> (1DGX) & <b>Graphic Design</b> (1GDY)	<b>SPECIALIST Graphic Design Media</b> (1GDMX)
<b>Senior School</b> Courses OF STUDY	<b>ATAR Drama</b> (11&12)	<b>ATAR Music</b> (11&12)	<b>ATAR Visual Art</b> (11&12)	<b>ATAR Media</b> (11&12)			
	<b>Certificate II in Live Production</b> (Drama)			<b>ATAR Graphic Design</b> (11&12)	<b>ATAR Visual Art</b> (11&12)		
	<b>Certificate II in Dance</b>	<b>Certificate III in Music Industry</b> (11&12)	<b>General Visual Art</b> (+ embedded Certificate II in Visual Arts)	<b>Certificate III in Screen &amp; Media</b> (11&12)			
	<b>General Dance</b> (11&12)			<b>Certificate II in Creative Industries (Media)</b> (over 1 year – in yr12 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

The Arts provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world. They entertain, inform, challenge, and encourage responses, and enrich our knowledge of self, communities, world cultures and histories.

The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling.

At Melville staff aim to provide students with authentic learning experiences that engage their minds, hearts, and bodies with learning experiences that 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 nurtures the development of cognitive, social, and personal competencies.

### Performing Arts

#### Performing Arts – 1PA8

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 – 1CM8

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

#### Graphic Design - 1GD8

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, Corel, digital cameras and scanning are all the latest skills, techniques and programmes you will learn in this course.

**Semester cost: \$40.00**

#### Visual Art – 1AR8

This course is an introduction to the Visual Arts where students will complete a number of studio focussed 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, fashion and interior design and also builds understanding of art language and how to view artworks with a critical eye.

**Semester cost: \$50:00**

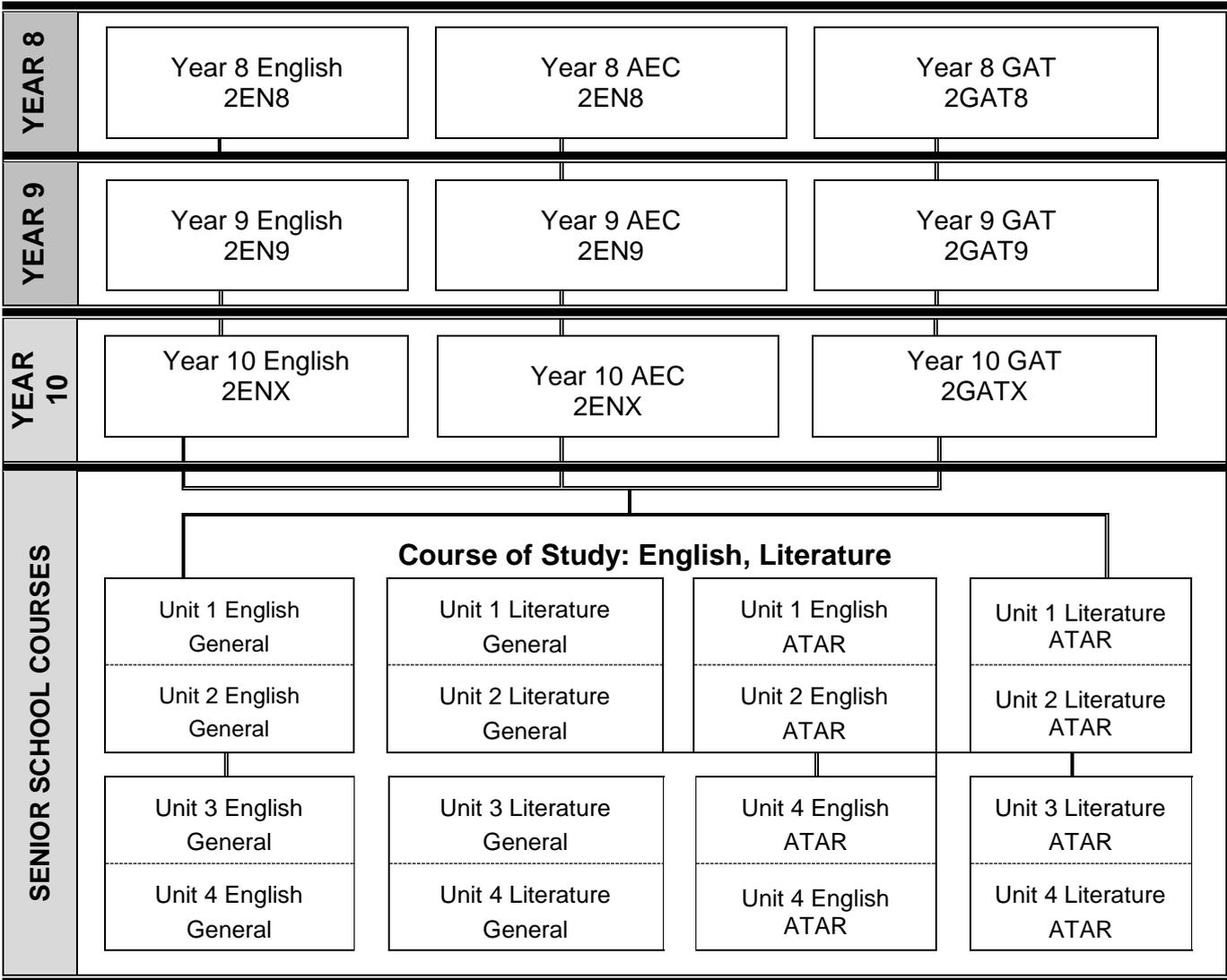


#### Arts Media – 1ME8

Film and Television students develop skills in camera angles and shots. Create and interpret a range of advertisements, investigate films specifically analysing stereotypes, genres and characterisation. Using storyboarding students will work in small groups and create their own adverts and short films. Post Production editing skills will be taught such as titles, voice over and credits.

**Semester cost: \$30.00**

# PATHWAYS OF STUDY ENGLISH



**ENGLISH - 2EN8  
- 2GAT8 (Gifted and Talented)**

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

This year students will be completing the Year 8 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. As part of their course work students will study a range of text types including novels, short stories, feature films, autobiographies, non-fiction and advertising. They will be expected to demonstrate mastery of a range of writing genres including narratives, expository and multi-modal texts. Students will also be introduced to the basics of essay writing and be expected to develop skills in writing opinionative and persuasive essays. 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.

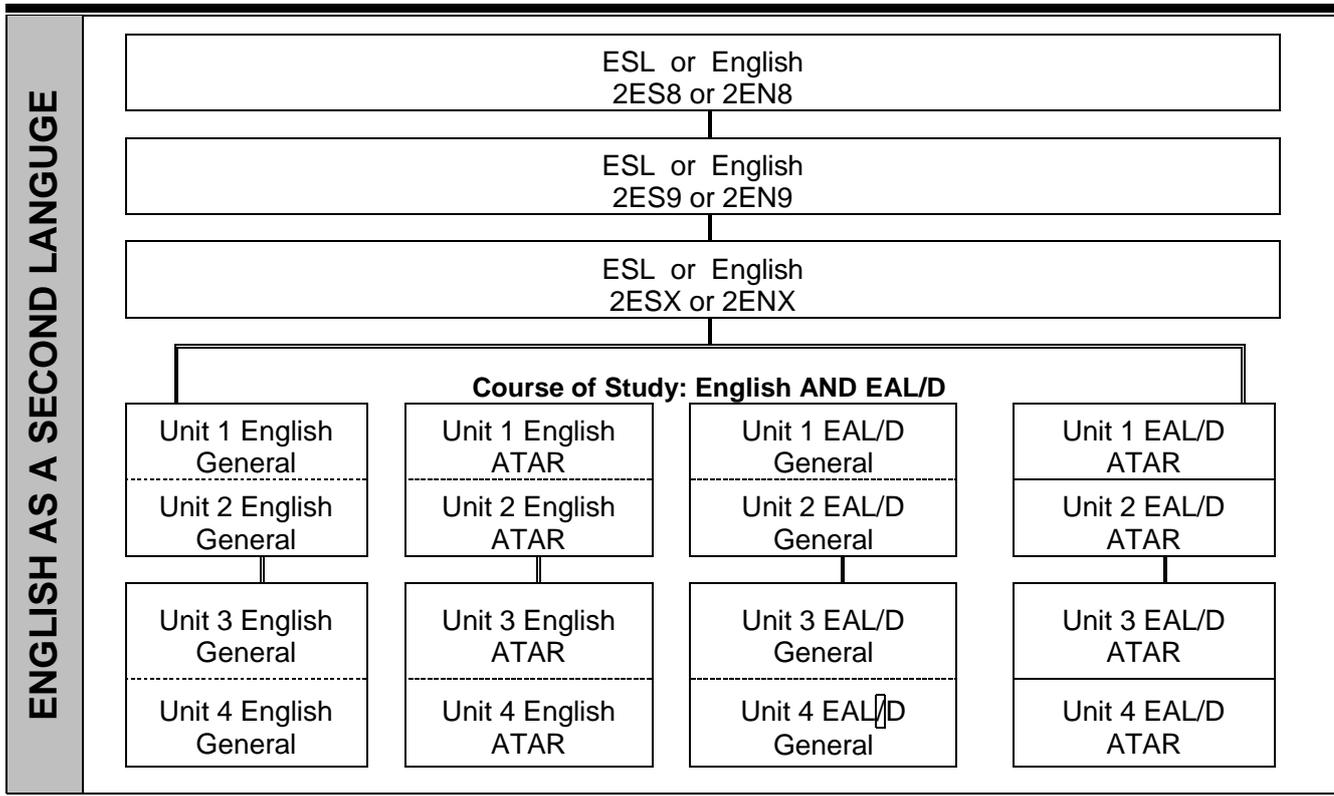
A feature of the Year 8 course will be the preparation for NAPLAN testing conducted in first semester of Year 9. These national tests in reading, writing, spelling and language conventions give parents, students and teachers the opportunity to measure student progress against national benchmarks. Although they are only one aspect of monitoring student progress it is important students are ready for the demands of NAPLAN.

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:

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

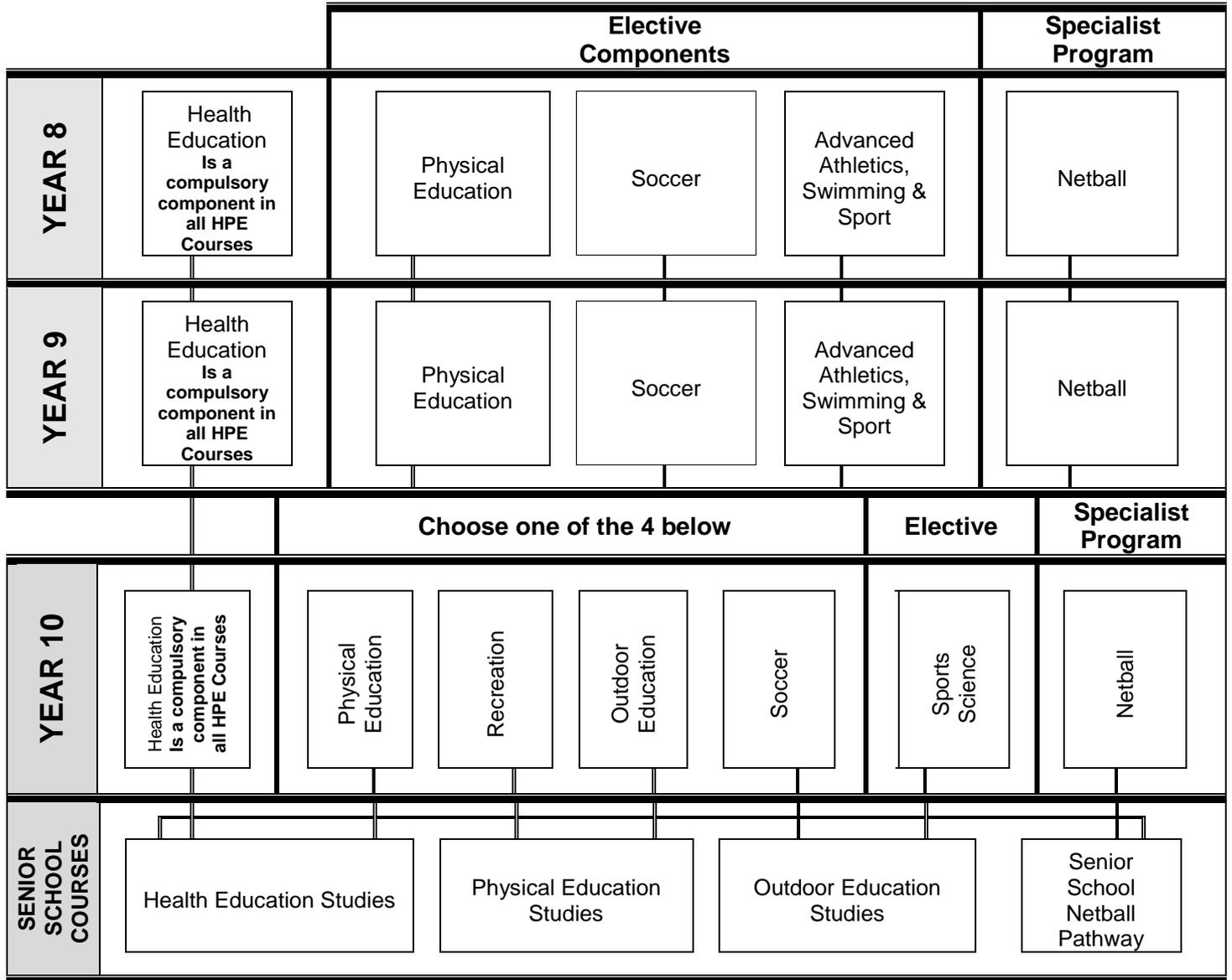
ESL classes are small and therefore, students are assisted individually to ensure improvement and develop confidence.

In Years 8 and 9, ESL teachers focus on improving students' Standard Australian English skills 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 (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 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 (e.g. persuasive and argumentative texts, documentary, report, journal writing etc).

## PATHWAYS OF STUDY HEALTH & PHYSICAL EDUCATION



## 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 - 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.

### **Soccer Program - 3SO8**

**Cost: \$45.00 each semester**

Students may elect to participate in the special soccer pathway program instead 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 will be expected to be involved with the sport outside the school.

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 select this subject. There is a focus on 'learning through game-play' in this program

### **Advanced Athletics, Swimming & Sport – 3AS8**

**Cost \$25.00 each semester**

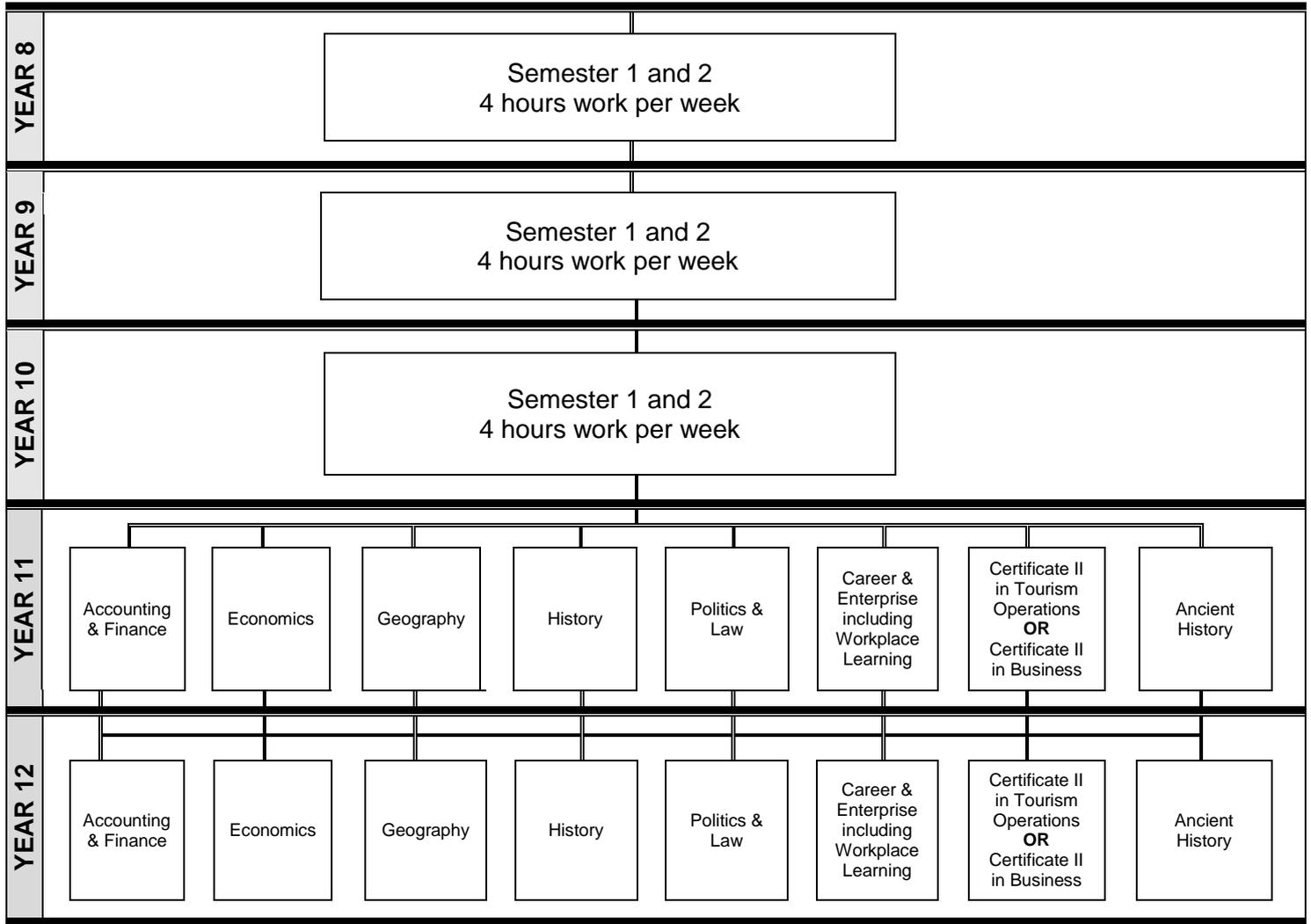
Students may elect to participate in this class instead of the mainstream Physical Education class. This elective is new to the handbook and is aimed at students who primarily have a strong interest in athletics, and swimming and who aim to become members of our coveted MSHS A Division Inter-school Athletics team and Interschool Swimming team. In this class there will be a particular focus on improving student ability in athletics and swimming to promote strong individual (and team) performance in both House and Inter-school Carnivals. Some of the fun and engaging components of this unit include;

- Event specific training in Athletics & Swimming
- Mini-triathlon & mini bi-athlon
- Run, swim, board paddle activities (using the school pool)
- Cycling & group fitness (such as circuits) and fitness classes (such as yoga).
- personal fitness programming and conditioning
- aquatic aerobics and fun pool based activities
- selected sports from the Year 8 PE program

Students who select this class will still be provided with an opportunity to engage in some of the sports covered in the mainstream PE program as a way of improving fitness, physical skills and team-work skills.

**(Note: If an insufficient number of students select this subject, students will participate in the normal Year 8 mainstream PE program instead)**

# PATHWAYS OF STUDY HUMANITIES AND SOCIAL SCIENCES



## HUMANITIES AND SOCIAL SCIENCES

Cost: \$17:00 each semester

The Year 8 course has a wide range of topics to learn about and explore. In Year 8 Humanities and Social Sciences we will be investigating Medieval History and its impact on the world today. Students will also be learning about the Black Death and why it still has a lasting influence today.

In Geography students will look at Landforms and Landscapes, particularly in Australia and the processes that form these landscapes. We will also be looking at Changing Nations and Urbanisation. Students will discover why people move to certain areas and why more and more people around the world are choosing to live in cities.

This year students will also be learning about Civics and Citizenship, specifically the freedoms in Australia that allow people to make informed decisions, such as freedoms of speech, movement and assembly. They also investigate how laws are made in Australia and how these laws are implemented in Australian society.

In Economics and Business students learn about the Circular Flow of Income and how they contribute to this flow as consumers. They investigate the impact that Economics has on their day to day lives. Students then study the different types of business structures and market places that people use to run businesses to fulfil people's needs and wants.

The Humanities and Social Sciences 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
- 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

	<b>ITALIAN</b>	<b>CHINESE</b>		
<b>YEAR 8</b>	<b>Italian</b> Semester length course. Compulsory Studies	<b>Chinese</b> Semester length course. Compulsory Studies		
<b>YEAR 9</b>	<b>Italian</b> Year Length Course	<b>Chinese Second Language</b> Year Long Course	<b>Chinese Background Language</b> Year Long Course	<b>Chinese First Language</b> Year Long Course
<b>YEAR 10</b>	<b>Italian</b> Year length course	<b>Chinese Second Language</b> Year Long Course	<b>Chinese Background Language</b> Year Long Course	<b>Chinese First Language</b> Year Long Course
<b>SENIOR SCHOOL COURSES OF STUDY</b>	<b>Italian</b> Year 11 General Unit 1 & 2  <b>Italian</b> Year 12 General Unit 3 & 4  <b>Italian</b> Year 11 ATAR Unit 1 & 2  <b>Italian</b> Year 12 ATAR Unit 3 & 4	<b>Chinese Second Language</b> Year 11 ATAR Unit 1 & 2 <b>Chinese Second Language</b> Year 12 ATAR Unit 3 & 4 <b>Chinese Background Language</b> Year 11 ATAR Unit 1 & 2 <b>Chinese Background Language</b> Year 12 ATAR Unit 3 & 4 <b>Chinese First Language</b> Year 11 ATAR Unit 1 & 2 <b>Chinese First Language</b> Year 12 ATAR Unit 3 & 4 <b>General Chinese SL</b> Year 11 Unit 1&2 <b>General Chinese SL</b> Year 12 Unit 3&4		

# 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. 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, tourism and hospitality field or in any field that requires the application of people skills and language.

### **ITALIAN - 4IT81 & 4IT82**

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

Italian is one of the two compulsory languages offered at Melville SHS in Year 8. Italian is encouraged for students who have learnt Italian in primary school, or even students who have no prior knowledge of the language. Students will be expected to review concepts at home and adopt relevant software and applications when instructed. Students will study a language for one semester.

Students become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They build a vocabulary relating to people and objects in their immediate worlds. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject–verb–object), which is enriched by the use of adjectives. They create their own texts mainly using the present tense of regular and common irregular verbs. They gradually build more extended texts, using cohesive devices. Students develop language for interacting with the teacher and each other. They learn to distinguish between formal and informal register. They develop a metalanguage to describe and discuss features of Italian.

The Program includes **'Buon Appetito'** the focus being food. Students will participate in role plays and classroom games to master new expressions about eating out in Italy and the many culinary treats the Italian culture has introduced us to. Students will look at Italian recipes and even sample Italian gelato (ice-cream) on 'Gelato Day.'

Other themes include **'Feste', school life, regions of Italy, the human body and directions**. Students will extend their basic grammar to be able to communicate on a higher level to describe these items. They will delve further in critical thinking and apply their spoken Italian for refinement. The year will round off a solid grounding for future Italian studies.

## CHINESE

(Cost: \$10.00 each semester)

**Chinese** is for students with no or limited Chinese or intermediate literacy and is one of the two compulsory languages offered at Melville SHS in Year 8.

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 4CS81 & Unit 2 4CS82

The focus is **Likes & dislikes and general communication and refinement**. 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. Students will gain a greater awareness and refinement in their Chinese Language skills.

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.

### Chinese Year 8

This covers the themes of **Chinese Communities Overseas and Global Issues**.

Students will explore the following issues in their native language, Chinese:

- The role of the individual in today's society.
- adapting to new cultures (education, leisure, lifestyle)
- the maintenance of Chinese cultural contexts
- 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 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 - 5MA8 - 5GAT8**

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

All Year 8 students will study mathematics for four hours per week.

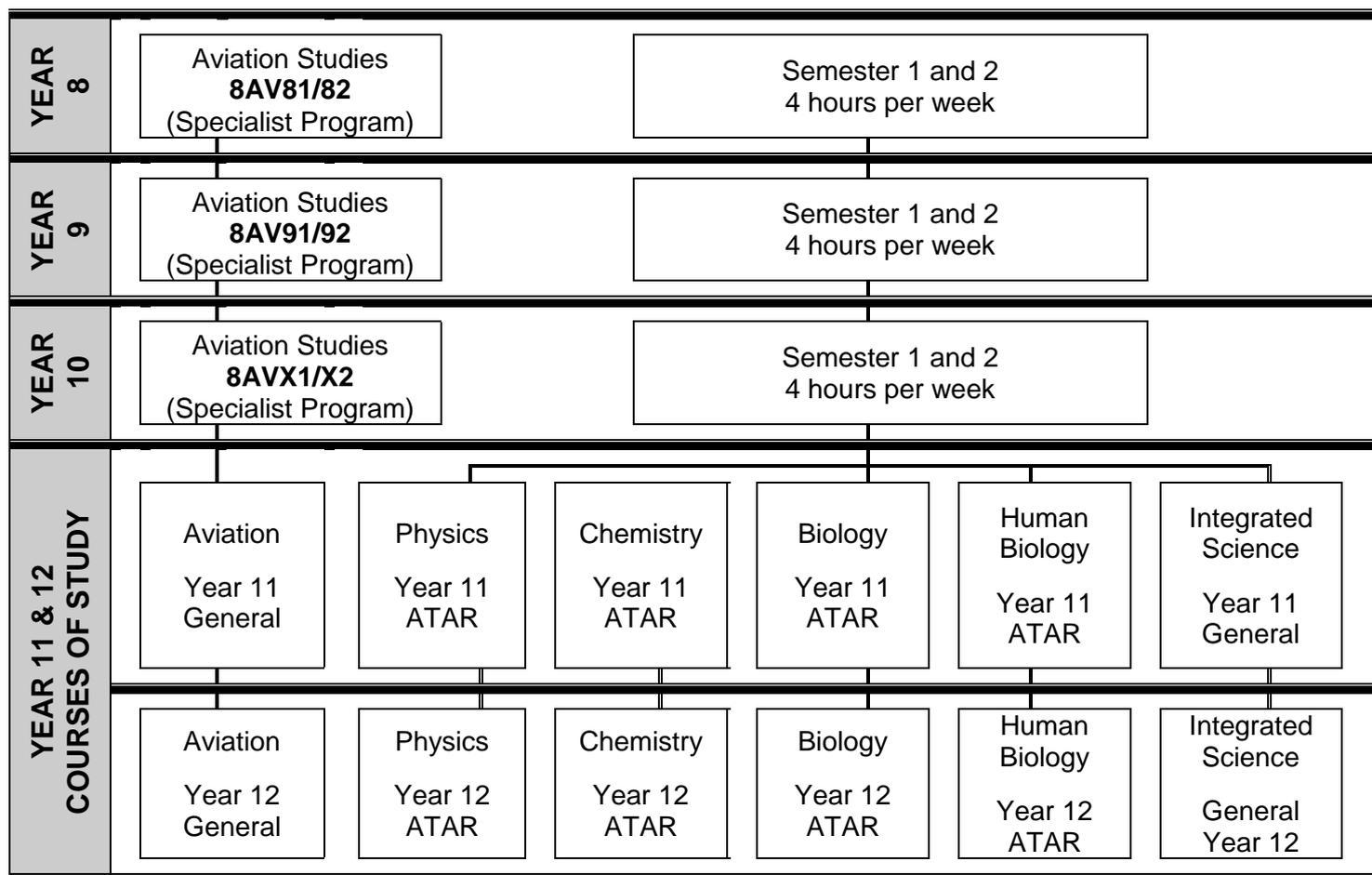
During Year 7, students largely worked in homogeneous groups and were graded using common assessment tasks. Class grouping for Year 8 are determined using the results gained in these assessment tasks.

In Year 8 students further their studies in Number and Algebra, Measurement and Geometry and Statistics and Probability. Students working at the higher levels will have greater emphasis place on the Algebra component of the course and problem solving. Changes will be made to classes during the year based on performance, in an attempt to keep students of similar ability in the same group. This process will continue into and through Year 9 and 10 during which time students will be advised of their entry point into the post compulsory courses of study in Mathematics.



# PATHWAYS OF STUDY

## SCIENCE



### SCIENCE - 6SC8

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

In Year 8 all students study Science for four hours per week. They cover all the major conceptual of science, including physics, chemistry, biology and earth sciences as well as science laboratory and investigative skills.

In Year 8 students will cover the following outcomes:

- 11 weeks                      Chemistry
- 10 weeks                     Biology
- 8 weeks                      Physics
- 8 weeks                      Earth sciences



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

Students planning to attempt ATAR science courses in Year 11 & 12 need to achieve a 'B' grade or better in Semester 2, Year 9 Science. This will ensure they will be placed into the higher pathway science in Year 10 that is essential for the upper school courses.



## 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 8 Semester Courses</b>	<b>Materials &amp; Design</b> (8MD8)	<b>Jewellery</b> (8JW8)	<b>Food Awareness</b> (8FC8)	<b>Textiles</b> (8TX8)	<b>Digital Technologies</b> (8CC8)	<b>Technical Design</b> (8CD8)
<b>YEAR 9 Semester Courses</b>	<b>Materials &amp; Design</b> (8MD9)	<b>Jewellery</b> (8JW9)	<b>Food Choices</b> (8FC9)	<b>Fashion &amp; Textiles</b> (8TX9)	<b>Creative Computing</b> (8CC9)	<b>Technical Design</b> (8CD9)
	<b>Woodwork</b> (8WW9)		<b>International Foods</b> (8IF9)			
<b>YEAR 10 Yearlong Course Packages</b>	<b>Introduction to Workshop Trades</b> (8TRX) & <b>Wood Technologies</b> (8WWX)	<b>Jewellery</b> (8JWX) & <b>Materials &amp; Design</b> (8MDX)	<b>Socialising &amp; Entertaining with Foods 1</b> (8EFX1) & <b>Socialising &amp; Entertaining with Foods 2</b> (8EFX2)	<b>Child Development</b> (8CFX1) & <b>Caring for Children</b> (8CFX2)	<b>Creative Computing</b> (8CCX) & <b>Computer Assisted Drawing</b> (8CDX)	
<b>SENIOR SCHOOL PATHWAYS</b>	<b>Certificate II in Engineering Pathways</b> (11&12, VET)		<b>General Food Science &amp; Technology</b> (11&12)		<b>ATAR Applied Information &amp; Technology</b> (11&12)	<b>General Design – Technical Graphics</b> (11&12)
	<b>General Materials Design &amp; Technologies – WOOD</b> (11&12)		<b>General Children, Family &amp; Community</b> (11&12)		<b>Certificate II in Information, Digital Media &amp; Technology</b> (over 2 years, 11&12)	
	<b>General Building &amp; Construction</b> (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

### Materials & Design – 8MD8



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 nickel silver as well as plastics and other metals. Students will be encouraged to use imagination and creativity in designing and making their own projects.

**Semester Cost \$40:00**

### Jewellery – 8JW8

A favourite of many students, Jewellery allows you to learn to not only make detailed, artistic pieces of custom Jewellery but also how to design your own bling. Working with different materials and using innovative techniques & methods in a safe but very effective way you will experience the thrill that comes with wearing Jewellery you've made yourself! This course is well suited to students with interest in artistic pursuits and with an eye for aesthetics and detail.



**Semester Cost \$35:00**

### Food Awareness – 8FC8



The basis of this course is to give students the knowledge and practical experience to prepare quick, delicious, fool proof recipes that are packed with nutritional value.

As well as learning to cook the study of food also includes new taste experiences with an emphasis on flavour, colour and texture. The promotion of healthy eating habits will be the focus of this course.

**Semester Cost \$60:00**

### Textiles – 8TX8

This is a practical course which builds upon skills learnt previously in the 'Food and Lifestyle' course. It allows students the opportunity to further develop their practical and creative abilities in textiles.

The purpose of this course is to continue to introduce students to the basic processes used in designing and construction of clothing and craft items. It gives students the opportunity to design and produce items that they can use or wear. Students are encouraged to use and express creativity in all their textile projects.

Please note that students may need to provide some fabrics and patterns, if they wish to vary the projects.

**Semester Cost \$60:00**



## Digital Technologies

### Digital Technologies and Computational Thinking- 8CC8 Semester

**Cost \$15:00**



Students in this course will continue with programming, coding and developing their own games at a more advanced level using scripting language (Python and JavaScript). Students will also learn to be effective digital citizen and understand the impacts of their digital footprints in today's technology age. Students at this level will be able to develop their creativity using animation software in a fun and engaging environment.

### CAD - Computer Assisted Drawing - 8CD8

Discover how amazing the world of 3D design is with this course. Using simple but very effective drawing programs discover how to model *anything* – then build it!

Students will not only learn how to use programs but will also design projects for interschool competitions, such as CO2 Dragster racing, 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 \$10:00**

